

# 2018 New Schools Request for Proposals (RFP)

*Applicant Webinar*

*April 12, 2018*

*Office of Innovation and Incubation*



# Agenda

Purpose: To provide an overview of this year's RFP application and evaluation process and to answer questions that have been submitted.

- CPS Charter School Background Information
- Overview of the RFP Application Timeline and Process
- RFP Review
- Parent and Community Engagement and Facilities
- Questions



# Application Materials and Resources

- Website: [cps.edu/2018RFP](https://cps.edu/2018RFP)
  - RFP Application for New Operators and RFP for Existing Operators
  - Evaluation form for New Operators and Evaluation form for Existing Operators
  - Resource Guide
  - All Related Resources
- Phone (773) 553-1530 or email [iandiauthorization@cps.edu](mailto:iandiauthorization@cps.edu)
- Office Hours - Week of April 16-20



# CPS Charter and Contract School Background Information



# Charter Schools

- Public schools authorized by the District under the Illinois Charter Schools Law.
- Funded and monitored by the District but exercise autonomy over key program elements like curriculum, budget, calendar, and hiring.
- Remain accountable to the District based on academic, financial, and operational performance metrics.
- Operate under contractual agreements (“charters”) with the District.
- Governed by non-profit boards of directors.



# Charter and Contract Schools

Some key differences between the two school types:

	<b>Charter</b>	<b>Contract</b>
Admissions	Open admissions; a lottery must be held if over-subscribed. Specific admission requirements for charters that serve alternative student populations	May choose to align admission process with the educational model (e.g., an arts-focused school may require an audition). This requires a specific waiver from the Board
Illinois Teacher Licensure	50% of teachers must be licensed in year one of the contract; 75% of teachers must be licensed by year four of the contract. All teachers must meet requirements in the Illinois Charter Schools Law	100% of teachers must be licensed
Principal Requirements	None	Must have a professional educator license with an administrative endorsement
Policies for Student Conduct	Must comply with the Illinois Charter Schools Law and other applicable laws	Must follow the CPS Student Code of Conduct and other applicable laws

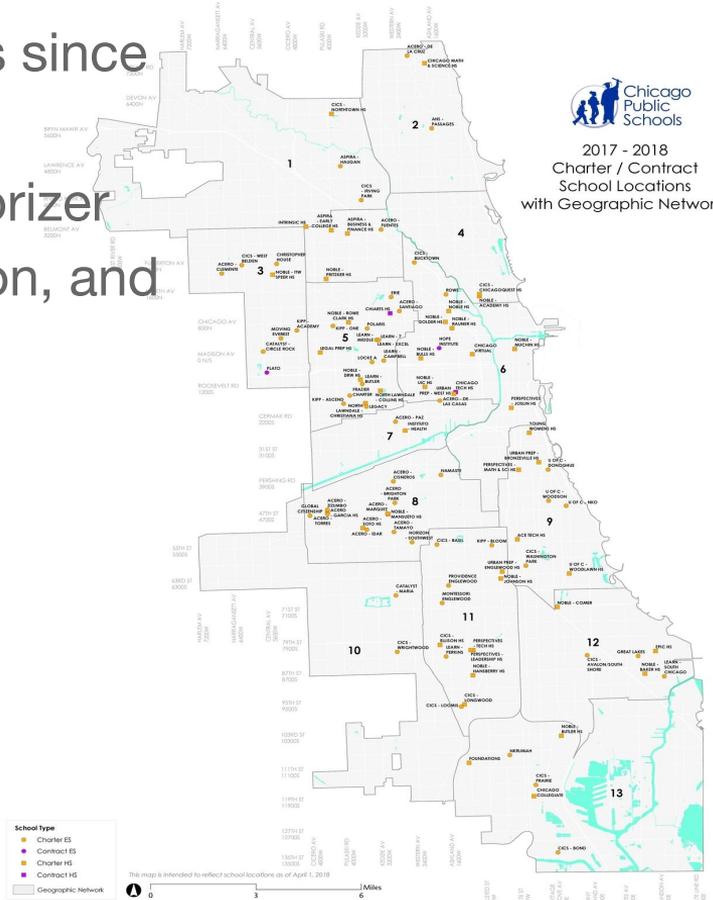


# CPS Charter and Contract School Landscape

- CPS has been approving charter schools since 1997.
- Recognized by NACSA as a model authorizer for Performance Management, Replication, and Closure policies.
- 49 operators in Chicago
  - 122 charter school campuses
  - 9 contract school campuses
  - 10 ALOPs
  - 1 safe school



2017 - 2018  
Charter / Contract  
School Locations  
with Geographic Networks



# Program Offered and Communities Served

## Priority Applications:

- Communities with high need of improving educational outcomes.
- Communities experiencing overcrowding.

Chicago's charter and contract school sector includes a wide range of school models, such as:

- Innovative blended learning
- Holistic, wraparound services
- STEM focused
- Inquiry-based
- Arts Integration
- Dual Language
- IB



# Overview of the RFP Application Process and Timelines



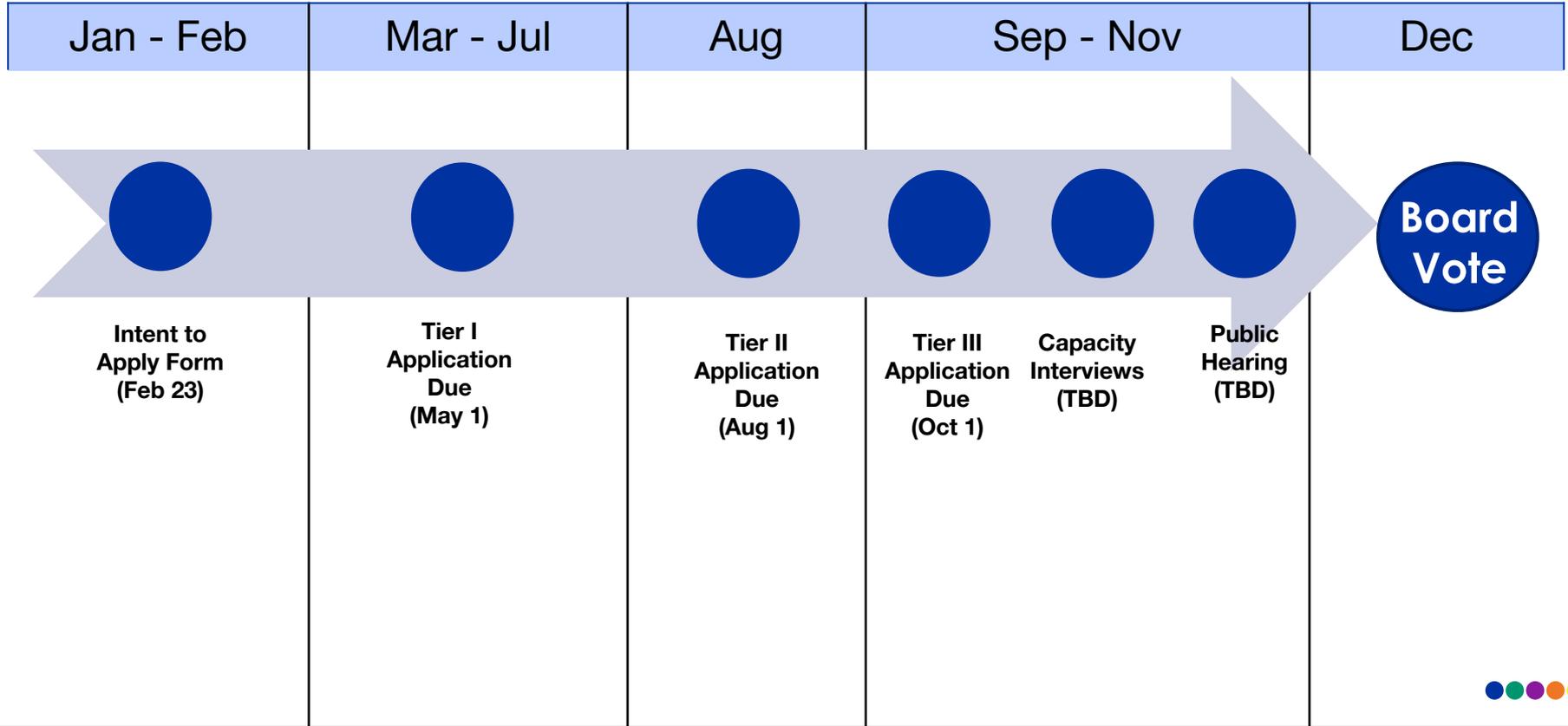
# Types of Schools and Student Populations

- Applications must specify which student population they propose to serve:
  - Traditional K-12: General Student Population
  - Alternative: At-Risk and/or Drop-out
- CPS designations of alternative high school students:

<b>Young and Far</b>	<b>Old and Far</b>	<b>Old and Close</b>
Individuals 15–16 years old who have dropped out of school, or in-school youth who are a year or more off track to graduation, have been chronically truant, and are at risk for not graduating with their cohort.	Out-of-school and in-school youth 17–19 years old who are a year or more off track to graduation, have fewer than 12 credits, but are still able to graduate by age 21 if given an accelerated option.	Out-of-school and in-school youth 18–20 years old who are a year or more off track to graduation, have more than 12 credits, and will still be able to graduate by age 21 with a high school diploma.



# Timeline and Major Milestones



# Submission

RFP submissions must be uploaded to **Epicenter**, an online document management system that the Office of Innovation and Incubation uses to collect and send documents to current charter and contract schools.



# Request for Proposal Review



# RFP Domains

## Domain 1: Community Engagement and Support

Has the applicant garnered authentic parent and community support and demonstrated true demand for the proposed school?

## Domain 2: Academic Plan

Does the applicant have the capacity, leadership skills, and experience to open and operate a high-quality school that achieves the school's mission and prepares students for long-term success?

## Domain 3: Financial Plan

Do the proposal and budget present a sound fiscal plan and sound policies to ensure responsible management of public funds?

## Domain 4: Organizational Plan

Does the applicant have the operational and governance systems in place to ensure that planning, spending, and oversight decisions are responsible and prioritize student success?

## Domain 5: Business Plan

Does the applicant have a strategic growth plan and the academic, financial, and operational capacity to successfully open, operate, and oversee the proposed new school(s)?

## Domain 6: Management Organization *(if applicable)*

Does the applicant outline a plan and provide evidence for how the MO will contribute to the overall success of the school? Are there appropriate oversight structures in place?



# Overview of Evaluation Process

- **Completeness Check** by the Office of Innovation and Incubation
- **Comprehensive Evaluation Team (CET) review** Tiers I, II, and III
- **Capacity Interview**
- **CET Report finalized**



# Comprehensive Evaluation Team

- Each proposal will be reviewed by a **Comprehensive Evaluation Team (CET)** made up of internal and external evaluators with expertise in the following areas:
  - Academics (Teaching & Learning)
  - Special Education
  - English Learner Education
  - Social Emotional Learning
  - Finance
  - Operations
- CETs will complete their reviews using the 2018 New Schools RFP Evaluation Forms, available on the RFP website.



# Evaluation Form

- The 2018 Evaluation Form includes:
  - Transparent evaluation criteria that set standards for high-quality responses.
  - Additional characteristics that high-quality responses should include.

## 1.1 Community Overview

The applicant has sought to understand the characteristics, background, and history of the students, families, and communities it would serve if approved to open.

<b>Rating:</b>
<input type="checkbox"/> Meets the Standard
<input type="checkbox"/> Partially Meets the Standard
<input type="checkbox"/> Does Not Meet the Standard

### Criteria & Findings

Met	Not Met	Criteria	Findings, Notes, Questions (please provide page numbers for reference)
<input type="checkbox"/>	<input type="checkbox"/>	Identified possible location(s) for the proposed school(s)	
<input type="checkbox"/>	<input type="checkbox"/>	Identified communit(ies) where the school intends to focus recruitment efforts and/or the neighborhoods from which the applicant anticipates most students will enroll	
<input type="checkbox"/>	<input type="checkbox"/>	An accurate description of the demographics of the proposed school's community and targeted student population	
<input type="checkbox"/>	<input type="checkbox"/>	A comprehensive but concise demographic and historical overview of the targeted communit(ies), which includes key events from at least the last few decades and the major political, economic, educational, demographic, and/or community-specific trends that are important to understand when seeking to serve the community	



# Evaluation Standards

- **Meets the Standard:** The applicant's response reflects a thorough understanding of key issues and demonstrates the design team's capacity to implement its plan. It addresses the topics with specific and accurate information, aligns with the mission and goals of the school, and presents a clear, realistic picture of how the school expects to operate.
- **Partially Meets the Standard:** The response meets the criteria in many respects, but lacks detail and/or omits necessary information in one or more areas.
- **Does Not Meet the Standard:** The response demonstrates that the design team does not possess capacity to implement its plan. The response is significantly incomplete, lacks meaningful detail, or otherwise raises significant concerns about the viability of the plan or the applicant's ability to carry it out.



# Helpful Tip

**Copy and paste each of the characteristics** from the **Evaluation Form** into the proposal just before the applicable text.

## Example:

### Section 1.1 Community Overview

- Identified possible location(s) for the proposed school(s).
- Identified communit(ies) where the school intends to focus recruitment efforts and/or the neighborhoods from which the applicant anticipates most students will enroll.
- An accurate description of the demographics of the proposed school's community and targeted student population.
- A comprehensive but concise demographic and historical overview of the targeted communit(ies), which includes key events from at least the last few decades and the major political, economic, educational, demographic, and/or community-specific trends that are important to understand when seeking to serve the community.



# RFP Domain and Evaluation Criteria

## RFP Section

### Section 2.3: Instructional Methods

- Describe the instructional approach and methods that will be used in the classroom. Include any specific requirements for implementation (e.g., co-teaching or aides, technology, physical space, etc.);
- Cite research or existing models that support the use of these instructional methods, especially considering the school's target population; and
- Describe how the instructional methods will achieve the school's mission and support implementation of any unique elements of the school's design.

## Evaluation Form

### Section 2.3: Instructional Methods

- A clear, coherent instructional approach that aligns with and will support implementation of the school's curriculum
- Instructional strategies that are built on a foundation of proven educational practices and teaching approaches
- Clear alignment of the instructional strategies with the mission and educational philosophy of the school
- An explanation for and research-based evidence of how the instructional strategies will address the needs of the targeted student population



# Important Sections



# Parent and Community Engagement and Support

- The Illinois Charter Schools Law states that proposals with a **high level of local pupil, parental, community, business, and school personnel support** receive preference for approval.
- **Communities should be aware of new school** options being proposed in their neighborhood.
- **Authentic and meaningful parent and community engagement builds** trust and lays the foundation for a smooth opening and strong ties with the community once in operation.
- **Parents, community members, and organizations can provide valuable input** into developing or adapting an educational vision for the school.



# Effective Community Engagement

**Learning about the Community – Know the community, parents, and students you intend to serve**

Identify the  
communit(ies)

Learn about  
history, assets,

Attend events,  
volunteer

**Community Outreach – Get the word out about the proposal and seek input and feedback**

On-the-  
ground

Meeting with  
stakeholders

Host  
community

Seek feedback on proposal

**Parent and Community Support – Collect evidence of support for the school**

Student  
Demand

Elected  
Officials

Community  
Organizations  
and Leaders

Community  
Opposition

**Continued Parent and Community Engagement – Integrate the school into the community**

Partnerships

Give back to the  
community

# Parents and Community Engagement Resources

- **Engagement should begin in advance of the Application submission**
  - Recruitment boundary should not refer to city boundaries
  - Helpful hint: The interactive CPS School Locator map ([www.cps.edu/map](http://www.cps.edu/map)) has overlays of the 77 Chicago community areas, wards, districts and zip codes
- **Plan the engagement process**
  - Talk to people; identify key education stakeholders and leaders
  - Conduct an asset-based community analysis; create a roadmap for connecting with the community
- **Helpful resources**
  - CPS Community Engagement Meeting (TBD)
  - The Center for Economic and Community Development's Engagement Toolbox: <http://aese.psu.edu/research/centers/cecd/engagement-toolbox>



# Documenting of Community Engagement and Support

Illustrative examples of specific Community Engagement activities and how they can be documented:

Method of Notification	Number of Individuals Notified	Evidence
<b>Flyers or door hangers</b>	<ul style="list-style-type: none"><li>Left 500 door hangers on homes between “x” avenue, “y” street, “z” boulevard, and “a” street</li></ul>	<ul style="list-style-type: none"><li>Copy of door hangers</li></ul>
<b>Community meetings</b>	<ul style="list-style-type: none"><li>Held community meeting on “x” date attended by 60 individuals</li></ul>	<ul style="list-style-type: none"><li>Sign-in sheets</li></ul>
<b>Advertisement in local newsletter or other media outlets</b>	<ul style="list-style-type: none"><li>Ad placed in “xyz” newspaper with 1,500 readership</li></ul>	<ul style="list-style-type: none"><li>Copy of ad placed</li></ul>
<b>Appeared on local radio show</b>	<ul style="list-style-type: none"><li>The segment had 1,000 listeners</li></ul>	<ul style="list-style-type: none"><li>Time and date of broadcast</li></ul>
<b>Social media</b>	<ul style="list-style-type: none"><li>Information tweeted by “x” individual with 500 followers who live in “y” area</li></ul>	<ul style="list-style-type: none"><li>Twitter feed</li></ul>
<b>Petitions</b>	<ul style="list-style-type: none"><li>Collected 1,500 signatures from individuals in the communit(ies)</li></ul>	<ul style="list-style-type: none"><li>Petitions</li></ul>
<b>Block club event</b>	<ul style="list-style-type: none"><li>Presented at a block club event with 60 residents</li></ul>	<ul style="list-style-type: none"><li>Copy of sign-in sheets (if available)</li></ul>



# Facilities

- All applicants **must identify at least two viable facility options**, unless they have secured an independent facility.
- To be approved, all independent facilities must comply with applicable zoning and building code, health and safety laws, and Americans with Disabilities Act and Rehabilitation Act of 1973 requirements.
- CPS hosted **a webinar with guidance on identifying viable facilities**. It can be found as a support document on the RFP website ([www.cps.edu/2018RFP](http://www.cps.edu/2018RFP)).



# Upcoming Events and Deadlines

- Office Hours with Applicants – Week of April 16-20
- Tier I Application due May 1st by 5:00pm to Epicenter



# Questions & Answers



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