

Letter of Intent: Applicant and Media Contact Form

Created Thursday, January 24, 2013

Updated Friday, January 25, 2013

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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 applicant and media contact form, and an upload of your 5 page Letter of Intent to Apply as outlined on pages 14 of the 2013 RFP and Application Kit. Please submit these tasks by 5:00 PM on February 1, 2013. Applicants who do not submit a complete Letter of Intent to Apply by this 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).

College and Career Girls Prep Charter High School

Whether submitting an application in Round 1 or Round 2, all new charter school applicants seeking public space in New York City must fill out a "Request for DOE Space" by January 31, 2013. The Request Form can be found at <https://docs.google.com/spreadsheet/viewform?formkey=dHNTYVFueWd4RWhmLW5CNHBqV>

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.

Upstate School Districts: Buffalo City School District (not BOCES)

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	Constance M. Moss, Ph.D.	716-390-6476	constancemoss@yahoo.com	[REDACTED]
Co-Applicant	Marvel E. Ross-Jones	[REDACTED]	[REDACTED]	[REDACTED]

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

(Multiple responses permitted)

- Parent
- Current or former Teacher
- Current or former School Administrator
- Community Resident

d. Media Contact: 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	Constance Moss	716-390-6476	constancemoss@yahoo.com	none

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

	Ages (or age ranges)	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
K	0	0	0	0	0	0
1st	0	0	0	0	0	0
2nd	0	0	0	0	0	0
3rd	0	0	0	0	0	0
4th	0	0	0	0	0	0
5th	0	0	0	0	0	0
6th	0	0	0	0	0	0
7th	0	0	0	0	0	0
8th	0	0	0	0	0	0
9th	14-15	96	96	96	96	96
10th	15-16	0	92	92	92	92
11th	16-17	0	0	88	88	88
12th	17-18	0	0	0	88	88

Ungraded	0	0	0	0	0	0
Total		96	188	276	364	364

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 36-39 of the application kit for definitions and guidance as only "significant" partnerships should be listed here).

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. Proposed Management Company	(No response)
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. Partner Organization 1	(No response)
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. Partner Organization 2	(No response)

Thank you for completing the Applicant and Media 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.

New York State Education Department
The Regents of The University of the State of New York
Charter School Office
89 Washington Avenue
Albany, New York 12234
January 23, 2013

To Whom It May Concern:

Please accept this letter as an indication that an application for a charter high school will be submitted by March 15, 2013. The following sections of this letter provide details about the applicants and proposed charter high school.

I. APPLICANT INFORMATION:

A. Lead Applicants - Marvel E. Ross-Jones, Ph.D. is a resident of Buffalo, New York and will be a co-applicant on the application to establish College & Career Girls Prep Charter High School. Dr. Ross-Jones' mailing address is [REDACTED]

[REDACTED] Mrs. Sharon M. Bradley is a resident of Buffalo and will also be an applicant. Mrs. Bradley's mailing address is [REDACTED] Her phone number is [REDACTED] and e-mail address is [REDACTED]

Constance M. Moss, Ph.D. is a resident of Buffalo and will also be a co-applicant. Dr. Moss' mailing address is [REDACTED] and e-mail is constancemoss@yahoo.com. The phone number is 716-390-6476.

B. Media Contact - Constance M. Moss, Ph.D. 716-390-6476 and constancemoss@yahoo.com

C. Applicant Founding Group/Initial Board of Trustees -

Marvel Ross-Jones, Ph.D. will be the President of the Board of Trustees and preside over the Executive Committee. Dr. Ross-Jones currently serves as the Campus Director with Bryant & Stratton College. In addition to having oversight of all campus operations, she is responsible for managing its 14M annual budget and the growth of its academic program. She has previous governance experience having served as a board member of a private female high school.

Mrs. Sharon M. Bradley will serve as the Vice President of the Board of Trustees and will preside over the Student Achievement Committee. Mrs. Bradley currently serves as a consultant with Every Person Influences Children (EPIC) as a senior family involvement facilitator. She retired from the Buffalo Public Schools (BPS) after serving as the Educational Evaluation Director. Her day-to-day responsibilities involved collection and analysis of students' assessment results and submission of reports in compliance with regulations from governing entities. Additionally, she has served as a Special Education teacher.

Ms. Sonia S. Burgin possesses a MBA with a focus in finance and human resources. She is a seasoned business consultant with over ten years of experience in account management. Her current responsibilities include strategic planning, marketing, technical assistance and problem solving. Ms. Burgin also serves as an on-line course instructor through the University of Phoenix. She will be the Treasurer for the Board of Trustees and chair the Finance Committee.

Ramelli L. Choates, Ph.D. is the Senior Academic Advisor for the Access to College Excellence Program at the State University of New York at Buffalo. Dr. Choates advises students about

preparation for college and course selection. Additionally, she has experience in case management, social work and grant writing. Dr. Choates will be the Secretary to the Board of Trustees and will serve on the Parent/Community Involvement and Development Committees.

Catherine Collins, D. Ed. is an Associate Professor at the State University of New York Empire State College. Dr. Collins has served as a full professor at Erie Community College. While serving as an at-large member of the Buffalo Board of Education from 2004 to 2009, she was actively involved in the student achievement and executive affairs committees. Dr. Collins has extensive experience in the field of health having presented on and written books about health matters with a particular focus on women. Dr. Collins will serve on the Finance Committee.

Ms. Barbara Davis is a social worker providing case management to pregnant women and the Medicaid population. She also works as a social worker at Women and Children Hospital. Additional experiences entailed working at Lake Shore Behavioral Health and the St. Augustine Center. Ms. Davis will serve on the Parent/Community Involvement Committee.

Margarita L. Dubocovich, Ph.D. is the Senior Associate Dean for Inclusion and Cultural Enhancement as well as Professor and Chair of Pharmacology and Toxicology at the State University of New York at Buffalo's School of Medicine and Biomedical Science. Dr. Dubocovich is responsible for providing the expertise, opportunities and educational programs needed to fulfill the medical school's diversity goals. Dr. Dubocovich will serve on the Student Achievement Committee.

Mrs. Elnora B. Grice is a retired teacher of high school English. She has served as a Supervisor of student teachers, an Interim Director of a charter school and as a GED teacher. Mrs. Grice is certified in reading and English. Mrs. Grice will serve on the Student Achievement Committee.

Ms. Reine Hauser is the Executive Director of the Graycliff Conservancy, Inc. Ms. Hauser is responsible for all day-to-day operations and advancing restoration efforts, strategic planning, development/grant writing, staff and financial management, programming, public relations and marketing. She represents the organization to broadcast and print media, other community organizations and activities and serves as a representative to *Wright in Buffalo*, a consortium of art/architectural organizations. Ms. Hauser will serve on the Student Achievement Committee.

Ms. Joyce Hwang, AIA currently is a Professor at the State University of New York at Buffalo's School of Architecture and Planning, Department of Architecture. Professor Hwang is the Director an office of architectural practice and research that focuses on confronting ecological conditions through creative means. She will serve on the Student Achievement Committee.

Rev. Darius Pridgen is a member of the Common Council of the City of Buffalo and represents the Ellicott District. Additionally, he serves as the Senior Pastor of True Bethel Baptist Church. He is responsible for the operation of a 4,300 member congregation and leads all spiritual, administrative, financial and community activities. Common Council Member Pridgen currently serves as a Board Member on the New York State Juvenile Advisory Board and Federal Advisory Council for Juvenile Justice. He served as an at-large member of the Buffalo Board of Education from 1999 to 2002. Common Council Member Pridgen will serve on the Parent/Community Involvement Committee.

Ms. Beth Tauke is the Associate Dean of Academic Affairs and an Associate Professor at SUNY @ Buffalo's School of architecture & Planning. She has served on the American Institute of Architects Diversity & Inclusion Steering Committee, AIA Diversity Awards, co-created the SUNY @ UB School of Architecture's Diversity Plan and received a grant to partner with HBCU on community projects. She will serve on the Student Achievement Committee.

Mrs. Sylvia E. Wright served as the Manager of Contracts Administration for MOOG. She managed contracts regarding the designing, manufacturing and integration of precision motion control products and systems in: military and commercial aircraft, satellites and space vehicles, launch vehicles, missiles, industrial machinery, wind energy, marine applications and medical equipment. Mrs. Wright will serve on the Student Achievement Committee.

Michael V. Wright, AIA is Manager of Project Support, Senior Architect with the State University of New York at Buffalo. Mr. Wright has experience in commercial and residential projects in both public and private sectors. Mr. Wright served as the chairperson and project manager for the master landscape plan for the south and north campuses of SUNY at Buffalo. He supervises, trains and mentors student assistants and interns. Mr. Wright will serve as the chairman of the Facility Committee.

VACANT SEAT RESERVED FOR A PARENT REPRESENTATIVE.

Constance M. Moss, Ph.D. will serve on the Board of Trustees in a non-voting capacity. Dr. Moss will be the Executive Director. She has served as an Associate Superintendent, an Assistant Superintendent and a building level administrator before retiring from thirty-one years of full-time service. District level experiences range from ensuring compliance with applicable statutory and regulatory requirements; strategic planning, curriculum development and supervision of program evaluations; as well as student assessment, data collection, analysis and reporting. While serving as a high school administrator, Dr. Moss worked at three urban high schools and supervised a program for young parents that successfully supported female students' attainment of high school diplomas. Dr. Moss is a certified curriculum auditor and facilitator of various procedures including the Gap Analysis Project, the Walk-Through Supervisory Process and A Framework for Teaching. She has served on school inspection teams and recently as a consultant successfully establishing the use of achievement data to guide school improvement.

D. Proposed members of the initial Board of Trustees - See information contained in C.

E. Replication or Network Information - Not applicable.

F. Application History - An application to establish College & Career Girls Prep Charter High School was first submitted on February 28, 2011. The initial board of trustees withdrew the application from the SUNY Trustees. Revised applications were submitted on February 29 and July 2, 2012. The first submission (Feb. 2011) was withdrawn due to concerns with transportation of students from Buffalo, New York to the proposed school location in Niagara Falls, NY. In addition, issues related to a potential relationship between CCGP and a residential facility for teen mothers were raised. The founding board decided to resubmit a revised application to SUNY in February 2012. The February 2012 application was withdrawn due to questions raised about governance, the budget, location in a 5% district and key design elements, such as program offerings for the targeted student population and attrition. The July 2, 2012 application addressed issues found in the February 2012 application. The proposed board membership was reorganized and expanded to ensure members had the requisite skills, knowledge, understandings and expertise to govern a charter high school. Additionally, the application provided compelling data that demonstrated the need for College & Career Girls Prep Charter High School in the city of Buffalo. The application included a revised budget and clarification of key design elements. The governing board decided to withdraw the July 2012 application given continuing concerns about fiscal viability, support for targeted students, student attrition and partnerships.

II. PROPOSED CHARTER SCHOOL INFORMATION:

A. Proposed school name - College & Career Girls Prep Charter High School (CCGP).

B. Proposed school location - Buffalo, New York.

C. Planned grades and enrollment - 2014-15- 9th (96), 2015-16- 9th&10th (188), 2016-17- 9th-11th (276), 2017-18 - 9th-12th (364) and 2018-19- 9th-12th (364).

D. Proposed Management and/or Partner Organization - Not Applicable.

E. Proposed mission - College and Career Girls Prep Charter High School (CCGP) will provide a rigorous and supportive single gender high school program that equips each female student with the requisite knowledge and commitment to graduate high school and be prepared to enroll in a college or university.

F. School overview - CCGP will meet the needs of each student by creating a data-driven environment that leverages expectations for high academic performance with relevant developmentally appropriate supports designed for adolescent girls. CCGP will provide intensive academic support for all students through an extended year, longer day, highly qualified staff, four academies focusing on college-level careers, co-teaching, common planning time and low teacher-student ratios. CCGP will offer multi-layered/level intervention services by instituting evidenced-based approaches to address adolescent behaviors; establish a network of community supporters; use student achievement data to regularly create goals for students, staff and the organization, prioritize professional development and evaluate the overall program.

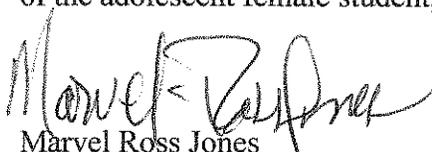
G. School's Target Population and Community - CCGP intends to locate in the city of Buffalo. During community outreach meetings parents, students and community members have reiterated that the school should be located in the city in order to fill the need for an academically strong and gender sensitive high school. The targeted student population will include female students, who are eligible for the free and reduced-price lunch program (FRPL) (81%), students with disabilities (SWD) (14.7%) and English language learners (ELL) (10%).

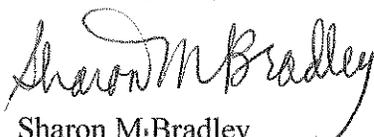
III. ENROLLMENT and RETENTION of STUDENTS WITH DISABILITIES, ENGLISH LANGUAGE LEARNERS and STUDENTS WHO ARE ELIGIBLE APPLICANTS for the FREE and REDUCED PRICE LUNCH PROGRAM: CCGP will attract students and families through marketing campaigns that highlight our college preparatory program and comprehensive system of support, our customized process to ensure each student successfully attains a high school diploma as well as relevant exposure to colleges and college-level careers. While CCGP will engage in a general citywide marketing campaign for female students, the school will establish recruitment methods designed to reach specific student populations. General efforts will include distributing announcements that promote attendance at community meetings where the application process will be discussed. CCGP will post information electronically; post flyers at supermarkets, churches, community centers, apartment complexes; advertise in various local newspapers; and on billboards. Recruitment of FRPL students will involve posting recruitment material with public assistance providers and food banks. We will also include recruitment material in mailings from the Department of Social Services. CCGP will establish recruitment zones by targeting and prioritizing specific zip codes that are high poverty areas as depicted in Zip Data Maps. Volunteers will canvass and distribute recruitment announcements to households in impoverished neighborhoods and post flyers at organizations serving those living in poverty. Recruitment of SWD will involve posting flyers at organizations serving the disabled, cultivating relationships with special education coordinators of all charter and public schools with middle level grades, meeting with the Committee on Special Education for Buffalo Public Schools to inform them about CCGP as well as provide recruitment material and applications. Recruitment

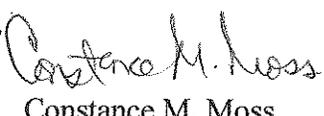
of ELL students will involve distributing recruitment and application materials in multiple languages in communities where English is not the primary language. Individuals who speak other languages will be enlisted to provide support when canvassing in those areas. Volunteers will work throughout the city disbursing announcements promoting attendance at informational meetings and availability of applications. Translation services will be available during meetings. CCGP will cultivate relationships with ELL coordinators of all charter and public schools with middle level grades as well as the International Institute that serves immigrants. Advertisements will be placed in non-English newspapers, flyers will be posted at supermarkets, churches, community centers, apartment complexes and organizations serving those for whom English is not the primary language.

During discussions with charter and public school leaders, students, parents and members of the community, we learned that the biggest drivers of student attrition include: students' struggling to meet academic expectations, misperceptions about behavioral expectations and missing opportunities for extracurricular activities. CCGP will establish procedures to address each area of concern and ensure retention of students by establishing a positive school culture and building relationships with students and families starting early in July. During the summer, students will be exposed to the college-going atmosphere, begin establishing relationships with staff and work collaboratively with school personnel to develop graduation plans. As part of our proactive approach to retaining students, our highly skilled teachers will provide intensive academic support and work collaboratively to address behaviors that put students' learning at risk. To excite and retain students we will offer a variety of engaging, co-curricular activities such as advanced placement, college credit bearing courses, rowing, fencing, field hockey, squash and ice- skating. We will employ a variety of strategies to retain students in the targeted groups. Our efforts to retain students and families who are eligible for the free and reduced lunch program will begin at the start of each year. For instance, during in-take we will employ efforts to insure parents are informed about the free and reduced lunch program and given assistance to make certain all forms are understood and completed correctly. CCGP will implement an instructional program that supports struggling students' attainment of high academic expectations with an emphasis on meeting the needs of and retaining students with disabilities and English language learners. ELL and students with disabilities will be mainstreamed into courses and supported by personnel who possess subject area, special education and ELL teaching certificates.

IV. PUBLIC OUTREACH and COMMUNITY SUPPORT: Since 2010 CCGP has conducted public outreach through print and electronic media coverage as well as through meetings with a diverse group of stakeholders. Public meetings have been held throughout Buffalo at public libraries, community centers and churches and with public officials, college representatives, educators and community groups. During meetings dated agendas, handouts and comment forms were distributed and included directions on how participants could provide comments and an e-mail address was provided for further discussion. Our initial assessment, which is based on a review of hundreds of comment sheets, reveals strong support for CCGP. The community agrees that a well-designed high school that is focused on college and designed to meet specific needs of the adolescent female student, is timely and greatly desired.


Marvel Ross Jones
1-24-13


Sharon M. Bradley
1-24-13


Constance M. Moss
1-24-13