

***Business Plan for Education Options RFP
For Existing Chicago Operators Applying to
Open Additional Schools/Campuses***

Tier I Business Plan Due:

April 8, 2015

By 10:00 a.m. CST

Submitted by:

Youth Connection Charter School

10 W. 35th Street

Chicago IL 60637

Submitted:

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Narrative
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Executive Summary

Youth Connection Charter School (YCCS) was founded in 1997 as an alternative school charter that provides “Not just a Second Chance.... But a Better Chance” for off-track, at-risk, and drop-out students. YCCS partners with 20 community-based organizations to provide a world-class education to over 4,000 students per year. Over the almost 17 years of existence, YCCS has graduated over 15,000 former drop-outs, of which 76% continue on to post-secondary education and/or employment.

YCCS proposes, in this application, to add two (2) alternative high school campuses to its current roster of twenty (20) educational options school campuses: The YCCS* Young Adult Learning Center @ Rincon Family Services (*Youth Connection Charter School), to be located at 3720 N. Kedzie Ave, Chicago IL 60618, to serve, as its intended student recruitment boundaries the contiguous community areas of Belmont Cragin, Hermosa and Avondale; and the YCCS* Youth-Build Academy @ Central State SER (*Youth Connection Charter School), to be located at 3948 W. 26th St., 3rd Floor, Chicago IL 60623, with targeted student recruitment boundaries of the community areas of Pilsen, South Lawndale, North Lawndale, East Garfield Park and Back of the Yards. Both partners have the demonstrated support of their communities to open these campuses, from the grass-roots level of parents, local businesses and community organizations to the political level of City, County and State Elected Officials.

Over the 17 years of YCCS existence, YCCS has evolved into an Alternative Education ecosystem, a community of 20 dedicated urban schools, utilizing a common design framework offered in distinct and unique learning environments that meet the diversity of need and interests of off-track students and out-of-school youth and collectively improving the educational and social outcomes of our student population. What has evolved is the YCCS “3 + 1” Educational Framework, which organizes the network’s academic and support offerings into four instructional pillars: (1) Personalized Learning and Multiple Pathways to Graduation; (2) Applied/Active Learning; (3) Interventions for Struggling Students; and (4) the “+1”: Post-Secondary Preparation. In addition to the school-wide adoption and implementation of the “3 + 1” Educational Framework by Fall 2016, YCCS plans, over the next five years, to move to a school-wide competency-based learning credit system, with graduation criteria and all courses, whether blended learning, on-line learning, traditional classroom learning and/or real-world project-based learning, based on the student meeting core competencies.

While all YCCS campuses follow the same YCCS “3&1” education design, YCCS encourages its educational partners to deliver the YCCS program design through a specific learning focus or learning lens. The specific focus or lens of the YCCS Young Adult Learning Center@Rincon Family Services will be a social-emotional transformative learning approach, developing youth resiliency, persistence and positive leadership skills. The YCCS YouthBuild Academy@Central States SER has a career pathway focus, and through that lens provides young men and women ages 17-21 with an educational option to complete a high school diploma while gaining basic construction training, taught by a City Colleges of Chicago instructor from Dawson Technical Institute, resulting in OSHA and NCCER certification and either/or/both job placement and post-secondary education acceptance. Each of the new campuses will implement the YCCS basic competency-based learning education model which includes multiple pathways to graduation and personalized learning, active learning environments, interventions for struggling students, and Post-secondary readiness through college-high school dual enrollment, college preparatory activities and career-based learning.

The YCCS Mission is to advocate, develop, and provide world-class education to at-risk students and high school dropouts in partnership with the alternative high school community. The key

characteristics that enable our school campus partners to fulfill our mission is network level governance and leadership providing ethical and highly competent stewardship and oversight, as well as network-wide professional development and collaborative supports that sustains a focus on instructional improvement and embedding in each campus a school culture that is college and career focused. The YCCS mission is transmitted and fulfilled through the adoption and implementation of the following YCCS 10 fundamental design principles at both the network and the campus levels:

- Adaptive school structures that build on the strengths of students and the collective school organization;
- Quality school instruction that motivates at-risk students to learn and grow academically and personally;
- Strong academic leadership that builds strong school teams;
- Assessment driven instruction culture shared by all members of the school;
- High expectations for all students;
- Professional environment that has continuous professional development and career opportunities;
- Continuous program improvement that leads to improved learning outcomes for all students;
- Community-based programming that connects learning to the community;
- Accountability for all aspects of the school program; and
- Organizational commitment to advancing alternative education under the umbrella of YCCS.

YCCS has the distinction of being a top rated high school network in the city. Last December 4, 2014, Chicago Public Schools released the 2014 SQRP Academic Performance ratings for its schools and YCCS performances topped the chart, with 14 of our 20 campuses scoring “1+”, top of the scale, and an additional 4 campuses scoring “1”. YCCS students successfully graduate from high school, with a one year graduation rate of over 90%, and also 75% of YCCS graduates go on to post-secondary education, training, and/or employment in expanding sectors with career ladder opportunities. YCCS provides a national model of a community-based alternative education system that not only in the day to day saves students’ lives, but also, in the long term, prepares our most vulnerable youth to become tomorrow’s college graduates and community leaders. With the approval of these two new campuses, both located in high need community areas, we will be able to expand the YCCS high quality educational opportunity to more at-risk youth, thereby providing a pathway for more of our youth to future career and educational success.

Options Business Plan Narrative Questions

Q1. Network Overview: (2-5 pp.)

School Mission, vision and educational philosophy:

YCCS Mission: Youth Connection Charter School advocates, develops and provides world-class education to students at-risk and high school dropouts in collaboration with the alternative high school community. YCCS meets the individual needs of students through programs committed to academic excellence, human development, cultural enrichment, and social equity. YCCS prepares students for quality life experiences, technological literacy, graduation, vocational and post-secondary education, and competitive employment.

YCCS Vision: Youth Connection Charter School is a nationally recognized model for alternative education with quality academic and support services, providing tools to empower at-risk students and high school dropouts to graduate and become productive members of society.

Educational Philosophy:

Over the 17 years of YCCS existence, YCCS has evolved into an Alternative Education ecosystem, a community of dedicated urban schools, utilizing a common design framework offered in distinct and unique learning environments that meet the diversity of need of off-track students and out-of-school youth and provides a collective impact to significantly improve the educational and social outcomes of our student population.

Working from a community development framework (student community, neighborhood community, school community), YCCS is transforming students' lives through a systems approach to alternative education that provides for a variety of school models, and employs multiple pathways to graduation. Over the past two years, as part of shifting from an essential skills framework aligned to the Illinois Learning Standards to the Illinois Common Core Standards, all levels of YCCS has been engaged in rethinking and redesigning the educational enterprise to effectively and efficiently reengage students and empower a high level of student learning, particularly in light of the YCCS student body increasingly entering with student academic proficiency gaps in excess of 3 grade levels below their class cohort and multiple barriers to successful high school completion. What has evolved is the YCCS "3 + 1" Educational Framework, which organizes the network's academic and support offerings into four instructional pillars: (1) Multiple Pathways to Graduation; (2) Applied/Active Learning; (3) Interventions for Struggling Students; and (4) the "+1": Post-Secondary Preparation. In addition to the school-wide adoption and implementation of the "3 + 1" Educational Framework by Fall 2016, YCCS plans, over the next five years, to move to a school-wide competency-based learning credit system, with graduation criteria and all courses, whether blended learning, on-line learning, traditional classroom learning and/or real-world project-based learning, based on the student meeting core competencies.

The YCCS Student and School Services Support Department (SSSS), which is supplemented with foundation grants, community partnerships and corporate sponsorships, provides multiple-path career, leadership and college-readiness-scaffolded opportunities that support the transition of disconnected/dropout youth to move from being out of school with low academic proficiencies, no high school

diploma and dim prospects of success, to graduation from a YCCS high school campus, ready for college and post-secondary training and/or employment.

Educational Program Design:

<i>YCCS Program Design</i>	
<i>YCCS Mission and Vision</i>	Youth Connection Charter School advocates, develops and provides world-class education to students at-risk and high school dropouts in collaboration with the alternative high school community. YCCS meets the individual needs of students through programs committed to academic excellence, human development, cultural enrichment, and social equity. YCCS prepares students for quality life experiences, technological literacy, graduation, vocational and post-secondary education, and competitive employment.
<i>YCCS Goals & Values</i>	YCCS Goal is to meet the individual needs of students through programs committed to academic excellence, human development, cultural enrichment, and social equity. YCCS prepares students for quality life experiences, technological literacy, graduation, vocational and post-secondary education, and competitive employment. YCCS campuses promote the following values: Integrity; Excellence; Respect; Leadership; Responsibility; Commitment; Courage.
<i>Organizational Model</i>	<p>A systems approach to alternative education that provides for a variety of school models, employing a variety of completion strategies that meet the diversity of need of off-track students and out-of-school youth, utilizing a common design framework offered in distinct and unique learning environments. YCCS’s organization model includes the following processes:</p> <ul style="list-style-type: none"> • COLLABORATIVE COORDINATION: Work collaboratively with community-based schools and nonprofit agencies within a co-branding and shared leadership model • ORGANIZATIONAL LEARNING: Collectively cultivate and assess the knowledge and “products” created by campuses to inform new strategies, goals, activities, roles, technologies, and “educational models” for the future. • COMMUNITIES OF PRACTICE: Engage members in collaborative learning and knowledge sharing activities, group projects, and networking events that meet individual, group, and organizational goals while creating an increasing cycle of participation and contribution
<i>Educational Program Overview</i>	<p>The core components of YCCS’s education program are the provision of multiple pathways to graduation and competency-based learning, implemented within the YCCS’ 3 Plus 1 Framework For Learning. YCCS’ 3 plus 1 model requires campuses and educators to provide the interventions, support systems, and personalized-learning pathways that each student needs to meet the expected standards and graduate college and career ready.</p> <p>YCCS campuses offer multiple learning options that allow students to demonstrate proficiency on expected learning standards, earn academic credit, and satisfy graduation requirements. YCCS encourages its students to explore a broad range of learning experiences, including outside-of-school options. Courses that meet the requirements of the diploma include traditional classroom based courses and classes, virtual/blended classes, career based and extended learning pathways, as well as, applied academics (theme-based) courses, classes, and units of study.</p> <p>YCCS’s competency-based learning approach allows students to progress as they demonstrate mastery of academic content, regardless of time, place, or pace of learning. Students demonstrate mastery of a comprehensive list of competencies to fulfill graduation requirements. Competency-based strategies provide flexibility in the way that credit can be earned or awarded, and provide students with personalized learning opportunities.</p> <p>Academic strategies that promote student success in learning objectives by meeting the developmental needs of learners include, but are not limited to: extended learning time, alternative modes of learning assignments, make up opportunities for missed assignments or failed assignments, retesting, literacy, numeracy, and behavior interventions, emphasis on</p>

	<p>mastery learning, and other instructional accommodations.</p> <p>Engagement strategies include research based and strategically designed interventions to promote student self-efficacy and autonomy and tiered interventions based on factors related to persistence, resiliency, stress and distress.</p>
<p>Educational Delivery YCCS's 3 Plus 1 Model (Non-negotiables) and Strategies for Student Success</p>	<ul style="list-style-type: none"> ✚ Competency based Pathways to Graduation and Personalized-Learning <ul style="list-style-type: none"> • Multiple pathways to graduation that allows for flexible approaches to credit recovery and how students earn credit; student voice and choice in demonstrations of learning; and a variety of learning opportunities in a variety of settings • Blended/Virtual Learning/Credit Recovery using the Aventa On-Line Learning Curriculum • Competency-based instructional model that focuses on the mastery of a set of specific competencies and assessments for student learning that encompass course content • <i>Multiple assessments</i> and multiple measures of what students actually know and can do at the course and exit level • The Integration of student information and learning management systems designed around competency-based approaches, providing data to support students, teachers, and schools for improving performance • A variety of scheduling, instructional activities, co-curricular and extracurricular activities that extends the quantity and quality of learning time ✚ Active Learning Environments <ul style="list-style-type: none"> • The promotion of active learning environments that includes discussion, problem solving, cooperative learning, inquiry-based learning, and writing exercises (graded and ungraded) • Instruction intently focused on higher order, critical and creative thinking skills, and deeper writing • The use of educational technology to provide real world applications and to differentiate instruction to maximize student learning • Students learn to communicate, problem solve, and think critically by tackling real-world tasks in an experiential environment ✚ Interventions for Struggling Students <ul style="list-style-type: none"> • The use of scientifically based research instructional and school-wide strategies for diverse, high-risk, and at-risk learners, with a focus on: <ul style="list-style-type: none"> ○ Improving literacy and numeracy ○ Interventions and learning supports ○ Social and emotional learning ○ Data driven instruction and decision-making • The implementation of a comprehensive framework of learning supports for all students including SWD that includes tiered intervention in reading, math and behavior, engagement and reengagement strategies, and dropout prevention strategies. ✚ Post-Secondary Readiness: College preparatory and career building skills, including career based learning, career pathway programming, dual enrollment college credit and vocational certifications.
<p>Essential Skills</p>	<p>Enduring understandings and skills across all subjects and grades</p> <ul style="list-style-type: none"> • Cross Cutting Competencies: Critical Thinking, Effective Communication, Creative Exploration, and Active Contribution. • Cross-Curricular competencies: Derived from and aligned to CCSS, 21st Century Skills, College and Career Readiness and the Compass Exam include literacy, reading, numeracy, oral communication, technology • Habits of Mind: Pedagogical approaches in individual disciplines that foster deep learning, and get students to think like disciplinary experts

Assessments	Student Portfolios, Exhibitions of Learning, Aventa Assessments, COMPASS, ACT, STAR Reading and Math, Formative and Summative Assessments				
AVENTA On-line Curriculum	YCCS uses AVENTA, an online curriculum and small-group teacher led instruction to personalize learning. The curriculum is student paced, allowing students to work on courses or projects to satisfy graduation requirements. All core subject courses are offered, and high quality instructional services where students learn in a collaborative environment is provided. Based on an evaluation of students' transcript, they will be assigned AVENTA on-line course(s) to recover credits toward graduation. Students have 24 hour access to their courses and can access them from home. Additionally, students will be provided interventions to increase reading and math achievements. Lastly, based on students' needs they may be offered individual student programming (i.e. project based independent study). The following courses are offered via the AVENTA Learning curriculum.				
	English	Social Studies	Science	Math	Electives
	English I English 2 English 3 English 4	American Government American History Economics Geography World History	Biology Chemistry Earth Science Physical Science	Algebra I Algebra II Geometry	Health P.E. Spanish I
Graduation Requirements	<ul style="list-style-type: none"> All students will demonstrate that they have achieved proficiency in the content-area graduation standards articulated in the Illinois State Code. Meeting the standards entails demonstrating proficiency in each of the following content areas prior to graduation: 4 credits – English (Writing Intensive), 3 credits - Mathematics (1 yr Algebra, 1 course must include geometry content), 2 credits – Science, 2 credits – Social Studies, 1 credit – Fine arts, Foreign Language or career/vocational education, 1 credit – Health (18 weeks), 3-6 elective credits , Community Service (40 hrs), Consumer Education (1 quarter or 9 weeks), Public Law 195 (US Constitution), Health Education, PARCC Assessment (Algebra II and English III or equivalent 11th grade course) In addition to the State requirements, the student must meet the following additional credit requirements established by the YCCS Board: <ul style="list-style-type: none"> A minimum of four (4) Exhibitions of Learning and/or Capstone project (interdisciplinary) evaluated by applicable rubric Compass Assessment Career Development and/or Life Skills (40 hrs) 				
Schedule	Regular day with option for extended day and flex schedule				
Target Population	Drop outs ages 16-21				
Number of Students	200-350 students per campus				
Teacher: Student Ratio	1:15-20				
Mentor-Advisor: Student Ratio	1:25-30				
Program Evaluation	YCCS campuses are evaluated based on the CPS options SQRP performance metrics, YCCS internal goal related metrics, and the YCCS Quality School Measures.				

The key characteristics that enable our school campus partners to fulfill our mission is network level governance and leadership providing ethical and highly competent stewardship and oversight, as well as network-wide professional development and collaborative supports that sustains a focus on instructional improvement and embedding in each campus a school culture that is college and career focused. The YCCS mission is transmitted and fulfilled through the adoption and implementation of the following YCCS 10 fundamental design principles at both the network and the campus levels:

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- Accountability for all aspects of the school program; and
- Organizational commitment to advancing alternative education under the umbrella of YCCS.

YCCS, with its 20 community-based small school partners, is creating a “counter narrative” for thousands of students for whom, YCCS provides “Not just a Second Chance.... But a Better Chance.” On December 4, 2014, Chicago Public Schools released the 2014 SQRP Academic Performance ratings for its schools. YCCS performances topped the chart, with 14 of our 20 campuses scoring “1+”, top of the scale, and an additional 4 campuses scoring “1”!

The “Campus by Campus” 2015-2015 SQRP performance ratings for YCCS’ twenty campuses are as follows:

Campus	Rating	Campus	Rating
Youth Connection Leadership Academy	1	Community Services West – Academy of Scholastic Achievement	1+
Ada S. McKinley - Lakeside	1+	Dr. Pedro Albizu Campos Puerto Rican High School	1+
Sullivan House Alternative High School	1+	Innovations High School of Arts Integration	1+
Latino Youth Alternative High School	1+	West Town Academy Alternative High School	1+
Jane Addams	1+	Austin Career Education Center	1+

¹ Rating of 1-3, with 1+ the highest and 3 the lowest; Campuses at 2+ or higher considered to have a satisfactory performance. Performance rating based on a weighted average of campus performances in Academics (Math & Reading Gains, Credit Attainment and 1 year Graduation Rate) and Student Engagement (Attendance & Stabilization Rates).

² In 2013-2014 70% of YCCS campuses were at Level 1+, 20% of campuses at Level 1, 5% at Level 2+ and 5% at Level 2.

Community Youth Development Institute	2	Westside Holistic Leadership Academy	1
Olive Harvey Middle College High School	1+	Charles Hamilton Houston Alternative High School	1+
Truman Middle College High School	1+	ASPIRA – Antonia Pantoja	1+
Association House – ECA	1+	YCCS Virtual High School	1
Community Services West – Community Christian Academy	1+	YCCS Chatham Academy	2+
Youth Connection Charter School	1		

YCCS has the distinction of being a top rated high school network in the city. YCCS students successfully graduate from high school, with a one year graduation rate of over 90%, and also 75% of YCCS graduates go on to post-secondary education, training, and/or employment in expanding sectors with career ladder opportunities. YCCS provides a national model of an alternative education system that not only, in the day to day, saves students’ lives, but also, in the long term, prepares our most vulnerable youth to become tomorrow’s college graduates and community leaders.

Growth Plan

a. Growth Rate

Qa.1. State how many additional campuses the network is applying to open through this Business Plan, as well as over the next five years. Cite the proposed opening years, locations, type of schools or programs and projected five-year enrollment for each campus.

In accordance with its growth plan, YCCS plans to grow by a total of 2000 students over the next five years. This growth includes 1) increasing the enrollment allocation of its existing campuses by 800-1000 students over the next 5 years through the MMA process, which will support a number of campuses expanding its programming to include evening schools for students whose work schedules require the flexibility of an evening program, and 2) increasing the YCCS portfolio of campuses by 5 new campuses, totalling an additional 1225 students through the RFP process.

YCCS plans to open 5 Additional Campuses over the next 5 years, two high school campuses in 2016 and three campuses (one high school and two middle schools) in 2017. The 2 new campuses for 2016 include (1) a Young Adult Learning Academy for students who have low skills, low or no credits, and/or were truant in their previous school, and (2) the YouthBuild Career Academy, an alternative high school for primarily older drop out and at-risk students who are interested in hands-on and applied learning which builds skills for entering the construction trades. Through an ecosystems approach to alternative education, utilizing a Common Design Framework offered in distinct and unique learning environments, YCCS provides a variety of Completion Strategies that meet the diversity of needs of Off-track Students and Out-of-School Youth. Moreover, by achieving an economy of scale at the network and the campus levels through the increase in students and campuses, YCCS will be able to deliver more robust programming that provides multiple pathways to graduation and post-secondary training and learning.

Opening Year	Location	Type of School/ program	Grades/ Ages	ENROLLMENT					
				2016	2017	2018	2019	2020	2021
2016	Irving Park	Young Adult Learning Academy	9-12 (17-21)	200	215	225	240	250	250
2016	Pilsen	YouthBuild Career Academy	9-12 (17-21)	125	150	200	225	225	225
2017	Humboldt Park	Alternative Middle School	6-10		150	175	200	225	250
2017	Chatham	Alternative Middle School	6-9		150	175	200	225	250
2017	Auburn Gresham	Young Adult Learning Academy	9-12		150	175	200	225	250
TOTAL				325	815	950	1065	1150	1225

The schools that open in 2016 will be designed to provide flexible learning environments that complement the current portfolio of YCCS campuses by providing at the entry point interventions that build the soft skills and academic skills needed to successfully obtain a high school diploma while

simultaneously preparing and achieving readiness for post-secondary training, education and careers. The YouthBuild Career Academy will be designed around the Department of Labor YouthBuild education model, which engages youth disaffected from the education system back into school through the construction trades, preparing the youth for entry level and apprenticeship level work in the construction industry and/or other expanding career fields. In addition to these school openings, a number of YCCS campuses are interested in expanding their physical sites or adding satellite sites, to accommodate additional students, thereby permitting the launch of applied sciences/vocationally-enriched academic programs at the campus and network levels.

b. Growth Rationale

Qb.1. What is the rationale for the proposed growth strategy? What academic, financial, and operational metrics does the Board of Directors use to determine readiness for replication?

YCCS, the only integrated network of small alternative school campuses in the State of Illinois that operates as one charter school. Founded in 1997 as a multi-site alternative high school charter of 26 campuses, YCCS is one of the 15 original replicating Charter Schools in the City of Chicago. Up to this point in its 17 years of existence, YCCS has not exercised its ability to replicate its unique charter school structure. Under this unique multi-site structure, YCCS, as the Charter School, is charged with operating the educational program and program of instruction in partnership with its now 20 campuses, which operate effectively as small school pods within a school, in accordance with agreement #4 of the current charter school agreement, “The Charter School shall operate an educational program and program of instruction serving the educational needs of the students enrolled therein.”³

The rationale for the YCCS growth strategy is three-fold: 1) to raise the student allocations at current YCCS campuses to a level at which every campus is able to operate at an economy of scale; 2) to partner with community-based organizations to add additional campuses to the YCCS charter that will increase the learning options available for the students to increase the likelihood of the student’s successful completion of high school and transition to post-secondary education and career opportunities and 3) to identify areas of the City where there is a substantial demand for high-quality alternative school educational services.

Academic, Financial, and Operational Metrics Used By Board to Determine Readiness for Replication:

The YCCS Board determines readiness for replication based on the current ability of the YCCS network to deliver high quality educational services through the substantial majority of the campuses and based on the financial & compliance score card, indicating the health of the financial and operations capacity of the network. In order to consider replication or an addition of campuses to the current roster of campuses under the YCCS Charter, YCCS SQRP and score card must demonstrate that the campuses are meeting standards. Through the oversight of its Compliance Committee, the Board will require that a current community school partner be able to demonstrate capacity to grow a campus, or establish a new campus or satellite, based on the following academic, financial, and operational metrics:

³ Renewal of Charter and Charter School Agreement (Youth Connection Charter School), Agreement #4, p. 2.

1) Academic Metrics: Existing community partners providing educational services to YCCS campuses must have achieved an overall standing of 1 or 1+ on the previous year’s SQRP in order to increase enrollment or to establish a new campus or satellite site; Those partners with a campus that scored 2+ on the previous SQRP will also be considered for growth if in previous years the campus has not been on probation and the partner has a strong academic improvement plan, for which the growth in enrollment will contribute the resources needed to achieve greater academic improvement.

2) Financial Metrics: Existing community partners must demonstrate, through their previous year’s annual independent audit, that they have the financial capacity, fiscal controls and cash flow to manage the financial demands of creating a new campus.

3) Operational Metrics: Existing partners must pass the YCCS annual compliance audit to be permitted to open a new campus.

YCCS Vetting Process for New Vendors

YCCS has an established, YCCS Board approved, process for vetting and opening new campuses in partnership with new school partners (vendors). All prospective vendors put forth in this MMA have gone through or are currently going through this process. The process established in 2010 is internal to YCCS and is a means of establishing a vendor’s qualification and “organizational fit”, as well as, to build a strong foundation for opening quality alternative schools under YCCS.

YCCS New Campus Vetting Process

Sept. - Dec	YCCS Interest Meeting Advertisement in local papers
Sept- Dec	YCCS New Campus Partner Interest Meeting AGENDA <ul style="list-style-type: none"> • Mission and History Of YCCS • Campus Educational Design Overviews • YCCS application process • YCCS Financial Expectations • YCCS Contractual elements
January	Letter of intent submission (LOI) from perspective vendors <ul style="list-style-type: none"> • Qualifications and interest in being a YCCS campus • Community Preference • Financial Capacity and Structure (3 year audited financials as attachment) • Board of Directors (with affiliations as an attachment) • Accepted LOI Applicants sent YCCS New Campus Partner Application
February	<ul style="list-style-type: none"> • Facility and ADA compliance Plan • Facilitation of community engagement strategy
February- April	YCCS New Campus Partner Planning Workshops lead by various YCCS Departments <ol style="list-style-type: none"> 1. Instructional Design (School Improvement Department) 2. Campus Operations (Strategic Operations and Accountability)

	Departments) 3. Financial Operations (Finance Department) 4. Contractual Obligations (Executive Leadership) 5. Special Education Programming (Special Education Department) Applicant works on application in collaboration with YCCS Staff
April	New Campus Partner Application due; YCCS Board and Staff interview Applicant; YCCS Board reviews application and staff recommendations.
May - September	YCCS works with approved vendor to open new school (see Support for new campus Programs below):
May 2012* (or the date established by CPS for MMA or RFP application submissions)	YCCS Submits RFP or Material Modification Application to Chicago Public Schools

*Process and timeline subject to change dependent upon CPS contracting & review process

The criteria for becoming an YCCS vendor are as follows:

1. Has an educational philosophy that aligns with the YCCS education program
2. Has demonstrated community relations experience / partnership – 5 years in a community serving a YCCS like population, evidence of community support
3. Mission / Vision statement aligned to YCCS
4. Have access to and/or identified facilities meeting geographic criteria; Options:
 - a. YCCS controlled Facilities
 - b. Partner controlled facilities
5. Financial Management History
 - a. Organization has financial capacity, adequate cash flow (lines of credit, fund raising capacity)
 - b. Financial history – 3 to 5 years of finances
6. Programmatic Management History – five years
 - a. Contract experience – no loss of contract due to mismanagement
 - b. HR experience
7. The proposed educational programs meets are model programming requirements
 - a. Credit recovery
 - b. Career Pathway
 - c. Blended High School / College
 - d. Theme Programming
8. Agrees to a co-branding relationship

YCCS employs a full time Director of New Schools/Development who is specifically responsible for assisting new school operators in building a strong foundation for opening quality alternative schools through coaching, technical assistance, and networking with other YCCS campuses. The New Schools Director provides planning support from the time of the founding group’s first meeting, through the first year of the school’s operation with activities that include business and multi-year financial and operations planning, vetting new schools to the community, the recruitment and selection of school staff, targeted professional development, curriculum selection, principal and teacher training. The Director of New Schools also works with various departments within YCCS to familiarize and train

potential new school operators on YCCS policies and procedures, various educational frameworks, and quality school standards.

Once selected as a vendor, YCCS works with the leadership of the organization in providing a range of supports that occur prior to opening and throughout the first two years of operation. These supports are provided through trained and seasoned staff of the various departments at YCCS. These supports include but are not limited to:

Facility planning	New School Department and the YCCS Strategic Operations Department
New principal training	YCCS School Improvement Department, YCCS Strategic Operations Department
New teacher induction program	YCCS School Improvement Department
Compliance and operations training	YCCS Strategic Operations Department
Fiscal and financial management	YCCS Fiscal Department
Special education planning and implementation	The YCCS Special Education Department
Recruitment of students	YCCS Recruitment Director (new position)
Teacher and principal recruitment	YCCS Human Resources Department

Each new campus will be assigned a School Improvement Representative. The School Improvement Representative, under the direction of the Chief Education Officer, establishes and supports the educational goals of the assigned campus in a manner consistent with our legal, fiscal, organizational and educational frameworks. Along with the New School Director, the School Improvement Representative assists new school leadership teams in concept design and development, organizing and implementing an appropriate instructional program in alignment with YCC's 3 plus 1 Model, evaluation of the program, communicating support system needs to the YCCS Executive Director; school improvement planning, interviewing and recommending instructional leaders, coaching, and in maintaining appropriate working relationships with YCCS, school staff, and the community. The orientation and training of new campus operators is consistent with YCCS development priorities.

YCCS's management development priorities, as described in the YCCS's Strategic Plan, include:

- Breaking the cycle of underdevelopment of out-of-school youth and off-track students
- Achieving high standards for student academic success
- Creating powerful alternative learning environments
- Driving school improvement and student achievement through accountability
- Optimizing operations and service delivery to improve student achievement
- Optimizing board governance to improve organizational effectiveness

The New School Development office, in conjunction with YCCS' executive leadership and board of directors, is responsible for the planning and execution of the new campuses and renovations that are part of this MMA. The tasks associated with training and acclimating new campuses to YCCS protocols and educational program are carried out by various departments at YCCS. Organizationally and administratively, YCCS is structured to support campuses in every area of operations. The various departments are organized to provide new and existing campuses with a range of on-going services and

technical assistance to ensure educational quality, fiscal accountability, student support, and compliance with applicable district, state and federal policies (see attached organizational chart).

YCCS Home Office Services



Section 1. Family and Community Engagement and Support

New campus 1: YCCS Young Adult Learning Academy (Partner: Rincon Family Services – Location: Irving Park/ Avondale)

1. a. Background of the Targeted Community(ies)

Q1.a.1. What are the targeted community(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

Recruitment boundaries for this new YCCS campus will be within the communities that community partner Rincon Family Services (RFS) has already been serving for over forty years: Belmont Cragin, Hermosa, and Avondale. Each of these communities displays its own set of particular needs, yet all show a need for increased support for its education offerings, in particular for educational services that address the learning and social-emotional needs of high-risk youth. Our proposed alternative school will serve to improve the overall quality of life for all residents of these communities through increased educational opportunities and a focus on re-engagement and retention of students who are typically disengaged from traditional education.

The overall population of Belmont Cragin is 81,448, with 35.1 percent of people under 18 years old. About 26 percent, or 21,095 residents, are school-aged. Between 2000 and 2010, Belmont-Cragin experienced a steady increase in a population who identify as Latino/Hispanic (currently 72.4 percent), while the Non-Hispanic White population has steadily decreased. The average household income is \$43,581, though the per capita income (based on is only \$15,246. This incredible disparity is obviously problematic and is exemplified when looking at the housing costs in the area. In 2012, the median cost of rent is approximately \$943 (73 percent of an income of \$15,461), and the estimated value of houses is nearly \$241,298. Of renters, it is estimated that 57.4 percent pay over 30 percent of their income, with 31.8 percent paying over 50 percent of their household income. This income however does not apply to the 11.5 percent of Belmont-Cragin residents who are unemployed and may assist in explaining that 18.6 percent of residents still live in poverty (according to 2013 city data-sets). Another disconcerting statistic for the area is that 37 percent of these residents have less a high school diploma, or the equivalent of one.

Out of a total population of 42,187, 30.6 percent of Avondale residents are under age 18. Families with children in the Avondale community area make up 39.6 percent of the population, while the average household size is 3.1. Avondale's racial and ethnic population trends are more fluid and less predictable than other RFS service area communities, with around 60 percent of residents identifying as Hispanic. The income per capita is somewhat higher here, at \$20,489, but nearly 14.6 percent of this population is still living below poverty level, 25.7 percent of Avondale residents lack a high school diploma and 9.3 percent are still unemployed. With a 2012 average monthly rent of \$937, it is estimated that 47.2 percent of renters in the neighborhood pay over 30 percent of the household income in rent. The estimated cost of a house at approximately \$299,438, and about 41.8 percent of neighborhood housing is owner occupied, leaving over half of the residents struggling with high rental costs and low incomes.

With a total population of 20,632, 37.6 percent of Hermosa residents are ages 18 and under. A total of 47.4 percent of households in Hermosa comprise families with children, with an average household size of 3.7. From 2000-2010, the Hermosa population has had a mild, but steady increase in

the Latino/Hispanic population, currently making up 84.9 percent of the total population. The median household income was \$41,775 in 2011 though the per capita income from a Chicago data set in 2013 was only \$15,411. With a 2012 median rent of \$933, this per capita income is still problematic, and it is estimated that 64.1 percent of renters in the neighborhood pay over 30 percent of their household income on rental costs. This coincides with the 19.1 percent of families living in poverty. Approximately 41.9 percent of Hermosa residents lack a high school diploma and 12.9 percent are unemployed.

While each of our communities is unique, it is also a sad trend that there are such high rates of unemployment, and lack of high school diplomas throughout. At YCCS, however, we recognize that it is not just about the demographic data or the aggregates created through studies. It is about changing the lives of one individual at a time, and we believe that through our proposed alternative high school, combined with our cultural competence and years of community involvement, and that of our community partners, we can do just that.

History:

Q1.a2. Provide a brief historical context of the neighborhood(s) within the proposed recruitment boundary. Include information that your applicant believes is important to understand in order to serve the targeted student population and community residents.

Avondale has a long-standing history as a home to Chicago's Polish community. Polish immigration to the area began as early as the 1920's and has continued since. The industrial infrastructure of the area has created a multitude of jobs for incoming residents, which has been the central attraction of Avondale for several decades. The community has retained much of its proud heritage as a working-class, Polish community. Because of its role in serving communities like Avondale, Rincon has expanded and diversified the array of services offered, incorporating Polish-speaking clinicians and other staff members to remain active in serving the Polish community of Chicago.

Named after the Spanish adjective "pretty," Hermosa is among the largest predominantly Latino communities in Chicago. As of the 2012 Census, Latino migration to Hermosa has remained consistently high since the 1980's, with Latinos now comprising over 90% of the community population. Additionally, roughly 30% of Hermosa residents are foreign born, a very large percentage relative to Chicago's 21% of foreign-born residents. As a Latino-founded, Latino-focused social service agency, YCCS community partner Rincon Family Services is a responsive service provider to communities like Hermosa, providing comprehensive, bilingual, and culturally competent services where they are needed.

Belmont Cragin is also home to a large Latino community, with Latinos comprising nearly 65% of the area's population. This community continues to attract working class families, with industry positions and affordable housing remaining an integral part of the community. Belmont Cragin is also comprised heavily of households with families, as family households account for roughly 64% of local households, with the average household size being 3.6. YCCS partner RFS has made sure that the services offered are an ideal fit for communities like Belmont Cragin, as they emphasize a family-oriented, culturally competent, and bilingual provision of services.

b. Community Research

Initial Research:

Q1.b.1. Do any members of the applicant 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 applicant connect to enhance its understanding of the targeted communit(ies) and develop an outreach plan? What existing community meetings, events, or volunteer opportunities have members of the applicant team attended to make additional connections and enhance members' understanding of the targeted communit(ies)?

Rincon Family Services (RFS), as an organization with over 40 years of history within the communities YCCS is targeting for this alternative school, already has extensive networks, partnerships and linkages to organizations, schools, politicians and people within Avondale, Belmont-Cragin and Logan Square. Many RFS staff also live within these communities and are involved with their communities outside of work as well. For example, several of RFS employees recently helped to incorporate the Reach'n Avondale Coalition, with the purpose of working with the community and the youth within, to reduce drug use. As so many of our existing relationships are heavily involved within these communities, RFS has already started discussing the proposed school by first tapping into these relationships, including our current 1900 clients.

YCCS and RFS also reached out to our existing political, organizational and community networks. This occurred through in-person meetings, emails and phone calls as we got the word out about this prospective partnership. We began the initial process of gaining feedback from our connections, and to date, have only received positive feedback regarding this new opportunity. We are also using social media to engage our audiences about this new potential venture through posting on Facebook and Twitter, as well as sending information via our newsletter.

Assets and Needs:

Q1.b.2. 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 were used to identify existing assets and educational and support needs in the community?

While poverty, unemployment and other daunting factors burden the targeted communities, the communities themselves are also full of a rich diversity of strengths. These assets include strong familial connections and resilience. Throughout this application process, YCCS and partner RFS will continue to work with the communities to inquire what they see as the benefits and assets within their communities and themselves, focusing on what they see as educational strengths and support needs. We will utilize our existing connections as well as our expansive outreach efforts specific to this process to elicit these responses from various community members, elected officials and stakeholders.

c. Community Fit

Q1.c.1. Based on the outreach and research that your applicant 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?

With our strong ties to the community and working with various youth programs, we are deeply aware of the need for increased access to educational opportunities within our targeted community areas. All three of the community areas have over 25% of people over twenty-five still lacking a high school diploma, with Hermosa having over 40 % over twenty five still lacking that essential degree. In RFS current partnership with YCCS, the organization has already been engaged with the out-of-school youth already, and also has been working with YCCS campuses to increase student retention. Within this work, we have contacted over 700 youth to work with them to re-engage them in a high school setting. Just within the past two enrollment periods, we have conducted outreach to 122 individuals, enrolling just over 45% of those contacted into schools. While not all of these youth are within our targeted areas for this school, these numbers still shows the significant amount of youth who have become disengaged from traditional education, and that there are many who still desire to return.

Based on this work, the high poverty rates, unemployment rates and low rates of high school diplomas, we know that these communities are still in need of a viable solution to their education concerns. As we have begun notifying the community, we are also aware of the strong support we have seen for the school. RFS will continue to work with YCCS to garner additional evidence of the community support.

I.2 Notification to the Community of Proposed New School or Program

a. Elected Officials

Q1.2.a.1. 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.

YCCS and Rincon Family Services have good relationships with many of the elected officials within our target areas. RFS is currently in the process of working with elected officials to gain their specific support to this proposal. In the next tier or stage of the application, we will submit formal letters of notification and begin to attend ward nights within our targeted areas, as well as the community surrounding our school. However, we are already working with several of our elected officials and their representatives:

- Alderman Ariel Reboyras of the 30th Ward:
- Email communication with Lois Planthaber, Alderman's Assistant (March 24, 2015);
- Town Hall Meeting (March 25, 2015)
- State Representative Jaime Andrade, Jr. of the 40th District: In-Person Meeting between President/CEO Rolando Correa and Representative Andrade Jr. (March 25, 2015)
- Alderman Deborah Mell of the 33rd Ward: In-Person Meeting between Resource Development Direct Ivan Medina and Alderman Deborah Mell (March 26, 2015)

b. Community Organizations and Stakeholders

Q1.2.b.1. List the key individuals or organizations in the neighborhood with whom you have met to discuss the educational vision for the proposed new school/campus.

(Note: If preferred, this information may be provided in a table.)

Method	Number Notified	Evidence	Appendix	Notes
Emailed RFS Newsletter	Mailing list of 700	Copy of Newsletter	Attached	Ongoing Engagement
RFS Social Media	324 Facebook followers 30 Twitter	Dated Facebook and Twitter	Attached	Ongoing Engagement
Community Petitions	64 community signatures	Petitions	Attached	Ongoing Engagement
Business Petitions	45 Business Signatures	Petitions	Attached	Ongoing Engagement
Local Ads	TBD	Copies of the Ad		Looking into Austin Weekly, La Raza and others
Community Forums	TBD	Sign-in sheets		Planning with YCCS
Radio	TBD	Date and Time		Planning with Polish Radio and Vida Nueva

Community Forums (Required)

Q1.2.b.2. Describe the structure of the community forums that were held to discuss the school model with residents and to seek their feedback on the educational vision for the proposed school.

The community forum(s) will be held in May, June and/or July. RFS and YCCS will work together with CPS to ensure that the communities of Avondale, Hermosa and Belmont-Cragin, as well as the area around the proposed school are notified and given the chance to provide input into the new alternative school located at 3720 N. Kedzie. The forum will provide an opportunity for RFS and YCCS to explain their educational model, and allow the community members to provide their comments, ask their questions, and if necessary, RFS and YCCS will work together to address any concerns.

On the Ground Outreach

Q1.2.b.3. Discuss the various on-the-ground outreach activities that you conducted. In which geographic areas in the recruitment boundary did your team’s outreach activities take place? Which members of your team participated in outreach activities? Who else did your 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?

As an organization that regularly serves 1900 clients in many west side Chicago communities, including those of the target area, RFS has begun and will continue to make efforts to alert the community to this proposal. RFS began by notifying our internal networks of this new proposal, through conversations with staff. We then moved forward by strategizing with both RFS and YCCS staff and consultants on how best to work within our current structure of outreach activities, i.e. utilizing our partnerships, like the Reach'n Avondale Coalition, local organizations and community schools, as well as outreaching within the YCCS networks. Particularly, our Community Resource Liaison, Angel Roman, has been continuing to attend community events, but now also brings news of this new proposal. Specifically, just in the last week, he attended the 25th Police District's Faith Based Subcommittee meeting (March 25, 2015 at 1pm at the 25th District Office), Alderman Reboyras' Town Hall Meeting (March 25, 2015 at 6pm at Riis Park), the Family Focus Nuestra Familia Northwest Chicago (March 26, 2015 at the Illinois Welcoming Center) and the Reach'n Avondale Coalition Meeting (March 26, 2015 at noon at Rincon Family Services Kedzie office). Other staff has been out canvassing the community businesses obtaining signatures and positive feedback.

As RFS works with YCCS to continue the efforts, we will also work with our paid staff and volunteers to continue to canvas the neighborhood and local businesses around the proposed site and within the catchment areas of Hermosa, Belmont-Cragin and Avondale. Staff will approach the areas with flyers informing the communities of the new proposed school, with information in English and Spanish, developed through work with both YCCS and RFS. RFS will continue to ask for signatures on our petitions, and approach selected individuals, representatives of organizations and prospective parents for letters of support. As we work with the community, RFS outreach workers will take the time to ask them about both the strengths and needs of the community, focusing on education, as well as engaging them in conversation about the possibility of the new school and their opinions regarding this opportunity.

c. Community Feedback

Q1.2.c.1. In your 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?

RFS, as an organization founded by Latinos for Latinos, strongly believes in community interaction and feedback. It is standard practice at RFS to promote options for clients and stakeholders to respond, react and make suggestions for improvement of programs already in place. Throughout our outreach efforts for this proposal, we will work with the community to provide them various opportunities and venues for feedback. Through social media, newsletters, one-on-ones, flyers and the community forums (yet to be scheduled), elected officials, community organizations and stakeholders will all have the opportunity to provide their feedback on the proposed school. As of yet, we have encountered only positive feedback and support, but are continuing to solicit opinions and comments from the community. Most specifically, in our outreach to businesses, several of them including a Dog Training Company, RFS and YCCS both desire to be able to respond to and potentially incorporate suggestions and/or alleviate or address concerns as soon as possible, thereby making the community know that that this is their school.

I.3 Community Support

The *Community Support* section asks applicants to include evidence of support from elected officials, community-based organizations and stakeholders, community members, and families. The applicant should identify key community-based partnerships for the school and acknowledge any opposition to the proposed school or program.

I.3.a. Elected Officials

Q1.3.a.1. List any elected officials that support the proposed school or program.

YCCS and RFS have already garnered the support of various elected officials, both those in the targeted community areas and of those in the vicinity of the school (See Appendices).

- Alderman Reboyras of the 30th Ward
- Representative Andrade Jr. 40th District

Appendices: If obtained, attach any letters of support from elected officials within the recruitment boundary.⁴

b. Community Organizations and Stakeholders

Q1.3.b.1. List community-based organizations or stakeholders (required), or citywide organizations (optional), that support the proposed school or program. Attach letters of support that explain the basis for their support for the proposed school or program.

YCCS and RFS are well-established, connected and respected organizations in the targeted communities. As such, we have garnered the support of multiple of community organizations and stakeholders within the community for this new proposal. These organizations trust RFS and YCCS to continue their quality commitment to the community and expand our services with a focus on the educational model of YCCS, melded with our compassionate, holistic care. These organizations have provided us with letters of support that are attached in our appendices.

- Literacy Center
- A Wellness Organization
- Access Behavioral Services
- Lutheran Family Services
- Reach'n Avondale Coalition
- Chicago Commons
- Kingdom Voice Ministries
- Pan De Vida
- Fellowship Connection
- The Miracle Center
- **Appendices:** Please attach any letters of support from community-based organizations⁵ and/or key stakeholders within the recruitment boundary.

c. Partnerships

⁴ See Appendix: 1.3.a. RFS Elected Officials

⁵ See Appendix: 1.3.b. RFS C.S. Letters & 1.3.b RFS Petitions

Q1.3.c.1. Describe the coalition of partners and collaborators that your applicant 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 opening and once the school is in operation to oversee these partnerships.

YCCS will engage Rincon Family Services (RFS) as the primary partner for the school. However, in addition, RFS also has established partnerships that will provide additional wrap-around and educational services for the students and their families. For example, RFS has existing agreements with the Center for Changing Lives, the Puerto Rican Cultural Center, Roosevelt University, the SAFER Foundation and the Spanish Coalition for Housing. Between these organizations, RFS can offer students and family referrals for employment services, job readiness training, ACA enrollment assistance, financial literacy and housing assistance (see Appendices for attachments). These services would be in addition to the number of services that RFS itself could provide for families and students, including counseling, substance abuse services, anger management, HIV prevention, education and testing and DUI services.

All partner organizations have been chosen through careful selection, based on the needs of our clients, including but not limited to quality, cultural competence, ability to be accessible by public transportation, offering various financial arrangements based on ability to pay and of course historical experience with the leadership or on the ground staff of the organization.

10 Appendices: - In process of development. Will complete in Tier 2 Submission

- Attach letters of support from community-based organizations or stakeholders (required), or citywide organizations (optional).
- Attach letters of support from any potential partners. If a partner will play an integral role in implementing the educational model, also include a draft contract outlining the services.
- Describe the purpose of the organization independent of the school
- Outline the nature of the relationship with the school
- Define expectations for roles and responsibilities in the partnership
- Clearly identify if services or resources will be provided for a fee or free of charge
- Be signed from a representative of the partner organization with his or her contact information provided

d. Family and Community Members

Support of community members

Q1.3.d.1. Please provide signatures of support from individuals residing within proximity to the school site.

RFS has begun the initial stages of obtaining community member signatures. With the assistance of dedicated volunteers and organizational staff, RFS already obtained over 50 individual signatures in support of the proposal. We will continue to garner support and obtain additional signatures from businesses, community members and key stakeholders as time and this application progresses. Please see the attached appendices for the copies of petitions obtained so far.

Key Community Supporters

Q1.3.d.2. Who are some of the champions of the proposed school or program in the targeted community(ies)? Provide any personalized letters of support from families and/or community members that explain why they believe the proposed school or program will be an asset to the community.

In addition to elected officials and organizations, there are some local volunteers who stand out. Lucy, as an ‘across the alley’ neighbor of RFS has volunteered to work with us on getting the word out to her neighbors and getting them to sign the petitions. Jelisa, as an authorized representative of the Reach’n Avondale Coalition, who also works with local schools to provide substance abuse prevention trainings for students and families, has also worked significantly to provide support for this project. We anticipate that as this project continues to develop, we will also encounter more champions for this meaningful cause.

⑩ **Appendices:** In an attachment, include any letters of support from key community members – In Process

e. Risk Factors

Q. 1.3.e. Based on your applicant’s interactions with elected officials, community organizations, 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?

As of this date, there is no known opposition to the proposed school. Still, YCCS and RFS will continue to provide opportunities for all elected officials, community organizations, stakeholders, families and community members to voice any potential concerns or questions. We will then work with those individuals to understand their concerns and the reasons for them. If there are simple misunderstandings, we will work to clarify and them. For other concerns, we will work to see if or how those concerns could be addressed, working within our limitations.

I.4 Continued Family and Community Engagement

The *Continued Family and Community Engagement* section asks applicants to outline continued family and community outreach leading up to school opening, highlight services and supports the school will provide to the community once in operation, and describe mechanisms for continued family and community input into the school.

a. Continued Outreach

Q1.4.a. What is your applicant’s ongoing community engagement plan from the time of submission of proposal materials leading up to the opening of the school?

YCCS and RFS recognize the essential nature of involving community in decisions that affect them and both YCCS and RFS are dedicated to ongoing community engagement efforts. While our regular interactions within our service areas allows for continuous outreach work for our various RFS programs, together with our partners, networks and dedicated staff, RFS will expand our engagement activities particular to this school. We will work with YCCS to continue to develop marketing materials to alert the community to this on-going proposal, as well as establish and market information about upcoming community forums. We are in the process of arranging promotions of proposed school on the radio in both Spanish and Polish. We plan to promote our proposed schools in local community papers and will explore options including La Raza, Polish News, Austin Weekly News and others.

b. Community Support

Q. 1.4.b.1 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?

Rincon Family Services, having been founded by Latinos affected by Substance Abuse for other Latinos affected by substance abuse, has always seen itself as part of the communities we serve. As we have evolved as an organization, we have done so in direct response to the needs we have observed in our service areas that have further moved to advance our mission. Educational needs are obvious, as is the unfortunate fact that traditional forms of education are not meeting those needs. Combining our compassionate and holistic care model and experience with youth in the area in addition to the 3 and 1 model of YCCS, we propose to address the multi-faceted issues of truancy, drop-outs and low rates of obtaining high school diplomas. Working toward reducing the barriers and increasing education, we believe we will not only improve the community through increasing numbers of high school graduates, but also fostering opportunities for economic empowerment and advancement for the communities at large.

RFS also believes this new school is an additional enhancement to our mission and is confident in our ability to provide other needed services to the school community through providing access to the variety of health and mental health services RFS traditionally offers. This includes but is not limited to case management, counseling, HIV education, prevention and testing, substance abuse services, anger management and more. Working in tandem with YCCS, our school will be able to provide quality education and easily link student and their families to quality services offered through RFS.

c. Community Input

Q.1.4.c.1 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 provide regular feedback to the Board of Directors?

RFS has always believed in obtaining community feedback and involving the community as directly as possible in decisions and services that affect them. We plan to continue this practice with our new school. Once the school is in place, we intend to develop a family/guardian school association (FSA), with a member of the Board of RFS as a chair person. This association would provide direct opportunities for families to interact with school staff, raising academic and policy concerns, as well as provide general feedback to the board.

New campus 2: YCCS-SER YouthBuild Career Academy (Partner: Central States SER-Jobs for Progress – Location: Pilsen)

1.a. Background of the Targeted Communit(ies)

Q1.a.1. 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:

North Lawndale:

- Total number of residents - 38,843
- Number of school-aged children -13,840
- Demographics – 91.43% African American, 5.97% Hispanic, .21% Asian
- Average level of educational attainment: 68.2% completed high school; 37.1 % some college; 14.2% associate degree; 9.9% bachelors of arts; 3.2% masters of arts
- Median or average family income \$23,960
- Median or average housing cost - median rent asked is \$911; **The median home value in North Lawndale** is 10.9% less than the Chicago average and 15.8% greater than the Illinois average. **The median rental rates in North Lawndale** are 2.6% less than the Chicago average and 3.9% greater than the Illinois average.
- Unemployment 13%

South Lawndale:

- Total number of residents - 79,288 (18,000 people per square mile)
- Number of school-aged children – 25, 384
- Demographics - White 3.85%, African American 13.08%, Hispanic 82.56%, Asian .14%, Other.36%
- Average level of educational attainment: 60% less than high school; 8.3% high school; 4.7% Associate degree; 3.6% 1 year of college; 9.2 % 2 or more years of college; 5.5% bachelors of arts; 3.7% masters of arts; 3.3% professional degree; 2.3% Doctorate
- Median or average family income \$33,046
- Median or average housing cost \$762
- Unemployment rate 8.7%

Garfield Park:

- Total number of residents - 26,054
- Number of school-aged children – 10,927
- Demographics – White 3.9%; African American 90.9%; Hispanic 4.3%; Asian .40%; Other 1.17%
- Average level of educational attainment: No High School 9.7%; Some High School – 25.5%; Associate Degree - 6.7%; Some College- 29.6%; College Degree- 17.2 %; Graduate Degree – 11.4%.
- Median or average family income \$34,365
- Median or average housing cost \$678
- Unemployment rate 8.2%

Pilsen:

- Total number of residents - 72,784
- Number of school-aged children - 27.2% of residents are under the age of 20
- Demographics - White -12.43%, African American, 3.10% Hispanic – 82.43%, Asian 1.04 %, Other 1%
- Average level of educational attainment: No High School 40.85%; High School Degree – 31.1%;

Associate Degree - 5.74%; College Degree- 15.0 %; Graduate Degree – 6.5%

- Median or average family income \$34, 573
- Median or average housing cost \$708
- Unemployment rate 8.1%

Back of the Yards:

- Total number of residents - 64,030
- Number of school-aged children – 32% of population is under age 18
- Demographics: White -10.58%, African American 29.63%, Hispanic – 57.31%, Asian 1.64 % ,Other .84%
- Average level of educational attainment: No High School 53.4%; High School Degree 9.2%; Associate Degree - 7.4%; College Degree- 5.6%; Graduate Degree –5.1%
- Median or average family income \$33,688
- Median or average housing cost \$711
- Unemployment rate 8.2%

History:

Q1.a2. Provide a brief historical context of the neighborhood(s) within the proposed recruitment boundary. Include information that your applicant believes is important to understand in order to serve the targeted student population and community residents.

The proposed SER YouthBuild Academy will target youth at risk, who have dropped out, become gang- involved or are at risk of doing so, to offer them access to alternative education. Central States SER will especially target its recruitment efforts in high poverty neighborhoods that are plagued by high rates of crime and gang activity - Little Village, North Lawndale, Englewood, Brighton Park, Pilsen, Garfield Community and Back of the Yards. These communities have been an entry port for immigrants and are predominantly working class. The demographics overall have predominantly African American and/or Latino families. Many of the adults may not have completed high school. The youth living in these neighborhoods have faced in recent years an incidence of violence that is nothing short of an epidemic. The city of Chicago has recently gained national notoriety for its staggering homicide rate; in 2012 alone, 515 people were murdered. Of that number, 47.2% of the victims were under the age of 25 years.⁶ In January 2014, in one month alone there were 24 homicides with all but 3 of them under the age of 24. While the homicide rate in 2012 reflected a 15% increase⁷ from the previous year, violence

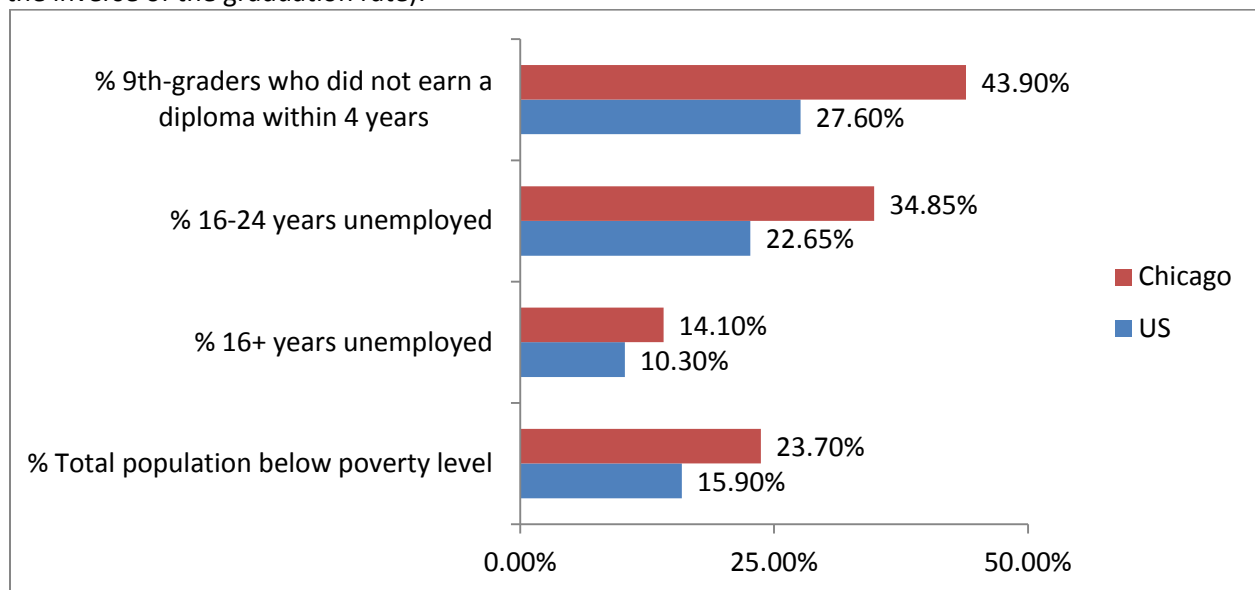
⁶ Raw data downloaded from <http://homicides.redeyechicago.com/> and analyzed by CSS

⁷ Ibid

has been a reality in the lives of Chicago’s low-income youth for decades. Since 2007, over 1,200 youth, ages 15-25, have been killed.⁸ These murders have been concentrated in the neighborhoods targeted by CSS, including: Little Village (98 murders), North Lawndale (101), and Englewood (128). The vast majority of these homicides are related to the activity and disputes of the hundreds of gangs that operate in the city, gangs that are largely composed of Chicago’s high-risk youth.

Unemployment Rate, Poverty Rate and Graduation Rate –

The rate of violence is both a symptom of, and a contributing factor to, the economic conditions of Chicago’s high-need neighborhoods. Faced with a lack (or perceived lack) of other economic options, many get caught up in criminal activity and in turn, high rates of violence and the pressure to join gangs make schools unsafe, creating a significant barrier to an educational pathway out of poverty. Unemployment and poverty rates are illustrated in the chart below, along with an estimate of the percent of youth who did not graduate high school on time (using Ed Week’s methodology to calculate the inverse of the graduation rate):



Chicago’s youth are facing bleak prospects due to these trends. In fact, Chicago was ranked as the number one worst city for urban youth.⁹ From a young age, youth in these neighborhoods are recruited into gangs and many end up involved in the juvenile justice system; and once in the system, it is hard to get out. A 2011 report released by the Illinois Juvenile Justice Commission found that well over 50 percent of youth leaving the Illinois Department of Juvenile Justice will be re-incarcerated in juvenile facilities, with even more later re-incarcerated as an adult. Furthermore, the commission found that the Illinois Department of Juvenile Justice did not adequately prepare youth for reentry, due in part to its failure to identify and properly link youth to needed services while on parole.

While there are multiple organizations that outreach and connect these youth with referrals, very few provide them with the skills and support they need to pursue a viable alternative to criminal activity. The SER YouthBuild Academy under the operation of Youth Charter Connections School wants

⁸ <http://homicides.redeyechicago.com/>

⁹ “5 Worst Cities for Urban Youth”; http://www.streetgangs.com/news/111409_five-worst-cities-for-urban-youth

to provide an alternative option to the traditional school program and will utilize a combination of techniques – on-line learning combined with traditional classroom instruction, workshops on financial education, mentoring, leadership building, community service projects as well as hands on practical experience through a construction curriculum to offer these youth other options.

Housing costs in these communities can be challenging. This is largely because Chicago has median housing costs that are greater than the national average coupled with median incomes that are lower. The rent burden (median rental costs divided by median income) was 24.89% in 2011, compared to 20.7% for the nation.¹⁰

Furthermore, 45.8% of households that rent are spending more than 35% of their income on housing costs in Chicago.¹¹ Some of these individuals are at risk of homelessness, as they must often choose between housing costs and other basic needs, such as food. According to the Chicago Coalition for the Homeless, there are at least 21,000 homeless adults in the city when including those who are “precariously housed,” (i.e., people who are at risk of homelessness or living “doubled up” with others). The Chicago Alliance to End Homelessness estimates that 10 to 15 percent of individuals who become homeless could have maintained their housing with “targeted”, temporary financial assistance.

YCCS has selected Central States SER as its key community partner because it has experience running youth programs and has a Youthbuild program that is funded from the US Department of Labor. SER has leveraged its partnerships and is able to provide construction training through Dawson Technical Institute. Youth in this program receive valuable training in the trades and diploma recovery or a GED. Many go on to certifications and career paths after participation in the program.

b. Community Research

Initial Research:

Q1.b.1. Do any members of the applicant 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 applicant connect to enhance its understanding of the targeted communit(ies) and develop an outreach plan? What existing community meetings, events, or volunteer opportunities have members of the applicant team attended to make additional connections and enhance members’ understanding of the targeted communit(ies)?

YCCS, with its community partners such as Central States SER, has a well established service footprint throughout the Chicago area and is part of the fabric of the communities it serves. Central States SER’s main offices are located in Little Village and it manages a workforce center in East Garfield Park. In addition SER runs programs for after school and for out of school youth in Pilsen, Little Village, Garfield Park, Back of the Yards. SER has a YouthBuild program at Dawson Technical Institute, a Youth Futures Program in East Garfield Park, a Youth Working for Success Program in Little Village, a Face Forward Program in Little Village and Garfield Park and afterschool programs in Little Village, Pilsen. SER runs a GED career counseling program at the Illinois Juvenile Justice Center located in Pilsen which serves out of school youth from all of the targeted communities. SER also operates Workforce Investment Act programs for youth in Little Village and East Garfield Park which service youth from

¹⁰ 2011 ACS 1-year estimates

¹¹ Ibid.

surrounding communities and provides them with access to training dollars, GED classes, on-line diploma recovery, internships, career counseling and more. SER also receives funding from the City of Chicago Department of Family and Support Services to provide social emotional learning, civic re-engagement and re-integration into their communities to youth who have been incarcerated.

SER is part of the Little Village Violence Prevention Task Force, The Back of the Yards Peace and Justice Coalition, The Pilsen Quality of Life Committee, The Pilsen Education Task Force, The 26th Street and Kostner Community Council. SER provides GED classes, mentoring services in the Illinois Justice Center and runs a YouthBuild program at Dawson Technical Institute.

This is all stated as SER due to its long standing relations and work in the various communities has an understanding of the challenges faced. In addition when SER considered proposing the school, this was done after careful consultation with various Aldermen – Munoz and Solis, as well as getting the input from organizations such as Enlace and The Resurrection Project. Many of the staff at SER are from the proposed communities and live in them as well work in them.

Having done the initial consultation, SER staff has started presenting the proposed school to all of its staff as well as at different committee and community meetings. This has already started in several after school programs and community information sessions are planned for May and June. There will be at least two such sessions – notice for these will be put in the papers in both English and Spanish.

In addition SER staff has created a list of agencies to outreach and meet with and will be attending WARD nights and other such forums to both better understand the issues in the proposed communities, as well as make new linkages.

Assets and Needs:

Q1.b.2. What are the assets within the targeted community(ies)? What do community members identify as educational and support needs in the community? What methods and sources were used to identify existing assets and educational and support needs in the community?

YCCS educational partner Central States SER has an established presence in the proposed communities and there are strong community networks of which SER is a part of. This is an asset, as a certain level of trust has already been established as to the agency's commitment and ability to deliver. There are also many active residents who want to see change.

The target communities for recruitment of students have been struggling with violence. As previously stated they are in the heart of the horrific levels of violence that have been taking place in Chicago. The community sees the murder and crime rates, as well as the youth who are falling through the cracks of the system. Concerned residents have identified a need for educational services for youth involved with gangs and dropouts – especially those who need to learn in a different environment; a need for space for youth, for increased space in schools, and for more local jobs for youth – many of whom are unable to find summer jobs or are in need of career counseling. People we have talked to have also identified that there was a need for training for specific careers, classes for second language English speakers.

Conversations have already taken place with Alderman Munoz and Solis as well as the Little

Village Chamber of Commerce, The Resurrection Project, various community members of 26th Street Community Oversight Council and staff at the SOAR center in Little Village which sees youth from the proposed communities. Tools used were the violence rate crime rates from the Illinois Juvenile Justice Center, University of Chicago Crime Lab statistics and Little Village Quality of Life Plan.

Community Fit

Q1.c.1. Based on the outreach and research that your applicant 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?

YCCS, in partnership with Central States SER, wants to provide an alternative option campus in the target area to provide another alternative to the traditional high school programs and will utilize a combination of techniques – on-line learning combined with traditional classroom instruction, workshops on financial education, mentoring, leadership building, community service projects as well as hands on practical experience through a construction curriculum to offer these youth another learning engagement option.

This is a good fit as SER is already providing programs, without a high school component, that deliver similar services in the targeted communities with favorable results. SER is working youth who are justice involved through the Youth Futures program funded by the Vera Foundation through the Cook County Workforce Partnership and in December 2014 received a Face Forward Grant from the SAFER Foundation to serve youth who have been incarcerated. In addition SER already provides services at the Illinois Justice Center and has developed best practices and relations with probation officers. In addition SER already works with the local schools in the targeted areas and receives referrals from them for the youth who are at risk of dropping out and has a SOAR Center housed on its premises at the Little Village office where they work with youth to re-engage or determine best options for them.

The proposed YCCS-SER alternative high school campus will follow a holistic approach preparing the youth who graduates from the YCCS YouthBuild campus to enter employment, or continue with post-secondary education. The students will receive mentoring services as well as access to services that will allow them to seek an alternative to violence and other high-risk behaviors. This will address the unemployment of some youth, which otherwise might drop out of school to find work, and also those who may need an option to try out alternate hands-on approach to learning.

YCCS, with its community partners such as SER, has a proven track record of being able to deliver on education services in alternate forms for youth at risk. In the SER Windy City YouthBuild program currently administered by SER, youth receive training in construction, GED test preparation, career counseling and leadership building and participate in cultural enrichment activities. The success has been that in the first group of 64 youth, the recidivism rate was less than 11%, 85% attained numeracy and literacy goals (advancing a grade level or more), all were certified in OSHA and underwent work experience. This is the type of model that will be brought to address the community needs – an exposure to trades, in addition to internships and paid work experience, mentoring, coaching in financial education along with civic leadership exercises and community service projects.

I.2 Notification to the Community of Proposed New School or Program

a. Elected Officials

Q1.2.a.1. 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.

The Central States SER Executive Director has already met with the Alderman of the 22nd Ward, Ricardo Munoz, who has indicated that he supports the proposed YCCS alternative school and will give a letter of support after community meetings are held. The conversation took place on March 17th, 2015. A confirmation e-mail is attached. The meetings with the community are tentatively scheduled to take place in May/June, 2015.

Meetings have been scheduled for throughout the month of April with the following:

- State Representative Lisa Hernandez
- State Senator Martin Sandoval
- Alderman Daniel Solis
- Alderman Cardenas
- Alderman Davis
- Alderman Cochran
- Commissioner Jesus Garcia

b. Community Organizations and Stakeholders

Q1.2.b.1. List the key individuals or organizations in the neighborhood with whom you have met to discuss the educational vision for the proposed new school/campus.

Organizations that SER has met with on the proposed school:

- Enlace
- Catholic Charities
- The Resurrection Project
- Our Lady of Tepeyac Early Childhood Center
- LULAC
- Youth Guidance
- La Merced
- Little Village Chamber of Commerce
- 5/3rd Bank
- Second Federal
- Taller de Jose (meeting scheduled April 6, 2015)

Meetings are scheduled /being scheduled with for April:

- Instituto del Progreso Latino
- Erie Neighborhood House
- Tepochcalli
- Universidad Popular
- St. Agnes of Bohemia Parish
- Good Shepherd Parish

- Latinos Progresando
- Holy Cross/IHM Parish
- St. Pius Parish

While applicants are not limited to the following, applicants may choose to use the following methods of notifying families/guardians and community stakeholders of the proposed school or program:

- On the ground outreach (e.g., Stop and Chats)
- Holding community forums, alone or in partnership with local community, or faith-based organizations or leaders
- Meeting with groups of local families
- Distributing flyers, brochures, or other marketing materials to residents, community organizations, and/or businesses
- Placing advertisements in neighborhood newsletters or other media outlets
- Collecting petitions and/or Intent to Enroll forms

Applicants must also include evidence of having notified residents in the proposed recruitment boundary of the proposed school or program. In the proposal narrative, and/or an attachment, the applicant must provide an approximate estimate of the number of individuals notified via each method of outreach.

SER staff have initiated an outreach campaign and are presenting and will continue to present the topic at various community forums: the Pilsen Education task Force, Parent meetings at Corkery Elementary School, Ruiz Elementary School, Finkl Elementary School, Little Village Chamber of Commerce meetings (April 1st), 26th Street Kostner Advisory Community Council (April meeting), Little Village Violence Prevention Task Force, Pilsen Education Task Force, Peace and Justice Coalition – approximately 10 to 20 persons attend each of these meetings – so approximately 240 individuals will be informed. Many of these are representative for different agencies and follow up meetings will be held as appropriate to disseminate information as well as gather input.

In addition, at the two SER offices in the City of Chicago (the Little Village main office and the Garfield Workforce Center) fliers will be developed and distributed in April and May and June at these locations. In Little Village, CPS has a SOAR center that is run by SER staff fliers will be distributed to all families and youth – approximately 600 people will be reached by this way of contact.

Fliers will also be distributed at several Sunday masses in churches in Little Village and Pilsen. It is anticipated that at least 2 thousand information fliers on the school will be handed out. SER and YCCS staff will appear on Chicago Area Network TV in May/ June (times are being arranged) to discuss the school on Perspectivas Latinas – the show will be videotaped in both English and Spanish. These will air at least twice in the month of May - CAN TV's is widely watched and several thousand viewers will see this information.

Community meetings will be advertised and held at the SER offices in Little Village – announcements will be put in Hoy and The Chicago Tribune. It is anticipated that there will be two meetings and that at least 60 community residents will be in attendance at each meeting. A sample of the proposed advertisement is attached. The Chicago Tribune has an average daily circulation of 448,000 readers.

Community Forums (Required)

Q1.2.b.2.. Describe the structure of the community forums that were held to discuss the school model with residents and to seek their feedback on the educational vision for the proposed school.

The community forums as stated earlier will be held in April/May/June of this year. They will be announced by fliers and social media – Facebook and Twitter and will be held on the second floor of the proposed location of the school. YCCS, with partner Central States SER leadership, will present the campus concept and then open the forum to questions and concerns. The forum will be transcribed and will be conducted by bilingual staff. In addition fliers, in English and Spanish, will be sent within an 8 block radius of the proposed school. Community organizations and leaders will be invited to attend.

⑩ **Appendices:** In an attachment, include copies of the presentations from the community forums, as well as sign-in sheets, which should ask attendees to provide:

On the Ground Outreach

Q1.2.b.3... Discuss the various on-the-ground outreach activities that you conducted. In which geographic areas in the recruitment boundary did your team’s outreach activities take place? Which members of your team participated in outreach activities? Who else did your 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?

SER leadership and managers have started presenting on the proposed school in the different community meetings they attend and will attend. Calls and meetings have been made or arranged with key community organizations. A list has been created as to which areas to focus on and meetings with Aldermen have been scheduled.

c. Community Feedback

Q1.2.c.1. In your 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?

Appendices: Provide a detailed record of the specific feedback that the applicant received from a wide range of stakeholders. Include an explanation of whether and how, if applicable, it was incorporated into the proposal. – TBD.

I.3 Community Support

The *Community Support* section asks applicants to include evidence of support from elected officials, community-based organizations and stakeholders, community members, and families. The applicant should identify key community-based partnerships for the school and acknowledge any opposition to the proposed school or program.

I.3.a. Elected Officials

Q1.3.a.1. List any elected officials that support the proposed school or program.

- Alderman Munoz
- Alderman Cardenas
Alderman Solis
- Cook County Commissioner Jesus Garcia.

Appendices: If obtained, attach any letters of support from elected officials within the recruitment boundary.¹²

- Letters will come after community meetings are held. Officials have already expressed support.

b. Community Organizations and Stakeholders

Q1.3.b.1. List community-based organizations or stakeholders (required), or citywide organizations (optional), that support the proposed school or program. Attach letters of support that explain the basis for their support for the proposed school or program.

- Enlace
 - Catholic Charities
 - Our Lady of Tepeyac Early Childhood Center
 - The Resurrection Project
 - LULAC
 - Youth Guidance
- **Appendices:** Please attach any letters of support from community-based organizations and/or key stakeholders within the recruitment boundary. See attached¹³

c. Partnerships

Q1.3.c.1. Describe the coalition of partners and collaborators that your applicant has formed in the targeted community(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 opening and once the school is in operation to oversee these partnerships.

SER partners and has MOU's with many other agencies to provide wrap-around supports to its program participants. As such SER is able to refer those in need of food to local food pantries or shelter to Catholic Charities. Other partners include Enlace which helps in the event a family is in need of local resources. Also Federal and other banks have agree to provide workshops on financial education to youth and there will be a financial coach available to work with parents and youth from the staff of SER.

We anticipate being able to leverage resources such as these to provide youth at the YCCS-SER YouthBuild Academy and their families with support as may be needed.

¹² 1.3.a. SER Elected Officials Letters

¹³ 1.3.b. SER-CO Letters

⑩ **Appendices: - Letters in process**

d. Family and Community Members

Support of community members

Q1.3.d.1. Please provide signatures of support from individuals residing within proximity to the school site.

In Process

Key Community Supporters

Q1.3.d.2. Who are some of the champions of the proposed school or program in the targeted community(ies)? Provide any personalized letters of support from families and/or community members that explain why they believe the proposed school or program will be an asset to the community.

- Mike Rodriguez, from Enlace
- Catholic Charities
- Little Village Chamber of Commerce

⑩ **Appendices:** In an attachment, include any letters of support from key community – In process

e. Risk Factors

Q. 1.3.e.1Based on your applicant’s interactions with elected officials, community organizations, 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?

ANS: One anticipated concern raised by Alderman Munoz is that some community residents may perceive that the school, through its focus on working with youth at risk, will bring in more gang activity to the neighborhood. The reality, as he acknowledged, is that many of the youth who would be served by the SER YouthBuild Academy already live in or nearby the neighborhood. Also SER has already successfully established the building where it has its offices and where the Campus and the CPS Soar center are already housed, is an established “gang free” zone and there have not been problems in the building or around the building.

Certain residents also expressed the concern that they want to be sure the youth receive academic curriculum with some form of certification in a trade or industry that would make them marketable. Residents also expressed that as much as possible they would like to see staff be reflective of the communities youth will be coming from and that there be bilingual services available.

1.4 Continued Family and Community Engagement

a. Continued Outreach

Q1.4.a.1 What is your applicant’s ongoing community engagement plan from the time of submission of proposal materials leading up to the opening of the school?

ANS: Meetings and updates will be held regularly and community members invited. The promotion of

the school will continue with meetings with officials and other agencies and schools.

b. Community Support

Q. 1.4.b.1 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?

It will contribute by providing additional services to violence prevention and the advancement of educational goals in the community. In addition in serving the youth, their parents will receive greater access to other services offered by SER – career counseling, financial education and coaching, employment services for those who are eligible.

c. Community Input

Q.1.4.c.1 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 provide regular feedback to the Board of Directors?

YCCS encourages their partners to create Family/Guardian-School associations to encourage the engagement of the family in their child's education. SER is creating an advisory board committee that will be composed of representatives of the Central States Board that will report to the main board. In addition it is intended that parent representation will be sought as well as representation from local businesses/community organizations.

Section 2. Academic Plan for Growth

2.1. Deviations from Existing Educational Model (if applicable) – not applicable

Q. If the educational model being proposed in the new school(s)/campus(es) differs from the existing schools/campuses, please highlight key distinctions in response to all applicable questions included in the following sections of the 2014 Education Options RFP:

ANS: *The educational model being proposed in the new school (s) campuses is the same* as that already in place at the existing YCCS campuses. The new campuses will follow the basic YCCS program design as provided in the Program Design table in Question #1 Overview of the Network. The core components of YCCS’s education program are the provision of multiple pathways to graduation and competency-based learning, implemented within the YCCS’ “3 Plus 1” model. Each campus implements the campus’ academic theme or career focus within the structure of the “3 Plus 1” model and delivers its academic program within the parameters of the established YCCS program design.

2.2. Academic Plan

a. Instructional Leadership

Q. 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 leadership experience in a school, please cite any school leadership programs or fellowships that they have completed, or will complete, prior to school opening. If school leadership has not been identified, describe the criteria and process that will be used to select the proposed leader(s), highlighting any existing leadership pipelines. Provide a timeline for identifying school leader(s) and specify whether past leadership experience is a requirement.

ANS: The school leadership has not been selected. YCCS has a well thought-out effective school leadership recruitment strategy based on the Haberman Framework selection criteria. These criteria include:

- Personal excellence
- Collaborative leadership
- Evidence of using technology tools for school management, assessment, and research
- Demonstrated knowledge of curriculum and instruction for alternative schools
- Personalization of Instruction and educational delivery
- Prior educational leadership experience in an alternative school setting or equivalent will be required.

The YCCS timeline for identifying and selecting a school leader is 6 – 9 months before the opening of school. The process for selection of leadership will include an interview committee consisting of the YCCS Executive Director or her designee, the leadership of the sponsoring community-based organization, and a representative from the YCCS New Teaching for New Learning Institute (NTNLI). The selected candidate will go immediately into the YCCS principal leadership certification training cohort, which is conducted through the YCCS NTNLI. Candidates from YCCS campuses that have already gone through NTNLI Principal leadership certification will be prioritized in consideration.

b. Academic Goals and Metrics

The following are YCCS Academic Goals and Metrics, per the YCCS Renewal Application 2014:

YCCS Academic Performance Goals FY2016-2020

Goal	Metric(s)	Strategies	Progress Measurement
Increase or maintain YCCS's performance over baseline for all campuses on the CPS SQRP	85% - 95% of YCCS campuses will have performances at the tier 3 level or higher on the CPS SQRP	<ul style="list-style-type: none"> Continue to implement the YCCS School Improvement Plan Continue to improve data collection at the campus level Continue to implement and develop specific strategies around engagement and interventions 	<ul style="list-style-type: none"> # of YCCS campuses performing at the tier 3 level or higher on the CPS SQRP annually
Increase the number of students that graduate at the late high school benchmark	<p>Increase the number of graduates exiting at the late high school benchmark by 10% annually</p> <p>Increase the number of seniors over baseline passing the Compass Exam by 10% annually</p> <p>Increase the number of students over baseline enrolled in dual credit or Workforce training programs by 10% annually</p>	<ul style="list-style-type: none"> Continue to implement Multiple Pathways to graduation that allows for flexible approaches to credit recovery and how students earn credit Continue development and implementation Competency-based instructional model Prepare students to take and pass the COMPASS exam Provide professional development related to active learning environments that include high level discussion, problem solving, collaborative learning, inquiry-based learning, and exhibitions of learning Continue to develop partnerships to provide dual enrollment/dual credit opportunities 	<p>% of graduates exiting at the late high school benchmark annually</p> <p>Graduation Policy adopted by the YCCS Board</p> <p>% of seniors passing the Compass Exam annually</p> <p>% of students enrolled in dual credit or Workforce training programs annually</p>
Decrease the number of students that graduate below the high school benchmark	<p>Increase the number of graduates exiting below the high school benchmark in reading and math by 10% annually</p> <p>Increase the number of students over baseline improving reading and math levels by at least two grade levels per year</p>	<ul style="list-style-type: none"> Tiered interventions that allow significant increases in intensity of instruction for students based on their literacy and math needs Intensive, focused instruction for students with serious gaps in their reading skills, including students with learning disabilities High-quality instruction in both word-level and comprehension skills in order to meet the diverse needs of students who continue to struggle with reading at the late-elementary, middle, and early high school levels Instruction to help students apply reading comprehension strategies more effectively before, during, and after reading, instruction to increase the breadth and depth of 	<p>% of graduates exiting at the late high school benchmark annually as measured by the STAR</p> <p>% of students over baseline improving reading levels by at least two grade levels per year as measured by the STAR or other instrument</p>

		<ul style="list-style-type: none"> vocabulary knowledge • Instruction and assignments that are motivating and engaging • Implement a comprehensive framework of learning supports for all students that includes tiered interventions in reading, and math at all YCCS campuses 	
Increase graduation rates	10% annual increase in the number of students who graduate over a two year period	<ul style="list-style-type: none"> • Remove physical, emotional, and mental barriers to learning in partnership with community-based social service partners • implementation of proactive strategies to increase engagement and attachment to school • Implement Comprehensive attendance management strategies including Transformational Organizing activities, attendance management teams, and other engagement strategies • Continue to support the YCCS Retention Collaborative: Community-based organization partnerships supporting student retention • Recover students who have dropped • Provide for a variety of completion strategies (career pathway, blended early college) • Offer flexible scheduling options • Support interschool transfers and follow-up to ensure students enroll and “stick” • Expand support services to reduce barriers 	Increase in the number of students who graduate using a two year cohort metric
Increase post-secondary placements	10% annual increase in the number of graduates entering postsecondary/employment	<ul style="list-style-type: none"> • Provide resources and technical support for dual credit/enrollment/placement • Develop and implement a common curriculum framework for all students to meet college readiness standards that is discernibly competency based • Provide job training, internship, and dual enrollment opportunities for students throughout the school year • Provide resources and technical support to students enrolled in certificate programs at City Colleges of Chicago • Prepare all students for college-level work and ensure they understand college-readiness standards • Foster college aspirations and 	<p>% of graduates who enter college or training program (includes dual enrollment) with 3 years of graduation</p> <p>% of students enrolled in and complete a dual credit and/or workforce training program</p>

		expectations <ul style="list-style-type: none"> • Assist students with steps for college entry 	
Develop, codify, expand, and replicate effective educational models (elements) for serving off-track and out-of school youth integrated with high school reform	100% of campuses have codified 3 plus 1 model	<ul style="list-style-type: none"> • Implement multiple pathways model construct • Revise the YCCS Quality School Measures to reflect competency based direction and 3 plus 1 framework • Evaluate campuses annually using the Revised Quality School Rubric beginning in 2015 • Provide additional resources to campuses to create collaborative learning environments (CLE) and practices to codify and support 3+1 educational model • Provide additional resources for campuses as they codify their 3+1 model 	# campuses with codified 3 Plus 1 Models

c. Measuring and Monitoring Progress

Q. How will the organization track its progress toward academic goals at the Board, network, and school level? What performance management systems and benchmarks will the organization use to formally assess academic progress?

ANS: YCCS tracks its progress toward meeting academic goals at the Board, network and school campus level through monitoring the student data systems in place for tracking all the SQRP metrics plus the unique metrics to YCCS (See **Academic performance goals FY2016-2020**, above). The systems that YCCS derives data from include Power School and Power Teacher, CPS Impact System, Star Reading and Math and the YCCS adapted learning management system. YCCS also tracks post secondary data through the Educational Clearing House and the Illinois Department of Employment Security (IDES).

Academic and other performance goals are monitored and compiled monthly by YCCS Data Management Coordinators. YCCS ' School Improvement Coordinators are tasked with monitoring and communications with campus leadership relative to performance data, as well as, the construction of school improvement targets in collaboration with campus leadership. In addition, campuses are able to download their data and look at point in time snapshots, which are also distributed and discussed at a high level, with individual meetings convened as needed. Campus and overall charter performance data is also discussed at monthly Principal Leadership meetings.

The YCCS Board also reviews campus attendance and retention data at its monthly board meeting. Midyear performance is reviewed by the YCCS Compliance Committee at mid-year and no later than February 28 of each year.

The systems in place for tracking progress toward academic goals at the Board level **include:**

- a) **Monthly reports to the Board of Directors.** The Operations Director aggregates the YCCS network-level department reports, most notably the Strategic Operations, School Improvement, and Finance Departments, and conveys all governance and board oversight concerns to the Executive Director who informs the Board President of the need for Board review and recommended actions. YCCS network-level and campus-level performances, as measured against the CPS contractual performance metrics (i.e. SQRP) are reviewed quarterly by the Compliance committee, and when the network or a school did not meet its performance goals or compliance requirements, an appropriate level school improvement plan is created with the input of the school improvement department, as part of the campus being placed into a one or two year restructuring status.

- b) **Board Committee structure.** Board committees, staffed by YCCS senior leadership, meet regularly to provide oversight and make recommendations for Network level and Campus Vendor level actions to the full Board of Directors. The Board Executive Committee meets monthly to review key oversight and governance issues related to all YCCS campuses and network, as identified by the Executive Director, prior to the monthly board meeting. The Compliance and Finance Committees provide the primary oversight of academic, operational and financial performance.

- c) **The YCCS Network-level organizational structure.** The key departments that staff the Board committees and support the Board’s oversight of the network’s and campus-level academic, financial and operational performances are Finance, Administration, School Improvement, and Strategic Operations.

Relative to the Board’s governance role in the development and support, particularly in the development and support of new schools, but addressing the oversight of all YCCS campuses, the following processes and activities are accomplished by each respective committee of the Board with primary and collateral responsibility for ensuring that new vendors meet their contractual and performance obligations:

BOARD MONITORING REVIEW CYCLES & TIMELINE

Activity Date	Activity	Board Committee	Supporting YCCS Department
August/October	Review of annual targets, initiatives and supporting budget for each campus	Finance Committee Executive Committee	Administrative and Operations
August/October	Review of the YCCS School Improvement Plan	Planning and Development Committee Executive Committee	School Improvement
August	Review of campus enrollment level recommendation	Executive Committee	Operations
October, Quarterly	Review of all aspects of contractual compliance: facility, fiscal, personnel, etc	Compliance Committee	Strategic Operations
February	Review of teaching and Learning audit (Quality School Measures) conducted by external evaluator	Compliance Committee	Strategic Operations & School

			Improvement
February	Review of midyear student and school performance results. Review of probationary campus performance	Compliance Committee	Strategic Operations & School Improvement
June	End of the year campus performance on Standard Bar Matrix and Compliance indicators	Compliance Committee Full Board	Strategic Operations & School Improvement
June	Review of vendor compliance and contracting	Compliance Committee Executive Committee Full Board	Administrative
Monthly	Review of campus expenditure levels and reporting compliance	Finance Committee Compliance Committee	Finance Compliance Unit
Monthly	Review of financial statements and fiscal compliance	Finance Committee Full Board	Finance
Monthly	Review of student enrollment and attendance	Full Board	Operations & Accountability
Monthly	Action plan activities reported by Departments	Full Board	Administrative

At any point in the review process, the Board may act through deliberate intervention to correct or modify a situation using the policies and provisions available to them, including revocation of a contract, placing vendors and staff in a probationary status, termination of employment, technical assistance, financial support, and review and modifications of policies. The YCCS Board acts to intervene if a campus is not meeting its academic goals or compliance requirements through a clearly defined process delineated in the YCCS Accountability Plan and the YCCS Policy and Procedures Manual. The consequences for campuses not meeting performance and compliance is also described in the YCCS Accountability Plan and the YCCS Policy and Procedures Manual.

d. Interventions

Q. Please explain how the Board of Directors monitors and diagnoses underperformance of individual schools/campuses. How are appropriate intervention(s) determined and implemented? What are the key areas in which existing schools/campuses need to improve, and what strategies have been identified to drive academic improvement?

ANS: In accordance with the YCCS restructuring policy, drafted by the YCCS Compliance Committee and approved by the YCCS Board at the 7.12.12 meeting, the **first year** that a YCCS school campus does not meet its academic goals or compliance requirements, the campus goes into a probationary status and the campus submits its plan for improvement to the Board Compliance Committee.

Campuses that demonstrate low and/or marginal performance rankings in the **second year** must:

1. Submit school improvement plans at the beginning of each year detailing plans to improve performance.
2. Present their plans to the YCCS Compliance Committee or the Committee's designee.

3. Meet with the full YCCS Board to outline corrective action steps.
4. Participate in school improvement planning activities of the Charter.
5. Submit performance data at mid-year (beginning of the second semester) for review by YCCS staff to determine if the school is demonstrating a trend toward satisfactory performance.
6. YCCS staff will submit a mid-year report on the status of the schools to the Compliance Committee.
7. Submit end of the year outcome data no later than July 10 that shows satisfactory improvement in areas with rankings in the Low and/or Marginal Performance categories

Campuses on probation receive extra support from their School Improvement representative and their assigned Strategic Operations Department representative. These two people meet regularly with campus leadership to ensure the campus turnaround. An outside consultant or leadership coach may also be assigned to a campus to facilitate permanent and systemic change.

If the school campus has not met its performance or compliance requirements at the midterm of the second year, the campus enters into the YCCS Restructuring Process. As the first step in that process, the YCCS Board Compliance Committee meets with YCCS Compliance and School Improvement staff and reviews the performance and compliance data and then brings its recommendations to the Board of Directors regarding entering into the two year restructuring/probation status. If the Compliance Committee recommendation is approved by the Board of Directors, the School Improvement staff then, with input from the campus and final review and acceptance by the Compliance Committee, develops the School Improvement Plan. Examples of when the YCCS Board intervened due to a school not meeting its performance goals since July 1, 2012 include the placement of Howard Leadership Academy on a two year restructuring status, which ultimately resulted in the vendor deciding that they were not able to make the changes needed to meet the requirements of the restructuring plan and deciding to close its doors (see above where the governing board made changes to the school/school leadership in response to the academic performance of the school.)

An example of an Campus Vendor placed into restructuring year two and subsequently moving off of probation/restructuring is Ada S. McKinley Academy, which was placed into year 2 of restructuring in 2012 -2013 (See Board minutes 7/12/2012) but at mid-year had raised its performance to a performing level (Board minutes 2.28.13), and moved off of probation/restructuring based on its improved performance in 2012-2013.

Section 3. Operational Capacity

3.1. Governance

a. Governance

Skill Sets

Q. Describe the diverse skill sets that currently exist on the Board/Body, and note any additional type of expertise that the Board/Body may seek to help support the growth plan. Please include signed assurance statements for each Board/Body member.

ANS: The YCCS Board of Directors, currently at a total of 10 members, has a diverse set of skills sets and expertise, all of which have contributed to the success of YCCS as a provider of community-based alternative schooling for drop-outs and at-risk youth. One of the strengths of the Board is the longevity of its core members, where seven of the ten members have served on the YCCS Board for more than 8 years; another is its cultural diversity, largely reflecting the diversity of the student population we serve. The Board has also worked very hard over the last year to bring three new members onto the Board, all of whom deepen and broaden the skill sets of the Board. The diverse skill sets of the ten members include higher education, special education, educational research and evaluation, financial analysis and forecasting, banking and investments, media relations and television production, marketing, strategic planning and organizational development, human resource management, computer software/internet connectivity, and high risk youth interventions. In addition there is considerable depth in the areas of school to work career development, workforce development, and entrepreneurship. Skill sets for which the YCCS board still seeks, to better support the YCCS growth plan and the continued vitality of YCCS, include fundraising, real-estate expertise to negotiate deals, architecture/construction, an attorney to assist in the management of contracts &/or education law, and advocacy. In regards to legal expertise, the YCCS board does have, as part of its protocol, an attorney on retainer who attends board meetings and advises the board on all legal matters.

- Assurance Statements have been signed and are included in the submission.¹⁴

Structure:

Q. Describe how the organization's governance structure will adapt to oversee and support the 5-year growth plan and the addition of new school(s), if applicable. Include any impact on:

- The composition of the Board of Directors/Governing Body.

(Note any additional types of expertise that the Board may seek to help support the growth plan.)

- Board's/Body's roles and responsibilities
- Board's/Body's professional development priorities at each stage of growth
- Board's/Body's relationship to schools or programs

The YCCS Board of Directors has been a very stable board that exercises its governance role in a manner that has been very deliberate, demonstrating a reasonable standard of care and oversight of the

¹⁴ See Appendix: 3.1.a. YCCS Assurance Statements

schools. Over the 17 years that YCCS has been chartered, it has operated as one school with multiple campuses, and the policies and procedures for the board oversight, for finance, and for the operations of the school campuses have been developed and are in place. As described in the above question, the Board, among its ten current members, has a very broad and deep set of diverse skill sets that it brings to its deliberations, and the addition of two new campuses to the current roster of 20 campuses is not viewed to require any changes in the composition of the Board of Directors/Governing Body or the Board’s roles and responsibilities. In addition, the Board is not expected to need any new professional development specific to the addition of the two campuses, and its relationship to schools and programs is not expected to change.

That said, as also stated in the response to the above question, the Board does plan to continue to grow its board, up to 13 members, and in the next few years some of the long-time members have indicated that they will want to retire from the Board. The Board development committee continues to meet and to engage and vet potential candidates with needed skill sets and a commitment to at-risk youth that are interested in serving on the YCCS Board. The Board is also considering the addition of a parent representative on the Board. Specific skill sets that will be sought, in addition to what might be lost with the retirement of any of the members of the board, include fundraising, additional finance skill sets, legal expertise in education and/or contracts, community and policy advocacy, and real estate/construction.

The YCCS Board of Directors consists of the President, Vice-president, Treasurer, Secretary, and directors. The Board maintains the following committees:

Standing Committees	Roles
Executive Committee	Is Comprised of Board chair, other officers and/or committee chairs; Oversees operations of the Board; acts on behalf of the Board during on-demand activities that occur between meetings (and these acts are later presented for full Board review); performs evaluation of chief executive.
Finance Committee	Led by the Board treasurer Oversees development of the budget; ensures accurate tracking/monitoring/accountability for funds; ensures adequate financial controls; reviews major grants and associated terms.
Compliance/Evaluation	Guides development of compliance and evaluation related policies; ensures overall Charter and vendor school compliance as it relates to charter school law and the policies of YCCS. Reviews vendor school performance data, compliance, and outcomes on a yearly or as-needed basis; recommends Board actions related to vendor school non-compliance and/or non-performance, reviews and recognizes schools and student achievement. This committee may include campus representatives.

Human Resources Committee	Guides development, review and authorization of personnel policies and procedures and leads evaluation of the chief Executive; sometimes assists chief executive with leadership and management matters.
Program Development Committee	Guides development of the educational enterprise; promotes capacity building activities designed to strengthen the educational enterprise; serves as a link between the Board, administrative staff, and school on programmatic activities and issues. May identify and solicit funds from external sources of support. This committee may combine efforts with the Compliance and Evaluation Committee. This committee includes campus representatives.

Ad Hoc and Advisory Committees: The following descriptions are intended to portray various functions often conducted by ad hoc board committees and advisory committees to the Board.

Ad-hoc Committees	Roles
Curriculum Advisory Committee	Comprised of content area instructors from the various campus sites; plans, evaluates, and reviews curriculum; makes recommendations to the board on curriculum changes
Program Advisory Committee	Comprised of Campus Administrators from the various campus sites; plans, evaluates, and reviews the educational program and initiatives; makes recommendations to the board on program related issues
Accountability Advisory Committee	Comprised of Campus Administrators from the various campus sites; plans, evaluates, and reviews school performance relative to accountability agreement, recommends to the Board changes or additions to the accountability agreement.
Assessment Advisory Committee	Comprised of Campus Administrators from the various campus sites; plans, evaluates testing instruments, recommends changes or additions to the Board.
Events (or Programs)	Plans and coordinates major events such as fundraising, retreats, (non-profits), team building or planning.
Nominations	Identifies needed Board member skills, suggest potential members and orients new members.
By-Law Committee	Reviews and amends the Board's Bylaws.
Annual Meeting	Plans and facilitates annual meetings.

The Board of Directors meets once a month, with all meetings subject to the Open Meetings Act.

The Board’s development priorities, as described in the YCCS’s Strategic Plan, include:

- Breaking the cycle of underdevelopment of out-of-school youth and off-track students
- Achieving high standards for student academic success
- Creating powerful alternative learning environments
- Driving school improvement and student achievement through accountability
- Optimizing operations and service delivery to improve student achievement
- Optimizing board governance to improve organizational effectiveness

Through a Board process, YCCS will contract with the new vendors to operate in partnership with YCCS to provide educational services to be delivered at their campus. Each new vendor will have a performance contract that defines the terms and conditions of the relationship. The Youth Connection Charter School Board monitors the school’s academic performance and compliance through the conditions, standards, or procedures set forth in the YCCS’s Policy and Procedure Document, Agency Contract, the YCCS/CPS Charter School Agreement, The YCCS Accountability Plan and Charter School Law. YCCS has clearly defined metrics covering a variety of areas that codify and measure performance and compliance expectations and goals. YCCS’s policies and procedures also define consequences for non-compliance and non-performance. The YCCS Quality School Measures, the Standards Bar Matrix Student and School Performance Measures, and Fiscal Accountability indicators are examples of on-going evaluation policies and processes embedded in the day to day operations of YCCS that are reviewed by the Board.

Relative to the Board’s governance role in the development and support of new schools, the following processes and activities are accomplished by each respective committee of the Board with primary and collateral responsibility for ensuring that new vendors meet their contractual and performance obligations.

BOARD MONITORING REVIEW CYCLES & TIMELINE

Activity Date	Activity	Board Committee	Supporting YCCS Department
August/October	Review of annual targets, initiatives and supporting budget for each campus	Finance Committee Executive Committee	Administrative and Operations
August/October	Review of the YCCS School Improvement Plan	Planning and Development Committee Executive Committee	School Improvement
August	Review of campus enrollment level recommendation	Executive Committee	Operations
October,	Review of all aspects of contractual	Compliance	Strategic

Quarterly	compliance: facility, fiscal, personnel, etc	Committee	Operations
February	Review of teaching and Learning audit (Quality School Measures) conducted by external evaluator	Compliance Committee	Strategic Operations & School Improvement
February	Review of midyear student and school performance results. Review of probationary campus performance	Compliance Committee	Strategic Operations & School Improvement
June	End of the year campus performance on Standard Bar Matrix and Compliance indicators	Compliance Committee Full Board	Strategic Operations & School Improvement
June	Review of vendor compliance and contracting	Compliance Committee Executive Committee Full Board	Administrative
Monthly	Review of campus expenditure levels and reporting compliance	Finance Committee Compliance Committee	Finance Compliance Unit
Monthly	Review of financial statements and fiscal compliance	Finance Committee Full Board	Finance
Monthly	Review of student enrollment and attendance	Full Board	Operations & Accountability
Monthly	Action plan activities reported by Departments	Full Board	Administrative

b. Organizational Charts and Decision-Making Authority

Q. Provide an organizational chart that includes the campuses being proposed in this Business Plan, indicating any new positions.

- ✓ See YCCS organizational chart, attached.¹⁵
- ✓ No new positions required at the network level

c. Legal Compliance and Ethics Policies

Ethics Policy

Q. Please provide a copy of the network's Ethics Policy for board members, directors, officers, and employees.

Currently YCCS does not have one network Ethics Policy that covers board members, directors, officers and employees. YCCS does have an Employee Code of Ethics Policy and the Board of Directors has a Conflict of Interest Policy. The Board Conflict of Interest Policy covers Nepotism, Financial Interest in contracts, and Gifts, Loans and Favors; The Employee Code of Ethics covers Conflict of Interest as well as sexual harassment. YCCS is in the process of revising these policies so that they will be ready by the Charter Renewal Agreement's December 1, 2015 submission date.

¹⁵ See Attachments – 3.1.b Org Chart

⑩ **Appendices:**

☒ Attach an Ethics Policy –

✓ See YCCS Employee Code of Ethics¹⁶

Conflicts of Interest Policy

Q. Describe how the Board or Governing Body identifies and addresses conflicts of interest. Include a copy of the network's Conflict of Interest policy.

See response above regarding network Ethic's Policy. As stated above, YCCS is in the process of revising these policies so that they will be ready by the Charter Renewal Agreement's December 1, 2015 submission date.

⑩ **Appendices:**

☒ Attach a formal Conflict of Interest policy

✓ See Board Conflict of Interest Policy, attached.¹⁷

¹⁶ See Appendix: 3.1.c. Emp Code Ethics

¹⁷ See Appendix: 3.1.c Board Conflict of Interest

3.2 Operational and Financial Goals and Metrics

Q. Please outline the organizations’ and proposed new schools’ short-and long-term financial and operational goals, and metrics. (See Attachment 1of the Business Plan for sample tables.) How will the organization track its progress toward financial and operational goals at the Board/Body, network, and school level? What performance management systems and benchmarks will the organization use to formally assess financial and operational progress?

YCCS Financial and Operational goals 2015-2020

	Goal	Metric(s)	Strategies	Progress
1	<p>All levels of YCCS are accountable for increased student achievement</p> <ul style="list-style-type: none"> • Meet or exceed YCCS Accountability Measures 	<ul style="list-style-type: none"> • Maintain consistent high quality as evidenced by meeting accountability standards at the school improvement level or higher • Maintain consistent high quality as evidenced by meeting CPS’ SQRP rating of 3.0 or higher 	<ol style="list-style-type: none"> 1. Provide technical assistance and support for campuses in warning or restructure levels 2. Provide for peer review process 3. Implement model development 4. Provide resources to campuses for leadership coaches, instructional coaches, content coaches, literacy coaches, research-based material, and evidence-based strategies (products and services) 5. Work with CPS to adopt the accountability standards articulated by SQRP 	<p>YCCS overall rating is 3.95 overall, which makes us a Tier 2 school, .05 away from being a Tier 1 overall. Currently there are 12 campuses at tier 1, 6 campuses at Tier 2 and 1 at Tier 3.</p> <p>There is only one campus who did not meet the SQRP rating of “3.” It is 0.2 away from meeting the “3” rating. YCCS is working with that campus to ensure it will perform adequately next year.</p>
2	<p>* Develop, maintain and enhance financial and operational efficiencies to maximize student outcomes</p> <ul style="list-style-type: none"> • Grow to an economy of scale necessary to meet the instructional and operational needs of campuses 	<ul style="list-style-type: none"> • YCCS will expand from 4004 to 4866 seats by 2019-2020 	<ol style="list-style-type: none"> 1. Invest in school improvement activities with select operators to enhance quality and safe learning environment 2. Invest in infrastructure with select operators to grow to scale 3. Grow to scale successful or promising models, practices and/or operators for meeting the educational needs of off-track and high-risk students 4. Work with strategic partners to implement facility finance strategies 5. Increase enrollment to 4866 by utilizing CPS Material Modification process and opening new schools (campuses) 	<p>Submitted MMA in March 2014 and subsequently in Jan 2015, and are awaiting official response so there has been no growth.</p>

3	<p>Maintain and enhance financial and operational efficacies to maximize student outcomes</p> <ul style="list-style-type: none"> • Maintain a positive cash flow 	<ul style="list-style-type: none"> • Maintain liquidity ratios above industry standards: • Current ratio above 2.18 • Cash ratio above 1.58 • Generate 2% annual budget from private sources by 2017 • Maintain annual reserve of 5% of operating Budget 	<ol style="list-style-type: none"> 1. Diversify sources of funding for support of on-going operations in particular for school improvement activities, special ed., technology acquisitions and new school development 2. Implement adequate budget controls and provide for lines of credit as needed 3. Conduct a detail assessment of operational and financial obligations and needs (i.e. buildings, reporting systems, school improvement, technology, specialized services) 4. Present monthly financial reports to YCCS Board including Statement of Financial Position, Statement of Activities, Statement of Cash Flow, Footnotes, and all Liquidity Ratios 5. Add additional staff as processing needs expand and reporting requirements of the funding environment change 6. Oversee budgeting processes for all development and fundraising plans 7. Hire a fund development and grant writing professional 	<ol style="list-style-type: none"> 1. YCCS has met and exceeded the industry standards for liquidity ratios 2. YCCS continues to maintain an annual reserve of at least 5% of the operating budget. 3. YCCS has expanded its funding from other public and private sources to about 2% of its operating budget. 4. Erate funding has provided adequate funding to support school improvement activities, special education and new school development. 5. Private grants are supporting post secondary placement for YCCS students 6. YCCS has obtained a line of credit as a resource for cash flow 7. YCCS presents monthly financial updates to its board 8. YCCS has hired a development person to support fund raising
4	<p>Build cross-sector collaborations with CPS, city and state agencies, alternative education providers, community-based organizations, and community colleges to create targeted interventions to assist off-track students and out-of-school youth</p>	<p>Expand available seats by 20% in dual enrollment and vocational training with City Colleges of Chicago and other postsecondary institutions (St. Xavier, Columbia, National Louis) over the term of the contract</p> <ul style="list-style-type: none"> • Collaborate with a minimum of 5 City-wide, community-based organizations, state and city social service agencies, and alternative education providers to develop an integrated system of support for students. 	<ol style="list-style-type: none"> 1. Work with Cook County Workforce Board to continue to have Workforce investment funded youth programming at all campuses 2. Facilitate advocacy initiative to build cross-sector Collaborations 3. Work with individual community colleges and the district office to expand dual enrollment / credit opportunities with City Colleges for students 4. Seek foundation support for postsecondary placements 	<ol style="list-style-type: none"> 1. YCCS continues to partner with Work Force Board to provide placement assistance to all YCCS students. 2. YCCS has partnered with UIC, several corporations in Chicago to open up the job industry to our students providing training and permanent employment 3. YCCS has partnered with City Colleges of Chicago to facilitate post secondary placement and dual enrollment placement for YCCS students 4. YCCS has secured at least one private foundation to support post secondary and dual enrollment placement.

5	<p>Develop, maintain and enhance financial and Operational efficiencies to maximize student outcomes</p> <ul style="list-style-type: none"> • Advanced technologies accessible to teachers and administrators and utilized for instructional and administrative purposes 	<ul style="list-style-type: none"> • 100% of campuses linked to YCCS through a secure IT Network for delivering assessment, curriculum, PD, and data management services by 2017 • 75% of campuses utilize an education data management platform for aggregating data and providing real-time reports on student performance by 2015 • 30% of campuses by 2016 will implement the use of 21st century learning tools (e.g., smart phones, smart boards, tablets) for the delivery of educational content to increase academic performance on YCCS assessments. 	<ol style="list-style-type: none"> 1. Utilize E-rate funding for all infrastructure development for the YCCS technology platform. 2. Develop manual for technology utilization to ensure YCCS technology platform standardization. 3. Develop and implement a plan to provide low cost technology support services to campuses. 	<p>YCCS, through E-rate, has managed to get most of its campuses to obtain 100 Mbps access to internet and has allowed campuses to set up labs and classrooms with computer and internet access to at least 5-1 student to device ratio to ensure support of YCCS educational strategies.</p> <p>All campuses at YCCS are using PowerSchool as the student Management system and at least 15 campuses are utilizing smart phones, smart boards and tablets for the delivery of educational content to increase learning.</p>
6	<p>Develop, maintain and enhance governance and leadership to maximize student outcomes</p> <ul style="list-style-type: none"> • The Board of Directors retains current members and encourages new membership 	<ul style="list-style-type: none"> • Increase in Board membership to a total of 9 members by 2015 	<ol style="list-style-type: none"> 1. Recruit board members to support YCCS' strategic plan. 	<p>As of January 2015, YCCS Board had increased to 9 active members.</p>

3.3 Human Capital

a. Recruitment and Staffing

Network Staffing Plan

Q. Please complete the table in Attachment 3 below, indicating your projected staffing needs for the entire network over the next five years.

➤ See Attachment 3¹⁸

School Staffing Rollout Plan

Q. Please complete the table(s) in Attachment 4 below, outlining your school-specific staffing rollout plan for both a “typical” elementary school, and a “typical” high school (as applicable).

➤ See Attachment 4¹⁹

Recruitment

Q. Identify whether recruitment will be managed at the school or network level for each type of position. Identify key partnerships, and/or sources the operator will rely upon to recruit teachers and leaders. Identify the process the operator will rely upon to identify and develop high-quality teachers, and leaders.

YCCS has developed a profile for effective alternative school teachers and principal leadership adapted from the Haberman Framework. These are key indicators when identifying and developing alternative school teachers and leaders. Recruitment for all positions at the campus/site level will be managed by the campus/site, with support from the YCCS human resources department. As a screening and vetting strategy, YCCS’s Human Resources Department utilizes the following recruitment venues: School Springs, NPO.Net, Career Builder, Monster, Illinois Network of Charter Schools, and Chicago Public Schools. YCCS has several high stakes key partnerships with universities that include; Northeastern Illinois University, Chicago State University, Loyola University, DePaul University, and Roosevelt University. YCCS will assist the campus in leveraging resources with high stakes partner for the purposes of staff recruitment, selection and retention.

YCCS has developed a two-year teacher induction and new principal leadership institute. The two-year teacher induction has five elements that guide professional development and coaching. The YCCS Induction and leadership elements are:

- Generating Engagement
- Meeting Student Needs
- Establishing High Expectations
- Establishing Relationships
- Connecting Learning to Community

Professional development and training for new teachers are conducted bi-monthly and led by experienced, alternative school instructional teacher leaders. The New Principal Institute includes mentoring, coaching and professional development. YCCS’ on-boarding strategy for new principal

¹⁸ See Attachments: 3.3.a. Network Staffing Rollout Plan

¹⁹ See Attachments: 3.3.a. School Staffing Roll Out Plan

leaders encompasses weekly collegial mentoring, monthly coaching meetings and quarterly professional development.

b. Professional Development

Q. Identify the organization’s plan to meet professional induction and development needs at the proposed new schools. Include whether induction and professional development will be managed at the school/program or network level. Identify the method the organization will use to determine the effectiveness of the induction and professional development.

ANS: Improvement of Teaching and Learning: The YCCS Leadership at the network level improves teaching & learning by building capacity and providing resources to YCCS campuses, teachers, and principal leadership. This effort is consistently aligned to YCCS’s vision, mission, and strategic goals. Through the Education Support Department, division of the YCCS **New Teaching for New Learning Institute**²⁰, YCCS leadership develops, monitors, and coordinates system-wide new teacher and new principal professional development; builds instructional leadership capacity through our Principal Leadership Institute; customizes professional development to meet the teaching and learning needs of campuses (teachers, principal, support staff); and facilitates strategic planning, problem solving, and open communication through Communities of Practice that engage members in collaborative learning and knowledge sharing activities. Professional development and induction effectiveness will be evaluated by participants, teacher & principal leadership performance, and SQRP metric.

The New Teaching for New Learning Institute (NTFNL) at Youth Connection Charter School designs and implements high-quality professional development that focuses on research-based strategies as it relates to elements included in a competency based educational framework. It provides leadership, technical assistance and resources to YCCS campuses to improve students’ learning by building teacher and principal capacity through organizational and professional development. Drawing on the experiences of alternative school educators and research-based strategies the Institute engages the YCCS school community in developing creative, effective and innovative andragogies that enhance student learning and support academic success for higher-risk youth. In addition, the Institute promotes high impact pedagogies and andragogies as tools for innovation in teaching and learning through the development and design of curriculum, assessment, and effective practices that prepare students for meaningful careers, community involvement, and college success and engaged citizenship.

The following are YCCS professional development activities and topics that will support our strategy to reengage drop-outs and disengaged youth.

²⁰ The New Teaching for New Learning Institute (NTFNL) is The New Teaching for New Learning Institute at Youth Connection Charter School designs and implements high-quality professional development that focuses on research-based strategies. It provides leadership, technical assistance and resources to YCCS campuses to improve students’ learning by building teacher and principal capacity through organizational and professional development. Drawing on the experiences of alternative school educators and research-based strategies the Institute engages the YCCS school community in developing creative, effective and innovative andragogies that enhance student learning and support academic success for high-risk youth. In addition, the Institute promotes high impact pedagogies and andragogies as tools for innovation in teaching and learning through the development and design of curriculum, assessment, and effective practices that prepare students for meaningful careers, community involvement, and college success and engaged citizenship.

Professional Development Topics

- New teacher induction and workshops (2-year cohort on-going)
- Teacher evaluation - Danielson and Marzano Models (Per Educational Vendor selection & on-going)
- Instructional and whole school design (on-going)
- Social/emotional learning (disciplinarians, mentors, advisors)
- Competency-Based Learning (pilot/Competency-Based framework development and YCCS model design)
- Competency-Base Learning 101 (Inquiry, UBD, Socratic learning, project based-instruction)
- Co-Teaching and Blended Learning
- Numeracy
- Collaborative Classroom Learning Environments
- Unit of Study Using Digital Media
- Whole School Literacy Plan

Campus Level Supports to Strengthen Academic Program and Instruction

- Funding for and coordination of Master Teachers, Instructional Coaches and Reading Specialists assigned to campuses
- Special Education Case Management Support
- Grow Your Own teacher training in partnership with Chicago State University
- Masters Degree Reading Coach program in partnership with St. Xavier University
- Computer Technology - computers for Instruction, online learning courseware, digital media technology and teacher training
- STAR Assessment support including progress monitoring and instructional planning
- Title 1 and SGSA Planning
- Data monitoring and review includes data talks with campus leaders and teachers
- Coordination of data management systems including but not limited to PowerSchool/ PowerGrade

Communities of Practice:

- Professional Learning Community Clusters (Content teacher teams across multiple campuses working collaboratively)
- Numeracy Coaches (Math teachers working collaboratively on refining instructional practices)
- Competency-based (Content teachers working collaboratively on development of standards, assessment rubrics and units of study)
- Collaborative Learning Environments (Teachers working collaboratively on units of study and courses that incorporate digital media and project-based learning and subject integration)
- Academic Advisor (Academic advisors working collaboratively to ensure student access to post-secondary opportunities, college and careers)
- Principal Advisory Committee (Thought partnering around YCCS initiatives, designing policy, and professional growth opportunities)
- Principal and Teacher Coaches (Identifying alternative school best practices, evidence-based and YCCS strategies for re-engagement)

c. Performance Evaluations and Retention

Q. Identify the organization's approach to staff performance evaluations. Specify how frequently the organization plans to evaluate teachers and leaders, who will evaluate whom, and the strategy and plan for how the organization plans to retain high-performing teachers and leaders.

ANS: Contractually, and in accordance with YCCS policy, campuses/educational vendors are required, minimally on an annual basis, to evaluate their teachers and principals. Campuses/Vendor Organizations are required, per YCCS policy, to utilize either the Charlotte Danielson or the Robert Marzano teacher evaluation instruments and framework to evaluate their teachers. These instruments utilize a growth model approach that refines teaching and learning practices, builds teacher capacity, and enables teachers to customize professional growth plans.

Principal evaluations also are to be conducted, at minimum on an annual basis, by the educational vendor/vendor organization. YCCS suggests that the vendor organization utilize the Marzano School Leader Evaluation Instrument, which complements both growth model teacher evaluation models. The campus performance/score card is also advised to be included in the Principal's evaluation, as well as the YCCS quality school rubric for the Principal evaluation, which includes the following as key indicators for evaluating principal effectiveness,:

- ✓ *Living a mission, vision and beliefs for results*
- ✓ *Leading and managing systems change*
- ✓ *Improving teaching and learning*
- ✓ *Building and maintaining collaborative relationships*
- ✓ *Leading with integrity and professionalism*
- ✓ *Creating and sustaining a culture of high expectations*
- ✓ *Accomplishing student engagement, growth and attainment*

The YCCS strategy, in partnership with its campuses, for supporting new teachers and leaders AND retaining high performing teachers and leaders includes the following:

- ✓ 2-year mentoring program for both new teachers and new leaders
- ✓ Professional Development and Training for teachers and principals
- ✓ Peer-coaching (professional engagement with peers)
- ✓ Peer-shadowing for both new teachers and new leaders
- ✓ Professional Learning Communities
- ✓ Infrastructure for Continuing Education

All the above programs and structures are designed to both provide support to new teachers and new school leaders AND provide opportunities for high performing teachers and leaders to gain recognition for their expertise, at both the education delivery and program development sides, by being selected to be becoming coaches and mentors to their peers. Teachers and educational leaders who are selected to be coaches then have the opportunity to develop leadership skills in their area of expertise, achieve professional advancement as a teaching or leadership coach, as well as receive a supplementary stipend. It is becoming increasingly understood and supported by human resource and educational research that the way to retain high performing teachers and school leaders is to foster a professional culture of learning among peers, to provide teachers and leaders with opportunities for continuing professional growth, and to recognize high performing teachers and leaders by asking them, whenever possible with a stipend, to share their expertise with their peers.

Section 4. Economic Soundness

4.1 Financing and Development

a. Multi-year Financial Plan

Q. Submit a five-year, accrual-based financial plan and budget narrative:

ANS: See 5 year consolidated budget, which includes aggregated school/program-level budget of existing schools and programs and projected new schools plus detailed assumptions, submitted to drop box.

b. Financial Controls

Q. What financial controls does the organization have in place at the central-and school/program-level to ensure long-term financial viability?

YCCS Finance Department, under the direction of the Comptroller and Assistant Comptroller, in conjunction with the Executive Director, Chief of Staff and Operations Director, oversee the YCCS budget and financial operations of the network. The department prepares Financial Statements monthly which include a Statement of Financial Condition, Statement of Activities with Ratio of Budgeted to Actual Performance, Statement of Cash Flows, Footnotes, and an analysis of Liquidity, Financial Leverage, and Profitability Ratios.

The Finance Department also has a school-wide Fiscal Compliance function, namely to develop and administer Campus Fiscal Compliance Policies and Procedures that ensure (through an audit review) that all campus reimbursement vouchers meet Generally Accepted Accounting Principles and OMB 133 audit standards in particular. Also, the certified audits of the individual campuses are analyzed at the end of the contract year for conformity with vouchers presented, and to review the fiscal capacity of the individual campus. The department provides technical assistance to campuses on a one-on-one basis where needed and provides annual trainings and updates to campus principals, their agencies, CFO's and executive directors. There is also a third party auditing firm that conducts annual audits of YCCS and its campuses to ensure compliance with Generally Accepted Accounting Practices and to ensure there are no deficiencies or provide recommendations if any are found.

YCCS has achieved the following contractual financial ratings in the most recently released YCCS Financial and Compliance Score Card:

Key Compliance and Reporting Indicators	2012-13
Legal Compliance	4
Budget	4
Quarterly Statements	3
CPS/Federal/State Compliance	3
Audit	4

c. Fundraising Plan

Q. What are the organization’s fundraising goals over the next 5 years? Please provide a development plan, including staffing needs. The plan should demonstrate historical fundraising success and future likelihood of success.

ANS: YCCS does not currently have a fund development plan, and does not set fundraising goals for the schools and educational programs, per se. However, YCCS does raise funds through grants, sponsorships and donations on a project by project basis, and the only on-going fundraising goal is to support the YCCS Network level Career Pathways Program (CPP), currently supported through a \$150,000 Mott Foundation grant, which covers the costs of dual enrollment courses and industry trainings through City Colleges and leverages a Department of Rehabilitative Services grant that covers the costs of training and on-the-job experience for students that qualify for special education services as identified in their Individualized Education Plan (IEP); Additional programs for or from which YCCS has sought support include Cook County Partnership WIA in-school program, a job-readiness program and After School Matters apprenticeship program.

4.2 Facilities

a. Facility Space Requirements

Q. Identify the organization’s core requirements for facilit(ies) to accommodate the organization’s stated growth plan, e.g., square footage, number and type of classrooms, and amenities, etc.

ANS: Specific Facility-Space Requirements for the two sites are still being determined.

b. Facility Plan

School/Program Sites

Q. Describe the plan to secure an appropriate facility for any school or campus being requested for approval via this Business Plan. 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.
 - 1) The YCCS* Young Adult Learning Center @ Rincon Family Services (*Youth Connection Charter School), to be located at 3720 N. Kedzie Ave, Chicago IL 60618. Space was recently acquired by Rincon Family Services and is presently vacant. Former use was as a Wallpaper design and manufacturing site.
 - 2) The YCCS* Youth-Build Academy @ Central State SER (*Youth Connection Charter School), to be located at 3948 W. 26th St., 3rd Floor, Chicago IL 60623. Space will be leased and is part of a renovated community building that used to house a movie theater and is the location of Central States SER administrative and program offices.
- Plans for both sites are in development.

Contingency Plans

Q. Identify contingency plans if desired facility strategy is not achieved.

Plans are in development.

Project Management

Q. Describe the organization’s capacity and experience in managing these strategies, including required renovation.

YCCS has an extensive track record of identifying and opening new locations, starting new educational programs, and campuses. Our experience in identifying and opening new locations includes relocating campuses and new start-ups. In accordance with our business model, YCCS works in partnership with our vendors to secure the facilities and cover the start-up costs for each campus and for all major renovations and expansion to existing facilities. Please note, that as was the practice with other charter schools, YCCS did not receive any start-up funding through CPS for these new schools (with the exception of the Options campus).

1998	YCCS was successful in converting nine (9) GED programs housed in various locations across the city into credit granting alternative schools. These programs were developed as Youth Connection campuses in partnership with their sponsoring organizations and most have operated successfully as part of YCCS’ portfolio of schools for over 15 years. These campuses are: Greater West Town Academy, El Cuarto Año Alternative School, Bronzeville Academic Center (now Innovations High School), Howard Area Alternative School (closed), Westside Holistic Alternative School (now YCCS Westside Leadership Academy), Lakeside Academy, Community Youth Development Institute, Jane Addams Alternative High School, and Rudy Lozano Leadership Academy (now an alternative charter school under CPS).
2005	YCCS created the Youth Connection Leadership Academy, currently located at 3424 N. State. YCCS secured the lease from the Illinois Institute of Technology, funded the start-up, and made major renovations to the facility to accommodate 250 students.
2010	YCCS opened Westside Leadership Academy as a direct run campus located at 4909 W. Division. In partnership with Westside Holistic Family Services, YCCS secured the lease and financed all of the renovations and start-up costs to accommodate 250 students. Renovations included creating 10 classrooms, 3 computer labs, a cafeteria, offices, and technology infrastructures.
2009	YCCS opened the Youth Connection Virtual Academy in partnership with K-12 Learning. We housed the campus at Malcolm X college, secured the lease on the space and supported its start-up with technical assistance and training of personnel.
2010	YCCS formed a partnership with the Circle Foundation to open Innovations Arts Integration High School. We relocated the facility from 220 W 45 th Place to 10 North State Street. YCCS worked with alderman’s office, and secured a five the lease on the building and financed the renovation of the space
2011	Opened the Options Academy in partnership with Little Black Pearl. Little Black pearl is now a contractor of CPS under its ALOP program.
2012	YCCS opened Chatham Academy at 9035 S. Langley. YCCS secured the lease on the building through the Archdiocese, financed the renovations, selected the principal, and functions as fiscal agent for the campus.

In all cases YCCS worked with the sponsoring organizations, organizations that have deep roots in their respective communities and histories of service our student population, to secure the political and community support to open or relocate an YCCS campus. Hence, the cornerstone of our community engagement strategy is to work with or through existing community organizations with a history of serving their respective communities. Our campuses are generally located in economically disadvantaged communities that have large number of at-risk African-American and Latino students and an YCCS campus is viewed as adding value to the neighborhood, or as is the case with our city college locations, value to the mission of the institution. For this MMA our community strategy engagement strategy is:

- Identify and vet a community organization that has deep roots in the community, history of serving our student population, and own or lease an existing facility.
- Meet with and inform the alderman and local officials of expansion or proposed new YCCS location and obtain their support.
- Meet with and inform local organizations of the intended action and seek their support.
- Notify parents of the intended action (if an expansion) and petition parents and community members (if new location) seeking their support
- Work with the alderman to hold a public hearing (if new location)

5. Management Organizations (MOs) – Not Applicable. YCCS is not a Management Organization and does not contract with Management Organizations.

5.1 MO Capacity - Not Applicable.

a. Historical Financial and Operational Performance

Model Non-Negotiables

Q. If providing academic services for the operator, what are the key non-negotiables (i.e., the key school design components, policies, practices, etc.), which underlie school culture, and academic outcomes of your school/program model? Discuss any school/program-level autonomy in implementing the educational plan. Explain how these non-negotiables align with the network's mission.

ANS: Not Applicable.

Historical Financial and Operational Performance

Q. Please specify whether any of the schools/programs under the MO's management are on fiscal probation. Please list any current or past litigation, including arbitration proceedings, that has involved the MO. Discuss the outcomes, and/or any demands, identified as part of the arbitration, or litigation. Please note any instances in which the MO has had their contract terminated, has voluntarily closed a school/program, or has not been renewed by their authorizer for non-academic reasons. Please cite any non-openings that the MO has experienced. Describe the circumstances surrounding these incidents.

ANS: Not Applicable.

Interventions

Q. Please explain any past performance that has not met the organization's expectations. How the underperformance was diagnosed; how were appropriate intervention(s) determined; and how were/are the interventions (being) implemented? What are the key areas in which existing schools/campuses need to improve, and what are the priorities to drive further success?

ANS: Not Applicable.

b. Strategic Plan

Q. What academic, financial, and operational metrics do the organization, and its Board of Directors/Governing Body, use to determine readiness for replication? How would the organization's growth strategy be modified if these benchmarks were not met?

ANS: Not Applicable.

Growth Rate and Rationale

Q. Please describe the organization's proposed scope of growth over the next 5 years in Chicago and in any other locations. Provide the number of schools/programs, locations, opening years, proposed five-year enrollment projections, and type of schools/programs. Please list any other proposals that are pending with other authorizers or have been recently approved to open new schools/programs; cite the number of schools/campuses requested in each proposal.

ANS: Not Applicable.

5.2 Overview of Management Organization (MO) Relationship

a. Selection

Q. Discuss the criteria that the operator used to select the MO and the due diligence that was conducted on the MO prior to submission of the proposal. Describe how the services and responsibilities that will be provided by the organization will further the mission, vision and goals of the network.

ANS: Not Applicable.

b. Scope of Services

Q. Specify the decisions and services for which the MO will be responsible. Clearly state the compensation structure and/or fees that the operator will pay to the MO. Explain

Whether the MO has a role in selecting the school leader, who employs the school leader, and whether the school leader reports to the MO.

ANS: Not Applicable.

c. Monitoring

Q. Describe how the Board/Governing Body will monitor and evaluate the performance of the MO to ensure quality service. What academic, operational, and/or financial performance metrics will the Board/Governing Body examine to evaluate MO performance? With what frequency will the Board/governing body monitor these metrics? What benchmarks will define successful MO performance? What are the consequences if these benchmarks are not met? Please describe conditions for renewal and termination of the contract.

ANS: Not Applicable.