

**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 # U282B110091**

**Grants.gov Tracking#: GRANT10951703**

OMB No. , Expiration Date:

Closing Date: Aug 24, 2011

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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:<br><input type="checkbox"/> Preapplication<br><input checked="" type="checkbox"/> Application<br><input type="checkbox"/> Changed/Corrected Application | * 2. Type of Application:<br><input checked="" type="checkbox"/> New<br><input type="checkbox"/> Continuation<br><input type="checkbox"/> Revision | * If Revision, select appropriate letter(s):<br><input type="text"/><br>* Other (Specify):<br><input type="text"/> |
| * 3. Date Received:<br>08/24/2011  | 4. Applicant Identifier:<br><input type="text"/>   |  |
| 5a. Federal Entity Identifier:<br><input type="text"/>   | 5b. Federal Award Identifier:<br><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: Northwestern University Settlement Association  |  |  |
| * b. Employer/Taxpayer Identification Number (EIN/TIN):<br>36-2167818  | * c. Organizational DUNS:<br>0797613910000   |  |
| <b>d. Address:</b>   |  |  |
| * Street1: 1400 West Augusta Boulevard   | Street2: <input type="text"/>  |  |
| * City: Chicago  | County/Parish: Cook  |  |
| * State: IL: Illinois  | Province: <input type="text"/>   |  |
| * Country: USA: UNITED STATES  | * Zip / Postal Code: 60642-3939  |  |
| <b>e. Organizational Unit:</b>   |  |  |
| Department Name:<br><input type="text"/>   | Division Name:<br>Rowe Elementary Charter School   |  |
| <b>f. Name and contact information of person to be contacted on matters involving this application:</b>  |  |  |
| Prefix: Mr.  | * First Name: Ron  |  |
| Middle Name: <input type="text"/>  | * Last Name: Manderschied  |  |
| Suffix: <input type="text"/>   | Title: President   |  |
| Organizational Affiliation:<br>United Neighborhood Centers of America, INCS  |  |  |
| * Telephone Number: 773-278-7471   | Fax Number: 773-278-7536   |  |
| * Email: rmanderschied@nush.org  |  |  |

**Application for Federal Assistance SF-424**

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

M: Nonprofit with 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:**

Planning, Program Design and Initial Implementation Funding for Rowe Elementary Charter School, a Chicago Public School in the City of Chicago.

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="200,000.00"/> |
| * 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="200,000.00"/> |

**\* 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

Northwestern University Settlement Association

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                      |                    |                    |                    |                    |                    |            |
| 2. Fringe Benefits                |                    |                    |                    |                    |                    |            |
| 3. Travel                         |                    |                    |                    |                    |                    |            |
| 4. Equipment                      |                    |                    |                    |                    |                    |            |
| 5. Supplies                       | 135,000.00         | 135,000.00         | 135,000.00         |                    |                    | 405,000.00 |
| 6. Contractual                    | 65,000.00          | 65,000.00          | 65,000.00          |                    |                    | 195,000.00 |
| 7. Construction                   |                    |                    |                    |                    |                    |            |
| 8. Other                          |                    |                    |                    |                    |                    |            |
| 9. Total Direct Costs (lines 1-8) | 200,000.00         | 200,000.00         | 200,000.00         |                    |                    | 600,000.00 |
| 10. Indirect Costs*               |                    |                    |                    |                    |                    |            |
| 11. Training Stipends             |                    |                    |                    |                    |                    |            |
| 12. Total Costs (lines 9-11)      | 200,000.00         | 200,000.00         | 200,000.00         |                    |                    | 600,000.00 |

**\*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)?

|   |  |  |
|---|--|--|
| <p>* Name of Institution/Organization</p> <p>Northwestern University Settlement Association</p> | <p>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.</p> |  |
|---|--|--|

**SECTION B - BUDGET SUMMARY  
NON-FEDERAL FUNDS**

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

**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.

|  |                                    |
|--|------------------------------------|
| * SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL<br><br>David Biele               | * TITLE<br><br>President           |
| * APPLICANT ORGANIZATION<br><br>Northwestern University Settlement Association | * DATE SUBMITTED<br><br>08/24/2011 |

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

**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><br><input type="text" value="Department of Education"/> | <b>7. * Federal Program Name/Description:</b><br><input type="text" value="Charter Schools"/><br>CFDA Number, if applicable: <input type="text" value="84.282"/> |
|--|--|

|  |  |
|--|--|
| <b>8. Federal Action Number, if known:</b><br><input type="text"/> | <b>9. Award Amount, if known:</b><br>\$ <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:

|                          |  |
|--------------------------|--|
| <b>Federal Use Only:</b> | Authorized for Local Reproduction<br>Standard Form - LLL (Rev. 7-97) |
|--------------------------|--|

PR/Award # U282B110091

### 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.**

|  |                |                   |                 |
|--|----------------|-------------------|-----------------|
|  | Add Attachment | Delete Attachment | View Attachment |
|--|----------------|-------------------|-----------------|

---

## 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><br><input style="width: 90%;" type="text" value="Northwestern University Settlement Association"/> |  |
| <b>* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE</b>   |  |
| Prefix: <input style="width: 50px;" type="text" value="Mr."/>  | * First Name: <input style="width: 150px;" type="text" value="Ron"/> Middle Name: <input style="width: 150px;" type="text"/> |
| * Last Name: <input style="width: 300px;" type="text" value="Manderschied"/>   | Suffix: <input style="width: 50px;" type="text"/>  |
| * Title: <input style="width: 250px;" type="text" value="President"/>  |  |
| * SIGNATURE: <input style="width: 300px;" type="text" value="David Biele"/>  | * DATE: <input style="width: 150px;" type="text" value="08/24/2011"/>  |

Close Form

SUPPLEMENTAL INFORMATION  
REQUIRED FOR  
DEPARTMENT OF EDUCATION GRANTS

**1. Project Director:**

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

Mr. Ron R. Manderschied

Address:

\* Street1: 1400 W. Augusta Blvd

Street2:

\* City: Chicago

County: Cook

\* State: IL: Illinois

\* Zip Code: 60642

\* Country: USA: UNITED STATES

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

773-278-7471 773-278-7536

Email Address:

rmanderschied@nush.org

**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:

Northwestern Settlement nurtures, educates, and inspires children and families in need, empowering them to take personal responsibility and attain self-sufficiency. Since its founding in 1891, Northwestern Settlement has served Chicago’s West Town community by offering comprehensive, “wrap-around” services that fit the holistic needs of our ‘neighbors’. Last year, our staff and volunteers served 38,000 neighbors, through more than 70 programs focused on education, social services and the arts. Currently, Northwestern Settlement offers Educational programming, including: *Rowe Elementary School, Head Start* and *ESL Classes*; Social Services programming, including: *Food Pantry, Emergency Services Program*, and Arts programming, including *Adventure Stage Chicago* theater program and *Neighborhood Bridges* community and school outreach program.

To address the lack of quality educational options in West Town, Northwestern Settlement, in partnership with Bain & Co., the global management consulting firm, and Exelon Corporation, opened Rowe Elementary School in 2009. During the 2011-2012 school year, Rowe will serve 350 “scholars” in grades K – 4, and will add one additional grade each successive school year until reaching grades K – 8.

Rowe’s mission is to prepare all of its K-8 scholars to succeed in and graduate from college. The school delivers an academically rigorous curriculum, infused with the Settlement’s unique socially and emotionally supportive social service programs, accessible to students and families. Serving a diverse, underserved community lacks educational options that successfully prepare students for college, Rowe strives is to instill the college mindset and holistically prepares “scholars” and their families to achieve a college diploma. Rowe objectives include: 80% Mastery in Literacy and Math school-wide; 100% college prep high school acceptance rate for of 8<sup>th</sup> graders; and 100% of families believe their children will attend college. The Settlement has extensive experience achieving bold education and student achievement goals, having co-founded Noble Street Charter School in 1997 and operating it through 2008, during which time it achieved its reputation as one of our nation’s premier charter schools.

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**Ron Manderschied, (Project Director) -** 1400 W. Augusta Blvd. Chicago, IL 60642 773-278-7471; [rmanderschied@nush.org](mailto:rmanderschied@nush.org)

**Illinois State Board of Education (SEA)** 100 W. Randolph, Suite 14-300 Chicago, IL 60601

## Project Narrative File(s)

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

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## **Project Narrative Section 1: Competitive Preference Priorities**

### **Priority 1: Improving Achievement and High School Graduation Rates – High Poverty Schools**

Northwestern Settlement and Rowe operate in Chicago's West Town community. Over 80% of Rowe students live in West Town, which is home to 87,435 residents (3% of Chicago's total population). According to the 2000 census, 33% of West Town families have incomes below \$23,000, 26% lower than the Chicago median and 39% lower than the national median; however, only 6% of West Town residents receive welfare assistance - most families fall into the category of "working poor." About 92% of the children attending high school in the community are from low-income families.

Forty-seven percent of West Town residents are Hispanic (one of the largest concentrations in Chicago), 41% are White/non-Hispanic (predominately ethnic white/immigrant –Polish and Ukrainian), 10% are Black/non-Hispanic, and 2% are Asian. Roughly, 1/3 of adults over 25 do not have a high school diploma, and neighborhood high school graduation rates are below 70%.

Scholars at Rowe reflect the diverse, challenged community which the school serves:

- 60% of scholars are Latino
- 35% African American
- 5% other
- 60% are male/40% female
- 85% qualify for free or reduced lunch

Addressing the needs of an underserved community, local elementary schools are underperforming, and parents have few options.

### **Priority 1: Improving Achievement & High School Graduation Rates – English Language Learners**

The majority of West Town residents are immigrants and/or migrants. Twenty-three percent of the neighbors are foreign born and 10% of those individuals entered the U.S. after 1990. Fifty-two percent of residents speak another language, and 25% do not speak English well. In 2001, 23% of West Town

elementary school students were “English Language Learners.” The primary languages spoken are English, Spanish, Polish, and Ukrainian.

**Priority 1: Improving Achievement and High School Graduation Rates – Students with disabilities**

Rowe Elementary School serves a predominately low-income, minority community. Rowe has a strong set of core values that it stresses on a daily basis. These are centered around Pride, Honor and Success. Regarding honor, Rowe believes in the equality of all students, and has created a culture of inclusion, diversity and acceptance. Rowe also communicates the following beliefs throughout the entire Rowe community (core values): Pride, Success and Honor. Related to scholars with special needs, the following strategies are employed:

- *Know who the scholars with exceptional needs and/or special education services are:* Teachers will be given a list of all scholars in their classroom with exceptional needs and/or special education services by the Director of Special Education. It is expected that teachers and co-teachers be able to address concerns that the scholars or their parents have regarding their performance in the class in connection to their needs and/or services.
- *Be familiar with each scholar as an individual and be aware of how their exceptional needs impact their progress and performance in your class:* There may be a wide range of exceptional needs among the scholars, including pervasive developmental disorders, dyslexia, ADHD, emotional disorders, and medical illnesses that have resulted in impairments. The Director of Special Education will provide teachers with information regarding the nature of our scholars’ needs and ways that these can be addressed in the classroom setting.
- *Collaborate:* It is expected that teaching teams and the Director of Special Education will collaborate in all facets of the educational process, including: 1) assess scholar strengths and weaknesses and discuss ways that knowledge of these could be used to increase effectiveness of classroom instruction for this scholar, 2) determine appropriate goals and outcomes for the class, 3) design intervention strategies and implement them, and 4) evaluate scholar progress. Additionally, it is expected that teaching teams will work with the Director of Special Education

to implement modifications as required by a scholar's Individualized Education Plan ("IEP"). On a weekly basis, teaching teams and the Director of Special Education and/or special education teacher are expected to meet and collaborate regarding special education support in the classroom (as determined by a scholar's IEP), grading assignments, modifying instructional plans, and requesting parent/administrator conferences. Weekly Collaboration Meetings are discussed with more detail in the Instructional Handbook.

- *Provide quality instruction, modified curriculum and high expectations:* Scholars with exceptional needs and/or special education services must be given access to the general curriculum. Teachers should develop their scope and sequence, in collaboration with the Director of Special Education and/or special education teacher, to teach targeted skills in a way that scholars receiving special education services can be successful. The Director of Special Education will give teachers a summary of each scholar's IEP and will collaborate with teaching teams during the Weekly Collaboration Meetings to include a list of modifications that must be made in classrooms, and a list of strategies for ways to teach to each scholar's strengths.
- *Assume responsibility for scholars with exceptional needs:* General education teachers are accountable for effectively educating scholars with exceptional needs and/or special education services, just as they are accountable for the success of general education scholars. Scholars with exceptional needs and/or special education services are not the sole responsibility of the Director of Special Education and/or the special education teacher. The grading, record keeping, curriculum development, parent contact, assessment and discipline of scholars with special needs are the responsibility of all the teachers assigned to a classroom. The Director of Special Education and the special education teacher will provide push in services in the general setting. Special Education team members and all teaching teams are encouraged to work together to divide responsibilities for all scholars in the given class, with both teachers being responsible for general education and special education scholars. When providing services in the classroom, scholars with exceptional needs and/or special education services should never be set aside to

work exclusively with the Director of Special Education and/or the special education teacher, unless the scholar's IEP dictates one-to-one instruction with a special education teacher or direct special education services in a separate location. Additionally, the Director of Special Education and/or the special education teacher are never to be expected to be the sole disciplinarians of scholars with exceptional needs in a classroom or any other school setting.

- *Participate in the development of IEPs and 504 Plans:* All general education teachers will be expected to participate in the development of a scholar's IEP, because their input is necessary and beneficial to best meet a scholar's needs in the general education classroom and because it is required by law.
- *Be an advocate for and an active practitioner of true inclusion of scholars with exceptional needs.* Though it will take time and consistent effort to create a lasting paradigm shift, it is the long-term goal that the ableism characteristic of the provisions for special education services within the public education system in the US will be eliminated at Rowe Elementary School.

### **Priority 2: Promoting Diversity**

Serving the diverse West Town community, Northwestern Settlement is an equal opportunity employer and service provider. The organization embraces the value of diversity and provides equal employment and opportunity to all who work at Northwestern Settlement and serve the community. Northwestern Settlement recognizes and celebrates the value of all people, regardless of race, color, age, religion, nationality, gender, disability, sexual orientation, veteran, status, marital status or membership in any protected group. We are currently in total compliance with and embrace all federal, state and local laws.

Recruiting scholars to attend Rowe is largely achieved by grassroots community outreach, with an extensive focus on reaching places where families naturally gather. Some of these efforts included:

- ***West Town Community Presentations:*** Northwestern Settlement conducts school information sessions and/or distributes flyers and applications throughout the West Town neighborhood,

including workplaces, community centers, Head Start programs, childcare facilities, community festivals, Laundromats, and homeless shelters. Ads have been placed on CTA buses that run through the community and fliers were placed on cars Sunday mornings on a regular basis.

- ***Creating Materials In Spanish and English:*** Due to the large number of individuals and families in West Town and the surrounding neighborhoods whose primary language is Spanish, the Settlement creates and distributes all informational and promotional materials in both English and Spanish.

We also use several methods to ensure that children from diverse groups have equal access to a Rowe Elementary School education. The first of these is our process of admitting scholars through a blind lottery with no regard to disabilities, testing, grades, or any other criteria. The lottery is only held if the school is oversubscribed. Parents and students are encouraged to attend an informational session at the school prior to the lottery. These sessions include presentations on the school and question/answer opportunities. Families must fill out applications for the lottery in order to participate, but the application is not be “ranked” in any way.

The lottery, when needed, is conducted shortly after the application deadline, on a date approved by CPS. Rowe offers enrollment to the first names drawn, then assigns waitlist numbers in the order drawn. After all names are drawn, a waiting list is published, assuring the list is comprehensive and that the fairness and integrity of the lottery process is maintained. Applications received after the lottery deadline are added to the end of the waitlist. While we recruit primarily in the West Town community, the lottery is open to any family in the city of Chicago. Student confidentiality is maintained and preference is established for siblings. After the incoming student body is finalized, home visits are organized to introduce ourselves to each individual family prior to the start of the school year, and further “word-of-mouth” throughout the community

We also ensure diversity through a school design based on models successful in populations with high proportions of students in ‘at-risk’ situations, like truancy, poverty, behavioral issues, and low academic achievement. Amongst other supports, the model provides for two Deans of Students and a

full-time social worker, who identifies students and families in need of additional services and connect them to programs offered by Rowe, the Settlement and/or other referral partners. The deans and the social worker are also responsible for ensuring all scholars, including those at-risk and/or underserved, have equal access to all parts of Rowe's education program, including but not limited to, enrichment classes, tutoring, field trips, and special programs. The Deans of Students solicit the participation of the families of at risk/underserved scholars, and make all reasonable accommodations in compliance with applicable laws.

Rowe believes firmly that every person has value, and has a right to pursue their limitless potential. Though Rowe focuses on an underserved community, it does not patronize, and believes in the equality of all: teacher, staff, scholar, parent or supporter. Diverse values at Rowe synergize in an Honor Code, which staff, faculty and supporters adhere to:

*We treat everyone with respect and dignity. We look first for assets in everyone we see. We are dedicated to strengthening our ability to address the social and emotional needs of our scholars by committing to staff development and training days.*

*We are polite, respectful and friendly to scholars, staff, parents, and guests, especially when they are unhappy. We assume that staff, parents, and guests are right and well-intentioned unless proven otherwise. We do not discuss scholars, parents, staff or visitors in a negative way or gossip about them. We expect staff, parents, and guests to treat us with respect and take action by politely confronting disrespectful behavior or reporting it to an administrator.*

*We are punctual, keep our appointments and communicate if we will be late or need to reschedule. We work with integrity. We report all information accurately, whether good or bad. We admit to errors and look to correct them.*

*We operate with a high level of integrity in all dealings with scholars, staff, parents, vendors, and guests. We follow all eligibility rules for competitive activities, sports and other clubs and don't compromise our values for outcomes.*

### **Priority 3: Improving Productivity**

**Curriculum** as developed in partnership with Bain & Co. Rowe Elementary School's innovative approach was developed in collaboration with Bain & Co. The consultants with Bain donated more than \$3M in pro bono time conducting extensive research to develop the Rowe curriculum. In the process, the Bain consultants identified "best practices" from the top charter elementary schools in the country. Highlighted innovative processes developed by Bain & Co. and implemented at Rowe include:

- Bain & Co.'s proprietary curriculum that focused a scholar ACT score of "25", and "retro-engineered" a curriculum to each grade level (including Kindergarten) to achieve the goal
- Development of proprietary evaluation and reporting tools
- Use of "real-time" data to course correct
- A longer school day and year; more time spent on instruction
- A lead teacher and co-teacher in every classroom
- Grade level teams that collaborate on data analysis and instruction, grade-level culture, cross-grade-level collaboration, and parent engagement
- Weekly teacher professional development built into the model

**Technology:** Rowe is in the process of implementing a progressive technology plan, that links the mission goals of scholar college graduation with community needs like the "digital divide". Rowe's *Center for Global Engagement* will facilitate better teaching, and prepare scholars for college and the global economy by creating means for learning that transcend the space, time, instructional and financial limitations of that plague inner city schools. Beyond hardware, software and infrastructure, the Center will integrate technology and innovation into all core courses, seamlessly and organically. The Center will function with the following foci:

- **Distance Learning** - Enables access to learning for "teachers" and "learners" separated by time and distance, while managing cost associated with increased course offerings

- **Differentiated Instruction** - Provides students with different avenues to acquiring content; to processing, constructing, or making sense of ideas; and to developing teaching materials enabling all students to learn effectively, regardless of differences in ability
- **Global Resources** – Cloud computing provides access to resources previously unattainable due to cost and space; virtual shared libraries, shared software, community clouds (to allow multiple schools/organizations to share infrastructure virtually and spread costs), virtual field trips, campus visits, seminars, etc.
- **Instructional Excellence** – Better teachers enable higher levels of academic achievement for children; unique professional development opportunities expose teachers to a broad pallet of instructional models and aid in support and retention

|   |
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| <b><u>Narrative Section 2: Application Requirements</u></b> |
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**Educational Program - Enabling students to meet state academic achievement standards**

The lack of quality schools in the West Town neighborhood has plagued the community for decades; the result has been systemic poverty, homelessness, crime and unemployment. In West Town:

- The median household income is below \$23,000 per year (60% below the Chicago avg)
- 90+% of all local students are “low income”; 1/3 of adults over 25 are “drop-outs”
- At West Town’s Wells Community Academy, the average ACT score is 15; only 8% of students meet state standards
- 23% are foreign born; 52% of residents speak another language, and 25% are not fluent English speakers

Northwestern University Settlement Association (Northwestern Settlement) is a place-based, cross-disciplinary agency that has existed for 120 years to address the complex needs of West Town, and the surrounding west side community. Northwestern Settlement believes that these needs are best addressed through a comprehensive approach that has education at the forefront of community revitalization; but also integrates social services, basic human needs, computer literacy, access to the arts and resources to

address homelessness, crime and poverty as well. To achieve these goals, Northwestern Settlement focuses on the following key elements:

- Community engagement at all levels, from neighbors at risk to elected officials
- Critical partnerships that leverage the ability to deliver transformative services
- Focus on data and results to optimize programs and impact
- Strong, community-based leadership
- Alignment of resources

To address the need for community revitalization through education, Northwestern Settlement opened Rowe Elementary School (Rowe) as a CPS contract school under the Renaissance 2010 program in September 2009. Northwestern Settlement has a 120 year in the community in education, and had previously co-founded and managed the Noble Street Network of Charter Schools. In November 2009, the school was approved for charter conversion. During the upcoming 2011-2012 school year, Rowe will function as a “community school”, serving 350 students (scholars) in grades K – 4, and will add one additional grade level each successive school year until growing to grades K – 8. Northwestern Settlement choose this more financially challenging grade-level per year growth model to better enculturate its student “scholars”.

The mission of Rowe is to prepare all of its K-8 scholars to succeed in, and graduate from, college. This will be done by cultivating the expectation of college success from kindergarten. To accomplish this, Rowe:

- Conducts a longer school day and year than traditional, local public schools
- Employs a teacher and co-teacher in every classroom
- Fosters a unique, college focused culture
- Delivers an academically rigorous curriculum, created in partnership with Bain & Co.
- Infuses Northwestern Settlement’s unique socially and emotionally supportive wrap around programs that serve scholars, families and the community
- Engages the community to support and assist learning

The vision of Rowe is to instill the college mindset from inception, and holistically preparing both ‘scholars’ and parents to successfully navigate the long road to college graduation. This starts with the high expectation that 100% of eighth graders are accepted into college prep high schools, and 100% of families believe their children should go to, and can succeed, in college.

Rowe is unique because of its singular partnerships that address its core values of community engagement, curricular excellence and family support systems.

- The integration of Northwestern Settlement’s strong family support social service programs in the areas of after school support, basic human needs delivery and arts exposure are designed to impact scholars, families and the community
- The partnership with Bain & Co., the global management consulting firm which developed the Rowe model and continues to provide leadership, support and performance monitoring
- Community engagement is a major component of Rowe’s approach; the corporate and philanthropic communities joined with Rowe parents to contribute more than 850 volunteer hours during the last school year, all focused on scholar achievement in math and reading.

**Support Services:** The social and emotional needs of scholars must be met for them to meet state academic achievement standards. In order to address these needs, Rowe provides scholars and their families with easy access to a wealth of Northwestern Settlement programs and services. Since its founding in 1891, Northwestern Settlement has served the West Town community by offering “wrap-around” services that fit the holistic needs of those we serve (our ‘neighbors’). Through more than 70 programs and services, Northwestern Settlement staff and volunteers serve 38,000 neighbors each year, through educational and social service programming, and through the award-winning, nationally recognized *Adventure Stage Chicago* theatre.

Currently, Northwestern Settlement offers Educational programming, including: *Rowe Elementary School* (charter), *School Age Program* (after school), *Head Start* (pre-school program), *ESL* (English as a Second Language/adult literacy); Social Services programming, including: *Food Pantry*, *Emergency Services Program*, *AmeriCorps* community services, *Golden Agers* senior citizen’s club,

*House In The Wood* , a year-round residential camp for inner city children; and Arts programming, including *Adventure Stage Chicago* theater for young audiences, *Neighborhood Bridges* community and school outreach program and a community art gallery.

All programming is interwoven to provide a continuum of services targeted to impact the entire community, from birth to seniors; women, children and families; multi-racial/multi-ethnic; through myriad means (education, social services, the arts and key referral partnerships). The continuum enables immediate assistance for short-term crises, support to break the long-term cycle of poverty, and access to a network of additional services. This combination of programs and services helps meet the broader, holistic needs of families units, and allows scholars and families to focus on education and achievement, alleviating the impact of hunger, joblessness, isolation and other social challenges. These services are also part of a larger continuum of services

**Curriculum:** Rowe Elementary School’s curriculum was designed to meet and surpass state academic achievement standards, today and in the future. Rowe’s innovative curricular approach was developed in collaboration with Bain & Co., which donated more than \$3M in pro bono time and services in conducting extensive research to develop the Rowe curriculum. Bain consultants identified “best practices” from the top charter elementary schools in the country. These were compiled, assessed, vetted and refined to form Rowe’s curriculum and culture. In this process, Bain consultants determined that to be prepared for college and achieve college success, Rowe scholars would need to achieve a minimum score of “25” on their ACT test. To ensure the attainability of this goal, Bain started with a 25 ACT score and “retro-engineered” Rowe’s curriculum backward to kindergarten. Rowe kindergarteners today are learning what they will need in order to excel on the ACT and make the college dream a reality in 2027. Bain consultants remain actively involved in the ongoing compiling and analysis of performance data.

The Rowe curriculum is academically rigorous. Instructional content at Rowe is aligned to Rowe created standards for instruction. Combined experiences and a desire to provide the highest bar of

academic rigor drove founding instructional leaders at Rowe to develop Rowe standards, which serve two purposes:

1. Provide a comprehensive set of the learning that scholars need to attain within each grade level
2. Serve as a useful planning tool for teachers to establish their baseline for instruction.

Each Rowe learning standard is linked to assessment items so that teachers have a clear understanding of what scholars should be able to do as a result of mastering the learning standard. Rowe Elementary School will enable Rowe scholars to master the Illinois State Learning Standards incorporating the Common Core by linking each Illinois Learning Standard to a Rowe Strand (the structure through which further concepts, standards and measurable performance objectives are organized at Rowe).

Rowe learning standards are a compilation of the most specific and rigorous standards used throughout the country. Each Rowe standard is linked to its original source so that the integrity of the standard is maintained and that teachers can return to the standard source to seek clarification when necessary. In very few cases when a standard did not exist for a knowledge or skill that teachers deemed necessary for scholars to learn, an original "Rowe" standard was written.

Instruction at Rowe is standards based first as opposed to curriculum based. This means that instruction is based primarily in what scholars need to learn, not based on a set of curricular learning activities. This means that scholars are held to the highest standards for achievement regardless of curricular programs used. Curricular program choices are selected based on what aligns most closely to Rowe's standards for instruction.

- ***Reading & Language Arts:*** For reading and language arts, Rowe follows a balanced literacy model. Teachers use a canon of authentic children's literature for read alouds, big books and poems for shared reading and Reading Mastery for phonics and phonemic awareness instruction.
- ***Math:*** For math, Rowe follows a standards-based long-term plan that groups standards into units of study and logically orders them throughout the school year. Rowe uses Saxon math curricular

resources and aligns this with the standards-based long-term plan. Teachers also rely on Rowe created curricular materials that align with the long-term plans.

- ***Social Studies:*** In Social Studies, Rowe relies on the Core Knowledge sequence which outlines the most important learning for scholars within each grade level. Rowe follows a standards-based long-term plan that groups standards into units of study and logically orders them throughout the school year. Teachers supplement the Core Knowledge sequence with self made materials as well as outside resources.
- ***Science:*** Rowe relies on the Core Knowledge sequence which outlines the most important learning for scholars within each grade level. Rowe follows a standards-based long-term plan that groups standards into units of study and logically orders them throughout the school year. Teachers use FOSS science materials aligned to the science long term plans to ensure scholars have a rich and unique science experience.
- ***Drama:*** In drama, Rowe relies on a standards-based long-term plan that groups standards into units of study and logically orders them throughout the school year. This long-term plan is aligned to Illinois Learning Standards. Curricular materials are selected based off of how they fit in the units of study.
- ***Physical Education:*** In Physical Education, Rowe relies on a standards-based long-term plan that groups standards into units of study and logically orders them throughout the school year. This long-term plan is aligned to Illinois Learning Standards. Curricular materials are selected based off of how they fit in the units of study.
- ***Music:*** In music, Rowe relies on a standards-based long-term plan that groups standards into units of study and logically orders them throughout the school year. This long-term plan is aligned to National Music Standards and Illinois Learning Standards.
- ***Social Emotional Learning (SEL)*** Curricular materials are selected based off of how they fit in the units of study SEL at Rowe provides instruction of the three Illinois SEL Goals, which group standards according to the goal. The Illinois SEL Goals progress in a logical order of social and

emotional development although instruction and learning of standards are not necessarily linear. Instruction and curricular materials are aligned to Illinois Learning Standards and Rowe's SEL Vision.

- **Literacy:** Rowe believes that a balanced literacy approach is comprehensive; research shows that many children do better when they have several strategies to achieve one goal. Balanced literacy gives scholars multiple opportunities to learn how to read in a variety of ways every day. Balanced literacy is not a one-size fits all approach. This gives the classroom teacher the opportunity to provide literacy instruction targeted at each scholar's independent and instructional level.

Instructional strategies are employed in the context of an extended school day and are supported by Rowe's rigorous interim assessment regiment, which includes STEP and Terra Nova testing. Consistent with the focus on early literacy, among some of the instructional strategies employed, are leveled reading groups, journaling and after-school tutoring and remediation programs. In the K-2 classrooms, teacher aides support small group reading, and support small group instruction for grades 3-5 later in the day. School processes ensure teachers are delivering differentiated instruction, including frequent unannounced principal observations, grade-level discussion meetings, and ongoing review of interim assessment data. Additionally, projects are required for graduation from 4<sup>th</sup> and 8<sup>th</sup> grades.

While Rowe recognizes that there are multiple instructional strategies that can be incorporated for a variety of classroom activities and lesson plans, Rowe primarily uses direct instruction, small group instruction, independent study, and interactive instruction to execute the curriculum.

**School Culture:** Culture is critical to fulfilling the mission to prepare scholars for college graduation. Rowe's school culture supports the mission by:

1. Cultivating a college mindset
2. High expectations and academic rigor
3. Social and emotional support for scholars and families.

Rowe's culture is also designed to create comradery, focus on common goals and remove distractions, all of which link directly back to achievement success.

**Cultivating a college mindset.** The process of developing within scholars the desire to attend college happens over time. It begins with messaging to scholars and families during recruitment and continues beyond graduation. Rowe re-enforces a college-bound focus through:

- Classrooms named after colleges and universities; classes identified by college graduation year (e.g. "Class of 2023"),
- Use of college-infused language (spoken, posters, artwork, bulletin boards, pennants, etc)
- Guest speakers and college visits

As grades levels are added each year, Rowe will further strengthen the college-centered culture by:

- Maintaining a college Readiness Counselor to integrate messaging throughout the school
- Implementing an annual college retreat (starting at third grade) to the Settlement's House In The Wood residential camping facility
- Convening bi-weekly "Getting to College" course for 7<sup>th</sup> and 8<sup>th</sup> graders, to develop skills necessary for high school and college success.

**High Expectations & Academic Rigor:** Setting high expectations and maximizing every minute of the school day are critical elements of school culture. Rowe establishes this environment through placing instructional focus on literacy and math and premising Rowe's educational program on an extended day/extended year model. Integrated literacy and math concepts highlight the focus on maximizing time on task. After-school programs utilize existing Settlement activities, such as *Doorway to Knowledge*, modifying the content to align with school curriculum objectives. The school works actively to remove distractions from the school day by requiring uniforms, establishing transition routines, and utilizing language that reinforces the "Rowe way of doing things."

Students have access to great teachers and all stakeholders are expected to align to high expectations. Rowe focuses energy and resources on recruiting the best teachers, developing quality professional development programs, incorporating 360-degree feedback, and building a data-driven

culture that relies on real-time information to course correct. Families are expected to support their child’s education symbolized in a family agreement they must sign which lists specific responsibilities, such as ensuring their child is on time and providing space for homework, they must fulfill.

**Social and emotional support:** Rowe scholars must develop positive social behaviors to succeed in school and beyond. Rowe’s clear discipline policy links actions and consequences, as the student creed outlines critical values like respect, confidence, and integrity that the students recite each morning.

Other programs reinforce social and emotional goals, including Morning Meeting, annual House in the Wood trips which include a life skills component teach students life skills, a student greeter program to welcome visitors and build interpersonal skills, and monthly town hall meetings to celebrate positive behaviors, and a 15 minute daily SEL activity. Further, Rowe has a Peer Mediation program where students help each other work through problems. Rowe’s two Deans of Students and full-time Social Worker take lead roles in designing, administering, and supporting social emotional programs.

**Instruction Time:** The following are total weekly minutes of instruction per grade by subject.

| Grade            | K   | 1   | 2   | 3   | 4   | 5   | 6   | 7   | 8   |
|------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| Literacy         | 930 | 930 | 945 | 810 | 810 | 780 | 780 | 555 | 555 |
| Math             | 375 | 375 | 375 | 450 | 450 | 540 | 555 | 540 | 555 |
| Science          | 90  | 90  | 90  | 180 | 180 | 180 | 180 | 180 | 180 |
| Soc. Studies     | 90  | 90  | 90  | 180 | 180 | 180 | 180 | 180 | 180 |
| Foreign language | 0   | 0   | 0   | 45  | 45  | 45  | 45  | 90  | 90  |
| Specials         | 510 | 510 | 510 | 330 | 330 | 270 | 255 | 450 | 395 |

**School Year:** Rowe follows an extended school year model that spans from early September to late June (September 7<sup>th</sup> – June 25<sup>th</sup> for the 2009 – 2010 school year). Rowe observes all CPS holidays and includes a two week break in the winter and one week break in the spring, which provides us with 176 instructional days, 15 days for exams, and 6 for class trips/enrichment activities.

**Professional Development:** Rowe’s professional development program is a crucial element strategy to attract, select, develop, evaluate, and retain high quality teachers. Rowe maintains flexibility in the program to enable it to adapt from year to year based on faculty needs, as evidenced by interim assessment data and direct faculty feedback but the overall goals of the program (increasing teacher effectiveness, retaining effective teachers, and creating a supportive, collaborative working environment) remain constant. A Leadership Team consisting of the Principal, Director of Assessment and Professional Development, and the Lead Teachers provides program guidance.

**Educational Program –Grade Levels of Students Attending**

Rowe Elementary School opened in September 2009 serving grades K – 2 and is in the process of adding one additional grade level each school year until it reaching grades K – 8. During the 2011 – 2012 school year, Rowe will serve grades K – 4.

**Educational Program –Curriculum & Instructional Practices**

Rowe’s mission promises delivery of an academically rigorous curriculum. Combined experiences and a desire to provide the highest bar of academic rigor drove founding instructional leaders at Rowe to develop Rowe standards. Rowe learning standards provide benchmarks for the learning scholars will attain within each grade level and serve as tools for teachers to establish instructional baselines.

Each Rowe learning standard is linked to assessment items, so that teachers have a clear understanding of mastering the learning standard means for scholars. Rowe learning standards are a compilation of the most specific and rigorous standards used throughout the country. Each Rowe standard is linked to its original source so that the integrity of the standard is maintained and so that teachers can return to the standard source to seek clarification when necessary.

**Rowe Elementary School – Learning Standards Sources**

**Literacy**

- Illinois Learning Standards
- Continuum of Literacy Learning
- Core Knowledge Learning Standards

- *TerraNova3*

**Science**

- Illinois Learning Standards
- Core Knowledge Learning Standards

**Social Studies**

- Illinois Learning Standards
- Core Knowledge Learning Standards

**Math**

- Illinois Learning Standards
- New York Learning Standards
- National Council for Teachers of Mathematics Learning Standards
- Core Knowledge Learning Standards
- *TerraNova3*
- Saxon Math

**Writing, Fine Arts, Social & Emotional Learning, Physical Ed.**

- Illinois Learning Standards

***Curriculum Overview:*** Instruction at Rowe is standards based, as opposed to curriculum based. Instruction is based primarily in what scholars need to learn, not based on a set of curricular learning activities. Scholars are held to the highest standards for achievement regardless of curricular programs used.

***Backwards Design and Data Driven Instruction:*** Instructional planning at Rowe is rooted in backwards planning, characterized as planning instruction that will lead scholars to meet specific academic goals within a school year. Teachers determine what knowledge and skills scholars need to acquire within an academic year, and then set a vision for scholar learning, selecting corresponding assessments that will indicate scholar mastery.

***Interim Assessment Data Analysis Days:*** Interim Assessments are administered at the end of each academic quarter. Instructional leaders participate in a full data analysis day; determine scholar actions contributing to results, teacher actions contributing to these results and develop action plans to shift gaps in scholar mastery.

***Professional Development:*** Rowe highly values the professional development of team members, in developing strengths and leveraging these strengths for the overall improvement of the team. Every Friday Rowe dismisses at 1:30 and holds professional development from 2:00 – 5:00 pm.

### **Charter School Management**

Northwestern University Settlement Association (Northwestern Settlement) has a strong history of developing high performing charter schools, having co-founded the Noble Street Network of Charter Schools (Noble). Northwestern Settlement founded and currently manages Rowe Elementary School (charter). The array of support services Northwestern Settlement provides Rowe scholars and their families is a unique and crucial element of the school's success. For 120 years, the Settlement has nurtured, educated, and inspired children and families in need, empowering them to take personal responsibility and attain self-sufficiency. Since its founding in 1891, by leaders of Northwestern University, Northwestern Settlement has served Chicago's West Town community by offering "wrap-around" services that fit the holistic needs of those our 'neighbors'. Through more than 70 programs and services, Northwestern Settlement staff and volunteers serve 38,000 neighbors each year..

**A Track Record of Charter School Success:** Northwestern Settlement brings significant experience providing charter school management to Rowe Elementary through its 8 years managing Noble Street Charter School, which it co-founded with two Chicago Public School teachers. The school opened in 1999 and quickly established its reputation as one of the nation's premier charter schools. For more than a decade, Noble Street has delivered an outstanding public education experience to low-income high school students—96% of Noble Street graduates enrolled in college in 2010 for the past two years its students have had the highest ACT scores among Chicago open enrollment schools.

Northwestern Settlement's played a central role in Noble Street's success during its crucial start-up years through its solid fiscal and operational management, which enabled Noble educators to

focus on academics and provided the school a framework in which it could thrive. The Settlement's Board of Directors obtained the charter to open the school, led fundraising efforts, secured bond financing, provided the property upon which to construct the original campus, and working with Noble Street board leadership, appointed the school's director annually. The Settlement's Business Office, led by Business Director Edison Ureña, managed all back-office financial and human resource support and activities. During Mr. Ureña's tenure, the school had no audit exceptions, and it met 100% of its required reporting schedules. Additionally, Settlement President Ron Manderschied both helped co-found the school and served as its President and CEO, deeply involved with all aspects of strategic oversight and management throughout his 9 year tenure.

Due to the school's overwhelming success and the continued high demand for quality public education in Chicago (currently more than 3,000 students are on Noble Street's waiting list), Noble Street developed a business plan for replication in 2006, which will lead to the establishment of 16 Noble Street campuses serving 10,000 students throughout Chicago by 2016. Once Noble Street began implementing the plan during the 2006-2007 school year, the governance of the school and the Settlement was separated. However, the Settlement continued to provide all back office functions for Noble Street through fiscal 2008, and still provides support services to students and families (the Settlement leases space to Noble)

**Developing Rowe Elementary School:** Once the separation with Noble Street was complete, Northwestern Settlement's board decided to move forward with the development of its second charter school. The Settlement partnered with Bain & Co. (a global management consulting firm) to create Rowe Elementary School. Working in cooperation with Northwestern Settlement, a research team from Bain used a data-driven approach to design and plan Rowe's educational curriculum, based on best practice research and close collaboration with school leadership.

In their research, Bain & Co. determined that there is no one right way to design a school. The high performing schools varied in many ways, with different missions, school cultures, leadership

styles, approaches to parent involvement, etc. However, there are some common themes across high performing schools that Bain & Co. incorporated into the Rowe model:

- Invest early in defining a mission that states goals and build a meticulous plan for how they will be achieved
- Build a leadership team that will pour themselves into the school and structure the team based on the people filling the roles
- Build an attractive, effective, and sustainable institution for teachers
- Structure the school to remove distractions

Bain & Co. continues to be closely involved with Rowe through extensive pro bono consulting support, hundreds of hours of Bain employee volunteer service, financial support, and the membership of Julie Coffman, a Bain & Co. partner, on the Settlement's Board of Directors. Mrs. Coffman is also Chairperson of the Elementary School committee.

Ron Manderschied and Edison Ureña, Northwestern Settlement's President and Business Director, led the initial Rowe Elementary School Planning Group. Both brought to the group extensive experience in successfully planning, coordinating, and executing non-academic school operations for Chicago charter schools through their work with Noble Street Charter School (later the Noble Network of Charter Schools). Prior to submission of the charter application to Chicago Public Schools (CPS), Ana Martinez-Dassow, founding principal for Rowe Elementary School and Lindsay Korn, founding Director of Operations for Rowe, joined the team to provide the expertise for curriculum, staffing and day to day operations of the new school.

In addition to above, the Planning Group also included **Julie Coffman**, (Bain & Co), **Christina M. Cisneros**, assistant principal at Frank D. Lanterman High School in Los Angeles, **Barbara Rouse**, an attorney and member of Northwestern Settlement's Board of Directors, and **Karen Strunk Taylor**, Dean of Students at Maine Township High School East in Park Ridge, Illinois.

**Planning Activities** – The Rowe Elementary School Planning Group met on a monthly basis through the school design process, and provided regular updates at each meeting of Northwestern

Settlement's Board. In order to ensure a successful school start-up and opening, Northwestern Settlement devoted a long period on planning activities to insure high degree of quality upon opening. During the planning period:

- Rowe's Principal Ana Martinez began work full-time on August 1, 2008.
- Northwestern Settlement President Ron Manderschied dedicated approximately 50% of his time on activities related to start up of the school, including fundraising and facility procurement, starting on July 1, 2008.
- Rowe's Director of Operations began working full time on set-up on January 1, 2009.
- Settlement back-office support was initiated on a part-time basis starting on January 1, 2009 including:
  - Business Director - 25%
  - Development Director - 25%
  - Grant Writer 25%
  - IT Director 25%
  - Accountant - 25%
  - AP/Compliance Clerk - 25%
  - HR Manager - 25%

**Rowe Opens:** Rowe Elementary School opened as a CPS contract school for grades K – 2 on September 8, 2009 under the Renaissance 2010 program. During its first year of operation, the school was housed within the campus of Golder College Prep, a campus of Noble Street Charter School. On November 23, 2009 the school was approved for charter conversion and it began its 2nd year of operation in its permanent home at 1324 N. Cleaver Street, a CPS facility that formerly housed a portion of Rudy Lozano Elementary School.

**Accountability:** A formal structure of chain of command and accountability exists to assure that Rowe Elementary School remains mission-focused. Rowe is directly accountable to the Board of Directors of Northwestern University Settlement, which has complete discretion to manage the affairs of the corporation, including the adoption of its budget, the selection of key leadership and the election of the Board's officers.

The Board of Directors also established the **Elementary School Committee**, a sub-committee whose primary role is setting strategic direction and policy for the School and making recommendations to the Board, during start-up, implementation and beyond. Northwestern Settlement President Ron Manderschied, School leadership and staff have authority over day-to-day decision making to prepare students to achieve Rowe's ambitious goals; the board committee provides strategic guidance and holds the leadership and staff accountable for results in this area.

The Elementary School Committee has 10 regularly scheduled meetings per year (monthly during the regular school year) and reports to the full Northwestern Settlement board 5 times per year. Special meetings of the Committee are called as needed by the Chair or any two committee members.

The Elementary School Committee is in the process of developing a comprehensive dashboard for regular reporting on key demographics and success factors. Once completed, this dashboard will present data in terms of benchmarked goals and comparisons with district, neighborhood and national results (where possible). The committee will also share these reports with the full Board of Directors and funders. The dashboard will serve as a vehicle to clearly establish performance objectives and oversee success of the school's educational program.

Regular meetings of the Elementary School Committee include reports from the Principal and at least one teacher who focus on an area of instruction. The Committee also hears a report from the PTA and reviews financial statements for the most recent period.

Rowe's in-school leadership team meets monthly to review achievement and operational data. This team is responsible for reviewing data across classes to identify trends, create instructional interventions, and recommend targeted development. Additionally, the board reviews the school's progress toward goals to add an additional level of accountability.

Rowe Elementary School in-school leadership is under the primary direction of the school's principal, Ms. Ana Martinez -Dassow, whose education career began with Teach For America (TFA) in 2002. As a TFA corps member, she taught elementary school within the Los Angeles Unified

School District. During this time, Ms. Martinez-Dassow earned a Masters in Elementary Education, a multiple-subject teaching credential with an endorsement in bilingual education, and an administrative credential through the state of California. In 2006, Ms. Martinez-Dassow joined the staff of Teach For America as the program director for TFA's Miami-Dade Region. In this role, Ms. Martinez-Dassow facilitated the professional development of 100 TFA corps members teaching all grade levels and content areas throughout Miami-Dade Public Schools. She next served as TFA's Director of Talent Recruitment and was responsible for fueling the organization with talent from the corps member and alumni base and managing multiple organizational teams. She served as a "Principal Intern" with the Noble Network of Charter Schools during Rowe's Panning Year, working directly with one of the campus principals to further hone her leadership and management skills and preparing for Rowe's opening.

As Principal, Ms. Martinez-Dassow is the school's instructional leader. When designing the school's organizational structure, its operations were purposefully separated from the principal's responsibilities to enable the principal to focus on instruction and classroom observations. Under Ms. Martinez-Dassow's direction, the following positions also contribute to the sound management and daily operations of the school.

- **Deans of Students** - Responsible for administration and documentation of student discipline, family support, and social emotional programs.
- **Dean of Instruction** - Responsible for curriculum development and teacher professional development.
- **Director of Operations** – Responsible for managing student recruitment, employee on-boarding, district, state, and federal compliance reporting, procurement, school logistics, and community, family, and volunteer partnerships; manages special events, calendars and schedules.
- **Director of Special Education** - Responsible ensuring Rowe Elementary School maintains an educational environment where special education scholars have the opportunity to meet and/or

exceed academic expectations with individualized supports and services while fulfilling their potential for intellectual, emotional, physical, and psychological growth.

- **Dean of Social and Emotional Learning** - Responsible for providing support in the classroom, in small groups, and individually, to gain the social and emotional skills necessary for academic and life success
- **Director of Information Technology** - Responsible for all technology related systems and infrastructure and providing IT support to Rowe staff.
- **Communications Manager.** Responsible for managing Rowe's main office, managing communications with Rowe families and the West Town community, and building relationships with scholars and their families.

Additionally, Northwestern Settlement's Business Office, led by Business Director Edison Ureña, manages all back-office financial and human resource support and activities, as it does for all Settlement programs. The Settlement provided the same services to Noble Street Charter School (later the Noble Network of Charter Schools) for its first nine years of operation, during which time there were no audit exceptions, and the production of all reports met their required schedules.

Ms. Martinez-Dassow reports to Northwestern Settlement's President Ron Manderschied, who in turn reports to Northwestern Settlement's full Board of Directors, and has established an Elementary School Committee. Chaired by Ms. Julie Coffman, a partner at Bain & Co, and member of the Board, the Committee functions to provide close, professional oversight of the School. The Elementary School Committee also involves additional Settlement Board members and educational experts, including a retired Chicago Public school principal and retired assistant Dean of Northwestern University. Rowe's management benefits greatly from Mr. Manderschied's extensive charter school operational experience with Noble Street Charter School (later the Noble Network of Charter Schools) as well as his 30 years of work in the West Town community. Julie Coffman and Bain &

Company provide ongoing funding and strategic and operational support for managing the school opening process and ensuring the school meets its ambitious goals.

In addition, Northwestern Settlement's board and leadership ensure smooth integration of Settlement programs at Rowe's campus, creating "wrap-around" support and social services for all families. Rowe Elementary leadership actively discuss opportunities for family involvement with parents and community members, and highlight Settlement programs that may be of interest or benefit to needy families. Beyond providing emergency and adult services consistent with the Settlements current programs, the School holds family workshops to increase understanding of and engagement in education. Teachers, the Principal, Dean of Students, and the Community Outreach Coordinator maintain active relationships with families, including communicating family obligations to the School, discipline issues, and volunteer opportunities. The Principal proactively informs families of scholar successes so that scholar achievements can be celebrated together.

The school has also established a Parent advisory committee which meets monthly with the principal, president and faculty representatives.

### **School Objectives and Measuring Progress**

Rowe's objectives for student performance derive from three assessments administered throughout the year - the *TerraNova3*, the *STEP* literacy assessment, and an internal *Interim Assessment*.

The *TerraNova3* is a research-based assessment that compares scholars' performance to nationally representative norms, which Rowe scholars take during quarters 2 and 4. The Terra Nova is given nationally and allows Rowe teachers to measure scholar performance against national standards as well as project scholar scores on the state standardized assessment, ISAT, which enables teachers to adjust instruction in order to ensure scholars high achievement levels. The *TerraNova3* is aligned to Illinois State Standards and is the framework for the National Assessment of Educational Progress.

The *STEP Literacy Assessment*, created by Urban School Improvement at the University of Chicago, reflects the “steps” required for students to develop as readers and understand complex texts. A development map offers strategies that are central to literacy learning and growth, and provides a guide for understanding children’s reading progress, which will aid in instruction planning.

Each quarter at Rowe Elementary School closes with a school wide testing administration of *Interim Assessments* in Math and Reading. Interim Assessments drive instruction at Rowe Elementary School, align with standards, and evaluate scholars’ understanding of content taught within the quarter. Content which appears on these exams has been taught within the quarter. These assessments measure progress towards the school wide goal of 80% mastery of content standards and are used for instructional planning, developing scholar interventions and evaluating teacher effectiveness.

Rowe Elementary School’s objectives for student performance in literacy are as follows:

- On the *STEP* literacy assessment, Rowe scholars will average at least 4 STEP levels growth each year, which equates to 1.3 years of reading growth per academic year.
- On the end of year *TerraNova3* assessment, Rowe Scholars will score at least 80%.
- On the end of year *English & Language Arts Interim Assessment* Rowe scholars will score at least 80% OR grow 40% from their start of year score.

Rowe Elementary School’s objectives for student performance in math are as follows:

- On the end of year *TerraNova3* assessment, Rowe Scholars will score at least 80%.
- On the end of year *Math Interim Assessment* Rowe scholars will score at least 80% OR grow 40% from their start of year score

Rowe Elementary School determines the progress scholars are making toward student performance objectives performance by administering these assessments throughout the year according to following schedule:

- *STEP* literacy assessment - 4 times per academic year
- *TerraNova3* - 3 times per academic year.
- *Interim Assessments* - once every six to eight weeks throughout the school year.

Rowe teachers use the data collected in these assessments to determine their progress, determine academic needs and identify scholars needing remediation or accelerated learning. Beginning in third grade, Illinois standardized tests are administered.

**Post Assessment Analysis:** Following each assessment, teachers individually conduct “test-in-hand” analysis, meet with the Principal to develop an action plan, and meet with their grade-level teams to collaborate on teaching strategies. Action plans identify next steps for students requiring additional instruction as well as those capable of handling more rigorous coursework, and set specific goals for each student for the next assessment cycle. Students identified during these meetings receive targeted instruction from the nine teacher aides and through after-school tutoring. The interim assessment process is modeled after the process at the Uncommon Schools Network. During the planning year, Rowe built its own interim assessments, adapting existing schools’ assessments and creating new tests using Illinois state and NWEA standards. As grade levels expand, Rowe will build additional assessments and refine existing assessments.

Another key aspect of Rowe’s assessment program is its school culture, which embraces data-based decision-making premised on the ability to define grade level and subject appropriate academic goals, develop instructional plans to meet these rigorous academic goals, and periodically assess progress toward goals. Rowe accomplishes these achievements through the following means:

- **Summer Professional Development:** During the summer development session, teachers conduct “data walks” by reviewing test, assessment, and student demographic data from the past year and use the results to set individual and school-wide goals for the upcoming year. Goals are created using the SMART framework (Strategic, Measurable, Ambitious, Results-

oriented, and Time-bound). Additionally, teachers receive further training in data collection and assessment during the summer professional development program.

- **Data Embraced Culture:** Building a culture that embraces data is fundamental to measuring students' academic progress and effectively preparing them for college. During the hiring process, applicants for teaching positions are screened for their willingness to embrace data. Also, throughout the induction period at the start of each school year, Rowe devotes substantial time to goal setting and data analysis to build faculty comfort with data-driven instruction. To accomplish that; Rowe utilizes strategies such as asking teachers to predict students' performance prior to interim assessments, reviewing data case studies during the summer training, and other tactics used effectively at high performing schools. Additionally, to meet the needs of students requiring remediation and accelerated learning, teachers use various types of ongoing assessments to periodically monitor student learning and use data obtained to set individual learning goals and benchmarks for students.

### **Relationship with Chartering Agency**

Northwestern Settlement and Rowe Elementary School leadership believe that the increased autonomy and accountability provided by the Chicago Public Schools charter school model effectively supports the school's mission and vision. The charter school model allows Rowe to offer an extended school day and school year, increase the amount of time and resources available for teachers' professional development, and the necessary level of staffing and compensation flexibility. By implementing these key design elements of the CPS charter school model, Rowe is able to provide scholars with the elementary education necessary to achieve their academic goals, attend college, and become model citizens.

Chicago Public School (CPS) leadership have played in integral role in supporting Rowe. In addition to helping Rowe secure a high quality facility via lease, the CPS has been active in facility maintenance, upgrades and ADA compliance. Like all Chicago charter schools, Rowe Elementary

School responds to all reporting and audit requirements that CPS's Office of New Schools presents, and adheres to the guidelines set forth in its charter agreement with the district.

### **Parental and Community Involvement**

Northwestern Settlement has roots in the West Town community extending back 120 years and maintains active partnerships with many community organizations throughout West Town and across Chicago. Northwestern Settlement is also a focal point for community groups and organizations to meet and address concerns. Offering a broad mix of services that focuses on education, social service and the arts, Northwestern Settlement has a food pantry, community-based theatre, camp for under-privileged children and numerous other community support services that both reflect and address the needs of the community. Community Policing (CAPS), Eckert Park Community Association, City Colleges and many other groups utilize the Settlement House for meetings and community activities on a regular basis. The Settlement also serves as a polling place for municipal, state, and national elections.

The Settlement's century of service to the residents of West Town and its rich network of community partners throughout Chicago puts it in a uniquely strong position to build on the community's assets. The Settlement provides Rowe scholars with an excellent education that will develop in them the skills, knowledge, and mindset necessary for college and life success, while also addressing the "wrap-around" social service and basic human needs of the children and their families

As a result of Rowe Elementary School's strong emphasis on community involvement, parents and community members have significant opportunities for participation in the school. A few examples include:

- Multiple afterschool and evening events each month offering opportunities for parent discussion around issues of importance to them, or to participate in joint activities with their children
- Regular community events at school celebrating scholar achievement

- Monthly newsletter
- School-wide celebrations, parades, field days, and other special events
- The principal and leadership staff are at the front door every morning to greet parents and welcome the scholars to school with a hand shake
- A community volunteer program that last year contributed more than 840 volunteer hours to the school, focused specifically on student achievement
- An active Parent Advisory Council

Rowe's Parent Advisory Council meets with the Principal during a monthly "Coffee with the Principal" gathering, which provides a forum for parents, teachers and administrators to discuss the education, support programs, and community resources the school provides. Future plans will involve creating a seat on the board of directors for the chair of the PAC, to provide opportunities for the parents to have direct input into the board decisions.

In addition, Northwestern Settlement's President works to ensure smooth integration of Settlement programs at Rowe's campus creating wrap around support and social services for all families. The Principal is building a significant presence in the community by attending community events, attending events and meetings at Northwestern Settlement and other community centers, and by conducting home visits with students' families. She actively discusses opportunities for family involvement with parents and community members and highlights Settlement programs that may be of interest. To support the Principal, the school's Communication Manager supports community communications, coordinates school volunteers, and organizes community events. Three members of Northwestern Settlement's AmeriCorps program, *Project YES* volunteer full time at Rowe to support the communications manager's outreach efforts, support classroom teachers, and plan community service events during the school year. In addition, Rowe also has a community computer lab and is pursuing additional funding to secure community-oriented, arts focused after school and summer programming.

Beyond providing emergency and adult services consistent with current programs, the school holds family workshops to increase their understanding of and engagement in their scholar's education at Rowe. Teachers, the Principal, Dean of Students, and the Community Outreach Coordinator maintain active relationships with families, including communicating family obligations to the school, discipline issues, and volunteer opportunities. The Principal proactively informs families of scholar successes so that scholar achievements can be celebrated together.

Ultimately, Rowe cannot continue to exist without the support of parents and the West Town community. Rowe parents hold the strongest measure of involvement and control at the school. Rowe is a *school of choice* for families; many families choose Rowe despite the commitment expected from them, and despite the fact that there are other schools that may be closer to them. Rowe is fully responsible to demonstrate academic achievement and individualized attention for every child. Parents can revoke their child's enrollment at any time if they feel the school is not fulfilling its commitment.

### **Providing for Post-Grant Continued Operations**

Northwestern Settlement's Board of Directors is committed to operating Rowe Elementary School under a sustainable financial model once the campus reaches a full capacity of 650 students in grades K - 8. The campus's core operations will be fully supported with the per-pupil funding provided by the district and modest support from individuals and the private sector secured by Northwestern Settlement's development office. Because Northwestern Settlement's model for Rowe included starting grades K – 2 and adding one additional grade level each year until reaching full enrollment of 650 scholars in grades K – 8, the school will not be self-sustaining until reaching year 6. Until that time, there is a revenue gap between income and expense which must be filled through securing other financial support through grants, private, corporate and government funding, including philanthropy. These funding avenues are pursued in an organized fashion with annual results expectations. In addition, Northwestern Settlement has a number of traditional “junior boards”

(which raise funds for the Settlement) that can either be directly or indirectly allotted to Rowe. Northwestern Settlement's development office has been very successful at securing support from the private sector; Rowe Elementary School has and will continue to secure philanthropic support from its Board of Directors and other private sources to ensure teachers have the materials and equipment necessary to successfully fulfill its mission of providing students with a top-quality educational experience. Northwestern Settlement also has had to secure capital financing to complete needed repairs on the CPS facility it occupies. As with all charter schools within the Chicago Public Schools system, Rowe Elementary School receives less money per pupil than traditional public schools. In addition, Chicago Public Schools decreased the base per capita funding for charter schools like Rowe by 4% for the 2010-2011 school year.

Northwestern Settlement's development office has been very successful at securing support from the private sector, and will continue to pursue and secure individual, corporate, foundation and other funding for Rowe. Northwestern Settlement operates a fully functioning, professional Development (fundraising) and Communications office, that is expressly tasked with securing resources and developing relationships beneficial to operations and programs (including Rowe Elementary School). Currently, Northwestern Settlement's development staff have begun a 5-year mini-campaign, with the goal to raise approximately \$3M for Rowe. This \$3M campaign will make Rowe fully sustainable for the foreseeable future by securing funds that will bridge Rowe's growth to a fully enrolled (K-8) elementary school, and also fund many of the school's aggressive initiatives, including progressive use of technology, continued capital improvements and continued expansion of during day and before/after school activities. Philanthropic support from Northwestern Settlement's Board of Directors, Rowe's Advisory Committee, Bain & Co. and other private sources will continue to be strategically pursued and secured. Northwestern Settlement has also secured significant major gift funding commitments to insure the long-term viability of Rowe and the all programming.

### **Waiver Requests**

Northwestern Settlement does not anticipate having a need for any waivers of federal statutory or regulatory provisions for Rowe Elementary School beyond the exemptions already provided under Article 27A of the School Code.

### **Use of Grant Funds**

Department of Education funding designated for Rowe Elementary School will be used to further academic excellence and performance, in full compliance with the guidelines designated in the proposal. Please see budget narrative for a complete description.

### **Informing the Community**

Rowe's West Town neighborhood is diverse, economically challenged and plagued by underperforming schools. Currently, about 80% of Rowe scholars reside in West Town; 60% are male and 40% female; 60% are Latino , 35% African-American; 82% qualify for free or reduced school lunches.

Recruiting efforts for Rowe Elementary grew from long-time relationships Northwestern Settlement had already developed with individuals, families and community groups during its 120 years of community service. The style of recruitment is largely based in *community outreach*, with an extensive focus on reaching places where families naturally gather. Some of these efforts included:

- ***Recruiting from Settlement Programs:*** The Settlement serves more than 38,000 individuals per year through Arts, Emergency Services, Head Start, School Age, and Adult Literacy/ESL programs. The Settlement actively informs parents participating in its various programs about Rowe Elementary via parent meetings, events, mailings, social media, face to face interactions, fliers and other informational materials. Northwestern Settlement also reaches 50,000 families in the Chicago Housing Authority system through its House In The Wood residential camp for inner city children.

- ***Promotion at Noble Network Campuses:*** Throughout the history with Noble Street Charter School, and later the Noble Network, Northwestern Settlement has distributed information about its programs, including Rowe, to students and parents. Rowe continues active collaboration with the Noble Network through various programs, with the goal to create a formal connection which will find Rowe scholars selected to Noble Network high schools
- ***West Town Community Presentations:*** Northwestern Settlement conducts school information sessions and/or distributes flyers and applications throughout the West Town neighborhood, including workplaces, community centers, Head Start programs, childcare facilities, community festivals, Laundromats, and homeless shelters. Ads have been placed on CTA buses that run through the community and fliers were placed on cars Sunday mornings on a regular basis.
- ***Creating Materials In Spanish and English:*** Due to the large number of individuals and families in West Town and the surrounding neighborhoods whose primary language is Spanish, the Settlement creates and distributes all informational and promotional materials in both English and Spanish.

Rowe also uses several methods to ensure that children from diverse groups have equal access to a Rowe Elementary School education. The first of these is Rowe's process of admitting scholars through a blind lottery with no regard to disabilities, testing, grades, or any other criteria. The lottery is only held if the school is oversubscribed. Parents and students are encouraged to attend an informational session at the school prior to the lottery. These sessions include presentations on the school and question/answer opportunities. Families must fill out applications for the lottery in order to participate, but the application is not be "ranked" in any way.

The lottery, when needed, is conducted shortly after the application deadline, on a date approved by CPS. Rowe offers enrollment to the first names drawn, then assigns waitlist numbers in the order drawn. After all names are drawn, a waiting list is published, assuring the list is comprehensive and that the fairness and integrity of the lottery process is maintained. Applications received after the

lottery deadline are added to the end of the waitlist. While Rowe recruits primarily in the West Town community, the lottery is open to any family in the city of Chicago. Student confidentiality is maintained and preference is established for siblings. After the incoming student body is finalized, home visits are organized to introduce teachers and school leadership to each individual family, prior to the start of the school year, and further “word-of-mouth” throughout the community

Rowe also ensures diversity through a school design based on models successful in populations with high proportions of students in ‘at-risk’ situations, like truancy, poverty, behavioral issues, and low academic achievement. Amongst other supports, the model provides for two Deans of Students and a full-time social worker, who identifies students and families in need of additional services and connect them to programs offered by Rowe, the Settlement and/or other referral partners. The deans and the social worker are also responsible for ensuring all scholars, including those at-risk and/or underserved, have equal access to all parts of Rowe’s education program, including but not limited to, enrichment classes, tutoring, field trips, and special programs. The Deans of Students solicit the participation of the families of at risk/underserved scholars, and make all reasonable accommodations in compliance with applicable laws.

### **Individuals with Disabilities Act Compliance**

Compliance with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Act is the joint responsibility of Northwestern Settlements Human Resources Manager and Rowe Elementary School’s Operations Manager.

It is Northwestern Settlement’s policy that that a qualified individual with a disability shall not be excluded from employment or employment related benefits solely by reason of his/her disability. Northwestern Settlement and Rowe Elementary School base decisions related to employment, hiring, and advancement solely on the employee or applicant’s ability to perform the essential functions of a position. In addition, both Settlement and the School make reasonable accommodations for an otherwise qualified applicant or employee with a disability, unless the accommodation imposes an

undue financial or administrative hardship on the program operations. As owner of the building, Chicago Public schools has committed to make necessary changes in the facility to meet requirements.

If Rowe discovers barriers to full participation in activities or events, Rowe makes every effort to relocate it to an alternate accessible location within the building upon request. Also, upon advance request, Rowe provides equipment and/or assistance to facilitate effective communication with individuals with communication-related disabilities. Furthermore, all IT equipment, software and hardware purchased and/or constructed for Rowe Elementary School, including computer labs, will be in compliance with requirements.

**Dissemination Activities**

Northwestern Settlement is not requesting grant funds for dissemination activities.

|   |
|---|
| <b><u>Narrative Section 3: Selection Criteria</u></b> |
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**Quality of the proposed curriculum and instructional practices**

The quality of Rowe’s programming can be addresses in several ways. One is the high quality of the curriculum as developed by global management firm Bain & Co, which scoured the country to find best charter school practices, then implemented them in the unique Rowe model. A second is holistic, “community” approach involving Northwestern Settlement’s social services. The organization has provided services in the community for 120 years; each program has been recognized by public and/or private organizations for their impact, performance and quality. Lastly, test scores reveal that Rowe is fulfilling its bold mission; internal scores have Rowe on target to reach its lofty goals; externally, Rowe’s performance on Illinois State Achievement tests show Rowe significantly outperforming its local (traditional) public school peers, and approaching the results of schools which out-resource Rowe.

Curriculum

Rowe Elementary School's innovative curriculum was developed in collaboration with Bain & Co. The consultants with Bain donated more than \$3M in pro bono time conducting extensive research to develop the Rowe curriculum. In the process, the Bain consultants identified "best practices" from the top charter elementary schools in the country. These were compiled, assessed, vetted and refined to form Rowe's curriculum and culture. In this process, Bain consultants determined that to achieve success and graduate from college, Rowe scholars would need to achieve a minimum score of "25" on their ACT test. To ensure the achievability of this goal, Bain started with a 25 ACT score and "retro-engineered" Rowe's curriculum backward to kindergarten. Rowe kindergarteners today are learning what they will need in order to excel on the ACT and make the college dream a reality in 2027.

A major contributor to poor public school performance is the minimal time spent *in school, on instruction*. Addressing this, Rowe has a significantly longer school day and school year than traditional public schools, and is laser-focused on reading and mathematics achievement. The school uses the Core Knowledge curriculum sequence to build scholars' cultural literacy, and support their subject-area development with research-based curricula, differentiated instructional strategies, and tutoring.

- **Core Knowledge** is fully aligned with the Illinois Learning Standards, and is effective in dealing with the low-income populations that Rowe serves
- Setting **high expectations** and **maximizing every minute** of the day is a critical part of Rowe culture, as distractions are removed from the school day by having uniforms, transition routines, and language that reinforces, "the Rowe way of doing things"
- Scholars have access to **great teachers**, and all stakeholders are expected to align to high expectations including: ongoing professional development, 360-degree feedback, and data-driven instruction that relies on real-time information to course correct.
- Families must support their child's education by signing a **family agreement** listing specific responsibilities, like ensuring their child is on time and providing space for homework

**Social and Emotional Support:** Children must feel safe and supported to have a sense of belonging. But children in urban communities often suffer from undiagnosed learning disabilities, emotional disabilities and post-traumatic stress disorders. A student's social and emotional needs must be met, or the ability to learn is crippled. Rowe culture links actions and consequences, and boasts a *scholar creed* that outlines critical values, like respect, confidence, integrity, and work ethic; scholars recite the creed every morning. Other programs that reinforce social and emotional goals include a weeklong nature education trip to *House In The Wood* Camp, a scholar-greeter program to welcome visitors and build interpersonal skills, monthly "town hall" meetings to celebrate positive behaviors, daily social-emotional learning activity, and a peer mediation program, where scholars can help each other work through problems. A Dean of Students, Academic Success/Special Education, and Social Emotional Learning take lead roles in designing, administering, and supporting social-emotional programs.

The mission of Rowe Elementary School is to prepare all of its K-8 scholars to succeed in, and graduate from, college. The school delivers an academically rigorous curriculum, infused with Northwestern Settlement's unique socially and emotionally supportive wrap around programs for the students and families.

The vision of Rowe Elementary School is to serve scholars and their families by instilling the college mindset and holistically preparing both to successfully navigate the long road to college graduation. This starts with the high expectation that 100% of eighth graders are accepted into college prep high schools and 100% of families believe their children should go to, and can succeed, in college.

Rowe's mission promises delivering academically rigorous curriculum. Instructional content at Rowe is aligned to Rowe created standards for instruction. Combined experiences and a desire to provide the highest bar of academic rigor drove founding instructional leaders at Rowe to develop Rowe standards, which serve two purposes:

1. Provide a comprehensive set of the learning that scholars need to attain in each grade level
2. Serve as a useful planning tool for teachers to establish their baseline for instruction.

Each Rowe learning standard is linked to assessment items so that teachers have a clear understanding of what scholars should be able to do as a result of mastering the learning standard. Rowe Elementary School will enable scholars to master the Illinois State Learning Standards incorporating the Common Core by linking each Illinois Learning Standard to a Rowe Strand (the structure through which further concepts, standards and measurable performance objectives are organized at Rowe).

Rowe learning standards are a compilation of the most specific and rigorous standards used throughout the country. Each Rowe standard is linked to its original source so that the integrity of the standard is maintained and that teachers can return to the standard source to seek clarification when necessary. In very few cases when a standard did not exist for a knowledge or skill that teachers deemed necessary for scholars to learn, an original "RES" standard was written.

Instruction at Rowe is standards based first as opposed to curriculum based. This means that instruction is based primarily in what scholars need to learn, not based off of a set of curricular learning activities. This means that scholars are held to the highest standards for achievement regardless of curricular programs used. Curricular program choices are selected based off of what aligns most closely to Rowe's standards for instruction.

***Reading & Language Arts:*** For reading and language arts, Rowe follows a balanced literacy model. Teachers use a canon of authentic children's literature for read alouds, children's literature, big books and poems for shared reading and Reading Mastery for phonics and phonemic awareness instruction.

***Math:*** For math, Rowe follows a standards-based long-term plan that groups standards into units of study and logically orders them throughout the school year. Rowe uses Saxon math curricular resources and aligns this with the standards-based long-term plan. Teachers also rely on Rowe created curricular materials that align with the long-term plans.

***Social Studies:*** In Social Studies, Rowe relies on the Core Knowledge sequence which outlines the most important learning for scholars within each grade level. Rowe follows a standards-based long-term plan that groups standards into units of study and logically orders them throughout the school year. Teachers supplement the Core Knowledge sequence with self made materials as well as outside resources.

***Science:*** Rowe relies on the Core Knowledge sequence which outlines the most important learning for scholars within each grade level. Rowe follows a standards-based long-term plan that groups standards into units of study and logically orders them throughout the school year. Teachers use FOSS science materials aligned to the science long term plans to ensure scholars have a rich and unique science experience.

***Drama:*** In drama, Rowe relies on a standards-based long-term plan that groups standards into units of study and logically orders them throughout the school year. This long-term plan is aligned to Illinois Learning Standards. Curricular materials are selected based off of how they fit in the units of study.

***Physical Education:*** In Physical Education, Rowe relies on a standards-based long-term plan that groups standards into units of study and logically orders them throughout the school year. This long-term plan is aligned to Illinois Learning Standards. Curricular materials are selected based off of how they fit in the units of study.

***Music:*** In music, Rowe relies on a standards-based long-term plan that groups standards into units of study and logically orders them throughout the school year. This long-term plan is aligned to National Music Standards and Illinois Learning Standards.

***Social Emotional Learning*** Curricular materials are selected based off of how they fit in the units of study SEL at Rowe provides instruction of the three Illinois SEL Goals, which group standards according to the goal. The Illinois SEL Goals progress in a logical order of social and emotional development although instruction and learning of standards are not necessarily linear.

Instruction and curricular materials are aligned to Illinois Learning Standards and Rowe's SEL Vision.

**Literacy:** Rowe believes that a balanced literacy approach is comprehensive; research shows that many children do better when they have several strategies to achieve one goal. Balanced literacy gives scholars multiple opportunities to learn how to read in a variety of ways every day. Balanced literacy is not a one-size fits all approach. This gives the classroom teacher the opportunity to provide literacy instruction targeted at each scholar's independent and instructional level.

Instructional strategies are employed in the context of an extended school day and are supported by a rigorous interim assessment regiment. Consistent with the focus on early literacy, among some of the instructional strategies Rowe employs are leveled reading groups, journaling and after-school tutoring and remediation programs. In the K-2 classrooms, teacher aides support small group reading, and support small group instruction for grades 3-5 later in the day. School processes ensure teachers are delivering differentiated instruction, including frequent unannounced principal observations, grade-level discussion meetings, and ongoing review of interim assessment data. Additionally, projects are required for graduation from 4<sup>th</sup> and 8<sup>th</sup> grades.

While Rowe recognizes that there are multiple instructional strategies that can be incorporated for a variety of classroom activities and lesson plans, Rowe primarily uses direct instruction, small group instruction, independent study, and interactive instruction to execute the curriculum.

**School Culture** is critical to fulfilling the mission to prepare scholars to enter, succeed in, and graduate from college. Rowe's school culture supports the mission by:

- Cultivating a college mindset
- High expectations and academic rigor
- Social and emotional support for scholars and families.

**Cultivating a college mindset.** The process of developing within scholars the desire to attend college happens over time. It begins with messaging to scholars and families during recruitment and continues beyond graduation. Rowe reinforces a college-bound focus through:

- Classrooms named after colleges and universities
- Classes Identifying by their college graduation year (e.g. “Class of 2023”),
- College-infused language
- College related visuals throughout the building (posters, art, bulletin boards, pennants, etc)
- Guest speakers
- College visits

As grade levels are added, Rowe will further strengthen its college centered school culture by:

- Hiring a college Readiness Counselor to integrate messaging throughout the school.
- Implementing an annual trip for each grade level (starting at third grade) to the Settlement’s House in the Wood residential camping facility in Wisconsin to participate in college oriented activities.
- Holding a twice weekly “Getting to College” course for 7<sup>th</sup> and 8<sup>th</sup> graders to develop skills necessary high school, and eventually college, success.

***High Expectations & Academic Rigor:*** Setting high expectations and maximizing every minute of the school day are critical elements of school culture. Rowe establishes this environment through such means as placing instructional focus on literacy and math and premising the educational program on an extended day/extended year model. Integrated literacy and math concepts highlight the focus on maximizing time on task. After-school programs utilize existing Settlement activities, such as *Doorway to Knowledge*, modifying the content to align with school curriculum objectives. The school works actively to remove distractions from the school day by requiring uniforms,

establishing transition routines, and utilizing language that reinforces “the Rowe way of doing things.”

Students have access to great teachers and all stakeholders are expected to align to Rowe’s high expectations. Rowe makes great efforts to secure great teachers and staff, maintain robust professional development offerings, incorporate feedback, and build a data-driven culture that relies on real-time information to course correct. Families are expected to support their child’s education symbolized in a family agreement they must sign which lists specific responsibilities, such as ensuring their child is on time and providing space for homework, they must fulfill.

***Northwestern Settlement Support:*** All Northwestern Settlement programs are interwoven to provide a continuum of services and opportunities to children and families in the West Town community, with the focus on three key areas:

1. Immediate assistance for short-term crises
2. Knowledge, opportunities, and support to break the long-term cycle of poverty
3. Access to a rich network of additional programs and services

This holistic approach to community problem solving incorporates extensive networking with neighborhood schools, area universities, police, neighborhood governments, citywide nonprofit organizations, local businesses, and other community-based organizations and service providers.

At Rowe, scholars’ social and emotional needs must be met for them to focus on academics. In order to address these needs, Northwestern Settlement provides scholars and their families with access to all of Northwestern Settlement programs and services, including a food pantry, Golden Agers club for seniors, English as a Second Language courses, job skills workshops, and parenting seminars to help parents effectively participate in their child’s education.

Last year:

- The Emergency Services program had more than 28,000 family visits and distributed more than 400,000 pounds of food

- The theatre program reached more than 30,000 people and provided arts activities and professional development in 11 CPS schools (including Rowe)
- The Head Start program served 77 children; 30 went on to attend Rowe
- These are but a few examples of the breadth and depth of Northwestern Settlement’s work

**Instruction Time:** The following are total weekly minutes of instruction per grade by subject.

| Grade            | K   | 1   | 2   | 3   | 4   | 5   | 6   | 7   | 8   |
|------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| Literacy         | 930 | 930 | 945 | 810 | 810 | 780 | 780 | 555 | 555 |
| Math             | 375 | 375 | 375 | 450 | 450 | 540 | 555 | 540 | 555 |
| Science          | 90  | 90  | 90  | 180 | 180 | 180 | 180 | 180 | 180 |
| Soc. Studies     | 90  | 90  | 90  | 180 | 180 | 180 | 180 | 180 | 180 |
| Foreign language | 0   | 0   | 0   | 45  | 45  | 45  | 45  | 90  | 90  |
| Specials         | 510 | 510 | 510 | 330 | 330 | 270 | 255 | 450 | 395 |

**Professional Development:** Rowe’s professional development program is a crucial element strategy to attract, select, develop, evaluate, and retain high quality teachers. Rowe maintains flexibility in the program to enable it to adapt from year to year based on faculty needs, as evidenced by interim assessment data and direct faculty feedback but the overall goals of the program (increasing teacher effectiveness, retaining effective teachers, and creating a supportive, collaborative working environment) remain constant. A Leadership Team consisting of the Principal, Director of Assessment and Professional Development, and the Lead Teachers provides program guidance.

Rowe’s mission promises delivery of an academically rigorous curriculum. Combined experiences and a desire to provide the highest bar of academic rigor drove founding instructional leaders at Rowe to develop Rowe standards. Rowe learning standards provide benchmarks for the learning scholars will attain within each grade level and serve as tools for teachers to establish instructional baselines.

Each Rowe learning standard is linked to assessment items, so that teachers have a clear understanding of mastering the learning standard means for scholars. Rowe learning standards are a compilation of the most specific and rigorous standards used throughout the country. Each Rowe standard is linked to its original source so that the integrity of the standard is maintained and so that teachers can return to the standard source to seek clarification when necessary.

### **Rowe Elementary School – Learning Standards Sources**

#### **Literacy**

- Illinois Learning Standards
- Continuum of Literacy Learning
- Core Knowledge Learning Standards
- *TerraNova3*

#### **Science**

- Illinois Learning Standards
- Core Knowledge Learning Standards

#### **Social Studies**

- Illinois Learning Standards
- Core Knowledge Learning Standards

#### **Math**

- Illinois Learning Standards
- New York Learning Standards
- National Council for Teachers of Mathematics Learning Standards
- Core Knowledge Learning Standards
- *TerraNova3*
- Saxon Math

#### **Writing, Fine Arts, Social & Emotional Learning, Physical Ed.**

- Illinois Learning Standards

***Curriculum Overview:*** Instruction at Rowe is standards based, as opposed to curriculum based. Instruction is based primarily in what scholars need to learn, not based on a set of curricular learning activities. Scholars are held to the highest standards for achievement regardless of curricular programs used.

***Backwards Design and Data Driven Instruction:*** Instructional planning at Rowe is rooted in backwards planning, characterized as planning instruction that will lead scholars to meet specific academic goals within a school year. Teachers determine what knowledge and skills scholars need to acquire within an academic year, then set a vision for scholar learning, selecting corresponding assessments that will indicate scholar mastery.

***Interim Assessment Data Analysis Days:*** Interim Assessments are administered at the end of each academic quarter. Instructional leaders participate in a full data analysis day; determine scholar actions contributing to results, teacher actions contributing to these results and develop action plans to shift gaps in scholar mastery.

***Professional Development:*** Rowe highly values the professional development of team members, in developing strengths and leveraging these strengths for the overall improvement of the team. Every Friday Rowe dismisses at 1:30 and holds professional development from 2:00 – 5:00 pm.

**Results:** Rowe is well on its way to fulfilling its mission of college success and changing lives. A few examples of Rowe’s performance results, as reported to Northwestern Settlement’s board and funders, include:

- School-wide literacy mastery of 86%; school-wide math mastery of 89%
- 96% attendance; only 5% tardiness
- Outperforming two local (traditional) public schools by 4 and 5 percentage points in math (respectively); by 34 and 40 percentage points in reading

### **Flexibility afforded to the Charter School**

Northwestern Settlement and Rowe Elementary School leadership believe that the increased flexibility and accountability provided by the Chicago Public Schools charter school model effectively supports the school’s mission and vision. The charter school model allows Rowe to offer an extended school day and school year, increase the amount of time and resources available for teachers' professional development, and the necessary level of staffing and compensation flexibility.

By implementing these key design elements of the CPS charter school model, Rowe is able to provide scholars with the elementary education necessary to achieve their academic goals, attend college, and become active citizens.

Northwestern Settlement believes that Illinois Charter School law provides ample autonomy in a wide variety of areas for Rowe Elementary School to achieve its mission of preparing all of its K-8 scholars to succeed in, and graduate from, college .

**Daily Operations:** Illinois grants charter schools great autonomy from almost all state regulations through a blanket waiver. Illinois Charter School law requires charter schools to comply only with the provisions of the Illinois Charter School Law, the Illinois Educational Labor Relations Act, and its charter. In addition, they are exempt from all regulations in the state's School Code except the following:

- **10-21.9 and 34-18.5**– regarding criminal history records checks and checks of the Statewide Sex Offender Database of applicants for employment
- **24-24 and 34-84A** - regarding discipline of students
- **10-17a** – regarding school report cards.

Additionally, the only state laws governing public schools and local school board policies with which Illinois Charter Schools must comply are the following:

- The Local Governmental and Governmental Employees Tort Immunity Act
- Section 108.75 of the General Not For Profit Corporation Act of 1986
- The Abused and Neglected Child Reporting Act
- The Illinois School Student Records Act;

**Personnel:** Under Illinois Charter School law, charter school teachers either should be certified or possess the following qualifications:

- A bachelor's degree
- Employment for at least five years in a relevant field

- Pass a required basic skills test and subject area test
- Demonstrate continuing evidence of professional growth.

Illinois law also requires that 75% of teachers in any Chicago charter school be state certified. The law provides charter schools with 3 years from the date it opens to meet this requirement. In order to assist charter schools meet this requirement, Illinois' law exempts charter schools from any caps on new participants in an alternative certification program that may be passed at the state level. Also, it allows non-certified charter school teachers to complete the second and third phases of Illinois' alternative certification program at the school where they work. The alternative teaching certificate is valid for four years or the length of the charter (or any extension of the charter), whichever is longer.

Rowe believes that these requirements in law Illinois' Charter School Law provides sufficient autonomy for the school and other Illinois charter schools to recruit, hire, and retain excellent educators with the skills necessary to achieve excellent student results. Through co-founding the Noble Street Network of Charter Schools, Northwestern Settlement has learned firsthand that career changing professionals and other non-certified teachers can have amazing impacts on student achievement and appreciate the ability the law provides to hire such individuals. Three years is also more than sufficient to reach the requirement that 75% of teachers at any charter school be certified.

Budget: Illinois Charter School Law provides ample autonomy in matters related to school budgets for Rowe Elementary to achieve its mission. Budget –In Illinois, charter schools negotiate the amount of funding they receive with their local board of education. This amount is between 75% and 125% of the district's per capita student tuition. Charter schools are also allowed to apply for any State Board grant that is available for school districts. Charter schools also negotiate the services to be provided by the school district of the charter school, such as rent, food services, custodial services, maintenance, curriculum, media services, libraries, transportation, and warehousing.

Also, in Illinois, the governing body of a charter school is authorized to accept gifts, donations, or grants of any kind made to the charter school and to expend or use gifts, donations, or grants in

accordance with the conditions prescribed by the donor. Illinois Charter Schools are also authorized to incur temporary, short term debt to pay operating expenses in anticipation of receipt of funds from the local school board. Although charter schools are not allowed to charge tuition, they may set and collect reasonable fees from enrolled students, which the charter school may retain.

### **Charter & Student Performance**

Our charter with the Chicago Board of Education clearly describes how student performance will be measured at Rowe pursuant to State assessments that are required of other Chicago Public Schools:

“The Charter School shall administer such standardized tests of academic proficiency as are provided for in the Accountability Plan, and shall participate in State assessments required by Section 2-3.64 of the Illinois School Code. The Charter School shall participate fully in the Illinois Standards Achievement Test ("ISAT") for grades 3 through 8... The Charter School shall administer the Illinois Alternate Assessment ("IAA") in place of the ISAT and/ or PSAE to students with significant cognitive disabilities”

In addition, Rowe’s charter also states that its attendance rate whether or not it has met the annual Adequate Yearly Progress targets for the ISAT set by the state of Illinois will also be used to assess student performance.

### **Parental/Community Involvement**

Please see section 2 of this narrative – Parental and Community Involvement

### **Quality of Personnel**

**Northwestern University Settlement Association** is an equal opportunity employer. We embrace and value a diverse workforce and pledge to provide equal employment and individual opportunity to all job applicants and employees. We know that our continued success depends on

our ability to attract, develop and retain the highest caliber of people, regardless of their race, color, age, religion, national origin, gender, disability, sexual orientation, veteran or marital status or membership in any other protected group.

The Settlement adheres to the following permanent guidelines for recruitment, employment and promotion of minorities and women.

1. Not less than 50% of our staff should reflect the primary ethnic group within our targeted service area.
2. Not less than 25% of our staff should be bilingual in the languages spoken by our client groups.
3. Whenever feasible, priority will be given to hiring staff who reside in or adjacent to our targeted communities.
4. When hiring staff, there will be an attempt to maintain a balance of men and women at all levels.

Rowe Elementary School greatly benefits from the high quality of its key leadership personnel. Who have the knowledge, skills, and experience necessary to enable Rowe to achieve its mission. Key personnel involved with Rowe Elementary are as follows:

**Ron Manderschied** has been President of Northwestern Settlement since 1981, and is responsible for the daily operations of the Settlement, Rowe Elementary School, and House In The Wood camp. In 1998 he co-founded Noble Street Charter School and served as President and CEO of the Noble Network of Charter Schools until 2008. Under his leadership the Settlement's budget has grown from \$200,000 to \$8.2 million. Mr. Manderschied received his Bachelor of Arts degree in Business Administration and Sociology from the University of Minnesota and has completed graduate studies in social work. He currently serves on the board of the United Neighborhood Centers of America (UNCA), a national association of settlement houses, chairs UNCA Chicago and is a director for the Neighborhood Capital Institute in Chicago

**Edison Ureña** has served as the Settlement's Business Director since 1995, overseeing all its financial and human resources activities. From 1999 - 2009 Mr. Ureña also served as Business Director for the Noble Network of Charter Schools, providing key financial leadership and oversight in the establishment of six new Noble Street campuses in Chicago. Prior to joining the Settlement's staff, Mr. Ureña was Chicago's Latino Youth, Inc.'s Comptroller and Business Manager for six years. Mr. Ureña received his B.A. from Roosevelt University in Chicago in accounting and business and an M.A. in Public and Non-Profit Administration from DePaul University. Mr. Ureña has also completed a certificate program in Non-Profit Management at the University of Illinois, is a member of the National Council of La Raza, and has been a member of the Illinois Association of School Business Officials since July 1999.

**Ana Martinez-Dassow** is Rowe Elementary School's Founding **Principal**. Ms. Martinez--Dassow's education career began in 2002 as a Teach For America (TFA) corps member, teaching elementary school within the Los Angeles Unified School District. During this time, Ms. Martinez-Dassow earned a Masters in Elementary Education, a multiple subject teaching credential with an endorsement in bilingual education, and an administrative credential through the state of California. In 2006, Ms. Martine-Dassow became Program Director of TFA's Miami-Dade Region, responsible for the professional development of 100 TFA corps members teaching all grade levels and content areas throughout Miami-Dade Public Schools. She next served as TFA's Director of Talent Recruitment fueling the organization with talent from the corps member and alumni base and managing multiple organizational teams. During Rowe's planning year, she served as a Principal Intern with the Noble Network of Charter Schools, working directly with one of the campus principals to further hone her leadership and management skills and prepare for Rowe's opening.

### **Charter School Management Plan**

Please see section 2 of the narrative – Charter School Management

## **Supporting Educationally Disadvantaged Students**

Rowe scholars with disabilities are no exception to its culture and vision of the school and are held to the same academic rigor as their peers. Rowe is in 100% compliance with all applicable state and federal statutes, including Title II of the ADA of 1990, the IDEA, and Section 504 of the Rehabilitation Act of 1974. The school does not discriminate against students having disabilities in admission and enrollment practices. We employ a variety of strategies to ensure that Rowe scholars with disabilities are taught in the least restrictive environment. Teachers employ multi-modal instructional strategies, provide curricular accommodations and modifications in accordance with scholar IEPs, utilize supplementary materials (such as manipulatives, visual aids, and thinking maps) and assistive technology. Scholars with disabilities receive the same curriculum, scope and sequence as their peers in all subject areas within the regular classroom setting. Special education staff supports instruction for scholars with disabilities through one-on-one lessons, small group instruction, and other supports as identified in scholars' IEPs.

In addition to providing the necessary supports for scholars with disabilities, our school design is based on models successful in populations with high proportions of students in at-risk situations, including truancy, poverty, behavioral issues, and low academic achievement. Our Deans of Students and a full-time social worker identify students and families in need of additional services available through NUSH or other organizations and ensure their needs are met.

Due to the population of the West Town neighborhood in which Rowe Elementary School is located, many of our scholars are English Language Learners. Students whose families identify the primary language spoken at home as a language other than English in a survey distributed at our annual scholar orientation are tested to determine if the student requires ELL services. We utilize a structured English immersion approach for our ELL scholars, and refer them to additional services as needed. Teachers also utilize supplementary classroom materials—visual aids, manipulatives, etc-- to address the needs of ELL scholars. Additionally, we provide ongoing professional development to teachers and instructional aides on serving the needs of ELL students.

## Other Attachment File(s)

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\* **Mandatory Other Attachment Filename:**

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To add more "Other Attachment" attachments, please use the attachment buttons below.

There was a problem attaching a file(s).

The attached file can be viewed as an individual component using Application Log menu option.

## 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.

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## Budget Narrative

The funds Northwestern Settlement requests in this grant application for Rowe Elementary Charter School will be used for the following purposes

### Classroom Furniture - \$45,000 per year for three years

|  |                 |
|--|-----------------|
| Teacher desks (13 @ \$500 per desk)    | \$6,500         |
| Student chairs (100 @ \$35 per chair)  | \$3,500         |
| Tables (24 @ \$102 per table)          | \$2,450         |
| File cabinets (16 @ \$340 per cabinet) | \$5,440         |
| Coat racks (16 @ \$344 per rack)       | \$5,510         |
| White boards (16 @ \$550 per board)    | \$8,800         |
| Projectors (4 @ \$3,200 per projector) | \$12,800        |
| <b>TOTAL</b>                           | <b>\$45,000</b> |

*The classroom furniture purchased with these grant funds would be used to furnish 4 new classrooms each year as Rowe Elementary adds a grade level during each project year.*

### Curriculum Materials - \$90,000 per year for three years

|   |                 |
|---|-----------------|
| Saxon math classroom materials (350 @ \$91) | \$31,850        |
| Mastery Reading Grades K – 4 (350 @ \$43)   | \$15,050        |
| Foss Science Kits @ (350 @ \$110)           | \$38,500        |
| Library Books for grades K – 4 (354 @ \$13) | \$4,600         |
| <b>TOTAL</b>                                | <b>\$90,000</b> |

*The curriculum materials purchased with these grant funds would be used to implement Rowe's rigorous, college prep math, literacy, and science curriculum.*

### Performance Assessment - \$27,000 per year for three years

|                 |                 |
|-----------------|-----------------|
| CTV McGraw Hill | \$27,000        |
| <b>TOTAL</b>    | <b>\$90,000</b> |

*CTV McGraw Hill is the company we use to score assessments. Grant funds would be used for payments to McGraw Hill.*

**Professional Development - \$38,000 per year for three years**

|  |                 |
|--|-----------------|
| Inner City Teaching Corps (Orientation Sessions) | \$19,000        |
| <u>Consultant Fees</u>                           | <u>\$19,000</u> |
| <b>TOTAL</b>                                     | <b>\$38,000</b> |

*We have contracted with Inner City Teaching Corps to provide professional development teacher orientation sessions each school year. Grant funds would be used for payments to Inner City Teaching Corps, as well as toward consultant fees for leading ongoing professional development workshops.*

# 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> | Northwestern University Settlement Association                                      |
| <b>Applicant's DUNS Name:</b>           | 0797613910000   |
| <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.