
SCHOOL REDESIGN REQUEST FOR INFORMATION FORM

Please tell us about your organization and its accomplishments, and how your organization can help the students of Colorado reach their potential by completing the following form.

Instructions

- Please submit your organization's response electronically to: **PartnerRFI@cde.state.co.us** by **Friday, February 23, 2018 at 5:00 PM MST**. Late responses may be accepted or rejected by CDE at its sole discretion.
- Please address all of the questions in this application for your organization type. You may exceed the length of the boxes in the form – the PDF form will automatically add a scroll button within the box. However, please strive to keep answers concise.
- You may submit additional attachments that are directly relevant and provide additional support or evidence for the responses in the RFI form.
- If there are any questions about the RFI process or the PDF form, please address those to Brenda Bautsch at Bautsch_b@cde.state.co.us.

Public Posting and Release of Information

- CDE will publicly post the responses that sufficiently address all of the questions listed in the RFI and provide concrete evidence of improving student outcomes in low-performing schools on CDE's public website for schools and other interested parties to access the information: <http://www.cde.state.co.us/accountability/performance>
- This information will be posted no later than March 23, 2018.
- Further, all information submitted in response to this RFI (inclusive of submissions that are not posted on CDE's website) are subject to public release through the Colorado Open Records Act, CRS § 24-72-200.1, et seq.

Additional Information on the RFI Process

- In the event that a response is incomplete, missing information or needs additional evidence, CDE at its sole discretion may reach out to the respondent for more information or a resubmission, or CDE may elect not to include the response on its publicly posted list.
- This Request for Information will be re-opened annually to allow for additions to the public list of providers.
- If a provider is added to CDE's public list through this RFI process and needs to make changes to the posted information, please contact Brenda Bautsch at Bautsch_b@cde.state.co.us.

Background

1) Organization name: _____

2) Organization contact person and contact email and phone number:

3) How would you classify your organization? You may check more than one category:

- Charter network, charter management organization or charter school
- Turnaround leader development provider
- Management organization or non-profit network.

4) Describe what geographical regions in Colorado you would prefer to work in:

5) Please complete the following online form to select which school districts your organization is willing and able to engage with: <https://goo.gl/forms/8gceFV5PVEVnQZ0e2>

Provider-Specific Information

Please go to the appropriate section for your organization and respond to the questions listed. If applying under more than one category (e.g. management partner and turnaround leader provider), please address the questions under both sections.

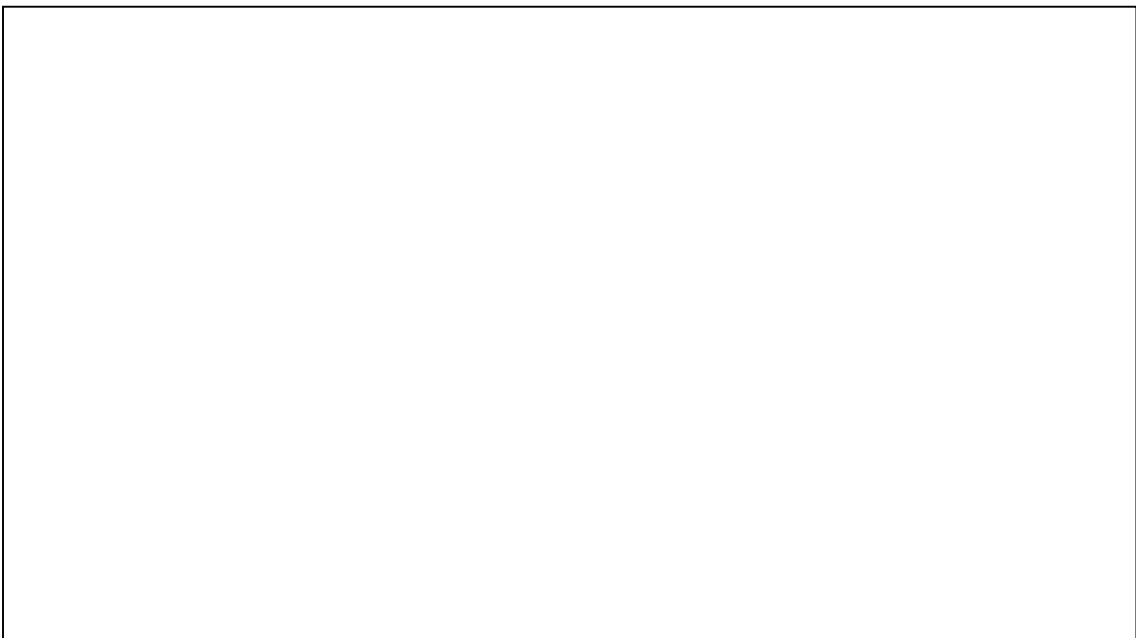
If applying as a *charter network, charter management organization, or individual charter school* please complete the following questions:

- 1) Describe your organization's mission and educational model. Describe how your model meets the needs of historically underserved students (students living in poverty, English language learners, and racial/ethnic minority students):

- 2) What do you anticipate would be the greatest challenges making your educational approach successful at a turnaround school or as a new school in a new community, and how would you go about working to address those challenges?



- 3) When considering operating a school in a district that you have not operated in before, what would be the key aspects or conditions of an agreement you would need to have in place with the district (or authorizer) in order to make your school successful?



4) Please describe your action plan for engaging with local communities. How might the charter network, management organization or school:

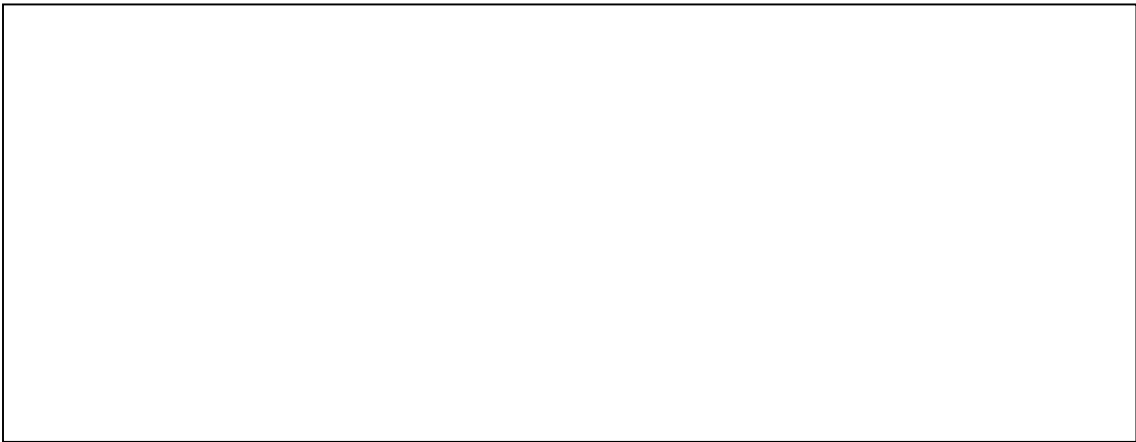
- a. Engage with parents, community members, school and district staff and leaders, and local school board members to design a school that meets the community's needs and has community support?

- b. Address the varied funding models found in different districts?

c. Address the unique authorizing requirements and policies of different districts?



d. What do you perceive would be the likely differences in districts other than the ones you currently work with?



e. How would you approach facility acquisition in other districts?



If applying as a *turnaround leader development provider* please complete the following questions:

- 1) Provide a summary of your organization's experience in developing successful, effective leadership in low-performing schools and school districts. Describe key structures or systems used to provide feedback and monitor progress.

- 2) Provide a description of the services and learning components your organization provides. Specifically, please describe:
- a. The key components, timeline, and learning structures of your program that ensures participant growth in the turnaround context.
 - b. How your staff engage with participants throughout the program (e.g. how frequently, in person or virtually, in whole or small group).

- 3) Provide a description of your ideal participant and his/her learning trajectory throughout the course of your program, including:
- a. What roles should your participants hold (e.g. district level, school leader, aspiring leader)?
 - b. How do you determine the readiness and accept participants into your program?
 - c. What are the leadership qualities that your program is expected to develop?
Include any documents or tools you use.

4) Provider capacity

- a. Describe your organization's capacity to implement the identified program components. Does this program and staff to run it currently exist? Do all program materials and components currently exist or do they need to be developed?
- b. Describe regions of the state of Colorado that your program has the capacity to serve.

If applying as a *management partner or non-profit network* please complete the following questions:


1) Please list which of the following roles your organization can serve (check all that apply).

See Table 1 above for a description of the roles listed below.

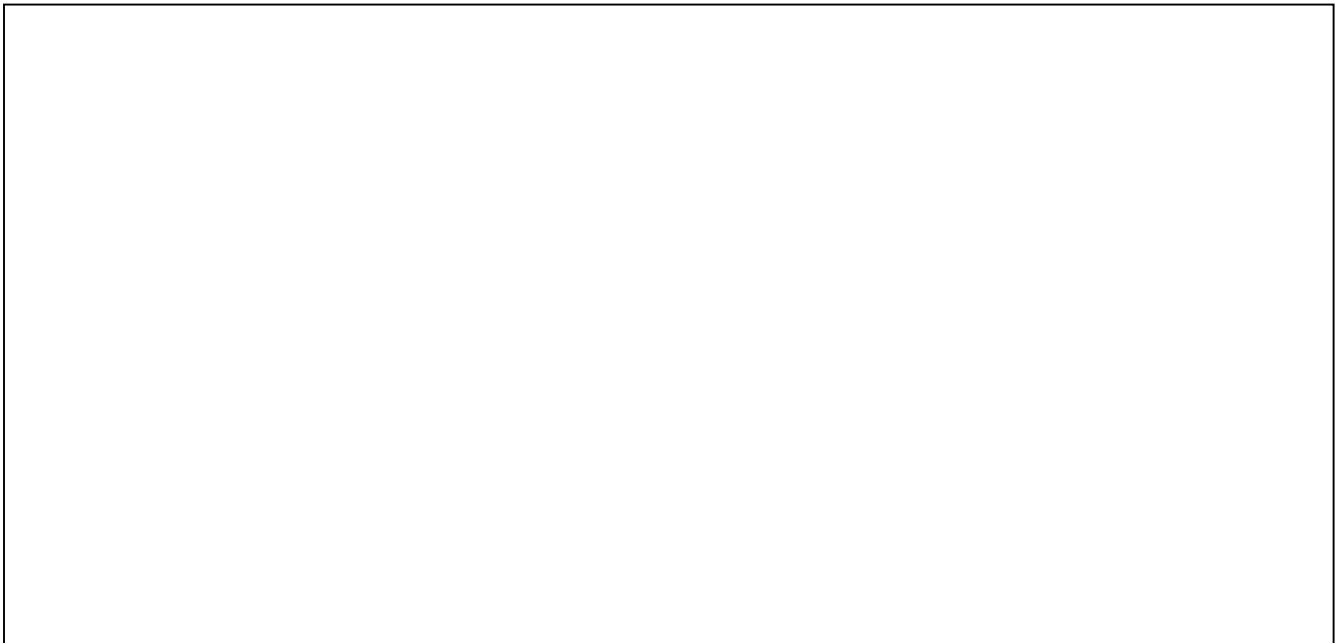
- Whole system
- Instructional transformation
- Talent development
- Culture shift
- Turnaround leadership
- Other: _____

2) How will you differentiate your services to meet the unique needs of schools and districts in Colorado, especially those with historically underserved students?

- 3) When considering partnering with a school or district that you have not partnered with before, what would be the key aspects or conditions of an agreement you would need to have in place with the district (or authorizer) in order to make your school successful?



- 4) Describe your experience working with other third party providers to support coherent school and district improvement.



Evidence of Track Record of Improved Student and School Outcomes (ALL respondents)

- 1) Please illustrate your organization's track record in dramatically improving schools or districts and radically increasing outcomes for targeted groups of students. Include a description of the criteria and the data that you use to determine the impact of your work. Please highlight the context and location of where this work has occurred. Formal research studies are preferred, if available.

References

For management partners and turnaround leader development providers, please include the name and contact information for the last three schools or districts your organization contracted with. These schools or districts will be contacted by CDE staff for references.

For charter school networks, CMOs and individual charter schools who are submitting information, please list three references that could speak to your capacity to support successful student outcomes in a turnaround environment, including a current authorizer of one of your schools.

Reference # 1:

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Reference # 2:

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Reference # 3:

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Phalen Leadership Academies Leadership Team Biographies

Earl Martin Phalen, Founder and Chief Executive Officer

Widely recognized as one of the nation's top social entrepreneurs, Earl Martin Phalen is the Founder and CEO of Summer Advantage and the George and Veronica Phalen Leadership Academies. While at Harvard Law School, Earl founded Building Educated Leaders for Life (BELL), which grew from a local community service project to a national non-profit educating 15,000 children annually, and from \$12K annual budget to \$27.5M annually. Phalen then founded Summer Advantage USA, a summer reading program that has served 20,000 children in six states since its inception in 2009. As a result of the impact of Summer Advantage, Earl and his team were encouraged to expand their 25-day summer program model into a school. This network of K-8 blended learning schools is called the George and Veronica Phalen Leadership Academies ("PLA") in honor of his parents. PLA was awarded an unprecedented 10 charters, which will ultimately enable them to serve 10,000 students each year. While the vast majority of PLA's students live below the poverty line, 100% of its third graders passed the IREAD-3 for two years in a row, demonstrating reading proficiency on the state exam. Based on its performance, PLA was selected by Indianapolis Public Schools (IPS) to take leadership of two of its underperforming district schools. Under Phalen's leadership, PLA has launched two high quality charter schools and is now leading the transformation of eight public schools across Indiana and Michigan. Phalen has been recognized by MSNBC, TIME, New York Times, Education Week, IndyStar, Black Entertainment Television, and Presidents Clinton and Obama. He holds a B.A. in political science from Yale University.

Andrea Robinson, Academic Director

Andrea Robinson received her B.A. from Indiana University in elementary education and a master's degree from Indiana Wesleyan University. Andrea worked as a teacher in the intermediate grades in a Title I elementary building. She was recognized for her passion in teaching by receiving the district wide Indiana Teacher of the Year award in 2009. She eventually became the instructional coach for her K-5 building where she used her knowledge of best practices to lead other educators in professional development, classroom management, differentiation, PBIS, tiers 1-3 instruction/intervention and data analysis to drive effective classroom instruction. Andrea has also provided professional development for the University of Indianapolis elementary education program and educational webinars for Kappa Delta Pi. Andrea most recently worked at the Indiana Department of Education in the Office of School Improvement as an Outreach Coordinator for Marion County. As an Outreach Coordinator, she worked closely with schools and districts to develop best practices around the Turnaround Principles. After conducting classroom walk-throughs and leadership/staff interviews, she would work with the school leadership team to develop the next steps that met the needs of each individual school. She would often provide differentiated professional development for each school on the next steps the schools chose to focus on. Andrea also served as the IDOE case manager for a district in the State Development

Network (SDN) to ensure the development of district system alignment and improve student achievement.

Nakia Douglas, Director of Special Populations

Nakia M. Douglas attended Indiana State University where she earned a Bachelors degree in English and Secondary Education. She then went on to earn a second teaching license in Special Education at Indiana University Northwest. Ms. Douglas then earned a Masters degree in School Leadership from the University of Indianapolis. In 2015, she earned a Specialist in Education Degree (Ed.S) along with an Indiana Superintendent's license from Ball State University. Nakia is currently a doctoral candidate in the Education Leadership Department at Ball State University. Nakia has over 18 years of experience in urban education. She is an experienced teacher, Coordinator for Special Education, Assistant Principal, Principal, and Director of Special Education and Student Support Services. Over the course of her career she has worked in traditional public, charter, private, and turnaround schools. Ms. Douglas spent 10 years with the Tindley Accelerated Schools Network where she served in senior leadership and was a part of the team that grew the network from one school to a network of six schools. Nakia is very passionate about school reform and highly focused on providing equitable educational outcomes for students of color and students with disabilities.

Alexandra Love, Director of Professional Development

Alex has worked in education nonprofits for the past decade, including roles at Building Educated Leaders for Life, Oasis Children Services, and the Neighborhood Initiatives Development Corporation's Children and Families Program. Alex has published half a dozen articles for T+D Magazine, which is published by the American Society of Training and Development (ASTD), and LEARN, which is published by the NY Metro chapter of ASTD. Her articles have been reprinted and excerpted in various publications and websites. Alex graduated from Bernard Baruch College earning a Master's of Public Administration in dual majors – Nonprofit Administration and Public Management. In 2008, she graduated cum laude from Lehman College, earning a BA in African and African American Studies, with a minor in Early Childhood Education. Alex was inducted into the national African American Studies honor society.

Helen Dixon, Director of Recruitment

Helen is responsible for leading the recruitment, selection and placement of all employees. Helen has over 10 years of human capital recruitment experience. Prior to joining PLA, Dixon served as National Director of Recruitment for New Leaders for New Schools, a nonprofit which specializes in recruiting and developing exceptional teachers into urban school principals. Formerly the Director of Recruitment for the City of Chicago, Helen Dixon was the architect of enterprise-wide recruitment planning, strategies, policies and program development applicable to 38,000 employees and 43 operating departments. Prior to the City of Chicago, Helen served as a Senior Recruitment Officer and Marketing Manager for the Chicago Public Schools. During her tenure, she provided district-wide recruitment and employment guidance to 600 schools, and designed and implemented strategies to meet annual workforce requirements.

Brenda Horton, Director of Human Resources

Brenda is responsible for leading all human resources functions. She has over 20 years of a collective body of human resources experience, including significant HR school leadership experience. Before joining the PLA team, Brenda held the roles of Executive Director of Human Resource and Director of Human Resources in a public school environment. Prior to working in a school environment, she held HR leadership roles with Fortune 500 telecommunications and energy

companies where her primary responsibility included being a strong and solid business partner to leadership and clients across multiple sites and multiple states. Brenda holds a Bachelor's degree in Political Science from Jackson State University and two Master's degrees: Management and Human Resources from Belhaven University and Business Administration from Concordia University.

Johnny Jin, Chief Strategy & Development Officer

Johnny provides leadership on strategic initiatives that drive growth and sustainability for the organization. In this capacity, he works closely with the CEO and cross-functional teams to translate shared entrepreneurial vision into sustainable social impact, driving opportunities from identification through proposal creation and follow-up support, with a focus on articulating business processes and codifying knowledge to help ensure that quality is the centerpiece of growth. Johnny also facilitates the alignment of key functions of strategy planning, business development, process improvement, and information technology. As a core member of the founding team, Johnny was instrumental in growing a summer learning program into a national school management organization. He developed the charter school application, strategy plan, and financial model that helped launch the Phalen public school network, in addition to developing the financial and intellectual resources that grew the organization into one of the top nonprofit turnaround operators in the country. Johnny immigrated to the United States at the age of eleven, becoming the first in his family to attend college in the US, and one of the youngest credentialed teachers to teach high school English in the Los Angeles public school district. As an English teacher, Johnny guided his ninth graders to gain two grade levels in a single school year. He has also worked with former US Secretary of Education on a nationally distributed social studies curriculum. Johnny holds a Bachelor's Degree in Economics from UC Berkeley (which he earned in two years) and a Master's Degree in Education Policy and Management from Harvard.

Eva Spilker, Chief Financial Officer

Eva Spilker has served as Controller and Finance Director at Diamondback Direct, an International division of Quadriga Direct Mail Holdings – a leading global provider of Direct Marketing services. Her responsibilities included all Finance and Accounting functions as well as short- and long-term forecasting, payroll and benefit management, internal and external reporting, margin management, annual budgeting, audit management and executive team and board presentations. Eva's career in finance began in the Corporate Financial Consulting division of Ernst & Young in Baltimore, Maryland. She then transitioned to the Economics Group of CSX Intermodal where she developed long term planning models as well as all Capital Expenditure justifications and analyses. After CSX, Eva transitioned to a Partner role in a regional advertising agency where she managed all Finance and Operations functions. Eva holds an Economics degree from the University of North Carolina at Chapel Hill.

Nicole Scott, General Counsel

Nicole Scott joins PLA with over 10 years of experience as an attorney and leader in the education/charter school industry. Most recently, Nicole served as Chief of Employee Solutions & Legal Affairs for KIPP Los Angeles Schools. In this role, Nicole was General Counsel and lead the human resources department for all school sites operated by KIPP LA. Also, Nicole managed the relationship between KIPP LA and Los Angeles Unified School District, the organization's authorizer. She was instrumental in getting a K-8 charter school approved through Compton Unified School District for KIPP as well. Prior to joining the KIPP team, Nicole worked with the Inner City Education Foundation as SVP of Talent & General Counsel where she was also instrumental in getting the first charter middle school approved through Inglewood Unified School

district. Before committing her career to education, Nicole was an associate at a leading law firm in Los Angeles and worked for various entertainment companies such as, Sony Pictures and the William Morris Agency. Nicole Scott is a proud alumna of Spelman College and UC Berkeley School of Law – Boalt Hall.