



Campaign to Expand Community Schools in Chicago

REQUEST FOR PROPOSALS
TO TRANSFORM CHICAGO PUBLIC SCHOOLS
INTO
COMMUNITY SCHOOLS

ISSUED: OCTOBER 4, 2002

PROPOSAL DUE: NOVEMBER 15, 2002

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CAMPAIGN TO EXPAND COMMUNITY SCHOOLS IN CHICAGO

I. INTRODUCTION

The Campaign to Expand Community Schools in Chicago (the “Campaign”) requests creative proposals from Chicago public elementary, middle, and high schools in partnership with a nonprofit agency of their choice to create a community school. Community schools bring together the academic and social supports needed to ensure that all students succeed by offering programs before, during, and after the regular school day for students and their families. Programs and services at each community school vary, but most offer some combination of academic enrichment activities for students, adult education and English as a Second Language classes, student and adult computer classes, art activities, recreation and health services.

The idea of community schools emerged in the late 1800s as urban settlement houses were developed to offer an array of services to neighborhood residents. In the early 1900s, educators began to explore ways to bring this same idea to the public schools, making schools the center of community life. The development of community schools gained momentum throughout the 20th century and over 600 community schools currently exist across the United States. In recent years, Chicago school reform has focused on the need to engage parents and the community in efforts to improve academic achievement and made it possible for schools to keep their buildings open after the regular school day. As a result, several Chicago public schools have established successful community school models. The positive outcomes demonstrated by these schools have prompted the establishment of this Campaign to foster the development of additional community schools in Chicago and positively impact a greater number of students.

The Campaign was established in January 2002 and has brought together public and private agencies to support the expansion of community schools in Chicago. The primary goal of the Campaign is to improve the physical and psychological well-being of students in Chicago public schools in order to make a positive impact on their school-related behavior and academic achievement.

To accomplish this goal, a community school must:

- 1) partner with at least one nonprofit organization willing to help:
 - strengthen its relationship to students, families and the community,
 - broker programs and services from other agencies,
 - achieve financial sustainability for sustaining the community school beyond Campaign funding;
- 2) be responsive to the needs and desires of students and families by:
 - creating a representative group (sometimes known as an oversight committee or advisory board) that includes students, parents, teachers, the principal, a representative of the lead nonprofit partner, and other community and nonprofit representatives as desired) that is responsible for monitoring the programs and services that take place in the school building;
 - conducting a survey of students, parents, and teachers to identify the programs and services that they would like to see offered at the school

- 3) employ a full-time resource coordinator to identify individuals and agencies willing and able to offer programs and services at the school for children and adults, and to facilitate communication and coordination between program providers, school personnel, and families; and
- 4) ensure that the social support programs and services offered through this effort relate to and support the school's academic program.

Selected community schools will receive funding in two phases: planning and implementation.

1. Up to \$3,500 will be awarded to each of the six school/nonprofit partnership selected via this Request for Proposals (RFP) for costs incurred during a planning period of not more than six months.
2. After completing the planning period, each school/nonprofit partnership approved by the Campaign's Steering Committee for implementation funding will receive up to \$100,000 per year for a maximum of three years, subject to availability of funds and successful program performance each year.

II. CAMPAIGN STEERING COMMITTEE

The Campaign is governed by a Steering Committee consisting initially of representatives of the Mayor's Office of the City of Chicago, the Chicago Public Schools, the Chicago Department of Human Services, and the following foundations/corporations: Bank One, The Boeing Company, The Chicago Community Trust, Circle of Service Foundation, Field Foundation of Illinois, Lloyd A Fry Foundation, Kaplan Foundation, John D. and Catherine T. MacArthur Foundation, McDougal Family Foundation, Polk Bros. Foundation, Prince Charitable Trusts, Seabury Foundation, Albert J. and Claire R. Speh Foundation, Steans Family Foundation, and the Woods Fund of Chicago.

The Steering Committee oversees all of the Campaign's efforts, including the awarding and distributing of grants, and all its decisions are final. An Executive Director and staff will be responsible for carrying out the work of the Campaign under the direction of the Steering Committee. Executive responsibilities of the Campaign will be shared by the Director of Community Initiatives at CPS and the Executive Director of the Campaign.

III. CAMPAIGN APPLICANTS / ELIGIBILITY REQUIREMENTS

The Steering Committee seeks proposals from Chicago public elementary, middle, and high schools working in partnership with a nonprofit organization. These partnerships are committed to creating community schools in order to improve the achievement of all students. The Steering Committee expects to fund a minimum of six school/nonprofit partnerships as a result of this RFP process.

The school’s commitment must include authorization by the LSC, principal, and teachers union representative. It is expected that community schools will open their doors to students and their families after the regular schools day, in the evening and on weekends.

The lead nonprofit must have received a 501 (c) 3 ruling from the Internal Revenue Service, should be a human service or community development organization, demonstrate expertise in working with children and families, and have sufficient resources to allocate staff time to the project. Its commitment must include authorization by the Executive Director and Board of Directors.

IV. TIMELINE

All proposals submitted in response to this RFP will be reviewed by a subcommittee of the Campaign Steering Committee, which will make funding recommendations to the full Steering Committee for approval. Site visits may be conducted to determine final awardees. The timeline for proposal review and funding notification is as follows:

2002

October 4	RFP Distributed
November 15	Applications Due
Nov. 15 – Dec. 15	Applications Reviewed
December 20	Partnerships selected and notified

Once selected, a school/nonprofit partnership will be provided with orientation and training workshops throughout the planning period. Each partnership will receive up to \$3,500 for costs associated with planning their community school effort during a period not to exceed six months. At the end of the planning process, the partnership, assisted by Campaign staff, will submit an implementation plan to the Campaign’s Steering Committee. The Steering Committee will then determine whether the partnership will receive implementation funding.

Upon successful review, each partnership will receive up to \$100,000 per year for a maximum of three years to implement its plans (subject to availability of funds and successful program performance each year). Up to \$50,000 will be allocated to the school for programming (the CPS funds will include those funds already received through the *After School Counts* initiative and other CPS after-school programs) and up to \$50,000 will be allocated to the nonprofit partner for the salary of a full-time resource coordinator.

V. CRITERIA TO RECEIVE FUNDING

The impact of community schools in strengthening relationships between parents and teachers, improving student and teacher attendance, improving school climate, increasing parent involvement, reducing student mobility, and improving academic performance has been demonstrated in Chicago and nationally. The goal of the Campaign is to improve the physical and psychological well-being of students in Chicago public schools in order to make a positive impact on their school-related behavior and academic achievement. Through this RFP, the

Campaign seeks to support school/nonprofit partnerships engaged in planning to create new community schools across the city.

PLANNING. To be selected to receive initial planning funds, the Campaign is requesting proposals that:

- Clearly articulate a joint vision on behalf of the school and lead nonprofit partner for transforming a Chicago public elementary, middle, or high school into a community school.
- Identify the potential challenges that the school/nonprofit partnership may face when planning and implementing its community school plans, as well as strategies to overcome those challenges.
- Demonstrate broad and deep support from the lead nonprofit partner and from the many different constituents of the school community, including the principal, teachers, local school council members, students, parents and parent groups, and neighborhood groups.
- Demonstrate strategic linkage between plans for the community school and other school improvement planning efforts.

IMPLEMENTATION. Evidence of the following will be considered by the Steering Committee when it determines whether a school/nonprofit partnership receives funding to implement its plans:

- An oversight committee or advisory board (comprised of the school principal, teachers, parents, at least one member of the local school council, a representative of the lead nonprofit partner, and others as desired) that meets regularly and engages in policy decisions regarding the necessary services and procedures for implementing and monitoring the quality of all programs and services.
- Results from a survey of parents, teachers, and students undertaken by the oversight committee to determine the types of programs and services needed/desired.
- Agreement on desired outcomes based on the aforementioned survey and a strategy to track and evaluate those desired outcomes.
- A strategy for coordinating these programs with other programs offered at the school.
- A strategy for publicizing programs and activities offered at the school.
- A strategy for encouraging staff and parents to suggest programming and/or make referrals of appropriate students.
- A strategy for ensuring that programs offered before, during, or after the school's academic day enhance and support what is offered during the academic day.
- A job description for the full-time resource coordinator of the community schools initiative.

- Strategies for sustaining the community school beyond Campaign funding.

VI. FUNDING

As explained above, selected partnerships will receive up funding through a two-phase process:

1. Up to \$3,500 will be awarded to each of the six school/nonprofit partnership selected via this Request for Proposals (RFP) for costs incurred during a planning period of not more than six months.
2. After completing the planning period, the school/nonprofit partnerships approved by the Campaign's Steering Committee will receive up to \$100,000 per year for a maximum of three years (subject to availability of funds and successful program performance each year). Up to \$50,000 will be allocated to the school and up to \$50,000 will be allocated to the nonprofit partner.

PUBLIC FUNDING

CPS has committed to provide up to \$50,000 to each selected community school to expand services and programs for children and their families. The CPS funds will include those funds already received through the *After School Counts* initiative and other CPS after-school programs. In this regard, community schools are expected to align current programs and funding in ways that develop and sustain the community school vision.

PRIVATE FUNDING

In addition to public funds, each partnership will receive up to \$50,000 of private funding to be allocated to the nonprofit partner for the salary of a full-time resource coordinator.

VII. DEFINITION OF ROLES AND RESPONSIBILITIES

Following is further description of the roles and responsibilities of individuals and groups referenced in this RFP.

- The **Local School Council (LSC)** is responsible for prioritizing the formation of the community school within its School Improvement Plans and Budget, providing visible leadership to parents and community members, providing representation on the oversight committee, maintaining communication with the oversight committee, and actively integrating the designs and programs of the emerging community school model with the overall plan and priorities of the school.
- The membership of each partnership's **oversight committee** includes but is not limited to the school's principal, parents, teachers, LSC members, a representative of the lead nonprofit partner, and representatives of other community organizations as desired. The oversight committee often operates as a subcommittee of the LSC, but its particular charge is to ensure that the additional programs and services offered at the school meet

the needs of students and parents, are high quality, and support/enhance the school's academic program.

- The **school's principal** is charged with ensuring that members of the oversight committee, the school's local school council, parents, teachers, and other school personnel share a common vision for improving student achievement by bringing programming desired by families into the school and by strengthening the relationship between parents and teachers. Each principal is an active member of the oversight committee and regularly communicates the importance of being a community school with parents, teachers, students, and members of the community. The principal will also work to facilitate an active and cooperative working relationship with the lead nonprofit partner.
- The **representative of the lead nonprofit partner** (the executive director or a staff person designated by the executive director) brings a new perspective to the school. By sharing the knowledge s/he has gained working with families, s/he helps teachers and school staff develop important insights and understand how to work more effectively with parents. Together with other members of the oversight committee, s/he helps ensure that parents, teachers, students, and community members remain engaged in a common purpose. The representative of the nonprofit partner provides important guidance to the resource coordinator and helps him/her identify and secure services from other nonprofits. In addition, the representative will work to facilitate an active and cooperative working relationship with the principal.
- The **resource coordinator** secures programs to be offered in the school; works with teachers to refer children and families to those programs; oversees outreach to children and parents; serves as a communication bridge between families, teachers, school staff, and social service providers; coordinates the programming that takes place in the school; and provides information to the oversight committee to ensure that what takes place before, during, and after regular school hours supports what happens in the classroom. The resource coordinator is jointly supervised by the school's principal and the representative of the lead nonprofit partner.

VIII. COMMUNITY SCHOOL INFORMATION AND LINKS

The Children's Aid Society, <http://www.childrensaidsociety.org>

Over the past ten years, The Children's Aid Society has partnered with public schools in New York City to promote students' learning and development through community schools. Based on this local work, CAS has also developed training, technical assistance and publications to help schools and community-based organizations around the country that wish to engage in similar school improvement partnerships. The CAS website offers a wide array of resource materials that document the experiences gained from its local and national community schools work.

The Coalition for Community Schools, <http://www.communityschools.org/>

The Coalition for Community Schools brings together local, state and national organizations that represent individuals and groups engaged in creating and sustaining community schools. The Coalition offers numerous tools and publications, most of which can be accessed via the web, regarding the development and implementation of community schools. Included on the Coalition's website are descriptions of community schools in operation across the country and a "Community Schools Assessment Checklist" to aid in the development of a community school. The direct link to the checklist is <http://www.communityschools.org/assessmentnew.pdf>

Harvard Family Research Project, <http://www.gse.harvard.edu/~hfrp/>

Harvard Family Research Project (HFRP) strives to increase the effectiveness of public and private organizations and communities as they promote child development, student achievement, healthy family functioning, and community development. In its relationships with national, state, and local partners, HFRP fosters a sustainable learning process—one that relies on the collection, analysis, synthesis, and application of information to guide problem-solving and decision-making.

National Institute on Out-of-School Time, <http://www.wellesley.edu/WCW/CRW/SAC/index.html>

For over 20 years, the National Institute on Out-of-School Time (NIOST), at the Center for Research on Women at Wellesley College, has successfully brought national attention to the importance of children's out-of-school time, influenced policy, increased standards and professional recognition, and spearheaded community action aimed at improving the availability, quality and viability of programs serving children and youth.

North Central Regional Educational Laboratory, <http://www.ncrel.org/after>

The North Central Regional Educational Laboratory (NCREL) is a not-for-profit organization dedicated to helping schools—and the students they serve—reach their full potential. NCREL provides research-based resources and assistance to educators, policymakers, and communities in Illinois, Indiana, Iowa, Michigan, Minnesota, Ohio, and Wisconsin. NCREL's ultimate goal is to help build tools and apply proven practices to create schools where all students can develop their skills and abilities. Included on this website is "Beyond the Bell," a step-by-step guide for building a high-quality after-school program.

Polk Bros. Foundation, <http://www.polkbrosfdn.org/>

For the past fourteen years, the Polk Bros. Foundation has been helping to strengthen Chicago's children and families by providing support for social service, education, cultural and health care programs that assist low-income Chicagoans. Information regarding Polk Bros. Foundation's full service or community school initiatives, as well as a description of the Campaign to Expand Community Schools in Chicago, can be found on its website.

I. APPLICATION CHECK LIST

A COMPLETED APPLICATION WILL INCLUDE THE FOLLOWING:

- A completed application cover page (see page 11).
- A narrative (1,000 words or less) responding to the “RFP Questions for Applicants” (see page 12).
- A list of all partners involved in the community schools initiative.
- A copy of the school’s most recent School Improvement Plan.
- A list of the Local School Council (LSC) members.
- A list of the lead nonprofit’s Board of Directors.
- The lead nonprofit’s budget (both revenue and expense projections) for the current fiscal year.
- The lead nonprofit’s audited financial statement or tax return of the lead nonprofit agency.

PLEASE SUBMIT 5 COPIES OF THE COMPLETE APPLICATION.

ALL PROPOSALS MUST BE RECEIVED BY 4:00 P.M. ON NOVEMBER 15, 2002.

Please send to: Elizabeth F. Swanson
Director of Community Initiatives
Office of After School Programs, Chicago Public Schools
125 S. Clark St., 5th Floor
Chicago, IL 60603

For questions regarding this Request for Proposals, Ms. Swanson can be reached at (773) 553-1529 or via email at efswanson@cps.k12.il.us.

II. APPLICATION COVER PAGE

CAMPAIGN TO EXPAND COMMUNITY SCHOOLS IN CHICAGO

Name of School: _____

Address: _____ **Instructional Area** _____

Phone Number: _____ **Fax Number:** _____

Principal: _____

Principal's Signature: _____ **Date:** _____

L.S.C. Chairman: _____

L.S.C. Chairman's Signature: _____ **Date:** _____

Teachers Union Representative: _____

Teachers Union Representative's Signature: _____ **Date:** _____

Lead Nonprofit Partner: _____

Address: _____ **Phone Number:** _____

Executive Director: _____

Executive Director's Signature: _____ **Date:** _____

Board Chair/President: _____

Board Chair/President's Signature: _____ **Date:** _____

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Please send to: Elizabeth F. Swanson
Director of Community Initiatives
Office of After School Programs, Chicago Public Schools
125 S. Clark St., 5th Floor
Chicago, IL 60603

III. RFP QUESTIONS FOR APPLICANTS

The following questions are to be answered by each school/nonprofit partnership applying for community school funds. Please limit your response to 250 words per section (1 page). Your completed application should be no more than 1,000 words (4 pages).

Up to \$3,500 will be awarded to each of six school/nonprofit partnership selected via this Request for Proposals (RFP) for costs incurred during a planning period of not more than six months. At the completion of planning, each partnership will submit a detailed implementation plan to the Campaign's Steering Committee. The Steering Committee will then determine whether the partnership will receive implementation funding.

I. COMMUNITY SCHOOL VISION

Please describe your vision for a community school. How does this vision address the needs of your students, their families, and the community? How does this vision relate to your school's academic programs and goals?

II. THE SCHOOL

Please describe the school's current goals, programs, opportunities, and challenges. What is the school's history and working relationship with the community? What programs and services are currently in place to link your school to parents, families, and the community? What after-school programs are currently offered at your school?

III. THE NONPROFIT PARTNER

Please describe your organization's mission and history of service to the community. What programs and services do you currently offer? What is your history of working with Chicago public schools? What is your history of working with this particular school?

IV. COMMUNITY SCHOOL DESIGN PROCESS

Who has been involved in the development of your proposal and how have they been involved? What are your plans to develop your community school? Please describe some of the planning activities in which you will engage. Who do you anticipate being involved during the planning phase and how will they be involved? What outcomes do you hope your community school will achieve?