

ILLINOIS IMPACT INITIATIVE
Illinois' CSP Grant - Subgrant RFA Requirements

Grant Project Goals/Executive Summary

Chicago Collegiate Charter School (“Chicago Collegiate”) equips all students in grades four through twelve with the academic skills, intellectual habits, and character traits to succeed in the college of their choice, lead in their communities, and change the world. Students need to work hard, starting in middle school and continuing in high school, to make certain they are ready for the academic rigors and personal challenges of college.

We have graduated three classes of seniors, all of which have achieved 100% college acceptance. The Class of 2023 earned over 10 million dollars in financial aid, averaged over 11 acceptances per senior and had 63 full-ride scholarships awarded. While we are extraordinarily proud of our success, we have heard from our community that they need us to offer more than College as a pathway for our scholars to fulfill our mission. You will see that the stated community need is reflected in our grant application.

Grant Project Goals

1. Goal #1: Fully furnish and equip our facilities for learning
2. Goal #2: Prepare scholars for the 22nd Century...
3. Goal #3: Increase the college graduation rate of Roseland and Pullman and, more broadly, those living in the 60628 zip code.

Goal #1	Fully furnish and equip CCCS for the educational program in its permanent facility to accommodate all of our scholars upon completing our growth plan by August 2025.
Justification	<p>We have heard repeatedly from our first three graduating classes and a wide swath of community members that while our track record of having 100% of our scholars accepted to colleges, and most with substantial financial aid, we have approximately 40% of our scholars who have determined that college is not for them. The most important part of our mission is to have our scholars strengthen our community and change the world. We cannot accomplish this mission if the only life pathway we offer to our scholars is college, and this results in noncompletion and potential negative life outcomes. As a result, as part of the process, we are going to be revising our programming to ensure that our scholars continue to graduate with at least two college acceptances, but they will also begin graduating with career certificates that will allow them to be immediately employable and provide pathways to well paid, meaningful careers.</p> <p>We are currently in the process of moving to a permanent facility that can accommodate our growth and adequately serve the increased number of students, as we are near our current building capacity. This will require bringing the facility up to code and meeting accessibility</p>

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	<p>requirements.</p> <p>We believe using CSP funds for necessary repairs, furniture, fixtures, equipment, and technology is justified and necessary to effectively implement our programming and have the physical space for our increased enrollment.</p>		
Performance Measures	23-24 Targets	24-25 Targets	25-26 Targets
Prepare for and equip our long-term facility in SY 23-24 and each year thereafter in accordance with the City of Chicago and our authorizer building codes.	N/A	Purchase classroom furniture, complete any actions to provide ADA access, and bring the building up to code, instructional technology, and reusable curriculum materials for 50 students.	Purchase classroom furniture, complete any actions to provide ADA access, and bring the building up to code, instructional technology, and reusable curriculum materials for 50 students.
Purchase technology for certificated learning and hire the appropriate staff.	Hire and train staff on certificated learning	-Purchase 50 student devices -Purchase 155 tech licenses -Purchase 2 staff devices	-Purchase 50 student devices -Purchase 155 tech licenses -Purchase 2 staff devices

Goal #2	<p>22nd Century Citizens: College is simply not enough.</p> <p>By implementation, in year 1, 100% of staff and instructional leaders will be trained to implement all curricular components and social-emotional support with equity, excellence, and fidelity.</p>		
Justification	<p>Our instructional model is being refined to meet the interest and needs of our community and city. It's imperative that we provide a curriculum that creates the foundation for our scholars to actualize our mission of becoming citizens that can lead substantive change in our neighborhoods, our city, and the world.</p> <p>The use of CSP funds to support the effort for our curricular goals is both necessary and justified.</p>		
Performance Measures	23-24 Targets	24-25 Targets	25-26 Targets
All instructional staff attend the UnBoundED- standards for equity conference.		- 100% of staff attends the UnBoundED Standards Institute before the first day of school	Only staff who was untrained in the year prior: - Staff attends UnBoundED Standards Institute
Curriculum selection and purchase	- Complete curricular review and determine which curricular products are needed to reach programmatic goals. - Purchase any necessary curricular materials.	- Purchase any necessary curricular materials and supplies (NON-TECH).	- Purchase any necessary curricular materials and supplies (NON-TECH).
Select and train staff in career certificates and advanced placement courses.	N/A	- 100% of staff teaching AP courses attend Advanced Placement training - 100% of staff teaching	Only staff who was untrained in year prior: - Staff attend Advanced Placement training

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		career certificates attend career certificates	- Staff attend career certificates training
Increase social work capacity through growth stage to address scholar social-emotional needs. (SEL)	N/A	- Contractual social worker - SEL workbooks and materials	- Contractual social worker - SEL workbooks and materials
Culture programming: Create shared experiences with our scholars to integrate new scholars into our school community, build trust and create a cohort culture.	N/A	-Team building and career/college experiences. -100% of student culture staff attends Restorative deaning training	-Team building and career/college experiences. -100% of student culture staff attends Restorative deaning training

Goal #3	Build and execute a strategic plan to extend our presence and outreach to our community through various means to meet annual enrollment goals and increase student enrollment from 255 students (Year 1) to 295 students (Year 3).		
Justification	We have to reinvent and reestablish a student recruitment program to reach our enrollment targets.		
Performance Measures	23-24 Targets	24-25 Targets	25-26 Targets
Create and distribute informational materials and experiences to the community by 10/15 each year and maintain recruitment awareness throughout the school year.	- Materials created, printed, and ready for distribution - 15,000 potential families have been exposed to our brand and school opportunity.	- Materials created, printed, and ready for distribution - 10,000 potential families have been exposed to our brand and school opportunity.	- Materials created, printed, and ready for distribution - 5,000 potential families have been exposed to our brand and school opportunity.
Meet enrollment targets by count day each year	-Recruit and enroll 255 students by count day of the 23-24SY	-Recruit and enroll 275 students by count day of the 23-24SY with a waitlist in two of the four high school grades of at least 10% of the target total enrollment for those grades.	-Recruit and enroll 295 students by count day of the 23-24SY with a waitlist in two of the four high school grades of at least 10% of the target total enrollment for those grades.
Attend a minimum 20 community events a year to build rapport and support other community-wide initiatives.	Attend 20 community events a year.	Attend 20 community events a year.	Attend 20 community events a year.

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Project Narrative

Educational Philosophy:

Starting in middle school, we partner with families to prepare scholars to be leaders and change agents and set a positive trajectory for themselves, their families, and their community.

Through their experience with us, scholars are provided with rigorous academic attention to ensure rapid growth, opportunities for new experiences and visits to new places, exposure, guidance on the college path, individualized future preparation and planning, and wraparound social-emotional and need-based support services. We care as much about social-emotional development and executive functioning skills as academic growth. Our program is designed for our scholars to be prepared to go on to have successful careers and a great life at 35 and beyond.

Every child has the potential to have the future of their choosing, and we will ensure they get there. To do this, we have strategically designed our schools to remain small enough to serve our scholars and families, and individuals and large enough to support a robust offering of academic courses and enrichment activities.

We go above and beyond your typical school. We do this without charging tuition or only enrolling selected students. We have graduated three classes of seniors, all of which have achieved 100% college acceptance. The Class of 2023 earned over 10 million dollars in financial aid, averaged over 11 acceptances per senior and had 63 full-ride scholarships awarded.

Chicago Collegiate has developed a model built on three primary pillars: Academic Excellence, Community Engagement, and Student Agency. In support of our mission to prepare students for college and to become leaders in their communities who change the world, we hold six core beliefs, which inform every aspect of our schools' design and are at the heart of our proposal. Our six core beliefs, which are informed by one or more of our primary elements, are

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as follows.

1) We prepare for college every day in every way (*Academic Excellence, Community and Engagement, and Student Agency*): Our students deserve every opportunity their more affluent peers across the country have, and these opportunities — curricular and extracurricular. A strong school foundation prepares students for a rigorous middle and high school curriculum. Our ability to choose our own curriculum allows us to select a curriculum that is proven to have outsized academic results in communities that reflect the ones that we serve and with similar student populations.

2) All students need excellent teachers who drive exceptional results (*Academic Excellence, Community and Engagement, and Student Agency*): We recruit, hire, and train the best teachers we can find, and we access every network that is available to the Network and school's leadership. Annually, teachers have nearly ten times the number of professional development days in a district school, weekly training, and ongoing individual development. The flexibility we have in designing our school calendar and how we hire staff affords us the ability to execute this school design feature.

3) All students need a rigorous, standards-based, college preparatory curriculum focused on the core subjects (*Academic Excellence*)

4) All students need a joy-infused, rigorous, and structured school culture to accelerate academic achievement and empower students as change agents (*Academic Excellence and Student Agency*): Our culture focuses on our core values of Excellence, Pride, Grit, Courage, and Zest. We have weekly Pride Time to motivate, educate, and celebrate monthly joyful whole-school events that put academic growth and achievement at the center of our community.

5) All teachers must use the best information and data available to constantly assess,

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reflect on, and improve our approaches (*Academic Excellence and Student Agency*): Teachers use data to plan instruction, target interventions, and deliver individualized support. Teachers participate in dedicated Data Days, reflecting in teams, making strategic plans, and taking action to address any gaps that persist.

6) Partnership between staff and families is crucial to meeting the needs of our students and helping them succeed in school and life (*Academic Excellence, Community and Engagement, and Student Agency*): Families are vital partners in our work. Parents and guardians receive weekly behavioral and academic reports every two weeks and come into school for three to four parent-teacher conferences each year to pick up report cards and meet with teachers each quarter. If they cannot attend, we arrange to have them come in at an alternate time. With the flexibility granted to us with teacher work expectations, we can be more nimble and innovative in meeting the needs of our families.

The CSP Implementation Grant will be used to materialize this vision by fully developing, furnishing, and enrolling students in an educational program specifically tailored to the community that we continue to serve.

School Culture

We have a robust multi-tiered and responsive school culture. We partnered with Building Assets and Reducing Risks (BARR), an I3 research-based social-emotional curriculum and system more than 5 years ago. We coupled this data collection and response system with a tired system of consequences to create a fair, safe, and equitable student culture experience.

All students are taught our behavior matrix and what specific behaviors may lead to positive or negative consequences. We also train our teachers in giving clear what-to-do directions, narrating the positive, and providing quick correction when scholars begin to veer off

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track. We couple this with explicitly teaching scholars executive functioning and building a sense of community and belonging. Scholars receive one SEL lesson weekly, which rotates through each content class. They also have daily advisory which will expound upon the weekly SEL lesson and provide additional practice for scholars.

We also collect data at each point of the system and it is analyzed weekly by each grade level team, which is led by a trained facilitator at each campus and for scholars who are designated as Tier 3, are reviewed by the community connection team to provide wrap-around supports or support from outside of our school to ensure a scholars success.

We have been incredibly successful in implementing this culture system, our authorizer has asked us to present our model to other schools we have high student and family retention of over 85% each year.

Enrichment and Electives

Our scholars have a variety of electives and enrichment opportunities. On our half day, we have brought in a number of community vendors and extracurricular activities to occur during the school day as many of our scholars work and are unable to stay after school. These are a mix of teacher interest and scholar requests. Courses have included: Chicago Footwork, Knitting, Drumline, Choir, Law and Debate, Student Council, African American Music History, Journalism, Physics Club, Anime Club, Chess, Karate, and more. Our scholars also have a variety of athletic programming based on student interests. In past years we have offered bowling, flag football, basketball, cheer, dance, track and field, soccer, and cross country. Any student can write a proposal and receive funding for an enrichment activity, provided they can find a staff member or approved community volunteer to supervise.

Curriculum, Instructional Strategies, and Technology:

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The mission of Chicago Collegiate Charter School is to equip ALL students in grades five through twelve with the academic skills, intellectual habits, and character traits to succeed in the college of their choice, strengthen their communities, and change the world. As we have successfully matriculated three graduating classes to college, we have begun to realize that the future for our scholars is more complex than simply attending and graduating from universities. As we have interrogated our ability to meet our mission, we have come to the conclusion that we must do more. We have heard directly from our scholars their strongly held belief that college may not be for them and our Board and other partners the need for skilled individuals. As a result, in our reimagining and expansion, we are going to enrich our current mission of having scholars graduate from universities within six years by having 100% of our scholars also graduate with a professional certificate. These certifications include Cyber Security, Comp TIA, programming languages, and more.

As a result, we will be going 1 to 1 with devices along with improving classroom technology with smart boards, teleconferencing capabilities, and improved wiring to sustain our technology needs. Additionally, for our technology certification initiative, we will be creating a lab of computers that have the hardware capacity to allow scholars to master the skills required to earn the certificates. We have found that our previously purchased student Chromebooks have insufficient hardware to meet these demands.

To ensure that students master rigorous college preparatory curriculum, teachers implement effective instructional methods to ensure every student can make the most of each minute. At Chicago Collegiate, teachers have a repertoire of effective teaching strategies like those discussed in *The Skillful Teacher* by Jon Saphier and *Teach Like a Champion* by Doug Lemov. As Saphier notes, "Research over several decades has shown no one model superior to

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others for achieving learning.” Various methods allow teachers to choose an instructional method to ensure students master the objective — what Saphier calls “matching.” For example, in a lesson on the similarities and differences between reptiles and amphibians, whereas Socratic Seminar might not be. However, Socratic Seminar would be an excellent choice for a lesson analyzing Jonas’ evolving realizations about his community in *The Giver*.

Subject	Instructional Delivery	Standards	Curriculum
ELA	Whole Group	Common Core	Reading Reconsidered
Rationale	<p>In the discipline of Literature, the primary goal is to make a case for a deeper meaning of a text, to interpret persuasively, and to comment on the significance of that interpretation. The curriculum has been used to provide accelerated reading growth throughout the country for scholars of similar demographics.</p> <p>Key habits: -Multiple Rounds of Close Reading, Analyzing Author's Choices, Drawing Conclusions, showing openness, curiosity, engagement and flexibility when engaging in public or academic conversation, systematically interrogating the logic, evidence, and assumptions of all perspectives under consideration in order to clarify your own values, assumptions, and beliefs regarding the issue.</p>		
Math	Whole Group	Common Core	Achievement First Mathematics (LEAP Curriculum)
Rationale	<p>The results of this curriculum speak for themselves, 53% achieved at least 10 points growth in state results in one year, and 100% achieved at least 5 points growth in state results in one year. Our first year of implementation was SY22-23 and we not only exceeded the state proficiency targets for math in all grade levels we also saw the strongest math growth in 3 years from our scholars. Nearly 20% of our 8th graders met or exceed grade level proficiency while the year prior 4% of our 8th-grade scholars achieved the same result.</p>		
Science	Whole Group	NGSS	Amplify, AP and PreAP College Board Sciences
Rationale	<p>All of our chosen science curriculums are highly rated on ed reports curriculum review and are lab-based curricula. We strongly believe that scholars must experience science to effectively learn science.</p>		
Social Studies	Whole Group	IL Learning Standards	Achievement First Social Studies
Rationale	<p>Highly effective at schools with similar demographics to ours. Additionally, the curriculum is based on the highly acclaimed Facing History and Ourselves and posits itself as the history of all people, with a focus on learning the history of historically marginalized populations.</p>		
SEL	Small and whole group	CASEL	Building Assets and Reducing Risks (BARR)
Rationale	<p>Highly studied and vetted by the Department of Education and the Gates Foundation. On average participating schools saw:</p> <ul style="list-style-type: none"> - 40% reduction in freshmen failures 		

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	<ul style="list-style-type: none">- 74% of BARR students met Reading and Math targets- Measurable increases in student and teacher satisfaction.
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Assessment and Data:

As a charter school operating on the far South Side of Chicago, we serve a more significant percentage of minority, first-generation college-bound students. To facilitate students earning a diploma from their college of choice, our primary responsibility is the academic preparation of our students. We know that our students must be able to compete against their peers nationwide and at the state level. Chicago Collegiate will use summative assessments to monitor student progress relative to other students nationwide and in the State. We will also use formative assessments throughout the school year (end-of-unit assessments, etc.) to measure student achievement in relation to our Common Core standards-aligned curriculum. Thus providing students with a high-quality school option. We believe that our progress must be held to a set of absolute, comparative, and value-added measures. This reflects our belief that a variety of performance measures will provide us with the most accurate and complete understanding of our progress on the path to fulfilling our objectives and mission. To fulfill our mission, we know that our students must be able to compete against their peers nationwide and at the state level.

We use tight cycles of data-driven instruction and teacher coaching. While not a specific instructional strategy, we believe that a key part of the strength of any specific instructional approach lies in a teacher's ability to execute it effectively. We will only know the effectiveness by truly monitoring student work, whether that's ongoing checks for understanding embedded within a lesson or a formative assessment at the end of a lesson cycle, and it will be critical that our teachers reflect immediately on their student achievement data. And when our teachers need

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help reflecting on their data and implementing a particular instructional strategy, we will have coaching structures set up to enable this. This includes a content-based weekly data meeting.

A typical data cycle in our network includes: Teachers administer a weekly data quiz to measure student learning, and they meet with their coach each week to review the data and formulate a plan to move scholars to mastery. This can include a wide variety of instructional strategies that will be designed to meet the gap identified in the data. Approximately every 8 weeks scholars take a reference normed Interim Assessment (IA) in each content area along with a teacher-created unit test. Teachers come together as vertical content teams to review, celebrate and analyze the data. This typically is done on a full-day PD session. Teachers will then plan a series of reteaches to address any remaining standards or concepts that were not yet mastered on the IA. All scholars take at least one practice assessment for IAR or SAT. The data from that practice assessment is then used to formulate a short scope and sequence of test-taking skills or content gaps that need to be closed prior to the summative test administration.

For our academic objectives, we use data from grade-level, state-required assessments, national norm-referenced assessments, and internal standards-based assessments from vetted question banks sourced from external partners such as Achievement Network and Illuminate. This combination allows us to ensure that students are achieving and demonstrating growth on a relative and absolute scale, as well as meeting our unique objectives and college readiness standards in the long term. Our formal summative assessments will include grade-level IAR and (P)SAT assessments. Our formative assessments will include beginning-and-mid-year practice (P)SAT assessments, interim exams, and teacher-created assessments.

Subject/Standards	Formative Assessments	Summative Assessments
ELA (CCSS)	Student Work, IXL, reference normed Interim Assessments, weekly data quizzes and (P)SAT Practice Tests	Unit Tests, IAR, (P)SAT, and AP Tests

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Math (CCSS)	Student Work, weekly data quizzes, reference normed Interim Assessments and (P)SAT Practice Tests	Unit Tests, IAR, (P)SAT, and AP Tests
Science (CCSS)	Student Work, lab reports, weekly data quizzes, reference normed Interim Assessments and (P)SAT Practice Tests	Unit Tests, IAR, (P)SAT, and AP Tests
History (CCSS)	Student Work, AP DBQ practice essays, weekly data quizzes, reference normed Interim Assessments and (P)SAT Practice Tests	Unit Tests, IAR, (P)SAT, and AP Tests

Effectively Serving All Students:

Chicago Collegiate’s enrollment policy prohibits discrimination on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, home language, housing status, or need for special education services. Every aspect of Chicago Collegiate’s enrollment and recruitment practices will comply with CPS, Illinois State, and federal standards. Chicago Collegiate is based on a strong core belief that *all* students - no matter their race, socio-economic status, or level of academic skill - have the ability to succeed in middle school, high school, and college. It is critically important to us that our student population reflects the racial and ethnic demographic make-up of local traditional schools and that we serve a population that is similar in regards to eligibility for free and reduced lunch, special education needs, and English Language Learner status. As part of working to ensure that our student population mirrors that of local schools, all of our marketing and presentation materials explicitly state that we welcome ALL students regardless of academic history, special needs, 504 plans, IEPs, etc.

We believe that all students, regardless of ability, first language, economic or home status, can learn at high levels when the appropriate supports and structures are in place. We believe all students deserve an education that challenges them to the highest standards. Our educational design, which includes a Multi-tiered Student Support System, frequent assessments, and a college preparatory education for all Chicago Collegiate students, is designed to effectively

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support each one of our students, including students with Individualized Education Plans, English Language Learners, and homeless students.

We support our student population in a variety of ways. Our staff structure includes a trained and licensed Student Support Services Coordinator, a BARR coordinator, and a Learning Specialist providing a strong network of adult support even when our student population is at its smallest. Additionally, the unique role of the Director of Community Outreach and Development ensures that individuals can focus on gaining access to resources to leverage for our students so that our Student Support Services Coordinator does not need to spend valuable time searching for resources in the community. Instead, the Student Support Services Coordinator can work with students and families to ensure they are connected to and use those resources in a way that helps the student. Our significant professional development time, on a weekly basis for 160 minutes as well as for five weeks before the start of school and for 13 days throughout the year, allows ample time for staff to be trained and to connect with each other about students and families so that their needs are met as quickly as possible.

Knowing that the needs of our student population change, and often without much warning or notice, as, for example, a family may suddenly become homeless, we build flexibility into our schedule. Student progress, both qualitatively and quantitatively, is measured regularly, and during six Data Days over the course of the year, the entire staff spends a full day discussing and reflecting on student progress. Additionally as described in the student culture section, our teachers examine qualitative student data from I-Times coupled with failure rates and student achievement data, to provide students support through our MTSS/RTI program called BARR. Students are tracked weekly for their academic and social progress and are flagged first by teachers if scholars begin to go off track in any arena. They are then analyzed and a plan is put

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into place to support them in their grade level team during a weekly meeting called Small Block. Each campus conducts a case study for grade-level teams to learn from and build their skills during a weekly meeting called Big Block. Both of these structures support our Tier 1 and Tier 2 academic and behavioral scholars. If a scholar is not successful in responding to the Tier 2 intervention or is in crisis, they immediately move to Tier 3 or Community Connect for further review and support. This group includes school administrators, social workers, and outside service providers. This can result in scholars responding to the intervention and moving back to Tier 1, scholars may end up with a referral for specialized services or they are connected with community agencies and programs that can provide support outside of our capacity. We have a designated staff person at each campus who monitors and leads all of the aforementioned structures and meetings.

Our methods and strategies for identifying and serving students with disabilities, including but not limited to students with Individualized Education Programs or Section 504 plans, are in compliance with all federal laws and regulations.

We firmly support the civil right of Special Education students to be taught to the greatest degree possible with a full inclusion model to the greatest extent possible and within the least restrictive environment according to the specifications of their IEPs. Chicago Collegiate complies with all applicable state and federal statutes, including Title II of the Americans with Disabilities Act of 1990 (ADA), the Individuals with Disabilities Education Act (IDEA), and Section 504 of the Rehabilitation Act of 1973. The school shall not discriminate in admission and enrollment practices against students having disabilities. Chicago Collegiate is committed to ensuring the needs of all student populations are met, including those of students with disabilities.

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Within this framework of legal compliance, we are guided by the following philosophy: minimize the impact of disabilities and maximize the opportunity for learning. We believe this approach furthers our mission of academic success and college attendance for all students. To identify students with Special Education needs, upon enrollment, we ask families to identify students who have IEPs or have been receiving Special Education Services at their previous schools. We then secure any existing IEPs and provide services as indicated. As part of our overall focus on closely tracking student progress, our teachers carefully monitor student performance and identify any students who are not meeting minimum levels of academic progress. For these students, we utilize a pre-referral process in which teachers and administrators design interventions for a student and his or her classroom teacher to identify the underlying causes and get the student back on track, academically or behaviorally. When there are situations in which interventions do not succeed, we will recommend to the student's parents or guardians that the student be evaluated for a possible disability.

With parental written consent, a student suspected of having a disability is evaluated by appropriately trained and licensed professionals. According to all mandated time guidelines, Chicago Collegiate's Student Support Services Coordinator convenes a team meeting to include the parents, student (when age appropriate), General Education, and Learning Specialists. If the student is eligible for Special Education services, the team develops an Individualized Education Plan for the student using the Chicago Public Schools form and following all procedures from the CPS Procedural Manual for Educating Students with Disabilities. If the student is not eligible for Special Education services, the team considers whether a 504 plan is appropriate and if so, develops that plan.

Chicago Collegiate's Student Support Services Coordinator oversees the implementation

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of all IEP services by our trained and certified staff or properly licensed consultants or contractors. Services include, but may not be limited to, speech therapy, occupational therapy, physical therapy, and counseling.

A copy of the IEP is given to and reviewed by all of the student's teachers to ensure they understand the student's needs and the services being provided. Training is provided by the school's Student Support Services Coordinator as well as by outside providers and as needed to support the implementation of the IEP and the academic success of the student.

When students at Chicago Collegiate have an existing IEP that does not allow the student free and appropriate public education in the least restrictive environment, we will implement the IEP as written. Subsequently, in that case, we would seek parental consent to request that the Student Support Services Coordinator re-evaluate the student and, with the team, consider revising his or her IEP. As students grow and develop, our staff monitors their progress and requests that the Student Support Services Coordinator re-evaluate students and consider revising their IEPs as needed. At a minimum, our staff and parents convene an annual team meeting and review each student's IEP and update the IEP as needed. All students with IEPs are re-evaluated at least once every three years.

Students with IEPs take all city, state, and internal assessments except in cases where the student's IEP states that students cannot participate in such assessments. In these cases, alternative arrangements are administered as required by law. We make every effort to ensure that any student with an IEP has a set of assessments as part of an IEP that enables us to measure student academic progress. In serving our students, Chicago Collegiate Charter School:

- Adheres to all provisions of federal and state law relating to students with disabilities, including the IDEA, section 504 of the Rehabilitation Act of 1973, and Title II of the

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Americans with Disabilities Act of 1990 that are applicable to it.

- Acts consistently with applicable law, works with CPS to ensure that all students with disabilities that qualify under the IDEA: have available a free and appropriate public education (FAPE); are appropriately evaluated; are provided with an IEP; receive an appropriate education in the least restrictive environment; are involved in the development of and decisions regarding the IEP, along with their parents and guardians; and have access to appropriate procedures and mechanisms, along with their parents, to resolve any disputes or disagreements related to the school or the school district's provision of FAPE.
- Employs, at a minimum, a properly certified individual as the school's Special Education Coordinator.
- Ensures that parents/guardians of children with special needs are informed of how their children progress on annual IEP goals and in the general curriculum at least as frequently as parents of regular education children.
- Abides by the applicable provisions of IDEA and the Family Educational Rights Privacy Act of 1974 as they relate to students with disabilities, including, but not limited to, having procedures for maintaining student files in a secure and locked location with limited access.

The role of the Student Support Services Coordinator has a unique dimension: while this individual serves as the point person and coordinator of all Special Education needs, their job is deliberately designed to be more all-encompassing so that they are able to act as a point person for any student who is at risk or has additional challenges, including students who are homeless, struggle with behavioral issues, have truancy challenges, or struggle with other emotional issues.

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The Student Support Services Coordinator works closely with the Director of Development and Partnerships. The Director has relationships with local community organizations and is constantly focused on broadening that network of providers. With this approach, the Student Support Services Coordinator does not need to spend time searching for appropriate resources; rather, they can simply reach out to the Director when a student has a need to make the connection. For example, if the Coordinator learned that a parent had recently lost their job, thus putting the family at risk of homelessness, they would get information from the Director about adult job-training programs and pass that information on to the parent. The Coordinator communicates and works with families, while the Director maintains relationships with the community organizations. In addition to this individualized support, the school keeps a list of organizations that families can reach out to post in a visible location in the school and also provides copies to families at least once a year, as well as upon request.

In the event, a student is homeless or becomes homeless while at Chicago Collegiate, the Student Support Services Coordinator will work closely with the parent and student to ensure that the student is able to get the school support they need. The Coordinator would ensure that the student had access to free transportation to and from school as accorded to them under the law and that the school makes any adjustments needed during this time. For example, perhaps the student is enrolled in the after-school program at no cost to allow the parent more travel time to and from the shelter where the student is staying. The Student Support Services Coordinator will ensure all homeless children receive their rights under the Settlement Agreement and will access outside providers to help meet the needs of the students and families as well.

In full compliance with all federal nutrition guidelines, students are provided with breakfast and lunch at the school, with free/reduced lunch students having their costs assumed by

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the school and federal government and full-price students (if any) bearing the costs themselves. Breakfast is served first thing in the morning, with lunch being provided mid-day.

Our methods and strategies for identifying (and avoiding misidentifying) and serving English Learners (ELs), in compliance with all federal laws and regulations. All families enrolling students at Chicago Collegiate complete the Home Language Survey at a mandatory family orientation prior to the beginning of each school year. The Student Support Services Coordinator ensures all families complete the survey. Students whose families indicate that a language other than English is the primary language spoken in the home are tested to determine if the student requires special services as an English Language Learner. Students identified as English Language Learners are educated using a structured English immersion approach and are referred to appropriate services as needed. No student identified as an English Language Learner is provided special education services based on their English language ability. All communication with families is provided in their home language, and no student is denied access to any portion of our academic program due to their language abilities.

Financial Plan:

Our financial model ensures that each school will meet its ambitious goals at capacity solely based on our per-pupil tuition from our charter authorizer, and while we will continue to operate a fundraising function, our long-term models project that those funds will not be used for required operating expenses but for extra benefits and supports we would like to be able to provide. As a result, our schools do not solely depend on fundraising to become profitable; private fundraising has typically been about 7% of our annual revenue budget, and we are planning to decrease that percentage over time. Chicago Collegiate's management and Board of Directors have also established an operating reserve to offset any unexpected declines in funding

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and are continuing to grow that reserve year over year. Chicago Collegiate has strong financial controls in place at our current site, which we would extend to additional schools in our network.

Below is an example of some of the controls we have in place:

- We have two authorized signatories on our accounts, our Chief Executive Officer and Managing Director of Finance and Operations, and systems in place by which the Managing Director of Finance and Operations typically approves payments and the Chief Executive Officer signs off on them to be processed, creating multiple levels of oversight;
- We have restrictions on who can spend money on the school's behalf; all employees with purchasing power are subject to training and oversight.

As far as roles and responsibilities:

- The Principal at each school will be responsible for setting her school-specific budget each year, within tools and guidelines provided by the network, and must be approved by the Managing Director of Finance and Operations and Chief Executive Officer;
- The Principal will manage and oversee the school's budget, and be accountable to the Managing Director of Finance and Operations for those results. The Managing Director of Finance and Operations will manage and oversee all schools' budgets and the network budget to ensure the financial health of the organization, and
- The Managing Director of Finance and Operations and Chief Executive Officer will be accountable to the Board on our budgets and finances.

We are in our 8th year of partnering with Quattro, our outside accounting firm that runs our day-to-day financials for us — paying invoices and running payroll, coding revenues and expenditures, and preparing reports. Each month, Quattro runs the following reports for us, on

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the 20th of the following month showing results from that prior month as well as the fiscal year to date:

- Statement of Financial Position;
- Statement of Accounts (both Summary and Detail);
- Cash Flow Forecast;
- Detailed Rolling Statement of Activities; and
- General Ledger.

When we receive these reports, the Managing Director of Finance and Operations reviews them, notes headlines and questions, updates our forecast for the remainder of the fiscal year, and scrubs the general ledger to correct any inaccuracies. The Managing Director of Finance and Operations and Chief Executive Officer meet to review our financial position, and the Managing Director of Finance and Operations discusses any questions or corrections with Quattro. The Managing Director of Finance and Operations forwards the reports and our forecast to the Board Treasurer, who does his own review and enters data from these reports into a tracking tool to show our current progress toward goals on the CPS financial scorecard (e.g., Net Asset Ratio, Cash on Hand). The Board Treasurer sends his summary and scorecard to the remainder of the Board and discusses any important headlines from our financials in the next Board meeting.

In addition, Quattro helps us prepare for the annual audit, which is overseen by the Managing Director of Finance and Operations with support from the Administrative Assistants at each school.

We believe the Chicago Collegiate Charter School Network has the financial capacity to expand because it will actually put us in a stronger financial position to be better able to take advantage of economies of scale.

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We have begun our facilities search, and at the end of this expansion timeline, we will be nearing capacity at our High School campus. While we are in the nascent stages of this process, we have already partnered with Gonzalez Development Consulting to find us suitable potential sites, and have established working relationships with the Illinois Facilities Fund and several community leaders in our search for a permanent facility, that meets the needs and quite frankly the demands of our students and families.

Operations Plan

As Jim Collins wrote in *Good to Great*, a touchstone text at Chicago Collegiate, it is essential to “get the right people on the bus... and the right people in the right seats.” Attracting and retaining talented people at Chicago Collegiate has been a huge part of our success. We take talent recruitment and retention very seriously. Our deep belief in the importance of excellent teachers drives our aggressive recruiting efforts and our laser-like focus on staffing. As recent studies show, “expanded time is most effective when combined with quality teaching and an unwavering focus on student achievement.”

We will hire a mix of experienced teachers with a demonstrated record of achieving dramatic student results and a handful of promising teachers at the beginning of their careers who have the right mindsets, beliefs, and skills to be highly impactful teachers. All staff will meet the criteria detailed in section 27A-10(c) of Illinois Charter Schools Law. Recruitment and hiring involve a deep local and national search for talent. We are particularly interested in hiring a staff that mirrors the diversity of our students.

To reach a broad audience, we use the following sources to recruit teaching positions: Alain Locke Initiative/Inner City Teaching Corps, Teach For America corps members and alumni, the National Association of Black Educators, the National Board for Professional

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Teaching Standards, New Leaders for New Schools, Peace Corps, and SummerBridge Alumni, notices to career services at graduate schools, notices to career services offices at colleges and universities, advertising in national and local publications, web site postings and advertisements on sites including the Illinois Network of Charter Schools, Facebook, Google Plus, Idealist.org, the Center for Ed Reform, Monster.com, JobTrak, Project Connect, Education American and Craigslist, and, our website www.chicagocollegiate.org. These actions have helped us reach a broad pool of talent. Our recruitment process is thorough and aimed at attracting the best candidates, with an emphasis on hiring locally. We will also Network with local education, civic, religious, and elected leaders as part of our recruitment strategy. Our staff at our current schools have become increasingly well-qualified and diverse in terms of age, background, and ethnicity. Since talent attracts talent, we encourage our employees to refer strong candidates for open positions. Currently, between 30-40% of our staff was referred here by another staff member, and we expect our ability to capitalize on that will only grow as our own staff and network grow bigger. We are never not recruiting teachers because we know how critically important they are in our development. With that said, we have retained over 87% of our teachers for the past three years.

Staffing Model with Ratios

Role	Ratio
Principal	<ul style="list-style-type: none"> ● 1 per 300 scholars and/or campus
Assistant Principal	<ul style="list-style-type: none"> ● 1 per 150 scholars and/or campus
Dean	<ul style="list-style-type: none"> ● 1 per campus
Dean Support	<ul style="list-style-type: none"> ● 0 up until 100 kids ● 0.5 from 100-200 kids ● 1 from 200+ kids
College Counselor/BARR Coordinator	<ul style="list-style-type: none"> ● 1 per High School

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Teachers	<ul style="list-style-type: none"> ● 1 teacher for every 24 students at the MS ● 1 teacher for every 15 students at the HS ● PALs decide how to allocate staff among core subjects, homeroom
Learning Specialists	<ul style="list-style-type: none"> ● 2 per campus as baseline - one ELA and one Math ● More as dictated by minutes in IEPs
Paraprofessionals	<ul style="list-style-type: none"> ● Set by minutes in IEPs
Case Manager	<ul style="list-style-type: none"> ● Tied to IEP numbers ● 1 across Network up until 80+ IEPs
Social Worker	<ul style="list-style-type: none"> ● 0.5 up until 100-250 kids ● 1 at 205+ kids ● 1.5 at 300 kids?
Director of Operations	<ul style="list-style-type: none"> ● 1 per campus (managed by COO but partner closely with Principal team)
Operations Coordinator/Assistant	<ul style="list-style-type: none"> ● 0 up until 200 kids ● 0.5 from 200-300 kids ● 1 from 300 kids
Receptionist Clerk	<ul style="list-style-type: none"> ● 1 per campus
Enrollment/ Compliance Clerk	<ul style="list-style-type: none"> ● 0 up until 150 kids ● 0.5 from 150-300 kids ● 1 from 300+ kids
Custodian	<ul style="list-style-type: none"> ● 1 per campus

We offer a robust Professional Development system to support and ensure the quality of teaching amongst our staff. This includes but is not limited to 2+ weeks of full-day professional development during the summer. This includes development in regard to student culture and the key foundations of a strong academic start. As the school year begins, we have professional development each Monday afternoon. We continue the academic foci we launched during the summer and address any cultural topics that may need our attention. This time is also reserved for data days following our interim assessments. We typically have a full day of professional development following holidays and breaks. This time is typically used for a culture tune-up and larger academic work such as unit planning, responding to test data, and family communication.

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Individually our teachers have at least 3 one on one coaching meetings each month. Meetings can have a variety of structures but typically are a planning meeting that addresses gaps in teacher planning, a data meeting - which reviews our scholar's data and creates reteach plans, and an observation feedback meeting- in which teacher practices specific instructional or classroom management moves to improve student outcomes. This doesn't include the coaching they receive to support scholars' social-emotional needs weekly during Monday PD and with their grade-level teams.

Board Capacity and Governance Structure:

The diversity of experience of each board member adds capacity in facilities, finance, education, nonprofit management, community connections, and legal expertise. Each member shares a commitment to DEI. In addition to Board officers, a committee structure allows the Board to operate with great efficiency. The Board works to screen and deliberately select individuals with demonstrated evidence of understanding the responsibilities and commitment required of Board members, a strong philosophical alignment with the mission and vision, and a deep-seated understanding of the needs of our students.

Equally essential to Board Member selection is a set of specific qualities (i.e., strong personal/team skills, flexibility) and time. Potential Board Members are recruited based on the existing need for expertise and diverse skills on the Chicago Collegiate Charter School Board. To continually assess the capacity of the Board and identify potential candidates to fill vacancies, the Nominating Committee will seek out and propose qualified candidates. Member selection follows an interview process that probes qualifications, skills, and experiences to ensure s/he possesses the qualifications and demeanor required to be an effective member. This process includes reference checks and ensures inherent conflicts of interest are avoided.

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Policies & Procedures

Chicago Collegiate Charter School is governed by the CCCS Board of Directors, in addition to holding the school's overall legal, financial, and fiduciary responsibility and being the entity to whom the charter is granted, provides external accountability, internal oversight, and mission-based leadership. The committee structure enables Board members to exact their expertise in areas of need to support CCCS schools best. Committees are structured to provide space and time to dive deeply into relevant metrics to ensure proper oversight and recommendations are made by or to the Board. The officers are President, Secretary, and Treasurer, who hold powers and duties as prescribed by the Board and Bylaws. Committees are composed of members with diverse expertise and facilitate in-depth discussion and analyses, resulting in well-informed recommendations to the Board.

Committees meet between regularly-scheduled Board Meetings. Standing committees include a Finance, Facility, and Recruitment and Selection Committee. The Board is not involved in daily school operations, addressing personnel or individual student issues unless escalated through the formal grievance/complaint process. The CCCS Board meets 6 times a year and is held in accordance with the Open Public Meetings Act (OPMA). CCCS retains its own legal counsel when necessary and purchases and maintains, as necessary, general liability, officers' and directors' property, Workers' Compensation, and unemployment insurance policies. A copy of the Board by-laws can be provided upon request.

A comprehensive evaluation is a core job function of the CCCS Board. Members engage in annual self and Board evaluations designed to measure success as individuals and as a team. Professional development enhances the Board's capacity to govern the school. Our board

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members participate in training provided by the Illinois State Board of Education, Chicago Public Schools, and other field-related experts dependent on school or board priorities.

School Leadership and Management:

We have created a Network office to support our schools; the Network owns the majority of the work needed to support the growth of new schools, including identifying, hiring, and training the Principal who will own any school-centered work and decisions in the planning year. Our Network “office,” is located in close proximity to our schools which allows us to support the schools by being on the ground consistently at each of our school sites. The Network provides the following services and resources to the schools, in both the planning year and once in operation:

- Set the vision and direction for the schools in areas that are essential to the Chicago Collegiate model;
- Provide school leaders and their teams with the direct support and feedback they need to accelerate their progress towards the mission and vision; and
- Provide schools with back-end operational support that allows them to function effectively and focus on academic and cultural goals.

In particular, the work streams and costs the network will primarily own include

- **Vision and Direction:** Capacity and expertise via our Network personnel to set the vision and direction for the schools, provide more detailed guidelines and ongoing coaching and feedback towards expectations for school staff, and ultimately manage schools toward our vision and goals. This vision and direction include overall, big-picture planning like our 5-Year Strategic Plans, as well as more specific, granular

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elements of our academic program, like curricular decisions and how we approach college preparation.

- **All Facilities Work:** Overall strategy, site identification, site procurement and rehabilitation, costs of renting/owning and maintaining the space (including utilities and custodial services);
- **Human Resources and Talent Management Services:** Recruiting, hiring, onboarding, providing platforms to manage human capital needs like employee databases and time off tracking, running payroll, creating and ensuring adherence to employee policies, and other similar supports;
- **Financial Management:** Budgeting, expense management and tracking, fiscal policies and procedures, accounting systems, audit preparation, and additional similar tasks;
- **Information Technology:** Addressing all technology needs for the schools, including troubleshooting, installation and maintenance of software as well as ensuring that each school has the necessary equipment and resources to facilitate learning and administer adaptive progress monitoring;
- **Development:** Fundraising for the schools and overall network, including our overall marketing strategy and marketing materials;
- **Compliance Reporting:** The network office receives and consolidates all compliance reporting requests to collect requisite data for reporting to ensure that the schools are 100% compliant with our authorizers as well as the Department of Education guidelines and mandates; and
- **Recruitment:** Student recruitment and family engagement as a network throughout Roseland/Pullman.

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The primary responsibility of the Board is to govern Chicago Collegiate; the primary responsibility of the Chief Executive Officer is to manage the Chicago Collegiate Network, including the academic and operational performance of each school site, which is the primary responsibility of the Principal. The Board takes responsibility for the financial health and viability of the network and schools, the overall strategic direction of the organization, and the hiring, support, and evaluation of the Chief Executive Officer. The Chief Executive Officer takes responsibility for hiring staff, managing staff to ambitious results, and overseeing the day-to-day operations of the network. The Board takes a meaningful, impactful role in governing the school and works on both the big picture and strategic planning of Chicago Collegiate as well as approving fiscal policies, establishing financial controls, and approving staff, family, and student handbooks as policy documents, among other responsibilities. The Board oversees the financial and academic health of the organization through the use of data dashboards that present key data on a regular basis and works closely with management through its committee structure.

The skill sets and talents of the Board members will be used to ensure effective governance of Chicago Collegiate, with all Board members fulfilling all fiduciary responsibilities as well as their other duties so that Chicago Collegiate is an academically successful and fiscally responsible school. As we expand, the Board's role in governance remains steadfast: approving policies; reviewing key contracts; setting vision and direction for the future; and ensuring the effectiveness of the Chief Executive Officer.

As such, our Board has been working on the five-year vision for the Board, including expanding our membership to include individuals with distinctly different and deep networks from our current Board members. As part of that discussion, we have also discussed the importance of ensuring our community is represented on the Board. Currently, 40% of our Board

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had experience in education in urban areas (through their work or previous board service) prior to joining our Board. Approximately 60% of our Board is African-American. It is the vision of the Governance Committee on our Board that the board membership continues to become more reflective of the population we serve, particularly with recruiting and cultivating African-American leaders, specifically from the far South Side. We are eager for more formal linkages with many of our community partners. At this time, we are specifically looking for expertise in marketing, public relations, and advocacy, as well as individuals who are well-connected at iconic Chicago-area companies (like United, Kraft, and similar companies).

Growth Plan:

To ensure that our student population mirrors that in local traditional schools, we will employ an active and robust recruitment strategy. Since early 2012 during our founding, we have worked diligently to build our presence in our community and engender trust. Our current growth plan is derived from the best practices of the past 10 years for our recruitment and enrollment efforts.

Typically this means, we look ahead to the next month of events, we revise our student family newsletter, and add our new families to our list serve. We monitor the placement of our signage and advertisements (yard signs, billboards, digital media, etc.) We restock all marketing materials and promotional items and hold a monthly meeting with the principal.

Each week, we add new prospects to our internal trackers along with creating any QR codes for interested family signs up. Send emails to confirm our event and information session attendance. We attend at least two community events for recruitment, along with visiting two to three local businesses/organizations to raise awareness of CCCS. We send out our enrollment update to the recruitment team in preparation for the recruitment and enrollment meeting. The

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clerks will also make any needed follow-up contact with interested families. Lastly, we review any social media ads that are running and make adjustments as needed.

Daily we review and offer families a seat at CCCS after receiving a completed application. Within 2 days, we congratulate them, set up a time for a tour if interested, answer any questions, and ask for them to make a decision within 1 week. We also monitor our social media page and email for any messages or comments that may need attention.

To target our HS growth, we will execute a refined strategy around building brand awareness with all 8th graders and reaching a goal of at least 100 applications for our freshmen class for the 2024-2025 school year. This includes shadow days at our HS campus and having alumnae visit 8th-grade classes at the surrounding HS to give a presentation about our high school and what we offer. Interested 8th graders will receive a specialized invite to our HS fall experiences, along with parents meeting our school leaders.

We will continue this type of community outreach to ensure we recruit a diverse student population. To reach students who are homeless, we are coordinating with several local homeless shelters, including Roseland Christian Ministries and other area churches, to hold information sessions for parents and students at those locations. We will target parents of current eighth graders directly. We will continue to engage in door-to-door recruiting and direct mailing. We will work with the diverse array of community organizations we have built partnerships with to attend and host community events at churches and community centers in the neighborhood to ensure that our school reflects the school's immediate community. We are confident our extensive outreach efforts will continue to yield a population similar to those of local traditional schools, including the number of students with disabilities and special needs. All recruitment materials emphasize that

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we are open to all students and that academic record and/or need for special services does not prevent any student from enrolling.

SY24-25

Grade Level	Goal Applications	Goal Enrollment
5-8	50	5th- 18 6th- 25 7th- 40 8th- 45
9-12	100	9th- 55 10th- 40 11th- 35 12th- 30

SY 25-26

Grade Level	Goal Applications	Goal Enrollment
5-8	75	5th- 20 6th- 40 7th- 45 8th- 45
9-12	150	9th- 60 10th- 45 11th- 40 12th- 30

Competitive Preference Priorities

a. Serving high schools

The majority of our anticipated growth will occur at our High School campus. We have had waitlists for our freshmen class and continue to see high demand for those grade levels.

b. Serving at-risk populations

All of the district-run neighborhood high schools in our targeted recruitment zone and within three miles of our high school campus all have a state rating of Comprehensive, the lowest

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rating that is given by the state. This places our recruitment area solely focused on the 60628 zip code, and more precisely, at the “y” of I-57/I-94, down to the most southern point of the city. Our priority for recruitment continues to be the specific neighborhoods of Roseland, Pullman, and Rosemoor. In addition, we are located in CPS Network #13, which is consistently named as an area of the city that needs increased access to high-performing, high-quality high schools.