

EAST HARLEM TUTORIAL PROGRAM

The Expansion and Replication of the East Harlem Scholars Academies Model

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INTRODUCTION

Founded in 1958, East Harlem Tutorial Program (EHTP) is a 501(c)(3) nonprofit organization dedicated to providing East Harlem children with the resources and opportunities they need for academic, social and career development. Almost a decade ago in response to the positive impact EHTP's core services consistently had on the educational trajectory of thousands of the most marginalized children in the East Harlem community, EHTP's leadership decided to expand its mission and work to include designing and implementing public charter schools in the community that would be aligned with its core beliefs and guiding principles. By bringing to bear on these charter schools both its unique teaching and learning model and its extensive experience in successfully delivering supplemental instruction, remediation and enrichment during school-day and school-year academic programs in K-12 East Harlem schools, EHTP would be able to dramatically increase its impact on the lives of East Harlem children.

EHTP founded and currently supports two charter schools: East Harlem Academy Charter School (Scholars) which opened in 2011-12 and East Harlem Scholars Academy Charter School II (Scholars 2) which opened in 2013-14 as a replication of Scholars. Both are authorized by the State University of New York Board of Trustees. Throughout this application, "East Harlem Scholars Academies Network" or "East Harlem Scholars Academies Schools" will refer to the network of schools supported by EHTP which share the same mission, vision, and philosophy and school model. The East Harlem Scholars Academies (EHSA) network will include the existing schools that are expanding as well the replicated school that will be brought online during the grant period. EHTP provides EHSA schools with a comprehensive array of centralized academic, financial and operational services to ensure each school's success. Scholars and Scholars 2 are currently serving grades K-6 and K-4, respectively and have a

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combined student body totaling 689 students this year. Both schools will expand over the course of the next several years to serve the full K-8 grade span after which their 8th graders will matriculate into an EHSA charter high school (Scholars High School¹) which will be the high school expansion grades for both schools. It should be noted that both schools also have a pre-Kindergarten program funded through New York City Department of Education Universal Pre-K. Since Pre-K is not part of their charter contracts with their authorizer, the grade spans referenced for each school will only be those grades each school is authorized to serve or will be authorized to serve in its charter agreement.

The combined populations of Scholars and Scholars 2 serve a similar percentage of English language learners (ELLs) and a greater percentage of low-income students (FRL) and students with disabilities (SWD) compared with its traditional public school counterparts in its school district of residence, New York City (NYC) Community School District 4 (CSD 4); these at-risk students at Scholars and Scholars 2 have, in the majority of cases, significantly outperformed their at-risk public school counterparts in NYS and CSD 4 on the 2016 Grade 3, 4 and 5 NYS ELA and math assessments and Grade 4 NYS Science assessment. This performance is evidence of the high quality learning environment available at both Scholars and Scholars 2 that is underpinned by an instructional program intentionally designed to close the achievement gap that has persisted between at risk populations and their non-at-risk peers.

Through its proposed CSP-funded project, *The Expansion and Replication of the East Harlem Scholars Academies Model*, EHTP seeks to accomplish two goals. The first is to

¹ The Scholars charter high school will have its own separate charter. However, because Scholars and Scholars 2 students matriculate into the school it would be considered an expansion for the purposes of CSP funding.

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increase the number of seats available in the EHSA network by expanding the grade levels of the existing schools and replicating the EHSA model in a new charter school so that by the end of the five-year grant period in 2021-22, the EHSA network will serve a total of 1,802 students in two K-8 schools, one high school and one K-3 school. The second goal is to offer an academically rigorous, student-centered learning environment which will increase the educational trajectory of East Harlem children, particularly those who are educationally disadvantaged, by providing them with the academic skills, strength of character and social and emotional well-being necessary to excel in college, lead in their communities and realize their best possible selves.

ABSOLUTE PRIORITIES

Absolute Priority 1—Low-Income Demographic

EHTP currently supports Scholars and Scholars 2. The majority of students across both schools come from low-income families where low-income is defined by qualifying free- or reduced-priced lunch under the Federal school meals program. Please see *Appendix F Response to Absolute Priority (Low Income Demographic)* for evidence confirming that in 2015-16 82% of the total population at Scholars and Scholars 2 were low-income students. This year, 96% of the students across both schools are low-income.

COMPETITIVE PREFERENCE PRIORITIES

Competitive Preference Priority 1—Promoting Diversity

This is not applicable for EHTP.

Competitive Preference Priority 2—School Improvement through Turnaround Efforts

This is not applicable for EHTP.

Competitive Preference Priority 3—Novice Applicant

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EHTP is applying under Competitive Preference Priority 3 as it has neither received a CSP Replication and Expansion of High-Quality Charter Schools grant—either individually or as part of a group—at any point in the past nor received a discretionary grant from the Federal government in the last five years.

INVITATIONAL PRIORITY

Invitational Priority—Rigorous Evaluation

EHTP is applying under Invitational Priority—Rigorous Evaluation as it is currently working with American Institutes for Research (AIR) on an independent evaluation of its teacher residency program. EHTP’s teacher residency program, in partnership with Hunter College School of Education and Americorps, is a highly selective teacher-training program that develops, supports, and certifies aspiring elementary teachers to teach in East Harlem and similar NY communities. Scholars’ and Scholars 2’s work in tandem with the teacher residency program and the residency program curriculum is tailored specifically to the opportunities and challenges of teaching in the East Harlem community. Residents work alongside mentor teachers providing additional support to the charter schools’ students, while at the same time the mentor teachers are provided an opportunity to grow their own leadership skills. Furthermore, both charter schools rely heavily on graduating residents as new hires.

AIR’s evaluation includes descriptive analyses of teacher retention and teacher effectiveness and will employ a rigorous quasi-experimental design using propensity score matched-comparison groups to examine whether students of teachers who participated in the teacher residency program perform better on standardized measures of math and reading achievement. The outcomes evaluation will use a value-added modeling approach similar to that

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employed by Papay, West, Fullerton, and Kane² to examine the impact of the Boston Teacher Residency Program. Students taught by resident teachers and their matched comparison group will be assessed for baseline equivalence and the evaluation should meet the What Works Clearinghouse (WWC) evidence standards with reservations. AIR's evaluation will also examine whether serving as a mentor teacher improves teachers' effectiveness within Scholars and Scholars 2. AIR will examine the effects of serving as a mentor in the teacher residency program on mentors' teaching effectiveness using a difference-in-differences approach, comparing mentors with non-mentor teachers in the same grade level and with similar levels of experience using propensity score matching. Mentor teachers and comparison teachers will also be assessed for baseline equivalence and this aspect of the evaluation should also meet WWC evidence standards with reservations.

SELECTION CRITERIA

a. Quality of the eligible applicant

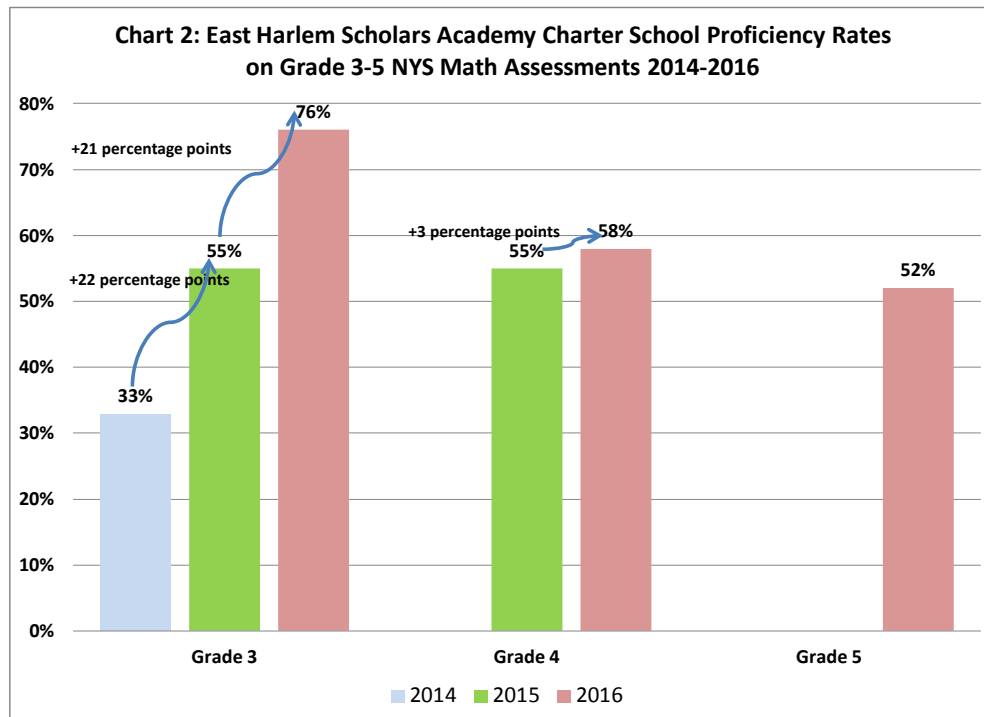
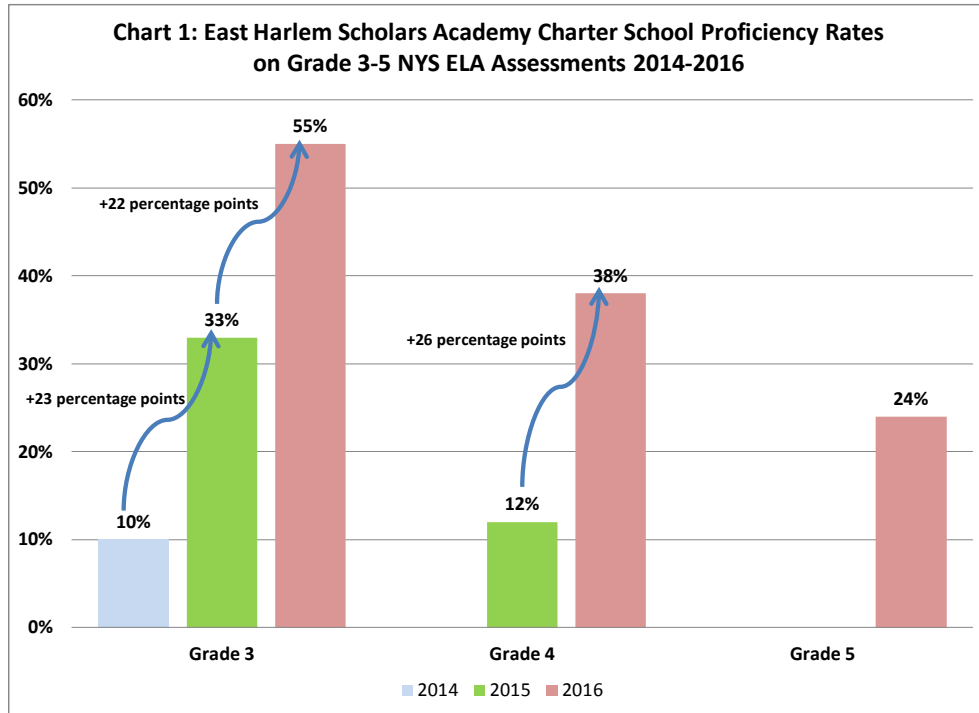
1. The degree to which EHTP has demonstrated success in increasing academic achievement for all students and for each subgroup of students

As is evidenced by student performance on the NYS ELA, math and science assessments, EHSA schools have demonstrated success in increasing academic achievement for all students as well as for each of the applicable subgroups of students described in section 1111(c)(2) of the ESEA, as amended by the NCLB.

² Papay, J. P., West, M. R., Fullerton, J. B., & Kane, T. J. (2011). Does practice-based teacher preparation increase student achievement? Early evidence from the Boston Teacher Residency. NBER Working Paper No. 17646.

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Scholars has three years of NYS student assessment data available. Charts 1 and 2 illustrate the consistent pattern of growth experienced by all Scholars students over the past three years on the rigorous NYS ELA assessment and NYS math assessment, respectively.

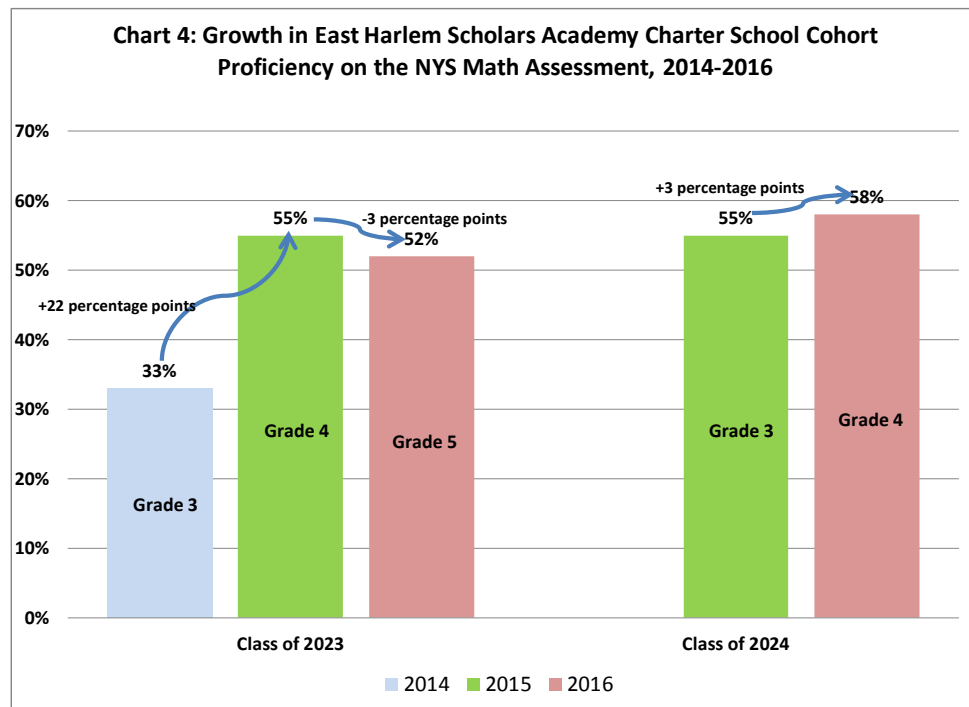
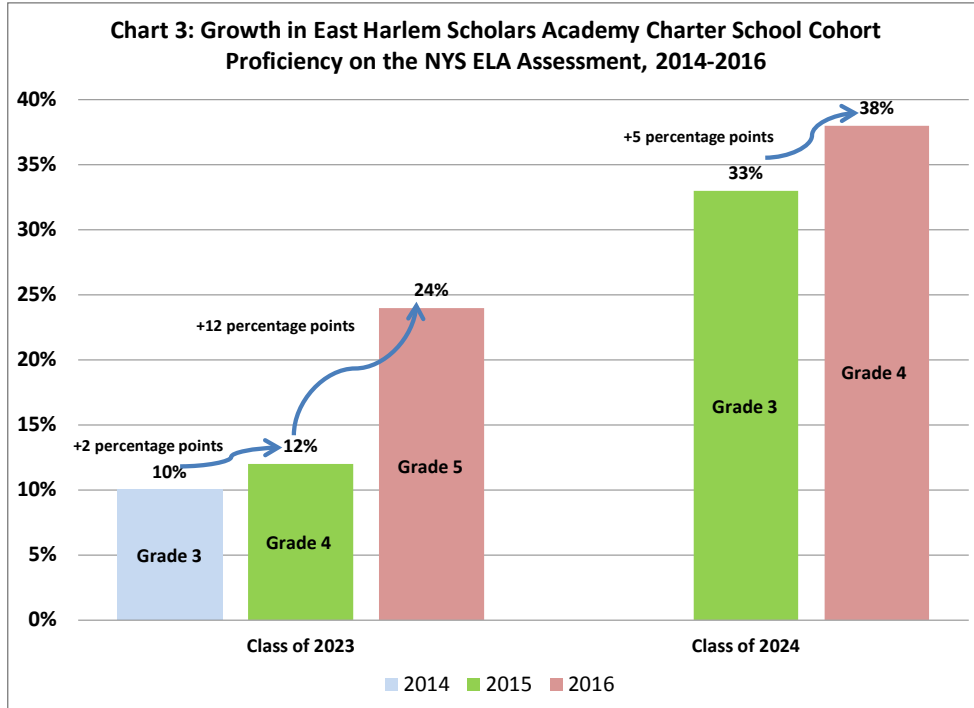


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On both the Grade 3 NYS ELA assessment, Scholars' students experienced an average 22.5 percentage point increase in the number of students achieving proficiency over the period 2014 to 2016; on the Grade 3 NYS math assessment the average percentage point increase for Scholars' students was 21.5 percentage points during this same time period. Similarly, on the NYS Grade 4 ELA assessment, student performance increased by 26 percentage points from 2015 to 2016, while on NYS Grade 4 math assessment, the increase was 3 percentage points.

It is also important to look at the growth of student cohorts as measured by their performance on the NYS ELA and math assessments they move from grade to grade. As Chart 3 shows, both the Class of 2023 cohort (those who will graduate from Scholars 8th grade in 2023) and the Class of 2024 cohort experienced increases in student proficiency as they advanced at the school—the Class of 2023 saw a 14 percentage point increase in proficiency rates as they moved from Grade 3 to Grade 5, while the Class of 2024 exhibited a 5 percentage point increase in the proficiency rate as they moved from Grade 3 to Grade 4. Similarly, Chart 4 below shows growth for these same cohorts on the NYS math assessment. While the Class of 2023 dipped slightly in proficiency as they moved from Grade 4 to Grade 5, the overall increase in proficiency from Grade 3 to Grade 5 was 19 percentage points. The Class of 2024 experienced a 3 percentage point increase as they progressed from Grade 3 to Grade 4.

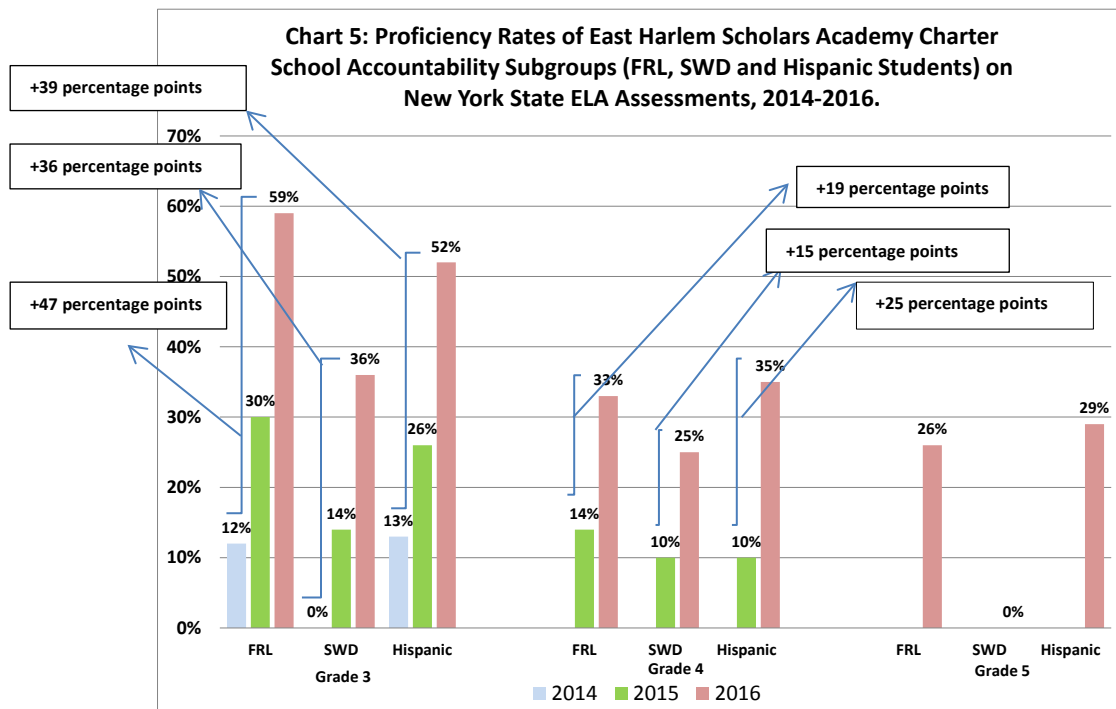
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Educationally disadvantaged subgroups of students at Scholars also experienced a consistent pattern of growth over the past three years as is evidenced by disaggregated NYS ELA and math assessment data. Please note that only the FRL, SWD and Hispanic/Latino

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demographic accountability subgroups are represented in the Scholars data because the number of Scholars students who were administered the NYS assessments who were ELLs or from the other racial/ethnic accountability subgroups are not large enough to be included in academic reporting data. Chart 5 below illustrates the performance these subgroups on the Grade 3, 4 and 5 ELA assessments over from 2014-2016 and the percentage point increase in proficiency over three years on Grade 3 performance and over two years on Grade 4 performance.



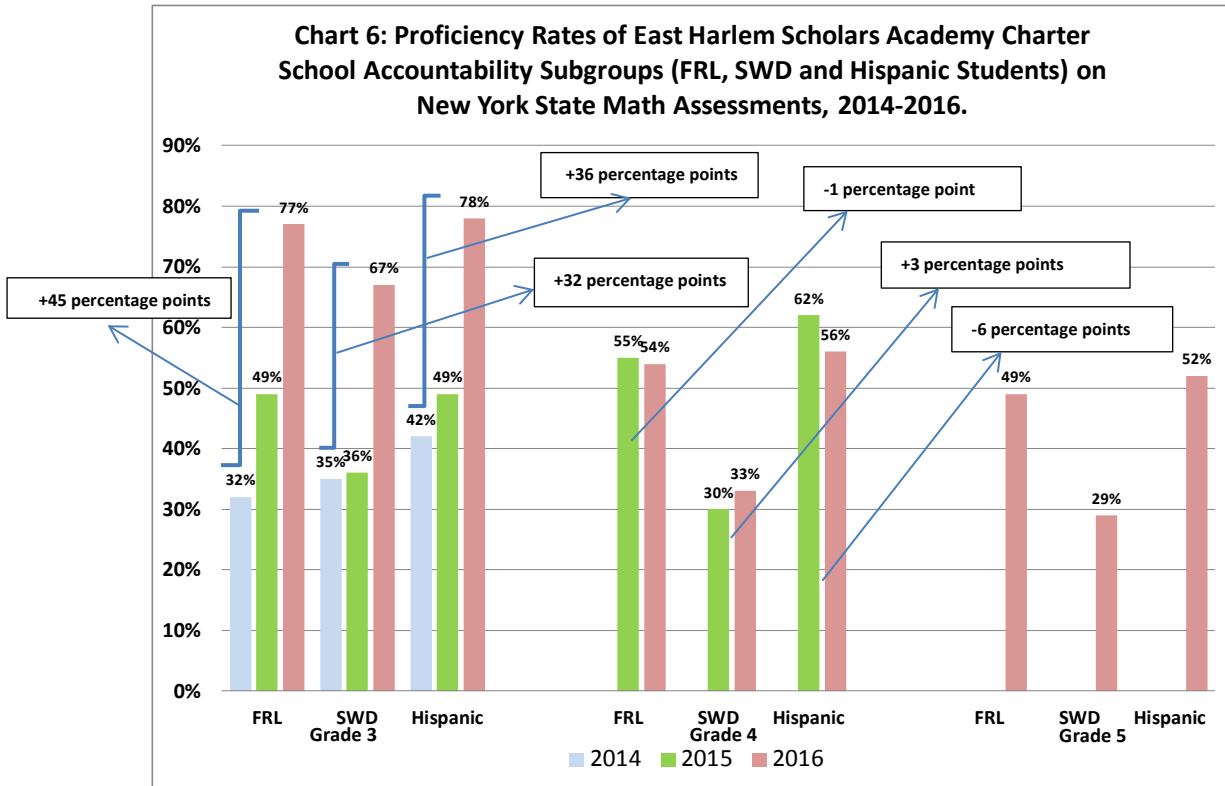
As is evidenced in Chart 5, the Scholars academic program has had significant impact on increasing the academic achievement of these subgroups. There has been a considerable percentage point increase in the percent proficiency on the Grade 3 NYS ELA assessment from 2014 to 2016 for FRL (+47 points), SWD (+36 points) and Hispanic/Latino (+39 points). Each subgroup also exhibited double digit percentage point increases on the Grade 4 NYS ELA assessment with FRL, SWD and Hispanic/Latino improving 19, 15 and 25 percentage points, respectively from 2015 to 2016.

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There is also meaningful growth in the cohorts of these educationally disadvantaged subgroups as they move from grade to grade over the three year period. FRL students in the Class of 2023 saw a 14 percentage point increase in student proficiency from their performance in the 2014 Grade 3 ELA assessment to their performance on the 2016 Grade 5 ELA assessment. For Class of 2023 Hispanic/Latino students, it was a 16 percentage point increase. While Class of 2023 SWD saw an 11 percentage point increase in proficiency from the 2014 Grade 3 ELA assessment to the 2015 Grade 4 ELA assessment, proficiency fell in 5th grade in 2016 with no SWD achieving proficiency. The Class of 2024 FRL, Hispanic/Latino and SWD cohorts saw increases of 3 percentage points, 15 percentage points and 19 percentage point increases as they moved from Grade 3 in 2015 to Grade 4 in 2016.

Educationally disadvantaged subgroup performance on the NYS Math assessments during this period also reflects a Scholars academic program that promotes strong student achievement and growth among the most at-risk students. Chart 6 below provides the proficiency data for these subgroups on the 2014-2016 NYS math assessment. Over the three year period, proficiency increased by 45, 32 and 36 percentage points for FRL, SWD and Hispanic/Latino students at Scholars on this assessment from 2014 to 2016. The performance of these Scholars subgroups on the Grade 4 NYS math was mixed with SWD proficiency increasing by 3 percentage points from 2015 to 2016, FRL remaining relatively constant with a 1 percentage point drop. The proficiency for the Hispanic/Latino subgroup did fall by 6 percentage points on the Grade 4 assessment.

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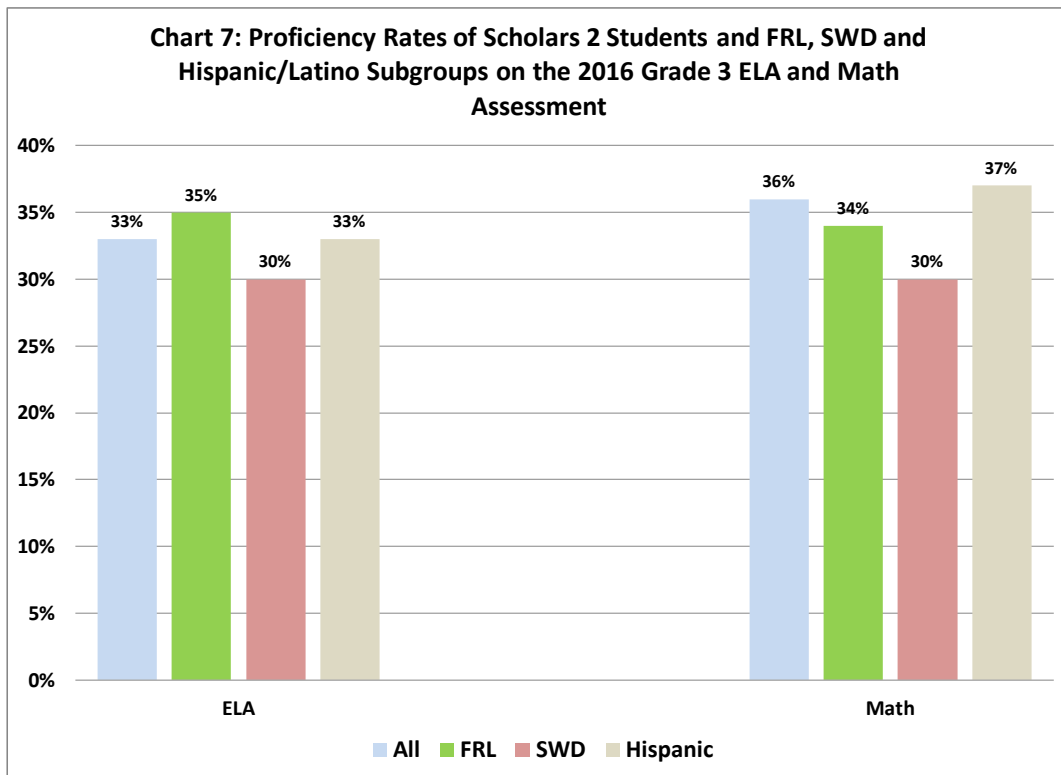


Although Grade 4 math assessment results were mixed over the two years, it is important to note that the Class of 2023 and Class of 2024 FRL and Hispanic/Latino cohorts did show growth on the NYS math assessments as they advanced to the higher grades. Specifically, the Class of 2023 FRL and Hispanic/Latino cohort experienced a 17 and 10 percentage point increase in proficiency from 2014 to 2016, while the Class of 2024 FRL and Hispanic/Latino cohort saw a 5 and 7 percentage point increase in proficiency from 2015 to 2016. Growth for both cohorts of SWD, however, declined over this period.

Scholars 2 administered its first NYS assessments in 2016 for Grade 3. Chart 7 illustrates the achievement levels of its inaugural class on these rigorous State assessments for Scholars 2 Grade 3 students as a whole as well as the disaggregated subgroups: FRL, SWD and Hispanic/Latino (for the same reasons discussed for Scholars, the other accountability subgroups are not applicable for Scholars 2). Comparing Chart 7 with the 2014 Grade 3 NYS assessment

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data for Scholars (its inaugural class) in Charts 1 and 2, it is clear that Scholars 2 3rd graders experienced strong first year results—outperforming Scholars student performance on its first administration of the Grade 3 assessments. This fact, along with the consistent and significant improvement in Scholars Grade 3 ELA and math performance over the last three years point to the data-driven improvements that have been made to the EHSa schools’ curriculum and instructional model that has clearly promoted greater student achievement.



The Grade 3 assessment results for the disaggregated economically disadvantaged subgroups at Scholars 2 indicate that their first year performance is on par with the performance of the Scholars 2’s 3rd grade population as a whole. For ELA in particular, Scholars 2’s 3rd grade subgroups significantly outperformed Scholar’s 2014 Grade 3 subgroups, its first class of 3rd graders, (see Chart 1) and Scholar’s 2015 Grade 3 subgroups on the Grade 3 NYS ELA assessment (see Chart 5). This is further evidence of the positive impact of the critical work that

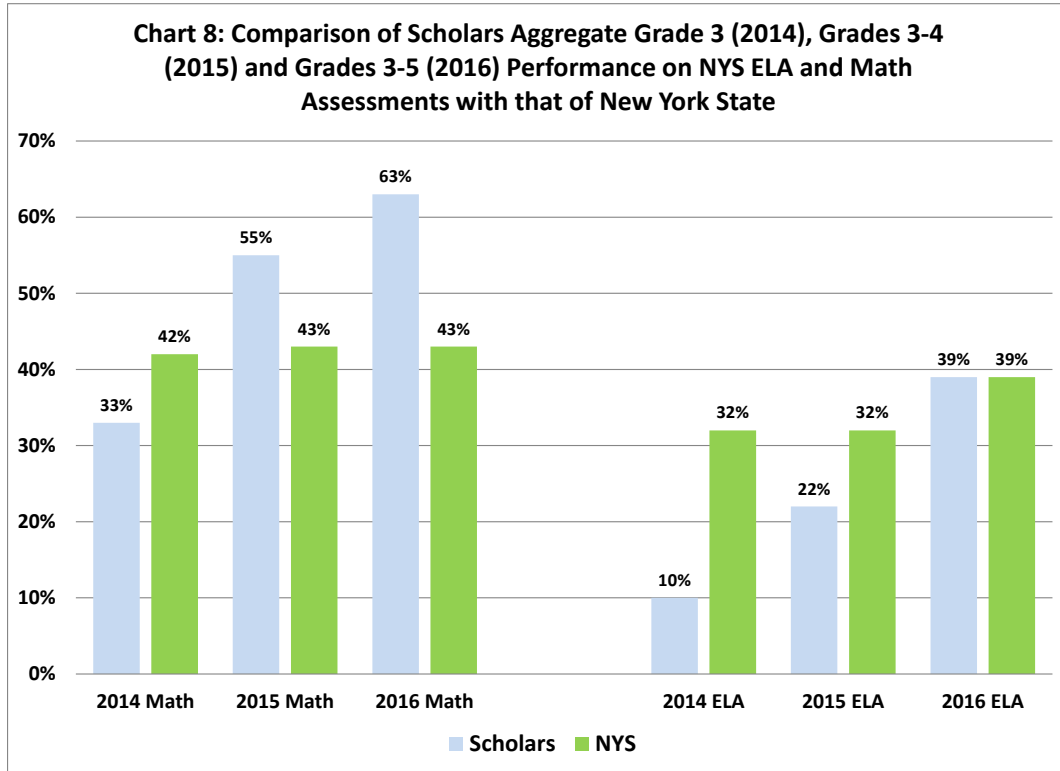
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the EHSA network and school leadership regularly undertake to strengthen and improve the instructional model implemented at both schools in response to student assessment data.

Finally, while an analysis of Scholars and Scholars 2 subgroup performance against the performance of those subgroups in NYS as a whole will be presented in the next section, it is informative to compare in this section the performance of all students at the EHSA schools against their NYS counterparts in evaluating the degree of success that these charter schools have had in increasing student achievement. For the purpose of this analysis, the focus is on Scholars as that has had three years of assessment data. Chart 8 below compares the performance of Scholars 3rd graders in 2014, its 3rd and 4th graders in 2015 and its 3rd-5th graders in 2016 on the NYS ELA and math assessments against the comparable NYS grade level performance on these assessments in each of those years.

As is evident from Chart 8, Scholars students are performing at significantly higher levels in math than their NYS peers. In 2016, Scholars Grade 3-5 math proficiency was 20 percentage points higher than that of Grade 3-5 students in NYS. Furthermore, over the course of the three years at Scholars, math proficiency increased by 30 percentage points, whereas NYS performance was essentially flat with only a one percentage point increase in proficiency. Although Scholars lagged NYS in 2014 and 2015 on the NYS ELA exam, what is important is the positive trend in Scholars performance. By 2016, Scholars Grade 3-5 students were on par with NYS Grade 3-5 performance. The percentage point gain in proficiency at Scholars over that three year period was 29 percentage points. NYS, on the other hand, remained relatively stagnant, increasing only 7 percentage points.

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The performance of Scholars students is even more compelling when one considers the demographics of Scholars versus that of NYS. Scholars is educating a greater percentage of educationally disadvantaged students than NYS as a whole. In 2015-16, SWD comprised 30% of Scholars total student body while FRL made up 75%, ELLs were 9%, Hispanic/Latino were 65% and African-American/Black students made up 29%. White and Asian students accounted for just 3% of the Scholars student body. This is compared to NYS where only 54% were FRL, 17% SWD, 8% ELLs and where White and Asian students accounted for 54% of the total student population. Only 9% of the NYS student population was Hispanic/Latino in 2016 and 18% were African-American/Black.

Based on this analysis of the performance of Scholars and Scholars 2 students on the rigorous NYS assessments in ELA and math, these schools have clearly demonstrated a

significantly high degree of success in increasing academic achievement for all students and for each applicable subgroup of students they serve.

2. *The extent to which the academic achievement results for educationally disadvantaged students served by the charter schools supported by EHTP have exceeded the average achievement results for such students in the State.*

Annual Student Performance on NYS Assessments

The annual performance of educationally disadvantaged students on NYS ELA and math assessments in Scholars and Scholars 2 relative to the performance of their educationally disadvantaged counterparts in NYS is compelling. As discussed in the previous section, there are three subgroups of students that are applicable to both Scholars and Scholars 2: FRL, SWD and Hispanic/Latino. Charts 9 and 10, which follow, compare the aggregate performance of these Scholars subgroups against the same grade level aggregate performance³ for these subgroups in NYS as a whole on the 2014-2016 NYS ELA and math assessment, respectively.

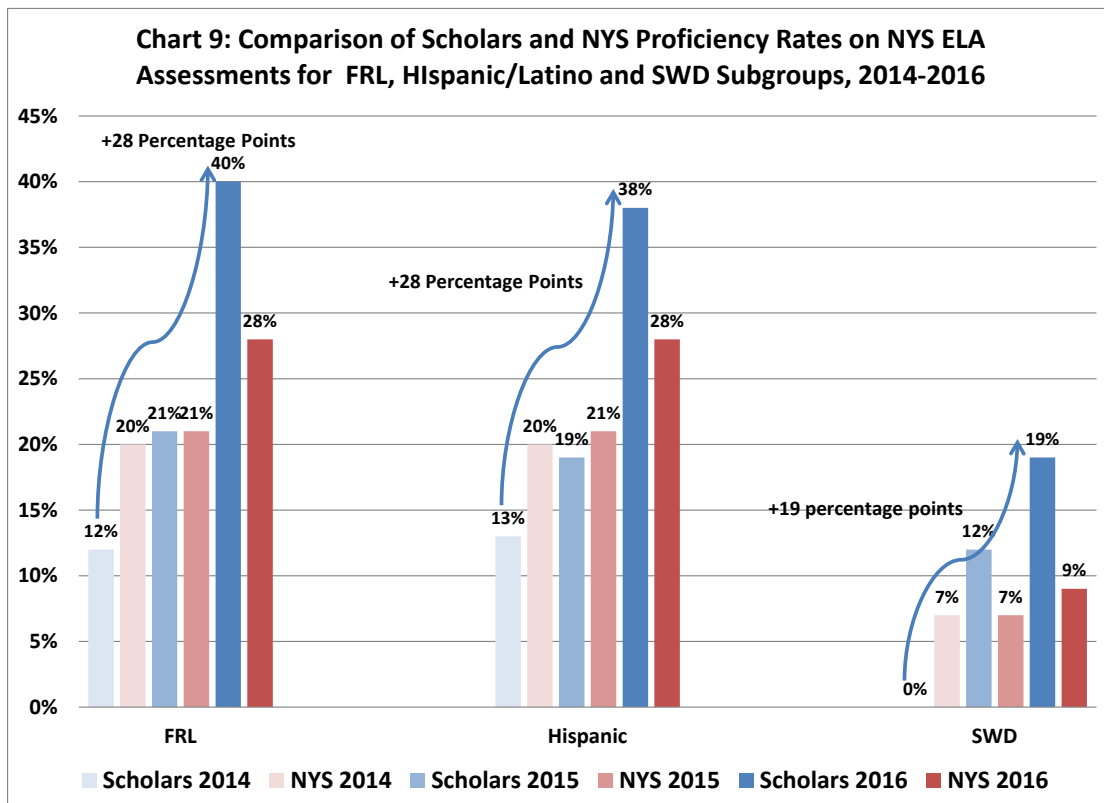
As is illustrated in Chart 9, Scholars subgroups have more than made up their early proficiency deficit with their respective NYS counterparts on the NYS ELA assessment. The results of the 2016 NYS ELA assessment show that Scholars educationally disadvantaged students have significantly surpassed their NYS counterparts in ELA proficiency. Furthermore, where NYS experienced relatively stagnant growth in proficiency over the three years, Scholars experienced an aggregate growth of 28 percentage points for both FRL and Hispanic/Latino

³ 2014 data includes only Grade 3 performance data for Scholars and for NYS, 2015 data includes the aggregate Grades 3 and 4 performance data for Scholars and for NYS, 2016 data includes the aggregate Grade 3, 5 and 5 performance data for Scholars and for NYS.

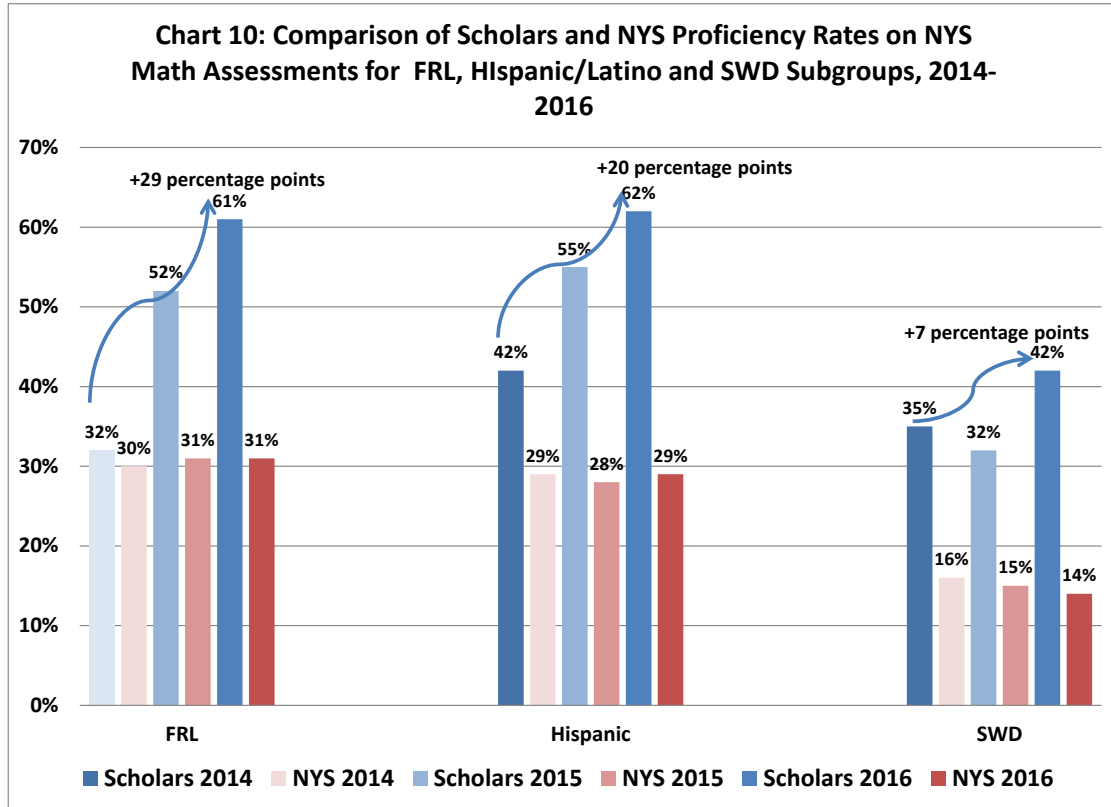
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students and 19 percentage points for SWD in ELA proficiency. Chart 10 shows that Scholars FRL, SWD and Latino/Hispanic subgroup performance on the NYS Math assessment has consistently exceeded the performance of these NYS at-risk subgroups.

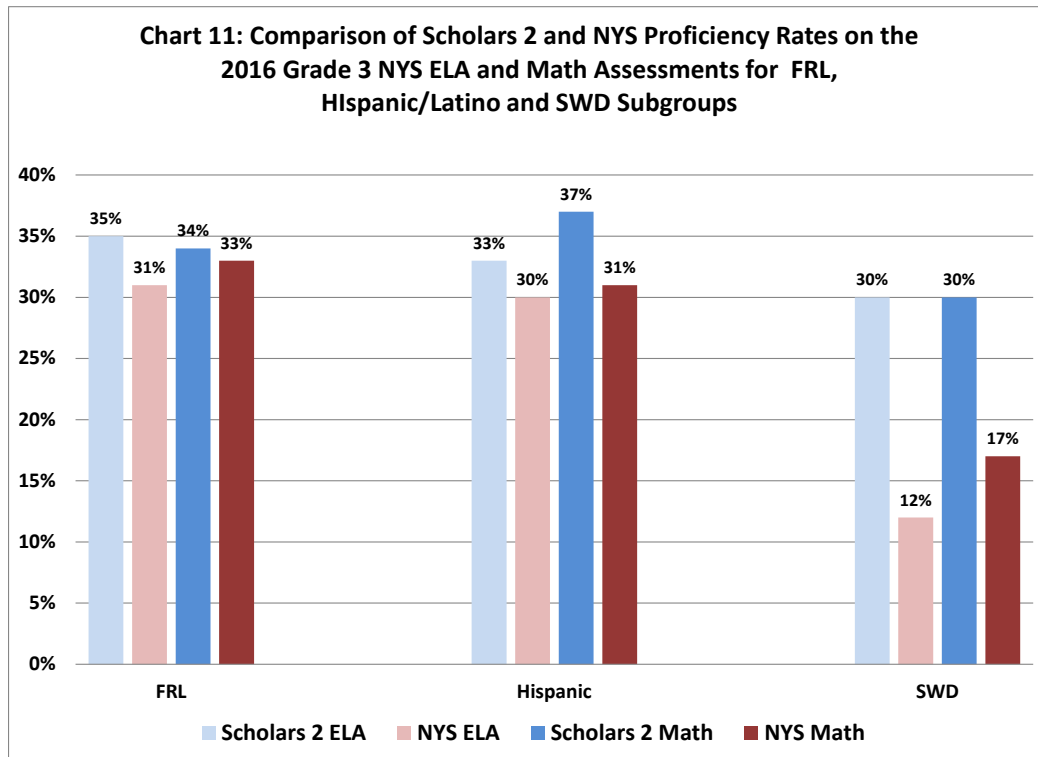
Not only are these Scholars subgroups achieving at higher levels than their NYS counterparts, but they are also outperforming NYS in terms of growth in proficiency over time. Where math proficiency among these subgroups is stagnant in NYS, Scholars has experienced an increase in math proficiency of 29 percentage points in the FRL subgroup, 20 percentage points in the Hispanic/Latino subgroup and 7 percentage points in the SWD subgroup.



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Scholars 2 has just one year of NYS assessment data at this stage. In 2016, it administered its first Grade 3 NYS assessments. Chart 11 below compares the performance of the Scholars 2 Grade 3 FRL, Hispanic/Latino and SWD subgroup with their NYS Grade 3 subgroup counterparts on the NYS ELA and math assessment. Scholars 2 3rd graders outperform their NYS counterparts in every instance; however, the achievement levels are most pronounced among the SWD population where the Scholars SWD outperform NYS SWD by 18 percentage points on the ELA assessment and 13 percentage points on the math assessment.



What is clear from all Charts 9, 10 and 11 is the fact that Scholars and Scholars 2 educationally disadvantaged students are exhibiting stronger performance on NYS assessments in terms of overall achievement and growth compared with their NYS peers.

Student Attendance and Retention Rates for Educationally Disadvantaged Students

Please see *Application Requirements b.2*.

High School Graduation Rates, College Acceptance Rates and College Persistence Rates

Not applicable as neither Scholars nor Scholars 2 serve high school students.

3. *The extent to which charter schools have not been closed, had a charter revoked, had their affiliation with EHTP revoked or terminated, have not had any significant issues in student safety, financial or operational management or had compliance issues.*

Not Applicable. None of these situations apply to any charter school EHTP supports.

b. Contribution in assisting educationally disadvantaged students.

EHTP is committed to the youth and families in the East Harlem community and has been a dedicated presence in this neighborhood for the past six decades providing a lifeline to literacy and academic success for multiple generations. Although the East Harlem community is rich in diversity, culture and history, there is no question that East Harlem is also faced with tremendous challenges. Data from *The Statement of District Needs Fiscal Year 2012 for Community Board 11*⁴ provides the following snapshot of East Harlem and illustrates the persistent crises that continue to negatively impact the community and its residents: (1) 33% of East Harlem families live below the poverty line⁵; (2) 6.5% of the population receives some form of public assistance; (3) 26% of households are led by single parents; (4) There are 8 homeless shelters in the district—including family shelters where 196 adults and children are housed; (5) Asthma is 5 times higher than the national average and East Harlem is cited with the highest rates of childhood obesity, asthma hospitalization and diabetes in NYC.⁶

The characteristics of the neighborhood described above have a negative impact on the educational trajectory of the children who call East Harlem their home. It is imperative that East Harlem’s children have access to high quality educational alternatives that will allow them to break the cycle of poverty. The EHSA schools are an important extension of EHTP’s work in meeting the educational needs of some of the most vulnerable children in the community. EHSA schools are intentionally designed to assist *all* students, especially educationally disadvantaged children, in meeting and exceeding NYS rigorous performance standards. The analysis of

⁴ http://www.nyc.gov/html/dcp/pdf/pub/mnneeds_2012.pdf

⁵ http://www.cccnewyork.org/publications/CCC_Concentrated_Poverty_2012-04.pdf

⁶ NYC Dept. of Health, “The Health of East Harlem,” 2003

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Scholars' and Scholars 2's student performance on NYS assessment contained in *Selection Criteria a. Quality of Applicant* clearly indicate that EHSA schools are delivering a high quality learning environment to its students.

Scholars and Scholars 2 promote a culture of academic excellence and guide each student in achieving his or her academic potential. At the heart of each school's commitment to academic excellence is the setting of high expectations and the belief on the part of all members of the school community that all students can learn and meet or exceed NYS performance standards inclusive of the Common Core Learning Standards (CCLS) and the internalization by each staff member that he or she plays a critical role in every child's success. This is evidenced thoroughly, meaningfully and consistently throughout the schools. The EHSA schools' commitment to high expectations and confidence in their students' ability to learn is reflected in curricula, instruction, in school culture, and the interactions between students and adult members of the school community.

It is critical that more children are able to have an opportunity to attend an EHSA school supported by EHTP. CSP funding from this grant program will support the expansion of grades and seats in both Scholars and Scholars 2 which would ultimately both become K-8 schools with their graduates matriculating into the Scholars High School that will come online as part of this grant project and provide expansion seats through the 12th grade, and the creation of East Harlem Academy Charter School III (Scholars 3), a new K-5 school. All told, 1,158 new seats would be created during the five year grant period, increasing the number of East Harlem students served in EHSA schools to a total of 1,802 Grade K-12 students.

1. The extent to which the charter schools supported by EHTP serve educationally disadvantaged students at rates comparable to surrounding public schools.

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Table 1 below summarizes the 2015-16 student enrollment data published on the 2016 NYS Report Cards for Scholars, Scholars 2 and CSD 4, the school district of residence of both schools. This data is available on the NYS Education Department website (www.nysed.gov). The data clearly indicates that schools serve educationally disadvantaged students at rates comparable to the surrounding public schools in the district.

Table 1: Enrollment Demographics of Scholars, Scholars 2 and CSD 4

2015-16 Enrollment Data	Scholars	Scholars 2	CSD 4
FRL	75%	92%	80%
ELL	9%	13%	11%
SWD	28%	26%	26%
Hispanic	65%	63%	61%
Black/African-American	29%	28%	25%

2. *The quality of the recruitment and enrollment plan of the schools being expanding and replicated to ensure educationally disadvantaged students enroll in the schools.*

EHSA schools offer a 100 percent lottery preference for CSD 4 students and a 20% lottery preference for ELLs. The CSD 4 preference inherently means that each school will draw primarily from a population that has a large percentage of ELLs, SWD, and FRL as well as Latino/Hispanic and African-American/Black given the prevalence of these student populations in the district. The ELL preference provides an additional layer of insurance that the schools can attract a significant number of ELLs to the school.

Both schools have a consistent record of serving a significant proportion of SWD, ELLs and FRL that is comparable with schools in CSD 4. This fact speaks to the effective recruitment and retention strategies implemented at the schools as well as the schools' admissions policies (which, as stated previously, include a CSD 4 and ELL preference). More importantly, however, it is also a reflection of the public's knowledge of the strength of the instructional supports and

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services that are in place for educationally disadvantaged populations at the schools. Families with children who make up these special populations are aware of the schools' inclusive learning environments and the resources available for SWD, ELLs and FRL, and they continue to make up a large proportion of students seeking admission to each school.

Under NYS Charter Law, charter schools are also formally held accountable for meeting or exceeding enrollment and retention targets for SWD, ELLs and FRL. These targets are tied to the percentages of these special populations that are represented in the school's school district of residence. Thus, the recruitment, enrollment and retention strategies implemented by EHSA schools must ensure that the schools are enrolling comparable proportions of these special populations in order to meet these required targets.

Recruitment Plans: EHSA schools complete all the measures below to recruit student applicants. These strategies have proven effective for both Scholars and Scholars 2 in reaching each of these special populations as evidenced by their enrollment demographics. In addition, translation services are provided for all promotional materials and any person-to-person interaction requiring an English translation. While Spanish is the predominant language spoken by immigrant families in the community, other translations (such as Mandarin and Cantonese) may also be provided as required by other growing immigrant groups in East Harlem. Outreach includes: (1) Posting flyers and placing notices in local, supermarkets, communities of faith, community centers and apartment complexes; (2) Conducting school tours and open houses at the Scholars and Scholars 2 school buildings and in the future at school buildings of new replicated charter schools; (3) Leveraging the relationships and network of community contacts of EHTP; (4) Displaying advertisements on NYC public buses that have routes in East Harlem; (5) Canvassing neighborhoods in East Harlem to further reach interested families, specifically

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targeting public housing buildings in lower East Harlem; (6) Providing applications to CSD 4's Committee on Special Education so that families with special needs children would be made aware of the school; and (7) Making presentations at and providing applications to preschools and Head Start programs in the community, including those that serve children with Individualized Family Service Plans (which are IEPs for children in the 3-5 year old range), children from immigrant families and poverty-level children.

EHTP and the EHSA schools will make the community, particularly families with children who are SWD, ELLs and FRL, aware of the schools' educational program and specifically the instructional staff and supports available to meet the needs of at-risk populations. EHTP's website and each school's website convey important information about the schools, its curriculum and its events and activities.

As part of the support services provided to each of its schools, EHTP has the demonstrated capacity to support each school in undertaking extensive student outreach to ensure that a broad range of families in East Harlem are informed about the schools and can apply to enroll their age-eligible children. Each school's Director of Operations oversees the school's marketing and outreach efforts and is supported by EHTP's communications department, which plays an integral role in developing the recruitment strategy, marketing materials, and website content. The Directors of Operations are able to leverage in their outreach efforts the connections and visibility of EHTP, which has served the community for more than half a century.

Each school annually evaluates the efficacy of the school's recruitment and enrollment efforts for SWD, ELLs and FRL. Making progress towards meeting or exceeding its enrollment targets is a goal in each school's accountability plan for the renewal term. Enrollment and retention data is analyzed on a quarterly basis. If annual enrollment and/or retention targets were

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to fall short of targeted goals, an improvement plan would be developed that identifies the weaknesses in the overall recruitment and/or retention strategies and the plans to strengthen these areas to meet targets in the subsequent year.

EHTP is confident that the recruitment strategies currently implemented will continue to result in each school meeting and likely exceeding its enrollment and retention targets for educationally disadvantaged students. Thus, EHTP firmly believes the plan to ensure that the charter schools being expanded and replicated through this CSP grant is a high quality and effective one.

c. Quality of the Evaluation Plan

EHTP and its EHSA schools have shown a commitment to using data for continuous improvement. They have invested in the necessary resources, including a robust data management system, and have in place the necessary structures, such as school-based data teams and an EHTP Director of Data and Research, to conduct comprehensive evaluations of many aspects of its schools operations—academic, operational and fiscal. Thus, EHTP together with its schools have the requisite expertise to collect, analyze, and report on the outcomes of this replication and expansion project.

EHTP has two main goals for this project. The first is to significantly increase the number of seats available in the schools it supports by expanding the grade levels of Scholars and Scholars 2, including through the opening of a Scholars high school, and replicating the EHSA model in a new charter school so that by the end of the five-year grant period in 2021-22, the EHSA network will serve a total of 1,802 students in two K-8 schools, one high school and one K-3 school. The second goal is to offer an academically rigorous, student-centered learning environment which will increase the educational trajectory of East Harlem children, particularly

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those who are educationally disadvantaged, by providing them with the academic skills, strength of character and social and emotional well-being necessary to excel in college, lead in their communities and realize their best possible selves.

The following Logic Model delineates the expected student-based, school-based and EHTP-based outcomes and the activities, performance indicators and measures that will be utilized to evaluate EHTP and its EHSA schools' success in achieving these two overarching goals.

Goal 1: To increase the number of high quality schools in the community through the expansion and replication of EHTP charter schools.

Outcome 1: Scholars expands to serve Grades 7 and 8, increasing high quality charter seats by 150.

Outcome 2: Scholars 2 expands to serve Grades 5 through 8, increasing high quality charter seats by 232.

Outcome 3: Scholars High School, into which Scholars and Scholars 2 8th graders will matriculate, expands to serve Grades 9-12, increasing high quality charter seats by 550 .

Outcome 4: Scholars 3, a replication, opens and grows to grades K-3, increasing the number of high quality seat by expands to serve Grades 5 through 8, increasing high quality charter seats by 226.

<p>Measure 1: EHTP will successfully launch Scholars 3, add all middle school grades to Scholars and Scholars 2 and open a high school into which Scholars and Scholars 2 students will matriculate</p>	<p>Measure 2: By the end of the grant term in 2021-22, EHTP's charter schools will accommodate its total enrollment target of 1,802 across 2 elementary/middle schools, 1 elementary school and 1 high school.</p>
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Goal 2: To provide an academically rigorous, student-centered learning environment which will increase the educational trajectory of East Harlem children, including those who are educationally disadvantaged, by providing them with the academic skills, strength of character and social and emotional well-being necessary to excel in college, lead in their communities and realize their best possible selves.

Activity 1: Each school will implement a high quality instructional program (curriculum, instruction, assessment and professional development).

Outcome 1: Each EHTP charter school will achieve, or make progress towards achieving, its academic goals set forth in its charter

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Measure: Each school's performance will be measured by the academic accountability goals in its charter in accordance with NYS assessments and internal standardized assessments and performance benchmarks (K-8) and credit accumulation (9-11).

Performance Indicators:

1. 80% of Grades K-2 students will perform at or above the 50th percentile on the NWEA MAP Reading and Math test.
2. Each year, 75% of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the NYS ELA, Math and Science assessment.
3. Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the NYS ELA, math and science assessment will be greater than that of students in the same tested grades in CSD 4.
4. Each year, the school's unadjusted mean growth percentile will meet or exceed the state's unadjusted mean growth percentile.
5. Each year, the school will exceed its predicted level of performance on the NYS ELA and math assessment by at least a small Effect Size (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in NYS.
6. 60% of ELLs who have been enrolled in the school at least two years will score at Advanced or Proficient LLevels on the NYSESLAT assessment.
7. Each year, 75% of students in the first-third year High School Total Graduation Cohort will have earned at least 5.5 credits each year towards the 22 credits needed for graduation.

Activity 2: Each school will promote a culture of excellence that encourages responsible student behavior, a disciplined approach to learning and a commitment to the school's core values.

Outcome 1: Each EHTP charter school will achieve, or make progress towards achieving, its Core Value accountability performance goal set forth in its charter.

Measure: Each school's performance will be measured by the academic accountability goals in its charter in accordance with the school's Core Values Rubric and performance benchmarks.

Performance Indicator:

1. By the end of each academic year, 80% of students will have satisfactory ratings (an average of 3 or above) in the Core Values of Service, Courage, Humility, Originality, Leadership, Achievement and Reflection, as measured by the school's Core Values Rubric.

Outcome 2: Each EHTP charter school will achieve, or make progress towards achieving, its charter goal for student attendance.

Measure: Each school's performance will be measured by the student attendance accountability goal in its charter.

Activity 3: Each school will implement an instructional program, inclusive of its robust intervention program, that is responsive to the needs of ELLs, SWD and FRL.

Activity 4: Each school will host parent activities that support the engagement of families of educationally disadvantaged students in the school community and in their child's education.

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Outcome 1: Each EHTP charter school will achieve its Enrollment and Retention Targets for ELLs, SWD and FRL.

Measure: Each school's performance will be measured against enrollment and retention targets for ELLs, SWD and FRL set by NYS Board of Regents and the State University of New York Board of Trustees.

Performance Indicator:

1. By the end of the school's charter term, each school meet the enrollment and retention targets set forth by the NYS Board of Regents and SUNY Board of Trustees.

**Activity 5: Teacher Residency Evaluation conducted by AIR (discussed in Invitational Priority)
Activity 6: Annual Evaluation of Expansion and Replication Project.**

Outcome 1: EHTP will disseminate any findings from the evaluation of its Teacher Residency Program or from the evaluation of this replication and expansion project that may have positive implications for other K-12 communities.

Measure: Best practices are identified that support an increase in student academic achievement and growth and/or social/emotional growth.

The Evaluation Plan

The Project Director working together with EHTP's Director of Data and Research will carry out the project evaluation. They will meet with school leadership at the start of each school year to establish practices and protocols to support data collection and other evaluation activities. Project evaluation will include formative and summative techniques to ensure that: project implementation will be monitored systematically and on an ongoing basis; progress measures will be used to assess the quality and completeness of project activities; and progress measures will be aligned with the project's goals, expected outcomes and performance indicators.

Formative evaluation relates to the effectiveness of the project's procedures, practices and activities in project implementation and achievement of milestones and tracks progress towards meeting the expected outcomes and performance indicators. Summative evaluation addresses project impact, particularly consequent changes in student outcomes. Key summative evaluation questions are: *Is the project achieving its objectives and performance targets? What is the*

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project's impact on student academic achievement and behavior? Is the project on track to creating the desired number of expansion and replication seats? Results will be shared on an annual basis in evaluation reports as well as with the project team and staff on a frequent basis. Summative evaluation will examine the impact of the project on: student achievement in ELA, math and science and student behavioral outcomes using data from assessment tools, student records, student attendance, and other measures and documentation outlined in the Logic Model which reflect CSP GPRA requirements and Project-specific outcomes. The Project Director and EHTP Director of Data and Research will periodically generate "action steps" for program improvement based on data. Evaluation results will be shared in evaluation reports that will be distributed to the Project Team, EHTP Board, East Harlem Scholars Academies Board, the school community and the larger East Harlem and NYC community as necessary. As is required by the Secretary of the Department of Education, EHTP will comply with all reporting requirements.

d. Quality of the management plan and personnel

1. *The adequacy of the management plan to achieve objectives and within budget, clearly defined responsibilities and timeline and milestones.*

As is evidenced by Scholars' and Scholars 2's thriving learning communities, EHTP has a successful record in charter school start-up, implementation, renewal and expansion and the provision of ongoing support in the academic, operational and fiscal realms. Its success is as a result of an EHTP team with clearly defined responsibilities and clear timelines and milestones for the achievement of project tasks. Furthermore, over the last 18 months, EHTP has strategically grown its staff to reflect the needs of its growing core business of charter school development and support. It added new staff positions in the areas of research and evaluation,

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talent and recruitment, finance, and development and has successfully recruited new individuals who have demonstrated specific expertise, experience and capacity in the charter school management arena. Working together with and supporting the EHSA central office academic and operational leadership and the school-based principals, EHTP is well positioned to achieve the objectives for this charter expansion and replication project on time and within budget.

The EHTP team includes:

- The Executive Director who supervises the charter school leadership teams and serves as chief liaison to the EHTP Board.
- The Managing Director for Planning and Administration who supports and oversees financial planning, reporting, budgeting and related areas at schools.
- The Managing Director for Development and External Affairs who oversees fundraising for the charter schools, supports school-based fundraising efforts, and oversees facilities development, as well as oversees the Communications department, which supports EHSA schools on student recruitment and community engagement, manages the schools' websites, and develops dual-language recruitment and application materials.
- The Director of Talent Teams oversees teacher and school leader recruitment, talent development and retention and career pathways.
- The Deputy Director of Talent Teams supports the Director of Talent Teams in talent recruitment and development.
- The Finance Director who supports the Managing Director for Planning and Administration in finance functions.
- The Director for Data and Research who leads all data management, reporting, evaluation and research work across schools.

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- The Director of East Harlem Teaching Residency who is responsible for overall management of the Teacher Residency program, including training, coaching and providing professional development teaching residents.

Collectively, these EHTP team members ensure and will continue to ensure that all expanded and replicated charter schools will be well-supported, and that key milestones can be achieved.

Timeline and Milestones

Having successfully applied for, opened, implemented and expanded both Scholars and Scholars 2, EHTP is very knowledgeable about the scope of work around expanding and replicating charter schools. The timetable contained in Table 3 lists the tasks, milestones, timeframe and responsible parties for all activities that will be specifically funded by the CSP grant. There are other activities related to expansion and replication (for instance including but not limited to student recruitment and marketing, student lottery, student enrollment process, community engagement during the charter application stage for new schools and identification and securing of facilities) that will take place that are funded through other sources and are not included in this timetable. The activities listed in Table 3 relate to the growth plan in the Table 2

Table 2: Growth Plan of Expanded and Replicated Schools.

School	Year 1	Year 2	Year 3	Year 4	Year 5
Scholars	K-7	K-8			
Scholars 2	K-5	K-6	K-7	K-8	
Scholars High School			9	9-10	9-12
Scholars 3				K-1	K-3

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Table 3: Timetable of Project-Funded Activities

Task	Milestone	Timeframe	Responsibility of:
Scholars Expansion (Grades 7 and 8)			
Human Resources	Final stages of hiring Grade 7 staff.	July 2017	MSP, DO, MDPA, DTT
Academic	Finalize Grade 7 Curriculum Maps	July 2017	MSP, MD, DCI
Academic	10 days Pre-Opening Professional Development	August 2017	MSP, MD, DCI, Grade 7 Teachers
Operations	Purchase all necessary Grade 7 curriculum and instructional materials and other supplies	July-August 2017	MSP, DCI, DO, DF
Operations	Purchase all necessary Grade 7 student and staff furniture, equipment, technology	July-August 2017	MSP, DCI, DO, DF
Development	Identify and apply for public and private grants to support Scholars Grade 7 expansion	July 2017-June 2018	MDDEA, DDR
Scholars expansion to Grade 8 will mirror the above activities, milestones, timeframe and positions responsible with respect to the 8th grade and in the respective months of 2018 and 2019.			
Scholars 2 Expansion (Grades 5-8)			
Academic/ Operations	Write and Submit Charter Renewal Application to Authorizer seeking renewal and expansion to Grades 6-8. Scholars 2 Middle School Principal is recruited.	July-August 2017	MDPA, DF, MD, DCI
Human Resources	Scholars 2 Middle School Principal completes final month of year-long Principal Residency Program.	July 2018	ED, MD, MSP2
Human Resources	Final Stages of hiring Grade 5 staff	July 2018	MSP2, DO, MDPA, DTT
Academic	Finalize Grade 5 Curriculum Maps	July 2018	MSP2, MD, DCI
Academic	10 days Pre-Opening Professional Development	August 2018	MSP2, MD, DCI, Grade 5 Teachers
Operations	Purchase all necessary Grade 5 curriculum and instructional materials and other supplies	July-August 2018	MSP2, DCI, DO, DF
Operations	Purchase all necessary Grade 5 student and staff furniture, equipment, technology	July-August 2018	MSP2, DCI, DO, DF
Development	Identify and apply for public and private grants to support Scholars 2 Grade 5 expansion	July 2017-June 2018	MDDEA, DDR
Scholars 2 expansion to Grade 6-8 will mirror the above 3rd-8th listed Grade 5 activities, milestones, timeframe and positions responsible with respect to the 6th through 8th grade and in the respective months of 2020 and 2021.			

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Task	Milestone	Timeframe	Responsibility of:
Scholars High School (Expansion Grades of both Scholars and Scholars 2)			
Academic/ Operations	Scholars High School Charter Application submitted and approved. High School founding principal recruited.	Aug-Dec 2017	ED, MDPA, MD, MSP, MSP2
Human Resources	Scholars High School Principal completes final month of year-long Principal Residency Program	July 2019	ED, MD, HSP, DTR
Human Resources	Final Stages of hiring Grade 9 staff	July 2019	HSP, DO, MDPA, DTT
Academic	Finalize Grade 9 Curriculum Maps	July 2019	HSP, MD, DCI
Academic	10 days Pre-Opening Professional Development	August 2019	HSP, MD, DCI, Grade 9 Teachers
Operations	Purchase all necessary Grade 9 curriculum and instructional materials and other supplies	July-August 2019	HSP, DCI, DO, DF
Operations	Purchase all necessary Grade 9 student and staff furniture, equipment, technology	July-August 2019	HSP, DCI, DO, DF
Development	Identify and apply for public and private grants to support Scholars High School Grade 9 expansion	July 2019-June 2020	MDDEA, DDR
Scholars High School expansion to Grade 10-12 will mirror the above 3rd-8th listed Grade 9 activities, milestones, timeframe and positions responsible with respect to the 10th through 12th grade and in the respective months of 2020 through 2022.			
Task	Milestone	Timeframe	Responsibility of:
Scholars 3 Replication			
Academic/ Operations	Scholars 3 Charter Application submitted and approved. Scholars 3 founding principal recruited.	Aug-Dec 2019	ED, MDPA, MD, ESP, ESP2
Human Resources	Scholars 3 Principal completes final month of year-long Principal Residency Program	July 2020	ED, MD, ESP3, DTR
Human Resources	Final Stages of hiring Grade K and 1 staff	July 2020	ESP3, DO, MDPA, DTT
Academic	Finalize Grade K and 1 Curriculum Maps	July 2020	ESP3, MD, DCI
Academic	10 days Pre-Opening Professional Development	August 2020	ESP3, MD, DCI, Grade K-1 Teachers
Operations	Purchase all necessary Grade K and 1 curriculum and instructional materials and other supplies	July-August 2020	ESP3, DCI, DO, DF
Operations	Purchase all necessary Grade K and 1 student and staff furniture, equipment, technology	July-August 2020	ESP3, DCI, DO, DF
Development	Identify and apply for public and private grants to support Scholars 3 replication	July 2020-June 2021	MDDEA, DDR
Scholars 3 Replication will continue to expand each year. Its expansion to Grades 2-3 will mirror the above 3rd-8th listed Grade 9 activities, milestones, timeframe and positions responsible with respect to the 10th through 12th grade and in the respective months of 2020 through 2022.			

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Key:	MD: EHSA Managing	DDR: EHTP Dir. Data &	ESP: Scholars
HSP: High School Principal	Director	Research	Elementary School
DO: EHSA Director of	DCI: EHSA Dir. Of	MSP: Scholars Middle	Principal
Operations	Curriculum & Instruction	School Principal	ESP 2: Scholars 2
MDPA: EHTP MD Planning	DF: EHTP Director of	MSP2: Scholars 2 Middle	ES Principal
& Administration	Finance	School Principal	ESP 3: Scholars 3
DTT: EHTP Director, Talent	MDDEA: EHTP MD Dev. &	DTR: EHTP Director,	ES Principal
Teams	Ext. Affairs	Teaching Residency	

2. *The qualifications of the project personnel.*

The Project Team assembled by EHTP to carry out the project has the requisite expertise and experience to ensure the success of this project. The following provides the qualifications of the project director, the EHTP CEO and key project personnel. The resumes of these individuals as well as all other Project Team members are included in *Appendix B Resumes/CV*.

Cheyenne Batista São Roque, EHSA Managing Director, will serve as **Project Director**. Cheyenne was the founding principal of Scholars. With EHTP support, she successfully shepherded its start-up, implementation and expansion stages. She also worked with EHTP in the replication of the EHSA model which resulted in the chartering of Scholars 2 in 2012. Having transitioned to playing a central executive role with both charter schools as the Managing Director of East Harlem Scholars Academies, she works closely with the EHTP Executive Director in overseeing the growth strategies and management of both schools; managing the Principals; and ensuring that the schools are on track to meet their goals. An educator for over 15 years, she began her teaching career with Teacher for America as a teacher and then as the Program Director for Bronx Schools. Cheyenne has her Ed.M. from Harvard Graduate School of Education and B.A. from University of North Carolina at Chapel Hill.

Jeff Ginsburg, EHTP Executive Director, was the driving force behind the creation of Scholars and the plan for EHTP to actively and meaningfully support Scholars with comprehensive services. Recognizing how EHTP could meaningfully expand its impact on the

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children of East Harlem, Jeff assembled a founding team, including members of the EHTP staff and Board, actively engaged the community and submitted an application to open Scholars. Jeff also successfully drove the first replication of the EHSA model in Scholars 2. As part of his role as Executive Director of EHTP, Jeff manages the EHSA Managing Director and works together with her in the oversight and growth of both EHSA charter schools. Jeff was appointed Executive Director of EHTP in 2008. Today he oversees an organization with an over \$6 million budget and 45 full and part time staff members. Jeff has extensive fundraising experience having previously served as Director of Development for EHTP and prior to that for the United Way of Massachusetts Bay. Jeff has a Masters in Public Policy from Harvard University Kennedy School of Government and a BA from Trinity College.

Lauren Goldstein, EHTP's Managing Director for Planning and Administration, was involved in the development of both Scholars and Scholars 2's charter application focusing on areas of operations, finance and human resources. Lauren's work with the EHSA charter schools continues where she provides executive team support including organizational planning, budget development and monitoring, audit liaising and facilities development support. Lauren has extensive senior level executive experience with fundraising, governance, marketing/communications and nonprofit management. Lauren has authored books and numerous articles on fundraising and governance and is a veteran corporate trainer and facilitator. She has a BA from the University of Pennsylvania.

Andrea Wenner Hollander is EHTP's Managing Director of Development and External Affairs where she oversees and leads the organization's fundraising efforts. She successfully spearheaded EHTP's capital campaign to raise \$45 million from private and public sources to build a state of the art school building for Scholars that opened this past year. She

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leads an annual fundraising strategy to raise close to \$6 million in private philanthropy. Her team is responsible for supporting the EHSA schools in fundraising through grantwriting, special events and donor identification, cultivation, and solicitation. Andrea also oversees the Communications department, which support EHSA on student recruitment and community engagement by developing and overseeing the overarching outreach strategy, coordinating staff and volunteers to execute community outreach efforts, managing the schools' websites, and developing dual-language recruitment and application materials. Prior to joining EHTP, Andrea was the Founder and Executive Director of Out2Play, a nonprofit which developed 180 playgrounds for NYC elementary schools. She has a BA from Yale University.

Analiza Quiroz Wolf, EHTP's Managing Director of Talent, is responsible for creating a strategic vision and plan to drive effective recruitment, selection, development, evaluation and retention of exception talent across EHTP's central office and the EHSA schools it supports. New to EHTP this year, Analiza brings her extensive experience in Talent Development, Strategy and Operations from her work with two large charter school networks, Achievement First with 32 charter schools and 1,100 teachers in multiple sites and Uncommon Schools where she worked with a team to build one of its schools from the ground up. Analiza has a M.Ed. in Educational Leadership from The Broad Residency in Urban Education, an MBA from Northwestern University's Kellogg School of Management and a BA BS from Stanford University. She was also a Fulbright Scholar.

Nyasha Manigault is **EHTP's Director of Finance** where she manages the day-to-day operations of both EHTP and the charter schools it supports in the areas of accounting, budgeting and financial planning and oversight. Prior to joining EHTP in 2016, Nyasha was at American Express for 16 years holding executive and senior management positions within the Global

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Network Business, Network Business Development and Transformation and Risk, Information and Banking divisions. Nyasha has a BA from Harvard University.

Jess Meller is EHTP's **Director of Data and Research**. She is responsible for leading all data management, reporting, evaluation and research work for all of EHTP's programs, including the EHSA schools it supports. She spearheaded the partnership with American Institutes of Research to conduct a longitudinal evaluation of the Teacher Residency Program. Prior to joining EHTP, Jess was a Senior Associate Director at the Uncommon Schools network focusing on data management leading all internal and external data reporting and analysis efforts. She has a MA from Columbia University Teachers College and an M.Ed. and BA from George Washington University.

Susan Gonzowitz, **Founding Director of EHTP's East Harlem Teaching Residency**, has been with EHTP for 5 years and was the Director of its Elementary School Program prior to undertaking her current role. In that role, she managed all aspects of the after school and summer programs for the EHSA charter schools. Prior to EHTP, she was a Literacy Coach at a Bronx public school and an elementary school teacher. She is also currently an Adjunct Lecturer in the Hunter College Masters Program in the Departments of Curriculum and Teaching and Educational Foundations. She has an Advanced Certificate in Supervision and Administration and an MA in Literacy Education from Hunter College and a BS from Skidmore College.

Brooke Wallace is **EHSA's Director of Operations** and oversees and manages the operations of EHSA schools. Her responsibilities include, but are not limited to, student data and reporting, student recruitment, lottery and enrollment, compliance and working closely with the EHTP Director of Marketing and Communications and EHTP Director of Finance. Prior to joining EHTP, Brooke was the Director of School Operations at Immaculate Conception School

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in the Bronx where she handled all aspects of the school's operations and finances. Brooke has a Certificate in Executive Education Program: Developing Leaders for Nonprofit Professionals from Columbia University Graduate School of Business and a BA from Brown University.

Elah Lazin is **EHSA's Director of Curriculum and Instruction** for all EHSA schools. She is responsible for increasing instructional effectiveness across EHSA schools through development of curriculum, effective units of study, and interim assessments in conjunction with principals, data analysis and teacher observations. She works both with the school staff to ensure they are meeting their academic objectives and with the EHTP Director of Data and Research. Elah has an MA in General and Special Education from New York University and aBA from Binghamton University.

3. *Ability of EHTP to sustain the operation of the replicated or expanded charter schools after the grant has ended, including multi-year financials.*

EHTP will be able to sustain the operation of the replicated and expanded EHSA schools after the grant is ended because it relies on a diversified funding base that includes Shared Services Fees from its EHSA schools, foundation, corporation and individual donors and major fundraising benefit events. EHTP's has an exemplary track record in raising private philanthropy to support all its work, including its support of the EHSA network. In FY 2016 EHTP raised \$2.8 million in foundation, corporation and individual grants and contributions; in addition, its annual fundraising event netted \$3.1 million. Of particular note is the fact that EHTP raised nearly \$45 million in a capital campaign to 1) construct a \$30 million new, state-of-the-art school building for Scholars (which moved in last summer) that was designed to suit Scholars' needs at full capacity; and 2) to develop a \$15 million Growth Fund that would support

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the growth of EHTP’s schools and other programs. One of EHTP’s Board members made a lead \$15 million matching grant to this campaign.

The Shared Services Agreements with each school provide a source of earned revenue in the form of fees. Fees from the schools supported by EHTP are projected to increase from \$1 million in 2017-18 to \$1.5 million in 2021-22, helping sustain the work of EHTP staff beyond the project period.

In addition to its work in support of the EHSA network, EHTP runs other programs in the community. However, its focus on EHSA charter school creation and development, implementation, expansion and ongoing support is the largest and fastest growing programmatic component in its portfolio. This year, 65% of EHTP’s work involves its support of EHSA schools. The 5-year financial model below in Table 4 is specifically focused on the revenues and expenses associated with its support of EHSA schools.

EHTP Five-Year Financial Model

Table 4	FY18	FY19	FY20	FY21	FY22
Total Revenues	2,675,187	2,910,431	4,141,175	4,426,170	4,712,289
Total Expenses	2,409,858	2,680,905	3,927,199	4,176,058	4,454,539
Net Income	265,329	229,527	213,976	250,112	257,749
REVENUE					
Individual Contributions	323,400	355,740	559,020	614,922	676,414
CSP Grants	45,220	45,220	62,220	137,020	173,880
Special Events	1,102,500	1,172,500	1,550,000	1,575,000	1,625,000
Shared Services Fees	1,000,345	1,124,333	1,233,999	1,362,877	1,500,444
Interest and Dividends	21,342	21,769	31,721	32,355	33,002
Unrealized Gains (losses)	(21,290)	(21,715)	(31,643)	(32,275)	(32,921)
Total Revenue	2,675,187	2,910,431	4,141,175	4,426,170	4,712,289

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EXPENSES

Personnel, incl fringe					
Executive, Development & Finance	813,052	897,953	1,352,728	1,401,710	1,457,778
Program Support	454,207	470,547	701,965	748,779	816,316
<u>Facilities and Security</u>	<u>27,573</u>	<u>31,693</u>	<u>48,307.69</u>	<u>58,038.46</u>	<u>74,312.65</u>
<u>Total Personnel</u>	<u>1,294,832</u>	<u>1,400,193</u>	<u>2,103,000</u>	<u>2,208,528</u>	<u>2,348,407</u>
Benefits					
	-	-	-	-	-
	-	-	-	-	-
Consultants					
Professional fees, Audit & Legal	20,767	23,158	31,823	33,985	34,660
Technology	17,304	19,296	26,516	28,318	28,881
Other	48,757	65,848	61,382	69,133	128,250
Recruitment	13,792	15,380	21,135	22,571	23,019
Development	5,911	6,591	9,058	9,673	9,865
<u>Total Consultants</u>	<u>106,531</u>	<u>130,274</u>	<u>149,913</u>	<u>163,679</u>	<u>224,676</u>
Other Expenses					
Incentives - staff	8,503	9,928	16,044	17,434	18,103
Office Supplies & Software	8,903	10,679	16,961	18,460	19,156
Printing & Reproduction	7,924	9,990	15,184	16,598	17,201
Talent Development	7,548	8,992	15,929	17,169	17,729
Travel & Related Expenses	14,800	18,356	38,264	41,250	42,345
Board Expenses	1,624	1,829	2,538	2,737	2,820
D & O Insurance	2,204	2,531	3,582	3,941	4,139
Dues, Subscriptions, Memberships	2,160	2,450	3,519	3,807	3,885
Equipment	7,881	8,940	12,840	13,893	14,175
Equipment leases & Maintenance	10,297	11,680	16,775	18,151	18,520
Fees, Bank Charges, Etc.	17,053	19,670	29,473	32,305	32,976
Liability insurance	32,470	37,295	52,787	58,065	60,996
Misc	5,911	6,818	10,216	11,197	11,430
Investment Management Fees	3,783	4,364	6,538	7,166	7,315
Postage & messengers	3,344	3,815	5,558	6,040	6,164
Staff Recruitment	21,673	24,924	37,438	41,594	44,065
Telephone / Internet Services	19,113	21,681	31,139	33,693	34,378
Data Costs	4,274	28,240	14,416	27,794	15,091
<u>Total Indirect Program Expenses</u>	<u>287,829</u>	<u>355,442</u>	<u>501,967</u>	<u>559,490</u>	<u>566,263</u>
Occupancy					
<u>Total Occupancy Expenses</u>	<u>202,734</u>	<u>234,919</u>	<u>331,119</u>	<u>360,950</u>	<u>375,831</u>
TOTAL EXPENSES	<u>2,409,858</u>	<u>2,680,905</u>	<u>3,927,199</u>	<u>4,176,058</u>	<u>4,454,539</u>
NET INCOME	265,329	229,527	213,976	250,112	257,749

EHTP's most recent audited financial statements are contained in *Appendix H Supplemental Organizational Budgets and Financial Information.*

APPLICATION REQUIREMENTS

a. Demonstrate that the applicant currently operates or manages more than one charter school.

Please see *Appendix E Schools Operated by Applicant*

b. For each charter school currently supported by EHTP, provide

1. Student assessment results for all students and for each subgroup

Please see *Selection Criteria a. Quality of Eligible Applicant* parts (1) and (2) as well as *Appendix G Student Academic Achievement*.

2. Attendance and student retention rates for most recently completed school year.

Attendance	All	Black	Hispanic	FRL	SWD	ELL
Scholars	94%	95%	94%	96%	94%	91%
Scholars 2	92%	95%	90%	92%	95%	92%
Retention						
Scholars	88%	89%	92%	87%	98%	87%
Scholars 2	91%	91%	95%	92%	93%	91%

3. Suspension and expulsion rates for the past three years for each subgroup of students.

Suspension Data	Black	Hispanic	ELL	SWD	FRL
Scholars 2013-14	8%	1%	3%	0%	5%
Scholars 2014-15	8%	5%	2%	0%	8%
Scholars 2015-16	5%	2%	4%	0%	6%
Scholars 2 2013-14	5%	5%	4%	0%	8%
Scholars 2 2014-15	8%	5%	6%	0%	9%
Scholars 2015-16	2%	3%	7%	0%	8%

No students have been expelled from either Scholars or Scholars 2.

c. Compliance

There have been no compliance issues identified for any of the schools supported by EHTP.

d. Logic Model

See *Selection Criteria c. Quality of the evaluation plan* for the Logic Model.

e. Education Program implemented in each replicated or expanded charter school

1. Information on how the program will enable all students to meet the State's challenging academic and performance standards.

The mission of EHSA schools is to prepare students with the academic skills, strength of character and social and emotional well-being to excel in high school and college, to lead in their communities and to realize their best possible selves. As such, the educational program at each EHSA school is designed to ensure that the academic and social/emotional needs of all students, including educationally disadvantaged students, are well met in order for them to achieve NYS academic and performance standards. At EHSA schools, the curricula, instruction, school culture, and the interactions between students and adult members of the school community all support each student's ability to reach his or her potential.

During the five year project period, Scholars will expand to include grades 7 and 8 and Scholars 2 to include grades 5 through 8. In addition, EHTP will open a charter high school into which Scholars and Scholars 2 8th grade graduates will matriculate which will grow to serve the entire 9-12 grade span. Finally, EHTP will replicate the EHSA charter elementary school model and open a new K-5 elementary school, Scholars 3, which by the end of the five year charter term will have grown to serve grades K-3 of its Grades K-5 chartered enrollment. The following are the Key Design Elements of the elementary/middle school model that will ensure *all* students, including those who are educationally disadvantaged, meet NYS academic and performance standards:

Student-Centered Approach to Learning: Instruction in the elementary school utilizes the Gradual Release of Responsibility (GRR) instructional model. This teaching model shifts the

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cognitive load slowly and purposefully from teacher-as-model, to joint responsibility, to guided instruction, to collaborative or independent practice and application by the learner. By gradually assuming increasing responsibility for their learning, students become competent, independent learners. This “Say/See/Do” teaching model (S/S/D) continues to be the overarching method of instruction in the middle school classroom as well. Further, middle school instructional practices are aligned with the way the adolescent brain learns based on the body of research in the field. This means avoiding cognitive overload by chunking concepts, checking for understanding after every chunk (as opposed to at the very end of the lesson), connecting new concepts to background knowledge (short term memory to long term memory), employing visual instructional plans and using practices that require 100% participation of all students so that every student is engaged in classroom instruction (active participation).

By allowing students to actively participate in their own learning through discussion and collaboration, the GRR or S/S/D model allows students to engage more fully in higher order skills. Importantly, the peer learning aspect of these methodologies is highly effective in working with classrooms of heterogeneous students, including SWD⁷, ELLs⁸ and FRL students. The instructional model requires the use of assessment data by teachers to differentiate instruction by identifying student need and tailoring instruction and small group composition. EHSA schools’

⁷ Stevens, R. J., & Slavin, R. E. (1995). Effectiveness of a cooperative learning approach in reading and writing on academically handicapped and non-handicapped students. *Elementary School Journal*, 95, 241–262.

⁸ Kong, A., & Pearson, P. D. (2003). The road to participation: The construction of a literacy practice in a learning community of linguistically diverse learners. *Research in the Teaching of English*, 38, 85–124.

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comprehensive assessment program includes a variety of tools, such as standardized and teacher made assessments, as well as ongoing daily teacher observations of students' performances to support differentiation in instruction.

Collaborative work and small group and classroom wide discussion are crucial components of the GRR or S/S/D model. That time allows the teacher to engage students in central questions that prompt metacognition. Questions like "Why?", "How do you know", "How did you do/find/discover" all require students to reflect upon what they engaged in and what they learned and how they might apply it to other situations. Importantly, this is aligned with CCLS by ensuring that students are not merely recipients of information but develop the skills to analyze, synthesize and apply information in a variety of environments and experiences and across all disciplines.

It is important to note that while GRR or S/S/D is the overarching instructional model, EHSA schools' instructional staff are expected to employ and are supported in executing a variety of instructional methodologies to meet the identified needs and learning styles of their students. This means that teachers must be skilled in and be able to draw from a range of teacher-directed and student-centered instructional best practices that allow their students to acquire the skills and knowledge necessary to meet or exceed performance expectations.

Importantly, instruction is informed by data. Both the elementary and middle schools have a comprehensive assessment system to provide diagnostic, formative and summative data which teachers and leaders use to evaluate student knowledge and skills and inform modification to the instructional program and professional development in order to meet identified needs.

Co-Teaching in the Elementary School: EHTP elementary schools leverage the highly effective instructional model with a staffing structure that involves two certified teachers in each

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K-4 classroom. Such a model allows for each classroom of approximately 26 students to reap the benefits from the additional instructional intensity associated with *two* highly qualified teachers. The co-teaching model facilitates a greater level of differentiated instruction and small group instruction in a class of heterogeneous learners, particularly in a school community where we expect to serve a large percentage of SWD, ELLs and economically disadvantaged students.

In addition, at every grade level, K-4, at least one of the two classrooms has a co-teaching model comprised of one certified common branch teacher and one certified special education teacher. This results in an Integrated Co-Teaching (ICT) setting on each grade level. Research has demonstrated that this inclusion model benefits not only SWD,⁹ ¹⁰ but also for general education students, particularly ELLs and students in need of academic intervention, for whom the different teaching strategies, adaptations and accommodations made within the class for students with disabilities will also be effective in addressing their learning needs.

Departmentalized Approach in the Middle School: EHTP middle schools have a departmentalized approach to instruction with subject-based teachers in all subject areas. The middle schools do not have the elementary school co-teaching model; however, instructional support specialists like the ELL Specialist, Special Education teachers and Reading Specialists will provide push-in instruction to SWD, ELLs and struggling students and work collaboratively with subject based teachers to ensure classroom instruction is accessible to all students.

Instructional Supports for Special Student Populations: All EHSA school staffing includes a robust team of instructional and student support professionals to ensure the academic

⁹ Banerji, M., & Dailey, R. (1995). A Study of the effects of an inclusion model on students with specific learning disabilities. *Journal of Learning Disabilities*, 28(8), 511-522.

¹⁰ Marston, Douglas. *The Journal of Special Education*, Vol. 30, No. 2, 121-132 (1996)

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and social/emotional needs of all students across all grades are met. This allows each student to develop their strength of character and social/emotional well-being, in addition to thriving academically. Instructional intervention specialists include ELL specialists, special education teachers, reading specialists as well as social work staff. The instructional specialists work collaboratively with the classroom teachers, using specific instructional strategies and intervention curricula in both a push-in and pull-out model in order to effectively address the needs of ELLs, SWD and FRL. Like the ICT model in the K-4 span, the collaboration between classroom teachers and these instructional specialists further supports a differentiated learning environment and therefore benefit *all* learners.

Rigorous and High Quality Curriculum: Within its strong instructional framework, EHSA schools provide a rigorous curriculum in core subjects that is aligned with the state performance standards, inclusive of the CCLS, and provides effective curricula to support student learning in Music, Spanish, health and physical education. The primary features of the core subject curriculum include:

Intense Focus on Literacy and the Development of ELA skills—EHSA school students receive approximately 2 hours of daily ELA. Literacy and ELA is also reinforced throughout the school day through instruction in other content areas that (1) provides explicit instruction and supportive practice in the use of effective comprehension strategies; (2) increases the amount and quality of sustained discussion of reading content; (3) sets and maintains high standards for text, conversation, questions and vocabulary; and (4) increases students' motivation and engagement with reading. In addition, the school provides academic support to students in ELA in the form of academic intervention services, tutoring and other effective practices. The schools work

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collaboratively with EHTP throughout its operations to support the Principal and others in planning, coordinating and continuously improving the delivery of such services

Intense Focus on Math—EHSA school students have an approximately 90 minute block of math instruction each day. Math instruction also features: (1) an emphasis on addressing specific learning gaps identified through assessments and analysis of student test data; (2) a focus on strengthening students’ comprehension and ability to solve word problems;¹¹ and (3) creating interesting and creative math learning experiences that engage students and motivate them to learn. The goal is for students to be able to progress to algebra by the time they reach 8th grade because of the solid foundations in arithmetic skills and concepts that they developed and mastered in elementary school. By providing students with a strong mathematical foundation, the schools lay the groundwork for its graduates to pursue advanced mathematics in high school and college, thereby opening the door to a wide array of careers that have math as the foundation.

Challenging, performance standards-aligned curricula in Science and Social Studies—EHSA schools provide 45 minutes each of science and social studies at least two days a week at all grade levels. The aim of the science curriculum is not only be to teach science content, principles and practices, but also to train students to use inquiry and scientific methods to learn independently and to solve problems. Accordingly, the science education programs are inquiry-based and, to the greatest degree practical, rooted in “real world” situations and experiences. The Social Studies curriculum focuses not only on ensuring that students meet the state’s performance standards, but also providing students with the understanding of history, government and civics necessary for them to become well-rounded, informed and active citizens

¹¹ Kickbusch, Karla, 2007, *Minority Students in Mathematics: The Reading Connection*, University of Wisconsin, published online.

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of the nation and the world. While the program uses standardized textbooks, it also emphasizes the effective use of primary sources.

Middle School Advisory Periods: To support the social and emotional developmental needs of adolescents, EHTP middle schools institute an Advisory Program. At least two days each week, students are broken up into smaller cohorts of approximately 15 students to participate in advisory periods. Advisory periods are facilitated by an advisory mentor, who is a member of the school staff. The Advisory Periods are an important component of each school's mission by providing emotional and social skills and support in addition to academic content. Advisory periods provide students with formal opportunities to focus with the advisory mentor and with each other on (1) social and emotional development; (2) character education and leadership and (3) their transition from elementary school to middle school (6th grade) and the transition from middle to high school (7th/8th grades). Students discuss organizational, time management, and study skills to help with these transitions. Additionally, students have an opportunity to bring up and discuss topics that are important to their lives.

Strong Instructional Leadership and a Commitment to Professional Development: EHSA schools' supportive instructional model and rigorous curriculum is delivered successfully in the classroom because teachers are provided with support to ensure high quality instruction in the classroom. Each Elementary School Principal and Middle School Principal is focused, to the greatest degree possible, on instructional leadership and on being the *principal* teacher. Teacher schedules at the schools incorporate designated time during each day for the instructional staff to work individually and collectively with the Principal and/or to plan individually, or with their co-teachers or collaborate with their colleagues within and across grade levels. In addition, every Friday afternoon is dedicated to PD so that teachers have a concentrated block of time to (1)

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engage as a group in comprehensive PD around specific pre-determined topics or topics in response to needs identified by instructional staff or student assessment data; (2) to break out into smaller groups by grade level or across grade level to cross-plan how each grade will cover similar topics in different and increasingly advanced ways; (3) to convene Student Support Teams around specific students who have been demonstrating needs and challenges; and (4) to plan together to deliver effective and collaboration in the co-teaching model or around instructional specialists pushing into the classroom.

PD pervades the classroom and the school. It is embedded in the assignments and analyses that teachers perform every day as they continually draw understanding about their performance from student performance. The expectation is that teachers learn together, solve problems in teams or as a whole faculty, and feel both individual and collective accountability for the success of every student. All PD initiatives are designed and delivered in a manner consistent with the National Staff Development Council's *Standards for Staff Development*.

Extended Day and Extended Year: EHSA schools have a longer school day and year than traditional public schools. This additional time on task leverages the strengths of the rigorous curriculum and supportive instructional mode by providing more time in the day for *all* learners to take advantage of the enhanced opportunities to meet and exceed the school's challenging learning standards. In addition to the extended school year, the schools offer Saturday Academy for those students who need additional academic support as well as test preparation for the NYS assessments during school vacations.

Summer Program: EHSA schools also provide a mandatory summer program for students who are not yet performing at grade level. Students are identified by teachers and administrators based on their performance on NYS assessments and internal assessments,

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including NWEA MAP, EdVista, Fountas & Pinnell Benchmark Assessment System and interim assessments in math, writing and reading. The summer program is comprised of 4 weeks of intensive ELA and math instruction offered in conjunction with EHTP. In addition, schools offer an optional enrichment program for students who are performing at or above grade level. The enrichment program provides these students with opportunities to engage in learning experiences that continue to challenge them and foster their continued academic growth.

School Culture: Each school builds a culture of achievement, excellence, caring and respect. The schools articulate and enforce high expectations of students not only in terms of academics, but in behavior as well. Among these expectations are that students will at all times act responsibly and honestly, focus on learning and achievement, and show kindness and respect to adults, other students and themselves. Schools embrace the Responsive Classroom and Design Development approaches to support this culture. The school culture fosters an appreciation and respect of the cultural, ethnic, language and other diversities reflected in the school community. This culture is also supported by appropriate integration of learning materials that promote understanding of different cultures in academic programming—e.g. in the study of history and the arts, the selection of texts in ELA instruction, etc., as well as by activities, field learning experiences and community celebrations. School staff, and indeed the entire school community are expected to model appropriate behavior at all times—e.g. respect for self and others—and will support students in “making the connection” between the expected behaviors and success in school and in life.

High School: The Project Director and Project Team are currently engaged in the planning phase for high school expansion. Ultimately, the high school academic and operational plan will be a seamless extension of the Scholars middle school learning community. This

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planning work includes researching high school models that will support EHSA schools' student-centered instructional model. This research will inform the plans for the educational program of the high school. The planning for the high school also includes examining the programmatic needs from a facilities perspective and from a staffing and organizational perspective and the long-term sustainability from a budgetary perspective. The Project Team will be seeking the input of the Scholars community and the larger East Harlem community through surveys and family/community meetings regarding the high school growth plan. EHTP expects to submit a charter application for the high school by the fall of 2017 and incorporate an 18-month planning period prior to the opening of the school in the 2019-20 school year. Importantly, all EHSA school principals are involved in a year-long residency prior to assuming the principal position. EHTP will support the recruitment of an exceptional Principal in Residence who will be trained by the EHSA Managing Director and the existing schools' middle school principals and will be responsible for leading the activities involved in planning for the high school's opening.

2. *The grade levels or ages of students who will be served*

Please see the response to *Application Requirements e.1.* above.

3. *The instructional practices that will be used*

Please see the response to *Application Requirements e.1.* above.

f. *Description of how EHTP currently operates or manages the charter schools and how the proposed replicated or expanded charter schools will be operated or managed.*

EHTP provides academic, operational and financial supports to EHSA charter schools; these supports have the effect of freeing the leadership and staff of both EHSA schools to focus their efforts on implementing and continuously improving the instruction and academic programs. EHTP provides contracted services to EHSA schools through a Shared Services

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Agreement. The Shared Services Agreements codify the relationship between EHTP and the school and the specific services it will provide.

EHTP currently provides the following services to Scholars and Scholars 2; it is expected that the expanded schools and replicated school will be supported by EHTP in a similar way.

1. Executive Team support including organizational planning and management of Managing Director of East Harlem Scholars Academies.
2. Staffing of governance function including creating agendas and materials for all meetings of Board of Trustees and Committees.
3. Fundraising and external communications activities, including grant writing; special events; donor identification, cultivation, solicitation and recognition; public and community relations; student recruitment efforts; and related branding and media support.
4. Human Resources management: including payroll and related administrative support, staff recruitment, talent support (including coaching on professional development and employee retention), benefits management, and evaluation support.
5. Finance activities, including budget development and monitoring, and all bookkeeping, audit liaising and accounting services.
6. Recommendations, coordination with and/or management of outside vendors including legal counsel, Charter School Business Management, payroll service, benefits administrators, and technology vendors.
7. Program support including recruitment, training, management and stewardship of volunteers; and support of After School Enrichment Programs including management support and program implementation for extended Friday program.
8. Management support and program implementation for extended Friday program.

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9. Program support in data collection, analysis and evaluation.

In performing these activities, EHTP will report to the school principal or to such persons as the Principal shall designate.

The schools, likewise, have responsibilities to EHTP in order for EHTP to carry out its functions. Specifically,

1. The school Board, Principal and Director of Operations will review reports submitted by EHTP and will work closely with EHTP representation to facilitate the delivery of its services.
2. The school's Director of Operations will work with representatives of EHTP to facilitate and support the design of all systems, procedures and technologies necessary to support EHTP's contracted service delivery and will support the delivery of all EHTP's contracted services to the school.
3. Under the supervision of the Principal and the Director of Operations, the school will provide EHTP with access to the school, its records and its employees, as necessary to support its contracted services.
4. In return for these services, the schools are charge a Shared Services Fee which is based on a cost allocation that takes into account the percentages of time that EHTP staff members allocate to provide EHSA schools with support services in the areas of Program Support and Finance, Development and Communications and Executive Team Support.

The Shared Services Agreements in effect during the current school year for Scholars and Scholars 2 is included as part of *Appendix I Additional Information*.

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g. Describe how the operation of each replicated or expanded charter school will be sustained after the grant has ended.

Each school will be able to sustain its operations after the grant period has ended. As enrollment grows, each school is able to take advantage of certain economies of scale which allow it to fund more of its operations purely from its NYS per pupil allocations for general education and special education, federal Consolidated Title funds, IDEA funding, E-rate and NYSTL, NYSSL and NYSLB (per pupil revenue for books and software). In addition, all schools are supported by EHTP in fund development as part of the Shared Services Agreement each has with EHTP.

EHTP raises significant individual, foundation and corporate philanthropy to supplement its funding from city, state, and federal sources. The majority of EHTP's philanthropy is raised through a robust major donor program, a strategic events calendar designed to engage different constituencies (many more than once) over the course of the year, and foundation and institutional grants. Its 30th Annual Spring Benefit in May of 2016 brought together 500+ supporters to raise more than \$3 million. Annually, a portion of the revenue from this annual fundraiser is allocated to schools in the EHSA network.

Over the past 5 years, EHTP has received nearly \$700,000 from The Walton Family Foundation to support the growth of Scholars Academies; in FY16, EHTP secured a Walton Family Foundation start-up grant for the expansion of Scholars as well as critical funding from Robin Hood Foundation to support EHSA schools for the fourth year in a row. It continues to look for new sources of such major gifts to fund EHSA schools. EHTP has the demonstrated capacity, experience and track record in identifying, soliciting, and stewarding such gifts.

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The five-year financial plans for Scholars, Scholars 2, Scholars High School and Scholars 3 are included as part of *Appendix H Supplemental Organizational Budgets and Financial Information*.

h. Describe how EHTP will solicit, consider and include governance input from parents and other members of the community on the implementation and operation of each replicated or expanded charter school.

Parent and community engagement is one of the hallmarks of EHTP's and its EHSA schools' educational philosophy. Parents, families and the larger East Harlem community are viewed as integral partners in ensuring that the needs of each student are met. Each school has a Director of School Culture who facilitates the involvement of stakeholders including specific activities related to soliciting, considering and including governance input from parents and other members of the community on the implementation and operation of each replicated or expanded charter school. Among these activities are:

1. Recruiting parents to serve on the school's Family Council, which will be involved in the governance of the school by having regular interaction with the school Board and principal regarding policies and practices. From time to time, as the Board or Principal requests, the Family Council will be asked to participate in or comprise advisory committees to study or implement a specific policy or action of the school. For example, committees may be formed to study and advise the Board on building expansion plans, student recruitment activities, use of the school building, and/or other issues.
2. Providing community stakeholders the opportunity to submit comments and input on the schools' operations through the school's website or by completing surveys and subsequently

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addressing their comments through discussions at meetings, interviews, written responses to written comments received and analysis of survey results.

3. Engaging in collaborative planning and school improvement initiatives that include parents as committee members and outside community members as needed whereby the school will solicit their input and ideas through surveys and/or other outreach activities.
4. Asking parents to complete the parent section of the annual NYC School Survey. The responses of parents will be analyzed in order to identify areas of growth for the school.
 - i. **Describe how the applicant will ensure each replicated or expanded charter school will recruit and enroll students and describe lottery and enrollment procedures.**

Please see *Selection Criteria b. Contribution in assisting educationally disadvantaged students* part (2). In addition, the following lottery and enrollment procedures will be utilized at each replicated and expanded charter school if more students apply for admission than can be accommodated:

The school opens admissions for each grade in operation, each year. Prospective students must submit an application (“lottery application”) to be eligible for admission. If the school receives more lottery applications than the school has seats available for that lottery grade, then the school will conduct a blind lottery to determine which children will be admitted into that lottery grade. After the seats are filled, the blind lottery continues to assign every applicant a number on the waiting list.

Automatic Preferences: Automatic preferences will be given to eligible applicants in the following order: (1) Students who attended the school the previous year and are returning to the school; (2) Second preference is given to students enrolled in the school’s Pre-K program; (3) Third preference is given to siblings of students enrolled in the school; (4) Fourth preference is

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for eligible children of full time employees of the school and EHTP (capped at 10% of new enrollees); (5) Fifth preference is to students who are ELLs who reside in CSD 4 in which the school is physically located, up to 20% of total possible Kindergarteners; (6) Sixth preference is for remaining ELL's who are not in CSD 4, so that all ELL's comprise up to 20% of total possible Kindergarteners; and (7) Seventh preference is for students who reside in CSD 4.

If an applicant is not selected in its group, s/he automatically goes into the next pool of candidates. The waitlist is formed with priority given based on the same preferences as above. However, if there are still remaining spots available after all preferences have been given, the lottery process continues for the remaining seats and to form a waitlist.

j. Describe how the applicant will ensure all students with disabilities receive FAPE in accordance with IDEA.

In NYS, charter schools are considered to be part of each student's district of residence for IDEA purposes. EHTP schools do not discriminate in its admission or enrollment policies on the basis of students having or being suspected of having a disability. EHTP schools provide instruction to SWD in the most inclusive environment possible with their non-disabled peers to the extent appropriate and subject in all instances to the requirements and restrictions included in each student's IEP prepared by the Committee on Special Education (CSE) of the student's district of residence and in accordance with all applicable federal and state laws and regulations (e.g. IDEA). EHTP schools ensure that the special education programs and services as indicated on each student's IEP are provided directly to the student during school hours. EHTP schools provide support services to students to ensure that IEP mandates and measurable goals are met. SWD participate in, and receive credit for, nonacademic, extracurricular and ancillary programs

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and activities with all other students to the extent allowed by the IEP. SWD receive all notices concerning school-sponsored programs, activities, and services.

EHTP schools comply with the federal Child Find requirements. Students enrolling for the first time in a NY public school will be screened by the school's Student Support Team (SST) to identify any possible indication that the child may need an IEP, or referral to the CSE of the student's district of residence. EHTP schools ensure that the most recent IEPs of students already identified as SWD who have been accepted into the school will be forwarded by their previous schools to the school in a timely manner. Other students will be brought to the attention of the SST if they are demonstrating any problems within the regular classroom environment. Response to Intervention strategies will then be implemented to address any identified special needs of the student. Should the problems persist and a disability is suspected, the student will be referred to the CSE of the student's district of residence for an evaluation.

If there is no improvement in the student's academic or non-academic areas of concern following implementation of appropriate strategies then an official meeting will be called with the family and a referral may be developed. The referral is made in writing to the Chairperson of the CSE of the NYCDOE for an individual evaluation and determination of eligibility for special education programs and services. A copy of the referral, along with the procedural safeguards notice will be sent to the student's parents. A referral may also be made by: a student's parent or person in parental relationship, a professional staff member of the school, a physician, a judicial officer, a representative of a public agency, or a student over 18 years of age.

Initial evaluations, re-evaluations, and revisions of IEPs, and the procedures relating thereto, are the responsibility of the school district of a student's residence. EHTP schools implement the IEP developed by the CSE of the student's district of residence for each SWD,

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and cooperate with the student's district of residence to ensure that all services as recommended in that IEP are provided to the student. All EHTP schools will provide testing modifications that maybe required by a student's IEP or Section 504 plan.

All EHTP schools have appropriately certified special education staff, including a special education coordinator, to support its special education program and will also contract with appropriately certified or licensed individuals and/or organizations to provide certain related services. EHTP special education teachers provide a range of support to students as required by their IEPs, including Integrated Co-Teaching services. In addition, EHTP schools have social work staff for those students whose IEP requires counseling services. In the unusual event that a given EHTP school is unable to provide services in accordance with a student's IEP, then under NYS law, the school district of the child's residence provides those services.

k. Describe how the proposed project will assist educationally disadvantaged students in mastering NYS academic content and student academic achievement standards.

Please see *Application Requirements e. Educational Program*.

l. Describe the planned activities and expenditures of Federal grant funds.

Grant funds will be used to support the expansion and replication of EHSA schools in NYC. Please review *Budget Narrative* for specific detail on how EHTP will spend grant funds under this proposed project. EHTP will coordinate activities and resources supported by CSP funds with activities and resources supported by other Federal programs, including Title I and Title IIA.

m. Request for waivers.

EHTP is not requesting any waivers of Federal statutory or regulatory requirements.