



# **The New Century High Schools Initiative**

## **Invitation to Submit Implementation Grant Proposal**

**IMPLEMENTATION PROPOSALS DUE:**  
From Planning Teams to Regional Superintendents – Jan. 16, 2004

**NEW CENTURY HIGH SCHOOLS CONSORTIUM**

Bill and Melinda Gates Foundation  
The Carnegie Corporation  
The Open Society Institute

**IN COLLABORATION WITH:**

NYC Department of Education  
United Federation of Teachers  
Council of Supervisors and Administrators  
New Visions for Public Schools

## **Part I            STRATEGIC ASSUMPTIONS OF THE NEW CENTURY HIGH SCHOOL INITIATIVE**

### **Background**

The New Century High Schools Initiative is a collaboration of the New York City Department of Education, the United Federation of Teachers, the Council of Supervisors and Administrators, New Visions for Public Schools, the Bill and Melinda Gates Foundation, the Carnegie Corporation of New York, and the Open Society Institute. The Initiative seeks to create an array of exemplary small secondary schools for New York City public school students, particularly students in underserved areas, and to strengthen the Department's ability to support this emerging portfolio.

This Request for Proposal describes the rationale, expected characteristics, and means of creating and supporting the third round of this initiative. Since 2000, the Consortium has supported the creation of 41 high schools. In September, 2003, the New Century High Schools Consortium awarded planning grants to Regions 1, 2, 4, 5, 6, and 9 to assist existing New Century High Schools within the regions and to support the planning of up to 30 new, small secondary schools for September, 2004.

#### **A. Rationale for the New Century High Schools Initiative**

The New Century High Schools Initiative provides students, parents, teachers, school and regional leaders, partners, and communities with the opportunity to re-imagine our inherited secondary school system with the goal of better meeting the needs of adolescents at the beginning of the Twenty First Century.

When they first emerged fifty years ago, New York City's large, comprehensive high schools were expected to enable only a small percentage of attending students to meet higher standards, attend college, or enter demanding career and technical education programs. It is not surprising that today largely as a function of this design New York City's four-year graduation rate is approximately 50%.

All young people today need a high-quality education that prepares them for a knowledge-based economy. Success in high school and beyond requires mastery of high school level literacy and mathematics, the ability to solve problems, work as a member of a team, and use technology. Today's students also need schools that provide experiences in and support students while they build the civic competencies of tolerance, inter-group communications, conflict resolution and engagement in public life that they need to assume the responsibilities of democratic citizenship in a diverse country.

Research has demonstrated that the quality and rigor of the high school curriculum is the strongest determinant of whether or not students effectively transition to postsecondary education, training, and the workforce. NCHSI seeks, therefore, to create a system of small, innovative, academically rigorous secondary schools that integrate high academic expectations –challenging course work and opportunities for students to practice and

apply demanding skills – with the necessary social supports for success – close, caring relationships with members of the school community, support from parents for student school success, and individualized, consistent relationships between students and adults. The school community’s commitment to rigor and support create a safe, thoughtful learning environment where all students can learn and prosper.

## **B. Building Campuses of Small Schools and a Broader System of New Schools**

The New Century High Schools Initiative aspires to develop large enough numbers of new small schools to transform the secondary education system to a portfolio of different, academically rigorous schools for young people in targeted, underperforming schools. In the first two rounds of the New Century Initiative, the Consortium made district-level grants to create internal capacity to ensure the small school work became a priority within the operation of the Superintendent. Indeed, the approach first pioneered in the Bronx, and later replicated in Brooklyn, demonstrates the critical importance of regional staff in any systemic reform agenda. Change of this speed and magnitude requires a different type of regional leadership on the part of superintendents and their staffs. Regional superintendents must have the capacity to build public and staff understanding, ownership, and commitment to meaningful change; develop and implement school creation processes; transition large schools to campuses of small schools; and support and sustain new, innovative small school models. They must also collaborate with the Department of Education, Office of New School Development, other small school intermediaries, and charter school developers to coordinate the systemic integration of school creation into Region’s efforts to improve student performance in high school.

In order to effectively manage a transition to a system of small schools in our most underserved communities, the Consortium has opted to provide direct, multi-year grants that will provide for additional personnel with small school and partnership expertise in at least six DOE regions during this round as a way of seeding the development of core expertise across the city in a short time period.

## **C. Characteristics of Effective Secondary Schools in the 21<sup>st</sup> Century.**

Over the last twenty years, educators and their allies in New York City and elsewhere have created a wide array of learning environments that draw on their experiences and research and enable young people, principals, teachers, and staff from partnering organizations to create successful school communities. The lessons from these efforts can be summarized as follows:

- 1. School Size is a Critical Component of Effective High Schools.** Student engagement and motivation at school depends to a great extent on the quality of the relationships they experience there with adults and peers. Small size, achieved through freestanding schools or autonomous schools within larger facilities, enables students to establish strong personal ties with their teachers, principals, assistant principals, and the staff of the partnering organization

allowing for the collaborative development of an academic program that is based on the students' strengths. Small size also allows teachers and school partners to collaborate and focus instructional strategies on a more developed understanding of student need. A growing body of research exists that small learning communities are a promising strategy for implementing these elements. Data from a variety of studies indicate that while small schools are positive for all kinds of students, they can be especially strong learning environments for students from low socio-economic backgrounds.

**2. Specific Design Characteristics of Small Schools Must Support Effective Instruction.** While small size alone is not a panacea, it is a platform for creating the kind of personalized learning communities needed for high levels of achievement by all students. Effective schools may have diverse designs, but researchers and expert practitioners have identified a common set of critical characteristics. These 10 principles of effective schools are expected to be evident in all New Century High Schools:

- **An academically rigorous program** that incorporates the assets of the community and enables every student to master challenging content, skills, and learning strategies and meet or exceed state standards through in-depth courses of study and inquiry-based teaching and learning relevant to the concerns of adolescents and based on individual learning needs.
- **Clear focus and expectations** through a school culture focused on high expectations for students and staff, a shared vision of teaching and learning, a clear and articulated mission and curriculum, and the other common values and commitment of the entire school community to ensure success for every student.
- **Personalized relationships** characterized by staff knowledge about each student's social and family conditions, strengths, aspirations and needs and by each student enjoying a close continuous relationship with one or more adults in the school community. Each student should have at least one adult who helps coordinate the support needed by the student throughout the secondary school years to prepare for higher education, employment, or other productive postsecondary plans.
- **Instructional leadership** characterized by a school-wide focus on student achievement; support for the improvement and enhancement of the school culture, teaching, and learning; and effective collaboration among school leaders, teachers, parents, students and partners in the community.
- **Student participation and youth development** characterized by the influence of "student voice" in classroom teaching and learning, the engagement of students in their own learning, and significant student responsibility in the operation and governance of the school.

- **Meaningful continuous assessment** of student learning by teachers, partner staff, and students through a variety of opportunities, including diagnostic and mandated tests, for students to demonstrate that they have met standards and can apply their learning. Teachers, principals, and partner staff use assessments as diagnostic tools to identify individual student needs and use school/class data to assess the progress of the cohort, to evaluate the effectiveness of the academic program, and to improve instruction.
- **Partnerships** with city-wide and community organizations that are actively involved in the process of planning, operating, and supporting the school. These partnerships should be integrated into the school, are based on the strengths and capacity of the partnering organizations, enhance and support the teaching and learning environments, and support the students, their families, and the school community in ensuring student development and graduation.
- **School-based professional development** and collaboration through teacher- and partner- driven opportunities for continuous assessment, reflection, and improvement of teaching and learning by the entire school community. Professional development that will yield ongoing improvements in student learning is results-driven, standards-based, and embedded in the daily work of the school.
- **Family/care-giver engagement and involvement** in the design of the school and its educational program, including school governance. Parents, families, and other caregivers must be welcomed as full partners in school decisions that affect children and families through regular, two-way, meaningful communication and the development of extended learning opportunities that foster active parent participation in student learning and achievement, in and out of school.
- **Effective uses of technology and information resources** including print, visual, and audio materials and tools for use by students and teachers in teaching and learning, equitable access to electronic resources, articulated instruction in information literacy skills, and technology as a subject of study.

In effective schools, these characteristics are supported by a school structure – schedules, assignments of students and teachers, class size, etc. – and the capacity to implement the school design – e.g. leadership, human resources, educational resources, financial support, and political support.

**3. Youth Development.** A third key set of attributes in effective schools involves the integration of youth development principles in the schools' operations and instructional program. Youth development is formally defined as

an ongoing process in which all young people are engaged and invested in their learning and development. It is a process through which young people seek ways to meet their basic physical and social needs and to build the competencies and connections they perceive as necessary. Research suggests that successful schools recognize the role of youth as central actors in their own lives rather than as passive recipients of services. Five core principles reflect youth development in everyday practice: fostering caring relationships with adults; creating and demanding high expectations; designing and implementing engaging activities; developing significant roles for youth in making decisions about and shaping the environments that affect their lives; and, continuity in relationships. When a school takes a youth development approach, these principles can be seen in the teaching and learning, schedules, relationships, and other core elements of the school.

#### **D. NCHS: New Relationships and Roles among Educators, Partners, and Communities**

The New Century High Schools Initiative seeks to forge new school-community partnerships as a cornerstone of the creation and ongoing operation of a new generation of effective small schools. Potential partners in the NCHS process include community-based organizations, youth development organizations, cultural institutions, universities, health organizations and businesses. Partners support educators with different perspectives on student teaching and learning as well as additional resources and connections for students to their communities, the world of higher education, work, and engagement in civic life.

To date, the Initiative has supported the creation of 41 schools and programs premised on this partnership model. Partnerships are strengths-based, integrated into the school, and share joint responsibility for positive student outcomes that include high school graduation and student development to be successful. These partnerships vary and include a role in building student literacy and numeracy abilities; supporting teaching and learning, school theme, and curriculum development; creating authentic assessment opportunities; developing extended learning opportunities through internships, mentoring, and service learning experiences; supporting student engagement; and providing critical academic and social supports that lead to student development and preparedness for learning. The role of partners in the creation of New Schools remains central to this third round of the initiative.

To reweave public education into the many communities of New York City, the NCHSI consortium recognizes the need to develop a broad community engagement strategy that involves key stakeholders from the school community (students, parents, educators and the local community including leaders in the civic, religious, business, and electoral community in the creation, support and advocacy around small schools. Key components of this strategy must include a campaign to promote awareness of the value of small schools and the rationale for the NCHSI; a process for input from key stakeholders to build and maintain public support and endorsement for the NCHSI at the school creation and implementation stages of the initiative and a process for active involvement of the

community in the school creation and support process as partners in the reform effort. Without a significant commitment to public engagement, small schools risk exacerbating the general public skepticism of the public education system's ability to serve all students effectively and equitably.

**PART II      General Information on Submitting a Proposal for Implementation Grants**

**Submission of Proposals and Deadlines**

Planning teams must submit twelve (12) copies of the entire proposal, including all attachments, to the Regional Superintendent (see chart below) and the Regional Core Planning Team (RCPT) no later than 3:00 PM on Friday, January 16, 2004. Individual proposals are limited to thirty (30) pages, excluding the budget, timetable, and attachments. Individual planning-team proposals submitted directly to New Visions will not be accepted.

<b>Region</b>	<b>Regional Superintendent</b>	<b>Contact Information</b>
1	Irma Zardoya, Superintendent 1 Fordham Plaza, Bronx, NY 10458	Yolanda Cotto (718) 863-4520
2	Laura Rodriguez, Superintendent 1230 Zerega Avenue Bronx, NY 10462	Peter Steinberg (718) 828-5768
4	Reyes Irizarry, Superintendent 28-1 Queens Plaza N. Queens, NY 11101	Fern Berenberg (718) 636-5800
5	Kathleen M. Cashin, Superintendent 82-01 Rockaway Blvd. Queens, NY 11416	Amote Sias (718) 642-5858
6	Gloria Buckery, Superintendent 5619 Flatlands Avenue Brooklyn, NY 11234	Judy Garcia (718) 636-5800
9	Peter Heaney, Superintendent 333 7 <sup>th</sup> Avenue New York, NY 10001	Marcia Shelton (212) 356-3773

After a review process they establish with their respective teams, the Regional Superintendent, on behalf of the Department of Education (DOE) Region and its RCPT, will submit twelve (12) copies of each recommended proposal, including all attachments.

Regional Superintendents should submit recommended proposals to New Visions no later than 3:00 PM on Monday, February 9, 2004 to:

**2004 NCHS Proposals  
New Visions for Public Schools  
96 Morton Street (6<sup>th</sup> Floor)  
New York, NY 10014**

Only proposals recommended by the Regional Superintendents from these regions will be considered for funding by the New Century High Schools Consortium.

## **Grant Awards**

The Consortium will award grants to the partnerships responsible for overseeing implementation of new school designs of up to \$1,000 per pupil at projected total capacity for the new secondary school or \$400,000, whichever is less. The grant period will cover the length of time required for full implementation or four years, whichever is shorter. NCHSI grant funds are supplementary dollars to the Department of Education's allocation of school start up funds provided to all new schools and the regular per student allocation that pays for Department of Education staff. Specific requirements affecting the use of grant funds will be provided separately. Grant funds will be used by the recommended school and partnering organization to support the implementation plan and the budget should be proposed collaboratively by the designated representatives of the school and the partnering organization. Each partnership's designated lead agency will serve as the fiscal agent and must possess its 501(c)(3) non-profit status.

## **Sustainability of the Partnership**

Partnership in the New Century High Schools Initiative is a strengths-based model that requires integration of the partnering organization into the day-to-day life of the school, a staffing presence that impacts the teaching and learning, the offering of extended learning and support opportunities, and an impact on the overall culture and climate of the school. As such, it is expected that representatives of the partnership (the region, the school, and the partnering organization) be proactive in their planning for the programmatic and financial sustainability of the partnership once grant funds end. It is expected that the partners provide in-kind contributions to support their involvement in the school, that the school use its public funds to support the partnership, and that there be a shared commitment to identify additional resources to support and strengthen the involvement of the partner.

Proposals will be analyzed for the alignment of the submitted budget with the school concept and its long term sustainability.

## **Required Grant Match**

The Consortium requires the Department of Education to provide a one-to-one match of its grant support. Funds qualifying for the match may come from public (federal, state and/or local) and/or private sources and may include new and redeployed public and private funds, including DOE new school start-up funds. In-kind resources such as supplies, space or equipment may not be used to fulfill the match requirement.

## **Review Process and Decisions**

Proposals recommended for consideration by the Regional Core Team will be submitted by the Regional Superintendents to the New Century High Schools Core Team comprising representatives from the New York City Department of Education, New Visions for Public Schools, the United Federation of Teachers, and Council of

Supervisors and Administrators, and the funding organizations, no later than February 9, 2004. The recommended proposals will be reviewed and scored by external reviewers, a national selection advisory committee comprising experts in school reform, secondary school education, and youth development. Final decisions will be made by members of the NCHSI Core Team after reading the recommended proposals, reading the reviewers' comments and scores, and interviewing the recommended teams. The NCHSI Core Team may request additional information or clarification from either the Regional Superintendent or individual planning-teams. Grants will be announced by March 17, 2004.

### **Technical Assistance**

New Visions for Public Schools ("New Visions") will provide technical assistance for the completion of the concept paper and the implementation proposal and professional development opportunities related to small school creation and should serve as a resource for planning-teams.

### **Learning Networks**

Each planning team receiving NCHSI implementation funding and its subsequent implementation team will be expected to participate in a New Century High Schools Learning Network that will generate and share knowledge about secondary school reform at the regional, school, and community level with representatives of the local and national school reform movement . The purpose of this network is:

- to promote learning across New York City,
- to support the regions in developing plans to expand the impact of the new schools to other students and schools in the region, and
- to learn from and contribute to similar efforts across the nation

The learning network will offer consultant assistance to participating regions and partnerships and will provide opportunities for developing action research projects, for conducting inter-visitation, and for disseminating best practices.

### **Evaluation**

The New Century High Schools Initiative includes a formal evaluation of high school reform strategy and activities at the school, region, and community levels conducted by Policy Studies Associates, the independent contractor selected by the Consortium. The New Century High Schools Initiative also participates in a national study on secondary school reform conducted by SRI International. As a condition of the grant, all recipients of implementation grants will be required to cooperate in the independent evaluation, including interviews of school planning teams, surveys of key constituencies of the region and schools, and school visits and classroom observations.

## **Space Planning**

As part of its overall planning the Regional Superintendent, together with the Department of Education's Office of New School Development and New Visions for Public Schools, will develop a space utilization plan for the facilities included in the New Century High Schools Initiative. This utilization plan, submitted as part of the separate Regional proposal, will include the impact of new school creation on the capacity and utilization of existing large and small schools in the Region, expected deflections to other schools within the region or city-wide resulting from the creation of small schools, and proposed building plans for the small school's growth to full enrollment. This Regional proposal will describe all steps the Region and/or the Department of Education are taking to mitigate the adverse impact of school creation on overcrowding in existing facilities.

## **Inquiries**

For further information please call the Regional contact person listed in the chart above.

### **Part III      Proposal Application New Century High Schools Consortium- Phase II**

Proposals should be single-spaced with double-spacing between paragraphs and use a 12-point standard font. The body of the proposal may not exceed 30 pages.

#### **Application Cover Page**

#### **Proposal Executive Summary**

State the mission of the school and summarize the components of the school design that are most essential to achieving its mission. Please address how all of the constituents of your school community will contribute to the creation of an academically rigorous program that integrates the academic and social supports necessary for students to be challenged, have a voice in their education, and meet graduation requirements.

#### **The Proposal (up to 30 pages)**

##### **A. Engagement of Constituencies – Collaborative Proposal Development**

Identify the roles and responsibilities of team members during the planning process. Analyze the critical lessons that emerged regarding the creation and implementation of your school and discuss the impact these lessons had on the development of your action plan. Include in your discussion structures the team will utilize to guarantee the continued input of the various constituencies during the implementation phase of your school plan.

##### **B. School Plan**

The categories and guiding questions in this section are aligned with the “Characteristics of Effective Secondary Schools in the 21<sup>st</sup> Century” described in Part I and the rubric accompanying the RFP. The purpose of this section is for planning teams to make a clear and persuasive case to the readers that the school plan being presented has been collaboratively designed and will result in an academically rigorous school community that provides the academic and social supports necessary to prepare every student for post-secondary options. Successful plans can present innovative secondary school designs and need not be limited to typical or well known configurations (e.g., transitional, non-graded, and 6-12 grade secondary schools will be considered).

Please provide concrete details and examples in each category.

**Mission:** State the mission of the school, including what students will know and be able to do by the time they leave the school, as well as the school community’s core values and beliefs. The mission statement should be clear and concise – readily

accessible to all relevant audiences including students, families, school and partner organization staff, and community residents.

**School Culture:** Identify routines, rituals, and events proposed for the school community and describe how these practices will promote a school culture that supports the core beliefs and values articulated in the school's mission.

**Rigorous Instructional Program:**

- 1. Standards and Curriculum:** Provide an overview of the four-year course of study proposed for students attending your school. Include the content and performance standards that, in addition to the Regents requirements, the school will require its graduates to meet. Provide a rationale for why these requirements are essential to the mission of the school. Explain how the proposed curriculum connects to and builds upon the core content areas and supports and enables students to meet the requirements.

In developing this section, teams should consider:

- How the theme or focus of the school will help to unify and support the core content areas
- The alignment of the curriculum with NCCE and mathematics mandates for entering ninth grade students
- The role of students, parents, and school and partner staff in contributing to the content of school curricula

- 2. Teaching and Learning:** Identify and describe the key pedagogical approach that will serve as the spine of all teaching and learning in the school. How does this school-wide pedagogical approach promote in-depth and inquiry-based teaching and learning?

This section should also include:

- Evidence of high expectations and support for all students including English Language Learners, students with special needs, and students entering above, on, and below grade level to meet graduation requirements
- Teaching practices, classroom routines, and school-wide support systems that will be implemented to ensure the success of all students, including those with specific learning needs
- The integration of youth development principles into the daily learning experiences for students
- Possible extended learning experiences the lead and collaborating partners can provide

- 3. Literacy and Numeracy:** Identify and discuss strategies, including the NCEE and mathematics mandates, proposed by the team to develop the literacy and numeracy skills of its students. Include any school resources that are not classroom-based, opportunities available through lead and collaborating partners, or examples of the integration of skills development into the in-depth and inquiry-based teaching that support literacy and numeracy development.
- 4. Assessment:** In addition to the Regents Exams, identify and describe the types of regular and ongoing performance assessments and school-wide data used by educators in the school to evaluate student progress, measure student mastery of standards, and evaluate the effectiveness of the academic program. Include specific points during the school year for faculty review of the available data and times that the school community will communicate the results of student assessment to students and parents.

**Professional Development:** Include a draft of the school’s professional development plan – April 2003 to August 31, 2003 and September 2003 to June 2004. The plan should include the calendar and proposed topics. It should describe how the professional development offered supports teachers and partner staff in expanding their knowledge of the pedagogical approach described above, developing their practice, and improving student outcomes. The plan must also address the need for all staff members to understand and implement best practices for supporting the success of English language learners, students with special needs, and students not meeting literacy and numeracy standards.

### **School Design**

- 1. School Organization/Schedules:** This section should be aligned with the academic program outlined in the “School Plan” section of your proposal and include:
  - A typical schedule for a teacher in your school that addresses the unique program at your school.
  - A typical schedule for a first and second year student that indicates the amount of contact time devoted to the student’s learning experiences during and after school. Indicate where lead partner and collaborating partner staff will be involved.

In developing this section, address:

- The assumptions that guided your scheduling decisions
- New York State high school promotion and graduation requirements
- Alignment with the NCEE and Math A mandated programs
- Unique activities important to the school’s mission and culture
- Academic and social support structures for a personalized learning environment

- 2. Staffing Plan:** Discuss the fundamental skills, knowledge, attitudes, and beliefs of ideal candidates for a teacher in your school. Include a generic job description.

Develop an organization chart for the first and second year of your school. List the titles of the DOE and partner organization staff, funding source (DOE, NCHSI, or other), and major responsibilities for each title. List all of the instructional, guidance, support, and administrative positions.

This section should include the proposed composition of the hiring committee, procedures for disseminating the school's mission and vision, and strategies for recruiting prospective faculty and staff members.

- 3. Student Recruitment:** Outline the student recruitment plan and the role of the various constituencies in the process. This section should include procedures for disseminating the school's mission and vision to families and the strategies the team will use to ensure that there is equity in admissions and that students admitted into the school reflect a true representation of the students from the region.

### C. School Leadership Capacity

- 1. School Leadership:** Discuss the fundamental skills, knowledge, attitudes, and beliefs of the ideal candidate to lead your school. Include the team's views on how the leader is expected to maintain a school-wide focus on achievement and improvement of teaching and learning and how the leader is expected to foster collaborative decision-making.

Provide a job description, prepared in accordance with Department of Education criteria for instructional leadership and CSA guidelines, that includes the qualifications of successful applicants for the school leadership.

- 2. Lead and Collaborating Partners:** Describe and discuss the strengths of the lead partner in: developing curriculum; identifying and providing teaching resources and student support services; and, developing relationships with prospective students, parents, and communities. Include the expected impact of the partnership on student academic achievement and social development.
- 3. School Governance and Decision-Making:** Outline the roles of school leaders, staff, students, parents, and community members in the decision making process proposed for the school. What structures (e.g., school leadership team, standing committees, school-wide meetings, and focus groups) will be utilized during the implementation of the school?

### **Budget (See Attachment 1 for required Budget and Budget Narrative forms.)**

School-community partnerships may apply for grants of up to \$1,000 per pupil at projected total capacity for the new secondary school or \$400,000, whichever is less. The grant period covers the length of time required for full implementation or four years, whichever is shorter.

The grant budget and narrative must be submitted in the format found in Appendix 1. The forms can be downloaded from the New Visions for Public Schools website at [www.newvisions.org/newcenturyhs/bulletinboard/forms](http://www.newvisions.org/newcenturyhs/bulletinboard/forms). Grant budgets should be developed collaboratively by the proposed school leader and the lead partner and be aligned to the proposed educational plan. In developing the budget, teams must incorporate strategies to support the partnership. Allowable expenses include the use of grant funds to pay for teacher release time, to hire partner staff to work in the school, to support professional development of staff, and to meet other school expenses not covered by the DOE start up funds or the school's regular allocation. Any questions on completing the budget forms can be directed to Carol Geron, Project Accountant by phone at 212-545-5110, ext. 3027 by e-mail at [CGeron@newvisions.org](mailto:CGeron@newvisions.org).

### **Timetable for Implementing the School Design**

Considering all the elements of the school design plan, provide a timetable of major activities to implement each of the design components. Be specific about the activities but group them into three categories: Phase I – before the school opens; Phase II – the first year; Phase III – the second year. For example, clarify what professional development activities will be necessary before the opening of the school, what opportunities will be embedded in the first year and ensuing summer, and what activities should be initiated in Phase III, the school's second year?

**Check list for the  
APPLICATION  
to the  
NEW CENTURY HIGH SCHOOLS CONSORTIUM  
IMPLEMENTATION GRANT**

A complete application consists of:

**Original plus 12 copies of completed application and attachments**

\_\_\_ Application Cover Page

\_\_\_ Proposal Executive Summary

The Body of the Proposal

\_\_\_ Engagement of Constituencies – Collaborative Proposal Development

\_\_\_ School Plan

\_\_\_ School Leadership Capacity

\_\_\_ Grant Budget and narrative

\_\_\_ Timetable for Implementing the School Designs

Required Attachments

\_\_\_ Letter of Intent from the Lead Partner indicating acceptance of fiscal conduit responsibilities

\_\_\_ Audited Financial Statement from Lead Agency Partner

\_\_\_ Signature Page of School Planning Team members

Supplemental Materials

For further information contact the Regional contact listed on the chart in Part 2 or Ronald Chaluisan, Director of Small Schools, New Century High School Initiative, by phone at 212-645-5110, ext. 3015, or via e-mail at [LDavis@newvisions.org](mailto:LDavis@newvisions.org).



**2004 SCHOOL PROPOSAL APPLICATION**  
**Cover Sheet for the**  
**NEW CENTURY HIGH SCHOOLS CONSORTIUM**

**Proposed Name of School:** \_\_\_\_\_

**For Region:** \_\_\_\_\_

**Proposed grades:** \_\_\_\_\_

**Amount Requested:** \_\_\_\_\_

**Proposed Number of Students:** \_\_\_\_\_

**Please identify** (please print legibly or type)

\_\_\_\_\_  
Team Leader

\_\_\_\_\_  
Current Position

\_\_\_\_\_  
Address

\_\_\_\_\_  
Phone

\_\_\_\_\_  
Fax

\_\_\_\_\_  
E-mail

\_\_\_\_\_  
Executive Director of Lead Agency  
that will serve as fiscal conduit

\_\_\_\_\_  
Organization (Full Legal Name)

\_\_\_\_\_  
Address

\_\_\_\_\_  
Phone

\_\_\_\_\_  
Fax

\_\_\_\_\_  
E-mail

**School Contact (if different from the team leader)**

\_\_\_\_\_  
Contact

\_\_\_\_\_  
Position

\_\_\_\_\_  
Address

\_\_\_\_\_  
Phone

\_\_\_\_\_  
Fax

\_\_\_\_\_  
E-mail

**Lead Agency Contact (if different from the Executive Director)**

\_\_\_\_\_  
Contact

\_\_\_\_\_  
Position

\_\_\_\_\_  
Address

\_\_\_\_\_  
Phone

\_\_\_\_\_  
Fax

\_\_\_\_\_  
E-mail

**PLANNING TEAM SIGNATURE PAGE**

Name & Signature	Organization	Position/Role	Telephone/E-mail
Name & Signature	Organization	Position/Role	Telephone/E-mail
Name & Signature	Organization	Position/Role	Telephone/E-mail
Name & Signature	Organization	Position/Role	Telephone/E-mail
Name & Signature	Organization	Position/Role	Telephone/E-mail
Name & Signature	Organization	Position/Role	Telephone/E-mail
Name & Signature	Organization	Position/Role	Telephone/E-mail
Name & Signature	Organization	Position/Role	Telephone/E-mail
Name & Signature	Organization	Position/Role	Telephone/E-mail
Name & Signature	Organization	Position/Role	Telephone/E-mail
Name & Signature	Organization	Position/Role	Telephone/E-mail
Name & Signature	Organization	Position/Role	Telephone/E-mail
Name & Signature	Organization	Position/Role	Telephone/E-mail
Name & Signature	Organization	Position/Role	Telephone/E-mail
Name & Signature	Organization	Position/Role	Telephone/E-mail

