

## Overview of Approved Lead and Supporting Partners 1-19-10

### **Lead Partners:**

| <b>Lead Partner and Service Area</b>                                                                              | <b>Overview of Implementation Model</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Record of Effectiveness</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| <p><b>Academy for Urban School Leadership (AUSL)</b></p> <p>Regions I-A, I-B-B, I-B-C, I-B-D, II, III, and IV</p> | <p>AUSL's mission is to improve student achievement in high-poverty, chronically failing schools through dramatic interventions to comprehensively reset failing schools.</p> <p>In AUSL's Turnaround school model, the district closes a failing school at the end of the school year and reopens it after the summer under AUSL's management. Admission is open to any former student who wishes to attend, as well as all students in the school's geographic boundary area. AUSL replaces the principal with an individual selected by and accountable to AUSL, as well as the district, and also brings in a cohort of specially trained new teachers from AUSL's teacher residency program. AUSL evaluates all incumbent teachers and staff before re-hiring any who are interested in remaining. Typically, more than half of the school's incumbent teachers and staff are replaced.</p> | <p>Since 2002 AUSL has launched eight Turnaround elementary schools and one Turnaround high school in Chicago. AUSL is still managing all of these schools, and all but one have made steady year-to-year gains in student achievement. AUSL has also developed many strong collaborative partnerships, including key partnerships with Chicago Public Schools, Serve Illinois (AmeriCorps), New Leaders for New Schools, City Year, and university partners (National Louis University, Erikson Institute, and the University of Illinois at Chicago).</p>                                                                                                      |
| <p><b>America's Choice, Inc.,</b> and its subcontractor ACT, Inc.</p> <p>All 10 ISBE Support Regions</p>          | <p>America's Choice will provide two programs:</p> <p>(1) the America's Choice Comprehensive Intervention Model in elementary schools, designed to prepare all students to enter middle school core instructional programs without need for remediation, and</p> <p>(2) the Rigor &amp; Readiness Comprehensive Intervention Model in middle and high schools, designed to support students' development of college and career readiness.</p> <p>These programs include: an examination system aligned with state standards, a rigorous core curriculum with end-of-course examinations aligned to college and career readiness standards, instructional materials aligned to the curriculum, systematic monitoring of student progress, and "safety net" programs designed to accelerate learning.</p>                                                                                          | <p>States and school districts have successfully implemented America's Choice programs throughout the country, including in Georgia, New York, Florida, Arkansas, and Maryland.</p> <p>A study of Rochester, New York schools found that students in America's Choice schools made significantly higher achievement gains than students in other schools, and the performance gap for minority students was narrowed significantly in both reading and math. Also, a study by outside reviewers found that students in America's Choice schools scored an average of 9 points higher on reading comprehension tests, and 7 points higher on language scales.</p> |

| Lead Partner and Service Area                                                                                         | Overview of Implementation Model                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Record of Effectiveness                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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| <p><b>Consortium for Educational Change (CEC)</b></p> <p>Regions I-B-B, I-B-C, I-B-D, I-C, II, III, IV, V, and VI</p> | <p>CEC proposes to implement a School Transformation Model, which will focus on accelerating student learning by aligning resources of the school and district to: add time for student learning and teaching; share leadership through teams; support teacher practice; and establish clear and ambitious performance targets for everyone.</p> <p>This model would be implemented in a school or district using a work plan with the following four steps:</p> <ul style="list-style-type: none"> <li>-Set goals and standards;</li> <li>-Implement structures and plans;</li> <li>-Implement a learning environment; and</li> <li>-Become results focused.</li> </ul> | <p>CEC has more than 20 years of experience in working with Illinois school systems, helping them construct communities of learners and breaking down traditional hierarchies so that all members of the community contribute to the school system. CEC's work is supported by subcontractors and partners who are leaders in union/management collaboration, teacher and school leadership development, classroom instruction, curriculum, and standards assessment.</p> <p>In CEC's years of experience, it has helped schools improve students' grade-level proficiency, improve performance on state assessments, and work toward closing achievement gaps. For example, in CEC's past work with an ethnically diverse suburban Chicago school district, CEC helped increase the percentage of African American eighth-graders who met or exceeded ISAT standards in math from 40% in 2004 to 71% in 2009.</p> |
| <p><b>Diplomas Now</b>, a program of Johns Hopkins University</p> <p>Region I-A</p>                                   | <p>The Diplomas Now model integrates four key elements:</p> <ul style="list-style-type: none"> <li>-Effective whole school reform with instructional, organizational, student, teacher and administrative support components;</li> <li>-A teacher-friendly early warning data system tied to identify students in need of prevention, intervention and recovery strategies;</li> <li>-A team that works closely with teachers and administrators to provide targeted and intensive supports; and</li> <li>-A team-based organizational structure and collaborative work environment.</li> </ul>                                                                          | <p>In the 2008-2009 school year, the Diplomas Now model was implemented in a large, high-poverty middle school in Philadelphia. Working in partnership with school leadership and teachers, this school successfully made Adequate Yearly Progress for the first time in four years and the Diplomas Now model resulted in a 50% decrease in the number of students in grades 6-8 who were off-track to graduate based on the following key indicators:</p> <ul style="list-style-type: none"> <li>-Attendance (52% decrease in students with less than 80% attendance);</li> <li>-Behavior (45% decrease in students with three or more negative behavior comments); and</li> <li>-Course failure in Math and English (83% decrease in the number of students receiving an F in Math and 80% decrease in the number of</li> </ul>                                                                                 |

| Lead Partner and Service Area                                                                  | Overview of Implementation Model                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Record of Effectiveness                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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|                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | students receiving an F in English).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <p><b>EdisonLearning</b></p> <p>Regions I-A, I-B-B, I-B-C, I-B-D, I-C, II, III, IV, and V.</p> | <p>EdisonLearning proposes to serve as a national and on-site team of specialists dedicated wholly to partnership schools' curriculum, instruction and academic achievement.</p> <p>EdisonLearning will develop programs customized to meet the needs of each partnership school, but comprehensive models include several general components, such as: leadership development, school organization and scheduling support; learning environment management tools to promote a school culture in which students learn effectively; curriculum management and support tools that align to Illinois standards; intensive on-site and national professional development; benchmark assessment systems to track student progress; quality monitoring and management; and support for families who may not have considered the possibility of higher education.</p> | <p>Since 1995, EdisonLearning has partnered with school districts across the country to assist them in meeting student achievement goals. Throughout its history, EdisonLearning has had the opportunity to partner with numerous clients having diverse student bodies, largely serving clients in high-minority, low-income settings (the average school in an EdisonLearning Partnership is 87% minority and 65% socioeconomically disadvantaged).</p> <p>Data and independent reports (including a notable RAND Corporation report released in 2005), confirm that schools partnering with EdisonLearning have improved their students' academic performance over time. The American Institute for Research stated in a 2006 report that EdisonLearning was the most thoroughly researched comprehensive school reform organization in the country.</p> |

| Lead Partner and Service Area                                                                                                                                                                        | Overview of Implementation Model                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Record of Effectiveness                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| <p><b>Illinois Association of Regional Superintendents of Schools (IARSS):</b> representing a consortium of regional offices and intermediate service centers</p> <p>All 10 ISBE Support Regions</p> | <p>IARSS proposes to:</p> <ul style="list-style-type: none"> <li>-Administer a needs assessment of the district and school;</li> <li>-Coordinate with school and community "stakeholders" (i.e. parents, businesses, community organizations, and public officials) to develop a school intervention model; and</li> <li>-Direct resources and expertise toward intervention planning, capacity building, evaluation of existing staff, professional development, and implementation of the intervention model.</li> </ul>                                                                                                                      | <p>IARSS's Regional Offices of Education (ROE) and Intermediate Service Centers (ISC) have a proven track record of working with underperforming schools through delivering support, coaching and technical assistance to promote academic achievement. The ROE/ISCs specifically work with schools that are identified as not meeting Adequate Yearly Progress and are on the State/Federal Academic Early Warning and Academic Watch status lists.</p> <p>Schools that the ROE/ISCs have worked with have achieved gains in academic growth ranging from 7% to 42% in both reading and math on state and local assessments over a three year period and have been removed from warning or watch status, and/or made consistent incremental gains each year. These schools have a range of 200 to 2,300 students and represent a wide range of communities and subgroups.</p> |
| <p><b>Learning Point Associates</b> and its subcontractor, Pivot Learning Partners</p> <p>All 10 ISBE Support Regions</p>                                                                            | <p>Learning Point's plan focuses on collaborative development and implementation of turnaround strategies to improve student achievement and build the capacity of school leaders and staff to sustain improvement.</p> <p>The proposed turnaround design has six general components: a core school leadership team; a research-based diagnostic needs assessment; an instructional model to engage teachers in daily review of student data and weekly collaboration with other teachers; a parent and community engagement plan; a variety of support tools and expert coaching; and targeted intervention for special needs populations.</p> | <p>Learning Point has a long history of working with a broad range of districts, including chronically low-performing districts, to design, implement, evaluate, and monitor improvement and transformation efforts. In its past work with low-performing and high-need schools, Learning Point has helped schools achieve improved student test scores, improved national standing, and increased success in meeting academic standards.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                  |

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| <p><b>Success For All Foundation, Inc. (SFAF)</b></p> <p>All 10 ISBE Support Regions</p>                                     | <p>SFAF will provide comprehensive turnaround models for target schools through a multi-dimensional set of strategies, focused on:</p> <ul style="list-style-type: none"> <li>-Leadership support and training for school administrators, staff and community to assist in improving student achievement and addressing school-specific issues;</li> <li>-Professional development and support in core learning areas (reading and math);</li> <li>-Development and implementation of a school-specific reform structure to address the needs of students showing lack of progress in academic, social, and behavioral realms;</li> <li>-Structured communication between schools and SFAF's Illinois Team Manager and consultants.</li> </ul>                                                            | <p>SFAF programs have been used in over 1,800 schools during the past 20 years, improving the achievement of more than 2 million students. Over 52 studies have assessed the effectiveness of SFAF's program, and independent reviews have consistently found that implementation of SFAF's programming resulted in significant increases in student achievement in various settings. A recent study of 22 comprehensive educational reform programs placed SFAF's program, and only one other, in the highest category awarded.</p>                                                                                                                                                                                                                                                                      |
| <p><b>Talent Development</b>, a program of Johns Hopkins University</p> <p>Regions I-A, I-B-B, I-B-C, I-C, II, III and V</p> | <p>Talent Development proposes to implement two separate but interrelated programs: the Talent Development Middle Grades (TDMG) program for middle schools and the Talent Development High Schools (TDHS) program for high schools. Both programs focus on organizing students into smaller learning communities headed by teaching teams to create a successful learning environment with high student expectations, and to develop and promote the effectiveness of teachers and school leaders.</p> <p>The organization also seeks to promote community and family involvement and engagement through parenting assistance; initiatives to enhance family participation in and support of students, schools, and school programs; and coordination of school and community services and resources.</p> | <p>For the past 15 years, Talent Development has helped schools across the country to reorganize in ways that promote strong relationships for students and adults; implement innovative, evidence-based curricula and instructional strategies; and build professional communities that support distributed leadership, shared decision-making, and increased capacity for continual improvement.</p> <p>Talent Development offers research-based strategies developed by Johns Hopkins University, paired with intense technical assistance from master educators, to facilitate improvement in struggling schools. Schools that implement Talent Development reforms have seen increases in student attendance, reductions in suspension rates, and increased scores on student achievement tests.</p> |

## **Supporting Partners:**

| <b>Supporting Partner</b>                                                                   | <b>Human Capital or District Capacity Building Strategies</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>Record of Effectiveness</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| <p><b>Academy for Urban School Leadership (AUSL)</b></p> <p>All 10 ISBE Support Regions</p> | <p>AUSL proposes to share its expertise and support the efforts of Lead Partners in the following areas:</p> <ul style="list-style-type: none"> <li>-Intervention and transformation of underperforming schools through AUSL's Transformation school model;</li> <li>-Operation of a teacher residency training program;</li> <li>-Focused projects related to school management and teacher development; and</li> <li>-Advice and assistance to districts and Lead Partners.</li> </ul> <p>AUSL would assist clients in decision-making and capacity building through providing opportunities to observe AUSL's models in action, assisting clients to design their own adaptations of the AUSL model, and providing coaching and training support.</p> | <p>Over the last 8 years, AUSL has built a track record of success in launching and managing turnaround schools in Chicago. AUSL's work has resulted in dramatic gains in student achievement in Turnaround schools, including increasing the percentage of students meeting state ISAT standards and improving school cultures and parent involvement.</p> <p>Through its teacher residency training program, AUSL has trained over 300 new teachers, with 85% still working in education. AUSL has also developed many strong collaborative partnerships, including key partnerships with Chicago Public Schools, Serve Illinois (AmeriCorps), New Leaders for New Schools, City Year, and university partners (National Louis University, Erikson Institute, and the University of Illinois at Chicago).</p>                                                                                 |
| <p><b>Consortium for Educational Change (CEC)</b></p> <p>All 10 ISBE Support Regions</p>    | <p>CEC proposes to provide supporting services for human capital including: establishing an intensive induction and mentoring program for teachers and administrators; establishing meaningful performance evaluation and development systems that fairly and accurately differentiate teachers, based in part on student achievement; and establishing meaningful principal and administrator evaluation systems.</p> <p>CEC also proposes to build school board and district central office capacity with respect to: collaborative relationship-building among district anchors (i.e. school board, administration, and local teachers' union); and leadership development and training.</p>                                                          | <p>CEC has more than 20 years of experience in working with Illinois school systems, helping them construct communities of learners and breaking down traditional hierarchies so that all members of the community contribute to the school system. CEC's work is supported by subcontractors and partners who are leaders in union/management collaboration, teacher and school leadership development, classroom instruction, curriculum, and standards assessment.</p> <p>CEC has developed ongoing relationships with a number of districts and schools throughout Illinois, including those that have not made Yearly Academic Progress and others that are restructuring. CEC has helped districts and schools to implement comprehensive reforms and to develop and implement school improvement plans. Through its work, CEC has helped schools achieve significant improvements in</p> |

| Supporting Partner                                                                                                                                                                                                                                          | Human Capital or District Capacity Building Strategies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Record of Effectiveness                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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|                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | district, school, and student performance on the ISAT.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <p><b>Illinois Association of Regional Superintendents of Schools (IARSS):</b> representing a consortium of regional offices and intermediate service centers</p> <p>All 10 ISBE Support Regions</p>                                                        | <p>IARSS proposes to:</p> <ul style="list-style-type: none"> <li>-Implement human capital strategies, such as reforming district recruitment and hiring policies and establishing intensive induction and mentoring programs for teachers and administrators;</li> <li>-Establish meaningful performance evaluation and development systems that fairly and accurately differentiate teachers based on student achievement, and train administrators in their use; and</li> <li>-Establish meaningful principal and administrator evaluation systems that incorporate considerations of school climate and are based, in part, on student achievement.</li> </ul> | <p>IARSS's Regional Offices of Education (ROE) and Intermediate Service Centers (ISC) have a proven track record of working with underperforming schools through delivering support, coaching and technical assistance to promote academic achievement. The ROE/ISCs specifically work with schools that are identified as not meeting Adequate Yearly Progress and are on the State/Federal Academic Early Warning and Academic Watch status lists.</p> <p>Schools that the ROE/ISCs have worked with have achieved gains in academic growth ranging from 7% to 42% in both reading and math on state and local assessments over a three year period and have been removed from warning or watch status, and/or made consistent incremental gains each year. These schools have a range of 200 to 2,300 students and represent a wide range of communities and subgroups.</p> |
| <p><b>Illinois Association of School Boards (IASB),</b> and its subcontractors Illinois Association of School Administrators, Illinois Association of School Business Officials, and Illinois Principals Association</p> <p>All 10 ISBE Support Regions</p> | <p>IASB will provide expertise and support to Lead Partners, schools, and school districts over a 5 year period. Support will focus on training for superintendents, principals, school business officials, and other administrators, including targeted professional development activities and intensive coaching.</p>                                                                                                                                                                                                                                                                                                                                          | <p>IASB provides regional and in-district professional development activities for school board members. In 2009, more than 1,300 school board members attended one or more of IASB's sessions.</p> <p>During 2008, IASB staff worked with boards of education, superintendents, staff, and community members in 44 districts where either the district or one or more schools within the district where in state academic warning or watch status. Based on 2008 data, 20 past-participating schools were no longer in warning or watch status at the school or district level. In 2009, work was done in 35 similar districts.</p>                                                                                                                                                                                                                                            |
| <p><b>Learning Point Associates</b> and its subcontractor, Pivot Learning Partners</p> <p>All 10 ISBE Support</p>                                                                                                                                           | <p>Learning Point will work with turnaround school districts to guide them toward a systematic solution that is successful, both in building capacity and aligning capital management function in the short term, and in developing</p>                                                                                                                                                                                                                                                                                                                                                                                                                           | <p>Learning Point has a long history of working with a broad range of districts, including chronically low-performing districts, to design, implement, evaluate, and monitor improvement and transformation</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

| <b>Supporting Partner</b>                            | <b>Human Capital or District Capacity Building Strategies</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Record of Effectiveness</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| Regions                                              | <p>sustainable, long-term improvements in teaching and learning.</p> <p>Learning Point and its partner have expertise in developing school-specific strategies in: reforming district recruiting, hiring, and retention practices; establishing an alternative incentive and compensation system; creating an intensive induction and mentoring program; establishing a meaningful performance evaluation system; and providing training and coaching for capacity building.</p>                                       | <p>efforts. In its past work with low-performing and high-need schools, Learning Point has helped schools achieve improved student test scores, improved national standing, and increased success in meeting academic standards.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>New Leaders for New Schools</b><br><br>Region I-A | <p>Recruit, identify, and prepare up to 35 Partnership Zone principals over the course of a planning period and two implementation years. The organization's work will focus on an intensive residency model, which includes the field's leading curriculum and training program for aspiring principals and a year of hands-on skills development and practice.</p> <p>New principals are also intensively supported during their entry into a school and during their first school year by an experienced coach.</p> | <p>Over the past six years, New Leaders has partnered with the Academy for Urban School Leadership to train and provide principals to lead turnaround schools. Since 2001, New Leaders has trained and supported more than 550 aspiring principals in urban areas across the country. The programs have a rigorous selection process, accepting fewer than 7% of applicants. Principals who have completed the program are highly-qualified and greatly diverse (participants range in age from 25 to 58 and 55% are African American). New Leaders currently supports 123 principals in Chicago, serving more than 70,000 children.</p> <p>New Leaders principals have achieved dramatic improvement in their schools. Students in elementary and middle schools led by New Leaders principals for at least three years are making academic gains faster than comparable students in their districts. Also, the most improved or highest performing schools in 5 cities and 2 states have been led by New Leaders Principals.</p> |
| <b>Teach For America (TFA)</b><br><br>Region I-A     | <p>TFA proposes to provide an entire staff of high-quality teachers for a turnaround school in Chicago. The teachers would come from TFA's corps of first and second year teachers and its base of veteran alumni teachers.</p> <p>TFA recruits and selects talented and diverse new teachers from among the nation's top graduating college seniors,</p>                                                                                                                                                              | <p>TFA has been recruiting, training, and supporting teachers in low-income classrooms since 1990 and has a track record of making a tremendous impact on student achievement. In Chicago, 500 TFA alumni currently work in education—350 as master teachers, 40 as assistant principals, 30 as school leaders, 22 as public schools administrators, and many as non-</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

| Supporting Partner                                                                                                                                                                                                                                                         | Human Capital or District Capacity Building Strategies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Record of Effectiveness                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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|                                                                                                                                                                                                                                                                            | and then trains them through an intensive residential summer institute. TFA also provides ongoing support and professional development to its teachers, and connection and leadership opportunities through its alumni network.                                                                                                                                                                                                                                                                                                                                                                                                                                                   | profit employees.<br><br>In 2008, the Urban Institute found that TFA corps members improve student achievement at two to three times the rate of other teachers in the same schools, including veteran teachers with three or more years of experience.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <p><b>The Associated Colleges of Illinois (ACI)</b></p> <p>Regions I-A, I-B-B, I-B-C, I-B-D, I-C, II, III, IV, and V</p>                                                                                                                                                   | <p>ACI proposes to address human capital strategy by reforming district recruitment and hiring policies through a High-Need School Internship (HNSI) program. The HNSI program will develop a pool of highly qualified teachers, prepared specifically for high-need districts.</p> <p>By partnering with its member colleges and universities, ACI will host LEAs to operate six-week intensive summer internship experiences that prepare and position pre-service teachers to maintain ongoing relationships with their host LEAs . Upon graduation, top candidates from the HNSI program will be offered positions in the host LEAs, as those positions become available.</p> | <p>In pilot programs at six Illinois sites, HNSI programs have been shown to motivate pre-service teachers to seek jobs in high-need schools and to develop skills and dispositions that can make teachers more successful in high-poverty, hard-to-staff schools. Research has shown that internships that foster ongoing relationships with host LEAs can better prepare teachers to successfully assume jobs in those districts, and that those teachers may begin their first year jobs with skills and experience more commonly associated with second-year teachers.</p> <p>ACI has been addressing teacher shortage and quality issues since 2002, when it received a federal grant to fund an initiative to improve teaching and learning in high-poverty schools. ACI offers a portfolio of programs that address teacher recruitment, preparation, and retention.</p> |
| <p><b>The Federation for Community Schools,</b> and its subcontractors: Dr. Barbara Radner, Depaul University Center for Urban Development; and David Flatley, Columbia College Center for Arts Programs</p> <p>Regions I-A, I-B-B, I-B-C, I-B-D, I-C, II, III, and IV</p> | <p>The organization will work with lead partners to develop a low-performing school into a "community school" by providing robust enrichment programs before and after school. These programs are an extension, not an add-on, to the regular school day and will address academics and curriculum, healthy minds and bodies, parent support, and community engagement.</p> <p>The programs are implemented in partnership with the in-school day staff to create programming that supports skills and issues being addressed during the regular school day and provides supplemental enrichment programs like arts, music, and physical fitness.</p>                             | <p>The Federation is the nation's only statewide coalition working on community schools, and is the most experienced and broad-reaching of such organizations in Illinois. Although the community school model is a newer concept, Chicago Public Schools have more than 150 community schools (out of its 600 public schools) and has already seen the benefit of the community school model through improvement in test scores, grades, student attitudes toward school, parent involvement and support, safety, and improved immunization rates, fitness levels, and overall well-being among students.</p> <p>Research shows that community schools have many positive impacts</p>                                                                                                                                                                                          |

| Supporting Partner | Human Capital or District Capacity Building Strategies | Record of Effectiveness                                                                                                                                                                                                                              |
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|                    |                                                        | including statistically significant increases in ISAT math and reading scores, a reported 70% increase in students' completion of homework, fewer student behavioral incidences, and increased feelings of connectedness reported in parent surveys. |