



PHASE I: Letter of Intent

Created: 06/11/2015

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Basic Contact and Application Information

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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	ACE Charter School
Grades Served (K-5, .6-8, 9-12, etc.) During Initial Term	7-12
Number of Students During Initial Term	600

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	Bishop Michael A. Badger	██████████	██████████
Public/Media Contact Person			

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

(No response)

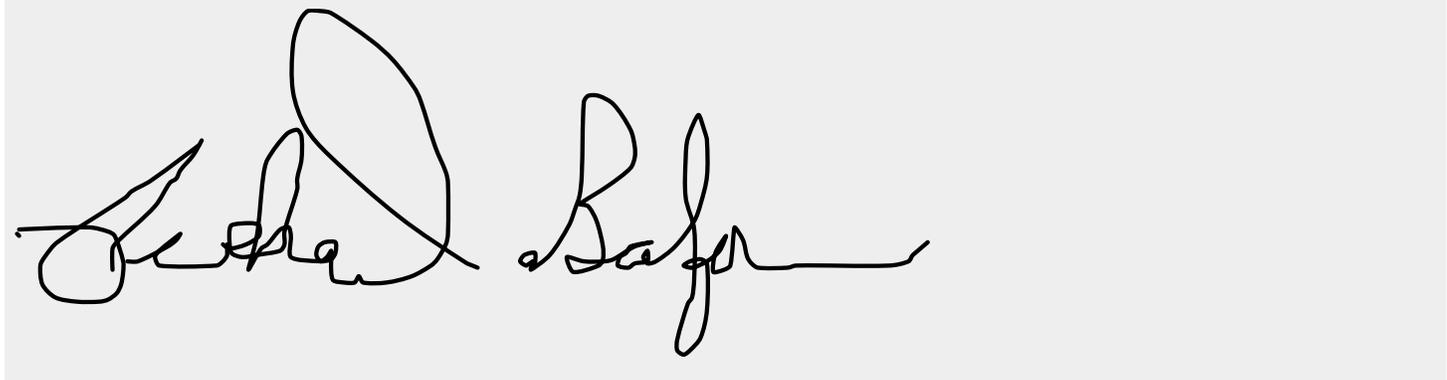
Proposed Management and/or Partner Organization(s), such as a charter or educational management company or a university, academic program partner, or whole school change partner.

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

Proposed Management Company	n/a
Partner Organization 1	(No response)
Partner Organization 2	(No response)

Proposed Board Chair Signature

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



Date

2015/06/17

Thank you for completing this form.

I. Applicant Group a-b, See Table1. The applicant group and proposed Board of Trustees is a unique combination of community members, education professionals, and industry leaders.

c. Contact Person: Bishop Michael A. Badger, phone-(716) 884-3607

d. Application History: N/A

II. Proposed Charter School Information

a. Proposed school name: ACE Charter School (Architecture, Construction, and Engineering)

b. Proposed school location: ACE Charter School (ACE) will be located within the Buffalo Public School District. Bishop Badger submitted a Request for Space at East High School to the Buffalo BOE on 1/7/15. If a charter is awarded, the Board of Trustees will make every effort to pursue a collaborative relationship with the District that benefits children in the City of Buffalo.

c. Planned grades and enrollment in each of the years of the proposed charter term:

Grade	Year 1 2016-17	Year 2 2017-18	Year 3 2018-19	Year 4 2019-20	Year 5 2020-21
Seven	80	80	100	100	100
Eight	80	80	100	100	100
Nine		80	100	100	100
Ten			100	100	100
Eleven				100	100
Twelve					100
TOTALS	160	240	400	500	600

d. Proposed Management and/or Partner Organization(s): N/A

e. Proposed school mission: The mission of ACE Charter School (ACE) is to create a learning environment for underserved City of Buffalo youth that combines exemplary character development, practical work experience, and a rigorous, and hands-on curriculum that will prepare them for college and careers in the architecture, construction, and engineering industries.

f. School Overview: ACE is a unique partnership between the community and private sector in Buffalo and WNY. Over the past three years, Bishop Badger has convened a team to passionately discuss the dire need for new educational opportunities for local youth with community, education and industry leaders, concerned parents, and youth themselves. This team has worked to develop an education plan with a focus on college and career readiness that will provide students with the following Key Elements:

(1) A school culture that establishes clear expectations and accountability. Urban Education Expert, Dr. Christopher Emdin, Professor, Columbia University Teachers College and Director of Secondary School Initiatives at the Urban Science Education Center, will work with the ACE

Board of Trustees, staff, students, and families to establish a building-wide culture that sets a tone of mutual respect and clear, consistent, and culturally competent expectations throughout the entire school community. All stakeholders will be engaged on a regular basis to ensure they understand and embrace the mission of the school and the importance it will hold in the community. Students will wear uniforms and abide by a strict code of conduct for behavior and academics. Parents and community members will have multiple volunteer opportunities to support teachers and students. Teachers will incorporate the history of the neighborhood the school is located within into lessons and discussions of present urban challenges and issues. Students will be required to incorporate this classroom content and hands-on skills into service projects that will benefit the surrounding neighborhood. The school will make every effort to recruit a highly-effective and diverse teaching staff.

(2) Teachers that understand and are committed to urban education. Dr. Emdin will provide teachers with innovative professional development training focused on Reality Pedagogy and the following five approaches: co-generative dialogues, co-teaching, cosmopolitanism, context, and content. These approaches will teach teachers how to deliver content in a way that resonates with their students and causes their students to take ownership of that content and explore it more deeply on their own.

(3) Rigorous academics that incorporate support systems tailored to individual student needs. ACE will be an innovative year-round public charter school with a longer school day, aligned with the NYS learning standards and Regents graduation requirements, with an emphasis on STEAM (Science, Technology, English, Art, and Math). In order to be college and career ready, students will have preparation in the three major skill areas of core academic skills, employability skills, and technical skills, which will allow them to transition seamlessly into college, a career, and/or a postsecondary credentialing program. ACE students will: Develop a college and career plan with academic core requirements and course choices appropriate to the plans; Explore and understand the academic and technical skill requirements for one of the Architecture, Construction, and STEM career clusters; Possess the specific academic skills appropriate for and foundational to the career cluster; and, Be able to apply academic skills in situations aligned with an increasingly sophisticated workplace and society. Beginning in Grade 7, formal and informal assessments will be used to develop student learning goals and will be used to drive instruction year round. Anticipating great need for remediation in ELA and Math, supports such as Academic Intervention Services, before/after school tutoring, mentoring, and ASSET STEM Education programs, will help maintain student focus and engagement.

Characterizing the school's program will be the cooperative presence and unified support of caring families and the community, as well as educational and civic groups with whom the students will interact. The School will be open into the evening daily and provide a safe and structured program for academic enrichment and after-school activities that complement the culture and rigorous instruction during the day. Wrap around services addressing the multiple health and human service needs of the students will be coordinated through a Student Support Team consisting of school staff and an on-site Student and Family Resource Center.

(4) Exposure to unlimited career pathways, employability and technical skills in the

architecture, construction, and engineering industries. The proposed ACE School has established partnerships with local educational/industry programs such as UB BEAM (Buffalo-area Engineering Awareness for Minorities, Inc.), AIA Emerging Professionals and Diversity Council, and the Construction Exchange of WNY. The applicant group, represented by some of the largest architecture, construction, and engineering firms in WNY, is committed to establishing a pipeline of opportunity beginning in Grade 7. They will provide teachers with industry relevant content they can infuse throughout the curriculum. In Grades 7-8, guest speakers and special projects will expose students to multiple career pathways and reinforce the relationship between schoolwork and future success. High school students will have the opportunity to participate in specialized career exploration activities such as hands-on design and construction projects, job shadowing, and internships at partner organizations. Internships will be organized and managed by a teacher with the appropriate certification to coordinate an accredited internship program. Eligible students will also have the opportunity to enroll in certificate programs that relate to their chosen career pathway.

g. Target Population/Community Served: ACE Charter School will target City of Buffalo students, Grades 7-12. It is estimated that the demographics of the School will mirror that of the District and minimally 80% of the students will be minority and living in poverty. This population is underrepresented in the architecture, construction, and engineering industries. A career in the growing ACE industries traditionally is not an option for minorities due to insufficient academic preparation, knowledge of, and exposure to, career opportunities.

h. Replication of High Quality School Models: N/A

III. Student Enrollment

a. Those identified in the school's mission/Students who are eligible applicants for the free/reduced price lunch program: Extensive outreach and recruitment will be conducted throughout Buffalo utilizing many established relationships with churches, block clubs, and human/social service agencies that currently serve families living in poverty, such as Community Action Organization, Catholic Charities, Boys and Girls Clubs, Erie County Department of Social Services, and the Buffalo Urban League. The mission of the School will also be relayed through social media, outlining the fact that ACE is a tuition-free public charter school with multiple opportunities available to students regardless of socio-economic status.

b. Students with disabilities: Throughout the planning year, Bishop Badger and the ACE Board of Trustees will communicate the supportive nature of the School and its commitment to providing every student with the individualized support they need to succeed in school through his weekly radio program and will work in partnership with Parent Network of WNY to ensure consistent outreach and communication with parents of children with disabilities.

c. English language learners: Again, ACE representatives will utilize their relationships throughout the community and develop new partnerships to communicate the mission of the School to children and families whose first language is not English. They will work with local refugee/immigrant organizations, Hispanics United, and Hispanic Heritage Council of WNY to recruit and enroll ELL students. Families will be provided translation services and assistance in filling out the enrollment forms when necessary.

Describe the school's strategies to retain its students: ACE will implement an early warning and intervention system based on the underlying assumption that the culture of the School has set clear expectations for staff, students and families. This system will utilize academic and engagement data to identify students in need, link them with the appropriate services, monitor their progress, and update their plans as necessary.

a. Those identified in the school's mission/students who are eligible applicants for the free and reduced price lunch program: The intervention systems established at the School will maintain high expectations for behavior and academics while remaining keenly aware of the challenges faced by urban youth today, especially those living in poverty. Proactive programming such as Academic Intervention Services and before/after school tutoring will be required for students identified as academically at-risk. Every student deemed eligible for free/reduced lunch will have an education plan developed to address their specific needs, as well as supplementary services from Title 1 of the ESEA (currently known as No Child Left Behind). Mr. Lloyd Hargrave, a proposed Board of Trustee member with decades of Title 1 experience, will work with the Student Support Team (SST) to assist in the development of procedures that identify student needs and link them with the specific activities and supplementary services they are in need of and entitled to. Led by the School Social Worker and Case Managers, the SST will simultaneously identify social and emotional needs of the student and conduct home visits, coordinate human service referrals with established partner agencies, and match the student with a community mentor who will provide ongoing guidance and encouragement that complement ongoing school-day supports. A Family Support Center will also be established to address the needs of the students' families to address overall community needs that impact students on a daily basis.

b. Students with disabilities: Once again, a very clear and consistent set of expectations will shape a response to intervention system at the School. A team of Special Education administrators/teachers will review each student's Individual Education Plan and discuss with students' families to establish consistent communication and roles and responsibilities for staff, students, and families on a regular basis throughout the year. Student progress and ongoing needs will be closely monitored and revisions to the Plan will be made as needed. The School will work with the Parent Network of WNY to empower families of students with disabilities to ensure they are well informed, know what supports are available to them, what their role is in the process, and the importance of understanding Transition to Adulthood services.

c. English language learners: ELL supports will be integrated into the students' overall education plan, including additional ELA instructional time during the day. Students will be matched with an appropriate and confidential mentor, fluent in their native language to provide translation services and bridge any gap in communication between the School and families. The School will utilize bi-lingual AmeriCorps ABE members in the classroom on a daily basis to provide literacy, ELA and Math support. The ACE Board of Trustees will pursue partnerships with Catholic Charities, Journey's End and the International Institute of Buffalo to identify bi-lingual mentors and ensure the School is providing support services in a culturally sensitive and relevant manner.

IV. Public Outreach and Community Support

a. Describe the public outreach conducted to date to solicit community input: Over the past three years, Bishop Badger and the applicant group have discussed the development of a new college and career ready charter school to provide Buffalo youth an educational environment they can thrive in. They have experienced unwavering support from local government leaders, community members and families. In addition, the response from local educators and the architecture, construction and engineering professional community has been overwhelming. They have met with representatives from the SUNY Buffalo School of Architecture and BEAM Program who have expressed an interest in pursuing a relationship with the ACE School due to the high percentage of incoming students that are ill prepared for college level coursework. They have also noted the need for such a school to address the under-representation of minorities in ACE professions. Industry professionals have echoed this sentiment in that they do not have a pool of skilled local employees, especially minorities, to hire from at a time where job opportunities are steadily growing.

Presentations have also been made to the Baptist Minister Conference of Buffalo, Concerned Clergy Coalition of Western New York, Jeremiah Partnership, Buffalo Rotary Club, Women Warriors, Albright Knox Art Gallery, Community Action Organization, Buffalo District Parent Coordinating Council (DPCC), and Buffalo Black Achievers. Over 500 informational flyers were distributed at the annual Juneteenth Festival and at various block clubs throughout Buffalo. An article published in the Challenger Community News on 4/8/15, the Bishop's weekly radio shows on WUFO, a community survey available via email and in person to over 100 families through Bethesda World Harvest International Church, and information posted on the Church's Website (<http://.bwhic/ace-charter-school/>), have outlined the mission of the school and requested feedback from hundreds of community members. Bishop Badger hosted two discussion sessions at the Subway on Main St. in May and has additional meetings scheduled.

b. Describe your initial assessment of parent interest in your proposed charter school to allow the school to reach its anticipated enrollment. Parent interest has been significant based on feedback from information sessions and the fact an estimated 3,000 students are on a wait list to transfer out of failing schools. Multiple presentations and meetings have been held over the past six months soliciting parent feedback through the Buffalo DPCC, the primary independent parent organization for Buffalo public schools. A letter to over 400+ parents was distributed numerous times at DPCC meetings, inviting feedback through scheduled meetings, email or phone call to the Bishop. Hundreds of parents have signed a letter in support of the School to date. Many others have contacted Bishop Badger directly to provide input and obtain more information about ACE. The initial enrollment target of 160 students will easily be reached due to the fact that there hundreds of students entering Grades 6-7 currently waiting to be transferred to a school in good standing and whose parents have already expressed an interest in the School.

V. Proposed Board Chair Signature and Date

 6/17/15

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 No Continuing Role)	PROPOSED POSITION ON THE BOARD (e.g., officer, trustee, or constituent)	LENGTH OF INITIAL TERM	VOTING MEMBER (YES OR NO)
Bishop Michael A. Badger	[REDACTED]	Senior Pastor, Bethesda World Harvest International Church	Culture Development, Counseling, Finance, Community, Mentoring	Trustee	President	3 years	yes
Paul F. Ciminelli	[REDACTED]	President / CEO, Ciminelli Real Estate Corporation	Finance, Facilities, Building Maintenance, Project Management, Career Readiness	Trustee	Trustee	3 years	yes
Mary H. Gresham, Ph.D	[REDACTED]	Vice Provost for Educational Collaboration and Engagement, SUNY Buffalo	Governance, Work-Based Learning, Higher Education, Academics, Community	Trustee	Trustee	3 years	yes
Stewart C. Haney	[REDACTED]	CEO, Wendel Architect & Engineering	Governance, Human Resources, Career Readiness, Resource Development, Strategic Planning	Trustee	Trustee	3 years	yes
Lloyd J. Hargrave	[REDACTED]	Retired nation-wide Title 1 School District Consultant	Title 1, School Improvement Plans, Community, Mentoring, Student and Family Advocate, Education Policy, Governance	Trustee	Trustee	3 years	yes
David W. Lulas	[REDACTED]	Vice President, Evans Bank	Finance, Administration, Technology	Trustee	Trustee	3 years	yes
Rashied H. McDuffie, Esq.	[REDACTED]	Corporation Counsel, City of Buffalo Law Department	Education Policy, Public Policy, Community, At-Risk Youth	Trustee	Trustee	3 years	yes
Patrick W. McParlane	[REDACTED]	Vice President of Client Solutions, JW Danforth Co.	Administration, Business Operations, Youth Leadership, Strategic Planning, Cultural Diversity	Trustee	Trustee	3 years	yes
Bridget B. Richardson	[REDACTED]	Bethesda Community Development Corporation, Retired BPS Teacher	Teaching and Academics, Student and Family Relations, School Administration, Curriculum Development	Trustee	Trustee	3 years	yes
Timothy M. Rider, AIA, LEED AP	[REDACTED]	Principal, Trautman Associates	Governance, Youth Leadership, Internships	Trustee	Trustee	3 years	yes
Salvatore Sciandra	[REDACTED]	Vice President, Frey Electric	Curriculum Development, Marketing, Pre-Apprenticeship Program	Trustee	Trustee	3 years	yes
Shandra Spicer	[REDACTED]	President/CEO, Spicer Group	Finance, Facilities, Building Maintenance, Project Management, Career Readiness	Trustee	Trustee	3 years	yes
Edward O. Watts, Jr., AIA	[REDACTED]	President, Watts Engineering and Architecture	Youth Leadership, Partnership Development, Community, Mentoring, Career Readiness, Culture Development	Trustee	Trustee	3 years	yes