

VII.D

Connecticut State Board of Education Hartford

To Be Proposed:

March 1, 2023

Resolved, that the State Board of Education, pursuant to Section 10-66bb of the Connecticut General Statutes, accepts the Commissioner's advisory and grants initial certificate of approval for a state charter to Edmonds Cofield Preparatory Academy for Young Men, located in New Haven, subject to the conditions noted in the Commissioner's March 1, 2023, memorandum to the State Board of Education, and directs the Commissioner to take the necessary action.

Approved by a vote of _____, this first day of March, Two Thousand Twenty-Three.

Signed: _____
Charlene M. Russell-Tucker, Secretary
State Board of Education

**Connecticut State Board of Education
Hartford**

To: State Board of Education

From: Charlene M. Russell-Tucker, Commissioner of Education

Date: March 1, 2023

Subject: Consideration of Granting Initial Certificate for a State Charter to Edmonds Cofield Preparatory Academy for Young Men, New Haven

Executive Summary

Introduction

Subsection (f) of Section 10-66bb of the Connecticut General Statutes (C.G.S.) requires that an application for the establishment of a state charter school be submitted to the State Board of Education (SBE) for approval and be filed with the local board or regional board of education in the school district in which the charter school is to be located. The SBE may approve an application and grant the *initial certificate of approval* for the charter for the state charter school by a majority vote of the membership. The SBE may consider granting the *initial certificate of approval* for the charter based on the applicant meeting certain conditions determined by the Commissioner of Education to be necessary and may authorize the Commissioner of Education to release the *initial certificate of approval* for the charter when the Commissioner of Education determines such conditions are met. Under Section 10-66bb(a) of the C.G.S. (as amended in 2015), if the SBE grants an *initial certificate of approval* for a charter, the SBE must submit a copy of its approval documents and a summary of comments made at the local public hearing concerning the proposed new charter school to the Education and Appropriation Committees of the Connecticut Legislature. Section 10-66bb(a) of the C.G.S. further provides that the Connecticut Legislature may appropriate funds to the Connecticut State Department of Education (CSDE) to provide operating grants to charter schools, and if such funds are appropriated, an *initial certificate of approval* for a charter shall be deemed effective as of July 1st of the first fiscal year for which such funds are appropriated. After an *initial certificate of approval* for a charter for a state charter school, pursuant to Section 10-66bb(a)(2) of the C.G.S., such charter may be valid for a period of time of up to five years. The SBE may allow the applicant to delay its opening for a period of time of up to one year in order for the applicant to fully prepare to provide appropriate instructional services.

Background

On March 15, 2022, the Connecticut State Department of Education (CSDE) released a Request for Proposals for new state and local charter schools. Section 10-66bb(c) of the C.G.S. requires the SBE to annually consider applications for proposed charter schools located in towns that have one or more Commissioner's Network Schools or in a town designated as a low-achieving school district. The application for Edmonds Cofield Preparatory Academy for Young Men (EC Prep), a proposed state charter school to be located in New Haven, CT, was received on December 1, 2022.

EC Prep's proposed mission is designed to serve as an all-boys school, pursuant to 10-66bb(c)(iv) of the C.G.S. "students of a single gender," that will open in the 2024-2025 school year, and serve young men in Grade 5, increasing annually to serve students to Grade 8. Contingent on the funding from the Connecticut General Assembly and the SBE approval, EC Prep intends to expand to serve high school students upon renewal. EC Prep's targeted instructional program is designed to intentionally develop young male students. EC Prep's goal is to actively focus on male developmental benchmarks to foster healthy young men who value purposeful societal engagement. As opposed to excluding young female students, the charter school will not deny any student seeking enrollment based on sexual orientation or gender identity.

EC Prep's core purpose is to instill an enthusiasm and a love for learning in the young men of New Haven, regardless of origin, need diversions and/or challenges. EC Prep plans to provide a mentored space where students are challenged to build character, test themselves, and step out of their comfort zone. The goal would be to match risk-taking with consequence management and help them learn how to work and strive for desired outcomes. The charter school's framework reinforces a holistic view of young men and supports each one on their growth journey in a learning space that balances the education of their mind, body, hopes and dreams.

EC Prep has designed an integrated, hands-on, thematic curriculum that will establish action-oriented learning around the core values that learning through experience and exposure allows access to higher order concepts and critical thinking for every type of learner. The thematic curriculum uses a novel-based approach to teach literacy, promote role models, and implement a hands-on career oriented experiential learning component, which is reinforced by a student's House System. The House System, adopted from the Ron Clark Academy model, is described as schoolwide technique to motivate young students to excel, whether in the classroom, outside of school, in the community, as individuals or with their Housemates. Teachers or assigned House mentors monitor the House System that allows students to create their own peer culture of growth and service, conflict management, mentoring, tutoring and peer acceptance. The House is intended for students to shine individually but underscores how rewarding it is to shine as a team. As thought-partners, teachers reinforce values and highlight model students through classroom recognitions, school-wide assemblies, and informal moments of praise, but competing for such recognition allows each student's House to grow its reputation within the school and in the community.

The application states that each House will serve as a social microcosm for the students, their families, and the community, in which differences are celebrated and used in combination to strengthen the competitive value of the House. Academic learning in the House System manifests in areas such as team members completing homework assignments or taking the lead during a class presentation. It also appears in collaboration on extended projects from the student's novel studies and demonstrated action such as service activities or extra STEAM builds that stretch their practical learning. Adventure learning through experience and exposure takes place in Houses and may roll over into attendance at the Saturday Academy.

Edmonds Cofield Preparatory Academy for Young Men proposes to open in 2024 with the following five-year growth plan:

PROJECTED STUDENT ENROLLMENT															
Grade	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Year 1							75								75
Year 2							75	100							175
Year 3							75	100	100						275
Year 4							75	100	100	100					375
Year 5							75	100	100	100					375

Section 10-66bb(c) of the C.G.S. directs the SBE to give preference to certain applications. Edmonds Cofield Preparatory Academy for Young Men seeks to be considered for the following statutory preference:

1. Opening the charter school in a Priority School District.
2. Students of a single gender.

Edmonds Cofield Preparatory Academy for Young Men Application Review Process

Application Review: A team composed of the CSDE managers, appointed by the Commissioner of Education with expertise in curriculum, instruction, academics, special education, finance, etc., reviewed the application. The application was evaluated based on the standards and review criteria detailed in the *Application Package for the Development of State and Local Charter Schools*. In the 19 sections of the [Edmonds Colfield Prep Academy application](#); Mission, Purpose and Specialized Focus, Educational Philosophy, Curriculum, Instruction, Student Assessment, Experience and Expertise of Founders, School Governance and Management, School Leader, Evidence of Support, School Demographics, Special Education, English Learners(EL) Multilingual Learners (ML), Admission Policy and Criteria, Student Discipline Policies, Human Resource Policies, Building Options, Financial Plan, Self-Evaluation and Accountability, and Timetable reviewed and scored, 37.55 points out of a total possible 57 points, the summary rating that meets expectations to operate a successful charter school (Attachment A).

Public Hearing: Donald Harris, Jr., member of the State Board of Education, and the CSDE staff presided over a public hearing on Edmonds Cofield Preparatory Academy for Young Men’s application on February 9, 2023. The hearing was held in the City of New Haven, the district in which the proposed charter school is to be located. Over 65 people attended the public hearing and 24 individuals, including parents, students, educators, nonprofit leaders, elected officials and community representatives, offered testimony supporting the charter school’s application. No one spoke out in opposition of the proposed charter school.

Invitation for Written Comments: The CSDE solicited comments from the New Haven Board of Education and from the local and regional boards of education in towns contiguous to New Haven, which include East Haven, Hamden, North Haven, Orange, West Haven, and Woodbridge. A letter received from Vonda Tencza, Superintendent of Woodbridge (Attachment B), stated there was no reason nor can she provide any comments that would reflect poorly on Edmonds Cofield Preparatory Academy for Young Men. Letters of support were received from Toni Harp, former Mayor of New Haven (Attachment C), the Honorable Tyisha Walker-Myers, New Haven Board of Alders (Attachment D), and Darnell Goldson, elected board member of District 2, New Haven Public Schools Board of Education (Attachment E). A letter opposing the creation and support of the school was received from Dr. Iline Tracey, Superintendent of New Haven Public Schools (Attachment F).

Recommendation with Conditions

I recommend the SBE consider the application and grant *initial certificate of approval* for a state charter to Edmonds Cofield Preparatory Academy for Young Men, subject to the following conditions:

1. Pursuant to Section 10-66bb(a) (2) of the C.G.S., based on legislative appropriation of funds, such charter school may be valid for a period of three years.
2. Receipt of all completed documentation relating to facility requirements including safety, liability, and insurance certifications prior to school opening.
3. Receipt of all required and completed documentation relating to incorporation status and identification of governing board members prior to school opening.

Prepared by: _____
Felicia Canty, Charter School Liaison
Turnaround Office

Approved by: _____
Irene E. Parisi, Chief Academic Officer
Academic Office

APPENDIX G: APPLICATION RUBRIC

Proposed Charter School Name: Edmonds Cofield Preparatory AcademyDate: 01/20/2023

Directions: Using the rubric below, please apply the Review Standards to score each section of the RFP on a scale of “0 – Does Not Meet” to “3 – Exceeds”; evaluate each of the sub-indicators to arrive at an overall “Total Score” for each section. The total score for each section should reflect an average of the scores for each of the sub-indicators outlined for that section. Enter the total score for each section on the final “Evaluation Summary” page. Lastly, recommend whether to award the applicant preference(s).

Review Standards:

0	Does Not Meet: The response lacks meaningful detail, demonstrates a lack of preparation, or otherwise raises substantial concerns about the applicant’s understanding of the issues in concept and/or ability to meet the requirement in practice.
1	Partially Meets: The response lacks critical details in certain areas. The response requires additional information to be considered reasonably comprehensive and demonstrate a clear vision of how the school will operate.
2	Meets: The response indicates solid preparation and a grasp of the key issues, as demonstrated by a reasonable and comprehensive response. It addresses the review criteria with information showing preparation and a clear, realistic picture of how the school will operate. The response demonstrates the ability of the applicant to execute the vision described in the response.
3	Exceeds: The response reflects a thorough understanding of key issues. The response indicates thorough preparation, expertise, and a clear and compelling picture of how the school will operate. The response demonstrates the readiness of the applicant to successfully execute the vision described in the response.

I. School Vision and Design

1. Mission, Purpose and Specialized Focus C.G.S. 10-66bb(d)1,(7)	Total Score:	2.33	0	1	2	3
Speaks to the core purpose and key values of the school.						✓
Communicates high academic standards for student success.					✓	
Illustrates a compelling vision for the school community.						✓
Describes the ways in which the school will positively impact stakeholders in the school and community.					✓	
Describes the specialized focus of the charter school.					✓	
States the ages of students or grades to be taught and total estimated enrollment.					✓	

Justifications:

The application provides a clear description of the school mission, which is supported by a strong core purpose and key values focused on supporting male students in the middle school environment to become successful men with a strong interest in learning. The application provides solid justification for the model and provides good support for the specialized focus. Enrollment timelines and grades are established and the application addresses the positive benefits on students, parents, teachers, and the community.

2. Educational Philosophy	Total Score:	2.33	0	1	2	3
Describes the founding group’s core beliefs and values.					✓	
Demonstrates the willingness to embrace and serve the diverse needs of individual students.						✓
Provides a compelling argument that the approach is likely to improve students’ academic performance.					✓	

Justifications:

The application provides a clear philosophy on page 9 and further describes how the purpose of the school is to develop young man in a responsive environment with hands-on thematic opportunities.

The school design is that of a house system, for students in grades 5-8. The House system is referenced 29 times in the application. Though the “House System” is described with adjectives and aligned components, the applicant does not describe the logistics and infrastructure. This requires additional information to understand the purpose and ability to impact student performance/achievement.

3. Curriculum C.G.S. 10-66bb(d)(5)	Total Score:	2.17	0	1	2	3
Explains the process to identify or develop curriculum to be used by the school and provides a rationale for the process.					✓	
Provides evidence of alignment to the Connecticut Core Standards for ELA and mathematics and NGSS for science. Provides evidence demonstrating that the curriculum is likely to improve students' academic performance.					✓	
Provides evidence demonstrating that the curriculum is likely to improve students' academic performance.					✓	
Demonstrates accessibility and appropriateness for students at all levels, including ELs, students with disabilities, etc.						✓
Describes a clear plan for the ongoing development, improvement, and refinement of the curriculum.					✓	
Describes a process for monitoring and assessing the implementation and effectiveness of the curriculum.					✓	
<p>Justifications:</p> <p>Applicant plans with Director of T&L to form a team to curate all curriculum for each content area and make is accessible in a Curriculum and Data Management System. This is a daunting task for year 1 of planning.</p> <p>Thematic, action-oriented approach to curating curriculum with alignment to UDL practices and SBE approved standards. Identifies instructional strategies that have the potential to engage learners and impact achievement.</p> <p>Given the infrastructure will rely on a "House System", it is not clear how students will access the content and teachers. If each house will have a dedicated staff for each content area or will there be a departmentalized approach with one 5-8 math teacher, one 5-8 ELA, one 5-8 science, etc and they rotate. This requires additional information. If the latter, it may be difficult to ensure that all learners in grades 5-8 at full capacity access all 5 themes in the manner described. The staffing chart on page 252 provides the number of FTEs, however it is not clear if there are enough FTEs to consider the teaching and learning model to deliver the curriculum in the manner described in the application.</p> <p>EC Prep will educate EL/ML students beyond the UDL aligned SIOP approach with add-on differentiation through structured English language immersion with pull-out instructional model as appropriate.</p>						
4. Instruction C.G.S. 10-66bb(d) (5),(10)	Total Score:	2.00	0	1	2	3
Describes the instructional methods or techniques that will be used to facilitate high-quality teaching and learning.					✓	
Demonstrates how instructional methods support high standards and are accessible and appropriate for all students.					✓	
Explains how the school will create a data-driven culture to meet a wide range of student needs.					✓	
Describes how the school will determine and provide for the professional development needs of the staff.					✓	
<p>Justifications:</p> <p>The Edmund Cofield Academy will use one-hour blocks of thematic curriculum to integrate literacy and math instruction in their high-energy and purposeful teaching methods, which are based on the Ron Clark Academy approach to maximizing student achievement. To ensure accessibility and inclusivity for all learners, the school will implement the Universal Design for Learning (UDL) approach and utilize various techniques, such as audiobooks, Socratic seminars, Genius research, gamification, Classcraft, co-teaching, and a flexible staffing model. The school will also prioritize social-emotional learning and have a data-driven culture that relies on a range of sources, including teacher observations, home visits, and IEPs, to track student progress. Professional development at the school will involve four levels, including a Summer Institute, ongoing training, active coaching, and participation in a Critical Friends Group® Protocol, as well as opportunities for personal growth through workshops, courses, and other outside experiences.</p>						

5. Student Assessment C.G.S. 10-66bb(d)(9)	Total Score:	1.00	0	1	2	3
Presents a comprehensive approach to assessment. Demonstrates that assessments and assessment practices are valid for their intended purposes.				✓		
Shows clear alignment of assessments to the curriculum and the state standards.				✓		
Indicates how the assessment system ensures the participation of all students on both the state mandated testing and other alternative assessments.				✓		
Explains how they will monitor student progress using a combination of the state standardized assessments, the state-provided interim blocks assessments, and other standardized/non-standardized measures as appropriate, while minimizing testing.				✓		
Demonstrates a high-quality plan to show how data from progress monitoring can be used to implement appropriate and timely student interventions and support.				✓		
Describes how they will train and support educators to employ formative assessment practices in their classrooms.				✓		
<p>Justifications:</p> <p>There did not appear to be an overreliance on standardized measures of student achievement. This is a clear strength of the application and shows a high level of respect for their educator team. There are a couple of areas where they may be misunderstanding. For example, on page 49, DIBELS is referred to as an “assessment tool for students with disabilities.” Also on page 48, when addressing how the system will ensure the participation of all students, the application states, “English learners who are enrolled in their first year of school in the United States will have exceptions made.” Connecticut’s assessment policy is that all students are assessed regardless of time in a U.S. school so that we can establish a baseline and measure growth in the following year.</p>						

II. Strength of Organizational Effort

1. Experience and Expertise of Founders	Total Score:	2.67	0	1	2	3
Demonstrates clear expertise and relevant experiences and/or qualifications of the founders.					✓	
Specifies the role of the founding group in the development and launch of the proposed school.						✓
Identifies any organizations, individuals, or consultants that are partners in designing and launching the proposed school and provide evidence of the partner's ability to operate a high-quality school.						✓

Justifications:

The proposal lists 10 founders with varied backgrounds. Each will serve on the Governing Board. The proposal also outlines the role of Voyka Soto, the founder and Executive Director of Friends of Sofara International who worked closely with the founders and to help capture the mission and vision for the school and who will continue to be engaged in the pre-opening period to assist with planning and implementing with fidelity the components of the charter.

2. School Governance and Management C.G.S. 10-66bb(d)(3)	Total Score:	2.71	0	1	2	3
Provides a viable governance structure and organizational chart showing proper oversight of various functions of the school.					✓	
Presents a clear picture of the officers and members, terms, election/appointment processes, and committees. Please note no member or employee of the governing council may have a personal or financial interest in the assets, real or personal.						✓
Specifies the criteria and procedures for selecting officers and members of the governing council, include teachers, parents/guardians and local school board chair or superintendent or designee.						✓
Describes how the governing council will exercise its responsibility to oversee the operation of the school including, but not limited to, educational programs, governance and fiscal management, personnel, facility maintenance, and community outreach. Indicates how the governing council will hold the school accountable to stakeholders.					✓	
Provides resumes of initial council membership, showing a wide range of expertise and experiences.						✓
Defines the roles, responsibilities, and interaction between council membership, committees, and school administration.						✓
Presents the process by which the governing council will hire and evaluate the school administrator.						✓
If applicable, provides evidence indicating the CMO's ability to serve the intended student population; strong student outcomes and success at managing nonacademic school functions.						

Justifications:

Very detailed and thorough description of the appointment of directors and officers as well as the respective roles of the Governing Council, Committees, and the Executive Director. A detailed discussion of the evaluation of the Executive Director,

The 10 members of the founding team will serve on the Governing Council. There appears to be a range of expertise and experience, i.e., educators, nurse, businesspersons, others.

3. School Leader C.G.S. 10-66bb(d)(6)	Total Score:	3.00	0	1	2	3
<i>For applicants with an identified school leader:</i> Provides the name, qualifications, experiences, certifications, and education of the proposed lead administrator; offers evidence to demonstrate whether the individual has a record of leading a high-quality school.						
<i>For applicants without an identified school leader:</i> Presents a plan for recruiting and hiring a proven school leader and clearly articulates the characteristics and skills that the proposed school will evaluate in selecting a leader.						✓
Justifications: An adequate plan for recruiting and hiring an Executive Director was described. Several characteristics and requirements of the leader was listed. In addition, a detailed job description was provided in the appendix.						
4. Evidence of Support C.G.S. 10-66bb(d)(2)	Total Score:	1.00	0	1	2	3
Provides evidence that the proposed school is welcomed by the local community.				✓		
Justifications: Lacking personal testimonies from members of the community – some letters from elected official not signed.						

III. Student Composition, Services, and Policies						
1. School Demographics C.G.S. 10-66bb(d)(12),(15)	Total Score:	1.25	0	1	2	3
Describes the needs and demographics of the community and student population to be served by the proposed school.				✓		
Explains how the proposed school model meets the needs of students and will likely increase student achievement.				✓		
Provides a sound enrollment plan, including a clear rationale for grades served, enrollment, and growth.				✓		
Describes sound procedures for encouraging involvement by parents and guardians of enrolled students in student learning, school activities and school decision-making.					✓	
Justifications: <ul style="list-style-type: none"> • Charts are confusing-for example high school degree or GED White is less than Black and Hispanic • Based on the data shared regarding enrollment and test scores, the author did not correlate the evidence of the need for an all-boys school or provide demographic research for all-boys schools. • No details to address question b for example, what is a high-quality program and what is best for male growth? No evidence of correlating the model and achievement • No information on how to address students who are struggling and how to support students who are at different starting points • Question c-since they are focused on grades 5-8, I am surprised EC Prep did not discuss the importance of vertical alignment with the elementary schools (sending) and the high schools (post-middle). This is a critical factor to ensure linking curriculum/lessons, skills development, pacing, assessments, and behavioral expectations. For example, a vertically aligned curriculum helps identify where students are currently struggling and where the attention and intention needs to be. I was expecting information on transitioning across the grade bands. • Open door for families and their feedback will be captured and analyzed for programs, teacher, and school leader evaluations. 						

2. Special Education C.G.S. 10-66bb(d) (5),(6),(12)	Total Score:	1.75	0	1	2	3
Includes a comprehensive plan for educating students with disabilities.				✓		
Plans for adequate staffing to address the needs of students with disabilities and Section 504 Plans, including properly state-certified special education teachers(s).					✓	
Articulates a clear system to monitor student data and consider a student's eligibility for Section 504 services.					✓	
Presents a plan to engage the parents of students with disabilities.					✓	
<p>Justifications:</p> <p>Concerns related to process related to alternate assessment (outside the PPT process).</p>						
3. English Learners (EL)/Multilingual Learners (ML) C.G.S. 10-66bb(d) (5),(6),(12)	Total Score:	1.25	0	1	2	3
Provides a plan to identify and meet the learning needs of all EL/ ML students (e.g., screenings, assessments, exit criteria).				✓		
Describes how the school will provide EL/ML students with access to the general education curriculum.					✓	
Describes how the school will involve the parents of EL/ML students in the school, including through translation services.				✓		
Plans for adequate staffing to address the needs of EL/ML students, including properly state-certified staff.				✓		
<p>Justifications:</p> <p>Use of SIOP model for instruction. Applicant states they have the understanding of serving all learners and through the lottery have to accept all learners. Use of a flexible staffing model</p> <p>Typical approach to identification. Not clear what the newcomer program will entail.</p> <p>All instruction in English with modifications – not clear what these will be other than content workstations with supplemental direct instruction with audio versions of translated text. This is concerning as it is not an evidence-based practice and can isolate a learner.</p> <p>Additional strategies outlined on page 81.</p> <p>Will provide translated documents and volunteer translators as needed. Will engage parents in “productive dialogue, but not certain how EC Prep will bring the families into the school community as partners.</p>						
4. Admission Policy and Criteria C.G.S. 10-66bb(d)(8),(15)	Total Score:	1.50	0	1	2	3
Provides a clear and coherent admissions policy including student admission criteria and procedures and plan that complies with C.G.S. § 10-66bb(d)(8).					✓	
Provides a viable plan to attract students and families, from a diverse student body and avoid discrimination.					✓	
Shows a commitment to reduce racial, ethnic, and/or economic isolation.					✓	
Describes a student recruitment and retention plan that includes, but is not limited to, the capacity of the school to attract, enroll, and retain students from the following populations: students with a history of low academic performance; students who receive free or reduced-priced lunches pursuant to federal law and regulations; students with a history of behavioral and social difficulties; students identified as requiring special education; and students who are English learners (ELs)/Multilingual learners (MLs).					✓	
<p>Justifications:</p> <p>The proposal states: “While we are an all-boys school by design, we would not exclude any girl who sought to enroll.” (p.84).</p>						

5. Student Discipline Policies	Total Score:	1.33	0	1	2	3
Provides a clear behavior management system that encourages positive behaviors and applies consistent sanctions and interventions in response to severe infractions.				✓		
Offers educational alternatives for students who are expelled or suspended.				✓		
Provides due process safeguards for all students, including those with disabilities.					✓	
Justifications: <ul style="list-style-type: none"> • It seems the BMS is based on House Points System. No details regarding a standardized system for giving points and how points reflect the severity of the situation, including how are the points distributed equitably. No information on how this works directly with RP • No details about training staff • Using SRBI (tiered supports) • Did not provide sanctions based on infractions • Need more information on policy regarding students who are expelled/suspended. Not enough information on CT Law • Recommend they follow the CSDE ISS/OSS guidance • Wrong language, page 91, cannot have a suspension for more than 10 days • No mention of childfind • No mention of parent/student rights for expulsion • Clear and concise information on safeguards 						
6. Human Resource Policies	Total Score:	1.63	0	1	2	3
C.G.S. 10-66bb(d)(6),(10),(13)						
Defines competencies and professional standards necessary for hiring teachers, administrators, and all other school staff.					✓	
Creates processes for dismissing staff for conduct and performance issues.					✓	
Provides a sample job description that clearly articulates necessary staff competencies, expectations, and qualifications.					✓	
Provides clear and effective procedures to document efforts to increase the racial and ethnic diversity of staff.					✓	
Describes a targeted staff size and plans for staff recruitment and retention.				✓		
Describe the number and qualifications of teachers and administrators to be employed in the school.				✓		
Presents a system to evaluate and develop teachers and administrators.				✓		
Provides human resource policies around salaries, benefits, hiring, personnel contract, and affirmative action that align to the school mission, educational philosophy, students served, and budget.					✓	
Justifications:						

IV. School Viability						
1. Building Options	Total Score:	3.00	0	1	2	3
C.G.S. 10-66bb(d)(11)						
Provides a plan for identifying and acquiring a suitable facility to support the proposed school.						✓
Justifications: <ul style="list-style-type: none"> • Edmonds-Cofield Preparatory has identified two properties owned by City of New Haven that are former school facilities. The entity anticipates \$650k from Charter School Startup Grant (\$400k) and private contributions (\$250k) to assist with start up, with setting aside \$80k to address any necessary renovations. The facilities have plenty of room for expected growth of the entity by year 5. 						

2. Financial Plan C.G.S. 10-66bb(d)(4),(14)	Total Score:	2.13	0	1	2	3
Provides a thorough budget that reflects all commitments outlined in the application through the proposed school's fifth year of operation and shows sound financial planning and the fiscal viability of the school.					✓	
Includes financial projections that account for all sources of revenue (e.g., state per-pupil grant; other federal, state, and private grants; donations and fundraising).					✓	
Provides a detailed budget narrative that explains budget line items and short- and long-term projections, offering a clear rationale for calculations and assumptions.						✓
Presents a pre-opening budget statement detailing and explaining estimated start-up activities.					✓	
Provides a cash flow projection for each of the three years of operation that shows a sophisticated understanding of expenditures mapped against available revenue during the year.					✓	
Presents a schedule of borrowings and repayments that aligns to the pre-opening budget, the projected five-year budget, and the cash flow statement.					✓	
Presents a financial management system and processes aligned to GAAP with adequate internal controls, including a description of the fiscal staff positions, qualifications, and duties.					✓	
Describes how the school will track finances in its daily operations, and how the governing council will provide oversight.					✓	
<p>Justifications:</p> <ul style="list-style-type: none"> Edmonds-Cofield Preparatory provided a well-developed financial plan including all of the details above. The detailed narrative explaining each budget line item showed that the entity was very detailed for the day to day operations of the school, as well as adequate staffing to ensure proper segregation of duties. The application included roles and responsibilities of the Board and committee for the governance of the school, including financially managing the school through preparation and monitoring the annual budget, as well as establishing fiscal controls. 						
3. Self-Evaluation and Accountability C.G.S. 10-66bb(d)(16)	Total Score:	1.00	0	1	2	3
Identifies clear and operational goals at all levels (e.g., school-wide, grade-level, classroom, staff, and student).				✓		
Provides clear systems of accountability for all stakeholders.				✓		
Identifies robust data systems and processes to regularly track leading and lagging indicators of student achievement, student enrollment, and organizational operations and effectiveness.				✓		
Presents a clear plan to share student learning practices and experiences with the local or regional board of education of the town in which the proposed school is located.				✓		
<p>Justifications:</p> <p>The application lists many different roles for individuals within the organization and talks about the data they are responsible for reporting, but the application does not necessarily present a coherent system accountability plan. It seems that the plan will be formalized during the planning year.</p>						

4. Timetable	Total Score:	3.00	0	1	2	3
Provides a thorough action plan, outlining activities leading up to the successful launch of the proposed school (e.g., projects, staff responsible, deadlines, status, and resource alignment).						✓
Demonstrates strong forethought and project management, showing the team's ability to coordinate, manage, track, and execute multiple work streams simultaneously.						✓
<p>Justifications:</p> <p>It was evident that the team understands that the pre-opening plan is crucial to the success of the school. The plan was very descriptive. It listed activities, start and end date for each activity, person (s) responsible, along with important notes. The ability to execute multiple tasks simultaneously was apparent.</p>						

Evaluation Summary

Proposed Charter School Name: Edmund Cofield Preparatory Academy for Young Men Date: 01/20/2023

I. School Vision and Design		
1. Mission and Vision Statements	Score:	2.33
2. Educational Philosophy	Score:	2.33
3. Curriculum	Score:	2.17
4. Instruction	Score:	2.00
5. Student Assessment	Score:	1.00
II. Strength of Organizational Effort		
1. Experience and Expertise of Founders	Score:	2.67
2. School Governance and Management	Score:	2.71
3. School Leader	Score:	3.00
4. Evidence of Support	Score:	1.00
III. Student Composition, Services, and Policies		
1. School Demographics	Score:	1.25
2. Special Education	Score:	1.75
3. English Learners/Multilingual Learners	Score:	1.25
4. Admission Policy and Criteria	Score:	2.00
5. Student Discipline Policies	Score:	1.33
6. Human Resource Policies	Score:	1.63
IV. School Viability		
1. Building Options	Score:	3.00
2. Financial Plan	Score:	2.13
3. Self-Evaluation and Accountability	Score:	1.00
4. Timetable	Score:	3.00
		Total Score:
		37.55

Section 4: Preferences		
1a. Serving High-Need Student Populations through Establishment of Educational Programs	Yes	No
1b. Serving High-Need Student Populations by Using Specific Strategies to Attract, Enroll and Retain Students from the above populations	Yes	No
2. Turning Around an Existing School	Yes	No
3. Opening in a Priority School District or District with at Least 75 Percent Racial or Ethnic Minority Enrollment	Yes	No
4. Being a Higher Education Institution	Yes	No
5. Locating the School at a Work Site	Yes	No



WOODBIDGE SCHOOL DISTRICT

40 Beecher Road – South
Woodbridge, Connecticut 06525

Vonda Tencza – Superintendent
vtencza@woodbridgesps.org

February 7, 2023

Mr. Robert Kelly
Charter School Program Manager
Connecticut State Department of Education
P.O. Box 2219
Hartford, CT 06106

Dear Mr. Kelly:

I am responding to the request soliciting comments on the charter application of the Edmund Cofield Preparatory Academy for Young Men in New Haven. I know of no reason nor can I provide any comments, which reflect poorly on the Edmund Cofield Preparatory Academy for Young Men. If I can be of further assistance, please do not hesitate to contact me.

Sincerely,

Vonda J. Tencza
Superintendent

Toni N. Harp

71 Edgewood Way – New Haven, CT 06515
tonijewelharp@gmail.com

November 11, 2022

TO WHOM IT MAY CONCERN:

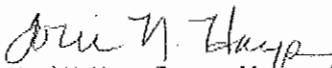
I write this letter to support the development of the Edmonds-Cofield Preparatory Academy for Boys in the City of New Haven, an urban area with test scores among the lowest in Connecticut for Boys in grades five (5) through eight (8). Also, urban Boys lag significantly behind Girls in high school graduation.

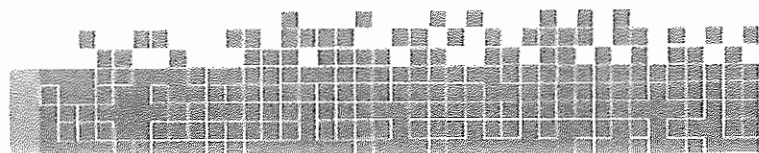
Black and Hispanic males (from 2016 to 2020) had low full-time employment rates less than 43 percent (%) of majority males. Greater educational attainment is strongly associated with higher employment rates and greater earnings. It is important that urban Boys' educational needs are addressed early if they are to become positive contributing members of their families and their communities. The worldwide economy is driven by technology and abilities that require strong reading, numeracy, and analytics. Those skills' foundations are developed in the fifth through eighth grades.

Measures must be taken to assure that urban Boys are prepared to compete. The Edmonds-Cofield Preparatory Academy would provide a proven and tested model to prepare urban Boys for a successful high school experience and improved high school graduation rates.

It is for these reasons that I enthusiastically support the development of the Edmonds-Cofield Preparatory Academy for Boys in New Haven, Connecticut.

Sincerely,


Toni N. Harp, Former Mayor – New Haven, CT





**CITY OF NEW HAVEN
BOARD OF ALDERS**

Tyisha Walker-Myers
Alder, Ward 23

225 Winthrop Avenue, 2nd Floor
New Haven, CT 06511-5154

President of the Board

Telephone: (203) 901-3436
E-mail: Ward23@newhavenct.gov

Vice Chair
Youth & Youth Services Committee

Member
Finance Committee
Litigation Settlement Committee
Black & Hispanic Caucus

C

To Whom it May Concern,

I am pleased to offer my support for the proposal for an all-boys' school. I support this as a way to provide young boys with a learning atmosphere in which they could grow and learn from male role models.

Additional emphasis is needed to reach at-risk youth during their middle school years, and this is especially the case for boys in urban communities. A school such as this that is designed with them in mind is consistent with the goal we should all have; that is to take care of, protect and love all our children and make sure they know it.

Our students need a future with possibility. This would provide them both with a sense of the future and their unlimited possibilities by instilling confidence, developing leadership, rewarding effort, and promoting academic excellence.

Different experts suggest different factors but, all the experts recognize there is a problem that needs to be addressed. Whether it's a culture of hyper-masculinity, negative teacher labeling, lack of a father figure to act as a role model and provide discipline or vulnerability to peer pressure the experts suggest that these factors can lead boys to rejecting the authority of both the teachers and senior leaders and seeing educational qualifications as having no value.

These experts also suggest that a solution to boys' underachievement is to provide them with strict schooling that demands high expectations and, as far as is possible, provide them with positive opportunities that the established the right ethos and high expectations. A school that builds on parent involvement, academic rigor, college prep, and that trains its students in small classes, trained and committed teachers achieve at their highest levels is needed to confront the contributing factor to a lack of success for our boys.

As this proposed school will accomplish that, I am supportive of it and encourage you to do the same.

Sincerely,

Hon. Tyisha Walker-Myers
Ward 23, Alder
Board of Alders





NEW HAVEN PUBLIC SCHOOLS

Darnell Goldson

Edmonds-Cofield Preparatory Academy

We have a crisis in urban public education, particularly here in New Haven. Girls are significantly outperforming boys in all subjects. And boys are turning away from education generally and looking to other places for their sense of identity and belonging. Our students, especially young Black boys, are consistently ranked last in achievement, and first in disciplinary actions. In response to this crisis, a group of educators and community leaders are planning to create the Edmonds-Cofield Preparatory Academy (ECPA) for young men. The school will be named after Rev. Dr. Curtis Cofield II and Rev. Edwin R. "Doc" Edmonds.

Rev. Edmonds was a champion of the less fortunate and an avid advocate for education, who accumulated over 20,000 books during his lifetime. He began donating the books to a local library two years before his passing.

Rev. Cofield, some referred to as "New Haven's premier civil-rights figure of the mid-20th century" was a long-time leader in the city who was also referred to as a "drum major" for justice, also strongly believed in the power of education and was a member and leader of the Board of Education.

The ECPA will serve boys in grades 5-8. The focus will be on nurturing the intellectual, physical, emotional and spiritual growth of our young men during the middle school year. The founders of ECPA plan to implement a curriculum that is geared towards male interests, while full of challenging complex topics and characters to stimulate engagement, critical thinking and a sense of identity and belonging. They will also incorporate hands-on learning experiences and access to real world situations, allowing our young men the space to build the confidence needed to compete for opportunities in a highly competitive global society.

I fully support the need for educational choice options such as this, focused exclusively on our boys, in order to ensure their development into highly capable and productive young men.

Sincerely,

Darnell Goldson

New Haven Board of Education, Elected Board Member, District 2

darnell_goldson@nhboe.net, (203) 806-0411

Iline P. Tracey, Ed.D.
Superintendent



Attachment F

P: (475) 220-1000
F: (203) 946-7300

February 21, 2023

Robert Kelly
CSDE Academic Office
VIA EMAIL

Dear Mr. Kelly,

I am sorry, but I just received my letter to respond to the new charter school proposal for New Haven.

I do believe that students and parents should have choice. With that said, we have to think of the consequences intended or unintended as impact on the public schools. With so many charter schools in New Haven, our enrollment has been in decline over the years to the tune of almost 3,000 students. Our public schools **must survive**. I am a true advocate for our public schools.

In addition, we should all be working to make our public schools better and not starting up new charters, but with a state charter, that is the state's decision. The proposal will also cost an already financially strapped system when funds and services have to be divulged to the charter schools. We have to provide transportation and special education services etc. Just recently we were billed by a charter school \$267,000 dollars for services, and by another \$264, 000. For our own public charter, we are expending millions of dollars in the tune of over \$4 million. It is just not an equitable process.

Respectfully,

Dr. Iline Tracey