

**U.S. Department of Education**

**Washington, D.C. 20202-5335**



**APPLICATION FOR GRANTS  
UNDER THE**

**Charter School Program Non-SEA Planning, Program Design, and Implementation**

**CFDA # 84.282B**

**PR/Award # U282B110012**

**Grants.gov Tracking#: GRANT10950329**

OMB No. , Expiration Date:

Closing Date: Aug 24, 2011

## **\*\*Table of Contents\*\***

<b>Form</b>	<b>Page</b>
<b>1. Application for Federal Assistance SF-424</b>	e3
<b>2. Standard Budget Sheet (ED 524)</b>	e6
<b>3. Assurances Non-Construction Programs (SF 424B)</b>	e8
<b>4. Disclosure Of Lobbying Activities (SF-LLL)</b>	e10
<b>5. ED GEPA427 Form</b>	e11
<b>Attachment - 1 (1235-Section 427)</b>	e12
<b>6. Grants.gov Lobbying Form</b>	e13
<b>7. Dept of Education Supplemental Information for SF-424</b>	e14
<b>8. ED Abstract Narrative Form</b>	e15
<b>Attachment - 1 (1234-BCCSGrantAbstract)</b>	e16
<b>9. Project Narrative Form</b>	e17
<b>Attachment - 1 (1239-BCCSGrantProjectNarrative)</b>	e18
<b>10. Other Narrative Form</b>	e35
<b>Attachment - 1 (1237-BCCSDesignTeamResumes)</b>	e36
<b>Attachment - 2 (1238-BCCSLettersofSupport)</b>	e51
<b>11. Budget Narrative Form</b>	e60
<b>Attachment - 1 (1236-BCCSBudgetNarrative)</b>	e61
<b>12. Form FaithBased_SurveyOnEEO-V1.2.pdf</b>	e66

This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424		
* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
* 3. Date Received: <input type="text" value="08/22/2011"/>	4. Applicant Identifier: <input type="text"/>	
5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>	
<b>State Use Only:</b>		
6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>	
<b>8. APPLICANT INFORMATION:</b>		
* a. Legal Name: <input type="text" value="Be the Change Charter School"/>		
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="45-2716919"/>	* c. Organizational DUNS: <input type="text" value="9689434440000"/>	
<b>d. Address:</b>		
* Street1: <input type="text" value="5018 S. Woodlawn Ave. #2S"/>	Street2: <input type="text"/>	
* City: <input type="text" value="Chicago"/>	County/Parish: <input type="text"/>	
* State: <input type="text" value="IL: Illinois"/>	Province: <input type="text"/>	
* Country: <input type="text" value="USA: UNITED STATES"/>	* Zip / Postal Code: <input type="text" value="60615-2856"/>	
<b>e. Organizational Unit:</b>		
Department Name: <input type="text"/>	Division Name: <input type="text"/>	
<b>f. Name and contact information of person to be contacted on matters involving this application:</b>		
Prefix: <input type="text"/>	* First Name: <input type="text" value="Eliza"/>	
Middle Name: <input type="text"/>	* Last Name: <input type="text" value="Bryant"/>	
Suffix: <input type="text"/>	Title: <input type="text" value="Co-Director"/>	
Organizational Affiliation: <input type="text"/>		
* Telephone Number: <input type="text" value="914-282-9943"/>	Fax Number: <input type="text"/>	
* Email: <input type="text" value="bethchangeschool@gmail.com"/>		

**Application for Federal Assistance SF-424**

**\* 9. Type of Applicant 1: Select Applicant Type:**

N: Nonprofit without 501C3 IRS Status (Other than Institution of Higher Education)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

**\* 10. Name of Federal Agency:**

U.S. Department of Education

**11. Catalog of Federal Domestic Assistance Number:**

84.282

CFDA Title:

Charter Schools

**\* 12. Funding Opportunity Number:**

ED-GRANTS-072511-001

\* Title:

Office of Innovation and Improvement (OII): Charter Schools Program (CSP): Planning, Program Design, and Initial Implementation Grants CFDA Number 84.282B

**13. Competition Identification Number:**

84-282B2011-1

Title:

**14. Areas Affected by Project (Cities, Counties, States, etc.):**

Add Attachment

Delete Attachment

View Attachment

**\* 15. Descriptive Title of Applicant's Project:**

Be the Change Charter School: A public, non-selective charter school in the Bridgeport community of Chicago that plans to bring back the whole curriculum

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

**Application for Federal Assistance SF-424**

**16. Congressional Districts Of:**

\* a. Applicant

b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

**17. Proposed Project:**

\* a. Start Date:

\* b. End Date:

**18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="170,000.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="170,000.00"/>

**\* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

**\* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes  No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

**21. \*By signing this application, I certify (1) to the statements contained in the list of certifications\*\* and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances\*\* and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

\*\* I AGREE

\*\* The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

**Authorized Representative:**

Prefix:  \* First Name:

Middle Name:

\* Last Name:

Suffix:

\* Title:

\* Telephone Number:  Fax Number:

\* Email:

\* Signature of Authorized Representative:  \* Date Signed:

**U.S. DEPARTMENT OF EDUCATION  
BUDGET INFORMATION  
NON-CONSTRUCTION PROGRAMS**

OMB Control Number: 1890-0018

Expiration Date: 02/28/2011

\* Name of Institution/Organization

Be the Change Charter School

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY  
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	30,000.00	30,000.00				60,000.00
2. Fringe Benefits						
3. Travel	10,000.00					10,000.00
4. Equipment	0.00	22,750.00				22,750.00
5. Supplies	25,000.00	73,750.00				98,750.00
6. Contractual	25,000.00	13,500.00				38,500.00
7. Construction	80,000.00	30,000.00				110,000.00
8. Other	0.00	0.00				0.00
9. Total Direct Costs (lines 1-8)	170,000.00	170,000.00				340,000.00
10. Indirect Costs*						
11. Training Stipends	0.00	0.00				0.00
12. Total Costs (lines 9-11)	170,000.00	170,000.00				340,000.00

**\*Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government?  Yes  No

(2) If yes, please provide the following information:

\* Period Covered by the Indirect Cost Rate Agreement: From:  To:  (mm/dd/yyyy)

\* Approving Federal agency:  ED  Other (please specify):

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? or,  Complies with 34 CFR 76.564(c)(2)?

* Name of Institution/Organization Be the Change Charter School	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY  
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	0.00	0.00				0.00
2. Fringe Benefits	0.00	0.00				0.00
3. Travel	0.00	0.00				0.00
4. Equipment	0.00	0.00				0.00
5. Supplies	0.00	0.00				0.00
6. Contractual	0.00	0.00				0.00
7. Construction	0.00	0.00				0.00
8. Other	0.00	0.00				0.00
9. Total Direct Costs (lines 1-8)	0.00	0.00				0.00
10. Indirect Costs	0.00	0.00				0.00
11. Training Stipends	0.00	0.00				0.00
12. Total Costs (lines 9-11)	0.00	0.00				0.00

**SECTION C - BUDGET NARRATIVE (see instructions)**

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

**PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.**

**NOTE:** Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

<p>* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Esther Angulo</p>	<p>* TITLE</p> <p>Co-Director</p>
<p>* APPLICANT ORGANIZATION</p> <p>Be the Change Charter School</p>	<p>* DATE SUBMITTED</p> <p>08/22/2011</p>

Standard Form 424B (Rev. 7-97) Back

# DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB  
0348-0046

<b>1. * Type of Federal Action:</b> <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	<b>2. * Status of Federal Action:</b> <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. * Report Type:</b> <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
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**4. Name and Address of Reporting Entity:**

Prime     SubAwardee

\* Name:

\* Street 1:     Street 2:

\* City:     State:     Zip:

Congressional District, if known:

**5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:**

<b>6. * Federal Department/Agency:</b> <input type="text" value="U.S. Department of Education"/>	<b>7. * Federal Program Name/Description:</b> <input type="text" value="Charter Schools"/> CFDA Number, if applicable: <input type="text" value="84.282"/>
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<b>8. Federal Action Number, if known:</b> <input type="text"/>	<b>9. Award Amount, if known:</b> \$ <input type="text"/>
--	--

**10. a. Name and Address of Lobbying Registrant:**

Prefix  \* First Name  Middle Name

\* Last Name  Suffix

\* Street 1  Street 2

\* City  State  Zip

**b. Individual Performing Services** (including address if different from No. 10a)

Prefix  \* First Name  Middle Name

\* Last Name  Suffix

\* Street 1  Street 2

\* City  State  Zip

**11.** Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

\* Signature:

\* Name: Prefix  \* First Name  Middle Name

\* Last Name  Suffix

Title:  Telephone No.:  Date:

**Federal Use Only:**  **Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)**

PR/Award # U282B110012

**NOTICE TO ALL APPLICANTS**

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

**To Whom Does This Provision Apply?**

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

**What Does This Provision Require?**

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

**What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?**

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

**Estimated Burden Statement for GEPA Requirements**

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is **1894-0005**. The time required to complete this information collection is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-4537.

**Optional - You may attach 1 file to this page.**

Section 427.pdf

Add Attachment

Delete Attachment

View Attachment

## Section 427 of GEPA

Be the Change Charter School will be a public, non-selective charter school in the Bridgeport community of Chicago. BCCS adheres to the state law in that families who submit applications on behalf of their children must reside within the Chicago city limits. The school is open to all students regardless of race, ethnicity, gender, socioeconomic status, disability status, religion, or sexual orientation. BCCS has no selection criteria and no entrance exams are required. Students will be admitted through a lottery process that will occur once a year in late March after families have submitted the school application.

The BCCS recruitment strategy will reflect its commitment to having a diverse, all-inclusive student population. This means we will be intentional about informing and recruiting our students. We will also provide additional information and awareness sessions for parents of students with disabilities and homeless parents, and will work with each family to ensure that the school will meet each student's educational needs. We will inform the community about our school through a recruitment strategy that will include: widely distributing fliers in local places, such as the stores, the library and parks; publicizing our school and its mission to families through community organizations; offering information sessions about the school and lottery process throughout the year; communicating information through our website; and collaborating with Pre-K and Headstart programs to identify interested students and families.

BCCS is committed to supporting the unique situations that our students may be in, including situations involving truancy, drugs, pregnancy, gangs, low academic achievement, learning disabilities, physical disabilities, and emotional issues. We will do so through a curricular program that lends itself to differentiation of instruction and supports, as well as a strong school culture that emphasizes empathy and socio-emotional growth. In addition, BCCS is an all-inclusive charter school and will thereby facilitate the seamless inclusion of all homeless children and their family members into school life. No student or their family members will ever be penalized due to homelessness. Students who speak another language at home will also be supported in learning English as a Second Language at school as well as maintaining their native language. Families will always receive communication in the language spoken at home, and BCCS will use staff or volunteers to serve as translators when needed.

Another part of BCCS's mission is to hire a diverse staff that reflects the student and community population. The Leadership Team will not discriminate in its hiring practices on the basis of race, ethnicity, gender, socioeconomic status, disability status, religion, or sexual orientation.

## CERTIFICATION REGARDING LOBBYING

### Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

### Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

<b>* APPLICANT'S ORGANIZATION</b> Be the Change Charter School	
<b>* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE</b>	
Prefix: <input type="text"/>	* First Name: <input type="text" value="Eliza"/> Middle Name: <input type="text"/>
* Last Name: <input type="text" value="Bryant"/>	Suffix: <input type="text"/>
* Title: <input type="text" value="Co-Director"/>	
<b>* SIGNATURE:</b> <input type="text" value="Esther Angulo"/>	<b>* DATE:</b> <input type="text" value="08/22/2011"/>

Close Form

SUPPLEMENTAL INFORMATION  
REQUIRED FOR  
DEPARTMENT OF EDUCATION GRANTS

**1. Project Director:**

Prefix:  \* First Name:  Middle Name:  \* Last Name:  Suffix:

Address:

\* Street1:   
 Street2:   
 \* City:   
 County:   
 \* State:   
 \* Zip Code:   
 \* Country:

\* Phone Number (give area code) Fax Number (give area code)

Email Address:

**2. Applicant Experience:**

Novice Applicant  Yes  No  Not applicable to this program

**3. Human Subjects Research**

Are any research activities involving human subjects planned at any time during the proposed project Period?

Yes  No

Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

**Please attach an explanation Narrative:**

Add Attachment

Delete Attachment

View Attachment

## Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

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## You may now Close the Form

**You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.**

\* Attachment:

## **Be the Change Charter School - CSP Grants - Narrative**

Be the Change Charter School (BCCS) is applying for the Charter Schools Program Grants to Non-State Educational Agencies for Planning, Program Design, and Initial Implementation and for Dissemination. We have applied for charter approval from Chicago Public Schools' Office of New Schools. The State Educational Agency that serves Be the Change Charter School is the Illinois State Board of Education, located at 100 W Randolph, Suite 14-300, Chicago, IL 60601. The Project Directors for this project include Eliza Bryant (914.282.9943, eliza.bryant@gmail.com), Sonia Wang (630.965.6378, wangmisun@gmail.com), Jeannie Kim (773.573.4248, jeanster9@gmail.com), Esther Angulo, and Amy Millikan.

The Design Team of BCCS consists of a small group of teachers with a combined experience of over 20 years in the classroom and a variety of educational leadership roles who seek to create change by opening a charter school in the south side of Chicago. For over three years, we have refined our mission and vision for a charter school; a charter would allow more flexibility for innovative practices and methods to fulfill our goals as well as tailor its programs to meet the strengths and needs of the community in which we will serve.

**Be the Change Charter School (BCCS)** will be a public and non-selective school that provides another neighborhood schooling option for families in the Bridgeport community of Chicago, IL. The need for BCCS is based on data gathered from a Needs Assessment of Bridgeport community members in addition to conversations with many community leaders. We have found that there are many strengths of the community including its recent business developments, diversity, parks, and family atmosphere. However, several areas of improvement in Bridgeport include the academic rigor and preparation for college, number of schooling options in the community, quality of after-school programming, communication between school and home, opportunities for engagement in decision-making, availability of bilingual/ESL services, and addressing issues of racism and discrimination.

The mission and vision of BCCS reflect the Design Team's dedication to effective teaching, understanding of how students learn best, and the needs of the Bridgeport community. Thus, **BCCS's mission** is to cultivate in its students and teachers the qualities of curiosity, resilience, advocacy, and empathy, empowering them to be active participants in the community and in the larger democracy. We believe that "being the change" at its core is about changing the way schools have traditionally defined success. We believe that our students will be successful not only if they achieve according to traditional measures, like test scores, but also if students are able to speak up for themselves and others, work together as part of a team, and become active participants in their learning and their community.

**Our vision** is to create a safe and trusting environment where students, teachers, and community members work together and take on the role of active learners and citizens. As a purposefully diverse school, we will respect and honor people from different backgrounds, with different abilities, interests and ideas, and acknowledge that these differences make learning dynamic and nurture the classroom and community.

In order to fulfill our mission and vision, BCCS is committed to bringing back the whole curriculum and providing real experiences for learning everyday. We will engage students in authentic reading and writing, mathematics exploration, scientific and historical studies, fine arts, life skills application, and socio-emotional development in our curriculum, which will prepare students to connect and apply what they learn in school to beyond its walls. BCCS will also develop a close and symbiotic partnership with the Bridgeport community by maintaining essential partnerships with organizations, inviting families into the educational process, and allowing all stakeholders to have a voice in decision-making at the school. Lastly, BCCS will have a unique partnership with the Chicago Urban Teacher Education Program (Chicago UTEP), helping to professionalize the field of education and work towards our mission of cultivating well-rounded, deep thinkers in both our staff and students.

## Project Narrative File(s)

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\* **Mandatory Project Narrative File Filename:**

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# **Be the Change Charter School CSP Grant – Project Narrative August 2011**

## **TABLE OF CONTENTS**

I. COMPETITIVE PREFERENCE PRIORITIES

II. INVITATIONAL PRIORITY

III. APPLICATION REQUIREMENTS

IV. SELECTION CRITERIA

## I. COMPETITIVE PREFERENCE PRIORITIES

- (h) Accelerating learning and helping to improve high school graduation rates (as defined in this notice) and college enrollment rates for students with disabilities;**
- (i) Accelerating learning and helping to improve high school graduation rates (as defined in this notice) and college enrollment rates for English learners;**
- (j) Accelerating learning and helping to improve high school graduation rates (as defined in this notice) and college enrollment rates for high-need students (as defined in this notice);**
- (k) Accelerating learning and helping to improve high school graduation rates (as defined in this notice) and college enrollment rates in high-poverty schools (as defined in this notice);**
- (l) Accelerating learning and helping to improve high school graduation rates (as defined in this notice) and college enrollment rates for all students in an inclusive manner that ensures that the specific needs of high-need students (as defined in this notice) participating in the project are addressed.**

Be the Change Charter School meets the following competitive preference priorities. First, as a K-8 elementary school, we will contribute to improving student achievement and high school graduation rates. Our educational program and organization of supports will address the needs of high-need students, students with disabilities, English Language Learners, and students living in high-poverty areas. Another priority that we meet is the promotion of diversity within its student population, both in the charter school's intentional recruitment strategy as well as its commitment to addressing diversity within its educational program.

BCCS is able to accelerate learning and help improve high school graduation rates by preparing elementary grade students to excel in high school through a challenging and holistic curricula and the use of instructional strategies that encourage critical thinking, collaboration, inquiry, and application of skills beyond the classroom. BCCS is committed to serving all students, including students in at-risk situations including truancy, drugs, pregnancy, gangs, low academic achievement, learning disabilities, physical disabilities, and emotional issues. The first step in meeting all students' needs is to identify students who are at-risk. BCCS staff will be trained to recognize and respond to students in unique situations. The school will also utilize the Student Information Logging System (SILS), an online logging tool, to keep anecdotal records of interactions with and observations of our students. These anecdotes will be used as a tool to assess students socio-emotionally, behaviorally, and academically as well as assist teachers in analyzing patterns and taking steps to support our students. Once identified, BCCS will meet the needs of its students using the following strategies:

### High-Need Students

We will implement supports in distinct ways for students identified as high-need. First, our curriculum will follow a workshop and inquiry approach, which allows teachers to differentiate instruction to support students in their learning on an individual basis and provides students with the opportunity to ask questions to motivate their learning. Students are able to incorporate their personal experiences as they build their own understanding through a cycle in which they explore, reflect, and apply. Our curriculum values pedagogical approaches that support our students in their unique situations.

Second, our Advisory program at the upper grades will serve as a critical support for our students. Advisory is a designated time at the end of every school day during which students meet in small clusters with an Advisor, who is a BCCS staff member, and discuss issues, engage in community building, and raise concerns. In a similar manner, the time set aside each day for Morning Meetings and Sunset Meetings at earlier grade levels will allow for classroom teachers to check in with their students and respond to students' needs appropriately.

Third, BCCS teachers and staff will encourage students in high-need situations to participate in mentoring and youth leadership programs through our community partnerships, such as the Chinese American Service League, Valentine Boys & Girls Club, and the Chicago Youth Center-Fellowship House. These external programs will provide students with the opportunities to receive socio-emotional supports in a different context, through positive relationships with other adults and interaction with students from their own school as well as other schools.

Fourth, BCCS will also have a support service staff, such as a social worker and Dean of Student Development, who will be available for our students. Students who are identified as high-need or seek out assistance from a staff member will be able to receive the necessary socio-emotional supports, through consistent one-on-one or small group meetings.

Fifth, a well-trained BCCS staff will implement Response to Intervention (RtI), as a school-based method of intervention for students with learning problems and behavioral issues. The process will be integrated into the general education program at BCCS as a way to address student needs before making a formal referral to special education services. The RtI Model involves a three-tiered system of academic and behavioral supports. The RtI team will make step-by-step, data driven decisions about core instruction (Tier 1), supplemental instruction (Tier 2), and/or intensive instruction (Tier 3). In addition, intervention strategies and supports for behavior will be identified and assessed.

During the RtI process, team members will use authentic, curriculum based, and norm-referenced measures to determine students' strengths and weaknesses. Communication about data and anecdotal evidence for students will be documented carefully through SILS. The team will establish and deliver no fewer than three alternative methods of instruction that can be embedded into the typical school day to support each child's learning or behavior improvement. If successful, these methods will be adopted fully for classroom use. If none of the methods implemented for an appropriate amount of time are effective in changing student performance, the team, including the parent/guardian, will determine whether a referral for further evaluation should occur.

### Students with Disabilities

All students with disabilities will be served in accordance with their Individualized Educational Plans (IEPs) and the provisions of national and state legislation, which are *Corey H.*, the *Individuals with Disabilities Education Act (IDEA)*, Section 504 of the Rehabilitation Act, and Article 14 of the Illinois State Code.

When a student is referred for an IEP, the special education team will begin the evaluation process. A special education teacher will use the Wechsler Individual Achievement Test or a comparable assessment as an initial screening to identify the academic strengths and weaknesses of a student, inform decisions regarding eligibility for educational services and educational placement, diagnose a specific learning disability, and/or design instructional objectives and plan interventions. Students will also be screened for vision, hearing, motor abilities, communication, and social and emotional status as needed. Any assessments will be given in the language spoken by the student, and supplemented with classroom assessments, parent interviews, and information from specialists. Classroom teachers in collaboration with Special Education teachers will engage in repeated assessments of academic performance to monitor student progress and the effectiveness of the student's IEP.

Once a student is identified for requiring special education services and receives an IEP, special education and classroom teachers will collaborate to determine the types of services and structures needed. The Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973 (Section 540) require that every student, who has a disability "must receive a free appropriate public education in the least restrictive environment (LRE)." Because the LRE mandate requires that students with disabilities are educated with students without disabilities to the maximum extent possible, BCCS will provide services within a full inclusion model except for cases in which the nature or severity of the disability is such that education within general education classes cannot be achieved despite intensive supports. The range of possible structures and supports within LRE include full inclusion in general education classroom with push in by special education staff for individual or small group instruction; or full inclusion in the general education classroom with pull out as needed during the time of instruction when the subject area in need is being taught.

Classroom teachers will differentiate instruction as necessary with the use of curricular accommodations and modifications as well as use individualized instructional strategies, such as peer tutoring, learning aids or materials, or assistive technology. Another possible structure is having a full time or part time aide who would stay with the student and collaborate with the special education teacher and classroom teacher. If in the case a student with disabilities requires services such as speech or occupational therapy, physical therapy, or social work, the IEP team will determine the best location for the student to receive those services, whether in or outside of the general education classroom. We expect the classroom teacher and special education teachers to work extremely closely together and engage in frequent communication and planning times. The special education teacher assigned to a particular number of classrooms will essentially be a co-teacher at various times of the day.

At the school-wide level, BCCS will use flexible scheduling for students with IEPs as needed for LRE to make sure students are receiving core curricular instruction and participate in activities such as lunch and life

skills or fine arts classes to the fullest extent possible. BCCS is also committed to the use of SILS as a communication and data collection tool among staff and leadership that will help in identifying students in need of services, evaluating, and assessing interventions and strategies. The school will also provide access to computers or assistive technology to support student learning and services that assist with sensory or personal care needs.

Part of BCCS's mission is to work with the community to provide the best education for our students and make sure we are addressing the needs of the whole child. Community connections will support the special education program and Rtl implementation at BCCS. Organizations such as Boys and Girls Club and Fellowship House can provide after-school academic, social, and behavioral supports.

### English Language Learners

BCCS will implement a bilingual education program for English Language Learners as mandated by state and federal laws, Article 14C - Illinois School Code and Title 23 Illinois Administrative Code 228. We recognize that these mandates serve to provide instruction, curriculum, and learning environment that best meets the students' needs and build English proficiency. BCCS values bilingualism and biliteracy in our students and future citizen, and will implement a Transitional Bilingual Education program for its English Language Learners.

Students whose home language is not English will be initially assessed on their English proficiency by WIDA Access Placement Test (W-APT) in order to determine whether a student is in need of English language services and at what level. ELLs will be assessed using the ACCESS test at least once a year to determine their progress in English proficiency. These assessments will be used by the classroom and ESL teachers to determine the students' proficiency level, to inform their instructional approach and materials, and to support second language development. Transitioning students to succeed academically in a second language is strongly connected to native language development. As they are acquiring social and academic English, ELLs and all other students will also participate in a language enrichment class that supports students' native language knowledge.

BCCS ELLs will be supported through Sheltered Instruction through content within the subject area classrooms. ELLs will be included in classrooms with mixed language proficiencies, ESL push-in or pull-out by trained staff, and teacher support across all content areas through Sheltered Instruction. Sheltered Instruction is a model of language instruction that is based on an understanding of the three aspects of academic literacy that a student must be able to navigate: knowledge of English, knowledge of content area, and knowledge of how tasks are to be completed. Push-in or pull-out support may include instruction in the student's first language and/or the use of specialized curricular material.

Classroom teachers and ESL teachers will be trained in Sheltered Instruction Observation Protocol (SIOP), which requires scaffolding and building background knowledge, developing the second language regularly as parts of lessons and units, and placing special attention on student developmental needs and goals within the parts of an effective lesson. The model of ESL push-in and Sheltered Instruction allows teachers to collaborate and reinforce content as well as provide the consistency and the opportunity for second language acquisition.

**2. Promoting Diversity (up to 2 points). This priority is for projects that are designed to promote student diversity, including racial and ethnic diversity, or avoid racial isolation. Note: An applicant addressing Priority 2-- Promoting Diversity is invited to discuss how the proposed design of its project would help bring together students from different background, including students from different racial and ethnic backgrounds, to attain the benefits that flow from a diverse student body. We encourage each applicant that addresses this priority to discuss in its application how it would ensure that its approach to promoting diversity is permissible under current law.**

BCCS meets the competitive priority criteria of promoting diversity, which is instrumental to our vision of creating a safe and trusting environment where students, teachers, and community members work together and take on the role of active learners and citizens. One of the underlying beliefs of our mission is that we will respect and honor people from different backgrounds, with different abilities, interests and ideas, and acknowledge that these differences make learning dynamic and nurture the classroom and community. BCCS will promote diversity by recruiting a diverse student body and staff as well as developing a strong school culture that emphasizes acceptance and empathy.

Promoting diversity will be achieved first through the location of the school; the Bridgeport neighborhood is diverse in race, ethnicity, and socio-economic levels. Bridgeport's population is about 42% Caucasian, 37% African-American, 26% Hispanic, 4.5% Asian, and the remaining Other. Socio-economically, the median income is \$35,535, and the neighborhood contains public housing as well as wealthier subdivisions. Bridgeport is known for being an immigrant community with significant changes in population over time and for having a history of racial strife. In addition, the BCCS Design Team created a Bridgeport Community Needs Assessment survey to gauge the demographics, strengths, and needs of the community. Based on the data, we have found that 62% of community members surveyed were NOT satisfied with how the community addresses racism and discrimination.

BCCS will intentionally recruit its students from the neighborhood to create a diverse student body that reflects the demographics of Bridgeport and hire a diverse staff. As a charter, BCCS has no selection criteria nor entrance exams. There will also be no quotas of students based on demographic data. BCCS adheres to the state law in that families who submit lottery applications on behalf of their children must reside within the Chicago city limits. The school will be open to all students regardless of race, ethnicity, gender, socioeconomic status, disability status, religion, or sexual orientation. Students will be admitted through a lottery process that will occur once a year, and the Design Team will work to make sure that information about the school is disseminated to the diverse populations within Bridgeport in order to ensure an equalized lottery in terms of race, ethnicity, and socio-economic status.

For a diverse student and staff population to thrive, BCCS believes that a school culture must address the strengths and challenges that such a diverse student population demands. One integral part of the BCCS mission is cultivating empathy in students and the ability to respect and honor diversity in its many forms. We believe that all children need a significant amount of socio-emotional support as this is a critical aspect of academic success. We anticipate the need to explicitly teach and practice the skills of showing compassion for others, problem solving, conflict resolution, reflection, collaboration, standing up for oneself and others, and making good choices. BCCS will accomplish this goal through establishing the routines of community meeting times at the beginning or end of each day, when students engage in community building activities and address issues that may arise with a teacher in a safe environment. As a school, we will gather once a week to celebrate the positive choices, actions, and work of our school community as a way for students to also learn the value of being a member of a larger community. Second, the curriculum at BCCS emphasizes the skills of inquiry, critical thinking, and collaboration, so that students understand that we learn more and better by working together with a diverse mix of backgrounds and ideas. Third, our commitment to family involvement and transparent communication between staff as well as between school and home will help create a school culture that values the unique strengths that each child and his/her family brings as well as help meet their needs. Finally, socio-emotional learning and promotion of diversity at school will be supplemented by BCCS's partnerships with community organizations which have after-school programs for character education, leadership, and mentorship.

**3. Improving Productivity (up to 2 points). This priority is for projects that are designed to significantly increase efficiency in the use of time, staff, money, or other resources while improving student learning or other educational outcomes (i.e., outcome per unit of resource). Such projects may include innovative and sustainable uses of technology, modification of school schedules and teacher compensation systems, use of open educational resources (as defined in this notice), or other strategies.**

BCCS also meets the competitive selection criteria of improving productivity in three major ways. First, BCCS will have a modified and longer school annual calendar and daily schedule, which diverges from that which is commonly used in Chicago Public Schools but matches our belief that academic and socio-emotional growth takes time but also varying amounts of time for all students. In the Chicago Public School system, students receive typically less than 240 minutes of total instruction during 125 days of the 180 school days provided. However, by implementing an extended school year and school day, BCCS will afford our students the opportunity to learn at a pace developmentally appropriate for them, all the while providing an acceptable amount of time to achieve instructional goals. BCCS has committed to a school calendar consisting of 229 days, 177 of which are devoted solely to instruction. The remaining 52 days include 11 required holidays, 10 professional development days (5 during summer break), 3 report card pick up days, and 28 intersession days. BCCS has also included 5 emergency days after the scheduled last day to use if necessary.

The BCCS school day will have an average of 385-390 instructional minutes with upwards of 1,150 instructional hours each year. Such a use of school staff and instructional time will result in a substantial increase in student achievement.

Second, BCCS is able to improve productivity through the use of a new web-based program called the Student Information Logging System (SILS). Developed by the University of Illinois at Chicago, SILS is an online logging tool that provides a school with the ability to easily track and manage student behavior and social/emotional development. This system will allow teachers and staff to keep anecdotal records of interactions with and observations of our students. Anecdotal observations will be used as a tool to assess students socio-emotionally, behaviorally, academically, and with truancy/attendance routines. For example, SILS will assist teachers and staff in logging, assessing and analyzing patterns of at-risk behaviors allowing them to efficiently take action towards supporting our students. The efficiency afforded BCCS through the use of SILS will allow staff to increase communication in regards to students needs, respond to issues quickly and with evidence, track data with interventions and progress, as well as involve parents and family within the process.

Third and last, BCCS will implement a merit pay structure for teacher compensation that will help retain and develop effective teachers and teacher leaders. Teacher salaries at BCCS are budgeted for starting on average at \$53,000, which provides the flexibility to hire experienced and qualified teachers to begin the school year. While BCCS plans to hire teachers with a minimum of two years of experience in the classroom, we understand that teachers are unique individuals with different strengths and areas of improvement. Thus, a comprehensive professional development plan and transparent evaluation process will aid in providing the feedback, mentorship, and collaboration needed for teachers to be successful and grow in their profession. At BCCS, as part of its professional development vision, teachers will receive a 2% raise every year with the opportunity to earn another 1% of a performance-based bonus after their annual evaluation. Teachers will also be given the opportunity to be clinical instructors as part of the school's partnership with the Urban Teacher Education Program and receive a stipend for their role as well as opportunities for further professional development.

## II. INVITATIONAL PRIORITY

**Invitational Priority: For FY 2011, this priority is an invitational priority. Under 34 CFR 75.105 (c) (1), we do not give an application that meets this invitational priority a competitive or absolute preference over other applications. This priority is:**

**Turning Around Persistently Low-Performing Schools.**

**The Secretary is particularly interested projects that support turning around persistently lowperforming schools. To meet this invitational priority, the proposed project should engage in one or both of the following types of activities: (1) the creation of a new charter school in the vicinity of one or more public schools closed as a consequence of a local education agency (LEA) implementing a restructuring plan under section 1116(b)(8) of the ESEA, provided that this is done in coordination with the LEA; or (2) the creation of a new charter school under the restart model of intervention supported under the Department's School Improvement Grants program. (See Final Requirements for School Improvement Grants as Amended in January 2010 (January 28, 2010) at <http://www2.ed.gov/programs/sif/faq.html>.) Under this model, an LEA converts a school or closes and reopens a school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process.**

Be the Change Charter School does not meet the invitational priority of turning around a persistently low-performing school. While we are creating a charter school in an area where schools are under-performing, they have not been closed as a result of a restructuring plan. Nor are we a charter school that is re-opening and converting an existing low-performing school under a charter school operator.

## III. APPLICATION REQUIREMENTS

**(i) Describe the educational program to be implemented by the proposed charter school, including how the program will enable all students to meet challenging State student academic achievement standards, the grade levels or ages of children to be served, and the curriculum and instructional practices to be used;**

Be the Change Charter School will serve students in K-8 grades and implement an educational program that is research-based and meets Illinois achievement standards while fulfilling our mission to develop the whole child and instill the qualities of curiosity, resilience, empathy, and advocacy. BCCS's education program is driven by several pedagogical stances, including Backward Design, the Workshop Approach, Balanced Literacy, Interdisciplinary Inquiry Based Learning, and Responsive Classroom.

Backward Design: Much of the BCCS curriculum will be designed collaboratively by teachers, using the principles articulated in the concept of Backward Design. Backward Design offers a set of ideas and practices that push teacher designers to think more purposefully and intentionally about the nature of any design that has *understanding as the goal*. (Wiggins and McTigue, Understanding By Design). As BCCS teachers and teacher leaders design from scratch or implement curriculum from existing frameworks across content areas, they will begin with goals, big ideas and essential questions and work from there to craft assessments and experiences for students. This kind of careful and intentional approach will permeate the culture of BCCS and guide decision making, not just for curriculum, but for all aspects of school culture and student experience.

The Workshop Approach: Out of our respect for students as active learners, the BCCS curriculum is structured around a "workshop." The workshop approach is constructivist and student-centered. This approach sets up a framework and structure in which learners of any age work "alone together" to develop and hone their interests and skills, much the way that professionals in science, math, writing, and art do. We want our place of learning to function as much like the real world - the science laboratory, the artist's studio, the writer's favorite coffee shop - as possible. The workshop approach encourages independent, resourceful learners.

The structure of the workshop approach starts with a mini-lesson, where a concept, skill or strategy is introduced or expanded on. Students then have a sustained period of independent work time where they can practice what they've just learned with authentic materials or conduct authentic tasks. The key to the workshop approach is that the student is in charge of what he/she is doing and get supported in their activity by conferring with the teacher or other students. There are also sharing opportunities when the student shares his/her work with the entire group, and gets feedback. Optimally, there are real events in which the student can publish or share his/her work. In this way, students' work is "authentic" and directed toward a real goal.

Balanced Literacy is a framework for teaching literacy specifically that grew out of the ideas of the workshop model. Balanced Literacy is built on the concept of reading to, with, and by children and writing to, with and by children. In this approach, there are specific structures that enable the teacher to offer varying levels of support to students in reading and writing. In addition to the mini-lesson, independent work time, conferences and share time cited as part of the workshop model above, Balanced Literacy provides additional time for the following curriculum components, including but not limited to: interactive read aloud, guided reading, book club, shared reading/writing, reader's theater, interactive editing, and test reading/writing.

These additional components, used regularly depending on the particular unit focus, create more structures to the typical workshop approach, and our experience has shown that these opportunities to make the reading and writing process more explicit and transparent is beneficial for students who may come to school without a lot of specific literacy experiences and skills, such as phonics, phonemic awareness, and vocabulary. The curriculum components will also allow for varied levels of teacher support and increased differentiation by ability, approach and/or content.

Interdisciplinary Inquiry Based Learning: Another key value to the development of the BCCS curriculum is the idea of student inquiry. Social studies and science thematic units will be developed with this approach. Students have many questions about the world and the way things work. BCCS will encourage students to ask questions about the units of study, both in and out of the classroom, and to advocate for their own questions. Teachers guide the questioning and provide resources and materials from which students can gather information and analyze it. Students have extended periods of time to investigate answers to those questions, complete research projects, and present their learning to their peers and others in public presentations, discussions, or debates. This approach requires students to build their own understanding through a cycle in which they explore, reflect, and apply. This approach promotes hands-on and minds-on opportunities for students to acquire content knowledge and process skills.

Responsive Classroom is a research based approach that offers teachers and students the skills and tools to help create a lasting positive environment. BCCS staff will teach and model the skills students need in

order to be positive agents of change and advocates for themselves and others through the *Responsive Classroom* curriculum. Teachers implementing the *Responsive Classroom* model carefully establish routines and procedures in the first six weeks of school, integrate a regular meeting time for sharing and discussing classroom issues, as well as allocate time for community building activities.

In addition to the above mentioned pedagogical stances, specific research based curricula that align with Illinois State Standards to be utilized by BCCS include:

Fountas and Pinnell Phonics and Word Study is a program that reflects the most current research on child and language development. The curriculum plots a course along a developmental continuum for students to traverse as they become expert word solvers and effective readers and writers. The Phonics and Word Study programs are easily integrated into existing reading and writing curricula and promote making connections across learning.

Calkins Units of Study is a writing curriculum that grew out of the Teachers College Reading and Writing Project at Columbia University. The intention of the program is to immerse students in the act of writing by following a series of units that help them think about themselves as legitimate authors. The curriculum emphasizes both the process of writing (mechanics and craft) as well as the completion of polished products, complete with lessons on revision and editing.

Everyday Math (K-5) is a Common Core aligned, research-based curriculum that offers rigorous and balanced instruction that emphasizes conceptual understanding and problem solving, as well as mastery of basic skills. Its spiral approach allows for mathematical learning to build over time. Embedded in the instruction are a variety of opportunities for differentiation. In addition, BCCS teachers will be encouraged to utilize a workshop approach, similar to Balanced Literacy, including small group guided instruction, guided practice and conferencing.

Connected Math (6-8) is a problem-centered curriculum based on the National Council of Teachers of Mathematics (NCTM) standards. A selected set of concepts and processes are studied and developed in depth at each grade level. The program makes connections within mathematics, between mathematics and other subject areas, as well as to the real world. The teacher leads students through an exploration of an investigation with major problems. Extensive problem sets are included for each investigation to help students practice, apply, connect, and extend understandings. Much like *Everyday Mathematics*, *Connected Math* places equal emphasis on conceptual understandings and problem-solving as it does on arithmetical strategies and skills.

Both *Everyday Math* and *Connected Math* support BCCS's mission of building on student knowledge and intuition and balancing concepts, skills, and facts in the student experience of constructing knowledge and understanding. These curricula are constantly being revised with input from teachers so they are responsive to student strengths and needs. These curricula also offer flexibility to teachers, and therefore student learning, and can be used in the context of a workshop approach.

Consistent pedagogical stances held by all teachers and staff at BCCS and a strong curriculum-base will be further enhanced by shared Instructional practices, which will be evident in all classrooms and grade levels at BCCS, providing a cohesive learning experience as students move through the elementary grades. Teachers will use a variety of instructional formats during a lesson, including whole group instruction, small group instruction and practice, independent practice, and one-on-one conferencing. Effective instructional strategies include scaffolding, modeling, guided practice, shared reading/writing/math, interactive reading/writing/math, and discussion.

**(ii) Describe how the charter school will be managed;**

BCCS will be independently managed as a charter school, which means the school will not be part of a Charter Management Organization or Educational Management Organization. BCCS intends to function as a non-profit organization for educational and charitable purposes once it receives approval of a charter from the state. As such, BCCS will have an active Governing Board that will oversee its operations, programs, policies, finances, and fulfillment of its mission. The Board will meet at least eight times per year and will carry out responsibilities that include but are not limited to:

- Helping communicate and promote BCCS mission and programs to the community
- Evaluating the school's progress in achieving its mission/vision and educational metrics
- Being alert to community concerns that can be addressed by BCCS's mission, objectives, and programs
- Overseeing financial management of BCCS, including adoption and review of the annual budget
- Financially supporting BCCS, through fundraising and grant-writing efforts
- Understanding and developing the policies and procedures of BCCS
- Conducting personnel evaluation and participate in staff development
- Reviewing organizational and programmatic reports
- Evaluating the performance of the Co-Directors and the Leadership Team

The BCCS Governing Board will have five committees, and each committee will take on specific, detailed functional oversight work to present recommendations back to the whole board for formal approvals. The committees will meet four times a year in between each board meeting.

- The executive governance committee will be comprised of the Board chair, vice-chair, secretary and treasurer and will be responsible for the management of the Board including meetings, member communications, and recruitment. It will also provide guidance for the design of the Board to ensure it is effectively serving its purpose.
- The finance committee will oversee all aspects of the school's financial and operations responsibilities, including facility, budget, accounting, and the annual independent audit.
- The education committee will primarily ensure the high-fidelity implementation of the BCCS mission and vision through our commitment to academic rigor, the whole curriculum, and teacher professionalism.
- The relations and development committee will liaison with local, state and national concerns and coordinate local and national civic/foundation contacts to generate revenues for BCCS, especially during its critical initial years as a start-up school.

The composition of the Governing Board will be appropriately balanced to reflect the community that is being served. Through the Family Teacher Community Organization, family members will be invited to serve on committees of the Board as well as elect a Board member. In the same manner, teachers will have the opportunity to serve on committees. Community leaders will serve on the BCCS Governing Board as well. The Board needs to have deep ties to the community to establish partnerships with other civic and business organizations serving the area; our Board will ensure that we have that strength of connection and commitment to BCCS and to making our school a success.

As for management of day-to-day operations and development of the charter school, members of the Design Team will assume positions in the BCCS Leadership Team. The members of the BCCS Leadership Team have a firm commitment to promote diversity and acceptance, have experience as effective educators and leaders in urban education, and are actively engaged in reforms and strategies that develop opportunities for student success. The distributive leadership structure of BCCS means that each member of the Leadership Team will be responsible for a distinct aspect of our school, but that the Team will engage in shared decision-making.

At BCCS, we strongly believe in the power of collaborative decision-making among all stake-holders: students, staff, families, community members, Governing Board, and the leadership team. The BCCS Leadership Team values all ideas and will take all input into consideration when making decisions to better the school. Ultimately, all input and feedback will funnel to the Co-Directors to come to a decision in a timely manner and communicate the decision and rationale to the BCCS community.

***(iii) Describe the objectives of the charter school and the methods by which the charter school will determine its progress toward achieving those objectives;***

The mission of BCCS is to cultivate in its students and teachers the qualities of curiosity, resilience, advocacy, and empathy, empowering them to be active participants in the community and in the larger democracy. We believe that "being the change" at its core is about changing the way schools have traditionally defined success. While we want our students to achieve well according to traditional measures, like test

scores, we believe that our students will be successful if they are able to speak up for themselves and others, work together as part of a team, and become active participants in their learning and their community. Thus, BCCS is committed to the following objectives as a school:

- BCCS is committed to bringing back the whole curriculum and providing real experiences for learning everyday. We will engage students in authentic reading and writing, mathematics exploration, scientific and historical studies, fine arts, life skills application, and socio-emotional development in our curriculum, which will prepare students to connect and apply what they learn in school to beyond its walls. We believe this will redefine what it means to be a successful student beyond test scores, therefore opening up opportunities and choices for quality high schools and future career paths.
- BCCS will develop a close and symbiotic partnership with the Bridgeport community by maintaining essential partnerships with organizations, inviting families into the educational process, and allowing all stakeholders to have a voice in decision-making at the school.
- BCCS will have a unique partnership with the Chicago Urban Teacher Education Program (Chicago UTEP), helping to professionalize the field of education and work towards our mission of cultivating well-rounded, deep thinkers in both our staff and students.

BCCS will work consistently and constructively to provide rigorous academic curricula that result in superior academic performance and encourage students to become lifelong learners. We will use various methods of evaluation to determine the quality of the instructional and non-instructional functions used to achieve these results. Student academic progress will be monitored in multiple ways, including the Illinois Standard Achievement Test (ISAT). Our goal is to use instructional strategies outlined in our curriculum plan to develop our students' academic growth as well as uphold a strong school culture to motivate students, which will be indicated in these metrics.

BCCS plans to extensively use additional authentic data that will determine student academic growth based on formative and summative assessments embedded in the curricula. Data from the above educational metrics as well as other assessments will be analyzed to provide a valid portrait of students' academic progress, inform instructional strategy, set appropriate goals moving forward, and evaluate the overall success of the academic and non-academic programs at BCCS.

Student academic progress will be monitored in multiple ways. BCCS will track student academic gains using the Northwest Evaluation Association (NWEA), the Illinois Standard Achievement Test (ISAT), and a developmental literacy and mathematics assessment that includes Strategic Teaching and Evaluation of Progress (STEP) for reading and Everyday Math unit tests. BCCS will utilize the results of these instruments to define and measure student growth and achievement. Data from the instruments detailed above will be analyzed not only to inform instructional strategy, but to gauge the overall success of instruction at BCCS and to set appropriate goals for ensuring academic success. The following table outlines the goals and metrics for BCCS's first five years of operation.

<b>Goal</b>	<b>Metric</b>	<b>Grades</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>
Reading- % Meet or Exceeded	ISAT	3-8	62%	65%	70%	75%	80%
Math- % Meet or Exceed	ISAT	3-8	72%	74%	77%	80%	85%
Science - % Meet or Exceed	ISAT	3-8	60%	63%	66%	69%	74%
Composite - % Meet or Exceed	ISAT	3-8	67%	69%	73%	78%	83%
Reading Gains	ISAT	3-8		3%	5%	5%	5%
Math Gains	ISAT	3-8		2%	3%	3%	5%
Science Gains	ISAT	3-8		3%	3%	3%	5%
Composite Gains	ISAT	3-8		2%	4%	5%	5%
Attendance Rate	Average Daily	K-8	95%	96%	97%	98%	98%

Student Transfer Rate	Students Completing Year and Returning	K-8	10%	8%	6%	4%	3%
Community Satisfaction Survey	Survey	K-8	92%	95%	97%	98%	99%

BCCS plans to extensively use additional authentic data that will determine student academic growth based on formative and summative assessments embedded in the curricula. As a school, the findings will be analyzed for school or cross-grade implications, and ideas or suggestions will be shared for addressing these trends in upcoming instruction. BCCS staff will engage in school-wide professional development at the beginning, mid-year, and end of the school year to focus on data. This will be a time where the leadership team shares and models data analysis of school assessment data. As a school we will revisit goals that were set at the beginning of the year that reflect our school’s focus and develop the following year’s professional development program and school-wide action plan.

If students are not making sufficient academic progress as defined by the contract, BCCS will turn towards increasing supports as necessary until the school meets the agreed-upon targets. In addition, corrective action will be taken if such indicators as student transfer rates exceed 5% and/or attendance rates dip below 95%. BCCS will identify and revise areas of improvement indicated by the Community Satisfaction Survey in an annual action plan, including areas such as staff turnover, quality of programs and services, communication, etc.

**(iv) Describe the administrative relationship between the charter school and the authorized public chartering agency;**

Be the Change Charter School is applying for a charter from the Illinois State Charter School Commission and the Chicago Public Schools – Office of New Schools. These authorizers are responsible for soliciting and evaluating charter school proposals, approving quality charter school applications, negotiating and signing sound charter contracts, monitoring the performance and legal compliance of charter schools, and determining by review whether charter schools merit renewal, non-renewal, or revocation.

Be the Change Charter School (BCCS) is applying for a charter from the authorizers for three main reasons that reflect the rationale behind the original charter school movement. First, a charter school allows the freedom for innovation in terms of curriculum, daily and yearly schedule, class size, teacher accountability, and spending. This freedom allows schools to address the challenges facing public education in creative ways to improve student learning. For example, we have a commitment to a longer school day and a longer school year than what is currently required in CPS. Second, a charter school provides a free, public educational option for families in the community. Charter schools have the flexibility to tailor themselves to fit the needs of the community. Our school will encourage family and community involvement and provide services to students and families that might not be available to them otherwise such as after-school programming, classes for parents, and service learning opportunities. Finally, as teachers, we are uniquely suited to creating a charter school based on our instructional background and an understanding of the ways in which schools can be effective. Therefore, we are better equipped to draw from the successful aspects of schools and improve the quality of education provided to urban children. Ultimately, our goal is to bring together effective instruction and a cohesive community to provide more opportunities for our students to succeed both academically and personally.

BCCS’s relationship to the CPS Office of New Schools will begin with receiving approval for a contract as an independently managed school, with no affiliation with an EMO or a CMO. BCCS will be held accountable to our Governing Board and the Family-Teacher-Community Organization. Both bodies have the opportunity to express concern about the school’s operations and policies as well as the academic progress that is being made, and the Governing Board has the powers to hold the Leadership Team accountable to the fulfillment of its educational goals and mission. Another element of the relationship is financial, as BCCS will receive incubation and start-up funds from CPS upon approval. The school will also receive funding, which include the Small Schools Supplement, CPS Facility Supplement, Supplemental General State Aid (SGSA) Funds, Special Education Teacher and Aide reimbursement, NCLB Title I Funds, and ELL Funds. Lastly, every five years, the local authorizer will review the school’s charter on the basis of its education programs, operations

and finances, and legal compliance. The result of such a review can be a renewal of contract for another five years, non-renewal, or revocation of the charter.

**(v) Describe how parents and other members of the community will be involved in the planning, program design, and implementation of the charter school;**

BCCS believes that in order to develop and serve the whole child, a school must partner closely with the community in which it is located. We believe that a school should become a community center where families, organizations, and members can gather and collaborate in order to serve our students and better the community as a whole. Thus, we are committed to engaging with the community and working alongside families, organizations, groups, and other schools to develop our students into active learners and citizens. BCCS has developed a Community Engagement Plan, which includes six areas through which we will purposefully build connections. The six areas include communication, family outreach, volunteering, home learning, decision-making, and community collaboration with the school. These areas are based on the work of the National Network of Partnership Schools at Johns Hopkins University and research by Joyce L. Epstein, which shows that family and community involvement with the schools has a significant positive impact on student achievement and other indicators of success. The BCCS Community Engagement Plan is also tailored for the Bridgeport community based on surveys of the strengths and needs of the community as well as from input of community members of how a school can best serve its students.

**Communication:** Communication with student families will be an integral part of how BCCS functions. Families with children entering BCCS will be provided with clear information about the mission of the school as well as its programs, policies, activities, options, and assessments through orientation meetings. Parents or guardians will be asked to participate in an interview about their students' academic and social strengths and needs as well as their evaluations of programs at the school. BCCS will keep a regular schedule of monthly newsletters and useful notices as well as an updated and informative website. The help of bilingual staff members or volunteers will help with translation needs with written or verbal communication between staff and families. Teachers will be expected to communicate with parents consistently. Families will receive student work weekly for review and be expected to conference with the student's teacher during quarterly report card pick-ups with follow-ups as needed.

**Family Outreach:** We will focus on increasing opportunities for parent involvement in the school and services provided for adults as a direct result of input from community leaders. BCCS plans to organize informational sessions and neighborhood meetings throughout the start-up and incubation phase to help families understand the work of schools and to help schools understand the families in the community. As BCCS grows, we will hold consistent workshops and parent education classes ranging from child development, family literacy, college readiness, English as a Second Language, and health. Through partnerships with organizations and support programs, BCCS will be able to assist families with nutrition, counseling, food banks, etc. BCCS plans to set aside an area of the school that will serve as the Family Center that will hold information about volunteer work, meetings, services, and resources for families.

**Volunteering:** BCCS will create and promote volunteer opportunities for family and community members. Parents will be able to volunteer in several areas, including as patrols to increase school safety, as learning aides or tutors during the school day, as chaperones on field trips, as organizers of student performances and assemblies, and/or as club leaders or coaches.

**Home Learning:** BCCS believes that effective teaching and learning occurs not only within the classroom but beyond its walls - in the home and in the community. Teachers and staff at BCCS will provide families and partnering community organizations information on the curriculum, strategies and skills taught at each grade level, and homework expectations of all students. BCCS will expect teachers to work together with families to set academic and socio-emotional goals and provide advice on how to assist students at home. Similarly, BCCS teachers will communicate with tutors and/or academic support through partner community organizations so that student's academic expectations are clear and can be supported. Interactive calendars with weekly activities will be sent home for parents and students to review at home or in the community.

**Decision-Making:** BCCS will maintain an active Family-Teacher-Community Organization (FTCO) to ensure family and community members' leadership and participation in decision-making for the school. Through participation in the FTCO, family and community members will have the opportunity to raise

issues of concern or identify positive experiences, suggest new initiatives, and provide feedback on school programs and decisions. Family members will also be invited to serve on committees of the Board as well as elect three Board members. Community leaders will also serve on the BCCS Governing Board. A majority of the directors shall be composed of parents, community leaders, or other such persons dedicated to the well-being of the students.

**Collaborating with the Community:** BCCS plans to collaborate closely with community organizations in order to support the growth of our students. Partnerships with community organizations will not only provide after-school programs and enrichment activities but extend to opportunities for internships at community businesses as well as workshops run by organizations such as health care centers, the police department, and cultural centers based on need and interest. BCCS staff and students will also participate in community service opportunities organized by the school. We also plan to work alongside other neighborhood schools by sharing resources, inviting families and staff to events, workshops, or professional development at BCCS, and encouraging participation in the community service projects.

The BCCS Design Team has included the voices of community members through the proposal process and will continue to develop these relationships throughout the first five years of the school. We have established important connections with community organizers and leaders and have held meetings to engage with them in a conversation about the work they do, the students they serve, and the strengths and needs of the community. Key partnerships will include organizations that will provide BCCS students with after-school services and programs such as the Valentine Boys & Girls Club, Chicago Youth Center-Fellowship House, Benton House, the Chicago Park District, and Project:Vision. Other partnerships will allow us to recruit and spread information about the school to the families they serve, rent space to hold large events, refer students and families to services they provide, and invite organizations within the school to hold information workshops or booths on issues that the community would like to address. A member of the BCCS Design Team will become the Community Affairs Advisor, who will work to create and maintain the six areas of a strong community-school partnership as listed above.

**(vi) Describe how the authorized public chartering agency will provide for continued operation of the charter school once the Federal grant has expired, if that agency determines that the charter school has met its objectives as described in paragraph (iii);**

Once the Federal grant has expired, BCCS will still be able to provide for continued operation of the school with the help of Chicago Public School's start-up and grade expansion funding as well as an increase in BCCS's per capita revenue based on a growth of 50 students each year. In addition, BCCS has an annual goal of fundraising \$150,000 through the efforts of our Governing Board members and plans to apply for other grants provided by private foundations in order to supplement district funding.

**(vii) If the charter school desires the Secretary to consider waivers under the authority of the CSP, include a request and justification for waivers of any Federal statutory or regulatory provisions that the applicant believes are necessary for the successful operation of the charter school, and a description of any State or local rules, generally applicable to public schools, that will be waived for, or otherwise not apply to, the school;**

Not Applicable

**(viii) Describe how the grant funds, as appropriate, will be used, including a description of how these funds will be used in conjunction with other Federal programs administered by the Secretary;**

Program Design: The BCCS Design Team plans to use CSP funds to better prepare and train ourselves for operating a charter school, as we will become the Leadership Team. Funds will be used for Team members to attend workshops and trainings on such areas of our educational plan such as responsive classroom and supporting diversity and English Language Learners in the classroom. We plan to visit existing high-performing charter schools across the country and to attend conferences such as those organized by the Illinois Network of Charter Schools. To develop areas of leadership that may not be reflected with our experience as teachers, we also plan to enroll in courses towards a Type 75 certificate and finance management.

Implementation: A large portion of CSP funds will be allocated for implementation needs. Personnel expenses will include professional development for the Leadership Team and founding teachers before and after the school's opening. BCCS will be using CSP funds for supplies required for advertising and recruitment of staff and students. BCCS will need to purchase a number of items, including but not limited to, vinyl banners, staff attire, paper, and copying costs. All consumable items are used during this initial incubation phase for the sole purpose of recruiting students and staff in order to generate long-term sustainability. BCCS will also require funds to pay for entrance into local recruitment and job fairs. Another implementation cost will go towards developing curriculum and materials for the educational program at BCCS. We will be purchasing the Student Information Logging System (SILS) and training associated with SILS.

Contractual costs that will be used by CSP funds include anticipated costs for property inspections, such as standard, lead, and asbestos inspections. In addition, BCCS anticipates the need for monies to go towards legal fees used for filing for non-profit status and facilities-based issues.

Lastly, CSP funds will be used to cover repair costs and maintenance for the facility identified in Be the Change Charter's School proposal. Several renovations will need to be made to bring the building up to code and ADA compliant based on the inspecting architect's report. Along with a loan from IFF and the CSP grant, BCCS will be able to pay rent or mortgage for the facility and fund the necessary renovations before its opening. Construction and renovation of the proposed facility will be purely fundamental and does not necessarily add to the permanent property value. Rather, it create a space adequate for schooling.

***(ix) Describe how students in the community will be informed about the charter school and be given an equal opportunity to attend the charter school;***

The BCCS recruitment strategy will reflect its commitment to having a diverse, all-inclusive student population. This means we will be intentional about informing and recruiting our students. We will also provide additional information and awareness sessions for parents of students with disabilities and homeless parents, and will work with each family to ensure that the school will meet each student's educational needs. We will inform the community about our school through a recruitment strategy that will include: widely distributing fliers in local places, such as the stores, the library and parks; publicizing our school and its mission to families through community organizations; offering information sessions about the school and lottery process throughout the year; communicating information through our website; and collaborating with Pre-K and Headstart programs to identify interested students and families.

BCCS adheres to the state law in that families who submit applications on behalf of their children must reside within the Chicago city limits. The school is open to all students regardless of race, ethnicity, gender, socioeconomic status, disability status, religion, or sexual orientation. BCCS has no selection criteria and no entrance exams are required. Students will be admitted through a lottery process that will occur once a year in late March after families have submitted the school application. Any duplicates will be eliminated prior to submission to the lottery base. An unbiased, third party auditor certifies the lottery results, prints the acceptance lists, and date and time stamps the lists. Some priorities admissions will be taken into consideration for applicants who are immediate family members of already enrolled students or students returning to BCCS from another school.

Lottery spots will be open for 50 incoming kindergarteners and vacant spots in other grades in order to fill each grade to capacity. Any remaining applicants will be placed on a waiting list for one year, and students may be enrolled at any point if a vacancy arises at the appropriate grade level. Students will remain on the waiting list for one year after which families will need to apply for the upcoming year's lottery. Families may withdraw applications to the lottery at any time, but must inform BCCS Directors prior to doing so. Letters of admissions will be mailed out the Friday following the lottery. Students may transfer from the school at any time, but must notify BCCS Directors and complete all appropriate documentation to do so. In addition, if a student transfers out of BCCS, his or her vacancy will be filled by a student on the waiting list. If the student wishes to return to BCCS, families must submit a new application for the upcoming lottery process. As a returning student, the application will receive priority consideration, unless expelled for a cause.

**(x) Describe how a charter school that is considered an LEA under State law, or an LEA in which a charter school is located, will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education Act (IDEA);**

All students with disabilities will be served in accordance with their Individualized Educational Plans (IEPs) and the provisions of national and state legislation, such as *Corey H.*, the *Individuals with Disabilities Education Act* (IDEA), Section 504 of the Rehabilitation Act, and Article 14 of the Illinois State Code. The IDEA Amendments of 1997 contained two specific provisions on public charter schools, including requiring that -- In situations in which charter schools are public schools of the LEA, the LEA must serve children with disabilities in those schools in the same manner that it serves children with disabilities in its other schools, and provide Part B funds to those schools in the same manner as it provides Part B funds to its other schools (section 613(a)(5)).

**(xi) If the eligible applicant desires to use grant funds for dissemination activities under section 20 U.S.C 7221a (c)(2)(C), describe those activities and how those activities will involve charter schools and other public schools, LEAs, developers, and potential developers.**

The dissemination of information and successful implementation of innovative educational practices at BCCS will involve the collaboration of community and families, collaboration with other schools, and contributing to research and development of teacher training and evaluation processes. BCCS intends to establish long-lasting relationships with community organizations in order increase student academic achievement and determine effective partnerships and systems within the community to address issues impacting students and their families. Second, as a charter school, BCCS hopes to intentionally create partnerships with existing neighborhood schools to learn from each other and support each others' efforts. BCCS plans to open its doors to professional development workshops inviting all teachers in the area, communicate about programs and events held at BCCS and other schools, and begin a community service program that extends to students at other schools. Third, with our focus on bringing back the whole curriculum and developing effective teachers through our partnership with the University of Chicago's Urban Teacher Education Program, our school will serve as a site of teacher training, mentorship, professional development, and research of effective instructional and professional practices.

#### IV. SELECTION CRITERIA

**Selection Criteria: The selection criteria for this competition are from 20 U.S.C. 7221b; 20 U.S.C. 7221c; 34 CFR 75.210 of EDGAR; the Consolidated Appropriations Act, 2010, Division D, Title III, Pub. L. 111-117; and the Department of Defense and Full-Year Continuing Appropriations Act, 2011, Division B, Title VIII, Public Law 112-10. The selection criteria for applicants submitting applications under CFDA number 84.282B are listed in paragraph (a) in this section, and the selection criteria for applicants submitting applications under CFDA number 84.282C are listed in paragraph (b) in this section.**

**(b) Selection Criteria for Dissemination Grants (CFDA number 84.282C). The following selection criteria are from section 5204 of the ESEA and 34 CFR 75.210 of EDGAR. The maximum possible score for all the criteria in this section is 100 points. The maximum possible score for each criterion is indicated in parentheses following the criterion. In evaluating an application for a dissemination grant, the Secretary considers the following criteria:**

**(i) The quality of the proposed dissemination activities and the likelihood that those activities will improve student achievement (20 U.S.C. 7221c(b)(7))(20 points).**

**Note: The Secretary encourages the applicant to describe the objectives for the proposed dissemination activities and the methods by which the charter school will determine its progress toward achieving those objectives.**

**(ii) Performance contract (20 U.S.C. 7221i(1)(L); Consolidated Appropriations Act, 2010, Division D, Title III, Pub. L. 111-117; Department of Defense and Full-Year Continuing Appropriations Act, 2011, Division B, Title VIII, Public Law 112-10) (5 points). The existence of a charter or performance contract between the charter school and its authorized public chartering agency and the extent to which the charter or performance contract describes how student performance will be measured in the charter school pursuant to State assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the authorized public chartering agency and the charter school.**

**(iii) Demonstration of success (20 U.S.C. 7221c(f)(6)(A))(up to 30 points). The extent to which the school has demonstrated overall success, including--(1) Substantial progress in improving student achievement (15 points);**

**(2) High levels of parent satisfaction (5 points); and (3) The management and leadership necessary to overcome initial start-up problems and establish a thriving, financially viable charter school (10 points).**  
**(iv) Dissemination strategy (34 CFR 75.210(b)(2)(xii)) (15 points).** *The Secretary considers the significance of the proposed project. In determining the significance of the proposed project, the Secretary considers the extent to which the results of the proposed project are to be disseminated in ways that will enable others to use the information or strategies.*  
**(v) Quality of the personnel (34 CFR 75.210(e)(1), (e)(2), and (e)(3)(i)) (20 points).** *The Secretary considers the quality of the personnel who will carry out the proposed project. In determining the quality of project personnel, the Secretary considers the extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability. In addition, the Secretary considers the qualifications, including relevant training and experience, of the project director or principal investigator.*  
**(vi) Quality of the management plan (34 CFR 75.210 (g)(1) and (g)(2)(i)) (10 points).** *The Secretary considers the quality of the management plan for the proposed project. In determining the quality of the management plan for the proposed project, the Secretary considers the adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.*

Other criteria of note for this application that has not been covered by the narrative provided in the application requirements includes the (v) quality of the personnel involved in the project.

The personnel involved in the development of this project include five members of the charter school's Design Team, who will become the Leadership Team at BCCS. BCCS believes that in order for our school to be successful, our leaders must embody the mission and vision of the school. Therefore, the leaders of our school will have a firm commitment to promote diversity and acceptance, have experience as effective educators and leaders in urban education, and be actively engaged in reforms and strategies that develop opportunities for student success. The Leadership Team will be headed by two Co-Directors. Co-Director/Dean of School Management, Eliza Bryant, and Co-Director/Dean of Student Development, Sonia Wang, will have many responsibilities to ensure that the school is held accountable to its mission and vision, and ultimately is serving students and their families.

Ms. Bryant has five years of classroom teaching experience during which she served actively in teacher leadership roles, and she is now currently working as an Elementary Mathematics Educator at the Center for Elementary Math & Science Education at the University of Chicago. As a former urban teacher, Ms. Bryant understands the importance of addressing the constant needs of a historically low-income and transient community with intentionality and respect. As someone who seeks out instructional development and leadership roles, she has assumed the position of grade level chair, led professional learning committees, and mentored pre-service teachers. In the same respect, Ms. Bryant recognizes the importance of developing her own leadership capacities in order to continually move BCCS and its students towards lasting success.

From Ms. Wang's five years of classroom teaching experience in the Auburn-Gresham and Woodlawn neighborhoods, she has brought her commitment to social justice. As a teacher leader, she has led her colleagues in professional development workshops focused on developing curriculum and establishing classroom culture. As an advocate for her students, she has developed academic and socio-emotional programs in response to needs expressed by students, families, and the school, including Student Council, Literacy Intervention Program, Mentorship Programs, and LGBTQ Alliance Club. To further prepare for her role as the Co-Director/Dean, Ms. Wang is pursuing her Type 75 Administrative Certificate.

Together Ms. Bryant and Ms. Wang bring diverse experiences working with lower and upper grades along with an abundance of administrative, leadership roles that will allow the pair to work together to ensure that BCCS aligns its day to day operations and learning with its mission and vision at all times. As members of the Design Team, the pair understand the depth of the school's vision and will see to its application through the school.

Our leadership team members in addition to our Co-Directors will also reflect the values of our school. A team of Advisors will take on an area of focus with specific responsibilities.

As the Curriculum and Instruction Advisor, Ms. Esther Angulo brings with her five years of classroom experience and teacher leadership experiences. Having been trained in the balanced literacy model and *Everyday Mathematics* curriculum, Ms. Angulo is well equipped to support our teachers. She has successfully developed curriculum and has used the inquiry method of learning. Her successful work with instruction and curriculum is reflected in the powerful work that her students accomplish as well as solid ISAT scores. Ms.

Angulo is endorsed in English as a Second Language, which will allow her to provide the necessary supports to BCCS teachers. Furthermore, Ms. Angulo's leadership roles in organizations, such as Chicago UTEP and the Boundless Readers Program, will allow her to support the BCCS staff by promoting best practices and collaborative relationships.

The Professional Development Advisor will arrange teacher observations, support mentor teachers for new teachers in the school, and create a professional development plan. She will also develop and maintain our relationship with Chicago UTEP. Ms. Amy Millikan has been a teacher and residency year coordinator for Chicago UTEP, developing curriculum, teaching two classes to teacher residents and coaching and advising them in the field, and providing development to mentor teachers across the south and west sides of CPS for the past seven years. Prior to joining Chicago Chicago UTEP, Millikan taught grades K-8 for nine years, in rural Montana and in Chicago. Her vast experience will allow her to provide strong professional development to our BCCS staff.

The Community Affairs Advisor will develop a relationship with the community by creating school partnerships with local organizations, coordinating parent workshops, and looking for resources for the school. Ms. Jeannie Kim will serve as our Community Affairs Advisor. As a teacher leader who also has a keen passion for educational policy change, Ms. Kim has impacted students in the Gage Park and currently Bronzeville communities in her six years of teaching. In her own classroom she has hosted and facilitated parent-student led conferences and published monthly bilingual newsletters. Within her school, Ms. Kim has brought community organizations to hold presentations on topics such as gang violence and immigrant/refugee rights. In addition, she has experience organizing community service opportunities for students such as tutoring after-school of peers and working with Project Citizen to help students enact social action plans. Ms. Kim's ongoing work to establish and support the partnership among families, the community, and the school will be vital for BCCS.

BCCS will begin recruiting for educators in January 2013. Because we want to set a secure academic foundation, as well as generate a strong school culture, we will be recruiting teachers with at least two years of teaching experience in public or charter schools. With a strong relationship with the Chicago UTEP, we have the capacity to call on many resources for experienced and qualified teachers. In addition to classroom teachers, BCCS will be looking for half-day classroom aides to provide academic and behavioral supports. Dedicated to addressing the whole child through exposure to fine arts, practical arts, and language, BCCS will also seek out teachers to fulfill these roles. Finally, a special education teacher and eventually an ESL specialist, who are appropriately certified in their respective areas, will be recruited as well. With our commitment to a diverse staff, BCCS will hire qualified personnel from a range of backgrounds and experiences, and will not discriminate on the basis of race, gender, sexual orientation, ethnicity, or disability.

## Other Attachment File(s)

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## APPENDIX I – DESIGN TEAM RESUMES

### Design Team Member, Curriculum & Instruction Advisor

# Esther Angulo

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#### EDUCATION

MAT Urban Teacher Education Program, University of Chicago, August 2007

AB in Latin American Studies, University of Chicago, June 2006

- Dean's List, 2003-2006
- Foreign Language Acquisition Grant recipient for study of Spanish language in Bolivia, Summer 2005

#### CERTIFICATION

Illinois State Elementary Education, Type 03

Middle school social studies endorsement

ESL endorsement

#### TEACHING EXPERIENCE

**Teacher**, Emiliano Zapata Academy, Chicago, August 2007-present

- Worked in 3<sup>rd</sup> grade classroom in predominantly Latino elementary school
- Taught balanced literacy framework including interactive read alouds, mini-lessons, reading conferences, guided reading, word study, and writing workshop
- Taught Everyday Mathematics Curriculum
- Used Lucy Calkins' Writing Units of Study
- Planned and taught Science and Social Studies units using backwards design and integrated literacy and research strategies within the content areas
- Implemented community building unit to create class cohesiveness
- Used STEP assessment to inform reading instruction
- Participated in Teachers College Reading and Writing Project Writing Institute

#### TEACHER LEADERSHIP

**National Board Certification Process**, National Board Professional Teaching Standards, 2010-2011

- Created portfolio and took examination for the Middle Childhood Generalist Specialty

**Clinical Instructor**, University of Chicago Urban Teacher Education Program, 2011

- Mentored pre-service teacher for the spring semester, providing feedback and co-constructing action plans

**Spring Assembly Coordinator**, Social Committee, Emiliano Zapata Academy 2011

- Coordinated health and fitness themed school-wide assembly

**Workshop Facilitator**, Boundless Readers, 2011

- Led Rochelle Lee Teacher Award Orientation for teachers new to the award in discussion and exploration of literacy best practices including read aloud, independent reading, and implementing accessible classroom libraries

**Study Group Leader**, Boundless Readers, 2009-2010

- Facilitated study group sessions discussing professional texts and new learning for teaching practice
- Scheduled meetings, sent out reminders, and compiled portfolio for study group

**Rochelle Lee Teacher Awardee**, Boundless Readers, 2008-2011

- Participated in summer workshops on best practices in literacy
- Participated in study group sessions discussing professional texts and new learning for teaching practice

**Grant Recipient**, DonorsChoose, 2008-2011

- Wrote grants for classroom supplies including clipboards, listening center, chapter books, and classroom rug
- Solicited donors to support grants

**Team Member**, Science Team, Emiliano Zapata Academy 2007-2011

- Helped align school's science curriculum to standards
- Helped coordinate school's science fair

**Workshop Facilitator**, Urban Teacher Education Program, April 2009

- Led a workshop for students and alumni of the Urban Teacher Education Program on creating integrated units of study

**Breakfast Coordinator**, Social Committee, Emiliano Zapata Academy 2008

- Coordinated spring-themed breakfast and Halloween-themed breakfast and activities for school staff

## Design Team Member, Co-Director / Dean of School Management

# ELIZA BLANFORD BRYANT

## EDUCATION

2006 M.A.T., Urban Teacher Education Program, University of Chicago (Chicago, IL) – GPA 3.9

2005 A.B., History, University of Chicago (Chicago, IL) – GPA 3.5

## CERTIFICATIONS

Illinois State Elementary, Type 03 (*August 2006*)

## WORK EXPERIENCE

### **Elementary Math Educator, Center for Elementary Math and Science Education (July 2011-present)**

- Support schools new to implementing the *Everyday Mathematics curriculum*
- Lead training and professional development workshops around math instruction to new and experienced users
- Coach individual classroom teachers around math instruction
- Support schools around planning regular Parent Math Nights
- Provide regular feedback to schools and teachers regarding growth and improvement
- Organize and manage grant projects including seven elementary schools

### **First and Second Grade Teacher, Clara Barton Elementary School (August 2006-June 2011)**

- Teach reading, writing, math, science, and social justice to 20-30 students
- Design and teach month-long units integrating all content areas
- Run reading and writing workshops daily
- Lead guided reading for 2-3 small groups every day in order to differentiate for students with a wide range of reading levels
- Lead guided math and math centers using Everyday Math in order to differentiate lessons for students with a wide range of math skills
- Teach hands-on science using FOSS curriculum
- Administer STEP assessment for all students 3-4 times a year

### **Teaching Intern, Second and Third Grades, (September 2005-June 2006)**

- Worked as a teaching intern with two mentor teachers at Bret Harte Elementary (September 2005-January 2006) and North Kenwood-Oakland Charter School (February 2006-June 2006)
- Gradually took over teaching responsibilities within each classroom
- Designed, planned and implemented three classroom takeovers: a literacy unit on Fairy Tales, a math unit following the Everyday Math curriculum calendar, and a family history unit on Ancestry/Family History which integrated literacy and social studies
- Took over full day planning and instruction while mentor teacher was on maternity leave

## LEADERSHIP ROLES

### **Teacher Leader, Clara Barton Elementary School (August 2006-present)**

- Grade-level chair for the first grade team (2007-2009)
- Led Professional Learning Communities (PLC's) for pre-K, K and 1<sup>st</sup> grade teachers to analyze student work and generate plans for instruction and assessment
- Co-led a parent night focused on supporting parents with the Everyday Math curriculum
- Instructional leader for the Math and Science Committee
- Instructional leader for the "Using Assessment to Guide Instruction" team

### **Clinical Instructor, Urban Teacher Education Program (August 2009-January 2010)**

- Mentor a teaching intern in each semester of the school year

- Observe and provide feedback to the student intern daily
- Complete thorough formal observations (6 per semester)
- Participate in monthly professional development focused on improving mentoring skills

**Presenter, Urban Teacher Education Program (April 2009)**

- Co-planned and presented a workshop focused on generating, preparing for, and implementing integrated units in the classroom.

**PROFESSIONAL DEVELOPMENT & TRAINING**

**Project School Writing Workshop, Reading and Writing Project (Barton Elementary)-Teachers College-Columbia University (Summer 2009)**

**Advanced Writing Workshop, Reading and Writing Project, Teachers College-Columbia University (Summer 2008)**

**Beginner's Writing Workshop, Reading and Writing Project, Teachers College-Columbia University (Summer 2007)**

- Participated in week long seminars, presentations and workshops to better teach writing workshop to students

**Connected and Respected, Educators for Social Responsibility, Chicago Institute (Summer 2008)**

- Participated in a week long workshop to better understand the Connected and Respected curriculum

**Chicago Math and Science Initiative, Conference (May 2009)**

**Everyday Math, Level 1: New Users, Chicago Workshops (2007-2008)**

- Participated in day long workshops once a month to better learn the Everyday Math curriculum
- Attended a variety of hour-long seminars that addressed specific interests regarding math and science instruction

**VOLUNTEER EXPERIENCE**

**UTEP Alumni Panel, Urban Teacher Education Program (Summers 2007, 2008 & 2009)**

- Presented experiences in the field of education
- Answered questions from and provided feedback for UTEP students

**"Taking the Next Step," University of Chicago (Januarys 2007, 2008 & 2009)**

- As panel member, presented experiences as a teacher in Chicago Public Schools
- Spoke in small groups and one-on-one to students about the field of education and teaching

**University of Chicago Career Advising and Planning Services, Education Programming Consultant (September 2009-present)**

- Provide feedback for staff in career counseling in education
- Support undergraduate and graduate students in career planning and decision-making
- Plan and support staff in planning events to inform, educate and create opportunities for students interested in careers in education

**OTHER EXPERIENCE**

- Experienced in filmmaking and film editing after studying at NYU Tisch School of the Arts (Summer 1998) and Emerson College (2000 – 2001)
- Knowledgeable in First Aid, CPR for the Professional Rescuer, and AED application
- Pool captain and manager for Scarsdale Municipal Pool (Summers 2004 & 2005)
- Coached 5-8 year old swimmers in competitive swimming (Summer 2004)

# Kirby Girolami Callam

Home: [REDACTED]

[kgcallam@ctdhs.net](mailto:kgcallam@ctdhs.net)

Office: 4319 W. Washington, Chicago, IL 60624 (773) 345-8768 x-237

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- 2008 – present **Union Park High Schools** Chicago, Illinois  
*Co-founder and C.E.O.*
- Lead the creation and start-up of Chicago Talent Development Charter High School on Chicago's Westside.
  - Negotiated a progressive, site- and interest-based faculty collective bargaining agreement that provides a model for professional teacher compensation and evaluation systems in public schools.
- 2004 – 2009 **Haven Middle School, District 65** Evanston, Illinois  
*Middle School Math Teacher*
- 2004-06: Taught 6<sup>th</sup> grade regular and honors pre-algebra courses. Revised district 6<sup>th</sup> grade math curriculum to better meet state standards and incorporate differentiated lessons and projects.
  - 2006-2009: Taught 8<sup>th</sup> grade pre-algebra and honors algebra courses. Teacher mentor for new math teachers. Member of 2007-08 District 65 *Differentiation & Enrichment Committee* and the *Differentiation Teacher Inquiry Group*.
- 2003 – 2008 **Chicago Charter School Applicants** Chicago, Illinois  
*Independent Consultant*
- Design team member for Perspectives Charter School-Calumet, Polaris Academy, and Bronzeville Lighthouse Academy.
  - Critiqued operational plans, edited budgets, and/or led mock interviews for 22 total charter school applicants including Perspectives Math & Science Academy, Perspectives –Marquette Park, LEARN 2008, LEARN 2009, Polaris, Henry Ford, UMOJA, Namaste, Erie Elementary, and Chicago Math & Science Academy.
  - Sixteen of 22 clients successful in receiving charter from authorizer.
- 2001 – 2004 **North Kenwood/Oakland Charter School (NKO)** Chicago, Illinois  
*Director of Operations*
- Directed student enrollment, legal, budget, accounting, human resource, operating, and facility functions.
  - Managed \$1.5 million renovation of former St. Ambrose School building to house NKO's middle school campus.
  - Staffed board of directors and served as liaison to University of Chicago and Chicago Public Schools.
  - Coordinated collective effort of Ariel Community Academy, KaBoom! Inc., Boston Consulting Group, and NKO to construct \$70,000 playground.
  - Policy advocate and legislative representative for school at city and state levels.
  - Taught 6<sup>th</sup> grade mathematics block during 2003-2004 school year.
- 1997 – 2001 **Center for School Improvement/Consortium on Chicago School Research (CCSR)** Chicago, Illinois  
*Senior Administrator*
- Directed the administrative start-up of NKO. Created and managed the school's student recruitment and enrollment and legal, financial, human resource, operating, and facility systems and procedures. Directed \$500,000 renovation of St. James United Methodist Church to house school.
  - Staffed board of directors and served as liaison to University of Chicago, Chicago Public Schools, and charter school community.
  - Project manager for \$20 million renovation of Shakespeare School to house NKO and Ariel Community Academy.
  - Coordinated strategic and management planning for CCSR. Staffed CCSR Steering Committee and Directors' Team.

- 1995 - 1997 **Chicago Youth Programs, Inc. (CYP)** Chicago, Illinois  
*Founder and Director, Washington Park Youth Program (WPYP)*
- Awarded a two-year Echoing Green Fellowship to create WPYP, a comprehensive set of 14 educational, recreational, and career programs for 120 children on the South Side.
  - Secured donated weekly program space within Washington Park field house, University of Chicago and Dulles Elementary School.
  - Recruited, trained and managed over 100 volunteer mentors and tutors.
  - Raised over \$100,000 from fundraising events, local corporations and foundations.
  - Established Community Board to provide community-based governance.
  - Managed a staff of 20 parents and teens to supervise and direct WPYP's programs.
- Summer, 1994 **Coastal Enterprises, Inc. (CEI)** Wiscasset, Maine  
*Intern*
- Analyzed two Maine communities' socio-economic, housing, business, banking, institutional, and support organization characteristics. Developed CEI plan to assess and institute a Maine-based community development bank.
- 1990-1993 **Advocate Health Care** Oak Brook, Illinois  
*Management Engineer II*
- Coached administrative teams for Trinity and Bethany Hospitals on Continuous Quality Improvement (CQI) programs and related financial and operational issues.
  - Developed and trained system-wide programs on team facilitation, leadership, project management, and benchmarking.
  - Decentralized Home Care division into 6 profit-and-loss operating offices.
  - Awarded 1991 CQI Award.
- 1989-1990 **St. Joseph's Health Care Centers** Mt. Clemens (Detroit), Michigan  
*Management Engineer I*

## Education

- National-Louis University** Evanston, Illinois  
 Master's of Arts in Teaching, 2010  
 State of Illinois Type 09 Teaching Certificate, endorsed in middle school and mathematics
- Yale School of Management** New Haven, Connecticut  
 Master's in Public and Private Management (MPPM), 1995  
 Teaching Assistant, Strategic Nonprofit Management
- University of Michigan** Ann Arbor, Michigan  
 Bachelor of Science, Industrial and Operations Engineering, 1989

## Community Activities

- 1990-1993, 1995-2002 **Chicago Youth Programs** Chicago, Illinois  
*Volunteer Director, Coach, and Tutor for Cabrini Green and Washington Park Youth Programs*
- 1993-1995 **New Haven Home Recovery** New Haven, Connecticut  
*Volunteer Grant Writer and Research Assistant for disabled and transition housing programs*
- 1991-1993 **Jane Addams / Hull House Pottery Center** Chicago, Illinois  
*Substitute Teacher, Glaze Supervisor*

## Other Skills

- Married father of 3 children
- Volunteer AYSO soccer and EBSA Baseball coach
- Conversant in Spanish
- Ceramist/Potter: Participant in month-long *Seminario de Cerámica Sargadelos*, Galicia, Spain with 50 artists from around the world

## Design Team Advisor

### Marv Hoffman

#### Brief Biography

Marvin Hoffman is currently the Associate Director of the Urban Teacher Education Program at the University of Chicago's Center for Urban School Improvement, where he was also the Co-Founder of the New Teacher Network, an induction program for beginning teachers in Chicago public schools. For five years he served as the Founding Director of the North Kenwood Oakland Charter School, sponsored by the University of Chicago, one of the city's first and highest performing charter schools, and has been part of the design team and start up for the University's other three charter schools. He received his B.S. degree from the City College of New York and his Ph.D. in Clinical Psychology from Harvard University. He has been involved in education at every level from pre-school to graduate school for more than forty years. This includes work in New York, Mississippi, New Hampshire, Vermont, Texas, and Illinois. In addition to his work with elementary, middle school and high schools students and teachers, he has been involved in teacher education at Tougaloo College in Mississippi, Antioch New England Graduate School, Rice University and the University of Chicago.

His publications include five books – *The Whole Word Catalog*, *Vermont Diary*, *Chasing Hellhounds: A Teacher Learns from His Students*, and *You Won't Remember Me: The Schoolboys of Barbiana Speak to Today*, and *Starting Up: New Schools in a Neo-Liberal Era* (publication pending), the latter two published by Teachers College Press – and numerous articles in popular and professional journals. For many years he reviewed Young Adult literature in a monthly column for the Houston Chronicle and has written for the New York Times and the Chicago Tribune. He has been a member of the Editorial Advisory Board of Catalyst Magazine, a journal devoted to in depth reporting on the Chicago public schools.

## Jeannie Kim

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### Education

**University of Chicago** – Chicago, IL

Master of Arts in Elementary Education, Urban Teacher Education Program (UTEP), August 2006

Bachelor of Arts in Law, Letters & Society, June 2005

3.67/4.0 GPA, Dean's List 2001-2005

### Certification

Illinois State Elementary K-9 – Type 3 Standard, Middle School Endorsement in Social Studies

### Professional Experience

**S.S. Teacher, Carter G. Woodson Charter School, 7<sup>th</sup> grade** August 2010 – present

- Teach U.S. History using a Facing History and Ourselves framework to investigate themes of identity, race, and resistance through units on colonial America, slavery, the abolition movement, and the Civil War.
- Prepare students to take the U.S. Federal Constitution test using programs through the Constitutional Rights Foundation of Chicago, including A More Perfect Union and Lawyers in the Classroom.
- Use backwards design to plan units, lessons, and assessments based on essential questions and historical analysis skills
- Guide students through the inquiry process to create a major historical research essay and project for the Chicago Metro History Fair
- Tutor students after-school for homework help twice a week
- Collaborate with the S.S. department and grade level team teachers to map curriculum and improve assessment of thinking skills

**Writing and S.S. Teacher, Sawyer Elementary School, 6<sup>th</sup> grade** September 2008 – June 2010

- Taught Writing Workshop using Nancie Atwell's model to develop student writers who use the writing process; understand the purpose, form, and genres of writing; and participate in writer's circles
- Taught 6<sup>th</sup> grade world history using a Facing History and Ourselves framework to study historical case studies of Mexico and South Africa and connect themes of racism, immigration, and forms of protest
- Designed and implemented lessons using a SMART Board and related technology
- Implemented Homework Help after-school twice a week to support struggling students
- Developed close relationships with student families through frequent communication via newsletters, discussion-based conferences, and writing celebrations throughout the year
- Brought in community organizations to hold presentations on topics such as gang violence.

**Teacher, Sawyer Elementary School, 5<sup>th</sup> grade self-contained** September 2006 – August 2008

- Taught Reading Workshop using a Fountas & Pinnell balanced literacy approach to engage students in reading, develop reading strategies, assess student progress, and meet student needs
- Taught 5<sup>th</sup> grade Social Studies curriculum based on rights and responsibilities of citizens, using resources from the Constitutional Rights Foundation of Chicago
- Built a classroom community of students who show care, can resolve conflicts, and reflect on their choices
- Incorporated a Math Expressions and MaThematics curriculum with math talk, math writing, skills to deepen conceptual understanding, and cooperative learning during lessons
- Taught life science and physical science units emphasizing the scientific inquiry process and using hands-on activities and labs
- Developed a weekly word study routine to build vocabulary and word-solving strategies

### Professional Development

**Chicago Metro History Fair, Historical Inquiry Project PD**

November 2010 – present

<b>Boundless Readers Awardee, Workshops and TACAR</b>	June 2008 – June 2011
<b>Hip Hop and Youth Culture, Carter G. Woodson Institute, University of Chicago</b>	April – May 2010
<b>UTEP Alumni Inquiry Group – Using Small Group Instruction</b>	September 2008 – June 2009
<b>Race and Membership Seminar, Facing History and Ourselves</b>	July 2008
<b>Foundations in Language Minority Education, Illinois Resource Center</b>	July 2008
<b>Get Energized! Workshops, Museum of Science and Industry</b>	September 2007 – May 2008

## School Leadership Experience

- Team/Grade Level Leader** August 2011 - present
- Facilitate grade level meetings with teachers in the 7<sup>th</sup> grade team
  - Provide organizational leadership and coordinate grade level events for students
  - Communicate between the teachers and the administration
  - Provide instructional leadership on building community within and among classrooms, focusing on a specific topic or strategy such as differentiation, and analyzing student data.
- Clinical Instructor, Urban Teacher Education Program** January 2010 - present
- Articulate and reflect on instructional practice with a teacher intern and provide daily coaching on instruction, assessment, professionalism, management, and building relationships with students and families
  - Collaborate with intern while developing lessons and unit plans
  - Conduct formal and informal observations that result in action plans with short and long-term goals based on UTEP's teacher evaluation rubric
  - Attend monthly trainings to improve coaching skills as well as network with other teacher leaders
- Club Project Citizen Sponsor, Sawyer School** September 2009 – June 2010
- Guided two groups of students to research a social issue in their community, study alternative policies, propose their own policy, and embark on an action plan to make real change
  - Brought in an anti-gang and violence prevention organization called BUILD to speak to 6-8<sup>th</sup> grade students
  - Students presented their projects at a Project Citizen hearing downtown before community leaders
- Writing Committee Member, Sawyer School** September 2009 – June 2010
- Met weekly to develop consistent writing instruction in the workshop model across grade levels
  - Co-led a workshop for K-5<sup>th</sup> grade teachers on writing-to-learn strategies in content areas.
- Study Group Co-Leader and Awardee, Boundless Readers** September 2008 – June 2010
- Lead a small group of teachers in discussing a professional text on a literacy focus and implementing new strategies throughout the year
  - Provide and receive feedback on lesson plans, student work, and videotaped lessons to continue growth as instructors

## Design Team Advisor, Governing Board Member

### KAVITA KAPADIA MATSKO

[REDACTED] / kkapadia@uchicago.edu

#### **EDUCATION**

University of Chicago, M.A., Ph.D. September 2001 – December 2007

Department of Sociology/Division of Social Sciences

Special Fields: Sociology of Education & Survey Analysis (HLM)

Master's Thesis: Considering the Role of Dispositions in Effective Urban School Teaching

Dissertation: The Social Organization of Urban Schools, New Teacher Retention, and the Effects of Induction

Committee: Steve Raudenbush, Tony Bryk, Susan Stodolsky

Research Interests: New Teacher Preparation & Induction, Urban Education, Schools as Organizations

Northwestern University, M.S. Ed. March 1995 - August 1997

Graduate of School of Education and Social Policy

Emphasis in Multicultural Education

Master's Thesis: Preparing Educators to Address Multiculturalism in the Classroom

Completed Illinois Administrative Certification Requirements (Type 75)

University of Illinois at Champaign-Urbana, B.S. in Elementary Education August 1989 - May 1993

Honors Graduate from College of Education

Emphasis in Psychology

Completed Illinois Elementary School Teaching Certificate Requirements (Type 03)

Earned teaching endorsements in Language Arts and Social Sciences

#### **EXPERIENCE**

##### **Assistant Clinical Professor, Committee on Education**

University of Chicago February 2008 – Present

- This position, the first of its kind through the Social Sciences Division at the University of Chicago, was recently created to honor knowledge creation in the realm of teacher preparation.

- Responsibilities include directing the university's teacher preparation initiative (see below), engaging in research related to teacher development, and membership on the University's Committee on Education.

##### **Director, Urban Teacher Education Program**

Urban Education Institute, University of Chicago January 2002 – Present

- Co-developed new master's degree granting program in elementary education at University of Chicago.

- Responsibilities include: program design and evaluation, student recruitment, admissions, advising, securing field placements and supervision of interns; evaluating performance of candidates, graduates, and staff members; identifying and training mentor teachers for the program; assisting with hiring of instructors; maintaining communications within the university, local and national teacher educators in the research community; co-teaching teaching various courses to undergraduate and graduate students (Schools and Communities, Human Development and Learning, Teaching and Learning, Field Observation in Urban Schools)

##### **Lecturer, Graham School for General Studies, University of Chicago**

January 2005 – Present

- Instructor for graduate classes in Urban Teacher Education Program. Courses taught include Yearlong Professional Teaching Seminar, Language and Literacy Methods Class, Teaching as Profession, and Fundamental Aspects of Teaching

##### **Research Assistant/Consultant**

Consortium on Chicago School Research, University of Chicago January 2003 – Present

- Developed new measures for analyzing the effects on induction efforts in Chicago Public Schools; participated in the modification of induction related items on the *Elementary School Teacher Survey* and *Reading Specialist Survey* for Chicago Public Schools; reviewed principal and teacher interview protocols for various projects

##### **Student Research Assistant**

Survey Lab, University of Chicago August 2002 – August 2003

- Developed a survey for home-child care providers in Illinois, collected and analyzed data for the year-long project; conducted a focus group to verify results of analysis, co-authored report to sponsoring organization

### **Co-founder, New Teachers Network**

Center for Urban School Improvement, University of Chicago

January 1999 – January 2003

- Co-developed a university-based new teacher induction program for elementary school teachers.
- Responsibilities included recruiting and supporting beginning teachers in mid south-side Chicago Public Schools; designing and implementing a summer training & bi-monthly meetings for novice teachers; providing in-classroom coaching to novices and online support; assisting with the development of data collection tool to document coaching strategies and new teacher growth

### **Professional Developer**

Center for Urban School Improvement, University of Chicago

January 1999 – June 2002

- Provided professional development to intermediate/upper grade teachers in CPS.
- Developed and implemented workshops for teachers on a variety of topics from writer's workshop, authentic assessment, poetry, reading conferences, and reading workshop;
- served as a classroom demonstration sight for North Kenwood Oakland Charter School;
- piloted North Kenwood Oakland Charter School's professional development residency program for experienced teachers in CPS teachers by hosting them for 2 week classroom "residencies"

### **Adjunct Instructor**

Graduate School of Education and Social Policy, Northwestern University

August 1998 - June 2001

- Developed and taught Social Studies Methods and a new General Methods course, now required in MAT program; led weekly seminars for student teachers; co-chaired Elementary Curriculum Committee and prepared for ISBE review; supervised and mentored student teachers in field placements

### **Adjunct Instructor**

School of Education, National Louis University

August 1998 - June 2000

- Taught Social Studies Methods to undergraduate and graduate students; served as guest lecturer for various cohorts/classes in M.A. program; supervised student field experiences

### **Language Arts Teacher, Grades 5-7**

North Kenwood/Oakland Charter School, Chicago Public Schools, IL

June 2000 - June 2001

- Served as demonstration classroom for Center for School Improvement professional development activities and video work; prepared instructional materials for use throughout CSI network schools

### **Elementary School Teacher, Multiage Classroom Grades 4 & 5**

Sawyer School, Chicago Public Schools, IL

June 1998 - June 2000

- Implemented first multiage classroom and cross-grade Reading Buddies Program in the school; conducted instruction through the use of thematic, cross-disciplinary instructional units; assisted with the creation of school based study groups for Reading and Writing Workshop; member of leadership team and interviewing committee; hosted student interns and supported first year teachers in the school from National Louis and Northwestern Universities

### **Elementary School Teacher, Multiage Classroom Grades 4 & 5**

Olive School, District #25, Arlington Heights, IL

August 1993- June 1998

- Conducted instruction through the use of self-created, thematic, cross-disciplinary instructional units; incorporated Problem-Based Learning and technology into regular instruction; helped children develop electronic portfolios for first school wide Parent Portfolio Night ; piloted University of Chicago's Everyday Mathematics Program; acted as Instructional Leader for intermediate grades; member of district-wide math, science, and drama committees; served as demonstration classroom for visitors; hosted student interns from Illinois State University and University of Illinois; completed internship requirements for administrative certification

### **RESEARCH AND PUBLICATIONS**

Hammerness, Karen and Kapadia Matsko, Kavita; "Making the Case for Context and Continuities: Examining New Teacher Induction in University of Chicago's Urban Teacher Education Program." Paper presented to Annual Meeting of the American Educational Research Association. New Orleans, Louisiana. April 2011.

Sartain, Lauren , Stoelinga, Sara Ray (authors), Brown, E., Luppescu, S., Matsko, Kavita Kapadia (researchers). Rethinking Teacher Evaluation. Findings from the Excellence in Teaching Pilot in Chicago Public Schools. Policy Brief. Consortium on Chicago School Research. June, 2010.

Kapadia Matsko, Kavita and Hammerness, Karen; "What's Urban about Urban Teacher Preparation?" Paper presented to Annual Meeting of the American Educational Research Association Denver, Colorado. May 2010.

Kapadia Matsko, Kavita. "Moving Beyond the Surface of Induction: Examining the Impact of Specific Mentoring and School-Based Supports on Beginning Teachers in Chicago." Educational Research Service Spectrum. Annual Meeting of the American Educational Research Association. Volume 28, No. 2. Spring 2010.

Wechsler, Marjorie E., Caspary, Kyra, Humphrey, Daniel C, and Kapadia Matsko, Kavita Kapadia. "Examining the Effects of New Teacher Induction" April, 2010; SRI International.

Stanton, Larry and Matsko, Kavita Kapadia. "Developing Human Capital Metrics." Chapter in Teaching Talent. Harvard Educational Press. January 2010

Kapadia, Kavita Considering the Role of the Schoolhouse on New Teacher Induction: Examining the Context and Possibilities. Annual Meeting of the American Educational Research Association, New York, New York. March 2008.

Kapadia, Kavita. (2007) "The Social Organization of Urban Schools, New Teacher Retention, and the Effects of Induction." Unpublished dissertation.

Kapadia, Kavita, Coca, Vanessa, with John Easton. (2007) "Keeping New Teachers: A First Look at Induction in Chicago" January, 2007; Consortium on Chicago School Research.

### **GRANTS EARNED**

Circle of Service Foundation (PI) \$100,000/1 year. April, 2010

Department of Education, Teacher Quality Partnerships Award (Project Director) \$11.6 million/5 years. April, 2010.

National Science Foundation, Robert Noyce Teacher Scholarship Award (PI) 900,000/5 Years June, 2009

JP Chase and Morgan (Project Director) \$50,000/1 year. May 2008

Spencer Small Grants Award (PI) \$40,000/1 Year. March 2008

**EDUCATION**

**Smith College**, Northampton, MA, May 1995  
Master of Education with honors

**Wesleyan University**, Middletown, CT, May 1992  
Bachelor of Arts; honors in Classics  
Spinney Prize for excellence in Classics

**WORK EXPERIENCE**

**University of Chicago's Urban Teacher Education Program**, Chicago, IL, 2004-Present

**Teacher Educator**

- Design, plan and co-teach year long *Professional Teaching Seminar*, with an emphasis on four domains of effective teaching practice.
- Design, plan and co-teach summer course, *Teaching As A Profession*.
- Coordinate and supervise clinical internships for teacher residents.
- Observe and formally evaluate teaching residents.
- Design, plan and co-teach professional development series for Chicago Public School teacher mentors across south and west sides of Chicago.
- Collaborate regularly with other members of UTEP staff as well as adjunct professors and other campus colleagues to devise standards, coordinate work efforts, and co-teach.

**Assessment Coordinator**

- Devise and evaluate assessments, develop and align conceptual framework, standards, indicators, and assessment rubrics for program.
- Write reports and compile evidence for state review process.
- Organized and led team through program review process resulting in ISBE state accreditation with a perfect record.

**Carnegie School**, Chicago, IL. 2004-2005

**Co-Teacher**

- Worked in a second grade classroom planning, developing and implementing guided reading practice, RW mini-lessons and interactive read aloud.

**Self Employed**, Chicago, IL, 2000-2004

**Educational Consultant**

- Instructed individual students with learning disabilities (ages 5-14) in math and reading, maintaining reading, writing, and math journals with students to explore texts and facilitate concept and skill development.
- Developed strategies for coping with organization and school adjustment issues.
- Supported students and families in dealing with school structures and administration.
- Participated in school staffings and other meetings to support families and advocate for students.
- Worked collaboratively with other specialists including teachers, psychologists, counselors and other school personnel.
- Wrote bi-annual reports to families and school staff detailing student progress and making suggestions for future intervention.

**Morgan Park Academy**, Chicago, IL, 1999-2000

**Third Grade Teacher**

- Developed and implemented curriculum for 3rd grade classroom in all content areas, using the workshop model to instruct in reading, writing, and social studies.
- Implemented Everyday Math curriculum.
- Coordinated K-5 Science Program, teaching all science sections for 3rd and 4th grade using FOSS curriculum as well as materials from the Lawrence Hall of Science.
- Collaborated with teachers across grade levels to develop and write K-12 science standards.
- Supervised high school yearbook club and oversaw the production of the PreK-12 annual yearbook.

**McLeod Elementary School**, McLeod, MT, 1992-1994, 1995-1999

**Supervising Teacher**

- Designed and implemented curriculum for 20-25 students in grades K-8 in all academic content areas as well as Spanish, music, art, and physical education in a one room school setting.

- Used the workshop model to instruct in reading, writing, science and social studies.
- Designed and implemented differentiated, project based math curriculum.
- Designed integrated units in which students had opportunities to collaborate and develop inquiry skills.
- Developed curricular standards in all areas; created performance based assessments to measure student adherence to standards.
- Designed and set up peer mentoring system within the school as well as collaborative inquiry groups.
- Wrote and directed annual school play.
- Supervised teacher aides.
- Designed and implemented a narrative report card which was adopted by schools across the county.
- Collaborated with parents as well as many other community members and community institutions to support learning opportunities.

## **ACHIEVEMENTS AND PROFESSIONAL DEVELOPMENT**

### **\* Learning Disabilities of America, 2007-Present *Member***

### **\* Mentor Academy Workshop, New Teacher Center, Chicago, IL 2006-2008 *Participant***

- Participated in a two year mentor academy in which coaches of beginning teachers met regularly to discuss the complexities of working with new teachers and develop tools for effectively supporting them through their first years in the classroom.

### **\* Urban Teacher Education Workshop, Chicago, IL, 2008-2011 *Founding Member***

- Helped to design and regularly participate in urban teacher education workshop in which teacher educators from across the country meet to discuss challenges and share ideas about how best to prepare teachers for urban contexts.

### **\* North Dakota Study Group for Assessment and Evaluation, 2007-Present *Member***

### **\* Collaborative Inquiry Group, Center for Urban School Improvement, Chicago, IL 2005-2006 *Participant***

- Participated in an inquiry group of teachers and teacher coaches to explore the use of video case studies as a tool for developing practice.

### **\* Coalition of Essential Schools, 2004- Present *Member***

### **\* Rethinking Schools, 2002 – Present *Member***

### **\* National Council for Teachers of Mathematics, 1995-Present *Member***

### **\* Rainbows Program, Chicago, IL, 1999-2003 *Facilitator***

- Organized and conducted weekly discussion and activity sessions for children who experienced death or divorce in their families.

### **\* Big Brothers and Sisters of Sweet Grass County, Big Timber, MT, 1995-1999 *Board Member***

- Developed local branch of national organization. Organized fund raising events, hired caseworkers, etc.

### **\* STEP Early Career Program, Bozeman, MT, 1996-1999 *Participant***

- Worked with other elementary and secondary teachers across Montana to exchange ideas about math and science curriculum.

## **PRESENTATIONS AND PUBLICATIONS**

### **\* Chicago Teachers' Union Annual Quest Conference, Presenter, Chicago, IL, May 2011**

*Unpacking play: What does play have to do with learning?*

### **\* CPS Implementation Guide, Author, Chicago, IL, June 2010**

*Helping Tier 1 Specialists Support Teachers*

### **\* Urban Education Institute Conference, Presenter, Chicago, IL, May 2010**

*Keeping Teachers: Necessary Supports*

### **\* North Dakota Study Group, Presenter, Mundelein, IL**

February 2009: *Reclaiming Urgency: How Can We Use the "Sense of Urgency" to Reclaim Education for Poor Students?*

February 2008: *Mentor Teachers: Partners in Teacher Preparation*

### **\* University of Chicago Neighborhood Schools Program, Presenter, Chicago, IL**

2009: *Developing Management Frameworks in the Elementary School Classroom*

2008: *Developing Management Frameworks in the Elementary School Classroom*

### **\* Rural School Forum, Presenter, Big Timber, Montana,**

March 1999: *Lessons from the One Room School: Developing An Effective System of Peer Mentoring in Multiage Classrooms*

March 1998: *Differentiating Instruction in the One Room School*

March 1997: *Organizing Space to Maximize Instruction in the One Room School*

March 1994: *Developing Integrated Math and Science Units: Exploring GEMS*

### **\* New England Educational Research Organization, Author and Presenter, Portsmouth, NH, April 1995**

*Assessing What Children Know about Mathematical Word Problems*

## Design Team Member, Co-Director / Dean of Student Development

# Sonia Mi-Sun Wang

### EDUCATION

**Roosevelt University**, Chicago, IL

Type 75 Certification, Education Leadership Program. Expected December 2012.

**University of Chicago**, Chicago, IL

Master of Arts in Teaching, Urban Teacher Education Program. August 2007.

Bachelor of Arts with Honors, Comparative Human Development. June 2006.

Honors/Awards: Dean's List 2002-2006; Rockefeller Brothers Fellow.

### CERTIFICATION

Illinois State Elementary, Type 03 with endorsements in Middle School Language Arts, Math, and Social Science. August 2007.

### TEACHING EXPERIENCES

**8<sup>th</sup> Grade, University of Chicago Charter School-Woodlawn Campus**, Chicago, IL, August 2010-Current

- **Content Area:** English Language Arts
  - Develop and teach curriculum to transition students to a Balanced Literacy method of literacy learning based on the Fountas & Pinnell and Lucy Calkins models.
  - Implement assessments and maintain records of it to inform instruction, including Fountas & Pinnell's Benchmark Assessment System.
  - Collaborate with colleagues in grade level and department to increase literacy learning in core subjects and establish a continuum of learning at each grade level for English
  - Analyze NWEA data to inform differentiated instruction and develop informal assessments
  - Data Result: 87% of 8<sup>th</sup> grade students achieved Meets/Exceeds for Reading portion of ISAT, a 15% growth from their 7<sup>th</sup> grade standing for the Reading portion.

**6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup> Grade Teacher, Clara Barton Elementary School**, Chicago, IL, August 2007-August 2010

- **Content Areas:** Reading, Writing, Social Justice, Integrated Social Justice & Writing
  - Implement and teach Balanced Literacy curriculum in the form of Reader's Workshop and Writer's Workshop.
  - Utilize Units of Study as foundation for reading and writing curriculum.
  - Developed and implemented an integrated curriculum of social justice and writing during 2008-2009 school year; curriculum has been adapted for multi-age classroom in 2009-2010 school year.
  - Create and implement appropriate assessments to determine needs of students
  - Maintain verbal and written communication with parents and community to ensure student success and growth in students' academic, civic, and emotional life.

### TEACHER LEADER ROLES

**Balanced Literacy Coach**, Spring 2011-Current. Plan, develop, and lead professional development workshops focused on the Balanced Literacy framework to the school staff; provide coaching and support to individual teachers.

**Chicago UTEP, Clinical Instructor**. 2010-Current. Mentored pre-service teacher during Spring internship placement. Throughout the four months, engaged with intern by sharing & informing instructional practices, providing daily feedback on lesson planning, instructional delivery, & classroom management, and supporting the development of intern's teaching philosophy and identity throughout their placement.

**Chicago UTEP, Mentor**. 2010-Current. Meet with a student in their first year of the Chicago UTEP program on a monthly basis and be available for conversation as needed. Serve as a soundboard as they encounter questions about topics such as teacher identity and pedagogical theories as it pertains to urban education.

**Roosevelt University-Mansfield Institute for Social Justice & Transformation Discussion Series, Panelist**, November 2010. Spoke on a panel about the state of education and how to make improvements; commented on the film "The Lottery."

**Race, Class, Gender, Culture, & Sexuality Committee, Committee Chair.** 2010-Current. Lead a committee of colleagues in monthly conversations about these topics as it pertains to students and staff and collaborate to develop professional development sessions for the school.

**Middle School Literacy Intervention Program, Program Developer and Lead Intervention Teacher.** 2010-Current. Develop and implement a literacy intervention Saturday program for middle school students identified as “below” according to their NWEA Reading and Language Usage Data.

**LGBTQS Alliance, Advisor.** Fall 2010-Current. Started up a support group for students who identified as gay, bisexual, transgender, or ally as well as for students who were interested in topics pertaining to sexuality to come to a safe place and participate in discussions as well as create opportunities for students to be an active participant in raising awareness around these issues.

**High School Ladies Volleyball, Head Coach.** Fall 2010. Coached the inaugural season for girls volleyball, developing a positive culture around female athletics and also implementing a system of academic accountability for all athletes.

**Chicago Foundation for Education, Study Group Grant Recipient,** May 2010

**University of Chicago’s “Taking the Next Step,” Panelist,** January 2010. Spoke to college students regarding experiences as a teacher in Chicago Public Schools and as a graduate of Chicago UTEP.

**Barton Literacy Intervention Committee, Head Teacher,** 2009-2010. Develop and teach an intervention program for students who were “Below” standards on the Illinois Standards Achievement Tests in order to equip with necessary skills and strategies to “Meet” standards.

**Chicago Foundation for Education: Teachers as Leaders & Learners Conference, Workshop Presenter,** October 3, 2009. Presented workshop on an integrated social justice & writing unit (Economics & Labor Issues) that was funded by a CFE Small Grant.

**Urban Teacher Education Program, Workshop Facilitator,** April 2009. Led a workshop for students and alumni of the Urban Teacher Education Program on creating integrated units of study

**Chicago Foundation for Education, Small Grant Recipient,** January 2009, January 2010

**Barton Middle School Social Justice & Literacy Professional Learning Committee, Facilitator,** August 2008-June 2010

**Rochelle Lee Boundless Readers Fund, Individual Awardee,** 2008, 2009

**Jump Start Your School Year: A Closer Look at Balanced Literacy: Area 15 Professional Development, Facilitator,** July 30-31, 2008, Co-Facilitated with Tonya Rivera

**Barton Middle School Student Council, Faculty Advisor,** School Year 2008-2009

## **PROFESSIONAL DEVELOPMENT ORGANIZATION AFFILIATIONS**

**Facing History, Participant in Professional Developments and Curriculum Use,** June 2007-Current

Holocaust and Human Behavior, June 2007

Choices in Little Rock, December 2007

Teaching the Holocaust Through Literature, April 2008

**Chicago Foundation for Education,** January 2009-Current

**Teachers as Leaders & Learners Conference, Workshop Presenter,** October 3, 2009. Presented workshop on an integrated social justice & writing unit (Economics & Labor Issues) that was funded by a CFE Small Grant.

**Small Grant Recipient,** January 2009, January 2010

**Study Group Grant Recipient,** May 2010

**Teach Beyond Media, Cohort Member,** March 2009-June 2010

Work with other teachers to incorporate the Beyond Media curriculum and philosophies into our everyday classroom experiences so that our students’ learning experiences can be enhanced through technology.

**Teachers College Reading and Writing Project, Participant in Summer Writing Institutes,** July 2007, 2008, 2009

## **SKILLS & INTERESTS**

- **Languages:** Fluent in reading, writing, and speaking Korean.
- **Activities:** Dance (modern jazz, tap, hip hop); Volleyball; Instrumental Music (piano, oboe)



# CHINESE AMERICAN SERVICE LEAGUE, Inc.

A Not-For-Profit Organization

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## EXECUTIVE DIRECTOR

Esther Wong 黃蘇振恩

July 29, 2011

Dear Chicago Public Schools - Office of New Schools, Recruitment and Selection Department:

I am writing this letter in support of Be the Change Charter School. The Chinese American Service League (CASL) plans to collaborate with BCCS within the Bridgeport community to help educate and develop our students. I believe BCCS will be a welcome addition to the various resources in the community that help to build strong families and an engaged community.

The Chinese American Service League is a 33 year-old organization and the largest and most comprehensive social service agency in the Midwest, dedicated to serving the needs of Chinese Americans. CASL's programs mainly serve newly-arrived Chinese immigrants. Our programs in child education and development, employment services, counseling and social service, health, elderly services, and more—reach more than 17,000 clients annually who live primarily in the Chinatown, Armour Square, and Bridgeport areas of Chicago. We look forward to participating in collaborative efforts with BCCS to engage with the community and foster communication, family outreach, volunteering, home learning, and decision-making, and collaboration.

As a partner, we will explore possibilities for collaboration including shared space and programming as well as outreach to our clients about educational opportunities for their children.

Sincerely,

  
 Esther Wong, ACSW  
 Executive Director

芝城華埠陳閣 (南端) 2141 號

2141 South Tan Court, Chicago, Illinois 60616-1998 Tel: (312) 791-0418 • Fax: (312) 791-0509

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August 1, 2011

Dear Chicago Public Schools - Office of New Schools, Recruitment and Selection Department:

I am writing this letter in support of Be the Change Charter School. Project: VISION plans to be an enthusiastic partner with BCCS within the Bridgeport community to help educate and develop our students. I believe BCCS will be a huge asset to our community by focusing on education as an active, lifelong process.

Project: VISION works to provide youth in the Chinatown and Bridgeport communities with tools for educational, personal, and civic development. We look forward to participating in collaborative efforts with BCCS to help youth connect with their community while enhancing their education and building a sense of social responsibility.

As a partner, we can provide BCCS students with after school programming, especially via our after school homework tutoring, mentoring, and community service learning programs. We are excited about the addition of BCCS to our community!

Sincerely,



Karen Chiu  
Project: VISION, Inc.  
Executive Director & Co-Founder



THE UNIVERSITY OF  
CHICAGO

**UEI** URBAN  
EDUCATION  
INSTITUTE

**Chicago UTEP**  
Urban Teacher  
Education Program  
1313 East 60th Street  
Chicago, Illinois 60637  
T 773.834.1416  
F 773.834.8370  
utep.uchicago.edu

August 18, 2011

Dear Chicago Public Schools – Office of New Schools, Recruitment and Selection Department:

I am writing this letter in support of Be the Change Charter School (BCCS). The University of Chicago Urban Teacher Education Program (Chicago UTEP) plans to be both an enthusiastic supporter of and collaborative partner with BCCS as it works with the Bridgeport neighborhood to educate and develop Chicago students. I believe BCCS will be a welcome addition and tremendous resource for the community as well as be a great partner for the Chicago UTEP as well as the Urban Education Institute (UEI) in which it is housed.

The University of Chicago Urban Education Institute (UEI) is dedicated to creating knowledge to produce reliably excellent schooling for children growing up in urban America. UEI currently operates the four campuses of the University of Chicago Charter School network serving approximately 1700 students on the South Side of Chicago. UEI also undertakes rigorous research to improve policy and practice, anchored by the Consortium on Chicago School Research and provides tools, analytics and training to improve schools nationwide, primarily through UChicago Impact. Finally, UEI prepares outstanding urban teachers and leaders through the Urban Teacher Education Program.

As a teacher educator I have the opportunity to engage with many teachers and school leaders who are ardently working to improve the quality of education for children in Chicago. I have the utmost confidence in the capacity of this team to bring their vision to fruition; they have deep knowledge about teaching and learning that in my opinion, is essential to make schools and quality instruction come to life.

As BCCS partners with Chicago UTEP, we will explore all possibilities for supporting both the BCCS and UEI missions and collaborating in ways that best educate the students of Bridgeport as well as the incoming teacher generation.

Sincerely,

*Kavita Kapadia-Matsko*

Dr. Kavita Kapadia-Matsko  
Director, Urban Teacher Education Program

## Be the Change Charter School Community Petition of Support

### Petición del soporte por La Escuela Be the Change

The petitioners listed below certify that they are community members in support of the creation of Be the Change Charter School (BCCS) in the Bridgeport community and/or parents interested in enrolling their children at BCCS.

Las personas que aquí dan su firma certifican que son los miembros de la comunidad que aprueban el establecimiento de La Escuela Be the Change en Bridgeport y/o son padres de familia con un interés auténtico en inscribir a su(s) estudiante(s) en BCCS.

	Name (Nombre)	Signature (Firma)	Address (Dirección)	Phone Number (Numero de Telefono)	Date (Fecha)
1.	Julio Hodge		4102 43rd St	773-675-5214	7-15-11
2.	Suzanne Prost		2920 S Poplar	312-324-6834	7-15-11
3.	Lydia Diaz		3321 S. Lithuanian	(773) 744-3601	7-15-11
4.	Mosha West		1724 W. 105th St	773-779-1112	7-15-11
5.	Felicia Jones		10359 S. Prairie	773-593-3442	7-15-11
6.	Muevelia Wood		834 E. Hyde Park Blvd	708-225-1110	7-15-11
7.	Lachar Hopkins		5630 S. Prairie St	773-664-5063	7-15-11
8.	Nilda Nieves		3352 S. Carpenter St	773-809-0869	7-15-11
9.	Alicia Mandujano		2224 S Keeler Oaklawn Flours	(312) 315-1917	7-15-11
10.	Lim Ngyuan		2628 S. Emerald Av	(312) 842-5259	7-15-11
11.	SEARA GARDNER		3748 S. PARMALL	(773) 343-1506	7-15-11
12.	Chis Sapiariz		3135 S. Emerald Ave	708-630-8422	7-15-11
13.	Camyone Jinx		203 S. PRAIRIE	773) 963-0022	2-17-11
14.	VINCENT TORRES		3438 S. LOWE AV	1773 843-2877	2-15-11
15.	Angela Jones		4442 S. St. Lawrence	773-263-4523	7-15-11

# Be the Change Charter School Community Petition of Support

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	Name (Nombre)	Signature (Firma)	Address (Direccion)	Phone Number (Numero de Telefono)	Date (Fecha)
1.	Jane Emma		3341 S. Wabash Ave. #116 CHICAGO, IL 60616	(973) 222-9827	8/13/11
2.	Eyuel Astaw		3241 S. Wabash Ave., IL 60616	(773) 451 5514	8/13/11
3.	Tom Mathews		3241 S. Wabash Ave. IL 60616	314-799-7791	8/13/11
4.	Eric Pacheco		3241 S. Wabash Ave. 60616	773-457-3980	8/13/11
5.	Maria Ostonokova		3241 S. Wabash Ave 60616	---	8/13/11
6.	Sally Zheng		3241 S. Wabash Ave 60616	---	8/13/11
7.	Isac Mahajan		2130 N. Lincoln	312 2081737	8/13/11
8.	Ron Winterbe		609 W 29th St	312 6081822	8/13/11
9.	Barb Chartier		3309 S. Union Ave #112 Chicago, IL 60616	509-979-9044	8/13/11
10.	Layden Vahala		N/A	271-335-8886	8/13/2011
11.	Edinam Kurenty		3303 S. State St. Chicago	---	8/13/2011
12.	Zhenyi Ge		3241 S. Wabash Ave 60616	312-799-9233	8/13/11
13.	Samiaf Jindav		3241 S. Wabash Ave	---	8/13/11
14.	Rani Shah				8/13/11
15.	Bhavna Hosakere		3330 S Michigan Ave 60616	773 6806638	8/13/11

# Be the Change Charter School Community Petition of Support

## Petición del soporte por La Escuela Be the Change

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	Name (Nombre)	Signature (Firma)	Address (Dirección)	Phone Number (Número de Teléfono)	Date (Fecha)
1.	JAYME DOMINICAL	Jayme D	3139 S Emerald	708-548-5670	7/15/11
2.	Deise M. Mulla	Deise Mulla	11512 N. HUDSON	703-501-2777	7/15/11
3.	Kristy Guzman	Kristy Guzman	828 W. 33 <sup>rd</sup> Pl.	312-662-3869	8/13/11
4.	Ross Rhone	Ross Rhone	1211 W 33 <sup>rd</sup> PL.		8/13/11
5.	Gilbert Suarez	Gilbert Suarez			8/13/11
6.	JESSICA TORRES	Jessica Torres	3085 S. Benfield Bridgeport, CT	312 802-6072	8/13/11
7.	TOM MORAN	Tom Moran	336 S Kenilworth Ave Bridgeport, CT		
8.	JOE DWICKER	Joe Dwick	3508 S. Union		8/15/11
9.	DAVID FALWIK	David Falwik	2946 S Loomis	713 376 7057	8/13/11
10.					
11.	LYNN WOLBY	Lynn Wolby			8/13/11
12.	LYNN WOLBY	Lynn Wolby	2301 W. 25 <sup>th</sup>	630-440-6088	8/13/11
13.	Zhang Huang	Zhang Huang	2829 W. 35 <sup>th</sup>	773-254-1884	8/13/11
14.	Pamela Shanks	Pamela Shanks	3154 S Racine	773-801-6741	:
15.	SUJUAN JIANG				

## Be the Change Charter School Community Petition of Support

### Petición del soporte por La Escuela Be the Change

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	Name (Nombre)	Signature (Firma)	Address (Direccion)	Phone Number (Numero de Telefono)	Date (Fecha)
1.	JHann Barnett		3204 S. Lituania, 60608	773-259-2148	8/13/11
2.	Melissa Naiman		3307 S. Lituania, 60608	773-615-0855	8/13/11
3.	Chris Jones Ph.D.		3307 S. Lituania 60608	708-228-3215	8/13/11
4.	Caroline Wooten		5117 S. Ellis Apt. 3	781 8358185	8/13/11
5.	Craig Piller		238 S. Ashland	773-704-7339	8/13/11
6.	Ben Huey		3227 Aberdeen St	773-712-3357	8/13/11
7.	Ana Thomas		1335 N. Arlesian Chicago, IL 60642	(885) 739-7637	8-13-11
8.	Theresa Mah		3157 S. Archer #3N 60608	494 297.1232	8-13-11
9.	Yucoug Ma		1846 S. Loomis, #102 60608	617-905-6545	8/13/11
10.	Alyssa Schwartz		204 Terrace Dr. Tower Lakes, IL 60010	312-519-1715	8/13/11
11.	Jordan Alexander		3201 S. State St. Chicago, IL	609.467.4558	8/13/11
12.					
13.					
14.					
15.					

# Be the Change Charter School Community Petition of Support

## Petición del soporte por La Escuela Be the Change

The petitioners listed below certify that they are community members in support of the creation of Be the Change Charter School (BCCS) in the Bridgeport community and/or parents interested in enrolling their children at BCCS.

Las personas que aqui dan su firma certifican que son los miembros de la comunidad que aprueban el establecimiento de La Escuela Be the Change en Bridgeport y/o son padres de familia con un interes autentico en inscribir a su(s) estudiante(s) en BCCS.

	Name (Nombre)	Signature (Firma)	Address (Direccion)	Phone Number (Numero de Telefono)	Date (Fecha)
1.	Richard Guban		3641 S. Honore	(773) 981-1171	Aug 13
2.	Erika Diaz		34th & Morgan	773-805-2436	8-13-11
3.	Wiana Mendieta		4917 S. Paulina	773-490-8333	8-13-11
4.	Martina Cabildo		1700 S. Newberry Ave	312 744 5839	8/13/11
5.	Elin Newell		3241 S Wabash Ave	4133964634	8/13/11
6.	Julia Gonzalez		3241 S Wabash Ave	773-401-5376	8/13/11
7.	Jairo Ortega		3353 S. State St	630-248-6548	8/13/11
8.	Patricia M. Rosenthal		1717 S. Prairie # 130	312 235 0175	8/13/11
9.	Joe Hopkins		3110 J. Love Ave	719-275-6743	8/13/11
10.	Trisha Martin		3330 S. Halsted St	(619) 947-0891	08/13/2011
11.	MAT IDARVA		3336 S. Halsted	(610) 791-2665	8/13/2011
12.	Jonathan Loucks		3201 S. Wabash	618.435.0951	08/13/11
13.	MATTHEW BISHOP		3241 S. Wabash Ave	---	8/13/2011
14.					
15.					

# Be the Change Charter School Community Petition of Support

## Petición del soporte por La Escuela Be the Change

The petitioners listed below certify that they are community members in support of the creation of Be the Change Charter School (BCCS) in the Bridgeport community and/or parents interested in enrolling their children at BCCS.

Las personas que aquí dan su firma certifican que son los miembros de la comunidad que aprueban el establecimiento de La Escuela Be the Change en Bridgeport y/o son padres de familia con un interés auténtico en inscribir a su(s) estudiante(s) en BCCS.

	Name (Nombre)	Signature (Firma)	Address (Direccion)	Phone Number (Numero de Telefono)	Date (Fecha)
1.	Robert Johnson		1973 N Lincoln Ave. Chicago, IL	312-352-9769	8/13/11
2.	John Buda		1973 N. Lincoln Ave Chicago	313-549-9041	8/13/11
3.	Hillary Humphreys		1787 Fircrest Dr. Eugene, OR	503-934-5304	8/13/11
4.	Gary Se		3241 S Wabash Ave	312 808 2068	8/13/11
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## Budget Narrative File(s)

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\* **Mandatory Budget Narrative Filename:**

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To add more Budget Narrative attachments, please use the attachment buttons below.

## **Be the Change Charter School – CSP Grants - Budget Narrative**

### **Section A – Budget Summary (U.S. Department of Education Funds) Project Year I (October 2011-September 2012)**

**Personnel (\$30,000)** - This number reflects the total anticipated costs for expenditures related to BCCS personnel. At this time, the BCCS personnel formally includes the five design team members. BCCS expects to continue professional development for the design team members up until the start of school. We are allocating approximately \$6,000 per member to be used specifically for conferences, trainings, or workshops intended to support each member's growth towards becoming a charter school leader. This amount may also be put towards offsetting costs of tuition for Type 75 certifications. Because members will be allowed to determine what type of professional development they choose to put their monies towards, we are not itemizing dollar amounts. (ie. One member might choose to put all \$6,000 towards off-setting tuition costs, while another might choose to split her monies and use it for various workshops.)

**Fringe Benefits (N/A)** – At this time, BCCS will not be paying salaried staff and therefore will not need fringe benefits.

**Travel (\$10,000)** – This number reflects the total anticipated costs for expenditures related to BCCS travel. All travel occurring during this time is directly related to developing BCCS school culture, professional culture, and curriculum.

#### **\$5,000**

**Airfare** - \$1000/member for purchase of round-trip airline tickets for the purpose of attending professional development out of state or to participate in a school visit.

#### **\$1,250**

**Meal and Incidental (per diem)** - \$250/member for per diem during out-of-state travels for up to 5 days. According to the U.S. General Service Administration, the average “Meal and Incidental Expenses” (M & IE) is \$46. We intend on offering \$50/day per member in order to accommodate variances in cost of living in the locations visited.

#### **\$2,000**

**Lodging** - \$400/member for lodging expense for non-local travel for up to 5 days. According to the U.S. General Service Administration, the average “Lodging Expense” is \$77. We intend on offering \$80/day per member in order to accommodate variances in cost of living in the locations visited.

#### **\$1,750**

**Local Mileage and Local Emergency Incidental** - \$70/member for local mileage reimbursement and incidentals in the event of an automotive emergency during travel.

**Equipment (N/A)** – At this time, BCCS will not be in need of equipment.

**Supplies (\$25,000)** – This number reflects the total anticipated costs for supplies. BCCS will need to purchase some consumables and non-consumables for the purpose of school advertisement, student and staff recruitment, and curriculum development.

#### **\$15,000**

**Advertising and Recruitment** - This \$15,000 reflects the anticipated costs associated with advertisement, and recruitment of staff and students. BCCS will need to purchase a number of items including but not limited to vinyl banners, staff attire (BCCS logoed shirts) in addition to some consumable items such as envelopes, stamps, paper and reimbursement for copying costs. All consumable items are used during this initial incubation phase for the sole purpose of recruiting students and staff in order to generate long-term sustainability. BCCS will also require funds to pay for entrance into local recruitment and job fairs. Entrance costs vary depending on the fair organizer.

**\$10,000**

**Curriculum Development** – This \$10,000 reflects the aggregate total of the purchase of the Student Information Logging System (SILS) and training associated with SILS, at \$8,000 and \$2,000 respectively. SILS will ultimately contribute to the development of BCCS’s professional and school culture. This program is a logging system that allows all staff members to write on-going notes about particular students.

**Contractual (\$25,000)** – This number reflects the total anticipated costs for contractual fees. BCCS will need to accommodate for entire property inspections, including but not limited to standard, lead and asbestos inspections. Additionally, BCCS anticipates the need for monies to go towards legal fees, including fees associated with filing and maintaining non-profit status, as well as fees associated with facilities-based issues.

**\$8,000**

**Property Inspection** – This \$8,000 reflects the aggregate costs of all anticipated fees associated with various inspections. BCCS anticipates the need for a number of property inspections to determine any unforeseen renovation/construction needs. These inspections include but are not limited to a standard inspection to assess the safety and longevity of the facility in its current state. This inspection will also help guide Greenleaf CM, Inc., the contracted construction firm, in its initial construction programming. In addition, BCCS will require deep inspections to identify the existence of lead and/or asbestos within the facility. Furthermore, BCCS will follow up with other inspections deemed necessary by CPS and Greenleaf Cm, Inc.

**\$5,000**

**Legal Fees** – This \$5,000 reflects an average retainer fee for an attorney. BCCS anticipates the need of basic legal support during the months leading up to the opening of the school. As BCCS continues the process for filing for non-profit status, as well as plans to enter into a purchase contract for the proposed facility, it is not only prudent but necessary to have an attorney on call.

**\$2,000**

**Zoning/Special Use Permit** – This \$2,000 reflects anticipated costs for proposed re-zoning fees, city facility-related fees, and the cost to acquire a special use permit. (This anticipated cost is a rounded-up estimate based on research done on the City of Chicago website.)

**\$10,000**

**Architect/Project Manger Fees** – This \$10,000 reflects anticipated cost for offsetting likely architect and project manager fees. BCCS expects these total fees to be determined by 8% of total construction costs that will amount to approximately \$96,000.

**Construction (\$80,000)** – This number reflects the total anticipated BCCS anticipates *before* receiving an underwritten loan from IFF for costs associated with construction that will bring our proposed building into ADA compliance and be adequately prepared for students. Construction and renovation of the proposed facility will be purely fundamental and does not necessarily add to the permanent property value rather it creates a space adequate for schooling. This \$80,000 will go directly towards these costs prior to receiving the IFF loan.

**Total Direct Costs (\$170,000)** – This number reflects the aggregate total of all direct cost that BCCS anticipates during the incubation period, October 2011-September 2012.

**Training Stipends** – Any training stipends given to BCCS staff are included within Personnel costs.

**Indirect Costs (N/A)** – At this time, BCCS will not have indirect costs.

**Total Costs (\$170,000)** – This number reflects the total amount that BCCS anticipates requiring in order to best fulfill its mission and vision prior to the school doors opening.

**Section A – Budget Summary (U.S. Department of Education Funds)  
Project Year 2 (October 2012-September 2013)**

**Personnel (\$30,000)** - This number reflects the total anticipated costs for expenditures related to BCCS personnel. At this time, the BCCS personnel formally includes the founding teachers. BCCS expects to continue professional development for the design team members up until the start of school. We are allocating approximately \$5,000 per member to be used specifically for conferences, trainings, or workshops intended to support each member's instructional growth. This amount may also be put towards offsetting costs of tuition for any education-related degrees or certificates. Because members will be allowed to determine what type of professional development they choose to put their monies towards, we are not itemizing dollar amounts. (ie. One member might choose to put all \$5,000 towards off-setting tuition costs, while another might choose to split her monies and use it for various workshops.)

**Fringe Benefits (N/A)** - At this time, BCCS will not be paying salaried staff and therefore will not need fringe benefits.

**Equipment (\$22,750)** – This number reflects to total anticipated costs for procuring classroom and administrative equipment that is needed prior to the start of school.

**\$15,000**

**Technology Equipment** – This \$15,000 reflects costs for one MacBook per staff member (10). All BCCS staff members will be required to a MacBook while at work in order to utilize the SILS program (mentioned above as part of grant costs). This program is a logging system that allows all staff members to write on-going notes about particular students.

**\$3,500**

**Administrative Equipment** - This \$3,500 reflects the costs for two multi-function copier machines and one office desktop computer (iMac) for the BCCS staff and clerks respectively. Each multi-function copier will be able to copy, print, and fax. One copier will be available for all BCCS staff and primarily the clerk and front office staff will use the second. Additionally, the clerk will have an iMac desktop computer to best perform his/her duties and responsibilities as well as be on the same platform as the rest of the staff.

**\$4,250**

**Printing and Copying** – This \$4,250 reflects the anticipated costs for multiple 10-ream boxes of paper and any addition costs associated with the copy machines such as repairs, parts, toner, and moving.

**Supplies (\$73,750)** - This number reflects the total costs for administrative supplies and furniture, curricular materials, classroom materials and classroom furniture. BCCS staff should be as close to fully equipped well before the start of school in order to be best prepared for when students arrive.

**\$5,000**

**Administrative Supplies** – This \$5,000 reflects the anticipated costs for general administrative materials such as pens, pencils, power cords, legal pads, folders, etc. BCCS staff will be required to submit request forms and reimbursement forms in order to receive monies allocated for such items. Additionally, with the support of the CPS Business Service Center (see Contractual costs below), BCCS leadership will review these forms to determine whether items are approved or not.

**\$6,000**

**Administrative Furniture** – This \$6,000 reflects the costs for purchase of 11 desks, 20 office chairs, and 15 filing cabinets to be used around the school building. All BCCS furniture will need to be in place prior to the beginning of school so that the staff can best perform hiring, planning, and administrative duties.

**\$13,250**

**Curricular Materials** – This \$13,250 reflects the costs associated with teacher curricular materials such as lesson guides and manipulative kits for *Everyday Mathematics*. Every teacher will need all the texts associated with each subject area for which we are using a pre-developed curriculum (*Everyday Mathematics*, *Connected Mathematics*, *The Lucy Calkins Units of Study*, and *Fountas and Pinnell's Word Study*).

**\$19,500**

**Classroom Materials** – This \$19,500 reflects the costs associated with purchasing classroom libraries, sets of leveled texts for guided reading, interactive whiteboards, and assessment kits for every classroom. Each BCCS classroom needs to be equipped with all the appropriate tools to best meet the needs of BCCS students.

**\$30,000**

**Classroom Furniture** - This \$30,000 reflects the anticipated cost to purchase furniture for each classroom. Each BCCS classroom will be equipped all furniture necessary to create a safe and comfortable space in which to learn. This may include, but is not limited to 5-7 learning tables, an appropriately sized chair for every child, one guided reading table, one rug that can accommodate the whole class, and additional dry-erase board space on the walls.

**Contractual (\$13,500)** – This reflects the total anticipated costs for procuring the financial support services from the CPS Business Service Center. CPS BSC serves as a liaison between Central Office and school leaders by providing excellent training, contact-center support and advocacy in all areas relating to school business operations. Ultimately, CPS BSC will support BCCS leaders to become more fluent in the financial aspects of running a school.

**Construction (\$30,000)** - This number reflects the total anticipated costs that may be needed to offset any lingering or “hidden” costs that aren’t covered by the underwritten IFF loan. These costs might include additional architect fees or LEED fees, if necessary or desired.

**Total Direct Costs (\$170,000)** – This number reflects the aggregate total of all direct cost that BCCS anticipates during the incubation period, October 2012-September 2013.

**Indirect Costs (N/A)** – At this time, BCCS will not have indirect costs.

**Training Stipends** – Any training stipends given to teachers or BCCS staff are included within Personnel costs.

**Total Costs (\$170,000)** - This number reflects the total amount that BCCS anticipates requiring in order to best fulfill its mission and vision prior to the school doors opening.

# Survey on Ensuring Equal Opportunity For Applicants

OMB No. 1890-0014 Exp. 2/28/2009

## Purpose:

The Federal government is committed to ensuring that all qualified applicants, small or large, non-religious or faith-based, have an equal opportunity to compete for Federal funding. In order for us to better understand the population of applicants for Federal funds, we are asking nonprofit private organizations (not including private universities) to fill out this survey.

Upon receipt, the survey will be separated from the application. Information provided on the survey will not be considered in any way in making funding decisions and will not be included in the Federal grants database. While your help in this data collection process is greatly appreciated, completion of this survey is voluntary.

## Instructions for Submitting the Survey

If you are applying using a hard copy application, please place the completed survey in an envelope labeled "Applicant Survey." Seal the envelope and include it along with your application package. If you are applying electronically, please submit this survey along with your application.

<b>Applicant's (Organization) Name:</b>	Be the Change Charter School
<b>Applicant's DUNS Name:</b>	9689434440000
<b>Federal Program:</b>	Office of Innovation and Improvement (OII): Charter Schools Program (CSP): Planning
<b>CFDA Number:</b>	84.282

1. Has the applicant ever received a grant or contract from the Federal government?

Yes  No

2. Is the applicant a faith-based organization?

Yes  No

3. Is the applicant a secular organization?

Yes  No

4. Does the applicant have 501(c)(3) status?

Yes  No

5. Is the applicant a local affiliate of a national organization?

Yes  No

6. How many full-time equivalent employees does the applicant have? (Check only one box).

3 or Fewer  15-50

4-5  51-100

6-14  over 100

7. What is the size of the applicant's annual budget? (Check only one box.)

Less Than \$150,000

\$150,000 - \$299,999

\$300,000 - \$499,999

\$500,000 - \$999,999

\$1,000,000 - \$4,999,999

\$5,000,000 or more

# Survey Instructions on Ensuring Equal Opportunity for Applicants

OMB No. 1890-0014 Exp. 2/28/2009

**Provide the applicant's (organization) name and DUNS number and the grant name and CFDA number.**

1. Self-explanatory.
2. Self-identify.
3. Self-identify.
4. 501(c)(3) status is a legal designation provided on application to the Internal Revenue Service by eligible organizations. Some grant programs may require nonprofit applicants to have 501(c)(3) status. Other grant programs do not.
5. Self-explanatory.
6. For example, two part-time employees who each work half-time equal one full-time equivalent employee. If the applicant is a local affiliate of a national organization, the responses to survey questions 2 and 3 should reflect the staff and budget size of the local affiliate.
7. Annual budget means the amount of money your organization spends each year on all of its activities.

## **Paperwork Burden Statement**

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this

information collection is **1890-0014**. The time required

to complete this information collection is estimated to average five (5) minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection.

**If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** The Agency Contact listed in this grant application package.