

Letter of Intent: Contact Information Form

Created Monday, July 07, 2014

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All applicants seeking to establish a charter school authorized by the Board of Regents to open in 2014 must submit a Letter of Intent to Apply, which requires completion of this contact form, and an upload of your 5 page Letter of Intent to Apply as outlined in the 2014 RFP and Application Kit. Please submit these tasks by 3:00 PM on February 3, 2014. Applicants who do not submit a complete Letter of Intent to Apply by the 3:00 PM deadline will not be permitted to submit a Full Application.

a. Proposed Charter School Name

(Please write out the formal and full name for the school you proposed, and include the words "charter" and "school" in the proposed name).

CP Harlem Charter School

b. Preferred school location.

Select the preferred geographical area on the left and then select the preferred school district or community school district on the right.

NYC CSD-Manhattan: CSD 5

Select a second geographical area on left and then select the school district or community school district on right.

None

If necessary, select a third geographical area on left and then select the school district or community school district on right.

None

c. Applicant(s) information, including mailing address, phone number, and email address, and information establishing that the applicant(s) is a parent, teacher, school administrator or community resident.

(The entire chart may not be visible on your screen. Use the "tab" key to move from column to column. The first column will remain static as you do so).

	First and Last Name	Best Phone Number (###-###-####)	Email Address	Street Address, City, State, Zip
Lead Applicant	Dr. Stephen D Perry	[REDACTED]	[REDACTED]	[REDACTED]

As the Lead Applicant(s), I (we) can best be described as a:

(Multiple responses permitted)

- Current or former School Administrator

d. Contact Person: please provide a phone number and/or email address to which public inquires about the proposed charter school may be addressed.

	First and Last Name	Best Phone Number (###-###-####)	Email Address	URL (type web address or the word "none")
Media Contact	Rachel Goldstein	617-869-7678	rachelgoldstein@wearecapitalprep.org	none

e. Planned grades and enrollment in each year of the proposed charter term.

	Ages (or age ranges)	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
6th	11-12	40	60	80	100	100
7th	12-13	40	60	80	100	100
8th	13-14	40	60	80	100	100
9th	14-15	0	60	80	100	100
10th	15-16	0	0	80	100	100
11th	16-17	0	0	0	100	100
12th	17-18	0	0	0	0	100
Total		120	240	400	600	700

f. Proposed Management and/or Partner Organization(s), such as a charter or educational management company or a university, academic program partner, or whole school change partner.

(See pages 40 of the application kit for definitions and guidance as only "substantial" partnerships should be listed here).

Proposed Management Company	Capital Preparatory Schools, Inc.
Partner Organization 1	Boys & Girls Club of Harlem
Partner Organization 2	

Lead Applicant(s) Signature and Date

You have the option of adding your signature(s) as the Lead Applicant or Co-Lead Applicants directly on the bottom of your Letter of Intent before you scan and upload it into the portal.

OR you may sign below using the mouse on your PC or stylus on your mobile device to sign your name.

Lead or Co-Applicant listed in section c above.

(Internet Explorer may not support this feature. Open the portal using Google Chrome, Firefox, or Safari).

Date Signed (Lead or Co-Applicant)

(No response)

Co-Applicant listed in section c above

(Internet Explorer may not support this feature. Open the portal using Google Chrome, Firefox, or Safari).

Date Signed (Co-Applicant)

(No response)

Thank you for completing the Contact Form which will be duplicative of some information contained in your letter of intent. Having information in this form allows the Department to merge applicant contact information into our existing data system. Please proceed to upload your signed and dated 5 page Letter of Intent to Apply.

I. **Applicant Information**

a. **Lead Applicant:** Dr. Stephen D. Perry, Head of Schools, Capital Preparatory Schools, Inc.

Phone: [REDACTED] Email: [REDACTED]

Address: [REDACTED]

b. **Public Contact:** Rachel Goldstein/617-869-7678/rachelgoldstein@wearecapitalprep.org

c. **Applicant group/initial board of trustees information:**

Dr. Stephen D. Perry (3 years) is the founder and principal of Capital Prep Magnet School in Hartford, CT (“Capital Prep”). Under Dr. Perry’s leadership, Capital Prep has become a model of public education’s potential to provide educational opportunities to historically underserved populations. In addition to being principal of Capital Prep, Dr. Perry is an Education Contributor for CNN and MSNBC, a best-selling author, and host of the #1 docudrama for TVONE “Save My Son.” Dr. Perry earned a Doctorate of Educational Leadership from University of Hartford, an MSW from the University of Pennsylvania School of Social Work and a B.A. from University of Rhode Island. Dr. Perry will serve as a member of the Founding Board of Trustees. Dr. Perry’s key contributions include his extensive expertise in education.

Derek Ferguson (3 years) is the Chief Growth Officer of Combs Enterprises (“CE”), prior to which he served as Chief Financial Officer of CE. Mr. Ferguson is a core member of New York Covenant Church in New Rochelle, NY and the leader of NYCC’s economic justice ministry. Mr. Ferguson earned his MBA from Harvard Business School and B.A. from the Wharton School at University of Pennsylvania. Mr. Ferguson will serve as Chairman of the Board. Mr. Ferguson’s key contributions include his expertise in finance, business development, and his knowledge of the Harlem community.

Maurice Coleman (new) is a Senior Vice President and Senior Client Manager for the Bank of America Merrill Lynch Commercial Real Estate Banking team focused on Community Development Banking. Prior to that, Mr. Coleman served as Dean of Students at Noble and Greenough School in Dedham, MA. Mr. Coleman is active in various civic and community-based organizations including the Harlem Education Activities Fund. Mr. Coleman received his B.A. from Columbia University, MPA from the School of International and Public Affairs at Columbia University, and a Masters in Finance from Columbia Business School. Mr. Coleman is a resident of New York City and will serve as Treasurer of the Board. His key contributions include his knowledge of the Harlem community and real estate development.

Stephen Shepard (new) was the Founding Dean of the CUNY Graduate School of Journalism at the City University of New York from 2005 to 2013. From 1984 to 2005, he was editor-in-chief of *BusinessWeek*. Prior to that, he was senior editor for national affairs at *Newsweek* and editor of the *Saturday Review*. Mr. Shepard is a resident of New York and will serve as Secretary of the Board. Mr. Shepard’s key contributions include his knowledge of New York’s higher education landscape.

Iyanla Vanzant (new) is one of America’s most profound spiritual leaders and acclaimed empowerment legends. Her body of work spans over three decades to include 15 published books, 5 New York Times best sellers, CDs, television and stage performances. Ms. Vanzant is the host of *Iyanla: Fix My Life*. Her key contributions include her deep connections with the African American community in New York.

Stephen A Smith (new) is a talk show host, television personality, and a former American sports journalist. Mr. Smith is a commentator on ESPN First Take. Mr. Smith also currently hosts *The Stephen A Smith and Ryan Ruocco Show* on ESPN Radio New York 98.7 FM, and is a featured columnist for ESPN.com. Mr. Smith’s key contributions include his expertise in communications and media.

d. **Proposed members of the school’s initial board of trustees:** Please see above.

e. **Replication or network information:**

CP Harlem’s program and curriculum designs are based on the internationally recognized, research-based model developed by the founders of Capital Preparatory Schools, Inc. (CPS) and implemented over the past ten years at Capital Prep in Hartford, CT. CPS will serve as the management

services provider for CP Harlem, which will be part of the emerging boutique of CPS schools, to include CP Harlem and Capital Prep Harbor School in Bridgeport CT, approved to open in July 2015.

Capital Prep’s innovative school model has been celebrated internationally for preparing children from historically disadvantaged populations to realize their full academic and social potential. Educators from all over the world, ranging from Europe to Asia to parts of Africa, the Caribbean and Canada, have visited Capital Prep seeking to learn best practices and replicate aspects of the Capital Prep model. Likewise, as a thought leader in elementary and secondary education, Dr. Perry has presented the Capital Prep model in over 40 states and numerous countries and territories in the Caribbean.

Every year since its first class graduated in 2006, 100% of Capital Prep’s predominantly low-income, minority, first-generation high school graduates have been accepted to four-year colleges. The Capital Prep model has been particularly successful with students who enter our school community with pronounced academic deficiencies. For example, in the fall of 2012, standardized testing demonstrated that only 12.8% of our incoming kindergarten cohort was at or above proficient. After a year of instruction, students improved dramatically, boasting a 46.6% increase of students at or above proficient as measured by standardized testing. Capital Prep’s academic success is further demonstrated by its graduation rate which is one of the highest in the state. Capital Prep’s four-year graduation rate is 96.4%. Comparatively the average for Connecticut is 81.8%, Hartford is 59.8%, New York State is 74%¹ and NYC District #5 is 60.1%². None of the applicant group members currently serve on the board of trustees for an existing charter school. The applicant group is not submitting other applications this round.

f. Application history: This applicant has not previously submitted a charter application in New York State. CPS supported the charter school application by the Governing Board of the Capital Prep Harbor School to the Connecticut State Board of Education in January 2014, approved in April 2014.

II. Proposed Charter School Information

a. Proposed school name: CP Harlem Charter School (“CP Harlem”)

b. Proposed school location: Community School District 5, Harlem. CP Harlem will request NYC DOE co-located space, however, we are currently working with several community groups, including real estate firms, churches and other organizations in order to locate and secure viable private space.

c. Planned grades and enrollment: At full size, CP Harlem will serve students in grades 6-12th. The table below depicts the school’s planned enrollment in each year of the proposed five-year charter term. The school will reach full planned enrollment of 700 students in its fifth year.

	6	7	8	9	10	11	12	Total
Year 1	40	40	40					120
Year 2	60	60	60	60				240
Year 3	80	80	80	80	80			400
Year 4	100	100	100	100	100	100		600
Year 5	100	100	100	100	100	100	100	700

d. Proposed management and/or partner organization(s): The day-to-day management and oversight of the proposed charter school will be the responsibility of the CP Harlem Head of School, under the direction of the board of trustees. CPS will provide management services to CP Harlem in the following areas: start-up, operations, talent development, oversight, fundraising, marketing and advocacy, human resources, facility, finance, procurement, and board relations. In addition, CPS will provide a small contingency of ancillary services including accounting, performance management, and program evaluation.

¹ <http://www.oms.nysed.gov/press/GradRates.2013.StatewideHSGradRateStaysAt74PercentDespiteHigherGradStandards.html>

² <http://www.p12.nysed.gov/irs/pressRelease/20130617/District-enroll-outcomes-and-diplomas-June172013.pdf>

CP Harlem's partner organization will be the Boys & Girls Club of Harlem (BGCH). BGCH, embedded in the fabric of Harlem for almost 35 years, will provide its extensive expertise in youth development and programming as the framework for the school's before and after care, enrichment and weekend activities.

e. Proposed school mission: CP Harlem will provide historically disadvantaged students from Harlem with the academic and character college and career readiness skills needed to become responsible and engaged citizens for social justice.

f. School overview: The Capital Prep model is distinguished by the purposeful exchange of love through high expectations, early-college exposure and a pervasive sense of individual and social responsibility. Our year-round, college-preparatory curriculum is designed to address the achievement gap by infusing elements of academic models successful in supporting students from historically disadvantaged populations with those that have traditionally sent high rates of students to four-year colleges.

Our pedagogical approach incorporates horizontal and vertical alignment across grades through the key design elements of the model: Learner Expectations, Social Justice Strands, Essential Questions, Common Core State Standards, College Courses, Center for Talented Youth Programming, Student-Led Conferences, and Project-Based Learning Tools. Our Learner Expectations are students as collaborators, information processors, problem solvers, knowledgeable people and responsible and empathetic citizens. Although the Learner Expectations are integrated throughout the school year, in each marking period students focus on one Learner Expectation in particular. In addition, each marking period has a particular Social Justice Strand as the focus throughout the school. This vertical alignment of Social Justice content and Learner Expectations not only allows for collaboration across grades, but it serves as a road map for younger students to see how their knowledge and understanding of these issues will progress over the course of their time at CP Harlem. The Social Justice themes and Learner Expectations are taught through Project-Based Learning Tools, in alignment with Common Core State Standards. Project-Based Learning provides inquiry-based, real-life experiences for students to support their development into engaged learners. Through these projects, students produce various artifacts that illustrate students' understanding of the Social Justice theme and Learner Expectation for that marking period. In addition, enrichments such as CTY programming and College Courses are integrated into students' learning experience throughout their educational career. Our model also utilizes innovative Student-Led Conferences, which develop meta-cognitive skills, to allow students to evaluate their mastery and answer the Essential Question for that grade. The Essential Questions, which provide horizontal alignment over the school year, spiral through middle and high school in order to prepare our students to use their learning in pursuit of the greater good.

In addition, core to our model is the social-emotional development of our students through affective supports. We provide a nurturing environment that fosters strong, continuing relationships with students and their families in order to reinforce with each student that multiple adults in the school care about them and believe in them. The power of relationships is operationalized through strategies such as our Advisory System because this support is the foundation on which students take academic risks. In addition, in order to foster the success of each of our students, our model incorporates an array of affective supports in the learning environment that address our students' needs within and beyond the classroom. Our schools are designed to function as a hub through which existing community resources will be coordinated to create a wrap-around network of services to support our model and meet the needs of our students and families.

g. Target population/community served:

CP Harlem will be located in Harlem's Community School District 5, which offers a wide range of cultural, educational and professional resources that will supplement the school's enrichment programs and offer internship opportunities for our students. The school's target population is the families of Harlem. The demographics of the district's student population is similar to that of our students in Hartford and Bridgeport: 53% African American, 40% Hispanic/Latino, 3% White and 3% Asian. CSD 5's 2012-2013 state report card indicates 86% of students are economically disadvantaged, approximately 11% of

students have limited English proficiency and 18% of students have disabilities.³ Academically, we anticipate that less than one eighth of incoming sixth graders will be performing at grade level. The most recent data available from NYS and NYCDOE show that, of 5th graders assessed in CSD 5 during the 2012-13 school year, 11% passed the state ELA exam and under 9% passed the state Mathematics exam.

III. Enrollment and retention of students with disabilities, English language learners, and students who are eligible applicants for the free and reduced price lunch program

CP Harlem's mission and academic program have been structured with a specific commitment to supporting the academic and non-academic success of historically disadvantaged populations, in particular those in high-need groups. Key strategies, including high expectations, personalized/differentiated instruction, and the integration of holistic student supports, will support student mastery of the core academic and non-academic skills that will lead to their acceptance to a four-year college or university.

The recruitment plan for CP Harlem will include strategies specifically designed to attract students identified within our mission, students with disabilities, English Language Learners, and students eligible for free and reduced lunch programs. CP Harlem will conduct an extensive outreach campaign to disseminate information about the school's programs and supports for students with special needs and solicit feedback from these families about how the school may best serve them. These efforts will include distribution of the CP Harlem brochure translated into languages represented in the community, visiting CSD 5 elementary schools to provide information to guidance counselors and parents, and partnering with community-based organizations that serve immigrant populations, advocate for students with disabilities, and/or offer support to low-income families. We will also host informational sessions together with our partnering organizations.

To support and retain these student populations, CP Harlem will implement an RtI model as a school-wide system of organizing instruction and support resources to deliver high-quality instruction to meet the diverse needs of learners. In addition to our wrap-around service model and comprehensive academic and affective supports, such as Seminar, Academic Center and Individualized Learning Plans, the school will employ a Student Assistance Team to help identify, support, and monitor students with academic, social, and/or emotional challenges. The school will use periodic standardized testing to allow teachers to plan appropriate interventions for students who have demonstrated significant academic deficiencies. We will also hire a Special Education Coordinator and provide professional development to *all* staff on the implementation/requirements of IEPs as well as differentiation, assessment, appropriate modifications, and accommodations to align with Common Core State Standards. Special needs students will be serviced in the least restrictive environment within the continuum of services. Services outlined in the IEP can include co-taught classrooms with a special education teacher, pull-out/resource room services for specialized instruction, pre-teaching, remediation and other support services.

The school's educational approach of individualized learning and differentiated instruction will also support a comprehensive ELL program to ensure the success of LEP students both in academic achievement and language proficiency. The school will focus on supporting a responsive general education classroom that will provide ELL students with access to the general education program. All teachers and staff will support ELL students on their individual learning pathways and will provide appropriate supports to help them achieve linguistic and academic progress. Initially, the school will contract with an approved ESL teacher to provide consultation to the teacher with an ELL student in his/her class. As the school grows, and if the School reaches a critical number of ELL students, consideration will be given to hiring an ESL teacher. Additional staff members, such as tutors, may be provided as needed. CP Harlem is committed to enrolling and retaining a student population that meets or exceeds that of the district for low-income and LEP students and students with disabilities, as per the NYSED charter enrollment and retention calculator.

IV. Public outreach and community support

³ <http://data.nysed.gov/enrollment.php?year=2013&instid=800000047161>

Public Outreach: Community engagement and authentic learning opportunities are critical elements of the Capital Prep model. Accordingly, garnering community support and partnerships in Harlem, as we have successfully done in Hartford and Bridgeport, CT, has been a primary focus of the founding members. The result in Connecticut has been over 16,000 applications in 4 years for average annual acceptance of approximately 100 students in Hartford and approval to replicate our model in Bridgeport.

The applicant group has used the expertise developed in Hartford and Bridgeport and is striving to expand on and exceed these efforts in New York. Since being invited to explore the possibility of opening a charter school in New York by former NYCDOE Chancellor Joel Klein in 2010, we have invested significant time and effort learning about the distinct resources, challenges and opportunities of the Harlem community and building the necessary community support to open a successful charter school in Harlem. We have had multiple meetings with educators, community leaders and community members over this time. For example, Dr. Peter Vaughan, Dean of Fordham's Graduate School of Social Service, hosted members of the applicant group and visited our school in Hartford with the purpose of identifying partnership opportunities to ease our integration into New York. Likewise, we have hosted and visited with members of other education organizations such as Northeast Charter Network and the New York City Charter Schools Center, as well as representatives from the NYCDOE. Our focused efforts over this time have earned us broad public support and yielded a significant partnership with one of the leading providers in the area.

CP Harlem has conducted two information sessions (June 26th and June 28th, 2014 with 43 attendees total) at parent meetings of Students First New York. At these meetings, an informational brochure was distributed regarding the proposed school and parents were given the opportunity to ask questions and provide feedback. The applicant group has also had multiple meetings with community-based organizations, such as our partner, the Boys & Girls Club of Harlem, and Khary Lazzarie-White, Executive Director and Co-Founder of Brotherhood SisterSol. In addition, the applicant group has met with other charter operators, such as the Harlem Children's Zone and Achievement First, not only to learn from their experience but also to be galvanizers in a collaborative New York education community. Further, we have made connections to higher education institutions, both through our board member, Mr. Shepard, as well as through meetings with Assistant Dean Gretchen Johnson of the City College School of Education, located in our target community. Members of the applicant group have met with religious leaders in the Harlem community, such as Rev. Dr. Calvin Butts of the Abyssinian Church and leadership of Soul Saving Station Church in Harlem. We have also sent informational materials and notification of our application to local city council members and other area political leadership.

We have employed full-time staff to bolster our community support through community mapping, outreach, partnership building, and stakeholder identification. Moving forward, we will continue to meet with community-based, civic and educational organizations in our target community, such as Harlem YMCA, the Harlem Chamber of Commerce and our district Community Education Council (CECd5). In addition, we will continue our parent outreach efforts through additional parent meetings and attendance and presentations at upcoming Harlem cultural events, such as the Harlem Book Fair and Harlem Week.

Initial Assessment of Sufficient Interest: After meeting with local community members, it is clear that there is an overwhelming support for a school that provides a rigorous year-round, college-preparatory experience. Statistical evidence corroborates this strong interest. For example, a spring 2012 study by the New York City Charter School Center on existing demand for charter schools among families and parents in NYC highlighted Harlem (including CSD 5) as one of the three areas in NYC where a majority of students apply to charter schools. According to this study, the charter school waiting list in Harlem as of spring 2012 stood at 7,692. Given existing demand in CSD 5, additional capacity for charter school growth likely exists.

V. Lead Applicant Signature and Date Signed:



Date: July 7, 2014