

PHASE I: Letter of Intent

Created Tuesday, February 10, 2015

Page 1

Applicant groups and Existing Education Corporations interested in submitting an application to establish Regents-authorized charter schools are asked to complete this brief information sheet. The Department will use this information to plan and coordinate peer review panels with appropriate expertise to evaluate all application materials.

Please indicate whether an Applicant Group or an Existing Education Corporation is submitting this Round 1 Letter of Intent.

Applicant Group LOI to establish a single, brand new charter school

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(s)).

School Name	Warrior Preparatory Charter School for Careers in STEAM and Social Entrepreneurship
Grades Served (K-5, .6-8, 9-12, etc.) During Initial Term	5-8
Number of Students During Initial Term	336

Proposed or Current Board Chair and Public Contact information, including mailing address, phone number, and email address.

(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
Proposed/Current Board Chair	Latoya Massey		
Public/Media Contact Person	Raquel Isles	718-285-3787	raquel@tfoaprofessionalprep.org

If available, please provide the URL to the website established for the proposed school or existing education corporation.

www.tfoaprofessionalprep.org

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 45-46 of the application kit for definitions and guidance as only "substantial" partnerships should be listed here).

Proposed Management Company

Teaching Firms of America

Partner Organization 1

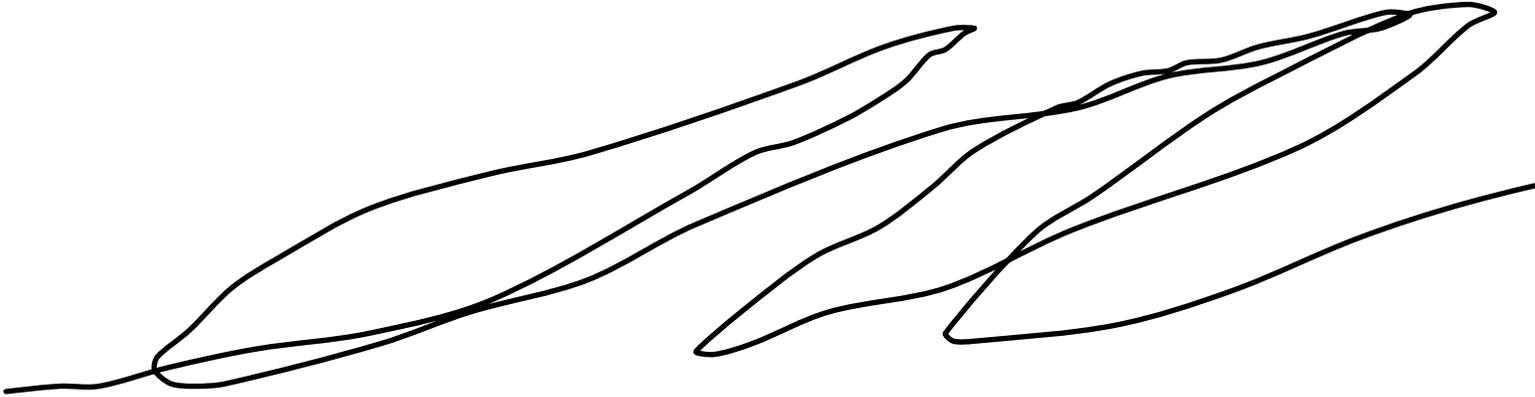
Partner Organization 2

Lead Applicant(s) Signature and Date

Use your PC mouse or your mobile device stylus to sign your name below.

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).

A large, stylized handwritten signature in black ink, consisting of several overlapping, sweeping strokes that form a complex, elongated shape.

Date Signed (Lead or Co-Applicant)

2015/02/10

Thank you for completing this survey so that the Department may plan its review panel accordingly.

LETTER OF INTENT: TEACHING FIRMS OF AMERICA PROPOSED CHARTER SCHOOL

Proposed school name

The proposed school name of Teaching Firms of America’s (TFOA) middle school is *Warrior Preparatory Charter School for Careers in STEAM and Social Entrepreneurship*. Our middle school will further the college-successful and career ready mission of our Kindergarten – Fifth grade school, Teaching Firms of America Professional Preparatory Charter School.

Proposed school location (school district or community school district in New York City)

TFOA plans to work with the NYC DOE to garner the additional facilities space in CSD 16 to accommodate this expansion (either through appropriate co-location or reimbursement for lease arrangements in accordance with the amendments to the charter law ratified in 2014). Going forward, we also hope to partner with the NYC DOE and City of New York on an ambitious Community Innovation Campus project, one that would create a beautiful state of the art facility for us to fully deploy and realize our comprehensive and holistic 21st Century approach to the community.

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

TFOA’s planned grades and enrollment for our middle school admissions cycle is illustrated in the table below. We remain firmly committed to our small school model, similar to our elementary school grades Kindergarten through Fifth, and are comfortable with a maximum size of approximately 336 (5 – 8th). Our plan reflects our long-term approach to sensible growth. We know that the first several years will present unforeseen instructional challenges, so a strong economic foundation is paramount.

Middle School						
Grades	Ages	2015-16	2016-17	2017-18	2018-19	2019-20
5	10-11	80	88	88	88	88
6	11-12	N/A	78	84	84	84
7	12-13	N/A	N/A	76	82	82
8	13-14	N/A	N/A	N/A	76	82
Total students		80	166	248	330	336
Number of classes per grade		4	4	4	4	4
Average number of students per class		20	21	21	21	21

Our expansion to middle school also will be aided by our ongoing and frequent support of instructional and management practice developed at the elementary level—no one will be left alone to fend for themselves, and instead will enjoy the full support of the entire Firm sharing the burdens of leadership and management. Lastly, while some schools have to worry about paying for un-used space while they grow to capacity over several years, the fact that we can

open with such significant numbers means that those are dollars that will not go to waste and may even allow us to negotiate more favorable lease terms.

Proposed Management and/or Partner Organization(s):

The proposed management of the Warrior Preparatory Charter School for Careers for STEAM and Social Entrepreneurship will be Teaching Firms of America (TFOA). TFOA's school governance model does utilize viable processes for policy development and a strong plan for ongoing Board self-evaluation and development. In the Teaching Firm org model TFOA employs, the Board of Trustees delegates the management and operation of the charter school to a leadership team (the "Partners") who operate under a hybrid nonprofit-professional partnership structure (as opposed to a formal for-profit professional partnership legal enterprise), in their management of the charter school. While these Trustees retain legal responsibility and provide meaningful oversight of the enterprise, they delegate the direct day-to-day management and operation of the charter school to the Partners. One component of the Trustees oversight includes providing annual approval of the overall educational goals of the charter school, as well as deciding all employment and compensation matters for the Partners (each of which is tied directly to the overall performance of TFOA).

Proposed school mission

Warrior Preparatory School for Careers in STEAM and Social Entrepreneurship ("TFOA-Warrior Prep") will adopt TFOA's current mission, which is to prepare our students to become highly intelligent, creative and critically thinking young citizen leaders and future professionals who will lead our global society in the 21st century. To support our fourth graders' transition to the middle grades, we envision a preparatory school experience that is fun, holistic, 'college-successful', career-focused, community-centered, culturally rich and relevant. TFOA is committed to extending the nurturing, creative, innovative, student-centered, data-driven and mastery-focused instructional environment create for the primary grades into the middle school.

School Overview

TFOA will use a collection of standards-based programs chosen for their rigor (attenuated specifically to the New York State Common Core Learning Standards), and presented and taught (strategically and purposefully) within an interdisciplinary instructional framework, all to ensure that students receive the highest quality instruction. With an assessment system similarly aligned to NY State Common Core learning standards, each teaching professional will engage in ongoing reflection and professional development to produce an instructional practice that is data driven and focused on enabling students to meet or exceed student achievement expectations. TFOA's Partners believe our proposed curricula materials should serve as vehicles to standard mastery and have intentionally selected programs and instructional methodologies that provide students with ample opportunity to fully realize the critical analysis required by the Common Core Standards, while offering teachers enough structure to ensure that students are focused on mastery as well as acquisition of content.

We are committed to structuring the daily learning environment to allow for the most tailored instructional approach using a variety of proven instructional strategies and methods to meet the needs of all learners. The choice of instructional method depends on context and content for learning. The specific nature of the daily activities and instruction in which the teacher and student will be involved during the lesson will include:

- Direct Instruction (e.g. guided reading, explicit instruction, modeling, guided practice, independent practice)
- Indirect Instruction (e.g. components of TERC and FOSS investigations, deductive and inductive inquiry)
- Interactive Instruction (e.g. shared reading, cooperative learning)
- Experiential Learning (e.g. field trips, plays/role-play, games, etc.)
- Independent Study (e.g. independent reading, research projects, learning logs)

Teaching professionals will be careful to integrate listening; speaking, reading and writing skills into each lesson and seek to provide opportunities for students to apply their new knowledge through tasks that involve concepts and skills students have learned.

Interdisciplinary Instruction

Generally, integrated or “interdisciplinary” instruction is an approach to teaching that “purposefully draws together knowledge, perspectives, and methods of inquiry from more than one discipline ... the purpose is not to eliminate the individual disciplines but to use them in combination.” (Hinde, 2005; citing Parker, 2005) Over the last century proponents of this instructional approach have produced several different methodological frameworks to bring “integrated instruction” into the classroom—TFOA employs an “interdisciplinary” approach using the “shared model” (Fogarty,1991), one in which two of the four traditional disciplines (English Language Arts, Math, Science and Social Studies) are taught in conscious relation to one another (Mathison,1997). Our core curriculum is deployed mainly within two 90-minute interdisciplinary instructional blocks: the English Languages Arts and Social Studies Block (ESA), and the Math and Science Block (STEM), and two 60-minute instructional laboratories (Professional Development Labs). Our Spanish Language Arts curriculum is also taught within an interdisciplinary context, one we call Foreign Language and Global Studies (FLGS) (one 60-minute block, four times a week), where students will learn Spanish in connection with the ongoing instruction from the core subject areas. Other content (Art, Health, Career Development, etc.) will be examined and explored within the context of the interdisciplinary instructional blocks and academic labs (teaching professionals are trained and encouraged to be opportunistic in including materials from these areas to inform and enrich daily lesson plans). The goal is to engender habitual instructional practice that is conscious and deliberate in making learning meaningful for students.

Target Population/Community Served:

TFOA’s middle school will provide a responsive education program and learning environment for all students. Similar to our lower school, TFOA charter school is designed to address the needs of at-risk students. Nearly 93 percent of TFOA students in our Professional Preparatory Charter School are eligible for free or reduced lunch, 10 percent are English language learners, and 14 percent of our students have disabilities. The culture, climate and instructional environment are all designed to specifically address the needs of this population. TFOA uses several strategies to ensure the school delivers supplemental academic assistance to students identified at-risk of failure in accordance with NY State academic content and performance standards. Several strategies are used in daily practice to ensure the needs of diverse learners are met.

Yes, TFOA can demonstrate that there is sufficient demand for existing seats at the school. A number of elementary charter schools in CSD 16 also report far more interest than seats in their

schools, leaving many parents bitter and angry. In fact, data made available by the Department of Education notes that CSD 16 (Bedford Stuyvesant) itself has a waitlist of over 2000 students for seats at area charter schools.¹ For the 2014-2015 school year, TFOA received 533 applications, accepted 80 students and created a waitlist of 453 students.² According to the Center for New York City Affairs at The New School, in CSD 16 there are 10 middle schools; one 6-12, 3 kindergarten thru 8th grade schools and 2 PK-8 schools. Included in this number are 9 charter schools in CSD 16.³ See the table below for more details:

	NYC charter school applicants and seats, Brooklyn (est., SY2014-15)	NYC charter school applicants and seats, Central Brooklyn (est., 2014-15)	NYC charter school applicants and seats, CSD 16 (est., 2014-15)
	Brooklyn	Central Brooklyn	CSD 16
Seats	8,991	5,791	713
Applicants	23,267	15,368	1,334

With a middle school, TFOP will be able to serve students K-8 (in a multi-site/campus arrangement). TFOA is also proposing to revise its charter to serve two Community School Districts (CSD 16 and 13), as well as provide a preference for students who qualify for Free and Reduced Priced Lunch. Such revisions will ensure that we can continue to serve the most underserved and under-resourced students in Bedford Stuyvesant. Additionally, while not a request for revision of the charter, TFOA is committed to the utilization of a Community School approach and will work to bring together the resources and partnership to fully realize this strategy. At the start of SY2014-15, we were operating at the full capacity of what would be our newly configured elementary school (K-4). We will continue our practice of backfilling, enrolling students in available seats for each grade except 8th. Lead teachers will continue to loop with their students: five (5) years from Grade K thru Grade 4, and 4 years at the middle school level, where eight (8) Lead TFOA teaching professionals will loop with the entire grade serving as the core academic instructors for ELA, Social Studies, Math, and Science.

Enrollment and retention of students with disabilities, English Language Learners, and students who are eligible applicants for the free and reduces price lunch program

TFOA will meet the enrollment and retention targets for students with disabilities, ELLS and students living in poverty. Currently, TFOA’s enrollment of special populations of students exceeds that of its home district, CSD 16 for ELLs and those receiving free and reduced lunch. In our elementary school, TFOA’s enrollment of students with disabilities lags behind CSD 16 (see table below). TFOA contends that this lag remains persistent because the reported CSD percentages for students with disabilities include upper elementary and middle school, where students have already been identified and given IEPs. As an elementary school serving early elementary school students, TFOA has a significant amount of as yet identified students with disabilities. Further, TFOA employs a pedagogical approach that often attenuates the need for

¹ Teaching Firms of America--Professional Preparatory Charter School, NYCDOE REVISED Charter Application, (Renewal Application 2014) p.80

² New York City Department of Education, Teaching Firms of America 2014-2015 Charter School Database Update

³2000-2014 InsideSchools.org, a project of Center for New York City Affairs at The New School

the identification and utilization of IEPs for enrolled students. TFOA conducts fair, equitable and need-blind recruitment activities from preschools and day care centers throughout Central Brooklyn. Please see the attached TFOA Enrollment and Retention report. TFOA will continue these practices under this charter as well.

Public Outreach and Community Support

TFOA has actively engaged in public outreach and advocacy to solicit community input and support for our proposed middle school. While we have remained focused on achieving success within our model, we have continued discussions with our Board, parents and community partners about the effective replication of our model. Over the years we have laid the groundwork for the full evolution into our Community Schools model. Discussions with a myriad of stakeholders both inside and out of our school building has yielded strong support from all stakeholders to expand our charter so that we might meaningfully serve more of our community’s most historically underserved and low income children and families.

Describe your initial assessment of parent interest in your proposed charter school

During this first charter period, our parents and staff have indicated a tremendous amount of satisfaction as evident by our 2013-14 NYC DOE school survey results (see attached):

Categories	Parent Satisfaction Rate	Teacher Satisfaction Rate		Community	Response Rate	Citywide Rate
Instructional Core	98%	84%		Parents	66%	54%
Systems for Improvement	95%	86%		Teachers	84%	83%
School Culture	97%	87%				

TFOA parents are happy with and supportive of our model, operations and performance. Additionally, parent response to survey questions regarding grade-level and enrollment expansion resulted in a 90-plus percent of respondents indicating their desire for TFOA to add the middle grades to our existing school program.

Recent school reviews and report cards, and other reports of middle-grades performance within CSD 16 reveal a continual dearth in high quality schools serving pre-adolescents. In fact, only seven and 13 percent of seventh and eighth grade students attending public schools within CSD 16 scored at or above proficiency in math and English language arts (ELA) respectively. Several middle schools reported zero percent of students scoring proficient in ELA and/or math at one or more grade levels. Since the vast majority of our students live within the CSD 16 catchment area, this data does not bode well for parents seeking high quality school alternatives. These internal and external factors demonstrate both demand and need for TFOA’s expansion to the middle grades. Accordingly, we believe TFOA expansion will both enhance and expand our students’ educational opportunities

TABLE 1: APPLICANT GROUP INFORMATION

*Minimum of 5 members must be designated as Trustees

NAME OF APPLICANT GROUP MEMBER	EMAIL ADDRESS	CURRENT EMPLOYMENT	RELEVANT EXPERIENCE, SKILLS, AND ROLE ON APPLICANT GROUP (Key Words)	PROPOSED ROLE (if any) (Trustee, Employee, Consultant, or None Continuing Role)	PROPOSED POSITION ON THE BOARD (e.g., officer, trustee, or constituent representative)	LENGTH OF INITIAL TERM	VOTING MEMBER (YES OR NO)
Rafiq Kalam Id-Din	[REDACTED]	TFOA-Managing Director	Education, Legal, Director	Managing Director	Member	N/A	No

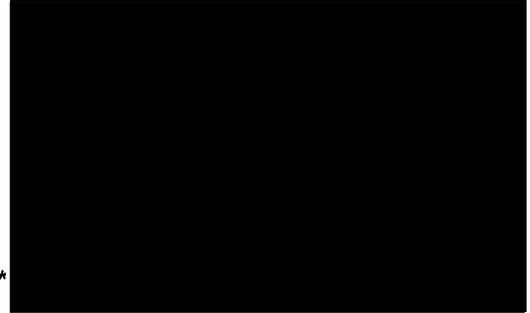
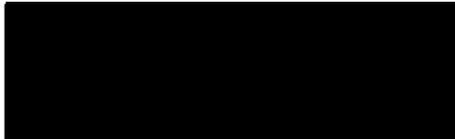


**NEW YORK STATE
Unified Court System**

RECEIPT

**OFFICE OF COURT ADMINISTRATION
ATTORNEY REGISTRATION UNIT**

February 09, 2015



This will acknowledge receipt of your 2015-2016 registration as an attorney and receipt of the \$375.00 fee.

Name: RAFIQ RAHMAN KALAM ID-DIN II

First: RAFIQ
Middle: RAHMAN
Last: KALAM ID-DIN
Suffix: II



Social Security numbers are required in order to administer the collection of revenue from attorney registration fees 42 U.S.C. § 405 (c)(2)(C)(i). Your Social Security number will not be made public. The first 5 digits have been concealed to protect your identity.

Admission Data:

Year Admitted to the NYS Bar: 2001
Judicial Dept. of Admission: 2

Law School: NEW YORK UNIVERSITY

Business Address:

751 Putnam Ave FL 3
Brooklyn, NY 11221-2107

Home Address: (Note: Is public information if no business is listed.)



Business County: Kings
Business Phone: (917) 536-2493
e-mail (optional): rafiqkalamiddin@gmail.com
Note: If provided, the e-mail address will be made public.

Home County: Kings

Our records contain information above, return only if changes to the above are required and retain a copy for your records.

Please review the above information on this receipt for accuracy. The Rules of the Chief Administrator require that this office be notified of any changes in the above information within 30 days of any such change. If changes are required you may make them online or by mail.

■ **Online** 1) Go to www.nycourts.gov and Attorney Online Services 2) Make desired changes 3) Print a corrected receipt.

- OR -

■ **By Mail** 1) Circle the item 2) Enter the correct information directly on the receipt 3) Sign and date the receipt 4) Return to the address at the bottom of the receipt. You will receive a new receipt by mail acknowledging the above changes made.

Signature: _____

Date: _____

Certifications Recorded:

Child Support Oblig. §3-503: No Obligation

Part 1200 (1.15) Affirmation: Yes

CLE: Hours Completed: 30.0

Pro Bono: 180.0 Hours / \$0 Contributed / Employed: Not-For-Profit Sector

**NEW YORK STATE EDUCATION DEPARTMENT
CHARTER SCHOOL OFFICE**

**NEW APPLICANT AND PROSPECTIVE
SCHOOL TRUSTEE BACKGROUND INFORMATION SHEET
(For New School Applications Only)**

Applicant Group Members (“AG”): The term Applicant Group is newly applied to include those individuals formerly identified as *lead applicants* and those participating in the planning of the application to establish the proposed charter school; those who will comprise the initial board of trustees; and those who will become school employees—anyone who is involved in the development of the Letter of Intent and the Full Application. All members, including prospective board members, must provide the background information where indicated for Applicant Group Members.

Prospective BOT Members (“BOT”): Service on a public charter school board of trustees (“board”) is a position of great trust and responsibility. As a member of a public charter school’s board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school. To properly evaluate proposed board members, please provide full and complete background information where indicated for proposed board members.

Note: Additionally, members of the Applicant Group are required to undergo a criminal background check via a fingerprint scan arranged by and at the expense of the State Education Department.

CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS

Member Name: Rafiq Kalam Id-Din

Proposed Charter School Name: TFOA—Warrior Preparatory Charter School for Careers in STEAM and Social Entrepreneurship (TFOA—Warrior Prep)

E-Mail Address

Home Telephone

Home Address

Business Telephone

Business Address



Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided above will be redacted.

Background Information – All Applicant Group Members

1. Please provide your educational and employment history. You may do so by attaching a résumé.

Résumé Attached

2. Please provide Transcript from your highest degree granting Institution.

Transcript or Supporting Documentation Attached

Please note that I have included my attorney registration as a member of the New York Bar as proof of the attainment of my law degree and good standing.

3. Please provide THREE letters of reference (from Individuals not associated with Applicant Group).

Letters Attached.

List the Names and Contact Information for each individual providing a reference:

- 1) NYC Council Member Robert Cornegy, Jr.
- 2) Gail Mason, Parent and Community Member
- 3) NYS Assemblywoman Annette Robinson

4. Please indicate how you became aware of the opportunity to join the applicant group.

As the Founder and Managing Director of Teaching Firm of America, I have been a member of the applicant group from the planning and operational phase of our existing charter school for grades Kindergarten – 4th grade. For the past four years and one year of the planning phase, I have served as the Managing Director, as well as a Teacher, of the Professional Preparatory Charter School Kindergarten – 4th grades.

5. Please affirm that you have read Article 56 of the New York State Education Law and understand the relationship between a charter school and the authorized chartering entity as defined in that statute.

I affirm.

6. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. If your team has not yet submitted a full application, please affirm that you will commit to read and understand the charter school application, the charter school board's by-laws and all proposed policies at the time of its submission for review.

I affirm.

Statement of Intent—All Applicant Group Members

7. Please provide a personal statement regarding the experience and skills that you bring to the table.

I am currently the Founder and co-head of school at TFOA Professional Prep Charter School. My extensive experience developing, building and leading this charter school has thoroughly prepared me for leading what will essentially be an extension of our current school operations and structure.

8. Please provide a personal statement regarding your role, responsibilities, and commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees).

In my capacity as Founder & Managing Partner, I will direct and lead all efforts in the development and preparation of this application, as well as in the eventual operations of the charter school.

9. Please provide any other information that you feel is pertinent to the Department's review of your background.



Rafiq Kalam Id-Din

Printed Name

Signature

2/6/15

Date

Background Information—Proposed Board of Trustees Only

10. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board.

I affirm.

11. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.

This does not apply to me. Yes.

If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

12. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.

This does not apply to me. Yes. If yes, please provide an explanation.

13. What board position(s) and/or offices(s) will you hold? (e.g., member, parent representative, vice-president, Finance committee, etc.):

Member

14. Please explain why you wish to serve on the board.

15. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board.

This does not apply to me. Yes. (Include description here):

Conflict of Interest - Proposed Board of Trustees Only

16. Please indicate whether you, your spouse, or other family member knows any of the other prospective board members.

I / we do not know any such persons. Yes.

If your answer is yes, please indicate the precise nature of your relationship here:

17. Please indicate whether you, your spouse, or other family member knows any person who is a proposed charter school employee.

I / we do not know any such persons. Yes.

If yes, please indicate the precise nature of your relationship here:

18. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, plans to contract or do business with, the proposed charter school, including but not limited to, the lease of real or personal property to the proposed charter school.

No. Yes.

If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

19. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.

Yes.

Not applicable because the School does not/will not contract with a management company or charter management organization.

I / we do not know any such persons.

20. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

Yes.

Not applicable because the School will not contract with a management company or charter management organization.

I / we have no such interest.

21. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that will be conducted.

Yes.

Not applicable because the School will not contract with a management company or charter management organization.

I / we do not anticipate conducting any such business.

22. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.

None Yes

23. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family.

24. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to the previous items 16-23, you may so indicate.

This does not apply to me, my spouse or other family members.

Yes.

Educational Philosophy -Proposed Board of Trustees Only

25. Please explain your understanding of the charter school's mission and/or philosophy.

TFOA's mission for the proposed middle school will remain the same as our lower school charter school: to prepare our students to become highly intelligent, creative and critically thinking young citizen leaders and future professionals (lawyers, doctors, scientists, educators, engineers, entrepreneurs, etc.) who will lead our global society in the 21st Century. To accomplish our mission, we will continue to provide a preparatory school experience that is fun, holistic, 'college-successful', career-ready, community-centered, culturally rich and relevant. We are committed to creating an instructional environment that is nurturing, creative, innovative, student centered, data driven and

mastery focused, where every teaching professional holds themselves and each other accountable for the school's most important outcome: high student achievement.

26. Please explain your understanding of the educational program of the charter school.

27. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.

STATEMENT OF ASSURANCE—PROPOSED TRUSTEES ONLY

I, _____ (name of proposed board member) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to Penal Law §175.30, a person who knowingly offers a false instrument for filing to a public official or public servant is guilty of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor.

Signature

Date

DISTRICT OFFICE
1360 FULTON STREET, SUITE 500
BROOKLYN, NY 11216
TEL: (718) 919-0740
FAX: (718) 857-2555

CITY HALL OFFICE
250 BROADWAY, SUITE 1743
NEW YORK, NY 10007
TEL: (212) 788-7334
FAX: (212) 788-8951
rcornegy@council.nyc.gov



THE COUNCIL
OF
THE CITY OF NEW YORK
ROBERT E. CORNEGY, JR.
COUNCIL MEMBER, 36th DISTRICT, BROOKLYN

CHAIR
SMALL BUSINESS

COMMITTEES
CIVIL SERVICE & LABOR
FINANCE
HEALTH
HOUSING
PUBLIC SAFETY

February 9, 2015

The Regents of The University of the State of New York
Charter School Office
89 Washington Avenue
Albany, New York 112234

Dear NYSED Charter School Office:

I am writing to express my strong and enthusiastic support for Teaching Firms of America (TFOA) Warrior Preparatory Charter Schools' charter application. As a community-based charter school, TFOA's innovative model has become an important asset in our community as the only progressive and holistic charter school in Bedford Stuyvesant.

As a teacher-led charter school in the City serving young people in my Council District, I urge your full consideration of TFOA's charter request. I enthusiastically applaud TFOA for its commitment to educating its students to be the next generation of intellectuals, leaders and civically engaged activists using a truly community centered, holistic and innovative approach. I stand in support of its vision and mission and look forward to their continued success.

Sincerely,

A handwritten signature in black ink, appearing to be "R. E. Cornegy, Jr." with a stylized flourish.

Robert E. Cornegy, Jr.
Council Member, 36th District – Brooklyn

EXPERIENCE

2007 Echoing Green Fellow—Project: Teaching Firms of America, Brooklyn, New York

Founder & Managing Director, August 2007-present

Teaching Firms of America is committed to developing and promulgating the “Teaching Firm”, a new model for college preparatory elementary schools driven by the provision of the exceptional instruction needed to make a college degree attainable for youth from impoverished inner city communities. Teaching Firms will provide college-prep elementary education for its students through integrating powerful pedagogy (mastery learning, choice theory, ‘understanding by design’ conceptual and differentiated instruction, high expectations, etc.), with an organizational infrastructure similar to law firms (a network of independent professionals serving similar but separate groups of clients), designed to drive costs and inefficiencies down, and instructional quality, student performance and teacher compensation up.

AnBryce Foundation, Vienna, Virginia

Executive Director, July 2003-August 2007

The AnBryce Foundation seeks to make a positive impact on the world through cultivating future leaders from amongst society's most socio-economically disadvantaged young people. In addition to significant scholarship programs (most notably at New York University School of Law where we provide (among other things), full tuition scholarships to admitted students who are among the first in their immediate family to pursue a graduate degree), we develop and operate a series of out-of-school time programs (after-school, summer camps, SAT Prep, etc.), that focus on academic enrichment, leadership development, career exploration, character development and life skills for disadvantaged and underserved elementary-, middle- and high-school students principally from the Washington DC Metro Area.

Generation Engage, New York, New York

Advisor, 2006-2007; Member, Board of Directors, 2007-present

Generation Engage is a nonprofit nonpartisan youth-civic-engagement organization that connects young Americans to political leaders, civic organizations, and meaningful debate about the future they will inherit.

True Potential, New York, New York

Member, Board of Directors, 2006-present

True Potential is a nonprofit that helps prospective low income law school applicants maximize their performance on the LSAT and prepare law school applications that reflect their true potential as law students.

NYU Law Black, Latino, Asian Pacific-American Alumni Association, New York, New York

Member, Board of Directors, 2006; Treasurer, Board of Directors, 2007

The Lowell School, Washington, DC

Member, Board of Directors, 2005-2007

The Lowell School is a private progressive elementary school located in Washington, DC. Lowell promotes active, collaborative learning with an emphasis on analytical thinking and problem solving. Lowell's mission is to create an inclusive community of life-long learners in which each child is valued and respected; nourishing children's self-esteem is the basis for all learning.

Cravath, Swaine & Moore, Hong Kong SAR

Corporate Associate, 2002-2003

Associate in broad base U.S. securities practice with focus on foreign and domestic corporate clients and investment banks targeting the capital markets in China, Central and Southeast Asia.

Cravath, Swaine & Moore, New York, New York

Corporate Associate, 2000-2003

Associate in broad base corporate and securities law practice with an emphasis on the representation of corporate clients and investment banks as both underwriters and financial advisors. General corporate experience includes wide exposure to mergers and acquisitions, underwriting, and 144A securities offerings involving, among other things, stock purchases, stock exchanges, asset purchases, and debt and equity securities offerings. Advised corporate clients on anti-takeover and fiduciary obligations. Performed due diligence, drafted, reviewed and negotiated corporate and operative documents related to various transactions and assignments, including offering memoranda, merger agreements, confidentiality agreements, legal and financial opinions, commitment letters, purchase agreements, stockholder agreements, licensing agreements, comfort letters, indentures, registration statements, etc. Prepared and reviewed various SEC filings, as well as SEC comment letters and responses.

Constitutional Workers, New York, New York

Lead Instructor, 2000-2001

Constitutional Workers is a program sponsored by the New York City Bar and several area law firms that teaches public high school students about the U.S. Constitution through a city wide mock trial program and competition.

Blackout Arts Collective (BAC), New York, New York

Co-Founder, Co-Chair, General Counsel-Board of Directors, 1997-2006

BAC is an award winning national grassroots organization dedicated to cultivating and empowering the voices of people of color through the arts, education and activism. A recipient of the 2002 Union Square Award from the Fund of the City of New York, as well as several award grants from the Soros Foundation's Open Society Institute and the Northstar Fund, BAC develops and implements art and education programs for youth in several cities around the country by partnering with schools and local community organizations.

High School Law Institute, New York, New York*Lead Instructor, 1997-2000*

The High School Law Institute (HSLI), operated by a small board of NYU Law students, offers courses in Constitutional Law, Criminal Law and Procedure, and Mock Trial to 10th and 11th grade students from public high schools throughout New York City. The program also offers workshops on applying to college, college life, and financial aid, as well as a speaker series which brings outstanding NYC legal practitioners to discuss their careers with our students. The year culminates in a mock trial competition and graduation ceremony in April. HSLI is targeted at high schools whose funding does not support similar programs, but students from any public school will be considered.

Debevoise & Plimpton, New York, New York and London, England*Corporate Summer Associate, 1999***National Football League, New York, New York***Management Council Legal Intern, Fall 1998***National Hockey League Enterprises, New York, New York***Legal Intern, Spring-Summer 1998***Ron Brown Scholars Program, Charlottesville, Virginia***Assistant to the Executive Director, 1996-1997*

The Ron Brown Scholar Program is a national scholarship program benefiting academically-talented, highly motivated African-American high school seniors who have demonstrated financial need, social commitment and leadership potential.

AnBryce Foundation, Camp Dogwood Summer Academy, Wolfstown, Virginia*Lead Conflict Resolution Instructor, Head Counselor, Summer 1996 and Summer 1997***Murray High School (Albemarle County Public Charter High School), Charlottesville, Virginia***Journalism, Broadcasting and Honors English Instructor (Practicum), 1996-1997*

Founded in 1988, Murray High School, an Albemarle County Public School, was started to provide a successful learning environment for at-risk students, those students who were in danger of not graduating from high school, or of graduating below their potential. During my tenure here, Murray was in its early stages of applying Choice Theory, Reality Theory and Mastery Learning to its learning environment, working towards putting these theories at the center of its institutional pedagogy. Today the success of the application of these theories, as pioneered by my former clinical instructor Charlotte Wellen, has allowed Murray to transform into is Albemarle County's first charter school, and the first public high school anywhere to become a Glasser Quality School.

Children's World Learning Center, Charlottesville, Virginia*Pre-school Instructor (3-4 & 4-5 year-olds), 1994-1996*

Founded in 1991, Children's World Learning Center (now "the University of Virginia Child Development Center), was established to serve University faculty, staff, and students. Accredited by the National Association for the Education of Young Children (NAEYC), the center earned this designation by limiting enrollment, offering an outstanding program, and hiring the outstanding staff to provide age and cognitive developmentally appropriate early childhood instruction, including language and social skills development, problem solving skills, pre-reading, pre-math, pre-science and pre-writing skills and concepts, creative art exploration and dramatic play.

EDUCATION**New York University School of Law, New York, New York****Juris Doctor**, Class of 2000*Thurgood Marshall Scholar***Honors & Awards**

Law Review, *Articles Editor*
Teaching Assistant-Civil Procedure
Vanderbilt Medal
JD Convocation Speaker

Activities

Student Bar Association, *President*
Black Allied Law Students Assoc.
Unemployment Action Center
High School Law Institute

University of Virginia (Curry School of Education) Charlottesville, Virginia**Master of Teaching**, *Secondary-English Education*, Class of 1997**University of Virginia, Charlottesville, Virginia****Bachelor of Arts**, *English Literature*, Class of 1996**Honors/Awards:**

Echols Scholar
Holland Scholar
13 Society
Outstanding Leadership Award

Activities:

Honor Committee
Student Council
Residence Staff
University Union

Member: New York Bar Association



STATE OF NEW YORK
ALBANY

Housing
Oversight, Analysis and
Investigation
Real Property Taxation
Small Business

ANNETTE M. ROBINSON
Assemblywoman 56th District
Kings County

CHAIR
Banks Committee

February 10, 2015

Mr. Bill Clarke, Director
Charter Schools
NYS Education Department
89 Washington Avenue
Albany, New York 12234

Dear Mr. Clarke

I am writing to express my strong and enthusiastic support for Teaching Firms of America (TFOA) Warrior Preparatory Charter Schools' charter application. As a community-based charter school within my Assembly District, TFOA's innovative model has become an important asset in our community. It is the only progressive and holistic charter school in Bedford Stuyvesant.

As the next teacher-led charter school in the City, one whose approach is truly community centered, holistic and innovative, I urge you to consider of TFOA's charter request. I applaud TFOA for its commitment to educating our students to be the next generation of intellectuals, leaders and civically engaged activists using their focus on developing critical thinking skills and self-efficacy. I stand in support of its vision and mission and look forward to their continued success.

Sincerely,

Annette M. Robinson
Member, NYS Assembly

C: Acting Commissioner Elizabeth Berlin