NC ACCESS Subgrant Program Application Recommendation
Bradford Preparatory School
June 8, 2020

Introduction

The North Carolina Department of Public Instruction (NCDPI) was awarded a Public Charter Schools Program (CSP) grant from the U.S. Department of Education (USDOE) of approximately $36,600,000. The CSP grant is being used to implement the North Carolina Advancing Charter Collaboration and Excellence for Student Success (NC ACCESS) Program\(^1\) to:

1. Increase the number of educationally disadvantaged students attending high-quality charter schools and expand the number of high-quality charter schools available to educationally disadvantaged students;
2. Develop a cohort of charter school leaders who can develop and demonstrate best practices in serving educationally disadvantaged students; and
3. Broadly disseminate best practices in serving educationally disadvantaged students and foster collaboration in the charter school community and between charter schools and traditional public schools.

The NC ACCESS Program has allocated the majority of the CSP funds to advance Priority 1 listed above through school-level subgrants, though subgrant recipients must also demonstrate a desire to share best practices with both charter schools and traditional public schools. The NC ACCESS Program will run a competitive subgrant application process annually and award subgrants to North Carolina charter schools that propose a comprehensive plan to increase the number of educationally disadvantaged students attending high-quality charter schools and expand the number of high-quality charter schools available to educationally disadvantaged students.

This recommendation report includes the following information:

1. **Procedural History**: A review of the procedural steps taken by the applicant and NC ACCESS Program team to ensure a consistent application and evaluation process. (p. 3)
2. **Conclusion and Recommendation**: The NC ACCESS Program recommendation to approve or deny the subgrant application. (p. 3)
3. **Summary of the Application**: A brief description of the applicant’s proposed enrollment and funding request. (p. 4)
4. **Summary of the Evaluation**: A summary of the overall evaluation of the subgrant application by the Review Committee, including section ratings and application strengths and areas of concern. (p. 5-6)
5. **Exhibits**: Additional documentation pertinent to the recommendation. (p.7)

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\(^{1}\) [https://www.dpi.nc.gov/students-families/innovative-school-options/charter-schools/nc-access-program](https://www.dpi.nc.gov/students-families/innovative-school-options/charter-schools/nc-access-program)
Overview of the Evaluation Process

The NC ACCESS Subgrant Program is a competitive application process designed to award funding for North Carolina charter schools that propose to serve an increased number of educationally disadvantaged students. Each subgrant application has been reviewed by a committee of NC ACCESS Program team members and trained external evaluators. Applications were evaluated using the approved NC ACCESS Program subgrant application scoring rubric.²

The subgrant application for Bradford Preparatory School was evaluated by a Review Committee consisting of the following individuals:

<table>
<thead>
<tr>
<th>Evaluator</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Danielle Allen</td>
<td>External Evaluator</td>
</tr>
<tr>
<td>Dr. Darian Jones</td>
<td>Consultant, Office of Charter Schools</td>
</tr>
<tr>
<td>Dr. Barbara O’Neal</td>
<td>Program Coordinator, NC ACCESS Program</td>
</tr>
</tbody>
</table>

All evaluations have been considered, and the recommendation made to the Charter School Advisory Board (CSAB) is based on the evidence provided by the applicant and all evaluations by the Review Committee. The CSAB will take all recommendations, evaluations, application materials, and due diligence into account and make a recommendation for the approval of subgrants to the State Board of Education (State Board). The State Board will determine the final approval of all subgrant awards.

A subgrant application that merits a recommendation for approval should present a clear, realistic picture of how the charter school expects to successfully implement the proposed plans to increase the number of educationally disadvantaged students attending high-quality charter schools and expand the number of high-quality charter schools available to educationally disadvantaged students. In addition to meeting the criteria that are specific to each section, each part of the proposal should align with the overall mission, budget, and goals of the subgrant application and NC ACCESS Program.

Recommendations for approval or denial are based on the completed application which includes school information, signed assurances, enrollment projections, education plan, operations plan, budget, budget narrative, logic model, and appendices. The enrollment projections, education plan, operations plan, budget, budget narrative, and logic model are scored out of a possible one hundred (100) points. Applicants must score at least eighty (80) points to meet the standard and to be considered for a recommendation for approval. Applications that do not meet the standard in all sections as evidenced by the summary review ratings will be deemed not ready for approval.

**Procedural History**

The following outlines the steps completed by Bradford Preparatory School (Applicant), the NC ACCESS Program team, and the Review Committee to ensure an objective, transparent, and comprehensive application evaluation process:

1. The Applicant submitted a Letter of Intent (LOI) to the NC ACCESS Program prior to the deadline on January 15, 2020 indicating interest in applying to the NC ACCESS Subgrant Program.
2. The LOI was reviewed and the Applicant was designated as “Eligible” to complete a full subgrant application. The Applicant was notified of their eligibility status via email.³
3. The CSAB was notified of the Applicant’s eligibility status via emailed report on January 27, 2020.
4. The Applicant submitted a full subgrant application in Epicenter prior to the deadline on March 1, 2020.⁴
5. The NC ACCESS Program Review Committee evaluated the full subgrant application using the approved NC ACCESS Program subgrant application scoring rubric.⁵
6. A final recommendation was drafted based on the completed evaluations by Review Committee members.

**Conclusion and Recommendation**

Bradford Preparatory School submitted an application for an Expansion subgrant for implementation beginning in the 2020-2021 school year. The application and evaluation summaries for the subgrant application submitted by Bradford Preparatory School begin on page four (4) of this document. Based on the procedural history and the comprehensive evaluation of the Review Committee using the approved NC ACCESS Program subgrant application scoring rubric, the NC ACCESS Program team recommends Bradford Preparatory School be awarded an Expansion subgrant for the 2020 application cycle.

<table>
<thead>
<tr>
<th>Subgrant Application for Bradford Preparatory Academy:</th>
<th>RECOMMENDED FOR APPROVAL</th>
</tr>
</thead>
</table>

Dave Machado, Director
Office of Charter Schools

6/8/20

³ See Exhibit A.
⁴ See Exhibit B.
⁵ See Exhibit C.
Summary of the Application

School Name: Bradford Preparatory School
Location of School: Mecklenburg County
CMO/EMO: N/A
Subgrant Type: Expansion

Projected Enrollment:

<table>
<thead>
<tr>
<th>Subgrant Year</th>
<th>Grade Levels Served</th>
<th>Total Student Enrollment</th>
<th>Total ED Student Enrollment</th>
<th>ED Enrollment Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2020-2021</td>
<td>K-12</td>
<td>1491</td>
<td>448</td>
<td>30%</td>
</tr>
<tr>
<td>2021-2022</td>
<td>K-12</td>
<td>1530</td>
<td>505</td>
<td>33%</td>
</tr>
<tr>
<td>2022-2023</td>
<td>K-12</td>
<td>1530</td>
<td>535</td>
<td>35%</td>
</tr>
<tr>
<td>2023-2024</td>
<td>K-12</td>
<td>1530</td>
<td>566</td>
<td>37%</td>
</tr>
<tr>
<td>2024-2025</td>
<td>K-12</td>
<td>1530</td>
<td>612</td>
<td>40%</td>
</tr>
</tbody>
</table>

Requested Funding Amount: $1,248,789.82
Recommended Funding Amount: $700,000

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6 The NC ACCESS Program reserves the right to recommend less subgrant funding than officially requested by an applicant based on the strength of the application, projected growth, the activities and justifications provided, past academic, operational, and financial performance, and other due diligence. The CSAB and State Board will make recommendations and approvals based the “Recommended Funding Amount”. The NC ACCESS Program will conduct a final budget review with each awarded school and approve all final budgets prior to the reimbursement of any funding.
Summary of the Evaluation

In accordance with the NC ACCESS Program subgrant application scoring rubric, “in order to pass the review, applicants must (a) meet all criteria in sections (I), (II), and (VII); and (b) score at least eighty (80) combined points between sections (III), (IV), and (V). Section (VI) will be used to determine priority if there are more eligible applications than subgrant awards.”\(^7\) The review committee’s average rating for each section of the application are as follows:

<table>
<thead>
<tr>
<th>General Standards</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section I – Application Contact Information</td>
<td>Complete □ Incomplete □</td>
</tr>
<tr>
<td>Section II – Assurances</td>
<td>Complete □ Incomplete □</td>
</tr>
<tr>
<td>Section VII – Certification</td>
<td>Complete □ Incomplete □</td>
</tr>
</tbody>
</table>

**Total (all sections must be complete to pass)**
Pass □ Fail □

<table>
<thead>
<tr>
<th>Technical Standards</th>
<th>Points Possible</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section III – Application Narrative (A, B, and C)</td>
<td>70</td>
<td>58</td>
</tr>
<tr>
<td>Section III (D) – Student Transition Plan</td>
<td>Complete □ Incomplete □</td>
<td></td>
</tr>
<tr>
<td>Section IV – Budget, Budget Narrative, and Logic Model</td>
<td>30</td>
<td>25</td>
</tr>
<tr>
<td>Section V – Competitive Preference Standards</td>
<td>Up to 12</td>
<td>0</td>
</tr>
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**Total (must receive at least 80 points to pass)**

100 □ 83 □

<table>
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<tr>
<th>Priority Standards</th>
<th>Standards Possible</th>
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<tr>
<td>Section VI – Priority Consideration Status</td>
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**Overall Application Status**

<table>
<thead>
<tr>
<th>Rating</th>
<th>Status</th>
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</thead>
<tbody>
<tr>
<td>Pass with Priority</td>
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</tr>
<tr>
<td>Pass</td>
<td>□</td>
</tr>
<tr>
<td>Fail</td>
<td>□</td>
</tr>
</tbody>
</table>

\(^7\) [https://files.nc.gov/dpi/documents/charterschools/ncaccess/scoring-rubric.docx](https://files.nc.gov/dpi/documents/charterschools/ncaccess/scoring-rubric.docx)
The review committee recommends that the subgrant application for Bradford Preparatory School be approved based on the following evaluation:

**Strengths**

The applicant indicated that for the 2019-2020 school year, they have a total of 26% educationally disadvantaged students, including a self-reported 15% economically disadvantaged population, 10% of students with disabilities, and 1% of English learners. Subgrant funds will be used to increase the number of economically disadvantaged students and English learner population. The applicant is proposing a goal of 40% for all educationally disadvantaged students, though the overall school expansion small.

The applicant effectively demonstrated that the proposed program uses innovative methods, focusing on the whole child, to provide quality education in a responsive learning environment. The school also provides emotional and physical education and a variety of activities and programs that expose students to art, music, community service, and other cultural events.

The applicant effectively demonstrated that they have several partnerships that help support staff and students in a variety of ways. In the past, the applicant has worked with the Young Black Leaders Alliance to help support the mentoring process by providing data analysis of the school culture and providing training for staff who are mentors for students.

The applicant provided a strong marketing and recruitment plan. During 2020-2021, they will hire a part-time family engagement coordinator who will begin to create relationships with current educationally disadvantaged students and families.

The applicant will provide the Lost Boys training that focuses on how to better educate boys in the classroom. This training will be the first step in addressing the goal around improving discipline data. Equity training and Culturally Responsive Teaching and Instruction will provide several trainings from the Educational Equity Institute.

**Weaknesses**

The applicant describes the discipline and climate philosophy for student subgroups in vague terms and does not specifically outline supports that will be provided for students with disabilities.

The applicant does not clearly state how many students they anticipate feeding every day, and the specific cost of providing these lunches. The $25,000 revenue from the current hot lunch plan may not be enough to cover the cost of providing lunch for the increased educationally disadvantaged enrollment.

The applicant does not describe a clear plan for informing and educating parents on school policies, procedures, and programming. The plan described for parent engagement does not describe efforts to recruit parents, particularly those of educationally disadvantaged students, aside from the creation of a diversity committee.
Exhibit A: NC ACCESS Program Eligibility Notification
January 16, 2020

VIA EMAIL

Kelly Painter, Head of School
Bradford Prep School
2502 Salome Church Road
Charlotte, NC 28262
Kelly.Painter@BradfordPrep.org

Dear Ms. Painter,

Thank you for your interest in the NC ACCESS Subgrant Program and for submitting a Letter of Intent (LOI). We are grateful for your commitment to the students of North Carolina. After a review of the LOI, eligibility criteria, and school performance data, Bradford Prep School has been designated as eligible to apply for an Expansion subgrant for implementation beginning in the 2020-2021 school year. The Charter Schools Advisory Board (CSAB) will be notified of the eligibility status of all applicants on February 10, 2020.

Due to Bradford Prep School’s designation as eligible, Bradford Prep School may move forward and submit the full subgrant application. As a reminder, completed applications are due in Epicenter by 5:00pm (EST) on March 1, 2020.

The NC ACCESS team will ensure you have access to the application portal in Epicenter and will contact you if any additional information is needed.

Please reach out to the NC ACCESS team at NCACCESS@dpi.nc.gov or (919) 807-3981 if you have any additional questions and visit the NC ACCESS page of our website for application and guidance materials and training information.

Sincerely,

Dave Machado, Director
Office of Charter Schools

DM/JW
Exhibit B: NC ACCESS Program Subgrant Application
North Carolina Advancing Charter Collaboration
and Excellence for Student Success (NC ACCESS) Program
Request for Application

Due by 5:00 pm (EST), March 1, 2020

North Carolina Department of Public Instruction
Office of Charter Schools
301 N. Wilmington Street
Raleigh NC 27601-2825
919-807-3491

Mailing Address:
6307 Mail Service Center
Raleigh, NC 27699-6307

Updated September 2019
PUBLIC SCHOOLS OF NORTH CAROLINA  
State Board of Education | Department of Public Instruction

NC ACCESS PROGRAM SUBGRANT APPLICATION

Application Deadline  
5:00 p.m. (EST) March 1, 2020

APPLICATION SPECIFICATIONS

GENERAL INFORMATION
All applications must be submitted using the online portal and applicants are to use the following specifications:

1. Any required appendices should be clearly titled, include page numbers (i.e. Appendix A and page numbers as- A1, A2, B1...), and submitted with the rest of the application as a one, full PDF document.
2. Review all elements of your application for completeness before submitting. An incomplete application will result in the elimination of the application. There will not be any opportunity to correct and resubmit.
3. Late submissions will not be accepted. No exceptions.

Ensure the account credentials provided for Epicenter work and you understand the submission process prior to uploading your final application documents.

SUBMISSION REQUIREMENTS
The NC ACCESS Program team will provide technical assistance for applicants throughout November 2019 – March 2020. Please visit the Office of Charter Schools website for information about scheduled trainings and support. Applications must be filed electronically through Epicenter no later than 5:00 p.m. (EST) on March 1, 2020.

To apply, complete and submit the following application items in the order listed below in one combined PDF document:

I. Applicant Contact Information
II. Signed Assurances
III. Application Narrative (no more than twenty (20) pages)
   a. Enrollment Projections
b. Education Plan  
c. Operations Plan  
d. If applicable, a school closure plan (no more than five (5) additional pages)

IV. Budget, Budget Narrative, and Logic Model  
a. Budget, using NC ACCESS Budget template  
b. Budget Narrative (no more than five (5) pages)  
c. Logic Model, using NC ACCESS Logic Model template

V. Competitive Preference Standards (optional)  
VI. Priority Consideration Status (optional)  
VII. Certification  
VIII. Subgrant Application Appendices

FORMATTING REQUIREMENTS  
Please adhere to the following formatting requirements:  
1. Complete all application narrative, budget narrative, competitive preference standards, and priority consideration standards within the space provided in this application.  
2. Use the NC ACCESS Program templates provided to complete the budget and logic model.  
3. Number all pages of the application narrative and any supporting documents.  
4. Use one-inch margins and a 11- or 12-point font for the narratives.  
5. Narratives may be single-spaced.  
6. Heed all page limits.  
7. An electronic version of the budget template must be submitted in addition to a pdf copy which must be included in the completed application pdf.

Only those parts of the application within the page limits will be judged as part of the subgrant competition.

MINIMUM SCORE AND RECOMMENDATION FOR APPROVAL  
Each application will be considered based on the totality of evidence provided. To pass the application review, applicants must (a) meet all criteria in sections (I), (II), and (VIII); and (b) score at least eighty (80) combined points between sections (III), (IV), (V), and (VI). Section (VII) will be used to determine priority if there are more eligible applications than subgrant awards. Passing the application review does not guarantee the awarding of a subgrant. The CSAB will make a recommendation to the State Board on subgrant awards and the State Board will determine final approval.
## I. APPLICATION CONTACT INFORMATION

<table>
<thead>
<tr>
<th>Charter School Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of charter school (Approved/Existing): Bradford Preparatory School</td>
</tr>
<tr>
<td>Mailing address (Street, Cty, State, Zip): 2502 Salome Church Road</td>
</tr>
<tr>
<td>Name of non-profit organization under which charter is/will be organized or operated: Bradford Preparatory School, Inc.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name of contact person: Kelly Painter</th>
<th>Title/Relationship to approved/existing school: Head of School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary telephone: 704-549-0080</td>
<td>Alternative telephone: 704-701-8132</td>
</tr>
<tr>
<td>E-Mail address: <a href="mailto:Kelly.painter@bradfordprep.org">Kelly.painter@bradfordprep.org</a></td>
<td>Website (if applicable): Bradfordprep.org</td>
</tr>
</tbody>
</table>

Name of county and local education agency (LEA) in which charter school is/will reside:
County: Mecklenburg LEA: CMS- Charlotte Meck Schools

Is or will the charter school be operated by an Education Management Organization (EMO) or Charter Management Organization (CMO): Yes ☐ No ☒

If so, please provide the name and list of all schools managed by the organization.

### Please indicate the subgrant category for which you are applying:

<table>
<thead>
<tr>
<th>Planning and Implementation</th>
<th>Implementation Only</th>
<th>Expansion</th>
<th>Replication</th>
</tr>
</thead>
</table>

## II. ASSURANCES

I, the undersigned, do hereby agree to comply with all assurances stated on pages 15-16 of this application.

![Signature]

Signature of Charter School Authorized Representative

Date: 02/28/2020
## Assurances

The charter school agrees to comply with all the following provisions:

1. Recipients will (i) annually provide the North Carolina Department of Public Instruction such information as may be required to determine if the charter school is making satisfactory progress toward achieving the stated objectives and (ii) cooperate with the U.S. Department of Education and the North Carolina Department of Public Instruction in evaluating the entirety of the NC ACCESS program.

2. Recipients will, for the life of the subgrant, participate in all data reporting and evaluation activities as requested by the U.S. Department of Education and the North Carolina Department of Public Instruction; this includes participation in any federal or state funded charter school evaluations or studies, final grant report documentation, and financial statements.

3. Recipients will comply with federal laws including, but not limited to, the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, section 504 of the Rehabilitation Act of 1973, and sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education Act.

4. Recipients will comply with all provisions of the Non-Regulatory Guidance—Public Charter Schools Program of the U.S. Department of Education, which includes the use of a lottery for enrollment if the charter school is oversubscribed.

5. Recipients operate (or will operate if not yet open) a charter school in compliance with all state and federal laws and that the charter school does not discriminate based on race, gender, national origin, color, disability, or age.

6. Recipients shall ensure that a student’s records, and, if applicable, a student’s individualized education program as defined in section 602(11) of the Individuals with Disabilities Act, will follow the student, in accordance with applicable law (P.L. 107-110, section 5208).

7. Recipients will comply with all provisions of ESSA, including but not limited to, provisions on school prayer, the Boy Scouts of America Equal Access Act, the Armed Forces Recruiter Access to Students and Student Recruiting Information, the Unsafe School Choice Option, the Family Educational Rights and Privacy Act (FERPA), and assessments [P.L. 107-110].

8. Internal Controls must ensure compliance with federal statutes, regulations, and terms of the award. Recipients will evaluate and monitor compliance, take prompt action when instances of noncompliance are identified, and safeguard protected personally identifiable information (PII).

9. Recipients possess the legal authority to apply for this grant; a resolution or motion has been adopted by the charter school’s governing body that authorizes the submission of this application, including all understanding and assurances contained herein, directing and authorizing the “charter school contact person/administrator” to act in connection with the application and to provide such additional information as required.

10. Recipients will ensure that the awarded grant funds will be spent or encumbered in accordance with the guidance outlined in the Allowable Use of Funds section of this application.
11. Recipients shall maintain accounting records and other evidence pertaining to costs incurred, with the provision that the records shall be kept available by the grantee during the grant period and thereafter for five full years from the date of final payment. The North Carolina Department of Public Instruction must be permitted to audit, review, and inspect the grantee's activities, books, documents, papers and other records relating to the expenditures of grant proceeds. The recipient further agrees to comply with all federal and state audit requirements and ensures that arrangements have been made to finance those mandatory audits.

12. Recipients are required to keep and maintain all equipment purchased with grant funds in accordance with federal law and regulations.

13. Recipients will ensure equitable program participation, as required under section 427 of the General Education Provision Act.

14. Recipients will comply with the lower-tier certification covering lobbying and debarment/suspension in 34 CFR Parts 82 and 85.

15. Recipients understand that if any findings of misuse of grant funds are discovered, project funds must be returned to the North Carolina Department of Public Instruction and that the North Carolina Department of Public Instruction may terminate a grant award upon 30 days' notice if it deems that the recipient is not fulfilling the funded program as specified in the approved grant application.

16. Recipients shall attend all mandatory meetings/trainings required by the North Carolina Department of Public Instruction.

17. Recipients agree that the lead administrator and a board member of the charter school will participate fully in all required activities of the NC ACCESS Fellowship program.

18. Recipients agree to onsite monitoring by the North Carolina Department of Public Instruction as necessary to ensure that the subgrant is used for authorized purposes, in compliance with Federal statutes, regulations, and the terms and conditions of the subgrant; and that subgrant performance goals are achieved.

19. Recipients agree to use financial management systems, including records documenting compliance with Federal statutes, regulations, and the terms and conditions of the Federal award, that are sufficient to permit the preparation of reports required by general and program-specific terms and conditions; and the tracing of funds to a level of expenditures adequate to establish that such funds have been used according to the Federal statutes, regulations, and the terms and conditions of the Federal award.

20. The applicant understands that, as articulated in the charter agreement, the renewal or revocation of the charter is based on the academic, operational, and financial performance of the school as outlined and reported through the NC Charter School Performance Framework.

21. The applicant understands that, as stated in the charter agreement, it has autonomy and flexibility in the planning, development, and implementation of the education program, including over budgetary and financial decisions.
III. APPLICATION NARRATIVE

In twenty (20) pages or less (single-spaced), please answer the following questions. If some of the information is well-articulated in your approved charter application, you are welcome to refer to the application and attach relevant sections in appendix E to this subgrant application. This application section is worth up to seventy (70) points.

A. Enrollment Projections (10 points)

Provide all projected enrollment estimates for the duration of the subgrant and explain the rationale supporting the enrollment projections. This application section is worth up to ten (10) points.

<table>
<thead>
<tr>
<th>Subgrant Year</th>
<th>Grade Levels Served</th>
<th>Total Student Enrollment</th>
<th>Number of ED* Students</th>
<th>Percentage of ED* Student Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>2020-2021</td>
<td>K-12</td>
<td>1491</td>
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<td>K-12</td>
<td>1530</td>
<td>612</td>
<td>40%</td>
</tr>
</tbody>
</table>

*Educationally Disadvantaged (ED) includes those who are economically disadvantaged, homeless or unaccompanied youth, English learners, students with disabilities, immigrant students, and migrant students.

A.1 Explain the rationale behind the projected enrollment figures above; specifically, how the projected numbers are both ambitious and feasible. (5 points)

For the 2019-2020 school year, we have a total of 26% educationally disadvantaged students, including a self-reporting 15% economically disadvantaged, 10% of students with disabilities, and 1% English learners. We will use the subgrant funds to increase our educationally disadvantaged students and our English learner population. We will implement a weighted lottery for these two groups starting in the 2021 lottery for the 2021-2022 school year. We will conduct a weighted for these two groups and we expect an increase of 4% for these two subgroups in the 2020-2021 school year and a total increase of 14% by the 2022-2025 school year. We have found that our families do not always self-report their financial information, with stronger reporting procedures, plus the implementation of the weighted lottery, we are confident that we will reach our 40% goal for all educationally disadvantaged students. Our focus is for our EDS percentage to reflect the percentages in the schools in proximity to Bradford Prep. Stoney Creek Elementary is within one (1) mile of Bradford, and their EDS population is 42%.

A.2 Describe how the school plans to implement a weighted lottery. (5 points)

We will implement a weighted lottery in February 2021 for the 2021-2022 school year. The Bradford Prep Board of Directors has started the process with the Office of Charter Schools to get the weighted lottery approved by the State Board of Education. This will allow the school to conduct a weighted lottery starting November 1st with our open enrollment period. This will allow for economically disadvantaged students and English Learners to have a weight if they apply for the weighted lottery. The weight will be two times the chance if they select the weighted lottery. If this weight does not help us reach our goal in the 2021-2022 school year, the school will then increase the weight the following year. We plan on having full State Board of Education approval by August for our weighted lottery.
B. Education Plan (30 points)

Provide responses to all the questions below regarding the education plan proposed by the school. Additional evidence may be provided in Appendix E. This application section is worth up to thirty (30) points.

B.1 Provide a General Education Provision Act (GEPA) statement demonstrating how the school has or will eliminate any and all barriers to enrollment for educationally disadvantaged students. (2 points)

As a public charter school, Bradford Prep is committed to removing barriers for education to serve all students. Historically, we have used operating budget funds to support low-income families and families that have English language learners to provide access to transportation, lunch, school supplies, and school uniforms. For the 2018-2019 school year, we subsidized approximately $15,000 in operating budget funds to ensure that our current economically disadvantaged students were able to access our educational programs and participate in activities. With the subgrant funds, we will expand our reach and significantly increase programs to ensure that all students, including educationally disadvantaged students, are given the same opportunities. The subgrant funds will allow us to create a more comprehensive communication process for current and prospective families as well as fund an extensive transportation program, additional intensive mental health supports, inclusive lunch program, and the addition of intensive math and reading enhanced learning programs.

B.2 Provide at least three (3) school-specific subgrant program goals. Subgrant goals must be SMART (specific, measurable, achievable, rigorous, and time-bound). (3 points)

Goal 1- By the end of the 2022-2023 school year, our K-12 discipline data, including all office referrals and minor write-ups, will mirror our racial, socioeconomic, and gender demographics. Discipline data will be tracked monthly using the Educators Handbook program. The data will be compared to the school’s current demographic data and presented at the monthly leadership and staff meetings.

Minor discipline referrals for the current school year (2019-2020)

<table>
<thead>
<tr>
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<th>Girls</th>
<th>White</th>
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Major discipline office referrals for the current school year (2019-2020)

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<td>22%</td>
<td>41%</td>
<td>38%</td>
<td>21%</td>
</tr>
</tbody>
</table>

Goal 2- By the beginning of the 2023-2024 school year, we will purchase one bus that will be used to provide daily transportation for students.

Goal 3- By the end of the 2024-2025 school year, Bradford Prep teaching staff and administrators will participate in annual diversity training that focuses on supporting all students. The training curriculum will be based on trends reflected in our school-wide discipline data. We will conduct an annual survey with teachers and students to gauge the perception of the support regarding discipline and school culture.

Goal 4- By the end of the 2022-2023 school year, 80% of the 2nd-6th grade students will participate in the enhanced learning program for a minimum of five (5) months and grow at least one level in their overall reading score based on the student’s monthly Istation reading reports (see appendix E.1 for the Istation Reading Level Chart and a sample student reading report).

Goal 5- By the end of the 2021-2022 school year, 75% of the 5th-9th grade students who participate in the intensive research-based math intervention program for a minimum of six (6) months will score Proficient on the state EOG or EOC test.
B.3 Describe how the school’s academic program is or will be specifically tailored to meet the needs of educationally disadvantaged students. Include specific strategies the charter school currently uses or plans to use to serve educationally disadvantaged students. (10 points)

Bradford Preparatory School uses innovative methods, focusing on the whole child, to provide quality education in a responsive learning environment. We challenge students to develop critical thinking skills, creativity, and communication skills required for success in college and the workplace. Our school community, including the students, teachers, administrators, parents, Board of Directors, and other community members work together to support the students in a way that invites learning to become a lifelong endeavor.

We provide all our students with the emotional and physical education they need to be healthy, along with a variety of activities and programs that expose them to art, music, community service, and other cultural events. At Bradford Prep, we provide the staff, the resources, and support needed so that our students can experience our full educational programs. We currently offer assistance that supports our families so that they have access to educational programming through the general operating fund. We offer financial aid for field trips and other experiences throughout the year, and we provide school uniforms and school supplies to families in need. We fully fund many of our educational opportunities for students, including participation in our year-long community service program and our school-wide mentoring program. We financially support clubs, extra-curricular activities, and our athletic program so that these opportunities are all accessible to all students. As a school, we have tried to better support our families. Still, we have experienced a barrier in reaching our current ED population due to the concern of families and their willingness to share information that they feel may create a negative outcome. For the 2020-2021 School year, we have an intentional communication process in place that will help us increase communication and provide the data needed to support our families more effectively. We will use subgrant funds to create a more streamlined way to communicate our ability to provide free lunch and transportation for those that have the need, as well as our ability to cover additional educational costs, including the fees to participate in the Dual Enrollment Program. Currently, we have five (5) school counselors on staff that provide support for all of our students. We also bring in additional outside support by contracting with counselors who conduct specific counseling groups to our adolescent boys. In the 2020-2021 school year, we will expand this to include two (2) additional contracted counselors that will provide several groups for our students as well as intensive individual counseling, as needed, for students who cannot access this service outside of school.

At Bradford Prep, our students participate in a rigorous academic program, attend art, music and Spanish classes weekly, and participate in daily physical education and recess. Our students take three-five (3-5) field trips a year, starting in kindergarten. These trips expose our students to a wide variety of off-site experiences that support what they are learning in the classroom. They also receive the enriched Core Knowledge curriculum that focuses on art, science, history, and global topics. By attending Bradford Prep, our students are given the opportunity to receive an amazing educational experience, no matter where they come from and what background they bring to us.

As a school, we implement a variety of strategies that focus on ensuring all students have access to our academic programs. We fully implement a school-wide MTSS process, which allows us to focus on providing a differentiated core and several levels of academic and behavior interventions for students who are not responding to the core. During the MTSS process, the team reviews all student data, including academic and behavior data, as well as individual student demographic data, including race, gender, and socioeconomic status. This process allows us to ensure that all students are accessing the core curriculum and receiving additional support if needed, to effectively and successfully access our full educational program. We have interventionists, reading specialists, behavior specialists, and counselors that provide support to students as needed. Beginning for the 2020-2021 school year, we
will implement a reading enhanced learning program and an intensive math intervention program. The reading enhanced learning program will provide intensive reading instruction and support for students who are not on grade level in grades 2-6. This program will target the specific reading area that is the root cause of the gap in their skills and the ability to be proficient in reading. The math intervention program will be an online researched-based program that provides individualized math instruction for students who are not proficient in math. This program targets specific skills for students in grades 5-9. With the subgrant funds, we will purchase technology devices so that we can offer a one-to-one technology program starting in middle school. This will allow us to implement the math intervention program, along with other core reading and math programs. These programs will provide the support needed to ensure that there is a clear path for all our students to access our full educational program. 

Lastly, Bradford Prep is a brain-based learning school, which means we use the latest research-based strategies that focus on how the brain learns to create the academic culture of the school. Many of our enrichment programs were implemented based on the research that supports the optimal learning environment. These programs include weekly music, Spanish and art classes starting in kindergarten, daily physical education classes for all student’s kindergarten through tenth grade, daily outside recess for students in kindergarten through eighth grade, and school-wide community service and mentoring programs. All these programs provide our students with the enrichment and movement needed to stimulate their brains in the learning environment. We believe that with the subgrant funds, we will be able to provide additional training and brain-based learning opportunities with an emphasis on our economically disadvantaged and English learning population. Appendices E.2 and E.3 are articles that highlight research that support the use of brain-based learning strategies for all students, especially students of poverty. Appendix E.2 is an article titled *The Effects of Poverty on the Brain* by Eric Jensen, and appendix E.3 is an article titled *Brain-based Learning Theories* by Tracy Kane.

B.4 Explain how the charter school’s education plan compares to or differs from that of the local LEA(s). (5 points)

**Bradford Prep** provides an inclusive, rigorous, and enriched educational program for all students that focuses on meeting the needs of the whole child. Our unique program allows all students the opportunity to receive an education that is individual to their academic, social, and mental needs. Our curriculum and approach to learning are different from the Charlotte Mecklenburg Schools. We use the Core Knowledge Curriculum for our students in grades K-8. This rigorous project-based curriculum focuses heavily on science, history, and global topics. In grades K-5, we use the Singapore Math curriculum, which is a student-centered, hands-on rigorous math curriculum. Singapore Math encourages students to use hands-on materials and critical thinking to solve high-level math problems. Starting in 6th grade, we use the Springboard Math curriculum, which is created by the College Board. The idea behind this curriculum mimics that of Singapore Math and provides a level of rigor that prepares our students for our college prep high school and AP courses. In our K-4 program, our students do not have grades or homework. Our teachers use a variety of assessments to collect data that is used to help our students understand their strengths and weaknesses in their academics. These skills then carry over to our middle and upper schools, where students are encouraged to be the leaders in their educational journey in a variety of ways.

At Bradford, we offer a unique program called ENRICH. This program was created to allow our teachers the opportunity to have dedicated times to teach our students the life and soft skills that they need to be successful in college and society. In our lower school, our students participate in a daily morning meeting that focuses on character development, presentation skills, community service, and building classroom community. Starting in middle school our students participate in a weekly advisory program which is a small group setting of students with an advisor that uses a curriculum to address the needs of adolescents including conflict resolution, peer relations, bullying, social media issues and any specific topic that comes up in the discussion. We have several mental health school counselors available to
handle any situations that arise that are beyond the purpose of advisory. This program addresses the specific developmental needs of our students and makes these topics a priority in our school culture. This program provides our students with a unique opportunity that goes above and beyond what is offered in the Charlotte Mecklenburg Schools.

At Bradford Prep, we value the partnerships of all stakeholders, especially parents. Every quarter we schedule parent, student, and teacher conferences. We have a 98% participation rate in grades K-5 and an average 75% participation rate in grades 6-8. These conferences are a key part of our educational program and an integral part of our parent communication. These conferences provide an opportunity for our teachers and administrators to connect with parents in person regularly on a regular basis, which makes communicating about student progress a priority. The conferences are student-led, beginning in the 5th grade, which encourages our students to take responsibility for their learning and helps them practice their presentation skills. These conferences are built into our unique school calendar and are another way we differ from Charlotte Mecklenburg Schools, who typically offer one conference each year in grades K-5 and only offer conferences for students who are struggling in grades 6-12.

B.5 Describe the school’s discipline and school climate philosophy and how it supports the development of educationally disadvantaged students: (5 points)

At Bradford Prep, we have created a positive and connected school climate. We know our students individually, and we take the time to know their parents and families as well. This helps create a trusting environment where our staff, students, and parents talk openly about concerns. We address behavior by teaching our students how to behave and clearly defining our expectations. We talk about the "Bradford Way," and we create many opportunities to practice these skills. An article titled "Starting School at a Disadvantage" by Julia Isaacs (found in Appendix E.4) highlights the importance of understanding the poverty gap and how many of these students are lacking the school readiness skills. Our daily morning meeting in the lower school and our weekly advisory program in the middle and upper schools provide our staff a dedicated time to teach these missing skills and to reinforce the importance of using these skills in their daily lives. When students make a poor choice or show behaviors outside of our expectations, we work with them to learn and understand how to make the right choice and why it is important at Bradford. We use developmentally appropriate consequences as needed, but consequences are followed up by a conversation on how to move forward without making the same mistake again. Because of our intimate environment, our staff know our students very well, which helps our staff notice when students are having an "off day." This allows us to be more proactive instead of reactive with student behavior. By creating a safe environment, we can meet the needs of all our students, including our educationally disadvantaged students. With subgrant funds, we will be able to provide additional mentoring workshops for our students and staff, which will provide another avenue for relationship building. We will also focus on training that targets how to work with specific student groups and their behavior in relationship to their culture and the world around them outside of school.

B.6 Describe how the school's calendar supports the development of educationally disadvantaged students. (5 points)

At Bradford Prep, we have created our own unique school calendar with start and end times that we feel make the most sense for student’s health (please see appendix E.5 for a copy of our 2020-2021 school calendar). We run a traditional school calendar that provides families with breaks throughout the year. We also offer before care and aftercare for families that need these services at an affordable price. The third-party vendor also works with families who have a financial need (see Appendix E.6 for the Superlative club contract). Before the beginning of the school year, we provide new student orientations. These orientations allow our new students the opportunity to learn about our school and culture before the school year begins. It also allows them to meet other students. We also provide a
specific kindergarten camp for all incoming kindergarten students and their families. During the summer, we run a variety of summer camps. These camps are open to new and current students and offer our families a way to have safe and affordable childcare during the summer break. We also provide a four-week reading camp that is free for all students who qualify. Starting in the summer of 2020, we will expand this camp and make it available to an increased number of students. These additional spots will open this free academic camp to students in grades 1-6 and will focus on reading, math, science, and enrichment. These summer opportunities support many of our students, including our educationally disadvantaged students by providing an additional month of academic instruction and a fun and safe camp for students who might not otherwise attend any camps in the summer (see the summer camp parent letter for the 2020 summer camp in appendix E.7).

C. Operations Plan (30 points)
Provide responses to all the questions below regarding the operations plan proposed by the school. Additional evidence may be provided in Appendix E. This application section is worth up to thirty (30) points.

C.1 Detail any partnerships the charter school maintains or plans to develop to support educationally disadvantaged students, including a description of the roles and responsibilities of the applicant, partner organizations, and CMO/EMO, including the administrative and contractual roles and responsibilities of such partners.¹ (2 points)

At Bradford Prep, we have several partnerships that help support our staff and students in a variety of ways. In the past, we have worked with the Young Black Leaders Alliance to help us support our mentor process by providing data analysis of our school culture and providing training for our staff who are mentors for our students. We currently work with UNC Charlotte and the New Teacher Support Program to provide coaching and support for our beginning teachers. This program allows for our beginning teachers to receive weekly coaching sessions that focus on their classroom data and classroom management to ensure that all students, especially ED students are learning and are on track for proficiency in reading and math. This program also provides specific professional development sessions for our beginning teachers on how to respond appropriately to all students in the classroom. Please see appendix B.1 for a letter regarding our partnership with the New Teacher Support Program. We also have partnerships with several vendors that support our school, including our lunch vendors, our before and after school provider, our contracted bus company, Novant Health, and our community partners. These partnerships are valuable to the school and help us provide a variety of services to all our students, including our ED students.

C.2 Describe how the school's staffing structure, capacity, and diversity will be sufficient to meet the needs of all students, particularly educationally disadvantaged students. (3 points)

At Bradford Prep, we have an engaged staff that works diligently to provide our extensive educational programming. We currently have 193 staff members, and in the 2020-2021 school year, we will hire an additional 8 staff members. In our operating budget, we fund a staffing budget that includes classroom teachers, 12 special education teachers, 1 ELL teacher, 18 teacher assistants, 14 PE teachers, 12 Art, Music, and Spanish teachers, 5 Counselors, 4 Interventionists, 2 School Nurses, 8 Academic Administrators, and many additional operational support staff. Our staff provides our students with a holistic educational program that exposes them to many opportunities inside and outside of the

¹ Provide any contractual agreements as part of Appendix B.
Our marketing and recruitment plan is a 2-step process. First, during 2020-2021, we will hire a part-time family engagement coordinator who will begin to create relationships with our current EDS families. This person will work to help us create a safer environment where our families feel empowered to communicate their needs to us so that we can provide them with the support they need. Part of the engagement coordinator’s position will be to create and implement a communication process with our families that will help them understand the available support. This communication process will include reaching out specifically to our EDS families and making sure that they are aware of the support services that we have in place, along with helping them complete the necessary steps to ensure that their children have what they need. As a result of this support, we will see an increase in families taking advantage of the support programs we have in place, including free lunch, transportation, and field trip scholarships. This person will also be the primary contact for these families so that their communication is efficient and streamlined.

Secondly, we will contract with a marketing and recruitment specialist. This specialist will work 10 hours a week on marketing and recruiting economically disadvantaged and English language students. They will create marketing materials and spend time in the specific nearby communities holding town hall meetings and open house sessions for families so they can learn about what Bradford has to offer. At these meetings, we will provide food and childcare so all families can attend. This person will speak Spanish and will have a background in working with these populations. We will also work to create easier ways for families to translate our website, and we will create informational flyers, applications, and enrollment documents in Spanish. Lastly, we have five teachers on staff who are able to translate for us as needed. Part of our communication plan will be to ensure that families know that translators are available for parent meetings and other events as needed.

Currently, at Bradford, we provide needed transportation by using a third-party bus company that drops off and picks up students. To take away the transportation barrier, we will work with families to get the bus scheduled and pay for this service. Starting in the 2020-2021 school year, we will provide daily transportation that will offer four to five (4-5) cluster stops in needed areas around our school. One of these stops may be at the light rail, which will allow families to use that means of transportation if needed. This bus will hold up to 72 students daily. We will contract with a local bus company to provide these cluster stops for the next four years. The transportation contract for the 2020-2021 school year can be found in Appendix E.8. Due to construction on the Bradford campus, it is not feasible for us to own a bus currently. Our roads and parking lots are not completed, and with current and future construction plans, we will not be able to park a bus on our campus. Our goal is to purchase our first bus in time for the 2023-2024 school year. By this time, our construction will be completed, and our roads and parking lots will be able to manage the storage of a bus. We plan on using subgrant money to support the initial costs of the bus contract and the cost of the purchase of our first bus. Starting in
the 2020-2021 school year, the board of directors will set aside money in our capital expenses budget so that we have the funds available to maintain our bus and potentially secure a second bus.

C.5 Describe how the school currently does or will provide a school lunch plan that accommodates and supports educationally disadvantaged students. Provide information about participation in the National School Lunch Program or a comparable, comprehensive lunch program. (5 points)

Ensuring that no child goes hungry is a priority at Bradford Prep. Our current process allows any student who does not have a lunch to come to the office, and we will provide one. Our School Nurse purchases items to create lunches that include a drink, fruit, protein, and a snack. Starting in the 2020-2021 school year, we have created a plan for our EDS families to participate in our hot lunch program for free. We currently have nine vendors that deliver hot lunch to our campus every day. Parents go online and order lunch by the month. Parents with economically disadvantaged students will be able to request reduced or free lunch through a confidential manner with our business office or with the family engagement coordinator. Bradford Prep will pay for the families with free or reduced lunch. We have reached out to our current vendors, and two have agreed to offer their service for free, and the other seven have agreed to charge us a discounted rate of $3 per lunch. A memo from our hot lunch coordinator regarding these discounts and copies of our current lunch vendor agreements can be found in appendix E.9 and E.10. Our current hot lunch program revenue is $20,000-$25,000 annually. With the discounted rate of the lunches, we will be able to fully fund the lunch program for our ED students with the income from the hot lunch program. In the event that the expenses of paying for lunch for our ED students exceeds the revenue from the hot lunch program, the school will cover the cost of the difference by paying for it out of the school’s operating budget.

C.6 Describe how the school’s professional development plan supports and is tailored to the development of educationally disadvantaged students. (5 points)

At Bradford Prep, we conduct and fund many professional development opportunities for our staff. In our current budget we spend approximately $85,000-$100,000 per year for professional development. This includes onsite training, offsite training, state, and national conferences, and online webinars. In the current 2019-2020 school year we have created a professional development plan that is focused specifically on diversity. This year our entire staff participated in the Ruby Payne Framework of Poverty training. The purpose of this training was to build our staff’s understanding and compassion for families in poverty. Our teachers all created an individual professional development plan (PDP) goal focused on the Ruby Payne Framework of Poverty training.

With the subgrant, we will be able to provide further professional development in the area of diversity to better serve the academic and socio-emotional needs of our EDS and general population. We also provide many on-site trainings that focus on our curriculum and how our teachers can better meet the needs of all our students while using our rigorous curriculums with fidelity. All of these trainings will be incorporated into our school goals and will be a part of our teacher’s annual PDP goals. Over the next five (5) years, we will provide professional development in the following areas:

- How to use the Core Knowledge Language Arts curriculum with students with special needs, diverse backgrounds and English language learners. Purchase order for next year is in appendix E.11.
- Springboard Symposium- a three-day training to help our teachers become further experienced with providing the Springboard math curriculum. The quote for the training in July can be found in appendix E.12.
- AP Training for several AP classes, including AP Research, AP Art, AP Spanish, AP World History, and AP Physics. By offering several AP classes starting in 9th grade, we can offer higher-level classes to all students. These classes are free, and the tests are free for the students. This offers a great way for ED students to earn college credit at no cost.
- Singapore Math training: Think Mathematics training and Singapore training for our new teachers who require the training in order to implement the curriculum. The price quote for the training in July of 2020 can be found in appendix E.13.

- Lost Boys training: a training that focuses on how to better educate boys in the classroom. This training will be our first step in addressing the goal we have around improving our discipline data. This training is booked for the entire staff for August 12, 2020. The contract for this training can be found in appendix E.14.

- Equity training and Culturally Responsive Teaching and Instruction: We will provide several trainings from the Educational Equity Institute. The whole staff will participate in the Equity training, and we will also pay to have two staff members trained as the trainers for the culturally responsive and trauma training so they can teach the entire staff on this necessary diversity training. The proposal for these trainings can be found in appendix E.15.

- Autism training for our classroom and special education classroom teachers on how to respond to students with autism.

- Learning and the Brain: annually, we send staff to the Learning and the Brain conference where they learn the latest research on how the brain learns and they bring that information back to share with the whole staff.

- Ron Clark Academy: annually, we send staff to this nationally respected school to learn techniques to create a strong and positive school culture with a diverse population. At this training, teachers learn how to maintain high expectations for all students. We use this training to support teachers who need training in classroom management.

- State and national conferences: each year, we send staff to the state or national English, math, science, and social studies conferences. These opportunities allow our current teachers to receive training in their respective fields.

Each year, our School Improvement Team and Leadership Team review our school data and determine what professional development needs would be the most effective in equipping our staff to provide for the needs of our students. Additional professional development opportunities are added as needed.

C.7 Describe the school’s plan to engage families and implement a parent/community advisory council.²

(5 points)

At Bradford Prep, we currently have a parent group that we call the PACK that serves in the capacity of a parent/community advisory council. This group includes several committees that are parent-driven and supported by the school. These committees provide great ways for our parents to volunteer. The committees include hot lunch, lower school events, middle school events, parent ambassadors, book fairs, spirit wear, lost and found, school supplies, spirit nights, and the teacher appreciation committee. Parents can be as involved as they want to be at Bradford. The Head of School works with the PACK chairman to support their efforts. The leadership team reviews the success of the PACK twice a year while looking at the number of participants and by ensuring that all student groups are represented. The leadership team reaches out to additional parents as needed in order to make sure that all groups are represented. Starting in June of 2020, the school and board will launch three strategic planning committees. These committees include a diversity committee, the ENRICH committee, and the school safety committee. These committees will consist of staff, parents, board members, and students. They will provide a great way to get all stakeholders involved in strategic planning at the school. Lastly, we have many annual parent town hall meetings, parent workshops, and other parent meetings to address specific topics.

² See NC ACCESS Subgrant Application Process Guidance Document for more detail.
D. Student Transition Planning

In five (5) pages or less (single-spaced), please provide a school closure plan. This section will be scored as "Complete" or "Incomplete"; there is no numerical score associated with this section. Exemplary plans will utilize the following best practices established by NACSA and scholarship on charter school closure:

- **Form a Student Transition Committee (STC)** – This committee will consist of one NC ACCESS program staff member (in an advisory capacity), at least two members of the school’s administrative team, at least three parents from the school, at least two members of the charter school’s board, and if possible, one to two (1-2) members of the LEA district student reassignment office in which the school is geographically located. This committee will plan activities related to family and student support during the closure process. The committee will establish a Student Transition Plan (discussed below) that focuses on student reassignment into high quality schools as quickly as possible following a school closure. The STC will work with quality local charter and district schools to establish enrollment preferences for displaced students.

- **Develop a Student Transition Plan (STP)** – The Transition Plan must include a plan to provide written notices to parents, schedule multiple informational meetings at varied times so that all parents have an opportunity to attend, provide individualized assistance to parents, and collaborate with the broader educational community in the event of a school closure. The STC must also work diligently to identify and address any barriers to providing transitional support to parents and students (i.e. providing written materials in appropriate home languages and offering meetings at different times of day). Clear deadlines for key reassignment activities must be established in the STP.

Please outline the proposed Student Transition Committee and Student Transition Plan below.

Not applicable for Expansion subgrant applications.
Name of Charter School: Bradford Preparatory School
Authorizer Name: North Carolina State Board of Education

Select Subgrant Award Type: Expansion
Maximum Award Amount: $1,250,000.00
Award Amount Requested: $1,248,789.82
Date: February 28, 2020

Name of person completing this report:
Name: Kelly Painter
Phone: 704-549-0080
E-mail: kelly.painter@bradfordprep.org

Name of person to be contacted regarding budget questions:
Name: Kelly Painter
Phone: 704-549-0080
E-mail: kelly.painter@bradfordprep.org

Program Contact: For all application, budget, or other program-related questions contact the NC ACCESS team at: (919) 807-3981 or NCACCESS@dpi.nc.gov

Funding Request

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Error Messages (Be sure to clear all errors before submission.)

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**Total Yearly Budget:** $297,791.00
IV. BUDGET, BUDGET NARRATIVE, AND LOGIC MODEL

Applicants must submit a completed financial plan outlining the acceptable use of subgrant funds for the duration of the grant period. This application section is worth up to thirty (30) points.

A. Budget

Complete a proposed budget, using the template provided, outlining anticipated costs for the duration of the subgrant period. Please refer to the information provided in this RFA, the NC ACCESS Subgrant Application Process Guidance Document, nonregulatory guidance, and Uniform Guidance Title 2 - Subtitle A - Chapter II - Part 200 Subpart E when completing the budget.

Additionally, applicants should include the following provisions in the proposed budget:

1. Set aside three thousand dollars ($3,000) in “Support – Travel, Conferences, and Meetings” in year one (1) to cover travel costs associated with the NC ACCESS Fellowship.
2. No more than fifty percent (50%) of the total subgrant funding may be expended by the end of year one (1);
3. No more than seventy-five percent (75%) of subgrant funding may be expended by the end of year two (2); and
4. The entire subgrant cannot be expended in less than three (3) years.

This application section is worth fifteen (15) points.

B. Budget Narrative

In five (5) pages or less (single-spaced), complete a budget narrative that:

a. describes anticipated costs for the duration of the grant period, delineating planning and implementation expenditures;
b. demonstrates financial viability beyond the expiration of the grant period; and
c. describes how the applicant will have a high degree of autonomy over the budget and operations, including autonomy over personnel decisions.

This application section is worth ten (10) points.

Please outline the budget narrative below.

In order to fully complete the plan laid out in this grant, it will require more than the $1,250,000 that we are requesting. As a school we have the money in the operating budget to fully fund all the necessary components of our plan that will not be covered by the grant. The chart in appendix E.16 shows which items will be covered by the grant and which items will be covered by the schools operating budget.

Below are the items that will be covered by the subgrant funds.

Professional Fees and Contracted Services

Contracted Teachers for Enhanced Learning Program (described in section B.3)- $60,000 a year for all 5 years for a total of $300,000

Each year we will contract with 15 educators to provide our students with support through our Enhanced Learning Program. This cost would pay for 15 contracted employees for 4 hours each week.
for 40 weeks at $25 an hour. This will support 120-140 students at one time.

**Singapore Math training for teachers** - $6,000 a year for 5 years for a total of $30,000
This annual training will provide 8 teachers the opportunity to receive a three-day training in the Think Math curriculum. This is a comprehensive training that helps our teachers become effective math teachers in Singapore Math. The training for the 2020-2021 school year is July 22-24, 2020. The grant budget will pay for the training. The school’s operating budget will pay for the additional travel and lodging costs. Appendix E.13 shows the price quote for this training.

**Springboard Math training for teachers** - $4,200 a year for 5 years for a total of $21,000
This annual training will provide 4 teachers the opportunity to receive a three-day training in the Springboard Math curriculum. This is a comprehensive training that helps our teachers become effective math teachers in Springboard Math. The training for the 2020-2021 school year is July 8-10, 2020. This pays the fees for the training. The school’s operating budget will cover the additional travel and lodging costs. Appendix E.12 shows the price quote for this training.

**Core Knowledge Language Arts (CKLA) training for teachers** - $7,500 for year one and $2,500 each year for the following 4 years for a total of $17,500
These on-site trainings will provide in-depth training for our K-5 teachers on different components and aspects of the CKLA curriculum. In the 2020-2021 school year, the training will focus on small group instruction and remediation and how to use the curriculum with students with special needs. In the 2021-2022 school year, the training will focus on how to use the curriculum with English Learners. In the following three years, the trainings will be selected based on the specific needs at that time. Appendix E.11 shows the purchase orders for these trainings.

**Lost Boys seminar for all staff** - $8,600 for one year
On August 12, 2020, we will bring in Steph Jensen, from AccuTrain, an expert on educating boys. She will provide a full day training for our whole staff. This training is needed due to the discrepancy in our discipline data that shows that most of our discipline referrals are for boys. This training will be the first step in helping our staff learn how to shift their approach in teaching our male population. Appendix E.14 is the contract for this training.

**NC ACCESS fellowship training program** - $3,000 in year 1
These funds will pay for the travel needed for the NC ACCESS fellowship program.

**Educational Equity Institute training** - $24,000 for year 1 and $10,000 for year 2 for a total of $34,000
This organization will provide three trainings for us. One will be held on-site for the whole staff, and the other two will be train the trainer trainings that will allow a couple of our staff to be trained to provide the training for the whole staff. These trainings include Equity Paradigm Shift training, which will occur on February 12, 2021, for $4,000. During the 2020-2021 school year, two staff members will be trained in the Culturally Responsive Anti-Bias Practices train the trainer program for a total of $20,000. Lastly,
during the 2021-2022 school year, one staff member will attend the Trauma train the trainer program for $10,000. This will provide an on-site trainer to provide training to new staff and ongoing trainings to meet the unique needs and challenges at Bradford as they arise. Appendix E.15 is the proposal for these trainings.

Instructional Program Supplies and Materials

Singapore Math student workbooks- $7,524 a year for 5 years for a total of $37,620
These workbooks are required to fully implement the Singapore Math curriculum for our K-4 students. The Kindergarten books are $160 for a pack for 10. We will need 9 packs for a total of $1,440 each year. The 1st-4th grade books are $13 each. We will need 468 workbooks for a total of $6,084 a year. Appendix E.17 shows the prices for these consumable workbooks from the company’s website.

Core Knowledge Language Arts student workbooks- $27,183 a year for 5 years for a total of $135,915
These student workbooks will allow us to fully implement the Core Knowledge Language Arts curriculum in grades K-5. These books include consumable student workbooks for both the skills and knowledge domains. Appendix E.18 is the quote from Amplify for these workbooks.

Springboard Math online access for students- $11,321 a year for 5 years for a total of $56,605
In order to use the Springboard Math curriculum, our staff and students will need online access to the online curriculum. The school will provide one-to-one technology for all students so that they can always access the curriculum. This price includes the teacher editions as well. This is for Springboard Math for grades 6-9. Appendix E.19 is the quote from CollegeBoard for these items.

Transportation

Contracted bus for student transportation- $42,000 a year for 3 years for a total of $126,000
For the next three years, we will contract with the Olympic Bus company to provide student transportation for those that need transportation to attend Bradford Prep. Due to current and ongoing construction, our campus, parking lots, and roads cannot accommodate parking a bus daily on our campus. This contract allows us to offer five (5) clusters stops in areas surrounding our school. Appendix E.8 is the transportation contract for the 2020-2021 school year.

Purchase a bus- $50,000 one-time cost in year 4
During the summer of 2023, we will purchase a bus to provide transportation for our students. Between now and then, the school will conduct research to determine the best bus for us to purchase.

Technology and Equipment

Smartboards for K-2 classrooms- $35,486 a year in year 2 and 3 and $56,777.60 in year 4 for a total of $92,263.60.
Providing Smartboards in the K-2 classrooms will allow our teachers and students to use the online math manipulative component of the Singapore Math curriculum. Students and teachers will be able to move the math pieces on the Smartboards to solve the math problems. These will also help teachers better utilize the online components of the CKLA curriculum. Overall, these boards provide a hands-on opportunity that meets the needs of all students and increase student engagement. We will purchase 18 smartboards. Appendix E.20 is a printout from the CDW Warehouse website showing the cost of the SmartBoards.

iPad Charging Carts- $19,034.12 for one year in year 1

In the 2020-2021 school year, we will purchase 14 iPad charging carts to store the student iPads that students will use to access their online curriculums and online programs and assessments. Appendix E.20 is a printout from the CDW Warehouse website showing the cost of the iPad carts.

Audio Enhancement for the K-2 classrooms- $48,312 for one year

During the 2020-2021 school year, we will add an audio enhancement system to all our K-2 classrooms. This system is currently in all our 3-12 classrooms. Our enrollment will have the most open spots in kindergarten, 1st, and 2nd grade, so we anticipate that our economically disadvantaged students and our English learns will increase starting in these grades. This system provides the enhancement of the teacher’s voice, which will help all students clearly access the curriculum and the communication in the classroom. Appendix E.22 is an article discussing the importance of audio enhancement for all students in the classroom and how this system can support the auditory learner. Appendix E.21 is the current invoice from A3 Communications showing the price we paid this school year for this system.

iPads for Student Technology- $162,288 for year 1, $26,460 for year 2, $9,408 for year 3, and $35,280 for year 4 for a total of $233,436.

The purchase of these iPads will allow us to have a 1:2 ratio in our K-4 classrooms and a 1:1 ratio in our 5-12 classrooms for student devices. Most of the money will be used to purchase the remaining iPads needed to meet these ratios. In years 3 and 4, we will begin to replace the current technology that will be outdated and not usable at that point in time. The chart below shows the breakdown of the iPad purchases. Appendix E.23 is the invoice showing the cost of the iPads that we purchased this school year.

<table>
<thead>
<tr>
<th>2020-2021</th>
<th>iPads for 1:2 in Lower School</th>
<th>Apple</th>
<th>iPad</th>
<th>142</th>
<th>$294.00</th>
<th>$41,748.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>2021-2022</td>
<td>iPads for 1:2 in Lower School</td>
<td>Apple</td>
<td>iPad</td>
<td>90</td>
<td>$294.00</td>
<td>$26,460.00</td>
</tr>
<tr>
<td>2022-2023</td>
<td>iPads for 1:2 in Lower School</td>
<td>Apple</td>
<td>iPad</td>
<td>32</td>
<td>$294.00</td>
<td>$9,408.00</td>
</tr>
<tr>
<td>2020-2021</td>
<td>iPads for 1:1 in 5th grade</td>
<td>Apple</td>
<td>iPad</td>
<td>80</td>
<td>$294.00</td>
<td>$23,520.00</td>
</tr>
<tr>
<td>2020-2021</td>
<td>iPads for 1:1 in 6th grade</td>
<td>Apple</td>
<td>iPad</td>
<td>80</td>
<td>$294.00</td>
<td>$23,520.00</td>
</tr>
<tr>
<td></td>
<td>iPads for 1:1 in</td>
<td></td>
<td></td>
<td>$294.00</td>
<td>$36,750.00</td>
<td></td>
</tr>
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<td>------------</td>
<td></td>
</tr>
<tr>
<td>2020-2021</td>
<td>7th grade</td>
<td>Apple</td>
<td>iPad</td>
<td>125</td>
<td>$294.00</td>
<td>$36,750.00</td>
</tr>
<tr>
<td>2020-2021</td>
<td>8th Grade</td>
<td>Apple</td>
<td>iPad</td>
<td>125</td>
<td>$294.00</td>
<td>$36,750.00</td>
</tr>
<tr>
<td>2023-2024</td>
<td>5th grade</td>
<td>Apple</td>
<td>iPad</td>
<td>60</td>
<td>$294.00</td>
<td>$17,640.00</td>
</tr>
<tr>
<td>2023-2024</td>
<td>6th grade</td>
<td>Apple</td>
<td>iPad</td>
<td>60</td>
<td>$294.00</td>
<td>$17,640.00</td>
</tr>
</tbody>
</table>

C. Logic Model

Complete a Logic Model (see appendix B for template) demonstrating how actions and expenditures are expected to lead to specific outcomes. This application section is worth five (5) points.
V. COMPETITIVE PREFERENCE STANDARDS

Indicate if any of the following competitive preference standards apply to your existing/approved school. Please outline how the school meets any of the criteria outlined below and provide any additional evidences to support each selected status in Appendix C.

Applicants providing detailed plans for the following items may receive up to an additional three (3) points per standard.

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opening, expanding, or replicating a school in a rural or underserved urban area (i.e. without a high-quality school within fifteen (15) miles).</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Increasing the racial and ethnic diversity in their new, expanded, or replicated school.</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>The inclusion of high school (9-12) grade levels.</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Develop or manage a charter school focused on dropout recovery and academic reentry.</td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>
VI. PRIORITY CONSIDERATION STATUS

Indicate if any of the following applies to your existing/approved school. Applicants meeting at least two of the following conditions will receive priority consideration designation, which may impact the distribution of subgrant awards when the number of applications receiving a passing score on the application rubric exceeds the number of subgrants to be awarded. Please outline how the school meets any of the criteria outlined below and provide any additional evidences to support each selected status in Appendix D.

| Currently serve a forty percent (40%) or higher economically disadvantaged population. | Yes ☐ No ☒ |
| Economically disadvantaged students, English learners, and students with disabilities have proficiency rates higher than the state average for their subgroup. | Yes ☒ No ☐ |

<table>
<thead>
<tr>
<th>Bradford Prep Proficiency Standards</th>
<th>State Proficiency Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>53% EDS</td>
<td>44% EDS</td>
</tr>
<tr>
<td>62% ELS</td>
<td>39% ELS</td>
</tr>
<tr>
<td>43% Students with Disabilities</td>
<td>22% Students with Disabilities</td>
</tr>
</tbody>
</table>

Appendix D.1 is a copy of the Bradford Prep school 2018-2019 school report card showing the proficiency scores by subgroups. Appendix D.2 is a screenshot of the North Carolina proficiency scores by subgroups.

| As evidence of participation in applicable federal programs, have Title I status. | Yes ☐ No ☒ |
| Maintained an “A” or “A+NG” SPG, as determined by the NCDPI, and met or exceeded growth, as determined by EVAAS, for three consecutive years prior to the application. | Yes ☐ No ☒ |
VII. CERTIFICATION
I certify that I have the authority to submit this application on behalf of the authorized charter school listed above. All information contained herein is complete and accurate. I realize that any misrepresentation will result in disqualification from the application process or termination after an award. I understand that incomplete applications will not be considered. The person named as the contact person for the application is so authorized to serve as the primary contact for this application on behalf of the authorized charter school listed above.

__________________________
Kitty Painter

Signature of Charter School Authorized Representative

2/28/2020

Date

VIII. SUBGRANT APPLICATION APPENDICES

Please submit all applicable appendices as part of a completed application.

A. If applicable, up to the last three years of available student assessment data for the school addressed in this application and, if applicable, all schools operated by the CMO/EMO overseeing the school addressed in this application. Include (if available):
   i. NC State Report Card Letter Grade
   ii. Student Achievement Percentages (including subgroup data)
   iii. EVAAS Composites
   iv. Graduation Rates

B. Contractual Agreements with Partner Organizations (See Item 7 of the application narrative)

C. Evidence of Competitive Preference Standards

D. Evidence of Priority Consideration Status

E. Additional Supplementary Documentation
APPENDIX A – GRANT BUDGET LINE-ITEM DEFINITIONS

Below are definitions of the subgrant budget categories used in the budget template. Refer to the NC ACCESS Subgrant Application Process Guidance Document for additional details about budgeting and allowable costs.

**Salaries:** compensation, fees, salaries, and wages paid to officers, directors, and employees.

**Employee Provided Benefits:** Contributions to pension plans, 401k programs, payroll taxes (Social Security and Medicare), employee benefit programs (such as health, life, and disability insurance).

**Professional Fees and Contracted Services:** Fees to outside professionals, consultants, and personal-service contractors. Examples: curriculum consultants, payroll or accounting services, legal services.

**Supplies and Materials:** Supplies are typically consumable items, such as office or classroom supplies. Materials include textbooks, library books, instructional items, etc.

**Technology and Equipment:** Education technology such as laptops, projectors, internet connectivity installation. Equipment is any item that must be inventoried and/or has a per unit cost of more than $5000.

**Travel, Conferences, and Meetings:** Travel, including transportation, meals and lodging, and per diem payments (including mileage and rental costs for vehicles) and for conducting or attending meetings, conferences, and conventions (including facility rental, speakers' fees and expenses, printed materials, and registration fees). Expenses claimed cannot exceed those allowed by State of North Carolina Travel Regulations.

**Other:** Insurance (liability insurance, fidelity bonds, and other insurance); communication (printing, publication, postage, mailings, messenger services, outside mailing service fees, newsletters, and other outreach materials); facility rent (certain allowable mortgage, lease, or rent payments for school facility); indirect costs
### Objectives

**Objective 1** - By the end of the 2022-2023 school year, our K-12 discipline data, including all office referrals and minor write-ups, will mirror our racial, socioeconomic, and gender demographics.

**Objective 2** - By the beginning of the 2023-2024 school, we will purchase one bus that will be used to provide daily transportation for students.

**Objective 3** - By the end of the 2024-2025 school year, Bradford Prep teaching staff and administrators will participate in annual diversity training that focuses on supporting all students, which will be based on the trends reflected in our school-wide discipline data.

**Objective 4** - By the end of the 2022-2023 school year 80% of the 2nd-6th grade students participating in the enhanced learning program for a minimum of 5 months, will grow at least one level in overall reading score based on the students Istation reports.

**Objective 5** - By the end of the 2021-2022 school year 75% of the 5th-9th grade students who participated in the intensive online research-based math intervention group, for a minimum of 6 months, will score proficient on the state EOG or EOC tests.

### APPENDIX B – LOGIC MODEL TEMPLATE

<table>
<thead>
<tr>
<th>Inputs</th>
<th>Activities</th>
<th>Participation</th>
<th>Short</th>
<th>Outcomes and Impact</th>
<th>Long</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Time in the calendar for the professional development needed for staff</td>
<td>-Provide specific staff PD to address the areas of need &amp; create format to survey data taken after each professional development session</td>
<td>-Staff, administration, board members and members of the diversity strategic planning committee</td>
<td>-Increased level of awareness of needs of ED and ESL students based on training through PD.</td>
<td>-Creation of outreach opportunities with teachers and students to continue positive relationship building practices.</td>
<td></td>
</tr>
<tr>
<td>- Creation of Marketing Plan implemented by the Family Engagement Specialist</td>
<td>-Recruit ED students and communicate with current and future families</td>
<td>Family Engagement Specialist, Administration</td>
<td>-Incremental increase of ED population, recruitment specialist working diligently with families to create positive opportunities</td>
<td>-Moderate increase in ED population, recruitment specialist has working marketing and retention/recruitment plan are actively engaged.</td>
<td></td>
</tr>
<tr>
<td>- Strategic 5-year budget that supports creating a sustainable financial plan &amp; Administration of the NC ACCESS grant funds.</td>
<td>Build relationships with local organizations that could provide consultants or trainers</td>
<td>Administration, Board of Directors, Finance Committee</td>
<td>-Build team of stakeholders to maintain accountability to use of NC Access grant funds.</td>
<td>-Ensure best practices are being implemented and fund usage is on target for 5-year plan.</td>
<td></td>
</tr>
<tr>
<td>- Additional technology for staff and students &amp; increase in intervention programs to ensure EDS population is on track for growth</td>
<td>-Develop intensive math &amp; reading intervention groups</td>
<td>-School counselors, Staff and Admin Team, MTTTS Team, Board of Directors &amp; Finance Committee</td>
<td>-Monitor current technology assets and ensure proper curriculum is available.</td>
<td>-Begin implantation of new technology and ensure most current applications are available</td>
<td></td>
</tr>
</tbody>
</table>

- Creation of “Train the Teacher Programs” to ensure maximum benefits from PD
- Significant increase in ED population, recruitment specialist is entrenched in the community and marketing and retention/recruitment plan are actively engaged.
- Create 15-year sustainability plan for additional growth of Bradford Prep
- Updated technology with CKLA, Springboard and Singapore Math components are being used on a regular basis.
<table>
<thead>
<tr>
<th><strong>Assumptions</strong></th>
<th><strong>External Factors</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability to recruit ED and ESL students through marketing and relationship building.</td>
<td>Changes in population factors and location of ED and ESL students related to recruitment.</td>
</tr>
<tr>
<td>Staff engagement and inclusion through continual Professional Development Training.</td>
<td>Attrition of staff and board.</td>
</tr>
<tr>
<td>Board &amp; Stakeholders actively engaged in creating best practice processes for Grant allocations.</td>
<td></td>
</tr>
</tbody>
</table>
Appendix A

Bradford Preparatory School
Charter and Non-District Affiliated Schools
School Website: http://www.bradfordprep.org

**Grade Level:** K-12 School **Charter:** Yes
2502 Salome Church Rd, Charlotte, NC 28262
(704)549-0080

View Downloadable Report in English
(https://ncreportcards.ondemand.sas.com/src2/reports/60S000_2017_K-12-School.html)

View Downloadable Report in Spanish
(https://ncreportcards.ondemand.sas.com/src2/reports/60S000_2017_K-12-School_Spanish.html)

Compare to Other Schools

2016-17 Overall Performance

Grade History

B
2016-17
GRADE

84.6

Growth Met

PERFORMANCE GRADE SCORE

https://ncreportcards.ondemand.sas.com/src/school?school=60S000&year=2017&lang=english
2016-17 EOG MATH GRADE

68

EGG MATH GRADE SCORE

Growth Exceeded

2016-17 EOG READING GRADE

73

EGG READING GRADE SCORE

Growth Met

Note - To protect student privacy, any percentage that is greater than or equal to 95% appears as 95%, and any value less than 5% will not appear in the charts below.

2016-17 Student Characteristics

This section describes some key measures about the students at this school.

Incoming Student Readiness

47.8% of the students entering 6th Grade at this school are proficient.
46.8% of the students entering 6th Grade across the state are proficient.

Percentage Economically Disadvantaged

50.6% of the students entering 9th Grade at this school are proficient.
38.6% of the students entering 9th Grade across the state are proficient.

9.3% of Students at this school are economically disadvantaged.
49.2% of Students across the state are economically disadvantaged.
This section describes student performance in various test subject areas. Student test performance is reported as one of five achievement levels. Levels 1 and 2 are below grade level. Level 3 is at grade level. Levels 4 and 5 indicate college and career readiness.

Proficiency in Subject Areas

**Biology Performance**

<table>
<thead>
<tr>
<th>100 %</th>
<th>90 %</th>
<th>80 %</th>
<th>70 %</th>
<th>60 %</th>
<th>50 %</th>
<th>40 %</th>
<th>30 %</th>
<th>20 %</th>
<th>10 %</th>
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<td>50 %</td>
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<td>20 %</td>
<td>10 %</td>
<td>0 %</td>
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</tr>
</tbody>
</table>

Bradford Preparatory | North Carolina

- Level 1
- Level 2
- Level 3
- Level 4
- Level 5

**English II Performance**

<table>
<thead>
<tr>
<th>100 %</th>
<th>90 %</th>
<th>80 %</th>
<th>70 %</th>
<th>60 %</th>
<th>50 %</th>
<th>40 %</th>
<th>30 %</th>
<th>20 %</th>
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</tbody>
</table>

Bradford Preparatory | North Carolina

- Level 1
- Level 2
- Level 3
- Level 4
- Level 5

**Math Performance**

<table>
<thead>
<tr>
<th>100 %</th>
<th>90 %</th>
<th>80 %</th>
<th>70 %</th>
<th>60 %</th>
<th>50 %</th>
<th>40 %</th>
<th>30 %</th>
<th>20 %</th>
<th>10 %</th>
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<td>20 %</td>
<td>10 %</td>
<td>0 %</td>
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</tr>
</tbody>
</table>

Bradford Preparatory | North Carolina

- Level 1
- Level 2
- Level 3
- Level 4
- Level 5

**NC Math I Performance**

<table>
<thead>
<tr>
<th>100 %</th>
<th>90 %</th>
<th>80 %</th>
<th>70 %</th>
<th>60 %</th>
<th>50 %</th>
<th>40 %</th>
<th>30 %</th>
<th>20 %</th>
<th>10 %</th>
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<td>30 %</td>
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<td>10 %</td>
<td>0 %</td>
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</tr>
</tbody>
</table>

Bradford Preparatory | North Carolina

- Level 1
- Level 2
- Level 3
- Level 4
- Level 5

English Language Arts/ Reading Performance

Science Performance

Other Measures

Read to Achieve

Promoted to Grade 4

Retained in Grade 3
2016-17 Teachers and Qualifications

This section provides information on teachers and their qualifications.

**Total Classroom Teachers**

**Fully Licensed Teachers**

2016-17 School Environment

This section provides information on the school environment and facilities.

**Student Attendance**

Bradford Preparatory School

School Website: 🏫
(http://www.bradfordprep.org)

Grade Span: KG-12 Charter: Yes
2502 Salome Church Rd, Charlotte, NC 28262
704-549-0080

Go to the Analytics Site to 🧪
(https://ncreportcards.ondemand.sas.com/landing.html)

Compare to Other Schools 🔥

2017-18 Overall Performance ★
B 2017-18
GRADE

72

PERFORMANCE GRADE SCORE

Academic Growth
☑ Growth Met

<table>
<thead>
<tr>
<th>Growth Range</th>
<th>Growth Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>85.0-100.0</td>
<td>Exceeded</td>
</tr>
<tr>
<td>70.0-84.9</td>
<td>Met</td>
</tr>
<tr>
<td>50.0-69.9</td>
<td>Not Met</td>
</tr>
</tbody>
</table>

Performance Grade Score History
Academic Growth History

- 2019: 84.6 = Met
- 2018: 82.1 = Met
- 2017: 84.6 = Met
- 2016: 57.5 = Not Met
- 2015: 72.7 = Met
Note - To protect student privacy, some data values for small groups will be suppressed as “> 95%” or “< 5%” in the charts or tables below. For counts less than 10, no data will be displayed.
Bradford Preparatory School

Student Enrollment

- American Indian
- Asian
- Black
- Hispanic
- Pacific Islander
- Two or More Races
- White
- Economically Disadvantaged
- English Learners
- Students w/ Disabilities

Chart Table

This section describes some key measures about the students at this school.

**Incoming Student Readiness**

45.9% of the students entering 6th Grade across the school are proficient.
48% of the students entering 6th Grade across the state are proficient.

56% of the students entering 9th Grade across the school are proficient.

39.6% of the students entering 9th Grade across the state are proficient.

**Percentage Economically Disadvantaged**

5% of Students across the school are economically disadvantaged.
44.3% of Students across the state are economically disadvantaged.

2017-18 Career and College Ready

This section describes data around College and Career Ready in Bradford Preparatory School. For more information about College and Career Ready please see: http://www.ncpublicschools.org/cte/ (http://www.ncpublicschools.org/cte/).

<table>
<thead>
<tr>
<th>Career Ready</th>
<th>College Ready</th>
</tr>
</thead>
</table>

Participation in Career and Technical Education

<table>
<thead>
<tr>
<th>Number Participating</th>
<th>Percent Participating</th>
</tr>
</thead>
<tbody>
<tr>
<td>257</td>
<td>51%</td>
</tr>
</tbody>
</table>

2017-18 Student Performance

<table>
<thead>
<tr>
<th>Student Performance by School/District</th>
<th>Student Performance by Subgroup</th>
</tr>
</thead>
</table>
This section describes student performance in various test subject areas. Student test performance is reported as one of five achievement levels. Levels 1 and 2 are below grade level. Level 3 is grade level proficient. Levels 4 and 5 indicate students are on track for career and college readiness. For math, student test performance is reported as one of four achievement levels. Not Proficient is below grade level. Level 3 is grade level proficient, Levels 4 and 5 indicate students are on track for career and college readiness.

**Proficiency in Subject Areas**

**Math Performance**

<table>
<thead>
<tr>
<th>Summary Chart</th>
<th>Table</th>
</tr>
</thead>
<tbody>
<tr>
<td>100.0 %</td>
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</tr>
<tr>
<td>90.0 %</td>
<td></td>
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<tr>
<td>80.0 %</td>
<td></td>
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<tr>
<td>70.0 %</td>
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<td>20.0 %</td>
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<tr>
<td>10.0 %</td>
<td></td>
</tr>
<tr>
<td>0.0 %</td>
<td></td>
</tr>
</tbody>
</table>

- **Bradford Preparatory School**
- **State of North Carolina**

- Grade Level Proficient (Levels 3-5)
- Career & College Ready (Levels 4-5)
English Language Arts/ Reading Performance

Summary Chart  Table

Bradford Preparatory School  State of North Carolina

- Grade Level Proficient (Levels 3-5)
- Career & College Ready (Levels 4-5)

Science Performance

Summary Chart  Table
Biology Performance

Summary Chart Table
English II Performance

Summary Chart    Table
NC Math 1 Performance

Summary Chart | Table
Other Measures

English Learner Progress

Bradford Preparatory School
State of North Carolina
Read to Achieve - Promoted to Grade 4

- Bradford Preparatory School: 90.7%
- State of North Carolina: 84.5%

Read to Achieve - Retained in Grade 3

- Bradford Preparatory School: 9.3%
- State of North Carolina: 15.5%
The following charts show the breakdown of number of students enrolled in advanced courses.

**Bradford Preparatory School**

- Advanced Placement (AP)
- Career & College Promise (CCP)
- International Baccalaureate (IB)

**State of North Carolina**
Test Participation

Percentage of students participating in state mandated standardized testing.

Chart Table

Students with Disabilities Alternate Test Participation
The percent of tested students is expected to be below 1% at the state level. Most schools have so few students that this information may be masked to protect student privacy.

2017-18 Teachers and Qualifications

This section provides information on teachers and their qualifications.

**Total Classroom Teachers**

<table>
<thead>
<tr>
<th></th>
<th>Bradford Preparatory School</th>
<th>State of North Carolina</th>
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<tbody>
<tr>
<td>80</td>
<td>70</td>
<td>60</td>
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<tr>
<td>70</td>
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<td>10</td>
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<tr>
<td>20</td>
<td>10</td>
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</tr>
</tbody>
</table>

**Fully Licensed Teachers**
Bradford Preparatory School
State of North Carolina

Teacher Effectiveness

Leadership Environment Content Kno

Accomplished

2017-18 School Environment

View Environment by School/District
View Environment by Subgroup
This section provides information on the school environment and facilities

**Total Students**

1,120

**Student Enrollment**

- Bradford Preparatory School
- State of North Carolina

**Student Attendance**
**Average Class Size**

- **Biology**
- **English II**
- **Math I**

Bradford Preparatory School  ■  State of North Carolina

**Suspension and Expulsion Rates (per 1000 students)**

Bradford Preparatory School  ■  State of North Carolina
### Rates of Criminal Acts, Bullying, Law Enforcement Referrals, and Arrests (per 1000 Students)

<table>
<thead>
<tr>
<th></th>
<th>Bradford Preparatory School</th>
<th>State of North Carolina</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criminal Acts</td>
<td>0.00</td>
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</tr>
<tr>
<td>Bullying and Harrassment</td>
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<tr>
<td>Law Enforcement</td>
<td>4.46</td>
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<td>Arrests</td>
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</tr>
</tbody>
</table>

### Chronic Absenteeism
Chronic Absenteeism

Bradford Preparatory School
State of North Carolina

Students Per Device

Bradford Preparatory School
State of North Carolina

Book Titles Per Student
Wireless Access Points per Classroom

Arts Education

The following arts education programs are offered at Bradford Preparatory School.
Strategic Planning 2017-18

This section provides information on Bradford Preparatory School’s strategic planning, goals and progress.

- Comprehensive or Targeted Support:
  - Targeted Support and Improvement (TSI) Consistently Underperforming Subgroups (CU)

Progress Goals

This school has progress goals for Math Grades 3-8, and Reading Grades 3-8 in the following student groups - ALL, Black, Hispanic, Students w/ Disabilities, and White.

Click the following link (http://accrpt.ncpublicschools.org/essa_ltg/ltg.html) to see the progress of student groups at this school (note you will need to select this school again).

Financial Data 2017-18

This section provides information on the school funding and expenditures. For more details see the NC Financial Transparency site here (https://gdacreporting.ondemand.sas.com/srcfinance/school?school=60S000&year=2018)
Per Pupil Source of Funding

- Bradford Preparatory School
- State of North Carolina

Use of Funds

Bradford Preparatory School

- Capital Outlay
- Employer Provided Benefits
- Purchased Services
- Salaries
- Supplies and Materials

North Carolina
Bradford Preparatory School

School Website:  
(http://www.bradfordprep.org)

Grade Span: KG-12 Charter: Yes  
2502 Salome Church Rd, Charlotte, NC 28262  
704-549-0080

Go to the Analytics Site to  
(https://ncreportcards.ondemand.sas.com/landing.html)

Compare to Other Schools ➡

2018-19 Overall Performance ★
B 2018-19 GRADE

75

PERFORMANCE GRADE SCORE

Academic Growth

Growth Met

<table>
<thead>
<tr>
<th>Growth Range</th>
<th>Growth Status</th>
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<tbody>
<tr>
<td>85.0-100.0</td>
<td>Exceeded</td>
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<tr>
<td>70.0-84.9</td>
<td>Met</td>
</tr>
<tr>
<td>50.0-69.9</td>
<td>Not Met</td>
</tr>
</tbody>
</table>

Performance Grade Score History
Academic Growth History

2019: 84.6 = Met
2018: 82.1 = Met
2017: 84.6 = Met
2016: 57.5 = Not Met
2015: 72.7 = Met
2018-19 Student Characteristics & Participation

This section describes some key measures about the students at this school.

Incoming Student Readiness

Note - To protect student privacy, some data values for small groups will be suppressed as “> 95%” or “< 5%” in the charts or tables below. For counts less than 10, no data will be displayed.
44.7% of the students entering 6th Grade across the school are proficient.

46.6% of the students entering 6th Grade across the state are proficient.

44.9% of the students entering 9th Grade across the school are proficient.

40.9% of the students entering 9th Grade across the state are proficient.

**Percentage Economically Disadvantaged**

5.3% of Students across the school are economically disadvantaged.
46.5% of Students across the state are economically disadvantaged.

2018-19 Career and College Ready

This section describes data around College and Career Ready in Bradford Preparatory School. For more information about College and Career Ready please see: http://www.ncpublicschools.org/cte/ (http://www.ncpublicschools.org/cte/).

<table>
<thead>
<tr>
<th>Career Ready</th>
<th>College Ready</th>
</tr>
</thead>
</table>

High School Diploma Endorsements

Endorsements

- Career and College/UNC
- Career Only
- College/UNC
- College Only

Chart | Table
Concentrations Completed by Students

Bradford Preparatory School

- Arts, A/V Tech & Communication

Participation in Career and Technical Education

<table>
<thead>
<tr>
<th>Number Participating</th>
<th>Percent Participating</th>
</tr>
</thead>
<tbody>
<tr>
<td>173</td>
<td>25%</td>
</tr>
</tbody>
</table>

Industry Recognized Credentials Earned by Students

| Number of Credentials Earned | 1 |
2018-19 Student Performance

This section describes student performance in various test subject areas. Student test performance is reported as one of five achievement levels. Levels 1 and 2 are below grade level. Level 3 is grade level proficient. Levels 4 and 5 indicate students are on track for career and college readiness. For math, student test performance is reported as one of four achievement levels. Not Proficient is below grade level. Level 3 is grade level proficient, Levels 4 and 5 indicate students are on track for career and college readiness.

Proficiency in Subject Areas

Math Performance

Summary Chart Table
English Language Arts/Reading Performance

Summary Chart | Table
Science Performance

Summary Chart  Table
Biology Performance

| Summary Chart | Table |
English II Performance

Summary Chart | Table
NC Math 1 Performance

<table>
<thead>
<tr>
<th></th>
<th>Summary Chart</th>
<th>Table</th>
</tr>
</thead>
</table>

- Grade Level Proficient (Levels 3-5)
- Career & College Ready (Levels 4-5)
NC Math 3 Performance

Summary Chart  Table
Other Measures

4 Year Graduation Rate

Percent graduating within four years at Bradford Preparatory

- 89.2%
- 86.5%
**English Learner Progress**

- 100.0%
- 90.0%
- 80.0%
- 70.0%
- 60.0%
- 50.0%
- 40.0%
- 30.0%
- 20.0%
- 10.0%
- 0.0%

- 41.2% for Bradford Preparatory School
- 38.6% for State of North Carolina

---

**Passing Math 3**

Percent Passing at Bradford Preparatory

- 100.0%
- 90.0%
- 80.0%
- 70.0%
- 60.0%
- 50.0%
- 40.0%
- 30.0%
- 20.0%
- 10.0%
- 0.0%

- 89.2% for Bradford Preparatory School
- 93.0% for State of North Carolina
Read to Achieve - Promoted to Grade 4

- Bradford Preparatory School: 86.1%
- State of North Carolina: 82.3%

Read to Achieve - Retained in Grade 3

- Bradford Preparatory School: 13.9%
- State of North Carolina: 17.7%
Student Enrollment in Advanced Courses

The following charts show the breakdown of number of students enrolled in advanced courses.

Bradford Preparatory School

- Advanced Placement (AP)
- Career & College Promise (CCP)
- International Baccalaureate (IB)

State of North Carolina
Test Participation

Percentage of students participating in state mandated standardized testing.

Students with Disabilities Alternate Test Participation
The percent of tested students is expected to be below 1% at the state level. Most schools have so few students that this information may be masked to protect student privacy.

2018-19 School Environment

This section provides information on the school environment and facilities.

Suspension and Expulsion Rates (per 1000 students)

Rates of Criminal Acts, Bullying, Law Enforcement Referrals, and Arrests (per 1000 Students)
<table>
<thead>
<tr>
<th></th>
<th>Criminal Acts</th>
<th>Bullying and Harassment</th>
<th>Referral to Law Enforcement</th>
<th>Arrests</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bradford Preparatory School</td>
<td>3.70</td>
<td>13.30</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>State of North Carolina</td>
<td>6.29</td>
<td>11.28</td>
<td>2.48</td>
<td>0.10</td>
</tr>
</tbody>
</table>

**Students Per Device**

![Bar chart showing students per device for Bradford Preparatory School and State of North Carolina.]

- Bradford Preparatory School
- State of North Carolina

**Book Titles Per Student**
Wireless Access Points per Classroom

Chart

Wireless Access Points per Classroom

Chart

Strategic Planning 2018-19

This section provides information on Bradford Preparatory School's strategic planning, goals and progress.
• Title 1 Status

😊 Progress Goals

This school has progress goals for Math Grade 11, Math Grades 3-8, Reading Grade 10, and Reading Grades 3-8 in the following student groups - ALL, Black, Hispanic, Students w/ Disabilities, Two or More Races, and White.

Click the following link (http://accrpt.ncpublicschools.org/essa_ltg/ltg.html) to see the progress of student groups at this school (note you will need to select this school again).
Appendix B

B.1- New Teacher Support Program letter
To whom it may concern,

On behalf of the North Carolina New Teacher Support Program (NC NTSP), we provide this letter of intent to support Instructional staff, designated by the principal, in three core services. The NC NTSP is positioned to support Kelly Painter to engage in support of instructional personnel in alignment with the NC NTSP and North Carolina General Assembly to promote student achievement, teacher retention and teacher effectiveness. In collaboration with University of North Carolina at Charlotte, the core services of coaching, professional development and institute will be made available to participating teachers.

The North Carolina New Teacher Support Program (NC NTSP) is a comprehensive, university-based induction program offering a research-based curriculum and multiple services designed to increase teacher effectiveness, enhance skills, and reduce attrition among beginning teachers. The goal of the NC NTSP is to improve student achievement by improving beginning teacher effectiveness and promoting teacher retention through three core services: (1) instructional skills institute; (2) intensive, individualized classroom coaching; and (3) aligned professional development meeting the needs of teachers in their individual contexts.

The NC NTSP will provide instructional coaches to support teachers at Bradford Preparatory School in Charlotte, North Carolina; providing access to instructional coaching and ongoing professional development. For every 30 teachers enrolled in the partnership, one full-time coach will be assigned to the school to provide intensive induction support. While these coaches will be assigned to a school site, they may cross-coach with each other and deliver professional development while drawing on the rich resources within the larger statewide team.

Again, it is with great excitement that we are able to utilize this gift to expand our partnership with Bradford Preparatory School to more broadly impact student achievement. If awarded the subgrant, we will meet with you to identify instructional coaches who best fit the needs of Bradford Preparatory School and work with school leaders to implement a plan for teacher development and student achievement.

Sincerely,

Patrick Conetta, Ph.D.
NC NTSP Director

Misty Hathcock, Ed.D.
NC NTSP Regional Director UNCC
Appendix C
Appendix D

D.1- 2018-2019 Bradford Prep report card showing subgroup data
D.2- North Carolina EOG Proficiency Scores for 2018-2019
Bradford Preparatory School
School Website: ⬆️ (http://www.bradfordprep.org)

Grade Span: KG-12 Charter: Yes
2502 Salome Church Rd, Charlotte, NC 28262
704-549-0080

Go to the Analytics Site to
(https://ncreportcards.ondemand.sas.com/landing.html)
Compare to Other Schools ➔

2018-19 Overall Performance 🔄

View Performance by School or District
View Performance by Subgroup
2018-19 Performance Grade Score by Subgroup
2018-19 Academic Growth by Subgroup
Braden Preparatory School

84.6 = Met
80.4 = Met
84.6 = Met
83.0 = Met
82.9 = Met
78.4 = Met
90.1 = Exceeded

■ ALL ■ Black ■ Hispanic ■ Two or More Races ■ White
■ Economically Disadvantaged ■ Students w/ Disabilities

B 2018-19
EOG MATH GRADE

71

EOG MATH GRADE SCORE
Growth Met

B 2018-19
EOG READING GRADE

75

EOG READING GRADE SCORE
Growth Exceeded
Note - To protect student privacy, some data values for small groups will be suppressed as “> 95%” or “< 5%” in the charts or tables below. For counts less than 10, no data will be displayed.

2018-19 Student Characteristics & Participation

This section describes some key measures about the students at this school.

Incoming Student Readiness

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| Career Ready | College Ready |
High School Diploma Endorsements

Concentrations Completed by Students

Bradford Preparatory School

Participation in Career and Technical Education
<table>
<thead>
<tr>
<th>Number Participating</th>
<th>Percent Participating</th>
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<tbody>
<tr>
<td>173</td>
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</table>

**Industry Recognized Credentials Earned by Students**

Number of Credentials Earned

1

---

**2018-19 Student Performance**

| Student Performance by School/District | Student Performance by Subgroup |

This section describes student performance in various test subject areas. Student test performance is reported as one of five achievement levels. Levels 1 and 2 are below grade level. Level 3 is grade level proficient. Levels 4 and 5 indicate students are on track for career and college readiness. For math, student test performance is reported as one of four achievement levels. Not Proficient is below grade level. Level 3 is grade level proficient, Levels 4 and 5 indicate students are on track for career and college readiness.
Proficiency in Subject Areas

Math Performance

Summary Chart  Table

![Bar Chart]

- Grade Level Proficient (Levels 3-5)
- Career & College Ready (Levels 4-5)

English Language Arts/Reading Performance

Summary Chart  Table
Science Performance

- Grade Level Proficient (Levels 3-5)
- Career & College Ready (Levels 4-5)
Biology Performance

Summary Chart  Table
English II Performance

- Grade Level Proficient (Levels 3-5)
- Career & College Ready (Levels 4-5)
NC Math 1 Performance

- Grade Level Proficient (Levels 3-5)
- Career & College Ready (Levels 4-5)
NC Math 3 Performance

Summary Chart  Table
Other Measures

4 Year Graduation Rate

Percent graduating within four years at Bradford Preparatory School:
- 100.0% (Bradford Preparatory School: 89.2%)
- 90.0% (Bradford Preparatory School: 86.5%)
Bradford Preparatory School  ■  State of North Carolina

**English Learner Progress**

Bradford Preparatory School  ■  State of North Carolina

**Passing Math 3**

Percent Passing at Bradford Preparatory

Bradford Preparatory School  ■  State of North Carolina
Bradford Preparatory School  State of North Carolina

Read to Achieve - Promoted to Grade 4

Bradford Preparatory School  State of North Carolina

Read to Achieve - Retained in Grade 3
Student Enrollment in Advanced Courses

The following charts show the breakdown of number of students enrolled in advanced courses.

Bradford Preparatory School

- Advanced Placement (AP)
- Career & College Promise (CCP)
- International Baccalaureate (IB)
State of North Carolina

Chart

Test Participation

Percentage of students participating in state mandated standardized testing.

Chart

Students with Disabilities Alternate Test Participation

The percent of tested students is expected to be below 1% at the
state level. Most schools have so few students that this information may be masked to protect student privacy.

2018-19 School Environment

| View Environment by School/District | View Environment by Subgroup |

This section provides information on the school environment and facilities

Suspension and Expulsion Rates (per 1000 students)

<table>
<thead>
<tr>
<th>Short-term Suspensions</th>
<th>Long-term Suspensions</th>
<th>Expulsions</th>
<th>In-school Suspensions</th>
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Rates of Criminal Acts, Bullying, Law Enforcement Referrals, and Arrests (per 1000 Students)
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<th>Bullying and Harrassment</th>
<th>Referral to Law Enforcement</th>
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<td>6.29</td>
<td>11.28</td>
<td>2.48</td>
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</tr>
</tbody>
</table>

**Students Per Device**

- Bradford Preparatory School
- State of North Carolina

**Book Titles Per Student**
Wireless Access Points per Classroom

Chart Table

Windows Access Points per Classroom

Chart Table

😊 Strategic Planning 2018-19

This section provides information on Bradford Preparatory School's strategic planning, goals and progress.
• Title 1 Status

☑ Progress Goals

This school has progress goals for Math Grade 11, Math Grades 3-8, Reading Grade 10, and Reading Grades 3-8 in the following student groups - ALL, Black, Hispanic, Students w/ Disabilities, Two or More Races, and White.

Click the following link (http://accrpt.ncpublicschools.org/essa_ltg/ltg.html) to see the progress of student groups at this school (note you will need to select this school again).
North Carolina EOG Proficiency Scores 2018-2019

Grade 3-8 Assessments: Percent of Proficient Students

- Select Subject: [ ] All Subjects
- Select Grade: [ ] Grade 3
- Select Grade: [ ] Grade 4
- Select Grade: [ ] Grade 5

Grade 3-8 Assessments: Proficiency by Subgroup

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<th>State</th>
<th>Subgroup</th>
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<th>Proficiency Level 2</th>
<th>Proficiency Level 3</th>
<th>Proficiency Level 4</th>
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<tr>
<td>State</td>
<td>Overall</td>
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<td>26.6%</td>
<td>26.2%</td>
<td>24.1%</td>
<td>16.7%</td>
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<tr>
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<td>College and Career</td>
<td>35.4%</td>
<td>22.4%</td>
<td>36.2%</td>
<td>36.3%</td>
<td>15.7%</td>
</tr>
<tr>
<td>State</td>
<td>College and Career</td>
<td>25.4%</td>
<td>21.2%</td>
<td>36.2%</td>
<td>36.3%</td>
<td>15.7%</td>
</tr>
<tr>
<td>State</td>
<td>Proficiency</td>
<td>24.4%</td>
<td>26.6%</td>
<td>26.2%</td>
<td>24.1%</td>
<td>16.7%</td>
</tr>
</tbody>
</table>

*Students who score Levels 3, 4, and 5 are considered grade-level proficient. Students who score Levels 4 and 5 are considered college and career ready.*
Appendix E

E.1- Istation Reaching Levels Chart and sample student reading report
E.2- The Effects of Poverty on the Brain by Eric Jensen
E.3- Brain-based Learning Theories by Tracy Kane
E.4- Starting School at a Disadvantage by Julia Isaacs
E.5- 2020-2021 Braeford Prep School Calendar
E.6- The Superlative Club After School Program Agreement
E.7- Bradford Prep parent letter regarding summer camp
E.8- Transportation Services Agreement for student transportation
E.9- Memo from Hot Lunch Coordinator regarding the Hot Lunch Program
E.10- 2019-2020 Hot Lunch Vendor Agreements
E.11- Purchase order for Amplify training for Core Knowledge Language Arts Curriculum
E.12- CollegeBoard Springboard Professional Learning Symposia 2020 price quote
E.13- think!Mathematics Institute Training price quote
E.14- AccuTrain Lost Boys Presentation Agreement for August 12, 2020
E.15- Educational Equity Institute Charter School Work Proposal
E.16- Chart showing items needed to fully implement the NC ACCESS grant
E.17- Cost of the Singapore Math student workbooks
E.18- Quote from Amplify for the Core Knowledge Language Arts student workbooks
E.19- CollegeBoard quote for Springboard Math teacher editions and student online access accounts
E.20- CDWG Warehouse price quotes for SmartBoards and iPad Carts
E.21- A3 Communications Invoice for Audio Enhancement system
E.22- The Benefits of Classroom Audio Technology article
E.23- Invoice from Apple showing the price of the student iPads
### Performance Scales

**Intervention Tiers**

Istation's classic three-tier system suited for RTI. It's tired, it's true, and it's been used to help millions of students reach their full potential!

- **Percentile Rank Ranges**
  - **Tier 1**: Above 40
  - **Tier 2**: At or Below 40
  - **Tier 3**: At or Below 20

### RTI+

Istation's three-tier system with extended tier ranges to identify and respond to students who would be "on the bubble" in the standard system.

- **Percentile Rank Ranges**
  - **Tier 1**: Above 49
  - **Tier 2**: At or Below 49
  - **Tier 3**: At or Below 25

### Levels (Quintiles)

**Levels (Quintiles)**

Five equally spaced ranges. Great for grouping students at all levels of performance for focused intervention or general improvement.

- **Level 5**: Above 80
- **Level 4**: At or Below 80
- **Level 3**: At or Below 60
- **Level 2**: At or Below 40
- **Level 1**: At or Below 20
ISIP™ Advanced Reading results for 4th Grade - School Year 2019/2020 – 4th Grade

Program Overview

Current Reading Program Cycle: Cycle 14
Last Date Used: Wed Feb 26 2020 01:12:32 PM (-06:00)
Program Usage (hours): 12.1
Lexile Student Measure: 1300L
http://www.lexile.com/lab/istation/?lexile_m=1300

Istation's Indicators of Progress (ISIP™)

Results as of the most recent assessment taken (February 3rd): The Student Summary Handout Report shows how your student is performing in all the different skill areas on Istation’s ISIP assessment. ISIP measures your student’s ability in all critical areas of reading. Ability scores are used to show reading growth throughout the school year.

Overall Reading: **Level 5**: Above the 80th percentile rank
Text Fluency: **Level 4**: At or below the 80th percentile rank

### Overall Reading

- **Ability Index for February:** 2082
- **Percentile Rank:** Better than or equal to 86% of students who took this test in February.

### Text Fluency

- **Score for February:** 140
- **Percentile Rank:** Better than or equal to 63% of students who took this test in February.

### Comprehension

- **Ability Index for February:** 2602
- **Percentile Rank:** Better than or equal to 99% of students who took this test in February.

### Word Analysis

- **Ability Index for February:** 1956
- **Percentile Rank:** Better than or equal to 46% of students who took this test in February.

### Vocabulary

- **Ability Index for February:** 1959
- **Percentile Rank:** Better than or equal to 85% of students who took this test in February.
## Priority Report Overview (Griffiths, Lucas)

<table>
<thead>
<tr>
<th>Reason Listed on Priority Report</th>
<th>Status</th>
<th>Date Listed</th>
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<th>Delivered By</th>
</tr>
</thead>
<tbody>
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<td>▼</td>
<td>Mon Jan 6 2020</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>ISIP Advanced Reading: Word Analysis</td>
<td>▼</td>
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<td>—</td>
<td>—</td>
</tr>
<tr>
<td>Excessive Logouts/Idle Time</td>
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<td>Mon Sep 23 2019</td>
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### Legend

- ▼ Some Difficulty — Student is demonstrating some weakness with this skill
- ◆ Ongoing Difficulty — Student is continuing to demonstrate some weakness with this skill
- ✗ Struggling — Student is demonstrating significant weakness with this skill
- ☠ Ongoing Struggles — Student is continuing to demonstrate significant weakness with this skill
The Effects of Poverty on the Brain

Eric Jensen

How are kids from poverty different and what do the differences suggest we can do about it?

by Eric Jensen

Solutions for Teaching with Poverty in Mind

Many still believe "the poverty problem" is about a lack of money. Unfortunately, it's not that simple. In fact, if that were the only problem, it would be good news, but it's not. Nearly 22 percent of all children in the U.S. come from low-income families (U.S. Census Bureau, 2010). Others believe that poverty is due to a lack of values such as having a strong work ethic or motivation to succeed; but those theories have been dismissed by research that shows that those are effects, not causes of poverty (Sapolsky, 2005).

Poverty can also be explored as a product or result of classism, failed social policies, racism, unsafe housing, poor education, inadequate laws or a host of other issues. There is also a wide range of being poor from absolute poverty (lack of food, housing or shelter), to relative poverty (feeling poor compared to your neighbors), and generational poverty (long-term familial or community-based low SES) or situational (temporary economic disaster) poverty. In this article, we'll focus on the long-term, explore the differences and what you can do to succeed at your school.

What is Poverty?

Poverty is a chronic, mind/body condition exacerbated by the negative, synergistic effects of multiple, adverse, economic risk factors. Kids from poverty are different because their brains adapt to suboptimal conditions. But brains can and do change everyday. You can facilitate that change.

But for them to change, you must change. Nobody's telling you it's a "piece of cake." But those from poverty can (and do) succeed. It is happening all over the country. The schools that succeed with those from poverty are doing the right things, doing them over time, and as a result, changing young brains for the better. In addition, for your school to succeed with kids from poverty, you'll
want to understand how poverty changes the brain and use that knowledge to guide educational practices.

How are Brains of Those from Poverty Different?

The effects of poverty on any human being are truly staggering. In short, the kids are different because their brains are different. Our neurons are designed by nature to reflect their environment, not to “automatically” rise above it. Areas of the brain that are affected by chronic exposure to poverty include those responsible for working memory, impulse regulation, visuospatial, language and cognitive conflict (Noble, et al. 2005). Evidence suggests children of poverty are more likely to have different brains via four primary types of experiences. They are: 1) exposure to toxins, 2) chronic stress, 3) chronic exposure to substandard cognitive skills, and 4) impaired emotional-social relationships. While not every single low SES child will experience all of these factors, the majority will. Let’s explore each of these.

Exposure to Toxins

Any type of toxin, from a food toxin such as artificial additives, coloring or those with carcinogens, to environmental toxins such as lead, noise or smog will impose stressors on the body and brain. These stressors consume resources and ultimately, a price is paid. When compared to their middle- or upper-income classmates, more children from lower SES are likely to:

- Live on or near toxic waste sites (Brody et al., 1992).
- Live in areas that did not meet one or more of the Air Quality Standards (NPA 2000).
- Have had more exposure to pesticides (Moses et al., 1992).
- Have greater exposure to lead (Brody et al., 1993).
- Have more exposure to cigarette smoke (Childstats, 1999).

These are relevant because, for example, high levels of lead are dangerous to children. They can cause neurological and developmental impairment. The behaviors we see in the classroom may be a result of years of toxic buildup. The aggregate of exposure to multiple toxins creates damage to the brain, which manifests in behavioral, cognitive, emotional and social ways. It is the aggregate of factors that ultimately prove challenging to overcome, not any single one.

Chronic Stress

Chronic stress creates an adjustment in the body’s “stress point” in the same way that we can create a different “set point” for eating and hunger signals. An example of an altered set point is PTSD or depression. This altered set point is known as allostatic loads, from the Greek word “allostatics” meaning “adjusted stability.” This devastating change is actually long-term, carry-over stress that continues day after day. Those living in poverty experience a chronic stress overload greater than their higher socioeconomic class (SES) counterparts (Almeida, et al., 2005).

How, specifically, are kids from lower SES affected by stress as compared to those of middle or upper income?

- Poor families move twice as often, get sick five times as much (Pederson et al., 1996).
- Children of poverty face double the street crossings with six times greater risk in pedestrian accidents (McPherson et al., 1998).
- Poor children have more contact with aggressive peers (Sinclair et al., 1994).
- They experience more community violence, from an unsafe home, neighborhood or a dangerous path to school which can hurt academic performance (Scheurcks & German, 2003).
- Greater safety concerns, leading to academic underperformance (Pratt et al., 1997).
- Significantly more daily stress—up to 35 percent more daily hassles and the toll on the body adds up (Attar et al., 1994).
- Worsen food choices because appetite and eating habits becomes altered by chronically higher levels of cortisol (Cartwright, et al., 2002).
One study actually gave randomized, double blind, placebo controlled, fixed oral doses of cortisol (a chemical associated with stress) and the placebo (colored water) to subjects. After several days of exposure, the researchers found that the cortisol treatment reversibly decreased specific elements of memory performance in otherwise healthy individuals (Newcomer et al., 1999). Other studies highlight the effects of chronic stress on the schoolage brain. This allostatic load increases the likelihood that kids from poverty will have emotional problems (Burgess et al., 1995), lowers IQ and reading scores (Dolaney-Black et al., 2002), and significant memory loss (Lupien et al., 2001).

Chronic stress is clearly bad and humans respond with adaptive allostatic loads in one of two ways: we become more angry and aggressive or we become much more passive, even helpless (Johnston-Brooks et al., 1998). This understanding helps educators realize that the frustrating behaviorsthey see in the classroom from kids from poverty (aggressiveness or giving up) are not causing their problems—they are the symptoms of their problems (Sapolsky, 2006).

This is fundamental change for many educators—moving away from a blaming mentality and getting to work being an ally for their students.

**Cognitive Skill Development**

There is considerable evidence that children from poverty are more likely to have impaired exposure to critical enrichment factors resulting in substandard cognitive skills.

Here are some differences from those from poverty vs. those in middle and upper income homes:

- Parents from poverty use different vocabulary words every day, both fewer and less complex than those heard in families of greater income (Hoff, 2003).
- Poor children are more likely to have parents who are less likely (by a factor of three or four) to initiate conversation just to maintain social contact or build vocabulary (Hart & Risley, 1995).
- Kids from affluent communities have more books in their homes than low-SES children had in all school sources combined (Korat & Haglind, 2007).
- Low SES parents are only half as likely to read to their kids as compared to high-income children (Coley, 2002).
- Have lower quality of nutritional intake in low-income infants and toddlers which is linked to lower cognition (Prakash et al., 1995).

These issues are relevant because, for example, while children from poverty typically have cognitive deficits, they can be improved with specific skill-building programs in reading, writing, math and problem-solving.

**Emotional-Social Relationships**

Right from birth, the formation of a secure attachment between parent and child creates the baseline strengths and coping skills which will set in motion the quality of future relationships with teachers and peers (Szweczyk-Sokolowsky and Bost, 2005). Unfortunately, children from poverty are far less likely to get the baseline of a solid, strong two-parent family and the resulting parental support. As an example:

- Poor children experienced less parental support and were parented in a less responsive more authoritarian, harsher fashion than their higher income counterparts (Evans, 2004).
- Low SES children felt that their parents were not very interested in their activities, and as a result, were less open with their parents about their feelings (Rosenfeld, Richman and Bouwen, 1998).
- They develop fewer social ties and have more chaos, stress and disruption in their lives (Jensen et al., 1993).
- Kids in these homes also hear less responsive, fewer supportive, and less interactive conversations among others in their homes (Hart & Risley, 1995).
- They are also more likely to spend time in foster care or to have parents who are divorced (Evans, 2004).
Poor parents are half as likely as professional parents to be able to track down their children playing in the neighborhood (Barnes, 2004).

Among American 13-year-olds, those watching six or more hours of television per day are nearly twice as likely to be living in low income households (Barnes, 2004).

Poor parents are more likely to leave their children home alone for extended periods of time and not regulate the amount of television their kids watch (Bradley and Corwyn, 2002).

All of the disconnect in relationships takes its toll. Children from poverty believe themselves to have fewer friends and have lower acceptance among their peers (Rosenfield, Richman and Bowen, 1988). Unfortunately, children from poverty are much more likely than their counterparts to have impaired relationships. This can affect self-esteem and even influence their everyday choices regarding whom they'd like to have as friends. And, once at school, their peers are a greater influence on their lives than their parents (Harris, 1999). But remember that chronic stress is a key factor and it increases the likelihood of inappropriate attachments (Schore, A., 2002). This creates a vicious cycle where poor kids lack the grounded strong quality home relationships, yet, they are more likely to seek the wrong ones at school. Positive relationships lower stress, provide guidance and support.

Can Those from Poverty Succeed?

The neurobiological evidence may sound pretty depressing, but there's hope. First, brains are designed to respond to experiences, both good and bad. This means that while those from poverty may have suboptimal brains, positive experiences can (and do) change their brain. If you're thinking that lower IQ kids cannot catch up, this research says otherwise. As example, researchers found that low SES children (with a mean IQ of 77) adopted by higher-SES parents averaged IQ gains of 14-20 points when tested eight years later (Dayne, et al., 1999). This is an entire standard deviation increase!

In sum, we know that children of poverty often have suboptimal brains and we know that brains can change for the better. It takes quality schools and quality teaching. Average teachers working well at a great school climate (collaborative, committed, focused, mission-driven, etc.) can succeed. Or, high-performing teachers at a school with an average climate can succeed. But the reality is that low SES kids will expose the weakest links in the education you provide. In short, it's the ability of each school staff to understand not just "what it takes" but also be "able and willing to deliver" the factors that actually drive positive change.

There's a reason most Title 1 schools struggle. Many teachers do not even get one year's AYP with middle class kids. With low income kids, their AYP is worse.

Yet, to succeed, your staff will need to know how to get 1.00-2.00 year's worth of AYP in a single year. Teachers cannot do it if they just "try harder." They must learn the strongest "drivers" of student achievement, based on the research.

Years of research now tell us what affect sizes are for more than 150 teaching factors (Hattie, 2010). We know, for example that some things, like homework, rarely matter. We know that other factors matter tremendously. I share these with teachers in person and many are surprised that no one told them.

For example, five of the upcoming 10 factors are of very little value in contributing to student achievement:

1. High engagement
2. Computers/technology
3. Meta-cognitive skills
4. Class size
5. On-going formative assessment
6. Team teaching
7. Developing deep coherent representations
8. Homework
9. Challenging teaching for mastery
10. Advance organizers

If you say to yourself, "They all look good!" The problem is that teachers do not have unlimited time. Quality teachers use more productive strategies, more often and they're better at the execution and consistency. Average teachers just want to know the "magic list" of top 10. But these high-effect size factors are merely the basis for years of reflection, error-correction and personal commitments to mastery. The expert teachers on your staff (as measured by 1.25 AYP or better) are critical of their own teaching. They constantly try out better ways to do something and often find themselves obsessing over how to reach a single kid. Does your leadership foster this kind of teacher? That's one of the roles of instructional leadership.

During my workshops on poverty and how it affects the brain, educators often ask, "Where are the schools that actually do this? Who is succeeding?" There are many, many schools, in Texas and around the country that do enough of the right things, and enough things right to get miracles. One example is a secondary school I've worked with that has a low SES population of 100 percent free and reduced lunch, with just 6 percent Anglos.

But this high school attendance averages 98 percent, its graduation rates are more than 90 percent, and last June, the percentage of its graduates accepted to our nation's top-five, four-year universities was a staggering 96 percent (Jensen, 2007). The point here is that even if you don't have the background to understand the science behind changing brains for the better, your staff must believe in the possibility of change and have hope for every student. Hope drives change. The staff at this school provides hope every single day—it is their mission.

Do you provide that kind of hope?

As you know, the role of leadership has changed. While it is not the intent of this article to provide all the potential strategies for positive change, the message here is that brains do change and by doing the right things at your school, success can be yours. The secrets?

We are all familiar with the list: shrink the changes, collaborate, publicize progress, focus on what matters, and support teachers not in working harder, but in working smarter. There are some amazing schools all over Texas and if your school's not one of them, pause, take a breath and take some time for a personal and professional inventory. Talk with others who are succeeding, and get an upgrade in your skill sets.

The good news is that this is doable, you can do it.

References:
By Eric Jensen

Eric Jensen is a former teacher with a real love of learning. He grew up in San Diego and attended public schools. While his academic background is in English and human development, he has a real love of educational neuroscience. For over 20 years, he has been connecting the research with practical classroom applications.

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1 Comment

Dr. Margo Turner • December 31, 2015, 8:40 pm

After watching the recent TED talk by the current director of the 70+ year Harvard study on adult happiness, psychiatrist Robert Waldinger, I was reminded again what I have heard you say over and over. Eric: relationships matter; relationships can affect
learning; teachers can change brains! I found this to be true when teaching children in Honduras who were in extreme poverty and who had been abandoned. Knowing what to do in my teaching, caring deeply for my students, and being HOPEFUL day in day out (patience and encouragement by staff/leaders) resulted in learning.

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Eric Jensen's Brain-Based Learning:

Eric Jensen's brain-based learning approach focuses on practical strategies linking brain research to student achievement. Brain-based learning is all about smarter, more purposeful teaching that can reach a greater number of students. It's not any one single thing you do. It's more about the on-going, purposeful aggregate of environment, instruction and curriculum strategies that makes it all work.

About Jensen Learning

Jensen Learning integrates cutting-edge neuroscience with practical, user-friendly classroom strategies, to overcome challenging teaching environments such as poverty, ADHD, helping you create a high performance school environment.

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Brain-based Learning Theories (from The Journal of Dynamic Teaching)

Tracy M. Kane | September 11, 2013 in Higher Education

(https://www.pearsoned.com/blog-archive/higher-education/)

By Tracy M. Kane, MCJA, Daymar College Online (http://online.daymarcollege.edu/)

Abstract

Brain-based theories were examined in the search for unique and practical teaching styles suitable for career-based, education institutions. The scientific application of hands-on learning methods was evaluated, as well as the overall characteristics of the teacher and the learner in an active learning environment. Pedagogical learning styles and reflective learning behaviors were addressed and added
Into a basic teaching element to demonstrate the practical application of brain-based instruction. Together, specific elements of traditional, active teaching methods were blended with scientific brain-based theory, to create a unique learning environment applicable to all learning levels and styles.

**Brain-based Learning Theories: Using Scientific Research to Redesign the Learning Institution**

President George Bush defined the 1990s as the decade of the brain ([http://en.wikipedia.org/wiki/Decade_of_the_Brain](http://en.wikipedia.org/wiki/Decade_of_the_Brain)) (Roberts, 2011). The field of neuroscience was a new discipline in the 1990s, and needed the support of the federal government to establish itself as a medical science (Lombardi, 2008). The support would allow the emerging discipline to create a foothold in the medical field by aggressively researching and treating mental diseases of the brain (Lombardi, 2008).

Since the 1990s, there has been a mass production of academic prose on reflecting on the learning processes of the brain, and the need to implement brain-based methods in education (Roberts, 2011). John Dewey, an early education traditionalist, supported experiential learning, suggesting that the creation of the classroom goes against everything the brain was designed to do (Dewey, 2010). It was not until 1978, that theorist, Paul MacLean, who generally agreed with Dewey's insight, coined the term *Triune Brain* (Roberts, 2011). MacLean believed that the brain was developed in three layers. He also stated that each section had a specific function in regards to learning processes (Caine, 2012).

The oldest part of the brain, called the Reptilian Complex, controls the ‘flight or fight’ response, digestion and circulation, breathing and reproduction (MacLean, 1978). The second oldest part of the brain, known as the *limbic* brain, is said to be the center of emotion, and converts all information into short and long-term memory (Caine, 2012). It is also believed that this part of the brain attaches markers to specific incidents, allowing us to recall specific information (Caine, 2012). The last part of the brain to be developed is called the *Neo-Cortex*. It controls communication skills, and also allows us to develop strategies for future planning (Caine, 2012). Paul MacLean's *Triune Brain* theory constitutes that the brain is very capable of multi-tasking, organizing and, developing repetitive patterns of behavior, and can also reflect and reason (Caine, Caine, McClintic, & Klimek, 2008). He believed that each brain operates on different chemical paths; suggesting that each individual will learn in very different ways, and at different times (Caine, et. al., 2008). MacLean's theory also raises the question *if curriculum specialists know this information, then why are we continuing to create rigid, streamlined curricula?*

**The Blended, Brain-based Classroom**
The Theory

The Triune brain theory suggests that we are primitively developed for survival (MacLean, 1978). The human brain focuses great attention on flight or fight responses, and can multi-task, organize, and prepare for sudden and future changes (MacLean, 1978). The environment helps configure the chemical balance of the brain, and can change with sudden or gradual environmental disruptions (MacLean, 1978). Therefore, a brain-based learning curriculum focused on experiential learning, would suit the human learner (Bonk & Graham, 2006).

Pedagogical / Innate Learning Techniques

Pedagogical learning techniques are brain-based and can be applied to both children and adults (Bonk & Graham, 2006). Individuals will learn many of their skills through trial and error processes, and through participation (Bonk & Graham, 2006). An example of trial and error processing is when a child learns to walk. An infant has the innate motive to stand and walk, but this is not immediate (Abravanel, & Gingold, 1985). A child has to first learn to stand and balance before initial steps are taken (Abravanel, & Gingold, 1985). It is expected that the child will fall down the first few times without guidance, but will eventually master the activity of walking through experiential processing (Abravanel & Gingold, 1985). Brain-based learning encompasses such experiences, and constitutes successful ways of educating both children and adults (Bonk & Graham, 2006). Activities that revolve around experiential learning are hands-on activities such as projects, role playing, and creativity (Morris, 2010).

Phase One: Curriculum Enhancements

Caine, (2012), suggests that curricula should be developed around brain-based principles that require learning to be psychological and social, by using interactive curricula. The brain also searches for innate meaning in new content, but is only retained through repetition and pattern processing; the necessary elements for survival (Caine, 2012).

Caine, (2012) also suggests that the brain can only process information in segments and whole parts; but stating that new information can be learned simultaneously. Next, curriculum content should be meaningful, organized, and categorized in small chunks using the 60/40 rule (Roberts, 2011). The 60/40 rule suggests that 60 percent of the curriculum process needs to be repetitive skill such as taking attendance, seating arrangements, and turning in homework (Roberts, 2011). It is then suggested that the
next 40 percent of the curriculum is new and challenging information (Roberts, 2011). The Triune brain seeks new information and categorizes the information into specific thought sequences based on importance; thus rejecting unimportant data during the process (Roberts, 2011).

This type of learning could be achieved by adding visual or audio media to lesson plans, or by creating interactive role playing sessions that allow the students to teach back what has been learned (Duman, 2010). The Triune brain remembers information the best, if it is delivered in short, interactive segments; thus ensuring that the thought process is ongoing throughout the entire length of the course (Bonk & Graham, 2006). It is important for the instructor to realize that not every student will view the course or material in the same fashion (Bonk & Graham, 2006). Some students will find the material worthy and necessary to their career, and some will find it unimportant (Bonk & Graham, 2006). On the first day of class the instructor should create a personable learning environment that shows the students the grand overview of the course and how it fits into their academic and career goals (Jensen, 2008). This can be accomplished through reflective learning segments that use lecture, debate and demonstration as a way to disseminate information relevant to the student’s learning needs (Duman, 2010).

Phase Two: The Teacher and the Student

Students can tell if an instructor is passionate about education, and will typically gauge the first day of class on the activity level and excitement of the teacher (Dewey, 2010). A teacher has many different roles in the classroom, and therefore should avoid assembly-line education processes where they read directly from a textbook, give homework without feedback and deliver an earned grade without explanation (Bonk & Graham, 2006). A classroom has to have multiple learning environments in one room, and the teacher is responsible for multi-tasking though each environment and learning experience (Bonk & Graham, 2006). An example of a successful brain-based learning environment would have the teacher start with a full explanation of the course, and an introduction of the material in relation to their careers or academic endeavors (Morris, 2010).

Jensen (2008) suggests that higher education curricula is poor and outdated, and is designed for teachers who do not stray from rigid paths of instruction. Some of the most important characteristics of a teacher in terms of the Triune brain theory are that the teacher is personable, motivating, understanding and supportive of the interactive learning environment (Nummela & Rosengren, 1986). If the teacher creates
a learning environment that is stressful or unorganized, it can have adverse consequences (Calhoun, 2012). The brain chemically reacts to stress and will either progress into flight or fight mode until the stressful or threatening environment has ceased (MacLean, 1978).

This chemical reaction in the brain may be the reason why some individuals react poorly on test days by either not showing up for the exam, or by sitting in the classroom protesting the exam; hence flight and fight mode (Jensen, 2008). An example of a productive learning environment, is one in which the teacher challenges the students through interactive assessments, lecture, debate, research, and experience. This can be accomplished by integrating field trips, guest speakers, and volunteer services in relation to that specific topic, or hands-on, creative activities (Morris, 2010).

Phase Three: Brain-based Techniques, Technologies and Teaching Strategies

With enough threats of punishment or reminders of reward, is it possible to get any result I wish as a teacher? Is this an effective way of teaching? A Teacher can accomplish desired outcomes with such tactics, only because the brain records information important for survival; In this case, the learner has only retained the threat or the reward (Calhoun, 2012). Brain-based learning also incorporates various types of technologies, visual aids and other media into the interactive classroom (Bonk & Graham, 2006). Examples of e-learning technologies are computers, smart boards, video, and digital media such as cameras, phones, and radios to help enhance the interactive classroom (Roberts, 2011).

Conclusion

Education is an experiment, and will remain so for future generations (Dewey, 2010). MacLean’s Brain-based theory is an example of education experimentation that follows the scientific field of study and education application (Roberts, 2011). One of the benefits of being an educator is that we get to constantly research new methods, activities and strategies to create better learning environments for our students; if we stop researching and enhancing the field of education, we fail to contribute to the success and future progression of the human race.

References


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Starting School at a Disadvantage:
The School Readiness of Poor Children

Julia B. Isaacs, Brookings Institution

Executive Summary

Poor children in the United States start school at a disadvantage in terms of their early skills, behaviors, and health. Fewer than half (48 percent) of poor children are ready for school at age five, compared to 75 percent of children from families with moderate and high income, a 27 percentage point gap. This paper examines the reasons why poor children are less ready for school and evaluates three interventions for improving their school readiness.

Poverty is one of several risk factors facing poor children. Mothers living in poverty are often unmarried and poorly educated, they have higher rates of depression and poor health than more affluent mothers, and they demonstrate lower parenting skills in certain dimensions. In fact, the gap in school readiness shrinks from 27 percentage points to 7 percentage points after adjusting for demographic, health, and behavioral differences between poor and moderate- and higher-income families.

Even so, poverty remains an important influence on school readiness, partly through its influence on many of the observed differences between poor and more affluent families. Higher levels of depression and a more punitive parenting style, for example, may result from economic stress and so models controlling for these factors may understate the full effects of poverty on school readiness.

In addition to poverty, key influences on school readiness include preschool attendance, parenting behaviors, parents' education, maternal depression, prenatal exposure to tobacco, and low birth weight. For example, the likelihood of being school ready is 9 percentage points higher for children attending preschool; controlling for other family characteristics, and is 10 percentage points lower for children whose mothers smoke during pregnancy; and also 10 percentage points lower for children whose mothers score low in supportiveness during parent-child interactions. These findings suggest a diverse set of policy interventions that might improve children's school readiness, ranging from smoking cessation programs for pregnant women to parenting programs, treatments for maternal depression, income support programs and expansion of preschool programs.

Preschool programs offer the most promise for increasing children's school readiness; according to a simple simulation that models the effects of three different interventions: Expanding preschool programs for four-year-olds has more direct effects on school readiness at age five than either smoking cessation programs during pregnancy or nurse home visiting programs for pregnant women and infants; the two other alternatives considered.

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Introduction

Americans aspire to live in a society where children of humble origins who work hard can rise to middle-class status. Yet many children who are born into poverty struggle to make ends meet as adults, falling to earn enough to achieve middle-class status. Nearly two out of three children born into the bottom fifth of the income distribution remain in the bottom two-fifths of the income distribution as adults (Isaacs, Sawhill and Haskins, 2009). Often, lack of economic success can be traced back to failure to complete college or even high school, which in turn stems from academic and behavioral struggles during grade school. In fact, there is a large health and skills gap between poor children and their more affluent peers even before they enter school.

Poor children start school at a disadvantage. Their health, behaviors, and skills make them less prepared for kindergarten than children growing up under better economic conditions. Fewer than half (48 percent) of poor children are school ready at age five, under a summary measure that encompasses early math and reading skills, learning-related and problem behaviors, and overall physical health. Children born to parents with moderate or higher incomes are much more likely to enter school ready to learn; three-fourths (75 percent) of these children are ready for school at age five. In other words, there is a 27 percentage point gap in school readiness between poor children and those from moderate or higher income families.

Kindergarten teachers find it easier to teach children if they have pre-academic skills, such as recognizing letters and numbers, and if they can sit still, follow directions, and pay attention. Children who are aggressive, have temper tantrums or exhibit other problem behaviors, as well as children in poor health, pose challenges to kindergarten teachers struggling to impart basic skills in a classroom setting.

School readiness has effects beyond the first few months of kindergarten; children with higher levels of school readiness at age five are generally more successful in grade school, are less likely to drop out of high school, and earn more as adults, even after adjusting for differences in family background (Duncan et al., 2007, Duncan et al., 2010). Entering school ready to learn can improve one’s chances of reaching middle class status by age 40 by about 8 percentage points, according to a recent analysis that uses linked data sets to track success from birth to age 40 (Winship, Sawhill and Gold, 2011).

With growing awareness of the importance of early years, federal and state governments have expanded their investments in young children. State spending on public pre-kindergartens, for example, increased each year from 2000 to 2009. The federal Head Start program has expanded to serve younger children, Congress enacted the new Maternal, Infant and Early Childhood Home Visiting Program two years ago, and the most recent “Race to the Top” competition included some funding for states’ systems of early childhood education.

Even so, early childhood programs receive much less funding than public education. Moreover, early interventions are at risk for funding cuts, as federal and state budgets are squeezed by rising spending on health and retirement costs and falling tax revenues. State funding on public pre-kindergartens actually fell in 2010, the first cut after a decade of expansion (Barnett et al., 2010). At the federal level, early education programs must compete with many other programs annually for increasingly scarce federal dollars. In this fiscal environment, it is important to understand the effects of expanding (or cutting) programs addressing children’s school readiness.

This paper examines children’s readiness for school at age five, comparing poor children to children from more affluent families. After an initial section documenting a sizable gap in school readiness, the next two sections address two important questions. First, why are poor children less ready to learn than children from more affluent families? Second, does a better understanding of key explanatory factors suggest targets of opportunity, that is, points of
possible intervention to improve the early academic skills and behaviors of low-income children? Finally, the concluding section describes a simulation that compares the effects and costs of three different interventions: preschool programs, smoking cessation programs, and nurse home visiting programs.

I. Poor Children Are Less Ready for School at Age Five than Other Children

Fewer than half (48 percent) of poor children compared to 75 percent of children from moderate or high-income households are ready for school at age five, resulting in a 27 percentage point gap in school readiness, as shown in Figure 1. This comparison focuses on the difference between children from households with income below 100 percent of poverty ($18,000 for a family of three or $23,000 for a family of four, in 2011 terms) and children from households with income above 185 percent of poverty. This latter group spans a broad spectrum of family income, from incomes just above 185 percent of poverty ($33,000 for a family of three in 2011) to much higher levels of family income.

Children who are “near poor” (from households with income between 100 and 185 percent of poverty) also enter kindergarten at a disadvantage, although faring better than poor children: 59 percent of children with incomes just above the poverty line are ready for school at age five. School readiness rises to 86 percent for children born into households with income above $100,000, and falls to 42 percent for children who are persistently poor: not just at birth, but also at ages two, four and five years (Isaacs and Magnuson, 2011).

Figure 1: Likelihood of Being Ready for School at Age Five, by Poverty Status at Birth

<table>
<thead>
<tr>
<th>Percentage School Ready</th>
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<tbody>
<tr>
<td>Poor</td>
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<tr>
<td>Near Poor</td>
</tr>
<tr>
<td>Moderate or High Income</td>
</tr>
</tbody>
</table>

Source and Notes: Brookings tabulations of data from the Early Childhood Longitudinal Study – Birth Cohort (ECLS-B). Near poor is defined as household income between 100 and 185 of poverty percent and moderate or high income is defined as household income above 185 percent of poverty.

The school readiness patterns analyzed here come from the Early Childhood Longitudinal Study-Birth Cohort (ECLS-B), which follows a nationally representative sample of children from birth (in 2001) through entry into kindergarten (in the fall of 2006 or 2007). Nearly one quarter (23 percent) of children in the sample were born into poor families, another quarter (25 percent) of children fall into the near-poor group, and the remaining half (52 percent) are classified as having moderate or higher income.

The ECLS-B has rich data on children’s school readiness, including measures of children’s early academic skills, socio-emotional behavior, and physical health. Each of these domains is
important for later success and contributes to the school readiness measure used in this analysis. Specifically, school readiness is measured by combining direct assessments of early math skills and early reading skills with overall health status taken from parent surveys and two behavioral measures drawn from kindergarten teacher reports (learning-related behaviors, such as paying attention, and externalizing or problem behaviors, such as disrupting others). Children are rated as “school ready” provided they do not score “very low” on any of these underlying measures; “very low” is defined here as poor/fair on health, and more than one standard deviation below average on the academic and behavioral measures.

As shown in Figure 2, poor children are much more likely than other children to score very low on math and reading skills: three out of ten poor children (30 percent) score very low on early reading skills, compared to only 7 percent of children from moderate- or high-income families. Differences are smaller but still substantial on the behavioral and health measures. More than half (52 percent) of poor children score very low on at least one of the five measures, and so fail to be school ready, compared to one-quarter of children from moderate- or high-income families.

**Figure 2: Likelihood of Scoring Very Low (Failing to Be School Ready) on Measures of School Readiness, by Poverty Status**

![Graph showing likelihood of scoring very low on various school readiness measures by poverty status](image)

Source and Notes: Brookings tabulations of data from the Early Childhood Longitudinal Study - Birth Cohort (ECLS-B). Very low is defined as more than one standard deviation below average on the academic and behavioral measures and in poor/fair health on the physical health measure.

Poverty affects school-readiness across a wide range of populations. For example, poor whites are less school ready than moderate/higher income whites, and the same is true of blacks, Hispanics, children of married parents, children of unmarried parents, and children whose mothers have a high school degree or less (see Figure 3). In addition, poor children who attend preschool programs are less likely to be school ready than preschool attendees from more economically advantaged backgrounds. Children with college-educated mothers provide an exception to the general pattern; poor children whose mothers have a college degree or higher are as well-prepared for school as other children of college-educated mothers (but this small group represents only 2 percent of all poor children).
Figure 3: Likelihood of Being Ready for School at Age Five, by Poverty Status at Birth and Selected Child and Family Characteristics

Source and Notes: Brookings tabulations of data from the Early Childhood Longitudinal Study-Birth Cohort (ECLS-B). Poor at birth is defined as household income less than 100 percent of poverty and moderate or high income is defined as household income at or above 185 percent of poverty. School readiness of near-poor children (incomes 100-185 percent) is not shown but generally lies between the two other groups.

II. Why Are Poor Children Less Ready for School?

At the simplest level, there are two basic theories as to why poor children have worse outcomes than other children. Proponents of one view focus on the economic differences between poor families and other families, and argue that many of the negative outcomes observed in poor children and their families are a by-product of lack of financial resources. Another explanation is that it is not money itself, but the many parental characteristics that are associated with poverty that are harmful to children (Mayer, 1997). Analysis of these and other data suggests that both explanations play a role: poor children do worse in school partly because their families have fewer financial resources but also because their parents tend to have less education, higher rates of single and teen parenthood, poorer health, and other characteristics that place their children at risk for less successful outcomes.

There are several ways that family income can directly influence child development. From an economic perspective, families with lower incomes have less access to the resources needed for healthy development, such as nutritious meals, enriched home environments, high-quality child care settings, and first-class health care resources (Becker, 1981). Poor children also may suffer from the negative effects of living in neighborhoods with more crime and air and noise pollution (Evans, 2004). From a psychological perspective, the stress of living in poverty has a profound effect on parents, contributing to depression, anxiety, and other forms of psychological stress that can negatively impact their interactions with children. Even when parental stress does not manifest itself in observed changes in mental health, it can contribute to a harsh and less supportive parenting style, according to a body of research dating back to the Great Depression (Mcloyd, 1990; Chase-Lansdale and Pittman, 2002).

While poverty may have myriad influences on family life, it also is true that poor families differ from other families across a range of characteristics, some of which may be independent of, or forerunners to, poverty status. As shown in Figure 4, many poor children live with unmarried parents who have not graduated from college and may not have completed high school. More than half of their mothers show moderate or severe signs of
depression, a depression rate nearly twice that of more affluent mothers. Poor children also are at higher risk of prenatal tobacco exposure and low birth weight, although these are relatively infrequent events (see Figure 4). In addition, in comparison to their wealthier counterparts, more poor children live with mothers who score low on providing cognitive stimulation (e.g., infrequently reading books, telling stories, singing songs) or score low on sensitivity, warmth, and general supportiveness during parent-child interactions (based on videotaped observations of the parent and child at age two).

Figure 4: Poor Families Differ from Moderate/High Income Families on Many Characteristics that May Affect School Readiness

Source and Notes: Brookings tabulations of data from the Early Childhood Longitudinal Study-Birth Cohort (ECLS-B). Poor at birth is defined as household income less than 100 percent of poverty and moderate or high income is defined as household income at or above 185 percent of poverty. Prevalence of characteristics among near poor children (incomes 100-185 percent) is not shown but always lies between the two other groups for all characteristics shown in the figure.

With the range of differences shown in Figure 4, one might well expect that much of the "poverty gap" in school readiness is influenced by family characteristics rather than family income. In fact, the poverty-related gap in school readiness drops considerably, from 27 percentage points to 10 percentage points, if we add statistical controls for family demographics. It shrinks further, to 7 percentage points, after adjusting for other factors that are more prevalent in poor than in moderate and higher-income families, as shown in Figure 5.

The demographic controls in this analysis include the parents' level of education, marital status, and mother's age at birth, as well race/ethnicity, immigrant status, gender, and age in months. Parents' education is a large factor explaining why children from moderate and high income families enter school with higher reading and math skills—their parents are better educated. Children's early academic skills are higher, on average, when parents have more years of schooling, and this association persists even after controlling for parents' inherent abilities, according to evidence from welfare reform evaluations and sophisticated statistical analyses (Gennetian, Magnuson & Morris, 2008; Carneiro et al., 2007). In addition, the "education" effect also reflects underlying differences in parents' skills and preferences, which are often passed on to their children, by both inherited traits and upbringing.

The large number of poor children living with an unmarried mother also contributes to the poverty gap in school readiness. Children living with single and even cohabiting parents tend to have worse outcomes, particularly behavioral outcomes, than similar children living with
married parents, according to several studies (Waldfogel, Craigie and Brooks-Gunn, 2010). Living with teen parents also may put children at additional risk, although researchers find little evidence regarding effects on early academic skills and mixed evidence regarding effects on behavioral outcomes (Levine et al., 2007).

The poverty gap is much smaller after controlling for demographic factors, but still substantial, in both statistical significance and policy relevance (10 percentage points). The gap shrinks further after adding controls for low birth weight and preschool attendance, two potential pathways for how poverty may affect children’s development. Families with fewer economic resources may have less access to good health care or nutrition (which may show up in lower birth weight babies) and also may have decreased ability to send their children to preschool programs. In fact, although low birth weight and preschool participation exert independent effects on school readiness, they do not explain much of the remaining poverty-related gap in school readiness, and the gap remains at 9 percentage points, even after adding controls for low birth weight and preschool attendance.

Figure 5: School Readiness Gap (Poor vs. Moderate/High Income), Various Levels of Controls

Difference in Likelihood of Being School Ready (Poor vs. Moderate/High Income)

Source and Notes: Brookings analyses of data from the Early Childhood Longitudinal Study-Birth Cohort (ECLS-B). Poor is defined as household income less than 100 percent of poverty and moderate or high income is defined as household income at or above 185 percent of poverty. Demographics include parents’ level of education, marital status, mother’s age at birth and immigrant status, and child’s gender, age in months and race/ethnicity. Parental health and behaviors include physical health, smoking during pregnancy, breastfeeding, depression, parenting behaviors (parental supportiveness and provision of cognitive stimulation) and maternal employment; the analysis also controls for use of non-parental care, and number of children and adults in the household.

The poverty gap reduces somewhat further, to 7 percentage points, in the full model, which adds additional controls for maternal health and behavior, specifically, measures of physical health, smoking during pregnancy, breastfeeding, depression, and parenting behaviors (parental supportiveness and provision of cognitive stimulation).

Parental health and behaviors play a complex role in the analysis. These may be caused, at least partially, by the parents’ lack of financial resources: impoverished circumstances, overcrowded housing, and lack of access to good health care can result in health problems, higher levels of depression, and a harsher parenting style. On the other hand, a chronic physical or mental health condition can exist independent of poverty status, and may even be a cause, rather than a result of poverty (with poor health dragging down employment and earnings, and thus increasing chances of entering poverty).
If one focuses on the ways that economic stress affects parents' health and their interactions with their children, one is likely to view these parental health and behavior measures as pathways or mediators through which the true underlying cause—poverty—operates. Under this view, the 7 percentage-point estimate from full model, which includes controls for these factors, underestimates the extent to which poverty is a root cause of poor children's diminished school readiness. Alternatively, some might argue that parental education, marital status, health, and behaviors—rather than the amount of money families have to spend on their children—are the real causes of the diminished school readiness of poor children. Statistical analyses such as these cannot tell us which interpretation carries more weight.¹

The best evidence as to whether income has a causal effect on school readiness comes not from regression analyses, but from experimental programs, such as welfare-to-work experiments, where two otherwise identical groups of families with children receive different levels of income as a result of a policy intervention. An analysis of several such random-assignment experiments has found that children's math and reading skills were indeed improved by programs that increased parental income and employment, but not by programs that only increased employment (Duncan et al., 2011). In addition, a quasi-experimental study of varying child benefits in Canada found higher levels of child achievement (e.g., higher vocabulary scores) in children whose families received higher income supplements (Milligan and Stabile, 2008). These quasi-experimental studies provide convincing evidence that money matters, although it is not the only influence on young children's developmental outcomes.

III. Multiple Targets of Opportunity for Addressing School Readiness of Poor Children

Poverty is one of multiple, inter-related influences on children's school readiness. This section considers influences other than money by first looking at simple differences across groups of children (see Figure 6), and then by examining which differences persist when adding statistical controls (see Figure 7). While the full model with statistical controls provides some guidance as to which factors contribute to children's school readiness, the model may overstate or understate the causal impacts of specific variables, and so it is important to compare estimates from the statistical model to the broader social science literature.

Girls are markedly more school ready than boys; the average 5-year old girl is 16 percentage points more likely to be school ready than the average boy (see Figure 6). The gender gap is largely independent of family background and remains at 14 percentage points even with statistical controls (see Figure 7). The gender difference in school readiness is driven by behavioral differences: girls score a half-standard deviation higher than boys on behavioral measures, on average. (See the appendix, Table A-1, for regression estimates for math, reading, learning-related behaviors, externalizing behaviors, and health, as well as overall school readiness.)

¹ As a final note to Figure 5, the "unexplained portion of the poverty gap" could have been dropped even further, approaching zero, if the analysis had included an even richer set of mediators for the effects of poverty, such as the family's ownership of assets (e.g., home, savings account), material possessions (e.g., computer, car), food insecurity, housing conditions, and neighborhood crime and safety. When economists Waldfogel and Washbrook included such controls in their careful analysis of income-related gaps in children's school readiness, they found no significant residual gap in academic skills and behavioral outcomes between children from the bottom and the middle fifth of the income (Waldfogel and Washbrook, 2011).
Figure 6: Various School Readiness Gaps (Before Controlling for Confounding Factors)

<table>
<thead>
<tr>
<th>Factor</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor (vs. &gt; 185% of poverty)</td>
<td>-27</td>
</tr>
<tr>
<td>Near-Poor (vs &gt; 185% of poverty)</td>
<td>-17</td>
</tr>
<tr>
<td>Girls (vs. Boys)</td>
<td>-17</td>
</tr>
<tr>
<td>Black (vs. White)</td>
<td>-15</td>
</tr>
<tr>
<td>Hispanic (vs. White)</td>
<td>-7</td>
</tr>
<tr>
<td>Immigrant Mother</td>
<td>-20</td>
</tr>
<tr>
<td>Mother with BA (vs. HS)</td>
<td>-17</td>
</tr>
<tr>
<td>Mother without HS degree (vs HS)</td>
<td>-8</td>
</tr>
<tr>
<td>Teen Mother</td>
<td>-12</td>
</tr>
<tr>
<td>Married Mother</td>
<td>-16</td>
</tr>
<tr>
<td>Low Birth Weight</td>
<td>-18</td>
</tr>
<tr>
<td>Attended Preschool</td>
<td>-13</td>
</tr>
<tr>
<td>Mother in Poor/Poor Health</td>
<td>-18</td>
</tr>
<tr>
<td>Mother Depressed</td>
<td>-16</td>
</tr>
<tr>
<td>Smoking During Pregnancy</td>
<td>-15</td>
</tr>
<tr>
<td>Low on Maternal Supportiveness</td>
<td>-20</td>
</tr>
<tr>
<td>Low on Cognitive Stimulation</td>
<td>-16</td>
</tr>
</tbody>
</table>

Difference in Likelihood of Being School Ready (in Percentage Points)

Source: Brookings analyses of data from the Early Childhood Longitudinal Study-Birth Cohort (ECLS-B)

Children of college-educated mothers and children attending preschool enter school with more skills than their counterparts without these advantages. The positive effects of these factors persist after adding controls, though the magnitude is smaller. The impact of attending preschool, for example, drops from 15 percentage points to 9 percentage points after accounting for family characteristics associated with selection into preschool. Random-assignment and regression-discontinuity studies have also found positive effects of preschool programs on various dimensions of school readiness, with the most extensive evidence and largest effects regarding pre-academic skills (Camilli et al., 2010; Isaacs, 2008).

Differences by race/ethnicity, immigrant status, family structure, maternal age at birth, and maternal physical health are initially large. For example, black and Hispanic children are less likely to be school ready than white children (by 15 to 17 percentage points) and children of married mothers are more likely to be school ready than children of unmarried mothers (by 22 percentage points). However, these differences reduce to insignificant levels after controlling for income and other confounding factors. In contrast, the effects of poverty remain significant in the full model, with poor children 7 percentage points less likely to be school ready, as already discussed.
In addition to poverty, a number of other risk factors have negative effects that persist after adding controls for other family characteristics. Prenatal exposure to tobacco and low birth weight have negative effects on school readiness, consistent with other literature (Wakschlag et al., 2002; Johnson and Schoeni, 2007). In addition, children are less likely to be school ready if their mothers showed signs of depression during early childhood, their mothers showed little supportiveness during video-taped observations of parent-child interactions, or their mothers reported that they read, sang, and told stories to their children infrequently. Again, these results are consistent with other studies, with parenting behaviors likely influenced by maternal depression, but also each variable—maternal depression and parenting behaviors—showing some degree of independent effects on child development (Klerman and Huerta, 2008).

The dark bars in Figure 7 suggest multiple targets of opportunity for improving the school readiness of poor children. In addition to traditional policies aimed at expanding preschool participation or increasing family income, policy makers interested in improving children’s school readiness might consider a more diverse set of interventions, such as smoking cessation programs targeted at pregnant women, health and nutrition policies designed to reduce low birth weight and other adverse pregnancy outcomes, parenting programs for low-income parents of young children, mental health treatment options for mothers of young children, or policies to improve the educational attainment of low-income mothers.

IV. Comparison of Three Interventions to Improve School Readiness

The concluding section of this paper discusses three different possible interventions to improve school readiness: 1) expanding voluntary preschool programs to all poor four-year
olds not currently served, 2) providing smoking-cessation programs to all poor pregnant women who smoke, and 3) offering nurse home visiting programs to all first-time mothers with income below poverty. Preschool programs were selected because of the strength of the evidence demonstrating that such programs improve early math and reading skills. Smoking cessation programs targeted at pregnant women were selected because of the magnitude of the negative effects of prenatal exposure to tobacco on school readiness in this analysis (controlling for low birth weight), as well as additional effects through low birth weight. Nurse home visiting programs were selected because they address parenting behaviors, as well as maternal health during pregnancy. Each of these is discussed below, and their effects on school readiness are compared through a simulation exercise. Finally, there is a brief discussion of policies to raise family incomes.

**Preschool Programs**

Children who attend some form of preschool program at age four are 9 percentage points more likely to be school ready than other children, according to the regression model summarized in Figure 6. This overall impact is driven by positive effects on early math and reading skills, and smaller, insignificant effects on behaviors (positive for learning-related behaviors and negative for problem behaviors), and no effect on health, according to the detailed analyses shown in the appendix (Table A-1).

These findings are largely consistent with the extensive literature on early childhood education, which finds strong positive impacts on early academic skills, and smaller, sometimes mixed, findings on behavioral measures. For example, a recent meta-analysis of studies of a diverse set of early childhood, center-based programs found an average effect size of 0.23 standard deviations on cognitive skills, and 0.15 standard deviations for socio-emotional skills (Camilli et al., 2010). These effects are larger than those shown in Table A-1, suggesting that preschool programs may, in fact, have larger effects than the 9 percentage point difference used in the simulation exercise.

The effects of preschool program attendance vary, of course, depending on the particular program attended. Children “attending preschool” in the United States attend a diverse mix of programs, including public pre-kindergarten programs, Head Start programs, private nursery schools, and center-based child care settings. Quality varies considerably, both across and within these various types of settings. Substantial impacts have been found for certain model programs (e.g., Perry Preschool, Abecedarian, Chicago Public Schools), as well as some public pre-kindergarten programs. Impacts of Head Start on school readiness have been smaller, and prone to fade-out. Little is known about the effects of private nursery schools and center-based child care settings, and the quality of these settings is quite uneven. The intervention simulated below will be an expansion of the existing mix of preschool programs, varying in both quality and setting.

**Smoking Cessation Programs**

Smoking cessation programs appear to be a promising intervention, given the strong negative effect of tobacco use during pregnancy seen in Figure 7 (a 10 percentage point reduction in school readiness of children of smokers, in addition to whatever effects may occur through the effect of smoking on low birth weight). As shown in the appendix, maternal smoking during pregnancy is strongly associated with only one domain, behavior problems, with no effects on math, reading, learning-related behaviors or physical health (after controlling for low birth weight). This finding is consistent with other research that finds children of smokers at risk for severe antisocial behavior (Wakshlag et al., 2002). As a result, the positive effects of smoking cessation programs might not show up in school readiness measures that put more emphasis on academic skills. In addition, the causal connection between smoking and children’s behaviors has not been conclusively established; smoking may simply signal the presence of another risk factor that might be associated with smoking during pregnancy and worse child outcomes at age five. However, because negative results of
smoking are found consistently across diverse settings and because biological evidence suggests that nicotine crosses the placental barrier and is associated with fetal neurotoxicity, reducing tobacco use during pregnancy remains an important target of intervention.

Interventions with pregnant smokers generally involve one-on-one counseling of pregnant women, sometimes supplemented with incentives, feedback about fetal health status, and medications or therapies to reduce nicotine cravings. Such programs have only limited success: reducing the number of women who continue smoking throughout their pregnancy by 6 out of 100 women, according to a Cochrane Collaboration review of 72 controlled trials (Lumley et al., 2010). These percentages are in comparison to women in the control group, who are generally exposed to advice to stop smoking and often quit on their own. A similar modest rate of success was reported by the U.S. Public Health Service, which reported that the abstention rate for pregnant smokers increased from 7.6 percent under “usual care” to 13.3 percent after psycho-social interventions (US HHS, 2008). Lumley and colleagues reported a roughly 15 percent reduction in low birth weight and pre-term births for infants born to treated mothers, leading the authors to recommend that smoking cessation programs be adopted in all maternity care settings.

Nurse Home Visiting

Nurse home visiting programs address a number of different risk factors identified in Figure 7 through one intervention. Under what is called the Nurse Family Partnership program, nurses visit low-income, first-time mothers in their homes during pregnancy and infancy, following a curriculum that attempts to reduce smoking and other unhealthy behaviors during pregnancy; improve birth outcomes (with specific attention to reducing pre-term and low-birth weight births); provide coaching and teaching of parenting skills; and encourage mothers to focus on their own future, including setting education and career goals, planning any subsequent births, and building social supports. Nurse Family Partnership has had more documented success than other home visiting programs; some its success may be due to its attention to the prenatal period (clients are enrolled during the second trimester) and its focus on a particularly disadvantaged group (low-income, first-time mothers, many of whom are unmarried and/or teen parents). It is one of the program models eligible for funding under the new Maternal, Infant and Early Childhood Home Visiting Program.

While it does not have much effect on maternal education or depression, nurse home visiting has some success in reducing smoking during pregnancy, reducing pre-term and low birth weight births, and improving mother’s observed responsiveness and sensitivity toward children in parent-child interactions. As a result of these and other changes, children of home-visited mothers show some signs of improved school readiness in the two most recent trials, including gains in early reading and math skills, as well as increases in executive functioning, a measure related to learning-related behaviors. However, these gains were only significant for about half the children in the programs, those children with “low-resource” mothers, defined as mothers scoring low in intelligence, mental health, or self-confidence.

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2 The smoking effects were found in two of three random-control trials (and there were very few smokers in the third trial); the reduction in low birth was found in one trial, among younger mothers and smoking mothers; and the improvements in maternal sensitivity were found in all three samples (in full sample for two trials and in a subgroup of low resource mothers in the third trial). U.S. DHHS, 2011; Olds et al., 1986.

3 The positive effects were found in Denver (observations at age four) and Memphis (observations at age six). The original study in Elmira, New York did not find many differences during early childhood, but it relied on IQ tests, rather than the newer measures of school readiness. It did find lower rates of juvenile delinquency at age fifteen, as well as lower rates of child abuse and neglect throughout childhood. U.S. DHHS, 2011; Olds et al., 1998.
Simulated Effects of Interventions

For each of these three interventions, I simulated possible effects on school readiness, using the estimates shown in Figure 7, combined with a number of different assumptions, as described below and summarized in Table 1. In brief, preschool programs offer the most promise for increasing children's school readiness, with more direct effects on school readiness at age five than nurse home visiting or smoking cessation programs.

Table 1: Simulated Effects of Three Different Interventions

<table>
<thead>
<tr>
<th></th>
<th>Preschool Programs</th>
<th>Smoking Cessation Programs</th>
<th>Nurse Home Visiting Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Poor Population (single-year cohort)</td>
<td>23% of 4 million=920,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Treated Group</td>
<td>221,000</td>
<td>184,000</td>
<td>128,000</td>
</tr>
<tr>
<td>3. Affected Group</td>
<td>All newly enrolled (100% of treated)</td>
<td>Smokers who quit due to intervention (6% of treated)</td>
<td>Mothers with low psychological resources (50% of treated)</td>
</tr>
<tr>
<td>4. Increased Chances of Being School Ready (for affected group)</td>
<td>8.9% $^d$</td>
<td>4.9-9.7% $^e$</td>
<td>6.7% $^f$</td>
</tr>
<tr>
<td>5. Increased Chances of Being School Ready (for treated group) [row 4 x percentages in row 3]</td>
<td>8.9%</td>
<td>0.3%-0.6%</td>
<td>3.4%</td>
</tr>
</tbody>
</table>

Additional Information:
- Average Cost Per Treatment: $7,400 | $350 | $7,200
- Total Cost (in billions): 1.6 | 0.1 | 0.9
- Increased Chances of Being School Ready (across all poor children) [row 5*row 2/row 1]: 2.1% | 0.1% | 0.5%
- Other Effects (in addition to effects on school readiness): Education Earnings | Maternal Health Neonatal Costs | Child Abuse Neonatal Costs Juvenile Arrests

Note: a. The treated preschool population is 24% of all poor year-olds, assuming 66% already enrolled and 10% fail to enroll in a voluntary program. b. The treated population for smoking cessation programs is 20% of poor pregnant women initially smoking (building off the observed 18.5 percent still smoking in the third trimester and assuming a 7.6 percent rate of quitting under usual care). c. The treated population for nurse home visiting is 14% of poor mothers, assuming 30% of poor births are to first-time mothers, 50% of that 30% voluntarily enroll and 1% are already served. d. Estimate from Figure 7 (Table A-1). The 90% confidence interval around that estimate is 4.8 to 13.0%. e. The high estimate from Figure 7 (Table A-1); the low estimate assumes that quitting smoking before third trimester has only half the effect of not smoking at all during pregnancy. The 90% confidence interval around the high estimate is 4.4 to 15.0%. f. Simulated effect assuming math skills of children of low-resource mothers increase by 0.25 standard deviations, reading skills by 0.2 and learning-related behaviors by 0.25, as explained in the text and footnote 7.

Expanding preschool programs to all four-year old children who choose to participate is estimated to affect 221,000 children annually, or 24 percent of poor four-year olds. Other poor preschoolers already participate in preschool programs (66 percent) or are assumed not to participate under a voluntary program (10 percent). As already discussed, preschool attendance is estimated to increase the likelihood of school readiness by about 9 percentage
points for the affected group. Consistent with other research, this analysis suggests that preschool programs would have a substantial impact on the affected children, those newly enrolled in preschool. Note that this simple measure of school readiness probably understates the full benefits of preschool participation, because it ignores benefits for poor children who are just above the cut-off for school readiness, but still could benefit from seeing their math and reading skills increase with a year of preschool participation.

Providing smoking-cessation programs to all poor pregnant women could potentially affect as many as 184,000 pregnant smoking women and their infants per year. The results summarized in Figure 7 suggest large potential impacts; maternal smoking during pregnancy is associated with a 10 percent change in school readiness. However, mothers who quit smoking at some point during the pregnancy may not reap the full benefit of not smoking, and so the simulation includes an alternate low estimate of about 5 percent, assuming only half the full impact for mothers who quit during the pregnancy. Whether the impact is 5 or 10 points for those mothers who quit, the overall impact for all treated smokers is quite small, because children are not affected unless their mothers quit and, as noted above, only 6 out of 100 women enrolled in such programs quit as a result of the intervention. The total impact for children of smoking mothers thus falls to an 0.3 to 0.6 percentage point in school readiness (6 percent x 5-10 percent). While modest, these school readiness gains are in addition to the more obvious health gains for both mothers and infants.

Making nurse home visiting programs available to all first-time poor mothers would expand services to roughly 128,000 pregnant women, or 14 percent of all poor mothers. This estimate of the treated population assumes that first-time mothers represent 30 percent of all poor mothers (based on the ECLS-B data), that 50 percent of these mothers would participate, based on experience with existing programs, and that 1 percent of poor mothers already receive nurse home visiting services.

Unlike the first two simulations, the simulation of nurse home visiting impacts does not rely on estimates from Figure 7, because there is no variable for “participation in nurse home visiting” in the regression analysis. Instead, the simulation draws upon research from studies conducted in Denver and Memphis. Specifically, nurse home visiting programs are assumed to increase early reading skills by 0.2 standard deviations, early math skills by 0.25 standard deviations, and learning-related behaviors by 0.25 standard deviations—but only among children of low-resource mothers, with no observed effects on other children. Such increases would translate into a 6.7 percentage point increase in school readiness according to a

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4 The point estimate is actually 8.7 percentage points, as shown in Table A-1, with a 90 percent confidence interval ranging from 4.8 to 10.3 percentage points. This simulation uses the estimate for all children and assumes it applies to poor children. An alternate approach would be to re-estimate the model for the sample of poor children; the point estimate of preschool attendance was slightly higher (10.1 vs. 8.9) but the standard errors were also much higher, and so the simulations relied on the estimates for the full population.

5 This simulation ignores the potential positive effects of reducing cigarette intake, without quitting completely. It also ignores the indirect effects of smoking on school readiness operating through effects on low birth weight. The simulation originally included these additional indirect effects, but they were too small to change the final estimate and so were dropped.

6 The early reading skill effect of 0.2 is based on averaging effect sizes for language development in Denver (0.31), receptive vocabulary (PPVT) in Memphis (0.21) and reading in Memphis (0.09), math skills were only measured in Memphis (where they were 0.25 for arithmetic and also 0.25 for composite of arithmetic and reading, and the 0.25 effect on learning-related behaviors was based on an average effects on executive functioning in Denver (0.49) and academic engagement in Memphis (0.02). These effects are for children of low-resource mothers; effects were much smaller for the full population. No effects were assumed for externalizing behaviors because the effect sizes in both Denver and Memphis were small, even for the children of low-resource mothers, .03 and .09, respectively, according to the child behavior check list on externalizing behaviors). DHHS, 2011.
simulation that provided such increases to the sample of poor first-born children in the ECLS-B whose mothers were ever depressed (a proxy for mothers with low psychological resources). The effect would be half as large, only 3.4 percentage points, for the full treatment group, assuming that low resource mothers represent half of the poor mothers participating in the program. An alternate approach, which attempted to model the indirect effects of nurse family partnership through its effects on smoking, low birth weight and parenting behaviors found considerably smaller effects, 0.6 rather than 3.4 percentage points, but it was not used, because it required a much more extensive set of assumptions.

To sum up the simulations, preschool attendance is estimated to increase school readiness by about 9 percentage points for newly enrolled poor children, compared to an increase of about 3 percentage points in school readiness for children in nurse home visiting programs and 0.3 to 0.6 percentage points for children whose mothers are provided smoking cessation services. While these estimates are quite uncertain, they provide a rough sense of the differential effects of these three interventions.

Finally, the bottom half of Table 1 compares the costs and effects of the programs across the poverty population. Ball-park costs range from $0.1 billion for smoking-cessation programs for all poor pregnant women (assuming costs of $350 per woman) to $1.6 billion for expanding preschool programs to 4-year olds not currently served (assuming costs of $7,200 per child, or the average of costs for public pre-kindergarten programs and Head Start programs). Costs for nurse home visiting for all poor, first-time mothers choosing to participate are estimated as $0.9 billion, assuming average annual costs of $4,500 and average treatment length of 1.6 years.

The effects summarized above were for the treated groups (e.g., poor preschoolers newly enrolling in preschool programs, poor smoking mothers, etc.), which vary in size across the interventions. For an apples-to-apples comparison of total effects as compared to total costs, it is important to also look at effects across the full poverty population. Effects drop in size when spread across the untreated as well as the treated population, falling to 2.1 percentage points for preschool programs, 0.1 percentage points for smoking programs (the rounded estimate for both the low and high estimates), and 0.5 percentage points for nurse home visiting programs.

It may not be surprising that preschool programs—provided to four year olds and often with the express purpose of preparing children for school—have the highest effects on school readiness, whether measured for the treated group or the full poverty population. Smoking-cessation programs are primarily undertaken to improve maternal and fetal health. This analysis has highlighted the fact that such programs can have additional effects on school readiness—particularly by reducing the number of children with severe antisocial programs—but that is not the main rationale for their adoption. Nurse home visiting programs also have a strong focus on maternal and child health, including child abuse and neglect. However, they

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7 Low-resource mothers represented half of the mothers in Memphis, and 40 percent of mothers in Denver. Note that the programs served near-poor as well as poor mothers, and so might have served a slightly less disadvantaged population than the population in these simulations. Olds, Kitzman et al., 2004; and Olds, Robinson et al., 2004.

8 The alternate approach required making assumptions such as the following: NFP reduces smoking by 6 percent, as in smoking cessation programs, NFP reduces low birth weight by 10 percent, based on the author's manipulation of data reported from the trials, and NFP reduces the incidence of low-supportiveness among parents by 10 percent, a fairly arbitrary assumption. These assumptions, combined with estimates from Figure 7, resulted in an overall effect of 0.6 percentage points on those who are home visited, considerably below the 3.4 percent estimate eventually used. The alternate estimate may be low because it ignores effects on non-smokers who had children of normal birth weight and have more normal rates of maternal supportiveness. The difference in estimates also highlights the uncertainty of these simulations, particularly for nurse home visiting programs.
also have been promoted for their ability to improve overall child development, including school readiness, even though home visits stop on the child's second birthday. This simulation suggests that home visiting programs do indeed have some effects on school readiness, though not as large as effects from center-based preschool programs.

A fourth intervention, not directly modeled here, would be to provide families with sufficient income to raise them out of poverty. Moving families out of poverty and into moderate-income status would be fairly costly. For a family of three, there is a gap of more than $15,000 between being in poverty (household income less than $18,000) and having income above 185 percent of poverty (greater than $33,000 in household income). However, if poor families were to experience this substantial increase in income, their children's likelihood of being school ready is estimated to increase by 10 percentage points (using the middle estimate from Figure 5, controlling for demographics, but not for factors that may be influenced by poverty).

Smaller Increases In family income also would improve poor children's school readiness. The quasi-experimental evidence discussed earlier suggests that a $1,000 increase in family income, sustained over two to five years, would result in a 0.06 to 0.07 standard deviation increase in early academic skills (Duncan et al., 2011; Milligan and Stabile, 2008). In an earlier analysis of the ECLS-B data used in this paper, Isaacs and Magnuson (2011) estimated that a $1,000 increase in annual household income during early childhood was associated with about a 1 percentage point increase in the probability that very low-income child would be school ready (using the same school readiness measure as in this analysis). Such an increase would cost roughly $5,000 over the first five years of life plus additional costs for administration. Program costs might be lower or higher, depending on whether the program encouraged or discouraged higher earnings among parents. Possible interventions to supplement family income, while at the same time encouraging parents to increase their earnings, include welfare reform programs that contain include earnings supplements and targeted expansions of the Earned Income Tax Credit.

Conclusion

This paper examined children's readiness for school at age five and found a 27 percentage point gap in school readiness between poor children and moderate/high income children. The data presented show that it is not poverty alone that places poor children at risk, but also the fact that their parents have low levels of education, higher rates of smoking, higher rates of depression, and lower parenting skills than children from moderate- and high-income families. These findings suggest a diverse set of policy interventions that might improve children's school readiness, ranging from smoking cessation programs for pregnant women, parenting programs, treatments for maternal depression, and policies to improve the educational attainment of low-income mothers, to income support programs and expansion of preschool programs. A simple comparison of the simulated effects of three interventions—preschool programs, smoking cessation programs, and nurse home visiting programs—suggests that the traditional approach of preschool expansion has the most promise for increasing the school readiness of poor children.

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9 Specifically, Isaacs and Magnuson estimate a 0.7 percentage point increase in the likelihood of school readiness for children from families whose annual household income during early childhood averaged $8,100, before the $1,000 increase. Note that family income had considerably smaller effects on reading and math skills in the Isaacs and Magnuson analysis than suggested by the quasi-experimental findings, suggesting that this estimate may be quite conservative.
Appendix

Data for this analysis are taken from the Department of Education's Early Childhood Longitudinal Study-Birth Cohort (ECLS-B). Assessments were conducted when the children were 9 months old, 2 years old, 4 years old, and when they entered kindergarten (either fall 2006 or fall 2007). The analysis file consists of 4,300 children with complete data on the five school readiness measures and certain key descriptive measures. The analysis was conducted using weights developed by NCES to correct for attrition and sampling design.

Measurement of School Readiness

Children were rated school ready as long as they scored no more than one standard deviation below average on measures of early math skills, early reading skills, learning-related behaviors and externalizing behaviors, provided they also had a health status of good, very good or excellent (rather than poor or fair). The five underlying measures were operationalized as follows:

- The math assessment is based on an Item Response Theory (IRT) instrument that includes questions regarding number sense, properties, and operations; measurement; geometry and spatial sense; data analysis, statistics, and probability; and patterns, algebra, and functions. The math score was standardized to have a mean of zero and standard deviation of one across children in the sample.

- The reading assessment was derived in a similar manner, based on questions regarding basic/phonological skills, initial understanding, developing interpretation, demonstrating a critical stance, and vocabulary.

- The attention/learning-related behaviors measure reflects kindergarten teacher responses to seven questions assessing behaviors such as a child’s ability to concentrate, work independently, and work until finished, as well as a child’s eagerness to learn. It was standardized in the same way as the math measure.

- The externalizing problem behaviors measure, also based on teacher reports, was drawn from six questions about whether or not a child acts impulsively, disrupts others, is overly active, is physically aggressive, annoys other children, and has temper tantrums. It was reverse coded (and standardized) so that a higher score indicates a better outcome, consistent with the other measures.

- The physical health measure is based on parents’ rating of the child’s overall health, from a scale of one to five. The health variable was then dichotomized into either poor/fair health or good/very good/excellent health.

Independent Variables

Other key variables are measured as follows:

- Children’s poverty status is measured near birth, based on cash income received by household members over the past twelve months, as reported in a parent survey conducted when the infant is about nine months. Children are classified as poor if income is below 100 percent of poverty, near-poor if income is between 100 and 185 percent of poverty and moderate/high income if income is greater than or equal to 185 percent of poverty.

- Maternal education was collapsed into three variables: Less than high school; High school graduate; College degree, based on the 9-month parent survey. Father’s
education was measured the same way, with a dummy variable for when the father's data was missing.

- **Marital Status** is based on marital status at birth, and is dichotomized as married mothers compared to unmarried mothers (single or cohabiting).
- **Teen Parent** was coded as 1 if the mother was less than 20 at the time of birth.
- **Race/Ethnicity** was coded as Non-Hispanic White, Non-Hispanic Black, Hispanic, and Other (Asian, Mixed or other). Findings for other race are not included in the summary figures but are shown in the full regressions in Table A-2.
- **Immigrant Mother** was coded 1 if the mother was foreign-born.
- **Low Birth Weight** was coded 1 if the child's birth weight was less than 5.5 pounds or 2500 grams.
- **Preschool Attendance** was coded 1 if the child attended Head Start, a nursery school or pre-kindergarten program, or any form of center-based child care at age four.
- **Maternal Health** was dichotomized as poor/fair vs. good/very good/excellent health, measured at 9 months.
- **Moderate or Severe Depression** was based on the CES-D depression scale, with score “1” if scored a 10 or higher at ages 9 months, 4 years or 5 years
- **Smoking during Pregnancy** was coded 1 if mother said yes to a question about smoking during the third trimester.
- **Low in Maternal Supportiveness** was coded 1 if the mother scored below 3.5 on a 7-point index measuring parental sensitivity, parental regard, and appropriateness of parental cognitive stimulation during a videotaped parent-child observation at age two (the Two Bag test). Fifteen percent of the sample with data on this measure received this low score.
- **Low in Cognitive Stimulation** was coded 1 if the mother scored 7 or lower in a 12 point scale measuring frequency of reading out loud, telling stories or singing to children, based on parents' reports at age two; this represented 18 percent of the sample.
- **Breastfeeding** was coded 1 if mother breastfed at any time in first 9 months

The regression analysis also has variables for mother's employment, operationalized as three dummy variables for whether a child's mother has ever worked (reporting having worked in the past week at any of the four waves of the survey); whether she has ever worked full time (reporting having worked at least 30 hours in the past week at any of the waves; and whether she worked full time when the child was an infant (reporting having worked at least 30 hours in the past week at the nine-month wave). It also controls for non-parental care with three variables, one for whether the child was ever in non-relative care, one for whether the child was ever in relative care, and one for whether the child was ever in center-based care before age four. Since data were collected when children were two and four but not three, the “ever in center care before age four” variable misses some center-based experiences that may have occurred between the age two and age four survey waves. Finally, there are also controls for the number of adults and the number of children in the household as well as the child's birth month, from January-December 2001.
Regression Results

Results from the regression analyses are shown in Table A-1. The School Readiness and Health models are linear probability models estimating the change in percentage points that a child will be school ready (or in good/very good/excellent health. For example, a coefficient of -0.67 in the School Readiness model means that children in poverty a 6.7 percentage points less likely to be school ready than children from moderate/high income households, after controlling for other characteristics. The Math, Reading, Learning-Related Behaviors and Externalizing Behaviors variable are measured continuously, as Z-scores with a mean of 0 and a standard deviation of 1. For example, a coefficient of -2.86 in the Math model means that children in poverty score -2.86 standard deviations lower than children from moderate/high income households, all other things held constant.

<table>
<thead>
<tr>
<th></th>
<th>School Readiness</th>
<th>Math</th>
<th>Reading</th>
<th>Learning-Related Behaviors</th>
<th>Externalizing Behaviors</th>
<th>Health Behavior</th>
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</thead>
<tbody>
<tr>
<td>Poor (vs. &gt; 185%)</td>
<td>-0.67**</td>
<td>-2.66***</td>
<td>-2.76***</td>
<td>-1.29*</td>
<td>-0.61</td>
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<td>Near-Poor (vs. &gt;185%)</td>
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<td>-1.29**</td>
<td>-1.37**</td>
<td>-0.31</td>
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<tr>
<td>Mother BA or More (vs HS)</td>
<td>0.064**</td>
<td>2.18***</td>
<td>1.89***</td>
<td>1.37**</td>
<td>1.29**</td>
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<td>Mother Less than HS</td>
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<td>-2.03***</td>
<td>-1.70**</td>
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<td>Father BA or More (vs HS)</td>
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<td>2.06**</td>
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<td>Father Less than HS</td>
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<td>Married</td>
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<td>0.42</td>
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<td>-0.007*</td>
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<td>Other Race (vs. White)</td>
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(Continued on next page)
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<tr>
<th></th>
<th>School Ready</th>
<th>Math</th>
<th>Reading</th>
<th>Learning-Related Behavior</th>
<th>Externalizing Behavior</th>
<th>Health Behavior</th>
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<tr>
<td>Low Birth Weight</td>
<td>-.049*</td>
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<td>-.102**</td>
<td>-.157**</td>
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<td>(.025)</td>
<td>(.058)</td>
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<td>Attended Preschool</td>
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<td>.181***</td>
<td>.052</td>
<td>-.019</td>
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<td></td>
<td>(.035)</td>
<td>(.041)</td>
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<td>Mother Smoked while Pregnant</td>
<td>-.097**</td>
<td>.038</td>
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<td>.011*</td>
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<td></td>
<td>(.032)</td>
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<td>Child was Breastfed</td>
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<td>Mother In Poor/Fair Health</td>
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<td>(.043)</td>
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<td>Mother Low in Supportiveness</td>
<td>-.098**</td>
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Notes: Significance levels: *** p<.01, ** p<.05, and * p<.01. Though not shown in the table, the full model also controls for maternal employment, use of relative care, use of non-relative care, use of center-based care before age four, child's age in months, number of children and adults in the household, and dummies for missing values on selected variables. The child's age in months and use of preschool or center-based care before age four have statistically significant effects on school readiness: babies born in April - August are 10-14 percentage points less likely to be school ready than babies born in January, and children using center-based care before age four are 4 percentage points less likely to be school ready than other children (significant at the 90 percent level). Use of center-based care prior to age four is measured roughly in this model but appears to be associated with small positive effects on math and reading skills, which are outweighed by larger negative effects on behavioral measures.
References


# Bradford Preparatory School
## 2020-2021 School Calendar for Staff

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<tr>
<th>Month</th>
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### 1st Quarter:
- Begins: 8/17/2020
- Ends: 10/9/2020

### 2nd Quarter:
- Begins: 10/13/2020
- Ends: 12/18/2020

### 3rd Quarter:
- Begins: 1/5/2021
- Ends: 3/11/2021

### 4th Quarter:
- Begins: 3/15/2021
- Ends: 6/4/2021

There is NO SCHOOL for students on Teacher Work Days and Parent Teacher Conference Days.
The Superlative Club
A Premier After School Experience

The Superlative Club (TSC) and Bradford Preparatory School (BP)
School Year 2019-2020
After School Program Agreement

Mission

Our Mission is to passionately work towards improving the educational experience of students by offering life changing artistic experiences. We aim to provide the best learning experiences from world-class practitioners who are experts in the arts!

After School Electives Provided by TSC

- Martial Arts
- Violin
- Arts and Crafts/ DIY Projects
- Academic Enrichment

Staffing and Professional Development

TSC staff will include:
One Site Coordinator
Approximately one After School Instructor per 15 students
*TSC could adjust number of electives offered contingent upon enrollment.

All of our staff will participate in professional development provided by TSC prior to the start of the program. Our staff development will be led by former and/or current school administrators who will lead the team through the discovery of best practices in the areas of classroom and behavior management, lesson planning and crisis preparedness. Additionally, each Site Coordinator will hold certificates in CPR/AED, and First Aid. Professional development will continue periodically throughout the year.

All TSC staff will undergo federal criminal background clearance.
**Fee for Service**

Payments will be made directly to TSC via the online portal.

**Before school care** will be offered at a rate of $45 per month per student. Families with siblings will be assessed a reduced rate of $35 per month per student.

**After school care** will be offered at a rate of $220 per month per student. Families with siblings will be assessed a reduced rate of $180 per month per student. Staff children will be assessed a reduced rate of $100 per month per student.

TSC will pay BP 10 percent of all revenue collected on the 10th day of each month.

TSC participants who are not picked up by 6pm will incur a $5 late fee for the first 10 minutes and $1/minute thereafter.

TSC will also provide late pickup for BP students who are not picked up by 4pm at the aforementioned rate. BP administration will be alerted for students not picked up by 6:30pm.

**Daily Schedule**
7:00-7:45 Board Games/Yoga/Indoor and Outdoor Enrichment Activities
7:45 Middle School Dismissal
7:55 Lower School Dismissal (Before Care Instructors will walk students to lower school lobby)

**After School Care**
3:45-3:50 Transition to After School
3:50-4:00 Snack (snacks are not provided by TSC)
4:00-5:00 Martial Arts/Violin/Arts and Crafts
5:00-5:30 Indoor/Outdoor Activities
5:30-6:00 Academic Enrichment/Homework Help/Dismissal

No indebtedness of any kind incurred or created by the charter school shall constitute an indebtedness of the State or its political subdivisions, and no indebtedness of the charter school shall involve or be secured by the faith, credit, or taxing power of the State or its political subdivisions as required by **NCGS 115C-218.105(b)**.

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Bradford Preparatory School Representative

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The Superlative Club Representative
RE: K-6 Summer Reading Camp

Student: ________________________________

Parents/Guardians,

We are excited that we can offer a K-6 Summer Camp again this year. This camp is offered to students who need additional support in reading at no cost to families. The camp will run four weeks from June 8th through July 3rd. This will be an all-day camp, from 8:00AM to 4:00PM. Students who attend will have a variety of opportunities for engaging and hands-on activities through Art, Science, and Physical activity in addition to structured reading instruction. Bradford will also provide the opportunity for students to travel off campus for several experiences throughout the camp. Again, this is at no cost to families and is all provided by Bradford.

For this camp to be successful, we need students to be present for majority of the camp. Attendance drives the success in students when targeting reading skills and building strong readers. However, we do understand that during the summer months, family time is critical. When making the decision on your child attending the camp, please take into consideration the number of days they would be present to ensure we can make it a successful experience for your child.

Please do not hesitate to reach out if you have further questions regarding this camp. Use the below signup link to sign up for a slot. Please ensure to include the child’s name along with the best contact phone number and e-mail address.

We look forward to serving your child this Summer for an engaging and educational experience.

Sincerely,

Bradford Administration
Kelly Painter
Chris Locke
Stephanie Baucom

Child’s Name: ________________________________

_____ I am interested in my child attending summer reading camp.

_____ I am not interested in my child attending summer reading camp.

Parent Signature: ___________________________ Date: __________

This form does not obligate you to a final decision about reading camp.
TRANSPORTATION SERVICES AGREEMENT
BETWEEN
BRADFORD PREPARATOR Y
SCHOOL AND
OLYMPIC, INC.

This AGREEMENT FOR SCHOOL BUS SERVICES ("Agreement") is made between Bradford Preparatory School, 2502 Salome Church Road, Charlotte, North Carolina ("BPS") and OLYMPIC, Inc., Huntersville, North Carolina ("OLYMPIC" or "Service Provider").

The following terms and conditions shall be observed by both parties throughout the length of this agreement.

1.0 Description of Services. OLYMPIC hereby agrees to provide school bus service to BPS in the following categories:
   a. Regular transportation routes
   b. Field trip/athletic trips, as requested

2.0 Compliance and School Bus Standards. OLYMPIC will adhere to the employment and operational process that has been defined and established to ensure compliance with North Carolina laws and statutes, federal mandates, and motor vehicle statutes.

3.0 Permits, Licenses, and Certification. OLYMPIC shall secure and maintain in force such licenses and permits as are required by law for furnishing the service specified and shall comply with and observe all provisions of federal and state law as well as BPS policies. This includes but is not limited to provisions of the NC School Code, Federal law, DOT Federal Drug and Alcohol Testing, and regulations governing school bus certification and school bus vehicle inspections.

4.0 Insurance Requirements. OLYMPIC shall maintain insurance that is satisfactory to BPS as set forth as follows:
   a. OLYMPIC shall furnish evidence thereof to BPS not less than 10 calendar days before new or renewed coverage that is required. Such evidence shall be in the form of certificate of insurance issued to OLYMPIC, and shall include a minimum of a 30-day notification to certificate holders of cancellation or change in said policy and extended to include BPS as an additional insured. The insurance providers must be registered to do business as an insurer in the State of South Carolina.
   b. GENERAL AND AUTO LIABILITY INSURANCE: Shall be maintained in the amount of no less than $1,000,000 and $5,000,000 combined single limit respectively.
   c. WORKERS COMPENSATION: Statutory coverage including Employer’s Liability coverage requires a limit of liability of no less than $500,000 available for
each accident. Also, BPS must be named as an additional insured on the Comprehensive General Liability Insurance policy. OLYMPIC will provide a Certificate of Insurance before commencing work prior to the beginning of the contract. Failure to provide and continue to enforce such insurance shall be deemed a material breach of the contract and shall be subject to immediate termination thereof.

d. HOLD HARMLESS/INDEMNIFICATION AGREEMENT: OLYMPIC shall hold harmless and indemnify BPS, its Board of Directors, staff and teachers from every claim or demand, including costs of legal defense, by reason of injury to the Contractor's employees, injury to a student, or injury to any BPS staff or employees, provided, however, that such injury is the direct and proximate result of the defective condition of OLYMPIC bus equipment used for the provision of services or due to the negligence of any OLYMPIC employee, pursuant to paragraph 1.0 of this agreement.

5.0 Default and Termination. Either party may terminate this agreement without cause upon 30 days' written notice to the other party. Such notice shall detail the type of default presented and offer the opposing party the opportunity to correct such default within the said 30 days. If such correction is not made by the party receiving notice, then this Agreement will be terminated upon the expiration of the 30 day period. In the event of termination, OLYMPIC will be paid for work satisfactorily performed prior to termination. If default is on the part of BPS, OLYMPIC will receive an additional sixty (60) days fees as compensatory damages, in addition to being partially compensated for the exclusive assignment of the OLYMPIC equipment utilized for the benefit of BPS. If OLYMPIC is the defaulting party, all monthly fees due and owing by BPS up to the termination date will be paid in full.

6.0 Confidentiality. OLYMPIC shall keep confidential and not disclose to third parties any information developed or created under this Agreement or provided by BPS or by private individuals, organizations, or public agencies pursuant to this Agreement, including information protected under the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232G; 34 CFR part 99) and its associated regulations and financial information under the Gramm-Leach-Bliley Act, unless OLYMPIC has received prior written consent of BPS to make the disclosure or unless required by law or legal process. Only OLYMPIC personnel with a need to know may have access to or use such confidential information.

7.0 Non-discrimination Clause. OLYMPIC agrees to comply with all applicable Federal and North Carolina laws related to non-discrimination in employment.

8.0 Information Provided by BPS. BPS will be responsible for and shall provide the following: pupil list with addresses, medical information for special needs students when applicable, parent and school complaint resolution procedures, emergency procedures, and other items mutually agreeable to both parties.
9.0 **Terms of the Agreement.** The term of this agreement shall be for no more than one year beginning June 1, 2020 and ending June 1, 2021.

10.0 **Renewal Provisions.** This agreement may be renewed prior to the completion of the initial term and by mutual agreement of BPS and OLYMPIC for the one-year period beginning June 1, 2021 and ending June 1, 2022.

11.0 **Communication and Billing.** The BPS principal or designee shall be the primary liaison with OLYMPIC.

   a. **BILLING FORMAT:** Charges for route and athletic field trips will be based on the price schedule approved by BPS.

   b. **INVOICE DOCUMENTATION AND EXCEPTIONS:** A properly documented invoice must be supported by route summaries and route numbers. Such summaries will be submitted monthly. If hours/mileage charges for routes exceed the number of hours scheduled for that route, OLYMPIC shall submit documentation justifying to BPS for approval.

   c. **BILLING FREQUENCY/TIME OF PAYMENT:** BPS shall pay OLYMPIC for a properly documented invoice within 10 calendar days of receipt. OLYMPIC shall assess a late fee of 5% of the total invoice for all late payments. OLYMPIC will not charge BPS for any regular school days not attended due to school closings, with proper notice of at least 2.5 hours prior to school start time.

12.0 **Cost Proposal.** BPS will compensate Service Provider for the Transportation Services pursuant to this agreement in the amounts set forth in Exhibits A & B.

13.0 **Sole Agreement.** This Agreement supersedes and replaces any and all prior agreements and understandings between BPS and OLYMPIC on the subject matter hereof.

14.0 **Force Majeure.** Neither party shall be liable if the performance of any part or all of this Agreement is prevented, delayed, hindered, or otherwise made impracticable or impossible by reason of any strike, flood, riot, fire, explosion, war, act of God, sabotage, accident, or any other casualty or cause beyond either party’s control, and which cannot be overcome by reasonable diligence and without unusual expense.

15.0 **Notices.** All notices, requests, consents and other communications from one party to the other that are given pursuant to the terms of this Agreement shall be in writing and shall be delivered (including delivery by commercial delivery service), or sent by United States Mail, certified or registered, postage prepaid, or sent by nationally recognized overnight courier. Notices shall be deemed given (i) on the date of delivery, if delivered via commercial delivery service (unless such date is a weekend or holiday in which event such notice shall be deemed given on the next succeeding Business Day), (ii) three (3) Business Days following deposit in the United States Mail, if sent via certified mail or registered mail or (iii) on the Business Day next succeeding the date
upon which such notice is given to any nationally recognized overnight carrier. All notices, request, consents, demands and other communications shall be addressed as follows:

If to OLYMPIC:

OLYMPIC, Inc.
15806 Brookway Drive, Suite 200F
Huntersville, NC 28078
Attn.: Lori Pasewadlt

If to BPS:

16.0 **Severability.** The invalidity of any of the covenants, phrases or clauses in this Agreement as determined by a court of competent jurisdiction shall not affect the remaining portions of this Agreement and the Agreement shall be construed as if such invalid covenant, phrase or clause had not been contained in this Agreement. The remaining provisions of this Agreement shall be given full force and effect.

17.0 **Successors and Assigns.** This Agreement shall be binding upon, and inure to the benefit of the parties and their respective successors and assigns.

18.0 **Entire Agreement.** This Agreement is the entire agreement between the parties relating to the services provided, and the compensation for such services, by the parties. Any modification to this Agreement must be made in writing, approved by the Board and OLYMPIC, and signed by a duly authorized officer.

19.0 **Non Waiver.** No failure or a party in exercising any right, power or privilege under this Agreement shall affect such right, power or privilege, nor shall any single or partial exercise thereof preclude any further exercise thereof or the exercise of any other right, power or privilege. The rights and remedies of the parties under this Agreement are cumulative and not exclusive of any rights or remedies which any of them may otherwise have.

20.0 **Assignment.** OLYMPIC may assign this Agreement only with the prior written approval of BPS.

21.0 **Governing Law.** This Agreement shall be governed by and enforced in accordance with the laws of the state of North Carolina.

22.0 **Compliance with Law.** The parties agree to comply with all applicable laws and regulations.

23.0 **Warranties and Representations.** Both BPS and OLYMPIC represent that each has the authority under law to execute, deliver and perform this Agreement and to incur the obligations provided for under this Agreement, that its actions have been duly and
validly authorized, and that it will adopt any and all resolutions or expenditure approvals required for execution of this Agreement. The individuals signing this Agreement represent that they have authority to do so on behalf of OLYMPIC and BPS.

24.0 **Dispute Resolution Procedure.** Any and all disputes between the parties concerning any alleged breach of this Agreement or arising out of or relating to the interpretation of this Agreement or the parties' performance of their respective obligations under this Agreement that are unable to be resolved through discussion and negotiation shall be resolved by arbitration, and such an arbitration procedure shall be the sole and exclusive remedy for such matters. The arbitrator shall be selected from a panel provided by and in accordance with the rules of the American Arbitration Association. Any arbitration hearing shall be conducted in Huntersville, North Carolina. A judgement on the award rendered by the arbitrators may be entered in any court having appropriate jurisdiction to ensure compliance with the applicable law and this Agreement. The cost of arbitration, not including attorney fees, shall be borne equally between both parties.

25.0 The parties have executed this Agreement as of the day and year below.

**Signatures of Agreement**

Bradford Preparatory School and OLYMPIC, Inc. do hereby mutually agree to do all of the above terms and provisions, in witness whereof this mutual agreement, duly authorized agents have affixed signatures hereto.

By: ____________________________  By: ____________________________

OLYMPIC  Bradford Preparatory School

Print Name  Print Name

Date  Date

Witness  Witness

Print Name  Print Name
EXHIBIT “A”

Transportation Service Specifications

Customer Service

1. Vendor will deliver complete service, in accordance with the specifications listed below and all normal standards of the industry. Furthermore, vendor will commence work, proceed diligently, and complete the scope of work in accordance with a schedule satisfactory to and in the sequence of completion as directed by BPS.

2. Vendor shall enforce strict discipline and good behavior among all service employees and shall take all steps necessary to assure that all employees are familiar with and abide by all safety, school, and OLYMPIC, Inc. regulations/operating procedures. All employees shall be uniformed and identifiable with company name tags at all times.

3. Due to the critical importance of maintaining good customer relations, all contracted services shall be performed by authorized individuals only. Specifically, these individuals must be properly trained in customer service and/or experienced in their field. BPS has an absolute right to prohibit anyone, with or without cause, from doing service work in or for the school.

Transportation Services

1. Transportation:
   a. Vendor shall provide one (1), 72/78 passenger school bus to service BPS on all regularly scheduled school days, not to exceed 175 days in total.
      i. Service for whole-school early release or dismissal will be provided at no additional cost.
      ii. Service for grade-specific early release or dismissal shall be provided at vendor’s hourly rate plus mileage as identified in Exhibit “B”.
      iii. In the event of school closure due to inclement weather, OLYMPIC will provide a credit in the amount of $239.72 to BPS for the day(s) in which service is missed due to closure provided notice of closure is received at least 2.5 hours prior to route start time.
         a. If notice of closure is not received within this timeframe, BPS will receive credit of $119.86 for the day(s) of missed service.
   b. OLYMPIC shall provide service for all make-up days, field trips, sporting events or activities sponsored or offered by BPS, provided OLYMPIC receives notice of such need at least five (5) business days in advance.
   c. Vendor shall pick up all students listed on the approved rosters at the pre-determined stops and routes at the approved and published times and locations.
      i. Daily service area and number of stops will not cumulatively amount to more than 50 miles per day and/or five hours per day per driver.
      ii. If daily mileage limit and/or daily driver limit is exceeded, BPS will be invoiced for extra mileage and/or time at a rate identified in Exhibit “B”.
      iii. Vendor is required to ensure the orderly and safe transportation of students and shall report any problems to the school immediately.
         i. If a problem occurs on the bus and the driver cannot handle the situation, the driver will notify Olympic dispatch immediately who will in turn notify the school so that they can assess the situation and make the determination to have the School Principal or Olympic designee meet the bus at its current location or to call the local authority having jurisdiction.
         ii. Driver must ensure that no K-5 student is left alone at bus stops (including bus depot stops), unless otherwise notified and approved by BPS. If no parent or parent designee is at the bus stop to pick up the student, then the school shall be notified and the child shall be brought back to the school.
   d. Drivers are required to take attendance every day, both for the morning and afternoon runs.
f. Vendor is required to report behavior problems to the school immediately via a written bus referral. The school administration, upon receipt of the written referral will take responsibility for discipline and will determine whether the student shall be allowed to remain on the bus. It will be the sole responsibility of the school to contact the parents regarding discipline problems. School personnel shall be responsible for communicating with OLYMPIC that disciplinary action was taken.

g. Vendor is responsible for adhering to the time schedule as requested by each school, arriving no later than 15 minutes before the start of the school day and leaving no later than 15 minutes after dismissal on designated school days.

h. Vendor is responsible for ensuring that their drivers strictly adhere, to the best of their ability, the published stop times along each route. Any delays or deviations from the route must be reported by OLYMPIC to the school as soon as possible.

1. OLYMPIC shall notify BPS of any changes in bus drivers and/or safety issues with regard to the bus within 48 hours or two (2) business days, whichever is longer.

Fees:

1. In exchange for this service, BPS shall pay $41,951.53.

2. Invoices for Olympic services shall be submitted to BPS Accounts Payable Department via email addressed to the head of school principal.
Exhibit B

Olympic Fees and Payment Terms

1. **Total Annual Fee for Basic Bus Service**: The annual amount of $41,951.53 will be paid by BPS to Olympic pursuant to the payment schedule set forth below.

2. **Payment for Basic Bus Service**: Payment for the daily bus service provided by Olympic shall be made in ten (10) consecutive, monthly installments of $4,195.15. Each payment shall be received by Olympic on the fifteenth day of each calendar month beginning in August 2020. BPS will ensure that the monthly payment is delivered to or received by Olympic on or before the 15th day of each calendar month’s operation. Any credits or approved offsets will appear on the subsequent month’s invoice. No credits or offsets will be permitted once invoice is paid.

3. **Payment Schedule for Daily Bus Service**:

<table>
<thead>
<tr>
<th>Date</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 15, 2020</td>
<td>$4,195.15</td>
</tr>
<tr>
<td>September 15, 2020</td>
<td>$4,195.15</td>
</tr>
<tr>
<td>October 15, 2020</td>
<td>$4,195.15</td>
</tr>
<tr>
<td>November 15, 2020</td>
<td>$4,195.15</td>
</tr>
<tr>
<td>December 15, 2020</td>
<td>$4,195.15</td>
</tr>
<tr>
<td>January 15, 2021</td>
<td>$4,195.15</td>
</tr>
<tr>
<td>February 15, 2021</td>
<td>$4,195.15</td>
</tr>
<tr>
<td>March 15, 2021</td>
<td>$4,195.15</td>
</tr>
<tr>
<td>April 15, 2021</td>
<td>$4,195.15</td>
</tr>
<tr>
<td>May 15, 2021</td>
<td>$4,195.18</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$41,951.53</strong></td>
</tr>
</tbody>
</table>

4. **Payment Schedule for Additional Bus Service**: Olympic will submit charges for additional bus services which are one-time or temporary in nature, including any make-up days, field trips, after school activities, or increases to route time or mileage to BPS on separate invoices. BPS will pay for all charges indicated on these separate invoices within thirty (30) days of the invoice being sent to BPS. All charges for permanent changes to any daily bus route, shall be determined based on the number of school days remaining for the period of this Agreement, divided by the remaining number of months in the current school year. The respective adjustments for permanent changes to any daily bus route will be reflected on the following pay period invoice, and all remaining invoices.

5. **Late Payment Charge**: In the event that any payment is not received by Olympic on or before the due date, BPS will be required to make an additional late payment charge of five percent (5%) of the total amount due within five (5) days of the due date.
6. **Schedule of Fees:**

<table>
<thead>
<tr>
<th>RATE</th>
<th>FEE</th>
<th>PER</th>
<th>MINIMUM</th>
</tr>
</thead>
<tbody>
<tr>
<td>$25.00</td>
<td>Hourly Driver Fee</td>
<td>Hour</td>
<td>None</td>
</tr>
<tr>
<td>$75.00</td>
<td>Hourly Field Trip Fee*</td>
<td>Hour</td>
<td>4 hours</td>
</tr>
<tr>
<td>$1.25</td>
<td>Mileage Fee Over Allotted</td>
<td>Mile</td>
<td>None</td>
</tr>
</tbody>
</table>

*50 round trip miles are included*
DATE: February 20, 2020

TO: Kelly Painter, Head of School

FROM: Katie Seitzinger, Hot Lunch Coordinator

SUBJECT: Bradford Preparatory Hot Lunch Program

The Bradford Prep Catered Lunch Program works closely with 9 different vendors to offer a rotation of individually packaged meals to serve daily to the students whose families have ordered from our program on a monthly basis. Typically, these meals range in price from $4.75 to $6.00. Pizza is served every Friday, with that cost being between $2.00-$2.50 per slice.

Our vendors were excited to hear about the opportunity for our school to provide lunches to students at Bradford who are in need. Our Monday through Thursday vendors: PDQ (served weekly), Jimmy Johns, Asian Cafe, North State BBQ, Jason’s Deli, Tijuana Flats and Viva Chicken have offered their meals at $3 each. Both of our Friday vendors, Hawthorne’s Pizza and Jet’s Pizza have offered to donate the pizza to these children weekly. I’ve included a breakdown of the meals offered and discounts per vendor below.

<table>
<thead>
<tr>
<th>Vendor</th>
<th>Meal</th>
<th>Discount</th>
</tr>
</thead>
<tbody>
<tr>
<td>PDQ (every Monday)</td>
<td>Grilled or Fried Tenders w/chips</td>
<td>$3 ($2 discount)</td>
</tr>
<tr>
<td>Asian Cafe (Tuesday rotation)</td>
<td>Chicken Fried Rice</td>
<td>$3 ($1.25 discount)</td>
</tr>
<tr>
<td>Jimmy Johns (Tuesday rotation)</td>
<td>Any 4” sub with chips</td>
<td>$3 ($1.80 discount)</td>
</tr>
<tr>
<td>North State BBQ</td>
<td>Pork BBQ Sandwich w/ Mac N Cheese</td>
<td>All regular menu items offered for $3 ($1.75-$2.50 discount)</td>
</tr>
<tr>
<td></td>
<td>Chicken BBQ Sandwich w/ Mack N Cheese</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mac N Cheese w/ Fruit</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Beef Hot Dog w/ Chips</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Grilled Chicken Salad</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Grilled Chicken Wrap w/ Fruit</td>
<td></td>
</tr>
<tr>
<td>Jason’s Deli</td>
<td>Mac N Cheese w/ fruit</td>
<td>All regular menu items offered for $3 ($1.75-$2.00 discount)</td>
</tr>
<tr>
<td></td>
<td>Spaghetti and Meatballs w/ Fruit</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Bowtie Chicken Alfredo w/ Fruit</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Baked Potato w/ Fruit</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Turkey and Cheese Sandwich w/ chips</td>
<td></td>
</tr>
<tr>
<td>Tijuana Flats</td>
<td>Chicken Taco w/chips and salsa</td>
<td>Above items offered for $3 ($2.00 discount)</td>
</tr>
<tr>
<td></td>
<td>Beef Taco w/chips and salsa</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cheese Quesadilla w/chips and salsa</td>
<td></td>
</tr>
<tr>
<td>Viva Chicken</td>
<td>Chicken Fried Rice</td>
<td>$3 ($2.50 discount)</td>
</tr>
<tr>
<td>Hawthorne’s Pizza</td>
<td>2 slices per child</td>
<td>Free ($5.00 discount)</td>
</tr>
<tr>
<td>Jet’s Pizza</td>
<td>2 slices per child</td>
<td>Free ($4.00 discount)</td>
</tr>
</tbody>
</table>

As the Hot Lunch Coordinator, I am personally passionate and excited about filling a need for such an unfortunate problem within our school. Food is crucial to our brain development and necessary for having a successful day of learning at Bradford.
Bradford Preparatory School

2019-2020 Vendor Lunch Agreement

Vendor Name: Jimmy John’s
Ordering Contact
Name: ______Matthew, Mike, or Ben_________ Phone Number: ______704.979.9079_______
Contact Email Address: ____________JJPitstop@jnc.net____________________

Day of Delivery Contact
Name: ______Same as above_________________________ Phone Number: __________
Contact Email Address: ____Same as above____________________

2019-2020 Product Offerings and Pricing

<table>
<thead>
<tr>
<th>Item</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>4&quot; Slim Ham and Provolone w/chips</td>
<td>$3.50</td>
</tr>
<tr>
<td>4&quot; Slim Turkey and Provolone w/chips</td>
<td>$3.50</td>
</tr>
<tr>
<td>4&quot; Ham and Provolone (incl. lettuce, tomato, mayo) w/chips</td>
<td>$3.50</td>
</tr>
<tr>
<td>4&quot; Turkey and Provolone (incl. lettuce, tomato, mayo) w/chips</td>
<td>$3.50</td>
</tr>
<tr>
<td>8&quot; Italian (salami, capicola, provolone, onion, lettuce, tomato,</td>
<td>$4.50</td>
</tr>
<tr>
<td>oil/vinegar, oregano/basil w/chips</td>
<td></td>
</tr>
<tr>
<td>8&quot; Slim Ham and Provolone w/chips</td>
<td>$4.50</td>
</tr>
<tr>
<td>8&quot; Slim Turkey and Provolone w/chips</td>
<td>$4.50</td>
</tr>
<tr>
<td>8&quot; Ham and Provolone (incl. lettuce, tomato, mayo) w/chips</td>
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</tr>
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<td>8&quot; Turkey and Provolone (incl. lettuce, tomato, mayo) w/chips</td>
<td>$4.50</td>
</tr>
</tbody>
</table>

Vendor Expectations

- All vendors should review the lunch rotation schedule provided and notify Karin.Drescher@bradfordprep.org 45 days in advance if delivery is not possible on any of the dates.
- Lunch Session 1 must be delivered at 10:45AM (+- 5 minutes), Lunch Session 2 must be delivered by 10:40AM and Lunch Session 3 must be delivered by 11:25AM (+-5 minutes). Late deliveries mean students do not receive their lunch with translates into a reduction of payment for that day’s order. Please review the delivery time schedule and the reduction in payment schedule below:
  - Deliveries that are 20+ minutes late will result in a 15% reduction in pay for that session’s order.
  - Orders that are 40 minutes late or later will result in a 50% reduction in pay for that session.
- All lunch orders should be double checked prior to delivery to confirm the item counts and items are correct. When item counts are incorrect upon arrival, replacement meals must be
delivered within 20 minutes to allow the student time to eat their lunch once they receive the corrected meal.

- Vendor orders will be sent emailed to you the last week of the month prior to delivery. Please email Karin.Drescher@bradfordprep.org if you have not received the order by noon on the Friday of the last full week before the month begins.

Payment Policies

- Vendors should submit invoices to the school via email once a month for deliveries provided since the previous invoice. Invoices should be received no later than 7 days after the month ends for any deliveries during the previous month.
- All invoices should be sent to AccountsPayable@bradfordprep.org with a copy to Karin.Drescher@bradfordprep.org.
- The vendor must submit a W-9 and their certificate of insurance to be added to our Vendor system for payment. The vendor insurance must list Bradford Preparatory School as an additional insured.
- The school must have a signed Vendor Lunch Agreement prior to submitting for payment.
- Invoices should be submitted in a similar format to the sample attached to this agreement – it doesn’t need to be this exact format, but the items should be totaled not listed individually, the unit cost must be listed, and the numbers must add up correctly.
- Invoice numbers must be unique on each invoice. The order date on the invoices must match the delivery date for that order.
- The date on the invoice should be the date the invoice is sent to the school.
- Invoices will be paid via mail within 15 days of receipt of the invoice if the invoice is correct and follows the format requested, and the vendor has a current W-9 and Certificate of Insurance on file with the school.
- Required State Contract Language for all Charter Schools: No indebtedness of any kind incurred or created by the charter school shall constitute an indebtedness of the State or its political subdivisions, and no indebtedness of the charter school shall involve or be secured by the faith, credit, or taxing power of the State or its political subdivisions as required by NCGS 115C-218.105(b).

I have read the above expectations and understand the vendor requirements for the catered lunch program at Bradford Prep School.

Matthew M. Perrault ________________________________
Printed Name

Matthew M. Perrault ________________________________
Owner

Matthew M. Perrault ________________________________
Job Title

Matthew M. Perrault ________________________________
Date 10/22/2019
Bradford Preparatory School
2019-2020 Vendor Lunch Agreement

Vendor Name: Hawthorne’s Pizza

Ordering Contact
Name: Dave Cameron  Phone Number: 704-875-8502
Contact Email Address: dave@hawthornespizza.com

Day of Delivery Contact
Name: Dave Cameron  Phone Number: 704-875-8502
Contact Email Address: dave@hawthornespizza.com

2019-2020 Product Offerings and Pricing

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</thead>
<tbody>
<tr>
<td>18&quot; Cheese Pizza</td>
<td>$12.00</td>
</tr>
<tr>
<td>18&quot; Pepperoni Pizza</td>
<td>$12.00</td>
</tr>
<tr>
<td>GF Cheese Pizza 1/2</td>
<td>$4.00</td>
</tr>
<tr>
<td>GF Cheese Pizza (Whole)</td>
<td>$8.00</td>
</tr>
<tr>
<td>GF Pepperoni Pizza 1/2</td>
<td>$4.00</td>
</tr>
<tr>
<td>GF Pepperoni Pizza (Whole)</td>
<td>$8.00</td>
</tr>
</tbody>
</table>

Vendor Expectations

- All vendors should review the lunch rotation schedule provided and notify Karin.Drescher@bradfordprep.org 45 days in advance if delivery is not possible on any of the dates.
- Lunch Session 1 must be delivered at 10:45AM (+- 5 minutes), Lunch Session 2 must be delivered by 10:40AM and Lunch Session 3 must be delivered by 11:25AM (+-5 minutes). Late deliveries mean students do not receive their lunch with translates into a reduction of payment for that day’s order. Please review the delivery time schedule and the reduction in payment schedule below:
  - Deliveries that are 20+ minutes late will result in a 15% reduction in pay for that session’s order.
  - Orders that are 40 minutes late or later will result in a 50% reduction in pay for that session.
- All lunch orders should be double checked prior to delivery to confirm the item counts and items are correct. When item counts are incorrect upon arrival, replacement meals must be delivered within 20 minutes to allow the student time to eat their lunch once they receive the corrected meal.
- Vendor orders will be sent emailed to you the last week of the month prior to delivery. Please email Karin.Drescher@bradfordprep.org if you have not received the order by noon on the Friday of the last full week before the month begins.

Payment Policies
• Vendors should submit invoices to the school via email once a month for deliveries provided since the previous invoice. Invoices should be received no later than 7 days after the month ends for any deliveries during the previous month.
• All invoices should be sent to AccountsPayable@bradfordprep.org, with a copy to Karin.Drescher@bradfordprep.org.
• The vendor must submit a W-9 and their certificate of insurance to be added to our Vendor system for payment. The vendor insurance must list Bradford Preparatory School as an additional insured.
• The school must have a signed Vendor Lunch Agreement prior to submitting for payment.
• Invoices should be submitted in a similar format to the sample attached to this agreement—it doesn't need to be this exact format, but the items should be totaled not listed individually, the unit cost must be listed, and the numbers must add up correctly.
• Invoice numbers must be unique on each invoice. The order date on the invoices must match the delivery date for that order.
• The date on the invoice should be the date the invoice is sent to the school.
• Invoices will be paid via mail within 15 days of receipt of the invoice if the invoice is correct and follows the format requested, and the vendor has a current W-9 and Certificate of Insurance on file with the school.
• Required State Contract Language for all Charter Schools: No indebtedness of any kind incurred or created by the charter school shall constitute an indebtedness of the State or its political subdivisions, and no indebtedness of the charter school shall involve or be secured by the faith, credit, or taxing power of the State or its political subdivisions as required by NCGS 115C-218.105(b).

I have read the above expectations and understand the vendor requirements for the catered lunch program at Bradford Prep School.

__________________________
Hawthorne's Pizza Representative

__________________________
Job Title

__________________________
Date
Bradford Preparatory School
2019-2020 Vendor Lunch Agreement

Vendor Name: Shane’s Rib Shack

Ordering Contact
Name: Michael Davis  Phone Number: 404.295.7309
Contact Email Address: mike@shanesofcharlotte.com

Day of Delivery Contact
Name: Michael Davis  Phone Number: 704.509.6553
Contact Email Address: Mike@Shanesofcharlotte.com

2019-2020 Product Offerings and Pricing

<table>
<thead>
<tr>
<th>Product Description</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grilled Chicken Breast Wrap Box</td>
<td>$4.00</td>
</tr>
<tr>
<td>1/4lb. Burger Box (no cheese) w/chips</td>
<td>$4.00</td>
</tr>
<tr>
<td>1/4lb. Cheeseburger Box w/chips</td>
<td>$4.00</td>
</tr>
<tr>
<td>1/4lb. Slow Smoked Pulled Pork BBQ Sandwich w/Mac n Cheese</td>
<td>$4.00</td>
</tr>
<tr>
<td>1/4lb. Chopped BBQ Chicken Sandwich w/Mac n Cheese</td>
<td>$4.00</td>
</tr>
<tr>
<td>All Beef Hot Dog w/chips</td>
<td>$3.50</td>
</tr>
<tr>
<td>Mac N Cheese meal w/fruit cup</td>
<td>$4.00</td>
</tr>
<tr>
<td>Grilled Chicken Salad</td>
<td>$4.00</td>
</tr>
</tbody>
</table>

Vendor Expectations

- All vendors should review the lunch rotation schedule provided and notify Karin.Drescher@bradfordprep.org 45 days in advance if delivery is not possible on any of the dates.
- Lunch Session 1 must be delivered at 10:45AM (+5 minutes), Lunch Session 2 must be delivered by 10:40AM and Lunch Session 3 must be delivered by 11:25AM (+5 minutes). Late deliveries mean students do not receive their lunch with translates into a reduction of payment for that day’s order. Please review the delivery time schedule and the reduction in payment schedule below:
  - Deliveries that are 20+ minutes late will result in a 15% reduction in pay for that session’s order.
  - Orders that are 40 minutes late or later will result in a 50% reduction in pay for that session.
- All lunch orders should be double checked prior to delivery to confirm the item counts and items are correct. When item counts are incorrect upon arrival, replacement meals must be delivered within 20 minutes to allow the student time to eat their lunch once they receive the corrected meal.
- Vendor orders will be sent emailed to you the last week of the month prior to delivery. Please email Karin.Drescher@bradfordprep.org if you have not received the order by noon on the Friday of the last full week before the month begins.
Payment Policies

- Vendors should submit invoices to the school via email once a month for deliveries provided since the previous invoice. Invoices should be received no later than 7 days after the month ends for any deliveries during the previous month.
- All invoices should be sent to AccountsPayable@bradfordprep.org with a copy to Karin.Drescher@bradfordprep.org.
- The vendor must submit a W-9 and their certificate of insurance to be added to our Vendor system for payment. The vendor insurance must list Bradford Preparatory School as an additional insured.
- The school must have a signed Vendor Lunch Agreement prior to submitting for payment.
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- Invoice numbers must be unique on each invoice. The order date on the invoices must match the delivery date for that order.
- The date on the invoice should be the date the invoice is sent to the school.
- Invoices will be paid via mail within 7 days of receipt of the invoice via email if the invoice is correct, and follows the format requested, and the vendor has a current W-9 and Certificate of Insurance on file with the school.
- Required State Contract Language for all Charter Schools: No indebtedness of any kind incurred or created by the charter school shall constitute an indebtedness of the State or its political subdivisions, and no indebtedness of the charter school shall involve or be secured by the faith, credit, or taxing power of the State or its political subdivisions as required by NCGS 115C-218.105(b).

I have read the above expectations and understand the vendor requirements for the catered lunch program at Bradford Prep School.

[Signature]
Shane's Rib Shack Representative

[Signature]
Michael Davis
Printed Name

[Signature]
General Manager
Job Title

9/25/19
Date
Bradford Preparatory School
2019-2020 Vendor Lunch Agreement

Vendor Name: Jet’s Pizza

Ordering Contact
Name: Justin Miller Phone Number: 704-596-1991
Contact Email Address: justin.miller@jets.pizza.com

Day of Delivery Contact
Name: Phone Number:
Contact Email Address:

2019-2020 Product Offerings and Pricing

<table>
<thead>
<tr>
<th>Product</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Large Cheese Pizza</td>
<td>$8.00</td>
</tr>
<tr>
<td>Large Pepperoni Pizza SLICE</td>
<td>$8.00</td>
</tr>
<tr>
<td>GF Cauliflower Crust Cheese Pizza 1/2</td>
<td>$4.00</td>
</tr>
<tr>
<td>GF Cauliflower Crust Cheese Pizza (Whole)</td>
<td>$8.00</td>
</tr>
<tr>
<td>GF Cauliflower Crust Pepperoni Pizza 1/2</td>
<td>$4.00</td>
</tr>
<tr>
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<td>$8.00</td>
</tr>
</tbody>
</table>

Vendor Expectations

- All vendors should review the lunch rotation schedule provided and notify Karin.Drescher@bradfordprep.org 45 days in advance if delivery is not possible on any of the dates.
- Lunch Session 1 must be delivered at 10:45AM (+/- 5 minutes), Lunch Session 2 must be delivered by 10:40AM and Lunch Session 3 must be delivered by 11:25AM (+/- 5 minutes). Late deliveries mean students do not receive their lunch with translates into a reduction of payment for that day’s order. Please review the delivery time schedule and the reduction in payment schedule below:
  - Deliveries that are 20+ minutes late will result in a 15% reduction in pay for that session’s order;
  - Orders that are 40 minutes late or later will result in a 50% reduction in pay for that session.
- All lunch orders should be double checked prior to delivery to confirm the item counts and items are correct. When item counts are incorrect upon arrival, replacement meals must be delivered within 20 minutes to allow the student time to eat their lunch once they receive the corrected meal.
- Vendor orders will be sent emailed to you the last week of the month prior to delivery. Please email Karin.Drescher@bradfordprep.org if you have not received the order by noon on the Friday of the last full week before the month begins.

Payment Policies
• Vendors should submit invoices to the school via email once a month for deliveries provided since the previous invoice. Invoices should be received no later than 7 days after the month ends for any deliveries during the previous month.
• All invoices should be sent to AccountsPayable@bradfordprep.org with a copy to Karin.Drescher@bradfordprep.org.
• The vendor must submit a W-9 and their certificate of insurance to be added to our Vendor system for payment. The vendor insurance must list Bradford Preparatory School as an additional insured.
• The school must have a signed Vendor Lunch Agreement prior to submitting for payment.
• Invoices should be submitted in a similar format to the sample attached to this agreement – it doesn’t need to be this exact format, but the items should be totaled not listed individually, the unit cost must be listed, and the numbers must add up correctly.
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• Required State Contract Language for all Charter Schools: No indebtedness of any kind incurred or created by the charter school shall constitute an indebtedness of the State or its political subdivisions, and no indebtedness of the charter school shall involve or be secured by the faith, credit, or taxing power of the State or its political subdivisions as required by NCGS 115C-218.105(b).

I have read the above expectations and understand the vendor requirements for the catered lunch program at Bradford Prep School.

[Signature]
Jet's Pizza Representative

[Signature]
Justin Miller
Printed Name

General Manager
Job Title

1/15/20
Date
Bradford Preparatory School

2019-2020 Vendor Lunch Agreement

Vendor Name: Asian Café

Ordering Contact

| Name        | 123 fictitious
| Phone Number | 123-456-7890 |
| Contact Email Address | fictitious@email.com |

Day of Delivery Contact

| Name        | 123 fictitious
| Phone Number | 123-456-7890 |
| Contact Email Address | fictitious@email.com |

2019-2020 Product Offering and Pricing

<table>
<thead>
<tr>
<th>Item Description</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chicken Teriyaki</td>
<td>$6.99</td>
</tr>
<tr>
<td>Vegetable Stir Fry</td>
<td>$6.99</td>
</tr>
<tr>
<td>Side Salad</td>
<td>$2.99</td>
</tr>
<tr>
<td>Portuguese Rice</td>
<td>$1.99</td>
</tr>
</tbody>
</table>

Vendor Expectations

- All vendors should review the lunch rotation schedule provided and notify Karin Drechter at karin.drechter@bradfordprep.org at least 45 days in advance if any delivery is not possible on any of the dates.
- Lunch Session 1 must be delivered by 9:45 AM (± 5 minutes). Lunch Session 2 must be delivered by 10:40 AM (± 5 minutes). Late deliveries mean students do not receive their lunch within the stated time frame. Payment for any late deliveries will be made in accordance with the payment schedule below.
  - Deliveries 1-2 minutes late will result in a 15% reduction in pay for that lunch session.
  - Deliveries 3-7 minutes late or early will result in a 30% reduction in pay for that session.

- Additional charges should be accountable and documented for inclusion in the lunch rotation schedule.
- Lunch orders should be delivered at the designated time, as late deliveries result in missed payment for that session.
- Lunch order changes must be confirmed by email or phone prior to lunch delivery.

Vendor Agreement:

- Vendors agree to deliver lunches by the above dates and times.
Bradford Preparatory School
2019-2020 Vendor Lunch Agreement

Vendor Name: Viva Chicken

Ordering Contact
Name: Viva Chicken/Autumn Phone Number: 704.942.8619
Contact Email Address: Autumn.Riegler@Viva-Chicken.com

Day of Delivery Contact
Name: Autumn Riegler Phone Number: 704.942.8619
Contact Email Address: same as above

2019-2020 Product Offerings and Pricing

<table>
<thead>
<tr>
<th>Item Description</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kids Pulled Chicken w/fruit</td>
<td>$4.00</td>
</tr>
<tr>
<td>Kids 1/4 Rotisserie Chicken w/Cilantro Rice</td>
<td>$4.50</td>
</tr>
<tr>
<td>Kids Chauña (rice, soy sauce, eggs, pulled rotisserie chicken)</td>
<td>$4.00</td>
</tr>
<tr>
<td>Kids Chauña (fried rice, red peppers, green onions, eggs, ginger, peruvian soy sauce)</td>
<td>$4.00</td>
</tr>
<tr>
<td>Viva Salad w/Balsamic Vinaigrette</td>
<td>$5.00</td>
</tr>
<tr>
<td>Limena Chopped Salad</td>
<td>$5.00</td>
</tr>
</tbody>
</table>

Vendor Expectations

- All vendors should review the lunch rotation schedule provided and notify Karin.Drescher@bradfordprep.org 45 days in advance if delivery is not possible on any of the dates.
- Lunch Session 1 must be delivered at 10:45 AM (± 5 minutes), Lunch Session 2 must be delivered by 10:40 AM and Lunch Session 3 must be delivered by 11:25 AM (± 5 minutes). Late deliveries mean students do not receive their lunch with translates into a reduction of payment for that day’s order. Please review the delivery time schedule and the reduction in payment schedule below:
  - Deliveries that are 20+ minutes late will result in a 15% reduction in pay for that session’s order.
  - Orders that are 40 minutes late or later will result in a 50% reduction in pay for that session.
- All lunch orders should be double checked prior to delivery to confirm the item counts and items are correct. When item counts are incorrect upon arrival, replacement meals must be delivered within 20 minutes to allow the student time to eat their lunch once they receive the corrected meal.
- Vendor orders will be sent emailing to you the last week of the month prior to delivery. Please email Karin.Drescher@bradfordprep.org if you have not received the order by noon on the Friday of the last full week before the month begins.
Payment Policies

- Vendors should submit invoices to the school via email once a month for deliveries provided since the previous invoice. Invoices should be received no later than 7 days after the month ends for any deliveries during the previous month.
- All invoices should be sent to AccountsPayable@bradfordprep.org with a copy to Karin.Orescher@bradfordprep.org.
- The vendor must submit a W-9 and their certificate of insurance to be added to our Vendor system for payment. The vendor insurance must list Bradford Preparatory School as an additional insured.
- The school must have a signed Vendor Lunch Agreement prior to submitting for payment.
- Invoices should be submitted in a similar format to the sample attached to this agreement—it doesn’t need to be this exact format, but the items should be totaled not listed individually, the unit cost must be listed, and the numbers must add up correctly.
- Invoice numbers must be unique on each invoice. The order date on the invoices must match the delivery date for that order.
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I have read the above expectations and understand the vendor requirements for the catered lunch program at Bradford Prep School.

Viva Chicken Representative

Autumn Regan

Catering Mgr.

Job Title

10/17/2019

Date
Bradford Preparatory School
2019-2020 Vendor Lunch Agreement

Vendor Name: Tijuana Flats

Ordering Contact
Name: Rosie R Vazquez  Phone Number: 704-898-9016
Contact Email Address: 1910@TijuanaFlats.com

Day of Delivery Contact
Name: Rosie R Vazquez  Phone Number: 704-624-5830
Contact Email Address: 1910@TijuanaFlats.com

2019-2020 Product Offerings and Pricing

<table>
<thead>
<tr>
<th>Item Description</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beef Taco (beef/cheese/tortilla) w/Chips and Salsa</td>
<td>$3.50</td>
</tr>
<tr>
<td>Chicken Taco (chicken/cheese/tortilla) w/Chips and Salsa</td>
<td>$3.50</td>
</tr>
<tr>
<td>Cheese Quesadilla w/Chips and Salsa</td>
<td>$3.50</td>
</tr>
<tr>
<td>Beef Taco Salad</td>
<td>$6.00</td>
</tr>
<tr>
<td>Chicken Taco Salad</td>
<td>$6.00</td>
</tr>
<tr>
<td>Chicken Burrito Bowl (grilled chicken, rice, black beans, cheese)</td>
<td>$6.00</td>
</tr>
<tr>
<td>served w/sour cream and guacamole</td>
<td></td>
</tr>
</tbody>
</table>

Vendor Expectations

- All vendors should review the lunch rotation schedule provided and notify Karin.Drescher@bradfordrep.org 45 days in advance if delivery is not possible on any of the dates.
- Lunch Session 1 must be delivered at 10:45AM (+/- 5 minutes), Lunch Session 2 must be delivered by 10:40AM and Lunch Session 3 must be delivered by 11:25AM (+/- 5 minutes). Late deliveries mean students do not receive their lunch with translates into a reduction of payment for that day’s order. Please review the delivery time schedule and the reduction in payment schedule below:
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  - Orders that are 40 minutes late or later will result in a 50% reduction in pay for that session.
- All lunch orders should be double checked prior to delivery to confirm the item counts and items are correct. When item counts are incorrect upon arrival, replacement meals must be delivered within 20 minutes to allow the student time to eat their lunch once they receive the corrected meal.
- Vendor orders will be sent weekly on the last week of the month prior to delivery. Please email Karin.Drescher@bradfordrep.org if you have not received the order by noon on the Friday of the last full week before the month begins.
Payment Policies

- Vendors should submit invoices to the school via email once a month for deliveries provided since the previous invoice. Invoices should be received no later than 7 days after the month ends for any deliveries during the previous month.
- All invoices should be sent to AccountsPayable@bradfordprep.org with a copy to Karin.Drescher@bradfordprep.org.
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I have read the above expectations and understand the vendor requirements for the catered lunch program at Bradford Prep School.

[Signature]
Tijuana Flats Representative

[Signature]
Rosie R. Vazquez
Printed Name

General Manager
Job Title

[Date]
10/18/19
Date
# PURCHASE ORDER

- **P.O.:** 1533  
- **ORDER DATE:** 02/18/20

**Ship To:**

Bradford Preparatory School  
2502 Salome Church Road  
Charlotte, NC 28262

**Quote Q-12672-1**  
for  
2020-2021 school year

<table>
<thead>
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<th>Account #</th>
<th>SHIPPING</th>
<th>DELIVERY DATE</th>
<th>Standard</th>
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</thead>
<tbody>
<tr>
<td>Quantity</td>
<td>Item #</td>
<td>Description</td>
<td>Unit Price</td>
</tr>
<tr>
<td>1</td>
<td></td>
<td>CKLA 2nd Edition Small Group Instruction &amp; Remediation for K-2 teachers (1/2 day onsite)</td>
<td>2,500.00</td>
</tr>
<tr>
<td>1</td>
<td></td>
<td>CKLA 2nd Edition Small Group Instruction &amp; Remediation for 3-5 teachers (1/2 day onsite)</td>
<td>2,500.00</td>
</tr>
<tr>
<td>1</td>
<td></td>
<td>CKLA 2nd Edition Enhancing Planning &amp; Instruction for Students with Special needs for K-5 teachers (1/2 day onsite)</td>
<td>2,500.00</td>
</tr>
</tbody>
</table>

| Subtotal  | 7,500.00 |
| Shipping Charge | 0.00 |
| Sales Tax (if applicable) | 0.00 |
| **Order Total** | **$7,500.00** |

---

**Vendor Signature**  
**Customer Signature**
**Bradford Preparatory School**  
2502 Salome Church Road  
Charlotte, NC 28262  
Phone: 704-549-0080  
accountspayable@bradfordprep.org

**Vendor**  
Amplify  
Attn: Sean McFall  
55 Washington St, # 800  
Brooklyn NY 11201-1071  
800.886.9126 (p)  
646.403.4700(f)  
smcfall@amplify.com

**Purchase Order**  
P.O. 1532  
ORDER DATE: 02/18/20

**Ship To:**  
Bradford Preparatory School  
2502 Salome Church Road  
Charlotte, NC 28262

**Quote Q-12672-1 for**  
2019-2020 school year

<table>
<thead>
<tr>
<th>Account #</th>
<th>Quantity</th>
<th>Item #</th>
<th>Description</th>
<th>Unit Price</th>
<th>Line Total</th>
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<tbody>
<tr>
<td></td>
<td>1</td>
<td></td>
<td>CKLA 2nd Edition Enhancing Planning &amp; Practice for K-2 teachers (1/2 day onsite)</td>
<td>2,500.00</td>
<td>2,500.00</td>
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<tr>
<td></td>
<td>1</td>
<td></td>
<td>CKLA 2nd Edition Enhancing Planning &amp; Practice for 3-5 teachers (1/2 day onsite)</td>
<td>2,500.00</td>
<td>2,500.00</td>
</tr>
<tr>
<td></td>
<td>1</td>
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<td>CKLA 2nd Edition Data-Driven Instructional Planning for K-2 teachers (1/2 day onsite)</td>
<td>2,500.00</td>
<td>2,500.00</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td></td>
<td>CKLA 2nd Edition Data-Driven Instructional Planning for 3-5 teachers (1/2 day onsite)</td>
<td>2,500.00</td>
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<td>Sales Tax (if applicable)</td>
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<td>$10,000.00</td>
</tr>
</tbody>
</table>

Vendor Signature:  
Customer Signature:  
Kathy Mariner
Professional Learning Symposia 2020

Take advantage of early registration rates and join us for an intensive, immersive, and inspiring multi-day experience. Symposium participants will enhance content knowledge in ELA or math as they actively practice facilitating SpringBoard professional learning, collaborate with colleagues, and receive expert coaching from SpringBoard national faculty members. Choose from three different programs based on your role in education and your district's professional learning needs.

Spring Symposium
May 1-3, 2020
Dallas, TX

Register Now

Summer Symposium
July 8-10, 2020
Chicago, IL

Register Now

Cost $1050* per participant
*A 10% discount will be given if registered and paid before February 14, 2020.

What’s included in the registration?
Registration includes professional learning resources needed during the event, breakfast, and lunch. Registration does not include the cost of travel or hotel accommodation.

What you will need for registration:
- Attendee's full name
- Attendee's job title
- Attendee's email address
- Pathways One & Two:
  - Primary content area (ELA or math)
  - Date and location of last Initial Institute attended
- Initial Institute:
  - Primary content area (ELA or math)

Hotel Reservations
You can book accommodations directly with the hotel. A discounted room rate is available to Symposium attendees on a first-come, first-served basis.

Hilton Dallas Lincoln Centre
Dallas, TX

To obtain this special rate, please make any reservations by April 8, 2020.**

The Palmer House
Chicago, IL

To obtain this special rate, please make any reservations by June 15, 2020.**

**Do not book flight and hotel reservations until you receive a confirmation email. SpringBoard reserves the right to deny registration to participants who do not meet participant criteria.

Please contact us at springboardttt@collegeboard.org with any questions.
Pathway One – Strengthening Your SpringBoard Foundation
Available in 2020 for all ELA and Math

Pathway One is designed to deepen participants’ expertise in SpringBoard's instructional framework. You will:

- Learn critical components of the Initial Institute
- Practice facilitating in a small group
- Leave equipped to support colleagues one-on-one, in professional learning communities, or by facilitating an Initial
- Earn the designation of “SpringBoard District-Endorsed Facilitator” upon successful completion, enabling you to facilitate a SpringBoard Initial or Quickstart in your district using official SpringBoard materials

Who should attend Pathway One?
Pathway One is designed for educators who support their peers to effectively implement SpringBoard content and pedagogy. It is mandatory that participants in this pathway have attended a SpringBoard Initial Institute or Quick Start Institute.

Pathway Two – Designing Professional Learning
Available in 2020 for Math and California ELA only

Pathway Two is designed to engage participants with SpringBoard’s portfolio of topic specific modules in order to create professional learning experiences tailored for their districts. You will:

- Gain access to a suite of SpringBoard Professional Learning modules, including facilitation guides and PowerPoint templates
- Work collaboratively to customize these resources based on your district’s needs
- Practice facilitating your customized module to a small group

Who should attend Pathway Two?
Pathway Two is designed for educators who facilitate building or district level professional learning. It is mandatory that they have participated in either a SpringBoard Initial or Quick Start Institute. It is strongly suggested that Pathway Two participants have previously experienced Pathway One.

Leadership Pathway – Strengthening Your SpringBoard Leadership
Available in 2020 for all ELA and Math

The Leadership Pathway is designed to deepen instructional leaders’ expertise in the SpringBoard instructional framework and leadership practices by working with components of the SpringBoard Administrator Workshop. You will:

- Gain deeper knowledge of the SpringBoard instructional framework that promotes confidence in supporting colleagues with implementation
- Actively practice facilitating components of the SpringBoard Administrator Workshop and receive real-time feedback
- Leave equipped to support their colleagues one-on-one, in professional learning communities, and/or when facilitating district sponsored SpringBoard Administrator Workshops
- Earn the designation of “SpringBoard District-Endorsed Facilitator” upon successful completion, enabling your district to order and for you to use official SpringBoard Administrator Workshop materials

Who should attend the Leadership Pathway?
The Leadership Pathway is designed for site and district administrators or instructional leaders who support or supervise teachers and/or facilitate building or district level professional learning for leaders. It is mandatory that participants in this pathway have had at least one year of SpringBoard Implementation and have participated in either a SpringBoard Initial Institute, Quick Start Institute, or Administrator Workshop.

SpringBoard Initial Institute
Available in 2020 for all ELA and Math

SpringBoard is offering the foundational professional learning experience for teachers new to program. These teachers can register to attend an official Initial Institute held at the Professional Learning Symposium. If you are a teacher who has not yet participated in a SpringBoard Initial Institute or Quick Start, we’d love to see you at the Symposium! You will:

- Be introduced to the program’s instructional framework to build their SpringBoard foundation over the course of three days
- Learn from the expert facilitation of a member of the SpringBoard National Faculty
- Leave equipped to use SpringBoard resources in your classroom

Who should attend the Initial Institute?
Any ELA or math teacher who has not yet had any face to face SpringBoard Professional Learning.
think!Mathematics Institute
(https://mathodology.com/events/thinkmathematics-annual-institute/)

Be inspired and equipped with effective instructional strategies to meet various student needs within the classroom. Led by Dr Yeap Ban Har and Sarah Schaefer, this three-day course will provide insights into creating environments that promote deep learning where students and teachers are excited to reason, communicate, and think mathematically.

Limited to 70 participants only.

Details
Ticket  show details +

Price  $750.00 (USD)

Qty  0

Add to Event Cart

Events (https://mathodology.com/event-category/events/)
Course Details

think!Mathematics Institute
Three-Days: July 22-24, 2020

Location: Wildwood School, LA, CA

Target Audience: Grade 1-5 educators, Math Coaches, Math Specialist

Contact Information: office@think-mathematics-us.com (mailto:office@think-mathematics-us.com)

Course Highlights

- Discover the educational philosophies behind the Three-Part Lesson structure and the CPA approach in Singapore Methods
- Learn to implement concepts with hands-on opportunities
- Develop an in-depth understanding of teaching techniques for students with various needs
- Collaborate with a community of educators, math coaches, and specialists in small group settings

Course Agenda:
Day 1: Experience Deep Learning
- Generalizing Lesson Structure
- Visualization
- Communication
- Metacognition
- Number Sense

*Optional Working Lunch Session: A Look at the think! Mathematics series

Day 2: Planning for Deep Learning
- Exploring
- Structured Learning
- Reflecting
- Journaling
- Practicing

*Optional Working Lunch Session: Q&A with current teachers, administrators and math coaches/specialists

Day 3: Differentiation and Assessment in the Classroom
- Differentiation Techniques
- Assessment

Join Sarah and Dan Har and discover the essential ideas to delivering effective mathematics lessons.

Their experience in the classroom and work with thousands of teachers and students will provide you with insights and strategies that can be implemented immediately.
Venue: Wildwood School – Los Angeles, CA (https://mathodology.com/venues/wildwood-school-los-angeles-ca/)

Address:
11811 W Olympic Blvd, Los Angeles, California, 90064, United States

View Cart
(https://mathodology.com/registration-checkout/?event.cart=view)

Testimonials

Sarah Schaefer’s work has been transformational for our Lower School at Lovett. She is an educator of rare form, who demonstrated such depth of mathematical knowledge and understanding as well as children and adults as learners. Our entire community – of administrators, teachers, and parents – have been in awe of her intelligence, critical thinking, humility, and humor. At ease with every age of child and every type of learner, our teachers were eager to learn from and with Sarah. They continuously clamored for more time with her and named their professional development with Sarah as the most powerful of the year. No other consultant, workshop, or conference has had such a profound effect on how we teach math. Sarah’s work and presence have truly been invaluable!

Visualization + Communication + Number Sense + Generalizations + Meta-Cognition

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(https://www.facebook.com/Mathodology/)
LOST BOYS PRESENTATION AGREEMENT

Proposal Date: February 21, 2020

Presentation Date: August 12, 2020

Client Contact Info: Kelly Painter  
Bradford Preparatory School  
2502 Salome Church Road  
Charlotte, NC 28262  
Phone: 704-549-0080  
Email: accounts payable@bradfordprep.org

Presentation: Lost Boys (Strategies to help educators navigate the world of boys for academic success!)  
• How boys’ brains work including the chemistry and structure  
• The difference in the ways girls and boys focus  
• To recognize the role of hormones, specifically testosterone and dopamine  
• Classroom strategies to support boys’ developmental needs  
• The difference between natural aggression and bullying.

Location: Charlotte, NC

Time: Presenter will be available between 7:30 a.m. and 3:30 p.m. with a lunch break of at least 45 minutes; training times are scheduled at client’s request

Participants: Up to 130 Participants

Scheduled Presenter: Stephanie Jensen, M.S.

Training Cost: Lost Boys: $7600 for one-day Lost Boys on-site training for up to 130 participants  
(includes one workbook for each participant)  
Travel: $1000  
Total Cost: $8600

Contact Info: Kevin Stewart  
AccuTrain Corp.  
208 Ash Avenue, Suite 103  
Virginia Beach, VA 23452  
Phone: 1-800-775-9674  
Direct: 252-902-8284  
Fax: 1-888-372-6061  
E-Mail: kevin@accutrain.com
PRESENTER:

Stephanie Jensen, M.S. will make the presentation, subject to availability. In case of emergency, another equally qualified presenter will substitute, or the training will be re-scheduled, as agreed by both parties.

Steph has held positions as classroom teacher, team leader, administrator, trainer, education consultant and national speaker. She also holds a master's degree in clinical counseling focusing on her efforts on adolescent and family issues.

In recent years Steph has applied her passion for adolescents to focus on the dynamics of relational aggression, cyber bullying and sexualized bullying. She has spoken at national conferences and school districts across the country - combining research, practical strategies, prevention planning, parent education, crisis intervention, and curriculum implementation in her presentations. She is the author of *Thrive in the Hive, Princess Priscilla and the Bully-Bee Day, Princess Priscilla and the Mood Ring Rainbow* and *Princess Priscilla and The great Beezilla!*

FEES:
The cost for the presentation is $7600 plus $1000 travel costs. Presenter agreements and travel arrangements cannot be finalized until AccuTrain Corp. receives payment or an official purchase order. All payments should be made to AccuTrain Corporation and are payable net 30.

INCLEMENT WEATHER:
In the event of inclement weather, or if the scheduled date must be used as a student make-up day due to inclement weather, the scheduled training date will be re-scheduled. The date change must be agreed upon by both parties.

CLIENT RESPONSIBILITIES:
Meeting room, microphone/sound system, projector, projection screen, and any refreshments will be provided by Bradford Preparatory School.

CANCELLATIONS OR RE-SCHEDULING:
Requests for cancellations or re-scheduling must be received by AccuTrain Corp. via mail or e-mail 30 days in advance. There will be a 25% cancellation fee. If cancellations are not made 30 days in advance, the presentation will be billed at full price.

AccuTrain Corp. and Stephanie Jensen look forward to working with the staff and we are confident that this training will greatly impact your participants.

_________________________________________  ____________________________
Kelly Painter – Head of School                              Date
Bradford Preparatory School

_________________________________________  ____________________________
Phil Price, President                              Date
AccuTrain Corp.
“Lost Boys”

Boys are held back in school twice as often as girls. Boys also get expelled from preschool nearly five times more often than girls, and they are diagnosed with learning disorders and attention problems at nearly four times the rate of girls. Boys are more likely to drop out of school, and make up only 43 percent of college students. Millions of boys are being lost along the path to academic success and career achievement in today’s knowledge economy. Teacher bias regarding behavior, rather than academic performance, penalizes boys as early as kindergarten. On average, boys receive lower behavioral assessment scores, and those scores affect teachers’ overall perceptions of boys’ intelligence and achievement.

Rather than penalize boys’ high energy - as traditional classroom methods often do - successful teachers are learning to take advantage of male liveliness, curiosity and thirst for competition. Unless educators stop to consider whether traditional methods are working for both genders, boys will continue to get the short end of the educational stick.

This powerful one-day Professional Development helps educators understand the structural, chemical and processing differences between boys’ and girls’ brains. It helps educators support boys’ developmental needs, while teaching them social/emotional competencies. Attendees will discover innovative strategies, as well as group and individual interventions, to help boys achieve their highest academic potential.

Teachers, counselors, administrators and other educators will leave with practical tools to support developmental needs and specific activities to get boys learning while reducing their risk for academic failure, dropping out and underachievement.

Learning Objectives

In this information-packed training session, you will learn to:

- Explain how boys’ brains work including the chemistry and structure.
- Identify the differences in the ways girls and boys focus.
- Recognize the role of hormones, specifically testosterone and dopamine
- Demonstrate classroom strategies to support boys’ developmental needs
- Contrast the difference between natural aggression and bullying.
**Charter School Work Proposal**

*This cost is per school.*

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
<th>Cost</th>
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| Equity Paradigm Shift Training | **Goal:** Create a shift in how educators view and address educational equity for young children  
**Implementation:** Provide a deeper dive into the inequities that exist based on structural racism. The content of the session will include implicit racial bias, historical trauma, history of the educational system, power and privilege, and structural racism. | $4,000 for full day training (includes prep time, travel, and all materials for the session) |
| Culturally Responsive Anti-Bias Practices Train-the-Trainer | **Goal:** Implement a train-the-trainer professional development system designed to promote the implementation and sustainability of equity-based practices within early childhood educational settings.  
**Implementation:** EEI staff will work with the local administrators to identify current technical assistance providers or coaches who provide support to teachers within early childhood settings. EEI staff also will work with local administrators to identify at least two Lead Coaches who will train any new coaches/TA providers each year. This will ensure sustainability of practices over time. All TA providers/coaches will participate in a full day paradigm shift training (see above).  
The TA providers/coaches also will participate in 1 additional full day training on culturally responsive anti-bias educational | $10,000 (2 full day X $4,000 = $8,000) and one half-day ($2,000) (This includes planning, travel, and training materials)  
Facilitator guides for paradigm shift training and CRAB training and PBC procedures (# of coaches X $30 for guides = ???) – this will be negotiated based on # of coaches  
CRAB manuals for teachers ($50 per manual X # of teachers = ???) (negotiated based on number of teachers) |
practices (CRAB) and one half-day training focused on practice-based coaching (PBC) implementation procedures.

After their initial training, the TA providers/coaches will practice implementing each of the portions of the paradigm shift and CRAB trainings while also video recording them. The video recordings will be reviewed by EEI staff for fidelity.

Once trained, TA providers/coaches will be responsible for providing training to all of the educational staff (e.g., teachers, TAs, administrators, support staff). Each classroom will receive a manual outlining the individual CRAB practices.

Coaches will conduct bi-weekly observations and monthly coaching sessions within each classroom. EEI staff will conduct one side-by-side practice observation with each coach/TA provider and participate in one practice coaching meeting to evaluate fidelity to the model.

**Trauma Train-the-Trainer**

**Goal:** The goal of this four-part training series is to provide educators with a greater understanding of trauma, including what it is and how to prevent, address, and de-escalate behaviors in the classroom.

**Implementation:** The first workshop provides a general overview of trauma while the second workshop is focused on providing educators with behavior management strategies that can be used with children who are experiencing trauma. The final two workshops are focused on de-escalation strategies and helping teachers cope with secondary trauma. To support teachers in the

TOTAL: approximately $11,000 (based on the number of coaches and teachers)

$8,000 (the workshops can be split up into 4 half-days or 2 full days)

$2,000 (Identified coaches will participate in ½ practice-based coaching training)

Facilitator guides for identified coaches ($30 X # of coaches = ???) this number will be negotiated based on number of coaches
<table>
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<tr>
<th><strong>Ongoing Support</strong></th>
<th>Classroom, the trainings are followed up with a train-the-trainer practice-based coaching model.</th>
<th><strong>TOTAL:</strong> approximately <strong>$10,100</strong></th>
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<tbody>
<tr>
<td>EEI staff will conduct monthly 1-hour support Zoom meetings with TA providers/coaches.</td>
<td><strong>$1,800</strong> (9 months X $200)</td>
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<tr>
<td>EEI staff also will facilitate bi-weekly online communities of practice (CoP) sessions for teaching staff to receive support from peers and EEI staff. Each CoP will be focused on a specific topic.</td>
<td><strong>$1,000</strong> (quarterly onsite visits to provide support; $250 X 4)</td>
<td></td>
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Educational Equity Institute

A major goal of the Educational Equity Institute is to fight racial inequities within the educational system through professional development and systems level change. We work to achieve these goals through several strategies. First, a paradigm shift regarding the role of racism in educational policies and practices is needed before any work within schools can begin. As such, we provide an initial mindset training that demonstrates how the origins of today’s deep disparities and barriers to equitable education have their roots within our nation’s history. Throughout this training, we push participants to move beyond the traditional band-aid approach to equity in which isolated literacy and math interventions are implemented and do not address the complexity of the issues. A second strategy we use is to provide a 4-part series focused on addressing childhood trauma. These trainings help educators gain an in-depth understanding of trauma, including specific strategies that can be used to prevent, manage, and de-escalate behaviors. These are followed up with practice-based coaching within classrooms. Finally, we provide a train-the-trainer professional development model that focuses on implementing culturally responsive anti-bias practices that are designed to improve child outcomes for children of color, particularly Black children. Our train-the-trainer professional development model is intended to address four main issues: (1) barriers within schools (e.g., disproportionate trauma, implicit bias); (2) inequitable policies and practices; (3) cultural disconnect between home and school; and (4) inadequate teacher training. This approach considers the high teacher turnover rates within high-poverty schools and promotes systems change through the implementation of a set of practices that address the disparate academic outcomes between Black and White children. In addition, we train coaches within schools (e.g., school counselors, academic specialists) on culturally responsive anti-bias practices and practice-based coaching so that they can provide ongoing support within classrooms to ensure lasting changes in teaching practices. As such, this ultimately leads to changes in policies and ensures long-term use of practices within schools.

Paradigm Shift Training

Prior to any equity-based work within schools, it is essential that teachers, school leaders, and other educational staff take part in a full day paradigm shift training that is designed to alter the way they think about education and better understand the root causes of disparities inherent within our current educational system. That is, school personnel must understand the roots of today’s disparities and why the reliance on a band-aid approach to equity over the past 50 years has not been successful in increasing the academic achievement of children living in poverty. Having this foundational knowledge and understanding creates a context for implementing educational practices that are designed to promote better educational and social-emotional outcomes. During this full day workshop, participants will learn about implicit racial bias; the history of the educational system; power and privilege; and structural racism.

Trauma Training Series

The goal of this four-part training series is to provide educators with a greater understanding of trauma, including what it is and how to prevent, address, and de-escalate behaviors in the
classroom. Specifically, the first workshop provides a general overview of trauma while the second workshop is focused on providing educators with behavior management strategies that can be used with children who are experiencing trauma. The final two workshops are focused on de-escalation strategies and helping teachers cope with secondary trauma. To support teachers in the classroom, the trainings are followed up with a train-the-trainer practice-based coaching model. That is, a behavior management specialist or school guidance counselor is trained to serve as a coach within the school and train any new staff that are hired. This helps to sustain the practices over time.

**Train-the-Trainer Professional Development Model**

The proposed project focuses on implementing a train-the-trainer professional development model that is designed to promote the sustainability of culturally responsive anti-bias practices over time.

In recent years, a variety of teaching approaches have been developed to address inequities in educational practices. The two most common set of practices include anti-bias education and culturally responsive education. The anti-bias approach includes addressing personal and social identity, social-emotional relationships with people different from oneself, prejudice, discrimination, critical thinking, and taking action for fairness with children. There also is an emphasis on adult anti-bias growth and understanding of the systematic dynamics of oppression. The vision of anti-bias education is that all children and families can become successful, contributing members of society. To do so, they need to experience affirmation of their identities and cultural ways of being and learn to live and work in diverse and inclusive settings. Teachers also help children develop curiosity, openness to multiple perspectives, and critical thinking skills.

The four goals of anti-bias education include helping each child: (1) demonstrate self-awareness, confidence, family pride, and positive social identities; (2) express comfort and joy with human diversity; (3) increasingly recognize unfairness, have language to describe unfairness, and understand that unfairness hurts connections; (4) demonstrate empowerment and the skills to act, with others or alone, against prejudice and/or discriminatory actions. An anti-bias program puts diversity and equity goals at the center of all aspects of its organization and daily life, including the curriculum and attitudes of school personnel (Derman-Sparks, LeeKeenan, & Nimmo, 2015).

In contrast to anti-bias pedagogy, a culturally responsive teaching framework and approach includes pedagogy, curriculum, and an environment that are responsive and relevant to the cultural backgrounds of all children in the classroom. Many of the core components of culturally responsive teaching practices are similar to those found within the anti-bias framework. They include: (1) cultural engagement; (2) culture, language, and racial identity development; (3) multicultural awareness; (4) high expectations; (5) focus on critical thinking; and (6) emphasis on social justice (Aceves & Orosco, 2014).
A culturally responsive anti-bias teaching framework and approach includes pedagogy, curriculum, and an environment that are responsive and relevant to the cultural backgrounds of all children in the classroom. The core components of culturally responsive anti-bias teaching practices include: (1) cultural engagement; (2) culture, language, and racial identity development; (3) multicultural awareness; (4) high expectations; (5) focus on critical thinking; and (6) emphasis on social justice (Aceves and Orosco, 2014). In a culturally responsive anti-bias classroom, teachers incorporate more active learning or small group experiences that better fit with the learning styles of children’s cultures. In addition, teachers who use these practices alter their behavioral expectations to meet children where they are, rather than where they think they should be based on their own cultural norms and values.

Opportunities also are provided for children to talk about cultural similarities and differences, unfair situations that may occur based on race, and what it means to be a child of color within our current society (White & Young, 2016). Engaging children in these types of meaningful discussions is critical to supporting positive racial identity development and to helping offset some of the negative effects of specific experiences that Black children may have had or have on a daily basis. These types of discussions give voice to the experiences of black and brown children and allow them time to process the effects of racism within our schools, communities, and the country as a whole.

For the Educational Equity Institute, we have combined elements of both anti-bias pedagogy and culturally responsive teaching practices into a cohesive framework that is designed to create a common language and set of practices within the field of education. According to York (2006), culturally responsive anti-bias education reflects the most current thinking about how to provide a comprehensive approach to multicultural education. We anticipate that this terminology will eliminate confusion and allow for more effective implementation of these practices within educational settings.

Specifically, the strategies address the issues in the research that prevent equitable educational experiences for all children. The Educational Equity Institute practices are designed to improve outcomes for children of color; however, they are beneficial for all children. The intention of these practices is to improve the quality of instruction, behavior management practices, and development of teacher-child relationships for all children within the educational system. As such, the strategies are focused on: (1) behavior management practices; (2) instructional practices; (3) positive identity development; and (4) teacher-child relationships.

References


## Items Needed to Fully Implement the NC ACCESS Grant

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<tr>
<th>Funding through Bradford's Operating Budget</th>
<th>Funding through NC ACCESS Grant</th>
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<tbody>
<tr>
<td>1. Employ a Family Engagement Coordinator</td>
<td>1. Enhanced learning program contracted teachers</td>
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<tr>
<td>2. Employ a Discipline Coordinator</td>
<td>2. NC ACCESS Grant fellowship program travel</td>
</tr>
<tr>
<td>3. Employ Interventionists</td>
<td>3. Contracted transportation and/or owned transportation</td>
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<tr>
<td>4. Employ Counselors</td>
<td>4. Professional development for staff for curriculum, diversity and other strategic areas</td>
</tr>
<tr>
<td>5. Employ/Contract with a Marketing and Recruiting Coordinator</td>
<td>5. Conference fees for professional development</td>
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<tr>
<td>6. Employ a full time ESL Teacher</td>
<td>6. Technology to implement core curriculum</td>
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<td>7. Field trip scholarships</td>
<td>7. Technology to implement the enhanced learning program and the intensive math intervention program</td>
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<td>8. Expand reading and math camp for low performing students</td>
<td>10. Student consumable workbooks for all students for math and reading</td>
</tr>
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<td>10. Marketing materials</td>
<td>12. iPad carts to store student iPads</td>
</tr>
<tr>
<td>11. Payment of fees for students to participate in the Dual Enrollment Program</td>
<td>13. Audio enhancement devices for K-2 classrooms</td>
</tr>
<tr>
<td>12. Purchase lunches for qualified students</td>
<td>14. Musical instruments to expand our music program</td>
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Developing Roots

Developing Roots Student think!Pad Book B (Sold in Packs of 10)

$149.99

about 165 w/ ship & tax 10
$16.50 each
Home page

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think! Mathematics is a series of textbooks that is based on various learning theories.

Designed in accordance with extensively-researched approaches used in Singapore, these books adopt a spiral design with the integration of the Concrete-Pictorial-Abstract (C-P-A) approach.

A three-part lesson structure of Anchor Task, Guided Practice and Independent Practice is adopted. ICT, concrete aids and manipulatives are incorporated. Students have opportunities to hone problem-solving skills and apply Mathematics in real-world contexts.

Combining the effectiveness of teaching pedagogies and innovative ideas, the content has been aligned to the Common Core States Standards.

Find out more about this series.
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think! Mathematics (Common Core) Workbook 5A - Paperback
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<td>CKLA 2nd Edition GK Skills &amp; Knowledge Activity Books, All Units and Domains (25 of each)</td>
<td>Materials for 25 students in Grade 2 Skills and Knowledge Strands. The Skills strand has 10 books per student, 1 for each unit. The Knowledge strand has 2 books per student, Domains 1-6 and Domains 7-12.</td>
<td>978-1-68381-102-9</td>
<td>3.00</td>
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<td>CKLA 2nd Edition G1 Skills &amp; Knowledge Activity Books, All Units and Domains (25 of each)</td>
<td>Materials for 25 students in Grade 1 Skills and Knowledge Strands. The Skills strand has 7 books per student, 1 for each unit. The Knowledge strand has 2 books per student, Domains 1-6 and Domains 7-11.</td>
<td>978-1-68381-103-6</td>
<td>3.00</td>
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<td>CKLA 2nd Edition G2 Skills &amp; Knowledge Activity Books, All Units and Domains (25 of each)</td>
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<td>4.00</td>
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<td>CKLA 2nd Edition G3 Activity Books, All Units (25 of each)</td>
<td>Twenty-five sets of Grade 3 Activity Books (Units 1-11, Viking Quest) for one year of instruction.</td>
<td>978-1-68161-838-8</td>
<td>5.00</td>
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<td>CKLA 2nd Edition G4 Activity Books, All Units (25 of each)</td>
<td>Twenty-five sets of Grade 4 Activity Books (Units 1-8, Contraption Quest) for one year of instruction. Includes Poet's Journal (Unit 3), Writer's Journal (Unit 6), and Contraptions Quest Folders and Notebooks</td>
<td>978-1-66161-839-5</td>
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<td>CKLA 2nd Edition G5 Activity Books, All Units (25 of each)</td>
<td>Twenty-five sets of Grade 5 Activity Books (Units 1-9, Robots Quest) for one year of instruction. Includes Poet's Journal (Unit 3), Robots Quest Folders and Notebooks.</td>
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<td>CKLA 2nd Edition G6 Skills &amp; Knowledge ABs, All Units/Domains (1 of each)</td>
<td>Materials for 1 student in Grade 2 Skills and Knowledge Strands. The Skills strand has 10 books per student, 1 for each unit. The Knowledge strand has 2 books per student, Domains 1-6 and Domains 7-12.</td>
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**TOTAL:** $25,169.00

**SUBTOTAL** $25,169.00

**SHIPPING AND HANDLING** $2,013.52

**GRAND TOTAL** $27,182.52

### Scope and Duration

**Payment Terms:**
- This Price Quote (including all pricing and other terms) is valid through Quote Expiration Date stated above.
- Payment terms: net 30 days.
- Prices do not include sales tax, if applicable.
- Pricing terms in the Price Quote are based on the scope of purchase and other terms herein.

**License and Services Term:**
- Licensee: until June 30th, 2020
- Services: 18 months from order date. Unless otherwise stated above, all training and other services purchased must be scheduled and delivered within such term or will be forfeited.

### Special Terms:
- **FOR SHIPPED MATERIALS:**
  - Expedited shipping is available at extra charge.
  - Print materials and kits are non-returnable and non-refundable, except in the case of defective or missing materials reported by Customer within 60 days of receipt.
- **FOR SERVICES:**
  - Training and professional development sessions cancelled with less than one week notice will be deemed delivered.

### How to Order Our Products

Amplify would like to process your order as quickly as possible. We accept the following forms of payment: purchase orders, checks, and credit card payments (Visa, MasterCard, Discover and American Express). In order for us to assist you, please help us by following these instructions:

**Please include these three documents with your order:**
- Authorized purchase order, check or credit card authorization form
- A copy of your Price Quote
- A copy of your Tax-Exemption Certificate

**If submitting a purchase order:**
To expedite your order, please email a purchase order to IncomingPO@amplify.com or fax it to (646) 403-4700. Purchase Orders can also be mailed to our Order Management Department at the address below.

If submitting your order via credit card authorization form:
- Amplify accepts Visa and MasterCard payments.
- Please email all documents to AccountsReceivable@amplify.com or fax them to (347)-562-2402
- Please do not mail credit card authorization forms.

If submitting your order via sending a check:
- Please mail your documents directly to our Order Management Department and notify your sales representative of the check number and check amount.
- Please note that mailing a check can add up to two weeks processing time for your order. For faster processing of your order, please submit your order via Purchase Order or Credit Card Authorization Form.

The information requested above is essential to ensure smooth completion of your order with Amplify. Failure to submit documents will prevent your order from processing.

Our Order Management Department is located at 55 Washington Street, Suite 800, Brooklyn, NY 11201. Please note that mailing any documents can result in delays of up to two weeks. For faster processing of your order, we recommend you submit a purchase order via fax or email.

This Price Quote is subject to the Customer Terms & Conditions of Amplify Education, Inc. attached and available at amplify.com/customer-terms. Issuance of a purchase order or payment pursuant to this Price Quote, or usage of the products specified herein, shall be deemed acceptance of such Terms & Conditions.

Customer Terms & Conditions

1. Scope. Amplify Education, Inc. ("Amplify") and Customer wish to enter into the agreement created by the price quote, proposal, renewal letter, or other ordering document containing the details of this purchase (the "Quote") and these Customer Terms & Conditions, including any addendums hereto (this "Agreement") pursuant to which Amplify will deliver one or more of the products or services specified on the Quote (collectively, the "Products").

2. License. Subject to the terms and conditions of this Agreement, Amplify grants to Customer a non-exclusive, non-transferable, non-sublicensable license to access and use, and permit Authorized Users to access and use the Products solely in the U.S. during the Term for the number of Authorized Users specified in the Quote for whom Customer has paid the applicable fees to Amplify. "Authorized User" means an individual teacher or other personnel employed by Customer, or an individual student registered for instruction at Customer's school, whom Customer permits to access and use the Products subject to the terms and conditions of this Agreement, and solely while such Individual is so employed or so registered. Each Authorized User's access and use of the Products shall be subject to Amplify's Terms of Use available through the Products. In addition to the terms and conditions of this Agreement, and violations of such terms may result in suspension or termination of the applicable account.

3. Restrictions. Customer shall access and use the Products solely for non-commercial Instructional and administrative purposes of Customer's school. Further, Customer shall not, except as expressly authorized or directed by Amplify: (a) copy, modify, translate, distribute, disclose or create derivative works based on the contents of, or sell, the Products, or any part thereof; (b) decompile, disassemble or otherwise reverse engineer the Products or otherwise use the Products to develop functionally similar products or services; (c) modify, alter or delete any of the copyright, trademark, or other proprietary notices in or on the Products; (d) rent, lease or lend the Products or use the Products for the benefit of any third party; (e) avoid, circumvent or disable any security or digital rights management device, procedure, protocol or mechanism in the Products; or (f) permit any Authorized User or third party to do any of the foregoing. Customer also agrees that any works created in violation of this section are derivative works, and, as such, Customer agrees to assign, and hereby assigns, all right, title and interest therein to Amplify. The Products and derivatives thereof may be subject to export laws and regulations of the U.S. and other jurisdictions. Customer may not export any Product outside of the U.S. Further, Customer will not permit Authorized Users to access or use any Product in a U.S.-embargoed country or otherwise in violation of any U.S. export law or regulation. The software and associated documentation portions of the Products are "commercial items" (as defined at 48 CFR 2.101), comprising "commercial computer software" and "commercial computer software documentation," as those terms are used in 48 CFR 12.212. Accordingly, if Customer is the U.S. Government or its contractor, Customer will receive only those rights set forth in this Agreement.
in accordance with 48 CFR 227.7201-227.7204 (for Department of Defense and their contractors) or 48 CFR 12.212 (for other U.S. Government licensees and their contractors).

4. Reservation of Rights. SUBSCRIPTION PRODUCTS ARE LICENSED, NOT SOLD. Subject to the limited rights expressly granted hereunder, all rights, title and interest in and to all Products, including all related IP Rights, are and shall remain the sole and exclusive property of Amplify or its third-party licensors. "IP Rights" means, collectively, rights under patent, trademark, copyright and trade secret laws, and any other intellectual property or proprietary rights recognized in any country or jurisdiction worldwide. Customer shall notify Amplify of any violation of Amplify's IP Rights in the Products, and shall reasonably assist Amplify as necessary to remedy any such violation. Amplify Products are protected by patents (see http://www.amplify.com/virtual-patent-marking).

5. Payments. In consideration of the Products, Customer will pay to Amplify (or other party designated on the Quotation) the fees specified in the Quotation in full within 30 days of the date of invoice, except as otherwise agreed by the parties or for those amounts that are subject to a good faith dispute of which Customer has notified Amplify in writing. Customer shall be responsible for all state or local sales, use or gross receipts taxes, and federal excise taxes unless Customer provides a then-current tax exemption certificate in advance of the delivery, license, or performance of any Product, as applicable.

6. Shipments. Unless otherwise specified on the Quotation, physical Products will be shipped FOB origin in the US (Incoterms 2010 EXW outside of the US) and are deemed accepted by Customer upon receipt. Upon acceptance of such Products, orders are non-refundable, nonreturnable, and non-exchangeable, except in the case of defective or missing materials reported by Customer within 60 days of receipt.

7. Account Information. For subscription Products, the authentication of Authorized Users is based in part upon information supplied by Customer or Authorized Users, as applicable. Customer will and will cause its Authorized Users to (a) provide accurate information to Amplify or a third-party authentication service as applicable, and promptly report any changes to such information, (b) not share or allow others to use their account, (c) maintain the confidentiality and security of their account Information, and (d) use the Products solely via such authorized accounts. Customer agrees to notify Amplify immediately of any unauthorized use of its or its Authorized Users' accounts or related authentication Information. Amplify will not be responsible for any losses arising out of the unauthorized use of accounts created by or for Customer and its Authorized Users.

8. Confidentiality. Customer acknowledges that, in connection with this Agreement, Amplify has provided or will provide to Customer and its Authorized Users certain sensitive or proprietary Information, including software, source code, assessment instruments, research, designs, methods, processes, customer lists, training materials, product documentation, know-how and trade secrets, in whatever form ("Confidential Information"). Customer agrees (a) not to use Confidential Information for any purpose other than use of the Products in accordance with this Agreement and (b) to take all steps reasonably necessary to maintain and protect the Confidential Information of Amplify in strict confidence. Confidential Information shall not include information that, as evidenced by Customer's contemporaneous written records: (i) is or becomes publicly available through no fault of Customer; (ii) is rightfully known to Customer prior to the time of its disclosure; (iii) has been independently developed by Customer without any use of the Confidential Information; or (iv) is subsequently learned from a third party not under any confidentiality obligation.

9. Student Data. The parties acknowledge and agree that Customer is subject to federal and local laws relating to the protection of personally identifiable Information of students ("PII"), including the Family Educational Rights and Privacy Act ("FERPA"), and that Amplify is obtaining such PII as a "school official" under Section 99.31 of FERPA for the purpose of providing the Products hereunder. Subject to the terms and conditions of this Agreement, Amplify will not take any action to cause Customer to be out of compliance with FERPA or applicable state laws relating to PII. Amplify's Customer Privacy Policy at http://www.amplify.com/customer-privacy will govern collection, use, and disclosure of Information collected or stored on behalf of Customer under this Agreement.

10. Customer Materials. Customer represents, warrants, and covenants that it has all the necessary rights, including consents and IP Rights, in connection with any data, Information, content, and other material provided to or collected by Amplify on behalf of Customer or its Authorized Users using the Products or otherwise in connection with this Agreement ("Customer Materials"), and that Amplify has the right to use such Customer Materials as contemplated hereunder or for any other purposes required by Customer. Customer is solely responsible for the accuracy, integrity, completeness, quality, legality, and safety of such Customer Materials. Customer is responsible for meeting hardware, software, telecommunications, and other requirements listed at http://www.amplify.com/customer-requirements.

11. Warranty Disclaimer. PRODUCTS ARE PROVIDED "AS IS" AND WITHOUT WARRANTY OF ANY KIND BY AMPLIFY. AMPLIFY EXPRESSLY DISCLAIMS ALL WARRANTIES, EXPRESS OR IMPLIED, INCLUDING ANY WARRANTY AS TO TITLE, NON-INFRINGEMENT, MERCHANTABILITY, OR FITNESS FOR A PARTICULAR PURPOSE OR USE. CUSTOMER ASSUMES RESPONSIBILITY FOR SELECTING THE PRODUCTS TO ACHIEVE CUSTOMER'S INTENDED RESULTS AND FOR THE ACCESS AND USE OF THE PRODUCTS, INCLUDING THE RESULTS OBTAINED FROM THE PRODUCTS. WITHOUT LIMITING THE FOREGOING, AMPLIFY MAKES NO WARRANTY THAT THE PRODUCTS WILL BE ERROR-FREE OR FREE FROM INTERRUPTIONS OR OTHER FAILURES OR WILL MEET CUSTOMER'S REQUIREMENTS. AMPLIFY IS NEITHER RESPONSIBLE NOR LIABLE FOR ANY THIRD PARTY CONTENT OR SOFTWARE INCLUDED IN PRODUCTS, INCLUDING THE ACCURACY, INTEGRITY, COMPLETENESS, QUALITY, LEGALITY, USEFULNESS OR SAFETY OF, OR IP RIGHTS RELATING TO, SUCH THIRD PARTY CONTENT AND SOFTWARE. ANY ACCESS TO OR USE OF SUCH THIRD PARTY CONTENT AND SOFTWARE MAY BE SUBJECT TO THE TERMS AND CONDITIONS AND INFORMATION COLLECTION, USAGE AND DISCLOSURE PRACTICES OF THIRD PARTIES.
12. Limitation of Liability. IN NO EVENT SHALL AMPLIFY BE LIABLE TO CUSTOMER OR TO ANY AUTHORIZED USER FOR ANY INCIDENTAL, SPECIAL, CONSEQUENTIAL, PUNITIVE, RELIANCE OR COVER DAMAGES, DAMAGES FOR LOST PROFITS, LOST DATA OR LOST BUSINESS, OR ANY OTHER INDIRECT DAMAGES, EVEN IF AMPLIFY HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES, TO THE EXTENT PERMITTED BY APPLICABLE LAW, AMPLIFY'S ENTIRE LIABILITY TO CUSTOMER OR ANY AUTHORIZED USER ARISING OUT OF PERFORMANCE OR NONPERFORMANCE BY AMPLIFY OR IN ANY WAY RELATED TO THE SUBJECT MATTER OF THIS AGREEMENT, REGARDLESS OF WHETHER THE CLAIM FOR SUCH DAMAGES IS BASED IN CONTRACT, TORT, STRICT LIABILITY OR OTHERWISE, SHALL NOT EXCEED THE AGGREGATE OF CUSTOMER'S OR ANY AUTHORIZED USER'S DIRECT DAMAGES UP TO THE FEES PAID BY CUSTOMER TO AMPLIFY FOR THE AFFECTED PORTION OF THE PRODUCTS IN THE PRIOR 12 MONTH PERIOD. UNDER NO CIRCUMSTANCES SHALL AMPLIFY BE LIABLE FOR ANY CONSEQUENCES OF ANY UNAUTHORIZED USE OF THE PRODUCTS THAT VIOLATES THIS AGREEMENT OR ANY APPLICABLE LAW OR REGULATION.

13. Term; Termination. This Agreement will be in effect for the duration specified in the Quote and may be renewed or extended by mutual agreement of the parties. Without prejudice to any rights either party may have under this Agreement, in law, equity or otherwise, a party shall have the right to terminate this Agreement if the other party (or in the case of Amplify, an Authorized User) materially breaches any term, provision, warranty or representation under this Agreement and fails to correct the breach within 30 days of its receipt of written notice thereof. Upon termination, Customer will: (a) cease using the Products, (b) return, purge or destroy (as directed by Amplify) all copies of any Products and, if so requested, certify to Amplify in writing that such surrender or destruction has occurred, (c) pay any fees due and owing hereunder, and (d) not be entitled to a refund of any fees previously paid, unless otherwise specified in the Quote. Customer will be responsible for the cost of any continued use of Products following such termination. Upon termination, Amplify will return or destroy any PII of students provided to Amplify hereunder. Notwithstanding the foregoing, nothing shall require Amplify to return or destroy any data that does not include PII, including de-identified information or data that is derived from access to PII but which does not contain PII. Sections 3-13 shall survive the termination of this Agreement.

14. Miscellaneous. This Agreement, including all addendums, attachments and the Quote, as applicable, constitutes the entire agreement between the parties relating to the subject matter hereof. The provisions of this Agreement shall supersede any conflicting terms and conditions in any Customer purchase order, other correspondence or verbal communication, and shall supersede and cancel all prior agreements, written or oral, between the parties relating to the subject matter hereof. This Agreement may not be modified except in writing signed by both parties. All defined terms in this Agreement shall apply to their singular and plural forms, as applicable. The word “including” means “including without limitation.” This Agreement shall be governed by and construed in accordance with the laws of the state of New York, without giving effect to the choice of law rules thereof. This Agreement will be binding upon and inure to the benefit of the parties and their respective successors and assigns. The parties expressly understand and agree that their relationship is that of independent contractors. Nothing in this Agreement shall constitute one party as an employee, agent, joint venture partner, or servant of another. Each party is solely responsible for all of its employees and agents and its labor costs and expenses arising in connection herewith. Neither this Agreement nor any of the rights, interests or obligations hereunder may be assigned or delegated by Customer or any Authorized User without the prior written consent of Amplify. If one or more of the provisions contained in this Agreement shall for any reason be held to be unenforceable at law, such provisions shall be construed by the appropriate judicial body to limit or reduce such provision or provisions so as to be enforceable to the maximum extent compatible with applicable law. Amplify shall have no liability to Customer or to third parties for any failure or delay in performing any obligation under this Agreement due to circumstances beyond its reasonable control, including acts of God or nature, fires, floods, strikes, civil disturbances or terrorism, or interruptions in power, communications, satellites, the Internet, or any other network.

We are delighted to work with you and we thank you for your order!

Amplify Education, Inc. - Confidential Information
This proposal is confidential. Its contents, including pricing and any terms, may not be shared with any third party. Any such dissemination shall make this proposal null and void.

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Prepared By: Dave Manara  
Phone: 212.520.8674  
Email: dimanara@collegeboard.org  
Fax: 646.607.2881

Bill To Name: Bradford Preparatory School  
Bill To: 2502 Salome Church Rd  
Charlotte, North Carolina 28262-0451  
United States

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Total Price: $10,292.00  
Shipping and Handling: $1,029.20  
Grand Total: $11,321.20

SpringBoard – Material Terms and Conditions (2019-2020)

Below are the terms and conditions for your use of SpringBoard®.

By acquiring College Board's SpringBoard® program, you (“Client” or “You”) accept the terms of this Agreement. Should Client fail to comply with these requirements, the College Board will terminate online access without liability. If Client subscribes to SpringBoard pursuant to a separate written contract or order form with the College Board ("CRS Agreement"), the terms of the separate written CRS Agreement between the College Board and Client for SpringBoard supersede the terms contained herein to the extent they conflict with any terms in this Agreement.

SpringBoard® Program Overview. The College Board's SpringBoard Program, a proprietary program that helps prepare 6th through 12th grade students to succeed at college-level work, includes student and teacher editions, a website license to SpringBoard Digital and professional learning, workshops, coaching services and institutes, that feature rigorous standards, instructional resources, and formative assessments in mathematics and/or English.

Quote Owner Information: Dana Joyce – SRO  
www.collegeboard.org
This proposal is confidential. Its contents, including pricing and any terms, may not be shared with any third party. Any such dissemination shall make this proposal null and void.

License Grant. The following licenses are referred to herein collectively as the “Licenses”.

Site License. The College Board hereby grants to Client a limited, non-exclusive, non-transferable, non-assignable, revocable license during the Term of this Agreement to access and use the SpringBoard website (“SpringBoard Digital”) and to allow each of the participating schools (the “Schools”) to use SpringBoard Digital and to use all content available on SpringBoard Digital in print or otherwise provided to Client via a College Board URL designated with the Client’s name (the “SpringBoard URL”). Access to SpringBoard Digital is for the sole purpose of improving teaching and learning of students in the grades designated by Client in mathematics and/or English language arts within the Schools.

Schools’ Compliance with License Terms. Client shall be responsible for the Schools’ compliance with the terms of all Licenses.

Access to SpringBoard. Schools will access the products (e.g. ELA for grade 10) licensed on SpringBoard Digital via the SpringBoard URL. Client understands and agrees that there is a risk of interruption to websites. SpringBoard Digital Access will be provided based on the products that were ordered for/delivered to that specific school/institution within a particular district. Additionally, the website may be suspended from time to time for administrative purposes, as necessary, including but not limited to, system maintenance. The College Board may change the technical functionality of the website at any time upon notice (where reasonable) to Client to the extent necessary to address technical and other business needs of the College Board.

Restrictions on Use. Client shall not: (a) sell, rent, lease, loan, sublicense, disseminate, assign, reverse engineer, attempt to derive the source code of, transfer or otherwise provide access to third parties, make the website available for use by third parties or use the website for the benefit of any third party; (b) copy, reproduce, modify, adapt, translate or create any derivative works from the website; (c) remove, alter, obscure or tamper with any trademark, copyright or other proprietary markings or notices affixed to or contained within the website; or (d) encourage or permit any user or other third party to engage in any of the foregoing. Client shall be responsible for ensuring that all students and teachers comply with the terms of this Schedule. If Client violates any of the provisions hereof, the College Board shall have the right to terminate your right to use of SpringBoard Digital, without waiver of any other remedy, whether legal or equitable.

Service Providers. The College Board maintains a relationship with and has agreements with certain vendors (“Service Provider(s)”) for access to some of the services and tools offered through SpringBoard Digital. Client acknowledges and agrees that the information that is uploaded to SpringBoard Digital will be accessible to the applicable Service Provider for the sole purpose of providing those services to Client. Please be aware that any information supplied to Service Provider is subject to their security and privacy policies. The College Board encourages Client to read the policies of Service Provider, because their privacy practices may differ from the College Board’s practices.

Client Obligations. Client shall provide certain information on the participating students in the Schools for the SpringBoard Program (“Registration Information”). Unless the College Board otherwise directs, the Registration Information shall include each student’s first and last name, grade, class section (by teacher name), school and district. At no additional cost to Client, Client may use a third party to upload and manage the Registration Information for students participating in the SpringBoard Program. Client and the third party shall enter into a separate written agreement documenting this arrangement. Client may also choose to manually update the Registration Information directly on the SpringBoard Site. Client shall comply with the Family Educational Rights and Privacy Act, 20 U.S.C. s. 1232g, and its implementing regulations, 34 C.F.R. pt. 99 (“FERPA”) in connection with the SpringBoard Program. Client shall obtain any and all consents necessary for students to participate in the SpringBoard Program, and Client shall include in its annual notification of rights under FERPA criteria that support the designation of the College Board and its employees as school officials with legitimate educational interests. Client authorizes the College Board to use personally identifiable, non-directory information to conduct studies with the purpose of improving instruction for the SpringBoard Program in accordance with 34 C.F.R. 99.31(a)(6)(ii).

Client shall notify the College Board of any changes to school participation, student edition orders and License orders, as applicable. The College Board may delay and/or withhold furnishing student editions until Client confirms the student edition order.
This proposal is confidential. Its contents, including pricing and any terms, may not be shared with any third party. Any such dissemination shall make this proposal null and void.

Appropriate administrative, technical and physical security measures to preserve the confidentiality, integrity and availability of all stored, managed, retained, accessed or used student records received from or on behalf of Client, Parents or Adult Students as determined by College Board. The College Board shall host content on SpringBoard Digital in a secure server environment that uses a firewall and other advanced technology designed to prevent interference or access from outside intruders. Where applicable, SpringBoard Digital will require unique account identifiers, usernames and passwords that must be entered each time a Client or user signs on.

College Board warrants that all student records will be encrypted in transmission and storage where technically feasible and when designed as being appropriate by the College Board. If not, other security controls may be implemented to reduce risk, mitigate risk, or otherwise protect the data as determined solely by the College Board. When SpringBoard Digital is accessed using a supported web browser, Secure Socket Layer (“SSL”) or equivalent technology protects information while in transit, using both server authentication and data encryption to help ensure that data are safe, secure and available to only authorized users.

The College Board may use de-identified data to improve the SpringBoard Program, to demonstrate the effectiveness of the SpringBoard Program, and for research or other purposes related to developing and improving the SpringBoard Program. The College Board will share de-identified data with a third-party organization Adobe for the purpose of site analytics data. The College Board’s use of such de-identified data will survive termination of this Agreement.

Security Measures. To ensure the security and confidentiality of confidential records the College Board shall designate an employee responsible for the training and compliance of all College Board employees, agents, and assigns on compliance with security and confidentiality provisions detailed in this Agreement. The College Board warrants that the confidentiality requirements and security measures identified in this Agreement will be extended by contract to any and all subcontractors used by College Board, if any, to execute the terms of this Agreement. The College Board will use appropriate and reliable storage media, regularly backup student records and retain such backup copies for the duration of this Agreement and as defined by the College Board. The Client acknowledges that the College Board utilizes cloud hosting service providers throughout its infrastructure. The College Board warrants that all student records will be stored in the United States where technically feasible and reasonable as determined solely by the College Board. Client acknowledges that in some cases the College Board may not be able to restrict the location of data due to limitations within the cloud hosting service provider capabilities. Notice. In the event of an unauthorized disclosure of student records which have been distributed or received in connection with this Agreement, Client and College Board agree to notify the other party, fully investigate the incident and fully cooperate with any investigation of the incident, implement remedial measures and respond in a timely manner. Such notification shall be promptly performed as information becomes available but not greater than thirty (30) calendar days immediately upon becoming aware of: (1) a confirmed compromise of student records, or of (2) circumstances that could have reasonably resulted in an unauthorized access to or disclosure of these student records. Both Client and College Board acknowledge that in the event of an unauthorized disclosure computer forensics teams may require many days, weeks or even months to fully ascertain the details surrounding the disclosure which may delay prompt notification within the 30 calendar day requirement.

Where information is available, Client shall notify the parent or adult student of: (1) the nature of the unauthorized use or disclosure (e.g., security breach, nonconsensual re-disclosure, etc.); (2) the specific student records that were used or disclosed without authorization where possible; (3) what College Board and Client have done or will do to mitigate any effects of the unauthorized use or disclosure; and (4) what corrective action College Board and Client have taken or will take to prevent future occurrences. Except as otherwise required by law, College Board will not provide notice of the incident directly to the parent or adult student whose student records were involved, regulatory agencies, or other entities, without prior written permission from Client.

Use of Cookies.
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Quote Owner
Dana Joyce -- SRO

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Where information is available, Client shall notify the parent or adult student of: (1) the nature of the unauthorized use or disclosure (e.g., security breach, nonconsensual re-disclosure, etc.); (2) the specific student records that were used or disclosed without authorization where possible; (3) what College Board and Client have done or will do to mitigate any effects of the unauthorized use or disclosure; and (4) what corrective action College Board and Client have taken or will take to prevent future occurrences. Except as otherwise required by law, College Board will not provide notice of the incident directly to the parent or adult student whose student records were involved, regulatory agencies, or other entities, without prior written permission from Client.

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Signature
Date

Please return signed quote accompanied by purchase order or check to:
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**Order Summary**

Subtotal: $8,456.78

Tax and Shipping calculated at checkout.

Lease Option Pricing: $737.55 / Month

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**Top Recommendations**

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**Bill To:**
Bradford Prep  
Attn: Accounts Payable  
2502 Salome Church Road  
Charlotte, NC 28262  
United States

**Ship To:**
Bradford Prep  
Attn: Kelly Painter  
2502 Salome Church Road  
Charlotte, NC 28262  
United States

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**Billing Type**
Standard

**Billing Method**
Fixed Fee

**Original Downpayment**
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**Installation Labor**
12,000.00

**Company Name**
Bradford Prep

**Contact Name**
Kelly Painter

**Products and Services**

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Make checks payable to A3 Communications, Inc.

Thank you for your business! Please contact us at 803-744-5000 with questions.

Vendor #: 744
Date Entered: 12/6/19
Accounts: 036-462
Amount: $80,847.53
Check #: 24319
Signature: [Signature]
The Benefits of Classroom Audio Technology

White Paper by Bruce Bebb, Marketing Communications Director, Lightspeed Technologies

Classroom Audio Technology has been used effectively to enhance listening and learning environments for more than 20 years. The primary goal of CAT is to provide a high level of speech intelligibility and to evenly distribute sound throughout the classroom. Research, validated by the U.S. Department of Education, is clear, consistent and conclusive...all students benefit from classroom audio technology.

"Hearing is the primary channel for learning. The more children hear, the better they learn."

Dr. Mark Ross
University of Connecticut
Introduction

Recent studies have verified that hundreds of thousands of children are academically at risk due to high incidence of poor classroom acoustics, high ambient noise levels in the classrooms, and mild hearing loss among pre-adolescents (K-6) due to common ear infections. These studies show conclusively that conditions in the majority of current kindergarten through 6th grade classrooms make it difficult for a significant portion of students to hear adequately. These same studies show that many of the children that are not hearing adequately become academically deficient in at least one subject by the 6th grade. The results from the largest study conducted, Mainstream Amplification Resource Room Study or the MARRS Project (1979-1993), have been validated by the U.S. Department of Education.

All the recent studies validate classroom audio as a proven tool that can overcome adverse classroom conditions, providing students with enhanced speech recognition and, therefore, much improved opportunity to learn. Sound-field classroom audio is now recognized as one of the most powerful and cost-effective tools for student listening enhancement.

What Is a Classroom Audio System & How Does It Work?

Infrared classroom audio systems may be installed or portable. They contain similar system components and operate in much the same manner. The teacher wears a lightweight wireless microphone that transmits the signal via infrared light to a receiver/amplifier unit. The voice is then amplified through loudspeakers and distributed evenly throughout the classroom. The amplified teacher’s voice overcomes background noise, poor room acoustics and mild hearing loss to make it easier for students to concentrate on what the teacher is saying.(1)
The Goal of Classroom Audio Technology

Young children spend 75% of their school day involved in listening activities. Their primary channel for learning is hearing. The better children can hear, the more they can learn. For maximum learning to occur the teacher's voice must be highly intelligible to every child. Younger children's lack of experience and knowledge with speech and language makes them very dependent on the soft, subtle consonant sounds that make up the key elements of word recognition.

The goal of Classroom Audio Technology is to enable every child in a classroom to clearly hear all the speech components of the teacher's voice no matter where a child is seated relative to the teacher's position in the room.

The following benefits of Classroom Audio Technology is a synopsis of related research projects. Detailed summaries are available upon request.

High Ambient Noise Levels Are Easily Overcome

The mix of various noises that make up the ambient noise in a classroom are composed of external noises like street traffic, construction, playground noises, general facilities noises like heating and air conditioning, hallway noises, and classroom noises like furniture movement, children talking, etc. Several thorough studies have measured both occupied and unoccupied classrooms. Quantitative measurements have revealed that occupied kindergarten classrooms can range from 65 to 75 decibels (dB), occupied elementary classrooms can range from 55 to 65 decibels, and occupied high school classrooms can range from 60 to 70 decibels. Since a teacher's voice level drops by 75% for a child 12 feet from the teacher, these levels of ambient noise significantly impair the listening ability of a child seated 12 feet or more from the teacher's position in the room. At these kinds of noise levels critical components of speech are masked and it is not uncommon to have less than 50% word recognition for a K-3 child seated 12 feet or more from the teacher.

Classroom Audio overcomes ambient noise levels and distributes the teacher's voice at the same amplified level throughout the classroom. Every child hears the teacher at the same level no matter where the child is seated.
30% of K–6 Children Hear Their Teacher Significantly Better

The U.S. Department of Education has validated in an extensive series of studies (conducted from 1971 to the present) that approximately 30% of any K–6 population will have ear infections and middle ear fluid throughout the school year. These common middle ear conditions produce a mild hearing loss (MHL) of 10 to 20 decibels. Without intervention, 70% of these MHL children will become academically deficient in at least one or more subjects by the 6th grade.¹

The U.S. Department of Education has validated that classroom audio in the classroom can overcome the hearing loss of MHL children and with classroom audio these children are enabled to academically perform as well as children with normal hearing.

Attention & On-Task Time Improve

One of the most common difficulties for children in listening is distraction. A student sees a movement in his peripheral vision, a child at the back of the classroom may hear a chair move next to her as loud as the teacher’s voice. The result in either case may be the loss of a word or a concept. A child’s sensitivity to distractions can vary day-to-day and even hour-to-hour. In addition, the average classroom today will have several children with some type of learning difficulty; one of the most significant is Attention-Deficit Disorder (ADD).

It is now known that classroom audio can in many cases reduce a child’s sensitivity to distractions. When a teacher’s voice is amplified 5 to 15 decibels above ambient noise, improving articulation and enhancing speech intelligibility, the amplified instruction can better capture a child’s attention and tends to suppress their sensitivity to the normal sounds and movements within the classroom. Teachers using classroom audio report less repeating of instructions is necessary and fewer reminders are needed.²

Classroom Audio Technology has been defined as... “A speech intelligibility system that provides clarity of voice and even sound distribution throughout the learning environment.”

—Lightspeed Technologies web site.
“In classrooms where students used the microphone to amplify their voices, teachers report increased enthusiasm and desire to read and give oral reports.”
—Allen and Patton

Class Interaction & Participation Increases

Children who cannot hear and understand clearly what they are being asked and told, often lack the confidence to participate in classroom discussion. The MARRS studies show clearly that a significant number of K-6 children cannot hear adequately due to poor classroom acoustics, high ambient noise levels, and high incidence of mild hearing loss. When a child cannot hear instructions well, the uncertainty of what is happening can cause reluctance to being involved.

Teachers employing classroom audio in the classroom note an improvement in student motivation and participation due to more consistent understanding of what is expected. They also report a marked improvement in responses to questions and requests. In classrooms where students used the microphone to amplify their voices, teachers report increased enthusiasm and desire to read and give oral reports.

Classroom Stress is Lowered & Fewer Behavior Problems

Educational psychologists have known for some time that as a teacher raises his/her voice level, the tension and anxiety among children in the class is heightened. The prime example is when a teacher needs to raise their voice in a forceful manner to get the attention of a child misbehaving in the back of a classroom. All the children feel the stress of such a verbal encounter. It is also well known that a loud, forceful command for some children can have the opposite response to the desired behavior. In general, children are known to respond best to a natural, conversational voice level.

Classroom Audio allows a teacher to speak in a natural conversational voice level and still be heard clearly. Teachers report a significant reduction in stress within the classroom, fewer behavior problems, better response to verbal correction when necessary and overall easier management/control of classrooms.
Teacher Absenteeism Due to Voice & Throat Illness Is Almost Eliminated

Voice fatigue and throat infections account for 11% to 16% of teacher absenteeism. Even in a classroom with relatively low ambient noise a teacher must project his or her voice to overcome the normal physics of sound travel through air. The inverse square law of physics defines that for every doubling of the distance from a teacher, their voice level drops by 75%. This means a student seated at 12 feet from the teacher hears the teacher’s voice at less than one-eighth of the level of a child seated three feet away from the teacher. In order to overcome this loss of voice level over distance, many teachers have to project their voices well above a natural and healthy level for their vocal cords. This results in higher than average throat/voice problems for teachers.

With the use of classroom audio a teacher is able to speak in a conversational voice, all students hear them easily, and most, if not all, voice strain is eliminated. The outcome is that schools using classroom audio report significantly lower teacher absenteeism (6% to 13% lower) due to voice and throat problems.8

Academic Test Scores Improve

The MARRS study clearly proved that classroom acoustics, ambient noise and mild hearing loss have a significant affect on the academic performance for 25% to 30% of K-6 populations. What has been overlooked until recently has been the impact of classroom acoustics and ambient noise on children with normal hearing.

Sound-field studies show that amplifying a teacher’s voice results in exceptional improvement in reading and language test scores for all students at all elementary levels. It has reduced special education referral rates by up to 40% over five years. Some studies have shown a 7% to 10% improvement in academic test scores for normal hearing children. The statistically significant gains that have been made employing classroom audio have usually been evident in less than one full school year, and have been maintained in research study periods for up to three years.19
Children for Whom English Is A Second Language Can Experience Over 30% Improvement In Word/Sentence Recognition

A 1994 study shows that noise in the classroom has a substantial negative impact on English Language Learners students when compared with native language students. At 18 feet from the teacher the ELL student scores 25% lower than native language children.

A recent study shows that ELL students can score as much as 30% higher on word/sentence recognition tests when classroom audio is in use. (10)

Children With Other Learning Disorders Can Benefit

Several studies show that children with articulation disorders (5%-10% of all school age children), language disorders, auditory processing disorders, learning disorders, and unilateral sensorineural hearing loss all experience more severe speech recognition difficulties as the voice to noise level decreases (greater distances from teacher). (11)

Although there is not as much empirical data to support improvement due to sound-field classroom audio, improved voice to noise ratios have proven to help many of these children.

Teacher Survey Shows Classroom Audio Systems Perceived More Useful Than Most Popular Audio/Visual Equipment

A survey of ninety school teachers ranked the importance of the most popular equipment used in class instruction. The equipment list included: cassette tape player/recorder, overhead projector, television, classroom audio system, camcorder, TV/VCR combo, and CD-ROM.

Those teachers who had used classroom audio gave it twice the #1 votes over the next most useful equipment. (12)
References:

1. (Mainstream Amplification Resource Room Study, 2005a)
   Mainstream Amplification Resource Room Study Project retrieved from: http://www.marr-study.info/marrs-study.html


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Lightspeed's Classroom Audios Systems are designed specifically for the learning environment. From the easy one-step operation for teachers to the virtually unbreakable LightMic, these systems are built to last.

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The 820iR delivers the essential features for schools that want a basic, high-value classroom audio system.

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Designed for traditional classrooms that need to amplify multimedia equipment, as well as the teacher's voice.

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Designed for today's changing classroom environment and future multimedia expansion.

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For more information on Classroom Audio Technology surveys, or for help choosing the right speaker for your particular classroom applications, please call Lightspeed Technologies at 800-242-8999.
Lightspeed Advantages

- High Value and Low Cost of Ownership
- Easy-to-use Products Designed for Teachers
- Latest Technology Innovations
- Focus on Easy Classroom Integration
- Highly Responsive Service and Support
- A Passionate Commitment to Education

Established in 1990, Lightspeed Technologies is the trusted provider in classroom audio technology. Our passion is to improve the listening and learning environment for every child. We believe strengthening the connection between teachers and students is at the heart of learning.
**Invoice**

Sales Order Number: 2894593011  
Invoice Number: AA26959513  
Customer Number: 1149079  
PO Number: 1418  

Invoice Date: 07/03/2019  
Payment Due Date: 08/02/2019  
Payment Terms: Net 30 Days  
Amount Due: USD$ 69,369.30

Please remit payment to  
Apple Inc.  
P.O. Box 281877  
ATLANTA, GA 30384-1877  
USA

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Web Order Number: 2205595547

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Hold in Business office:  
Amount: $ 93,812.75

Check #: 23941  
Signature: [Signature]

Questions  
Call 8008022775 Mon-Fri, 7:30 am - 6:30 pm CT

Special Instructions

Terms and Conditions  
This order is subject to the terms of your Apple Direct Customer Agreement or other purchase agreement with Apple.

Subtotal: $ 64,680.00  
Tax: $ 4,689.30  
Shipping: $0.00  
Total Amount Due: USD$ 69,369.30
Exhibit C: NC ACCESS Program Subgrant Application Evaluation Rubrics
North Carolina Advancing Charter Collaboration and Excellence for Student Success (NC ACCESS) Program Subgrant Application Rubric

Applicant: Bradford Prep Academy

Reviewer Name: Danielle J. Allen
Overview of the NC ACCESS Subgrant Program

In 2018, the North Carolina Department of Public Instruction (NCDPI) was awarded a Public Charter Schools Program (CSP) grant from the U.S. Department of Education (USDOE) of approximately $26,600,000. The CSP grant will be used to implement the North Carolina Advancing Charter Collaboration and Excellence for Student Success (NC ACCESS) Program to:

1. Increase the number of educationally disadvantaged students attending high-quality charter schools and expand the number of high-quality charter schools available to educationally disadvantaged students;
2. Develop a cohort of 100 charter school leaders who can develop and demonstrate best practices in serving educationally disadvantaged students; and
3. Broadly disseminate best practices in serving educationally disadvantaged students and foster collaboration in the charter school community and between charter schools and traditional public schools.

The NC ACCESS Program and CSP define educationally disadvantaged students as students who are economically disadvantaged, homeless or unaccompanied youth, English learners, students with disabilities, immigrant students, and migrant students.

The NC ACCESS program has allocated the majority of the CSP funds to advance Priority 1 listed above through school-level subgrants, though subgrant recipients must also demonstrate a desire to share best practices with both charter schools and traditional public schools. For each of the five (5) years of the federal CSP award, the NC ACCESS Program will run a competitive subgrant competition and award subgrants to North Carolina charter schools that propose a comprehensive plan to increase the number of educationally disadvantaged students attending high quality charter schools and expand the number of high quality charter schools available to educationally disadvantaged students.

Ratings and Criteria

The NC ACCESS Subgrant Program is a competitive application process designed to award funding for schools that propose to serve an increased number of educationally disadvantaged students. Each subgrant application will be reviewed by a team of NC ACCESS Program team members and external evaluators. All evaluations will be considered, and a recommendation will be made to the Charter School Advisory Board (CSAB). The CSAB will take all recommendations, application reviews, and due diligence into account and make a recommendation for the approval of subgrants to the State Board of Education (State Board). The State Board will determine the final approval of all subgrant awards.

A subgrant application that merits a recommendation for approval should present a clear, realistic picture of how the school expects to successfully implement the proposed plans to increase the number of educationally disadvantaged students attending high quality charter schools and expand the number of high quality charter schools available to educationally disadvantaged students. In addition to meeting the criteria that are specific to each section, each part of the proposal should align with the overall mission, budget, and goals of the application and NC ACCESS Program.

Recommendations for approval or denial will be based on the completed application which includes school information, signed assurances, enrollment projections, application narrative, budget, budget narrative, logic model, and appendices. The enrollment projections, application narrative, budget, budget
narrative, and logic model are scored out of a possible one hundred (100) points. Applicants must score at least eighty (80) points to meet the standard.

Applications that do not meet standard in all sections as evidenced by the summary review ratings will be deemed not ready for approval.

**Instructions for Reviewers**

Reviewers should complete each rubric section based on the evidence provided in the application. There are seven (7) total rating sections to complete:

I. Applicant Contact Information
II. Signed Assurances
III. Application Narrative (70 points possible)
   a. Enrollment Projections (10 points)
   b. Education Plan (30 points)
   c. Operations Plan (30 points)
   d. If applicable, a school closure plan (check for completeness)
IV. Budget, Budget Narrative, and Logic Model (30 points possible)
   a. Budget (15 points)
   b. Budget Narrative (10 points)
   c. Logic Model (5 points)
V. Competitive Preference Standards (optional; up to 12 points possible)
VI. Priority Consideration Status (optional; up to 4 standards possible)
VII. Certification
VIII. Appendices (there is no scoring associated with section VII; information will supplement sections III, IV, V, and VI)

Please note that there may be appendices to support information provided in the above sections. When evaluating an application, reviewers should both rate each section and provide comments, if applicable. Reviewers should look for responses that reflect a thorough understanding of key issues and barriers for educationally disadvantaged students. Responses should clearly align with the mission, goals, and budget of the proposed plan. Each response should include specific and accurate information that shows thorough preparation and understanding of school operations and serving educationally disadvantaged students. Reviewers should use objective language and complete sentences in their comments on the strengths and weaknesses/areas of concern of each section of the application. The comments and evidence provided are as significant as the rating. Below are examples of specific and detailed comments:

**Strengths of the application:**

- “The plan aligns with the overall mission and goals because…”
- “The education and discipline plans are research based and proven effective with the targeted population of students because…”
- “The lunch program is comparable to the National School Lunch Program and will support an educationally disadvantaged population by…”
- “The marketing plan clearly outlines how the school will recruit and enroll a higher educationally disadvantaged population by…”
- “The budget uses sound assumptions and is consistent with the goals of the proposed plan.”

**Weaknesses/areas of concern of the application:**
• “The curriculum and school calendar do not align with the mission and goals because . . .”
• “The discipline plan does not include provisions for students with disabilities.”
• “The budget assumptions include the unallowable use of funds for construction.”
• “The plan proposes two buses, but there is no accompanying line item in the budget that allocates funds for purchasing buses.”

Once all seven (7) rating sections are scored individually, the evaluator should complete the summary ratings page with all final ratings and scores. In order to pass the review, applicants must (a) meet all criteria in sections (I), (II), and (VII); and (b) score at least eighty (80) combined points between sections (III), (IV), and (V). Section (VI) will be used to determine priority if there are more eligible applications than subgrant awards. The CSAB will make a final recommendation to the State Board on subgrant awards. The State Board will determine the final approval of all subgrant awards.

*Please remember that all documents, including your individual review, will be available to the public.*
Application Scoring Rubric

Section I – Application Contact Information

<table>
<thead>
<tr>
<th>Characteristics of a strong response:</th>
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<tbody>
<tr>
<td>• All applicant contact information is complete and accurate.</td>
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</tr>
<tr>
<td><strong>Status:</strong></td>
<td>Complete ✗</td>
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<tr>
<td><strong>Comments (if applicable)</strong></td>
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</table>

All applicant contact information is complete and accurate.

Section II – Assurances

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<tr>
<th>Characteristics of a strong response:</th>
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<tbody>
<tr>
<td>• Assurances are signed.</td>
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<tr>
<td><strong>Status:</strong></td>
<td>Complete ✗</td>
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<td><strong>Comments (if applicable)</strong></td>
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Assurances are signed.
# Section III – Application Narrative

## A. Enrollment Projections

A.1 Explain the rationale behind the projected enrollment figures; specifically, how the projected numbers are both ambitious and feasible.

Characteristics of a strong response:
- Enrollment projections are complete, ambitious, and realistic.
- Enrollment projections demonstrate a significant increase of educationally disadvantaged students, including economically disadvantaged, homeless or unaccompanied youth, English learners, students with disabilities, immigrant students, and migrant students.

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<th>Points Possible: 5</th>
<th>Points Earned: 4</th>
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**Strengths**

The applicant currently has 26% educationally disadvantaged students, with 15% economically disadvantaged, and 1% EL students. The applicant proposes to increase ED population by 4% in the first year, and 2-3% each year thereafter. These projections are complete and realistic.

**Weaknesses/Areas of Concern**

Enrollment projections could be more ambitious and closer to the district’s percentage of ED students. Further, the 2-3% increase each year is small, and while feasible, not particularly a significant increase.

## A.2 Describe how the school plans to implement a weighted lottery.

Characteristics of a strong response:
- Clear description of the process and mechanism for implementing a weighted lottery.
- Clearly articulated subgroup category weights and/or enrollment percentage goals.
- Rationale for the applied weights are reasonable and justified.

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<th>Points Possible: 5</th>
<th>Points Earned: 4</th>
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**Strengths**

The applicant clearly describes that the weight qualifying students will be receive in the lottery (2x the chance per qualifying category).

**Weaknesses/Areas of Concern**

It is unclear whether the applicant will run multiple lotteries (one for economically disadvantaged, one for EL, and/or a third general lottery). The assumption is that only a single lottery will be conducted. While the applied weights appear reasonable, the applicant does not provide justification for the selected weights.
Section III – Application Narrative (cont.)

### B. Education Plan

**B.1** Provide a General Education Provision Act (GEPA) statement demonstrating how the school has or will eliminate any and all barriers to enrollment for educationally disadvantaged students.

**Characteristics of a strong response:**
- Statement clearly articulates the school’s desire and plan to eliminate any and all barriers to enrollment for all students, especially educationally disadvantaged students.

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#### Strengths

The applicant lists several areas they intend to strengthen with subgrant funds to eliminate barriers, including communication, transportation, mental health, lunch, and academic supports.

#### Weaknesses/Areas of Concern

It is unclear how the school intends to strengthen currently operating programs. For example, the applicant states that they currently provide access to transportation, and that they will use subgrant funds to fund an extensive transportation program. It is unclear how transportation under the grant will differ from what is being provided currently, how the “communication process” will become more comprehensive, what additional mental health supports will be provided, and what the inclusive lunch program will consist of.

---

**B.2** Provide at least three (3) school-specific subgrant program goals. Subgrant goals must be SMART (specific, measurable, achievable, rigorous, and time-bound).

**Characteristics of a strong response:**
- All goals are specific, measurable, achievable, rigorous, and time-bound.
- Goals are aligned to the NC ACCESS Program and activities in the subgrant application.

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<th>Points Possible:</th>
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#### Strengths

Goal 1 (discipline data mirroring the demographics of the school) is important in ensuring that the school is providing an equitable and inclusive learning environment for students. African American students are currently overrepresented in both major and minor discipline referrals at the school. The inclusion of this grant demonstrates introspection and thoughtfulness on the part of the applicant in examining where their current practice may fall short of inclusivity. Goals 4 and 5 are specific, measurable, and time bound.

#### Weaknesses/Areas of Concern

Goal one provides baseline data for gender and race, but does not provide similarly tracked discipline data for other ED subgroups. Because this information has not been provided, it is difficult to ascertain the extent to which the stated goal is achievable or rigorous for the socioeconomic subgroup. Baseline data for race and gender was provided – having discipline data mirror the racial and gender demographics of the school at the end of year 1 of the subgrant period is rigorous.
While admirable and even necessary in an effort to provide equitable access and inclusivity, goals 2 and 3 (purchase a bus and participate in diversity training) are not goals, but instead tasks that would lead to the achievement of one or more other goals.

B.3 Describe how the school’s academic program is or will be specifically tailored to meet the needs of educationally disadvantaged students. Include specific strategies the charter school currently uses or plans to use to serve educationally disadvantaged students.

Characteristics of a strong response:
- Clear and comprehensive description of the strategies being utilized to serve educationally disadvantaged students, especially intervention, differentiation, and support services.
- A robust and quality curriculum overview, supported by research, with a plan for implementation.
- Evidence the proposed academic plan will be appropriate and effective for growing all students while at the same time closing achievement gaps.

| Points Possible: | 10 | Points Earned: | 8 |

Strengths

The applicant proposes to use subgrant funds to bring in additional mental health resources specifically suited to meet the needs of adolescent boys.

The applicant proposes to implement enhanced reading and math supports with subgrant funds. These resources will provide individualized, targeted supports for struggling students in grades 2-6 and 5-9. The applicant proposes to use subgrant funds to implement a 1 to 1 technology initiative beginning in middle school.

The applicant provides articles on the impact of poverty on the brain and brain-based learning theories.

Weaknesses/Areas of Concern

The applicant describes the use of an “intentional communication process” that will help them increase communication and provide the data needed to support their families more effectively. It is unclear what this intentional communication process consists of, or how it will be streamlined using subgrant funds.

It is unclear how the applicant will provide additional training and brain-based learning opportunities with an emphasis on economically disadvantaged students specifically. What will this targeting of supports look like in practice?

B.4 Explain how the charter school’s education plan compares to or differs from that of the local LEA(s).

Characteristics of a strong response:
- Clear articulation of the services and programs offered by the school that are similar and/or different from offerings in the local LEA.

| Points Possible: | 5 | Points Earned: | 4 |

Strengths

The applicant cites the use of Core Knowledge, ENRICH, and frequent parent conferences as setting them apart from the local district. The curriculum is certainly different from the district.

Weaknesses/Areas of Concern
The use or frequency of parent teacher conferences is not significantly different from the practices of the LEA. Similarly, the ENRICH program sounds similar to an advisory or homeroom.

B.5 Describe the school’s discipline and school climate philosophy and how it supports the development of educationally disadvantaged students.

Characteristics of a strong response:

- A clear vision for school culture or climate that will promote a positive and supportive academic environment and is inclusive for a diverse student body.
- Coherent plan for creating and/or sustaining the intended culture for students, teachers, administrators, and parents.
- Discipline plan that has clear policies and procedures and has thoughtful consideration of the needs and rights of educationally disadvantaged students, especially students with disabilities.

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Strengths

The applicant states that the school values relationships and the use of developmentally appropriate consequences as needed. The applicant proposes to use subgrant funds to provide additional mentoring for students and staff, and to implement training that will target how to work with specific student groups.

Weaknesses/Areas of Concern

The applicant states that they have created a positive and connected school climate. However, this does not support the data that they provided, which shows that the school disproportionately disciplines African American students. It is unclear whether the school realizes that this disproportionality is due to discriminatory practices and not simply higher rates of misbehavior by African American students. Training proposed by subgrant focuses on working with specific subgroups and their behavior. It is unclear the extent to which training will help teachers and staff identify their own subconscious and conscious biases that lead to disproportionate and inequitable treatment. The applicant describes the discipline and climate philosophy for student subgroups in vague terms and does not specifically outline supports that will be provided for students with disabilities.

B.6 Describe how the school’s calendar supports the development of educationally disadvantaged students.

Characteristics of a strong response:

- Calendar and schedule support implementation of the academic plan, including supporting the development of educationally disadvantaged students and aligning with the mission, vision, and goals of the school.

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Strengths

The applicant provides a four-week reading camp that is free for students who qualify. This support is specifically tailored to educationally disadvantaged students and the most common academic hurdles they face. Summer camp provided by the school also provides a “fun and safe camp” for students who otherwise might not attend a camp.

Weaknesses/Areas of Concern
The applicant states that they have created a unique school calendar with start and end times that make the most sense for students’ health. The calendar provided is very similar to a traditional school calendar and does not provide start and end times. It is unclear how this calendar is tailored or targeted for any particular subgroup. New student orientation, before and after school care are all common offerings, and again, it is unclear how the calendar and schedule specifically support the development of educationally disadvantaged students.
### C. Operations Plan

**C.1 Detail any partnerships the charter school maintains or plans to develop to support educationally disadvantaged students, including a description of the roles and responsibilities of the applicant, partner organizations, and CMO/EMO, including the administrative and contractual roles and responsibilities of such partners.**

**Characteristics of a strong response:**
- Clear delineation of roles and responsibilities between the school and CMO/EMO.
- Articulation of budgetary and decision-making autonomy of the board or directors.
- Evidence of contractual agreements provided in appendix A.

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**Strengths**

The applicant currently engages a wide variety of partners including the Young Black Leaders Alliance, UNCC and the New Teacher Support Program and others. These partners assist with mentor training, data analysis of school culture, and teacher professional development.

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**Weaknesses/Areas of Concern**

It is unclear whether the school engages any partners with specific expertise with other subgroups included under educationally disadvantaged, particularly ELs and students with disabilities.

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**C.2 Describe how the school’s staffing structure, capacity, and diversity will be sufficient to meet the needs of all students, particularly educationally disadvantaged students.**

**Characteristics of a strong response:**
- Staffing levels for each year are robust and aligned with the educational program and conducive to the school’s success.
- There is clear capacity to support the specialized needs of students, particularly students with disabilities and English learners.
- Comprehensive plan to support student’s non-academic needs, including through counselors, behavior specialists, psychologists, etc.
- Clear plan to recruit, retain, and support a diverse teaching staff.

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**Strengths**

The school currently employs a staff of 193, which is robust. The school currently employs 12 special education teachers which should provide sufficient capacity to serve SWD.

The school currently has 5 school counselors on staff and plans to bring in additional outside support by contracting with counselors with the specific expertise needed for adolescent boys.

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**Weaknesses/Areas of Concern**

The applicant provides data demonstrating that the teaching staff is underrepresented in African American teachers, but does not provide a clear plan to recruit, retain, and support a diverse teaching staff.

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The school currently employs 1 EL teacher, which may be sufficient for current EL enrollment. It is unclear whether the school has plans to hire additional EL personnel in anticipation of increased EL enrollment. The school currently employs 4 “interventionists,” but the specific role of these individuals is not clearly stated. The applicant does not describe plans to hire additional behavior specialists. Given the goal of eliminating disproportionality in year 1, what plans does the school have to support teachers in managing student behavior?

C.3 Describe the school’s marketing and recruiting plan, with an emphasis on strategies to provide outreach to the families of educationally disadvantaged students, including efforts to overcome any potential language barriers.

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<th>Characteristics of a strong response:</th>
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<tr>
<td>• Compelling student outreach plan that includes community, family, and student involvement, and that is realistic and likely to foster student retention and community support.</td>
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<tr>
<td>• Emphasis on strategies that will provide equal access to educationally disadvantaged students.</td>
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| Points Possible: | 5 | Points Earned: | 4 |

**Strengths**

The school proposes hiring a family engagement coordinator and a marketing and recruitment specialist to specifically recruit and engage EDS students. Particularly, those from economically disadvantaged backgrounds and EL students. Marketing and enrollment materials will be available in Spanish; translators will be available for parents.

**Weaknesses/Areas of Concern**

The applicant proposes a plan for the recruitment of ED students and increased communication with ED families. There was little discussion of how (or whether) the school intends to make improvements to the overall school climate to ensure that EDS students feel welcomed and celebrated at the school.

C.4 Describe how the school currently does or will provide a transportation plan that accommodates and supports educationally disadvantaged students.

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<th>Characteristics of a strong response:</th>
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<tr>
<td>• Clear description of transportation plan that includes anticipated routes, extracurricular activities, before- and after-school care, etc.</td>
</tr>
<tr>
<td>• Description of how the school will arrange transportation for special needs students where necessary.</td>
</tr>
<tr>
<td>• Clear articulation of how the proposed plan will eliminate transportation barriers for educationally disadvantaged students.</td>
</tr>
</tbody>
</table>

| Points Possible: | 5 | Points Earned: | 3 |

**Strengths**

The applicant proposes to contract with a local bus company to provide 4-5 cluster stops in needed areas. The bus company will provide a bus that can hold up to 72 students daily. One of the cluster stops “may” be at the light rail, which will provide families with a stop near a public transit station (for those without private vehicles).

**Weaknesses/Areas of Concern**

It is unclear what the contingency plan is in the event that more than 72 students require transportation to school.
The transportation plan does not mention extracurricular activities or before/after school care, nor does it mention how it will arrange transportation for special needs students where necessary.

C.5 Describe how the school currently does or will provide a school lunch plan that accommodates and supports educationally disadvantaged students. Provide information about participation in the National School Lunch Program or a comparable, comprehensive lunch program.

Characteristics of a strong response:

- A clear description of how the school will offer food service to all students, adhering to all nutritional guidelines.
- Specific strategies to ensure educationally disadvantaged students receive daily meals and are not identifiable as qualifying for free or reduced-price lunch.
- A plan to collect free and reduced-price lunch information, including procedures to receive reimbursement.

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<th>Points Possible:</th>
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<th>Points Earned:</th>
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Strengths

Beginning in 2020-2021, EDS families will be able to participate in the hot lunch program for free. The applicant describes how students needing daily meals can request that service, as well as a general overview of how the school intends to cover the cost of providing meals.

Weaknesses/Areas of Concern

The applicant does not clearly state how many students they anticipate feeding every day, and the specific cost of providing these lunches. The $25,000 revenue from the current hot lunch plan may not be enough to cover the cost of providing lunch for the increased ED enrollment. However, the applicant does not provide an estimate of how much they will have to pull from the school’s operating budget to cover this cost. $25K divided by a 180 day school year minus 36 (Friday lunches will be free) is $174 per day to cover the cost of lunch. If a lunch is $3, that will only cover lunches for approximately 58 students. The applicant should provide much clearer estimates of how much it will cost to provide lunch for the anticipated ED enrollment.

C.6 Describe how the school’s professional development plan supports and is tailored to the development of educationally disadvantaged students.

Characteristics of a strong response:

- Professional development standards, opportunities, leadership, and calendar/scheduling effectively support the education program and are likely to maximize success in improving student achievement, particularly for educationally disadvantaged students.
- Thoughtful plan for professional development in the areas of special education, English learners, and serving low-income students, including implementation of IEP’s or personalized learning plans, discipline, and communication with families.

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<th>Points Possible:</th>
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Strengths

The applicant has created a professional development plan focused specifically on diversity. The school intends to purchase PD on providing the Core Knowledge curriculum with students with special needs, diverse backgrounds, and ELs.

The school has plans to participate in Lost Boys training, equity training, and culturally responsive teaching and instruction.

Weaknesses/Areas of Concern
While the school’s desire to provide PD on teaching students from low income backgrounds is admirable, they should ensure that they are using current, research-based models that do not employ a deficit perspective and or stereotypes about low income students and their families/communities.

C.7 Describe the school’s plan to engage families and implement a parent/community advisory council.

Characteristics of a strong response:
- Clear plan for informing and educating parents on school policies, procedures, and programming.
- A sound and compelling plan for engaging parents and community partners in the design and life of the school through the advisory council, including recruitment strategies, duties, and authority.

<table>
<thead>
<tr>
<th>Points Possible:</th>
<th>5</th>
<th>Points Earned:</th>
<th>3</th>
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</table>

**Strengths**

The applicant currently has a parent/community advisory council in place with multiple subcommittees.

**Weaknesses/Areas of Concern**

The applicant does not describe a clear plan for informing and educating parents on school policies, procedures, and programming. The plan described for parent engagement does not describe efforts to recruit parents, particularly those of ED students, aside from the creation of a “diversity” committee.

**Application Narrative Total (70 points possible):** 52
### D. Student Transition Planning

Outline the proposed Student Transition Committee and Student Transition Plan.

**Characteristics of a strong response:**
- Clear and specific plan to recruit, develop, and retain a Student Transition Committee.
- Comprehensive Student Transition Plan that outlines timelines, communication strategies, clear transition and closure plans, and strategies for informing families of their options.

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<th>Status: Complete</th>
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</table>

**Strengths**

Not applicable.

**Weaknesses/Areas of Concern**

Not applicable.
# Section IV – Budget, Budget Narrative, and Logic Model

## A. Budget

Complete a proposed budget outlining anticipated costs for the duration of the subgrant period.

**Characteristics of a strong response:**
- Outlines complete, realistic, and viable costs for the duration of the grant period.
- All operational costs and major expenditures are accounted for and are realistic.
- There is clear alignment between the budget, budget narrative, and the proposed plan to support educationally disadvantaged students.

<table>
<thead>
<tr>
<th>Points Possible:</th>
<th>15</th>
<th>Points Earned:</th>
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</thead>
</table>

### Strengths

There is clear alignment between the budget, budget narrative, and the proposed plan to support ED students. However, the specific parts of the plan that the school proposes to use subgrant funds to cover are included in the budget.

### Weaknesses/Areas of Concern

The applicant states that the total cost of the proposed plan is greater than the $1.2m allowed under the subgrant. A significant percentage of the supports outlined in the plan will be covered by the school’s operating budget, according to the applicant. However, the applicant does not outline exactly how much those supports will cost and how much the school is prepared to cover. It is unclear how the applicant can agree to pay the overage, without clearly stating how much that amount will be each year and over the course of the grant. How is the applicant sure that the school will be able to shoulder this financial responsibility? What is the contingency plan in the event that the school is unable to cover these costs?

## B. Budget Narrative

Complete a budget narrative explaining anticipated costs for the duration of the subgrant period.

**Characteristics of a strong response:**
- Clearly explains reasonable, well-supported cost assumptions anticipated for the duration of the grant.
- Demonstrates financial viability beyond the expiration of the grant period.
- There is clear alignment between the budget, budget narrative, and the proposed plan to support educationally disadvantaged students.

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<th>Points Possible:</th>
<th>10</th>
<th>Points Earned:</th>
<th>9</th>
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</table>

### Strengths

The narrative clearly describes the items that will be covered by subgrant funds. The applicant proposes to use a “train the trainer” model so that school personnel will be equipped to provide equity training after the conclusion of the grant period. There is alignment between the plan, the budget, and the budget narrative. The main concern is that a significant percentage of the plan will not be covered by subgrant funds, and it is not clear that the applicant has calculated those funds and confirmed the school’s ability to cover those costs.

### Weaknesses/Areas of Concern
A significant percentage of the plan is not covered under subgrant funds. It is unclear exactly how much that amount is, whether the school is able to cover it, and what the contingency plan is should the costs outweigh the school’s ability to shoulder the financial burden.

### C. Logic Model

Complete a Logic Model demonstrating how actions and expenditures are expected to lead to specific outcomes.

Characteristics of a strong response:
- Clearly articulates how actions and expenditures are expected to lead to specific outcomes.
- Aligns clearly and directly to the application narrative.

<table>
<thead>
<tr>
<th>Points Possible:</th>
<th>5</th>
<th>Points Earned:</th>
<th>5</th>
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</thead>
</table>

#### Strengths

#### Weaknesses/Areas of Concern

No weaknesses noted.

Budget, Budget Narrative, and Logic Model Total (30 points possible): 28
## Section V – Competitive Preference Standards

### Opening, expanding, or replicating a school in a rural or underserved urban area (i.e. without a high-quality school within fifteen (15) miles).

<table>
<thead>
<tr>
<th>Points Possible</th>
<th>3</th>
<th>Points Earned</th>
<th>Comments (if applicable)</th>
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</thead>
</table>

### Increasing the racial and ethnic diversity in their new, expanded, or replicated school.

<table>
<thead>
<tr>
<th>Points Possible</th>
<th>3</th>
<th>Points Earned</th>
<th>Comments (if applicable)</th>
<th>Page</th>
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</thead>
</table>

### The inclusion of high school (9-12) grade levels.

<table>
<thead>
<tr>
<th>Points Possible</th>
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<th>Points Earned</th>
<th>Comments (if applicable)</th>
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</thead>
</table>

### Develop or manage a charter school focused on dropout recovery and academic reentry.

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<tr>
<th>Points Possible</th>
<th>3</th>
<th>Points Earned</th>
<th>Comments (if applicable)</th>
<th>Page</th>
</tr>
</thead>
</table>

### Competitive Preference Standards Total (12 points possible):

<table>
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<tr>
<th>Points Earned</th>
<th>0</th>
<th>Comments (if applicable)</th>
<th>Page</th>
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</thead>
</table>
Section VI – Priority Consideration Status

| Currently serve a forty percent (40%) or higher economically disadvantaged population. | Yes ☑ | No ☐ |
| Comments (if applicable) | Page |

| Economically disadvantaged, English learners, and students with disabilities have proficiency rates higher than the state average for their subgroup. | Yes ☑ | No ☐ |
| Comments (if applicable) | Page |

| EDS, ELS, and SWD at applicant school are all outperforming similar groups in statewide proficiency. | |
| As evidence of participation in applicable federal programs, have Title I status. | Yes ☑ | No ☐ |
| Comments (if applicable) | Page |

| Maintained an “A” or “A+NG” SPG, as determined by the NCDPI, and met or exceeded growth, as determined by EVAAS, for three consecutive years prior to the application. | Yes ☑ | No ☐ |
| Comments (if applicable) | Page |

Priority Consideration Status Total (4 standards possible): 1

Section VIII – Certification

Characteristics of a strong response:
- Application is signed and certified.

| Status: | Complete ☑ | Incomplete ☐ |
| Comments (if applicable) |

The application is signed and certified.
# Summary Ratings

<table>
<thead>
<tr>
<th>General Standards</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section I – Application Contact Information</td>
<td>☑ Complete ☐ Incomplete</td>
</tr>
<tr>
<td>Section II – Assurances</td>
<td>☑ Complete ☐ Incomplete</td>
</tr>
<tr>
<td>Section VIII – Certification</td>
<td>☑ Complete ☐ Incomplete</td>
</tr>
</tbody>
</table>

**Total (all sections must be complete to pass)** ☑ Pass ☐ Fail

<table>
<thead>
<tr>
<th>Technical Standards</th>
<th>Points Possible</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section III – Application Narrative</td>
<td>70</td>
<td>52</td>
</tr>
<tr>
<td>Section III (D) – Student Transition Plan</td>
<td>☐ Complete ☐ Incomplete</td>
<td></td>
</tr>
<tr>
<td>Section IV – Budget, Budget Narrative, and Logic Model</td>
<td>30</td>
<td>18</td>
</tr>
<tr>
<td>Section V – Competitive Preference Standards</td>
<td>Up to 12</td>
<td>0</td>
</tr>
</tbody>
</table>

**Total (must receive at least 80 points to pass)** 100 70

<table>
<thead>
<tr>
<th>Priority Standards</th>
<th>Standards Possible</th>
<th>Standards Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section VI – Priority Consideration Status</td>
<td>4</td>
<td>1</td>
</tr>
</tbody>
</table>

## Overall Application Status

In order to pass, the application must (a) achieve a rating of “Pass” for the General Standards and (b) score at least eighty (80) points on the Technical Standards. The Priority Standards will be used to determine priority if there are more eligible applications than available awards.

<table>
<thead>
<tr>
<th>Rating</th>
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<tbody>
<tr>
<td>☑ Pass with Priority</td>
</tr>
<tr>
<td>☐ Pass</td>
</tr>
<tr>
<td>☐ Fail</td>
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</tbody>
</table>
North Carolina Advancing Charter Collaboration and Excellence for Student Success (NC ACCESS) Program Subgrant Application Rubric

Applicant: Bradford Prep

Reviewer Name: Dr. Barbara O’Neal
Overview of the NC ACCESS Subgrant Program

In 2018, the North Carolina Department of Public Instruction (NCDPI) was awarded a Public Charter Schools Program (CSP) grant from the U.S. Department of Education (USDOE) of approximately $26,600,000. The CSP grant will be used to implement the North Carolina Advancing Charter Collaboration and Excellence for Student Success (NC ACCESS) Program to:

1. Increase the number of educationally disadvantaged students attending high-quality charter schools and expand the number of high-quality charter schools available to educationally disadvantaged students;
2. Develop a cohort of 100 charter school leaders who can develop and demonstrate best practices in serving educationally disadvantaged students; and
3. Broadly disseminate best practices in serving educationally disadvantaged students and foster collaboration in the charter school community and between charter schools and traditional public schools.

The NC ACCESS Program and CSP define educationally disadvantaged students as students who are economically disadvantaged, homeless or unaccompanied youth, English learners, students with disabilities, immigrant students, and migrant students.

The NC ACCESS program has allocated the majority of the CSP funds to advance Priority 1 listed above through school-level subgrants, though subgrant recipients must also demonstrate a desire to share best practices with both charter schools and traditional public schools. For each of the five (5) years of the federal CSP award, the NC ACCESS Program will run a competitive subgrant competition and award subgrants to North Carolina charter schools that propose a comprehensive plan to increase the number of educationally disadvantaged students attending high quality charter schools and expand the number of high quality charter schools available to educationally disadvantaged students.

Ratings and Criteria

The NC ACCESS Subgrant Program is a competitive application process designed to award funding for schools that propose to serve an increased number of educationally disadvantaged students. Each subgrant application will be reviewed by a team of NC ACCESS Program team members and external evaluators. All evaluations will be considered, and a recommendation will be made to the Charter School Advisory Board (CSAB). The CSAB will take all recommendations, application reviews, and due diligence into account and make a recommendation for the approval of subgrants to the State Board of Education (State Board). The State Board will determine the final approval of all subgrant awards.

A subgrant application that merits a recommendation for approval should present a clear, realistic picture of how the school expects to successfully implement the proposed plans to increase the number of educationally disadvantaged students attending high quality charter schools and expand the number of high quality charter schools available to educationally disadvantaged students. In addition to meeting the criteria that are specific to each section, each part of the proposal should align with the overall mission, budget, and goals of the application and NC ACCESS Program.

Recommendations for approval or denial will be based on the completed application which includes school information, signed assurances, enrollment projections, application narrative, budget, budget narrative, logic model, and appendices. The enrollment projections, application narrative, budget, budget
narrative, and logic model are scored out of a possible one hundred (100) points. Applicants must score at least eighty (80) points to meet the standard.

Applications that do not meet standard in all sections as evidenced by the summary review ratings will be deemed not ready for approval.

**Instructions for Reviewers**

Reviewers should complete each rubric section based on the evidence provided in the application. There are seven (7) total rating sections to complete:

I. Applicant Contact Information
II. Signed Assurances
III. Application Narrative (70 points possible)
   a. Enrollment Projections (10 points)
   b. Education Plan (30 points)
   c. Operations Plan (30 points)
   d. If applicable, a school closure plan (check for completeness)
IV. Budget, Budget Narrative, and Logic Model (30 points possible)
   a. Budget (15 points)
   b. Budget Narrative (10 points)
   c. Logic Model (5 points)
V. Competitive Preference Standards (optional; up to 12 points possible)
VI. Priority Consideration Status (optional; up to 4 standards possible)
VII. Certification
VIII. Appendices (there is no scoring associated with section VII; information will supplement sections III, IV, V, and VI)

Please note that there may be appendices to support information provided in the above sections. When evaluating an application, reviewers should both rate each section and provide comments, if applicable. Reviewers should look for responses that reflect a thorough understanding of key issues and barriers for educationally disadvantaged students. Responses should clearly align with the mission, goals, and budget of the proposed plan. Each response should include specific and accurate information that shows thorough preparation and understanding of school operations and serving educationally disadvantaged students. Reviewers should use objective language and complete sentences in their comments on the strengths and weaknesses/areas of concern of each section of the application. The comments and evidence provided are as significant as the rating. Below are examples of specific and detailed comments:

**Strengths of the application:**
- “The plan aligns with the overall mission and goals because...”
- “The education and discipline plans are research based and proven effective with the targeted population of students because...”
- “The lunch program is comparable to the National School Lunch Program and will support an educationally disadvantaged population by...”
- “The marketing plan clearly outlines how the school will recruit and enroll a higher educationally disadvantaged population by...”
- “The budget uses sound assumptions and is consistent with the goals of the proposed plan.”

**Weaknesses/areas of concern of the application:**
• “The curriculum and school calendar do not align with the mission and goals because . . .”
• “The discipline plan does not include provisions for students with disabilities.”
• “The budget assumptions include the unallowable use of funds for construction.”
• “The plan proposes two buses, but there is no accompanying line item in the budget that allocates funds for purchasing buses.”

Once all seven (7) rating sections are scored individually, the evaluator should complete the summary ratings page with all final ratings and scores. In order to pass the review, applicants must (a) meet all criteria in sections (I), (II), and (VII); and (b) score at least eighty (80) combined points between sections (III), (IV), and (V). Section (VI) will be used to determine priority if there are more eligible applications than subgrant awards. The CSAB will make a final recommendation to the State Board on subgrant awards. The State Board will determine the final approval of all subgrant awards.

*Please remember that all documents, including your individual review, will be available to the public.*
### Application Scoring Rubric

#### Section I – Application Contact Information

<table>
<thead>
<tr>
<th>Characteristics of a strong response:</th>
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<tbody>
<tr>
<td>All applicant contact information is complete and accurate.</td>
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<tr>
<th>Status</th>
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**Comments (if applicable)**

All applicant contact information is complete and accurate.

#### Section II – Assurances

<table>
<thead>
<tr>
<th>Characteristics of a strong response:</th>
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<tbody>
<tr>
<td>Assurances are signed.</td>
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<tr>
<th>Status</th>
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</table>

**Comments (if applicable)**

Assurances are signed.
## Section III – Application Narrative

### A. Enrollment Projections

#### A.1 Explain the rationale behind the projected enrollment figures; specifically, how the projected numbers are both ambitious and feasible.

Characteristics of a strong response:
- Enrollment projections are complete, ambitious, and realistic.
- Enrollment projections demonstrate a significant increase of educationally disadvantaged students, including economically disadvantaged, homeless or unaccompanied youth, English learners, students with disabilities, immigrant students, and migrant students.

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<th>Points Possible:</th>
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<th>Points Earned:</th>
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**Strengths**

The applicant indicated that for the 2019-2020 school year, they have a total of 26% educationally disadvantaged students, including a self-reporting 15% economically disadvantaged, 10% of students with disabilities, and 1% English learners. Subgrant funds will be used to increase the number of economically disadvantaged students and English Learner population. The applicant is proposing a 40% increase goal for all educationally disadvantaged students.

#### Weaknesses/Areas of Concern

No weaknesses noted.

### A.2 Describe how the school plans to implement a weighted lottery.

Characteristics of a strong response:
- Clear description of the process and mechanism for implementing a weighted lottery.
- Clearly articulated subgroup category weights and/or enrollment percentage goals.
- Rationale for the applied weights are reasonable and justified.

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<th>Points Possible:</th>
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<th>Points Earned:</th>
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</table>

**Strengths**

The applicant will implement a weighted lottery in February 2021 for the 2021-2022 school year. The Bradford Prep Board of Directors has started the process with the Office of Charter Schools to get the weighted lottery approved by the State Board of Education. This will allow the school to conduct a weighted lottery starting November 1st during the open enrollment period. The weighted lottery will allow for economically disadvantaged students and English Learners to have a weight if they apply for the weighted lottery. The weight will be two times the chance if they select the weighted lottery. If this weight does not help us reach our goal in the 2021-2022 school year, the school will then increase the weight the following year. The plan is to have full State Board of Education approval by August for the weighted lottery.

#### Weaknesses/Areas of Concern

No weaknesses noted.
Section III – Application Narrative (cont.)

B. Education Plan

B.1 Provide a General Education Provision Act (GEPA) statement demonstrating how the school has or will eliminate any and all barriers to enrollment for educationally disadvantaged students.

Characteristics of a strong response:

- Statement clearly articulates the school’s desire and plan to eliminate any and all barriers to enrollment for all students, especially educationally disadvantaged students.

| Points Possible | 2 | Points Earned: | 2 |

Strengths

The applicant provided a reasonable GEPA statement the represents their commitment as a public charter school to removing barriers for education to serve all students. The applicant indicated they currently use operating budget funds to support low-income families and families and English language learners to provide access to transportation, lunch, school supplies, and school uniforms. For the 2018-2019 school year, they subsidized approximately $15,000 in operating budget funds to ensure that current economically disadvantaged students were able to access educational programs and participate in activities.

The subgrant funds will allow Bradford to create a more comprehensive communication process for current and prospective families as well as fund an extensive transportation program, additional intensive mental health supports, inclusive lunch program, and the addition of intensive math and reading enhanced learning programs.

Weaknesses/Areas of Concern

No weaknesses noted.

B.2 Provide at least three (3) school-specific subgrant program goals. Subgrant goals must be SMART (specific, measurable, achievable, rigorous, and time-bound).

Characteristics of a strong response:

- All goals are specific, measurable, achievable, rigorous, and time-bound.
- Goals are aligned to the NC ACCESS Program and activities in the subgrant application.

| Points Possible | 3 | Points Earned: | 3 |

Strengths

The applicant provided five SMART goals that are relevant and aligned with the mission and purposes of the NC ACCESS grant. The goals are measurable, time bound and attainable with the supports requested. For example, Goal 1- By the end of the 2022-2023 school year, K-12 discipline data, including all office referrals and minor write-ups, will mirror the racial, socioeconomic, and gender demographics. Discipline data will be tracked monthly using the Educators Handbook program. The data will be compared to the school’s current demographic data and presented at the monthly leadership and staff meetings.

Goal 2- By the beginning of the 2023-2024 school year, the school will purchase one bus that will be used to provide daily transportation for students.
Goal 3- By the end of the 2024-2025 school year, Bradford Prep teaching staff and administrators will participate in annual diversity training that focuses on supporting all students. The training curriculum will be based on trends reflected in our school-wide discipline data. We will conduct an annual survey with teachers and students to gauge the perception of the support regarding discipline and school culture.

Goal 4- By the end of the 2022-2023 school year, 80% of the 2nd-6th grade students will participate in the enhanced learning program for a minimum of five (5) months and grow at least one level in their overall reading score based on the student’s monthly station reading reports.

Goal 5- By the end of the 2021-2022 school year, 75% of the 5th-9th grade students who participate in the intensive research-based math intervention program for a minimum of six (6) months will score Proficient on the state EOG or EOC test.

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<thead>
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<th>Weaknesses/Areas of Concern</th>
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<tr>
<td>No weaknesses noted.</td>
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</table>

B.3 Describe how the school’s academic program is or will be specifically tailored to meet the needs of educationally disadvantaged students. Include specific strategies the charter school currently uses or plans to use to serve educationally disadvantaged students.

Characteristics of a strong response:
- Clear and comprehensive description of the strategies being utilized to serve educationally disadvantaged students, especially intervention, differentiation, and support services.
- A robust and quality curriculum overview, supported by research, with a plan for implementation.
- Evidence the proposed academic plan will be appropriate and effective for growing all students while at the same time closing achievement gaps.

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<th>Points Possible:</th>
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<th>Points Earned:</th>
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</table>

Strengths

The applicant effectively demonstrated that the proposed program uses innovative methods, focusing on the whole child, to provide quality education in a responsive learning environment. Along with providing the emotional and physical education and a variety of activities and programs that expose them to art, music, community service, and other cultural events. Currently, they have five (5) school counselors on staff that provide support for all of our students. The school will also bring in additional outside support by contracting with counselors who conduct specific counseling groups to our adolescent boys. In the 2020-2021 school year, they will expand this to include two (2) additional contracted counselors that will provide several groups for our students as well as intensive individual counseling, as needed, for students who cannot access this service outside of school.

As a school, they implement a variety of strategies that focus on ensuring all students have access to our academic programs. The school-wide MTSS process allows them to focus on providing a differentiated core and several levels of academic and behavior interventions for students who are not responding to the core. During the MTSS process, the team reviews all student data, including academic and behavior data, as well as individual student demographic data, including race, gender, and socioeconomic status. This process
allows to ensure that all students are accessing the core curriculum and receiving additional support if needed, to effectively and successfully access our full educational program. The program will have interventionists, reading specialists, behavior specialists, and counselors that provide support to students as needed. Beginning for the 2020-2021 school year

### Weaknesses/Areas of Concern

<table>
<thead>
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<th>Weaknesses/Areas of Concern</th>
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<tbody>
<tr>
<td>No weaknesses noted.</td>
<td>N/A</td>
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</table>

**B.4 Explain how the charter school’s education plan compares to or differs from that of the local LEA(s).**

**Characteristics of a strong response:**
- Clear articulation of the services and programs offered by the school that are similar and/or different from offerings in the local LEA.

| Points Possible: | 5 | Points Earned: | 5 |

**Strengths**

The applicant indicated that the school provides an inclusive, rigorous, and enriched educational program for all students that focuses on meeting the needs of the whole child. The curriculum and approach to learning are different from the Charlotte Mecklenburg Schools. The school uses the Core Knowledge Curriculum for students in grades K-8. This rigorous project-based curriculum focuses heavily on science, history, and global topics. In grades K-5, along with the Singapore Math curriculum, which is a student-centered, hands-on rigorous math curriculum.

At Bradford, they offer a unique program called ENRICH. This program was created to allow teachers the opportunity to have dedicated times to teach our students the life and soft skills that they need to be successful in college and society. In the lower school, students participate in a daily morning meeting that focuses on character development, presentation skills, community service, and building classroom community. Starting in middle school students participate in a weekly advisory program which is a small group setting of students with an advisor that uses a curriculum to address the needs of adolescents including conflict resolution, peer relations, bullying, social media issues and any specific topic that comes up in the discussion.

<table>
<thead>
<tr>
<th>Weaknesses/Areas of Concern</th>
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<tbody>
<tr>
<td>No weaknesses noted.</td>
<td>N/A</td>
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</table>

**B.5 Describe the school’s discipline and school climate philosophy and how it supports the development of educationally disadvantaged students.**

**Characteristics of a strong response:**
- A clear vision for school culture or climate that will promote a positive and supportive academic environment and is inclusive for a diverse student body.
- Coherent plan for creating and/or sustaining the intended culture for students, teachers, administrators, and parents.
- Discipline plan that has clear policies and procedures and has thoughtful consideration of the needs and rights of educationally disadvantaged students, especially students with disabilities.
<table>
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<tr>
<th>Points Possible:</th>
<th>5</th>
<th>Points Earned:</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strengths</strong></td>
<td></td>
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<td>9</td>
</tr>
<tr>
<td>The applicant indicated that at Bradford Prep they have created a positive and connected school climate. Most accomplished by taking the time to know parents and families, creating a trusting environment where staff, students, and parents talk openly about concerns. With subgrant funds, the school will be able to provide additional mentoring workshops for students and staff, which will provide another avenue for relationship building. They will also focus on training that targets how to work with specific student groups and their behavior in relationship to their culture and the world around them outside of school.</td>
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<tr>
<td><strong>Weaknesses/Areas of Concern</strong></td>
<td></td>
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<td>N/A</td>
</tr>
<tr>
<td>The applicant did not discuss the discipline policies.</td>
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</tbody>
</table>

B.6 Describe how the school’s calendar supports the development of educationally disadvantaged students.

Characteristics of a strong response:
- Calendar and schedule support implementation of the academic plan, including supporting the development of educationally disadvantaged students and aligning with the mission, vision, and goals of the school.

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<th>Points Possible:</th>
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<th>Points Earned:</th>
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<tbody>
<tr>
<td><strong>Strengths</strong></td>
<td></td>
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<td>9</td>
</tr>
<tr>
<td>The applicant indicated that they run a traditional school calendar that provides families with breaks throughout the year. They also offer before care and aftercare for families that need these services at an affordable price. The third-party vendor also works with families who have a financial need for the Superlative club contract. During the summer, there are a variety of summer camps. These camps are open to new and current students and offer our families a way to have safe and affordable childcare during the summer break. There is a four-week reading camp that is free for all students who qualify. Starting in the summer of 2020, Bradford will expand this camp and make it available to an increased number of students. These additional spots will open this free academic camp to students in grades 1-6 and will focus on reading, math, science, and enrichment. The summer opportunities support many students, including the educationally disadvantaged students by providing an additional month of academic instruction and a fun and safe camp for students who might not otherwise attend any camps in the summer.</td>
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<tr>
<td><strong>Weaknesses/Areas of Concern</strong></td>
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<td>N/A</td>
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<tr>
<td>No weaknesses noted.</td>
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</tbody>
</table>
Section III – Application Narrative (cont.)

C. Operations Plan

C.1 Detail any partnerships the charter school maintains or plans to develop to support educationally disadvantaged students, including a description of the roles and responsibilities of the applicant, partner organizations, and CMO/EMO, including the administrative and contractual roles and responsibilities of such partners.

Characteristics of a strong response:
- Clear delineation of roles and responsibilities between the school and CMO/EMO.
- Articulation of budgetary and decision-making autonomy of the board or directors.
- Evidence of contractual agreements provided in appendix A.

<table>
<thead>
<tr>
<th>Points Possible:</th>
<th>2</th>
<th>Points Earned:</th>
<th>2</th>
</tr>
</thead>
</table>

Strengths

The applicant effectively demonstrated that they have several partnerships that help support staff and students in a variety of ways. In the past, they have worked with the Young Black Leaders Alliance to help support the mentor process by providing data analysis of our school culture and providing training for staff who are mentors for students. Bradford currently work with UNC Charlotte and the New Teacher Support Program to provide coaching and support for our beginning teachers. This program allows for beginning teachers to receive weekly coaching sessions that focus on their classroom data and classroom management to ensure that all students, especially ED students are learning and are on track for proficiency in reading and math.

Bradford Prep also have partnerships with several vendors that support the school, including lunch vendors, before and after school provider, contracted bus company, Novant Health, and community partners. These partnerships are valuable to the school and help provide a variety of services to all our students, including ED students.

Weaknesses/Areas of Concern

No weaknesses noted.

C.2 Describe how the school’s staffing structure, capacity, and diversity will be sufficient to meet the needs of all students, particularly educationally disadvantaged students.

Characteristics of a strong response:
- Staffing levels for each year are robust and aligned with the educational program and conducive to the school’s success.
- There is clear capacity to support the specialized needs of students, particularly students with disabilities and English learners.
- Comprehensive plan to support student’s non-academic needs, including through counselors, behavior specialists, psychologists, etc.
- Clear plan to recruit, retain, and support a diverse teaching staff.

<table>
<thead>
<tr>
<th>Points Possible:</th>
<th>3</th>
<th>Points Earned:</th>
<th>3</th>
</tr>
</thead>
</table>

Strengths

The applicant successfully demonstrated that the school currently have 193 staff members, and in the 2020-2021 school year, will hire an additional 8 staff members. In the operating budget, they fund a staffing budget that includes classroom teachers, 12 special education
teachers, 1 ELL teacher, 18 teacher assistants, 14 PE teachers, 12 Art, Music, and Spanish teachers, 5 Counselors, 4 Interventionists, 2 School Nurses, 8 Academic Administrators, and many additional operational support staff. Currently, the student population is 49% girls, 51% boys, 52% white, 27% African American, 9% Hispanic, 4% Asian, 9% multiracial, 10% special education, 1% English learners, and 15% economically disadvantaged. Bradford Prep Staff population is 76% female, 24% male, 78% white, 18% African American, 3% Hispanic, 1% multiracial, and 5% are bilingual.

<table>
<thead>
<tr>
<th>Weaknesses/Areas of Concern</th>
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</thead>
<tbody>
<tr>
<td>No weakness noted.</td>
<td>N/A</td>
</tr>
</tbody>
</table>

C.3 Describe the school’s marketing and recruiting plan, with an emphasis on strategies to provide outreach to the families of educationally disadvantaged students, including efforts to overcome any potential language barriers.

Characteristics of a strong response:
- Compelling student outreach plan that includes community, family, and student involvement, and that is realistic and likely to foster student retention and community support.
- Emphasis on strategies that will provide equal access to educationally disadvantaged students.

<table>
<thead>
<tr>
<th>Points Possible:</th>
<th>5</th>
<th>Points Earned:</th>
<th>5</th>
</tr>
</thead>
</table>

Strengths

The applicant provided a strong marketing and recruitment plan. During 2020-2021, they will hire a part-time family engagement coordinator who will begin to create relationships with current EDS families. This person will work to help create a safer environment where families feel empowered to communicate their needs. Part of the engagement coordinator’s position will be to create and implement a communication process with our families that will help them understand the available support. This communication process will include reaching out specifically to EDS families and making sure that they are aware of the support services in place, along with helping them complete the necessary steps to ensure that their children have what they need.

Bradford will contract with a marketing and recruitment specialist. This specialist will work 10 hours a week on marketing and recruiting economically disadvantaged and English language students. They will create marketing materials and spend time in the specific nearby communities holding town hall meetings and open house sessions for families so they can learn about what Bradford has to offer.

<table>
<thead>
<tr>
<th>Weaknesses/Areas of Concern</th>
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<tbody>
<tr>
<td>No weaknesses noted.</td>
<td>N/A</td>
</tr>
</tbody>
</table>
C.4 Describe how the school currently does or will provide a transportation plan that accommodates and supports educationally disadvantaged students.

Characteristics of a strong response:
- Clear description of transportation plan that includes anticipated routes, extracurricular activities, before- and after-school care, etc.
- Description of how the school will arrange transportation for special needs students where necessary.
- Clear articulation of how the proposed plan will eliminate transportation barriers for educationally disadvantaged students.

Points Possible: 5 Points Earned: 5

Strengths

The applicant indicated that currently they provide transportation by using a third-party bus company that drops off and picks up students. Starting in the 2020-2021 school year, they will provide daily transportation that will offer four to five (4-5) cluster stops in needed areas around our school. One of these stops may be at the light rail, which will allow families to use that means of transportation if needed. This bus will hold up to 72 students daily. They will contract with a local bus company to provide these cluster stops for the next four years. The transportation contract for the 2020-2021 school year can be found in Appendix E.8. We plan on using subgrant money to support the initial costs of the bus contract and the cost of the purchase of our first bus. Starting in the 2020-2021 school year, the board of directors will set aside money in our capital expenses budget so that we have the funds available to maintain our bus and potentially secure a second bus.

Weaknesses/Areas of Concern

No weaknesses noted

C.5 Describe how the school currently does or will provide a school lunch plan that accommodates and supports educationally disadvantaged students. Provide information about participation in the National School Lunch Program or a comparable, comprehensive lunch program.

Characteristics of a strong response:
- A clear description of how the school will offer food service to all students, adhering to all nutritional guidelines.
- Specific strategies to ensure educationally disadvantaged students receive daily meals and are not identifiable as qualifying for free or reduced-price lunch.
- A plan to collect free and reduced-price lunch information, including procedures to receive reimbursement.

Points Possible: 5 Points Earned: 5

Strengths

The applicant indicated that they currently provide any student who does not have a lunch. The School Nurse purchases items to create lunches that include a drink, fruit, protein, and a snack. Starting in the 2020-2021 school year, the plan is for EDS families to participate in the hot lunch program for free. They will utilize nine vendors that deliver hot lunch to campus every day. Parents go online and order lunch by the month. Parents with economically disadvantaged students will be able to request reduced or free lunch through a confidential manner with the business office or with the family engagement coordinator. Bradford Prep will pay for the families with free or reduced lunch. The current vendors (2) have agreed to offer the service for free, and the other seven have agreed to charge a discounted rate of $3 per lunch. The current hot lunch program revenue is $20,000-$25,000 annually. With the discounted rate of the lunches, Bradford will be able to fully fund the lunch program for ED students with the income from the hot lunch program. In
the event that the expenses of paying for lunch for ED students exceeds the revenue from the hot lunch program, the school will cover the cost of the difference by paying for it out of the school’s operating budget.

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<thead>
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<th>Weaknesses/Areas of Concern</th>
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<tbody>
<tr>
<td>No weaknesses noted.</td>
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</table>

C.6 Describe how the school’s professional development plan supports and is tailored to the development of educationally disadvantaged students.

Characteristics of a strong response:

- Professional development standards, opportunities, leadership, and calendar/scheduling effectively support the education program and are likely to maximize success in improving student achievement, particularly for educationally disadvantaged students.
- Thoughtful plan for professional development in the areas of special education, English learners, and serving low-income students, including implementation of IEP’s or personalized learning plans, discipline, and communication with families.

<table>
<thead>
<tr>
<th>Points Possible:</th>
<th>5</th>
<th>Points Earned:</th>
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</table>

Strengths

The applicant adequately evidenced that sufficient professional development will be offered for staff and faculty both onsite and offsite. The plan this year is to focus on Diversity as a theme. With the subgrant, they will be able to provide further professional development in the area of diversity to better serve the academic and socio-emotional needs of EDS and general population. Over the next five (5) years, Bradford will provide professional development in the following areas:

- How to use the Core Knowledge Language Arts curriculum with students with special needs, diverse backgrounds and English language learners. Purchase order for next year is in appendix E.11.
- Singapore Math training- Think Mathematics training and Singapore training for new teachers who require the training in order to implement the curriculum. The price quote for the training in July of 2020 can be found in appendix E.13.
- Lost Boys training - a training that focuses on how to better educate boys in the classroom. This training will be the first step in addressing the goal around improving discipline data. This training is booked for the entire staff for August 12, 2020. The contract for this training can be found in appendix E.14.
- Equity training and Culturally Responsive Teaching and Instruction- Will provide several trainings from the Educational Equity Institute. The whole staff will participate in the Equity training, and 40% goal for all educationally disadvantaged students. Our focus is for our EDS percentage to reflect the percentages in the schools in proximity to Bradford Prep. Stoney Creek Elementary is within one (1) mile of Bradford, and their EDS population is 42%. The grant will pay to have two staff members trained as the trainers for the culturally responsive and trauma training so they can teach the entire staff on this necessary diversity training. The proposal for these trainings can be found in appendix E.15.

<table>
<thead>
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<th>Weaknesses/Areas of Concern</th>
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<tbody>
<tr>
<td>No weaknesses noted.</td>
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</table>
C.7 Describe the school’s plan to engage families and implement a parent/community advisory council.

Characteristics of a strong response:
- Clear plan for informing and educating parents on school policies, procedures, and programming.
- A sound and compelling plan for engaging parents and community partners in the design and life of the school through the advisory council, including recruitment strategies, duties, and authority.

| Points Possible: | 5 | Points Earned: | 5 |

**Strengths**

The applicant indicated that the school currently have a parent group called PACK that serves in the capacity of a parent/community advisory council. This group includes several committees that are parent-driven and supported by the school. These committees provide ways for our parents to volunteer. The committees include hot lunch, lower school events, middle school events, parent ambassadors, book fairs, spirit wear, lost and found, school supplies, spirit nights, and the teacher appreciation committee.

The Head of School works with the PACK chairman to support their efforts. The leadership team reviews the success of the PACK twice a year while looking at the number of participants and by ensuring that all student groups are represented. The leadership team reaches out to additional parents as needed in order to make sure that all groups are represented. Starting in June of 2020, the school and board will launch three strategic planning committees. These committees include a diversity committee, the ENRICH committee, and the school safety committee. The committee will provide ways to get all stakeholders involved in strategic planning at the school. The school also have annual parent town hall meetings, parent workshops, and other parent meetings to address specific topics.

**Weaknesses/Areas of Concern**

No weaknesses noted.

**Application Narrative Total (70 points possible):** 68
**Section III – Application Narrative (cont.)**

<table>
<thead>
<tr>
<th><strong>D. Student Transition Planning</strong></th>
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</thead>
<tbody>
<tr>
<td>Outline the proposed Student Transition Committee and Student Transition Plan.</td>
</tr>
<tr>
<td>Characteristics of a strong response:</td>
</tr>
<tr>
<td>• Clear and specific plan to recruit, develop, and retain a Student Transition Committee.</td>
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<tr>
<td>• Comprehensive Student Transition Plan that outlines timelines, communication strategies, clear transition and closure plans, and strategies for informing families of their options.</td>
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<tr>
<th><strong>Status</strong></th>
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<tbody>
<tr>
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<tr>
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<thead>
<tr>
<th><strong>Weaknesses/Areas of Concern</strong></th>
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<tbody>
<tr>
<td>Not Applicable</td>
<td>N/A</td>
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</table>
### A. Budget

Complete a proposed budget outlining anticipated costs for the duration of the subgrant period.

**Characteristics of a strong response:**
- Outlines complete, realistic, and viable costs for the duration of the grant period.
- All operational costs and major expenditures are accounted for and are realistic.
- There is clear alignment between the budget, budget narrative, and the proposed plan to support educationally disadvantaged students.

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<tr>
<th>Points Possible</th>
<th>15</th>
<th>Points Earned</th>
<th>15</th>
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</table>

**Strengths**

The applicant provided a detailed budget that is aligned with proposed programming and activities represented in the narrative. The budget is reasonable, and the applicant indicated that in order to fully complete the plan laid out in this grant, it will require more than the $1,250,000 that they are requesting. The school will use their own operating budget to fully fund all the necessary components of the plan that will not be covered by the grant. In the budget the applicant clearly delineated what will be covered by the grant and those expenditures covered by the school.

**Weaknesses/Areas of Concern**

No weaknesses noted.

### B. Budget Narrative

Complete a budget narrative explaining anticipated costs for the duration of the subgrant period.

**Characteristics of a strong response:**
- Clearly explains reasonable, well-supported cost assumptions anticipated for the duration of the grant.
- Demonstrates financial viability beyond the expiration of the grant period.
- There is clear alignment between the budget, budget narrative, and the proposed plan to support educationally disadvantaged students.

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<tr>
<th>Points Possible</th>
<th>10</th>
<th>Points Earned</th>
<th>10</th>
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</table>

**Strengths**

The applicant provided a detailed budget narrative that fully described the cost of programming and services that will be covered in the grant. Below are the items that will be covered by the subgrant funds. Contracted Teachers for Enhanced Learning Program (described in section B.3) - $60,000 a year for all 5 years for a total of $300,000. Each year we will contract with 15 educators to provide our students with support through our Enhanced Learning Program. This cost would pay for 15 contracted employees for 4 hours each week **Lost Boys Seminar for all staff**- $8,600 for one year. On August 12, 2020, we will bring in Steph Jensen, from AccuTrain, an expert on educating boys. She will provide a full day training for our whole staff. This training is needed due to the discrepancy in our discipline data that shows that most of our discipline referrals are for boys. This training will be the first step in helping our staff learn how to shift their approach in teaching our male population. All are aligned with the applicant’s goals.

**Weaknesses/Areas of Concern**

No weaknesses noted.
### C. Logic Model

Complete a Logic Model demonstrating how actions and expenditures are expected to lead to specific outcomes.

Characteristics of a strong response:
- Clearly articulates how actions and expenditures are expected to lead to specific outcomes.
- Aligns clearly and directly to the application narrative.

<table>
<thead>
<tr>
<th>Points Possible</th>
<th>5</th>
<th>Points Earned</th>
<th>5</th>
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</table>

**Strengths**

The applicant provided a logic model that is aligned with the SMART goals. The logic model clearly outlines the inputs, outputs and the expected outcomes.

**Weaknesses/Areas of Concern**

No weaknesses noted.

**Budget, Budget Narrative, and Logic Model Total (30 points possible):** 30
## Section V – Competitive Preference Standards

Opening, expanding, or replicating a school in a rural or underserved urban area (i.e. without a high-quality school within fifteen (15) miles).

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<tr>
<th>Points Possible:</th>
<th>3</th>
<th>Points Earned:</th>
<th>0</th>
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</thead>
</table>

**Comments (if applicable)**

The applicant is not requesting Competitive Preference Standards.

Increasing the racial and ethnic diversity in their new, expanded, or replicated school.

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<thead>
<tr>
<th>Points Possible:</th>
<th>3</th>
<th>Points Earned:</th>
<th>0</th>
</tr>
</thead>
</table>

**Comments (if applicable)**

The applicant is not requesting Competitive Preference Standards.

The inclusion of high school (9-12) grade levels.

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<tr>
<th>Points Possible:</th>
<th>3</th>
<th>Points Earned:</th>
<th>0</th>
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</table>

**Comments (if applicable)**

The applicant is not requesting Competitive Preference Standards.

Develop or manage a charter school focused on dropout recovery and academic reentry.

<table>
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<tr>
<th>Points Possible:</th>
<th>3</th>
<th>Points Earned:</th>
<th>0</th>
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</thead>
</table>

**Comments (if applicable)**

The applicant is not requesting Competitive Preference Standards.

### Competitive Preference Standards Total (12 points possible):

0
Section VI – Priority Consideration Status

Currently serve a forty percent (40%) or higher economically disadvantaged population.

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<thead>
<tr>
<th>Status</th>
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<tbody>
<tr>
<td>Comments (if applicable)</td>
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</table>

The applicant is not requesting priority consideration.

<table>
<thead>
<tr>
<th>Status</th>
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<th>No</th>
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<tbody>
<tr>
<td>Comments (if applicable)</td>
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</table>

Economically disadvantaged, English learners, and students with disabilities have proficiency rates higher than the state average for their subgroup.

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<th>Status</th>
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<tr>
<td>Comments (if applicable)</td>
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</table>

The applicant is not requesting priority consideration.

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Comments (if applicable)</td>
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</table>

As evidence of participation in applicable federal programs, have Title I status.

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<thead>
<tr>
<th>Status</th>
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<td>Comments (if applicable)</td>
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The applicant is not requesting priority consideration.

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<tr>
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<tbody>
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<td>Comments (if applicable)</td>
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</table>

Maintained an “A” or “A+NG” SPG, as determined by the NCDPI, and met or exceeded growth, as determined by EVAAS, for three consecutive years prior to the application.

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<thead>
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<th>Status</th>
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<tr>
<td>Comments (if applicable)</td>
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</table>

The applicant is not requesting priority consideration.

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<thead>
<tr>
<th>Status</th>
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<th>No</th>
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<tbody>
<tr>
<td>Comments (if applicable)</td>
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Priority Consideration Status Total (4 standards possible): 0

Section VIII – Certification

Characteristics of a strong response:
- Application is signed and certified.

<table>
<thead>
<tr>
<th>Status</th>
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<th>Incomplete</th>
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<tbody>
<tr>
<td>Comments (if applicable)</td>
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Application is signed and certified.
Summary Ratings

<table>
<thead>
<tr>
<th>General Standards</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section I – Application Contact Information</td>
<td>Complete/Incomplete</td>
</tr>
<tr>
<td>Section II – Assurances</td>
<td>Complete/Incomplete</td>
</tr>
<tr>
<td>Section VIII – Certification</td>
<td>Complete/Incomplete</td>
</tr>
<tr>
<td><strong>Total (all sections must be complete to pass)</strong></td>
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<table>
<thead>
<tr>
<th>Technical Standards</th>
<th>Points Possible</th>
<th>Points Earned</th>
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<tbody>
<tr>
<td>Section III – Application Narrative</td>
<td>70</td>
<td>68</td>
</tr>
<tr>
<td>Section III (D) – Student Transition Plan Not Applicable</td>
<td>Complete/Incomplete</td>
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<tr>
<td>Section IV – Budget, Budget Narrative, and Logic Model</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>Section V – Competitive Preference Standards</td>
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</tr>
<tr>
<td><strong>Total (must receive at least 80 points to pass)</strong></td>
<td>100</td>
<td>98</td>
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<thead>
<tr>
<th>Priority Standards</th>
<th>Standards Possible</th>
<th>Standards Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section VI – Priority Consideration Status</td>
<td>4</td>
<td>0</td>
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</tbody>
</table>

Overall Application Status

In order to pass, the application must (a) achieve a rating of “Pass” for the General Standards and (b) score at least eighty (80) points on the Technical Standards. The Priority Standards will be used to determine priority if there are more eligible applications than available awards.

<table>
<thead>
<tr>
<th>Rating</th>
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<tr>
<td>Pass with Priority</td>
</tr>
<tr>
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<td>Fail</td>
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</tbody>
</table>
North Carolina Advancing Charter Collaboration and Excellence for Student Success (NC ACCESS) Program Subgrant Application Rubric

Applicant: Bradford Prep
Reviewer Name: Darian C. Jones, Ph. D.
Overview of the NC ACCESS Subgrant Program

In 2018, the North Carolina Department of Public Instruction (NCDPI) was awarded a Public Charter Schools Program (CSP) grant from the U.S. Department of Education (USDOE) of approximately $26,600,000. The CSP grant will be used to implement the North Carolina Advancing Charter Collaboration and Excellence for Student Success (NC ACCESS) Program to:

1. Increase the number of educationally disadvantaged students attending high-quality charter schools and expand the number of high-quality charter schools available to educationally disadvantaged students;
2. Develop a cohort of 100 charter school leaders who can develop and demonstrate best practices in serving educationally disadvantaged students; and
3. Broadly disseminate best practices in serving educationally disadvantaged students and foster collaboration in the charter school community and between charter schools and traditional public schools.

The NC ACCESS Program and CSP define educationally disadvantaged students as students who are economically disadvantaged, homeless or unaccompanied youth, English learners, students with disabilities, immigrant students, and migrant students.

The NC ACCESS program has allocated the majority of the CSP funds to advance Priority 1 listed above through school-level subgrants, though subgrant recipients must also demonstrate a desire to share best practices with both charter schools and traditional public schools. For each of the five (5) years of the federal CSP award, the NC ACCESS Program will run a competitive subgrant competition and award subgrants to North Carolina charter schools that propose a comprehensive plan to increase the number of educationally disadvantaged students attending high quality charter schools and expand the number of high quality charter schools available to educationally disadvantaged students.

Ratings and Criteria

The NC ACCESS Subgrant Program is a competitive application process designed to award funding for schools that propose to serve an increased number of educationally disadvantaged students. Each subgrant application will be reviewed by a team of NC ACCESS Program team members and external evaluators. All evaluations will be considered, and a recommendation will be made to the Charter School Advisory Board (CSAB). The CSAB will take all recommendations, application reviews, and due diligence into account and make a recommendation for the approval of subgrants to the State Board of Education (State Board). The State Board will determine the final approval of all subgrant awards.

A subgrant application that merits a recommendation for approval should present a clear, realistic picture of how the school expects to successfully implement the proposed plans to increase the number of educationally disadvantaged students attending high quality charter schools and expand the number of high quality charter schools available to educationally disadvantaged students. In addition to meeting the criteria that are specific to each section, each part of the proposal should align with the overall mission, budget, and goals of the application and NC ACCESS Program.

Recommendations for approval or denial will be based on the completed application which includes school information, signed assurances, enrollment projections, application narrative, budget, budget narrative, logic model, and appendices. The enrollment projections, application narrative, budget, budget
narrative, and logic model are scored out of a possible one hundred (100) points. Applicants must score at least eighty (80) points to meet the standard.

Applications that do not meet standard in all sections as evidenced by the summary review ratings will be deemed not ready for approval.

Instructions for Reviewers

Reviewers should complete each rubric section based on the evidence provided in the application. There are seven (7) total rating sections to complete:

I. Applicant Contact Information
II. Signed Assurances
III. Application Narrative (70 points possible)
   a. Enrollment Projections (10 points)
   b. Education Plan (30 points)
   c. Operations Plan (30 points)
   d. If applicable, a school closure plan (check for completeness)
IV. Budget, Budget Narrative, and Logic Model (30 points possible)
   a. Budget (15 points)
   b. Budget Narrative (10 points)
   c. Logic Model (5 points)
V. Competitive Preference Standards (optional; up to 12 points possible)
VI. Priority Consideration Status (optional; up to 4 standards possible)
VII. Certification
VIII. Appendices (there is no scoring associated with section VII; information will supplement sections III, IV, V, and VI)

Please note that there may be appendices to support information provided in the above sections. When evaluating an application, reviewers should both rate each section and provide comments, if applicable. Reviewers should look for responses that reflect a thorough understanding of key issues and barriers for educationally disadvantaged students. Responses should clearly align with the mission, goals, and budget of the proposed plan. Each response should include specific and accurate information that shows thorough preparation and understanding of school operations and serving educationally disadvantaged students. Reviewers should use objective language and complete sentences in their comments on the strengths and weaknesses/areas of concern of each section of the application. The comments and evidence provided are as significant as the rating. Below are examples of specific and detailed comments:

Strengths of the application:
- “The plan aligns with the overall mission and goals because…”
- “The education and discipline plans are research based and proven effective with the targeted population of students because…”
- “The lunch program is comparable to the National School Lunch Program and will support an educationally disadvantaged population by…”
- “The marketing plan clearly outlines how the school will recruit and enroll a higher educationally disadvantaged population by…”
- “The budget uses sound assumptions and is consistent with the goals of the proposed plan.”

Weaknesses/areas of concern of the application:
• “The curriculum and school calendar do not align with the mission and goals because . . .”
• “The discipline plan does not include provisions for students with disabilities.”
• “The budget assumptions include the unallowable use of funds for construction.”
• “The plan proposes two buses, but there is no accompanying line item in the budget that allocates funds for purchasing buses.”

Once all seven (7) rating sections are scored individually, the evaluator should complete the summary ratings page with all final ratings and scores. In order to pass the review, applicants must (a) meet all criteria in sections (I), (II), and (VII); and (b) score at least eighty (80) combined points between sections (III), (IV), and (V). Section (VI) will be used to determine priority if there are more eligible applications than subgrant awards. The CSAB will make a final recommendation to the State Board on subgrant awards. The State Board will determine the final approval of all subgrant awards.

*Please remember that all documents, including your individual review, will be available to the public.*
## Application Scoring Rubric

### Section I – Application Contact Information

Characteristics of a strong response:
- All applicant contact information is complete and accurate.

<table>
<thead>
<tr>
<th>Status</th>
<th>Complete</th>
<th>Incomplete</th>
</tr>
</thead>
</table>

Comments (if applicable)

Applicant contact information is complete and accurate.

### Section II – Assurances

Characteristics of a strong response:
- Assurances are signed.

<table>
<thead>
<tr>
<th>Status</th>
<th>Complete</th>
<th>Incomplete</th>
</tr>
</thead>
</table>

Comments (if applicable)

Assurances are signed.
## Section III – Application Narrative

### A. Enrollment Projections

**A.1 Explain the rationale behind the projected enrollment figures; specifically, how the projected numbers are both ambitious and feasible.**

Characteristics of a strong response:
- Enrollment projections are complete, ambitious, and realistic.
- Enrollment projections demonstrate a significant increase of educationally disadvantaged students, including economically disadvantaged, homeless or unaccompanied youth, English learners, students with disabilities, immigrant students, and migrant students.

<table>
<thead>
<tr>
<th>Points Possible:</th>
<th>5</th>
<th>Points Earned:</th>
<th>3</th>
</tr>
</thead>
</table>

**Strengths**

The plan indicates a realistic growth plan from 26% - 40% over the duration of the grant in the ED population. The plan specifies breakdown aimed at ED and ELL population growth.

**Weaknesses/Areas of Concern**

The plan while realistic is not ambitious, and at the end does not equal or exceed the LEA ED percentage or even the identified nearest school.

### A.2 Describe how the school plans to implement a weighted lottery.

Characteristics of a strong response:
- Clear description of the process and mechanism for implementing a weighted lottery.
- Clearly articulated subgroup category weights and/or enrollment percentage goals.
- Rationale for the applied weights are reasonable and justified.

<table>
<thead>
<tr>
<th>Points Possible:</th>
<th>5</th>
<th>Points Earned:</th>
<th>3</th>
</tr>
</thead>
</table>

**Strengths**

The plan provides for a 2x weight for ED and ELL students.

**Weaknesses/Areas of Concern**

The plan is unclear on justification for this weight, the process, and how they will identify students eligible.
Section III – Application Narrative (cont.)

### B. Education Plan

**B.1 Provide a General Education Provision Act (GEPA) statement demonstrating how the school has or will eliminate any and all barriers to enrollment for educationally disadvantaged students.**

Characteristics of a strong response:
- Statement clearly articulates the school’s desire and plan to eliminate any and all barriers to enrollment for all students, especially educationally disadvantaged students.

<table>
<thead>
<tr>
<th>Points Possible:</th>
<th>2</th>
<th>Points Earned:</th>
<th>1</th>
</tr>
</thead>
</table>

**Strengths**

The plan addresses the funds used prior to offset some of the barriers to support ED students.

**Weaknesses/Areas of Concern**

The plan does not specifically list or address barriers they face with their student population, and specifically how they will be removed.

### B.2 Provide at least three (3) school-specific subgrant program goals. Subgrant goals must be SMART (specific, measurable, achievable, rigorous, and time-bound).

Characteristics of a strong response:
- All goals are specific, measurable, achievable, rigorous, and time-bound.
- Goals are aligned to the NC ACCESS Program and activities in the subgrant application.

<table>
<thead>
<tr>
<th>Points Possible:</th>
<th>3</th>
<th>Points Earned:</th>
<th>2</th>
</tr>
</thead>
</table>

**Strengths**

The plan provides 3 specific goals, 1, 4, and 5 that reflect an intentionality with the ED population.

**Weaknesses/Areas of Concern**

Goal one does not show the comparative data mentioned for an analysis. Diversity training and purchasing a bus alone are not goals.

### B.3 Describe how the school’s academic program is or will be specifically tailored to meet the needs of educationally disadvantaged students. Include specific strategies the charter school currently uses or plans to use to serve educationally disadvantaged students.

Characteristics of a strong response:
- Clear and comprehensive description of the strategies being utilized to serve educationally disadvantaged students, especially intervention, differentiation, and support services.
- A robust and quality curriculum overview, supported by research, with a plan for implementation.
- Evidence the proposed academic plan will be appropriate and effective for growing all students while at the same time closing achievement gaps.

<table>
<thead>
<tr>
<th>Points Possible:</th>
<th>10</th>
<th>Points Earned:</th>
<th>7</th>
</tr>
</thead>
</table>

**Strengths**

The plan proposes to use grant funding to extend mental health resources, specifically, for young men. The plan proposes to use grant funding to extend middle school to one to one funding. The plan proposes to extend brain based learning supports and training.
The plan provides description of services, but lacks the clarity in how this is implemented.  

B.4 Explain how the charter school’s education plan compares to or differs from that of the local LEA(s).

Characteristics of a strong response:
• Clear articulation of the services and programs offered by the school that are similar and/or different from offerings in the local LEA.

<table>
<thead>
<tr>
<th>Points Possible:</th>
<th>5</th>
<th>Points Earned:</th>
<th>5</th>
</tr>
</thead>
</table>

The plan delineates the difference in curriculum between the LEA and the school. The plan highlights a key program, ENRICH, that is different than the LEA.

No weaknesses noted.

B.5 Describe the school’s discipline and school climate philosophy and how it supports the development of educationally disadvantaged students.

Characteristics of a strong response:
• A clear vision for school culture or climate that will promote a positive and supportive academic environment and is inclusive for a diverse student body.
• Coherent plan for creating and/or sustaining the intended culture for students, teachers, administrators, and parents.
• Discipline plan that has clear policies and procedures and has thoughtful consideration of the needs and rights of educationally disadvantaged students, especially students with disabilities.

<table>
<thead>
<tr>
<th>Points Possible:</th>
<th>5</th>
<th>Points Earned:</th>
<th>4</th>
</tr>
</thead>
</table>

The plan highlights a description of the Bradford Way and the support structures around creating it. The plan provides the research around the work in the Appendix (E.4)

The plans lack specificity around an understanding of how different practices will shift the data around discipline.

B.6 Describe how the school’s calendar supports the development of educationally disadvantaged students.

Characteristics of a strong response:
• Calendar and schedule support implementation of the academic plan, including supporting the development of educationally disadvantaged students and aligning with the mission, vision, and goals of the school.

<table>
<thead>
<tr>
<th>Points Possible:</th>
<th>5</th>
<th>Points Earned:</th>
<th>4</th>
</tr>
</thead>
</table>
The plan addresses the extended school day on a traditional calendar. The plan indicates an extra month of school for new students and ED students who might need it before the school year starts.

<table>
<thead>
<tr>
<th>Weaknesses/Areas of Concern</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>The plan lacks clarity on the alignment between the extended day and summer camp, and its intended impact on achievement or engagement of ED students. The plan does not distinguish itself as uniquely different as the LEA calendar and offerings.</td>
<td>12</td>
</tr>
</tbody>
</table>
## Section III – Application Narrative (cont.)

### C. Operations Plan

**C.1** Detail any partnerships the charter school maintains or plans to develop to support educationally disadvantaged students, including a description of the roles and responsibilities of the applicant, partner organizations, and CMO/EMO, including the administrative and contractual roles and responsibilities of such partners.

Characteristics of a strong response:
- Clear delineation of roles and responsibilities between the school and CMO/EMO.
- Articulation of budgetary and decision-making autonomy of the board or directors.
- Evidence of contractual agreements provided in appendix A.

<table>
<thead>
<tr>
<th>Points Possible:</th>
<th>2</th>
<th>Points Earned:</th>
<th>2</th>
</tr>
</thead>
</table>

**Strengths**

The plan indicates several partnerships YBLA, New Teacher Support Program and others. The plan provides contractual supports in appendix A.

**Weaknesses/Areas of Concern**

Given the population, the plan should articulate how these partnerships align with the ED population.

---

**C.2** Describe how the school’s staffing structure, capacity, and diversity will be sufficient to meet the needs of all students, particularly educationally disadvantaged students.

Characteristics of a strong response:
- Staffing levels for each year are robust and aligned with the educational program and conducive to the school’s success.
- There is clear capacity to support the specialized needs of students, particularly students with disabilities and English learners.
- Comprehensive plan to support student’s non-academic needs, including through counselors, behavior specialists, psychologists, etc.
- Clear plan to recruit, retain, and support a diverse teaching staff.

<table>
<thead>
<tr>
<th>Points Possible:</th>
<th>3</th>
<th>Points Earned:</th>
<th>2</th>
</tr>
</thead>
</table>

**Strengths**

The staffing plan is robust and not far from mirroring some of the diversity of the students. The staffing plan reflects proportionality to the needs of the ED/ELL/Special Needs students.

**Weaknesses/Areas of Concern**

The plan does not address the recruitment, retention and support for a diverse staff.
C.3 Describe the school’s marketing and recruiting plan, with an emphasis on strategies to provide outreach to the families of educationally disadvantaged students, including efforts to overcome any potential language barriers.

Characteristics of a strong response:
- Compelling student outreach plan that includes community, family, and student involvement, and that is realistic and likely to foster student retention and community support.
- Emphasis on strategies that will provide equal access to educationally disadvantaged students.

<table>
<thead>
<tr>
<th>Points Possible: 5</th>
<th>Points Earned: 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strengths</td>
<td></td>
</tr>
</tbody>
</table>

The plan proposes hiring a family engagement coordinator dedicated to working with and being the liaison for the ED/EL student population. The plan indicates that marketing and recruitment materials will be available in Spanish. The plan indicates 5 staff with a second language will be available to support translation services.

<table>
<thead>
<tr>
<th>Weaknesses/Areas of Concern</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>No weaknesses noted.</td>
<td>N/A</td>
</tr>
</tbody>
</table>

C.4 Describe how the school currently does or will provide a transportation plan that accommodates and supports educationally disadvantaged students.

Characteristics of a strong response:
- Clear description of transportation plan that includes anticipated routes, extracurricular activities, before- and after-school care, etc.
- Description of how the school will arrange transportation for special needs students where necessary.
- Clear articulation of how the proposed plan will eliminate transportation barriers for educationally disadvantaged students.

<table>
<thead>
<tr>
<th>Points Possible: 5</th>
<th>Points Earned: 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strengths</td>
<td></td>
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</table>

The plan explains why contractor services vs purchasing a bus and sets up a timeline to do so. The plan includes a contract for contracted services and development of cluster sites (4-5), including one at the light-rail.

<table>
<thead>
<tr>
<th>Weaknesses/Areas of Concern</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>The plan does not mention extra-curricular activities or before and after-school care.</td>
<td>13</td>
</tr>
</tbody>
</table>

C.5 Describe how the school currently does or will provide a school lunch plan that accommodates and supports educationally disadvantaged students. Provide information about participation in the National School Lunch Program or a comparable, comprehensive lunch program.

Characteristics of a strong response:
- A clear description of how the school will offer food service to all students, adhering to all nutritional guidelines.
- Specific strategies to ensure educationally disadvantaged students receive daily meals and are not identifiable as qualifying for free or reduced-price lunch.
- A plan to collect free and reduced-price lunch information, including procedures to receive reimbursement.

<table>
<thead>
<tr>
<th>Points Possible: 5</th>
<th>Points Earned: 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strengths</td>
<td></td>
</tr>
</tbody>
</table>
The plan indicates that in 2020-2021 all students (ED) will be able to get a hot lunch for free. A plan is in place with vendors and contractors for reduced or free meals for students in need.

<table>
<thead>
<tr>
<th>Weaknesses/Areas of Concern</th>
<th>Page</th>
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</thead>
<tbody>
<tr>
<td>It is unclear if the plan increases a barrier in self-reporting or ignores it. More clarification is required in detailing the schools’ role in ensuring that every child eats no matter what the parent reports, in such a way that the food is not distinguishing who paid and who did not.</td>
<td>14</td>
</tr>
</tbody>
</table>

C.6 Describe how the school’s professional development plan supports and is tailored to the development of educationally disadvantaged students.

Characteristics of a strong response:
- Professional development standards, opportunities, leadership, and calendar/scheduling effectively support the education program and are likely to maximize success in improving student achievement, particularly for educationally disadvantaged students.
- Thoughtful plan for professional development in the areas of special education, English learners, and serving low-income students, including implementation of IEP’s or personalized learning plans, discipline, and communication with families.

<table>
<thead>
<tr>
<th>Points Possible:</th>
<th>5</th>
<th>Points Earned:</th>
<th>4</th>
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</table>

Strengths

The PD plan is comprehensive and detailed and includes all staff members. The PD is aligned with touch points for the identified subgroups within the grant. The budget is reflective that PD is a priority in school.

<table>
<thead>
<tr>
<th>Weaknesses/Areas of Concern</th>
<th>Page</th>
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</thead>
<tbody>
<tr>
<td>Scheduling and alignment of the calendar and how it is used to support PD and students is not clear.</td>
<td>14-15</td>
</tr>
</tbody>
</table>

C.7 Describe the school’s plan to engage families and implement a parent/community advisory council.

Characteristics of a strong response:
- Clear plan for informing and educating parents on school policies, procedures, and programming.
- A sound and compelling plan for engaging parents and community partners in the design and life of the school through the advisory council, including recruitment strategies, duties, and authority.

<table>
<thead>
<tr>
<th>Points Possible:</th>
<th>5</th>
<th>Points Earned:</th>
<th>4</th>
</tr>
</thead>
</table>

Strengths

The plan indicates the school presently has a PACK and an ENRICH committee.

<table>
<thead>
<tr>
<th>Weaknesses/Areas of Concern</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>The plan is not clear on recruitment and engagement of ED parents as representation for these groups.</td>
<td>15</td>
</tr>
</tbody>
</table>

Application Narrative Total (70 points possible): 53
**Section III – Application Narrative (cont.)**

<table>
<thead>
<tr>
<th>D. Student Transition Planning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outline the proposed Student Transition Committee and Student Transition Plan.</td>
</tr>
<tr>
<td>Characteristics of a strong response:</td>
</tr>
<tr>
<td>• Clear and specific plan to recruit, develop, and retain a Student Transition Committee.</td>
</tr>
<tr>
<td>• Comprehensive Student Transition Plan that outlines timelines, communication strategies, clear transition and closure plans, and strategies for informing families of their options.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Status:</th>
<th>Complete</th>
<th>Incomplete</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strengths</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not applicable.</td>
<td></td>
<td>N/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Weaknesses/Areas of Concern</strong></th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not applicable.</td>
<td>N/A</td>
</tr>
</tbody>
</table>
Section IV – Budget, Budget Narrative, and Logic Model

### A. Budget

Complete a proposed budget outlining anticipated costs for the duration of the subgrant period.

**Characteristics of a strong response:**
- Outlines complete, realistic, and viable costs for the duration of the grant period.
- All operational costs and major expenditures are accounted for and are realistic.
- There is clear alignment between the budget, budget narrative, and the proposed plan to support educationally disadvantaged students.

<table>
<thead>
<tr>
<th>Points Possible:</th>
<th>15</th>
<th>Points Earned:</th>
<th>13</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strengths</strong></td>
<td></td>
<td><strong>Page</strong></td>
<td></td>
</tr>
<tr>
<td>There is clear alignment between the budget, budget narrative, and the plan to support ED students.</td>
<td>17</td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Weaknesses/Areas of Concern</strong></th>
<th><strong>Page</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>The plan provides that much of the cost of the expenditures will be covered out of the school’s operating budget, but is not clear on what or how and what is the plan if the school cannot meet its proportion. It is clear on what portion the subgrant is responsible, but because it exceeds the total expenditures additional details should be provided.</td>
<td>17</td>
</tr>
</tbody>
</table>

### B. Budget Narrative

Complete a budget narrative explaining anticipated costs for the duration of the subgrant period.

**Characteristics of a strong response:**
- Clearly explains reasonable, well-supported cost assumptions anticipated for the duration of the grant.
- Demonstrates financial viability beyond the expiration of the grant period.
- There is clear alignment between the budget, budget narrative, and the proposed plan to support educationally disadvantaged students.

<table>
<thead>
<tr>
<th>Points Possible:</th>
<th>10</th>
<th>Points Earned:</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strengths</strong></td>
<td></td>
<td><strong>Page</strong></td>
<td></td>
</tr>
<tr>
<td>Budget narrative is comprehensive, clear, and aligned as to the plan and expenditures. The plan indicates the sustainability model is based on “train the trainer” after the grant ends.</td>
<td>17</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Weaknesses/Areas of Concern</strong></th>
<th><strong>Page</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>The total expenses exceed the requested award amount and this raises a concern as further detail and clarity is not provided in the event the school does not have its portion.</td>
<td>17</td>
</tr>
</tbody>
</table>

### C. Logic Model

Complete a Logic Model demonstrating how actions and expenditures are expected to lead to specific outcomes.

**Characteristics of a strong response:**
- Clearly articulates how actions and expenditures are expected to lead to specific outcomes.
- Aligns clearly and directly to the application narrative.

<table>
<thead>
<tr>
<th>Points Possible:</th>
<th>5</th>
<th>Points Earned:</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strengths</strong></td>
<td></td>
<td><strong>Page</strong></td>
<td></td>
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</tbody>
</table>

14
<table>
<thead>
<tr>
<th>Weaknesses/Areas of Concern</th>
<th>Page</th>
</tr>
</thead>
</table>

**Budget, Budget Narrative, and Logic Model Total (30 points possible):** 27
## Section V – Competitive Preference Standards

<table>
<thead>
<tr>
<th><strong>Opening, expanding, or replicating a school in a rural or underserved urban area (i.e. without a high-quality school within fifteen (15) miles).</strong></th>
<th>Points Possible:</th>
<th>3</th>
<th>Points Earned:</th>
<th>Comments (if applicable)</th>
<th>Page</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Increasing the racial and ethnic diversity in their new, expanded, or replicated school.</strong></th>
<th>Points Possible:</th>
<th>3</th>
<th>Points Earned:</th>
<th>Comments (if applicable)</th>
<th>Page</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>The inclusion of high school (9-12) grade levels.</strong></th>
<th>Points Possible:</th>
<th>3</th>
<th>Points Earned:</th>
<th>Comments (if applicable)</th>
<th>Page</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Develop or manage a charter school focused on dropout recovery and academic reentry.</strong></th>
<th>Points Possible:</th>
<th>3</th>
<th>Points Earned:</th>
<th>Comments (if applicable)</th>
<th>Page</th>
</tr>
</thead>
</table>

| **Competitive Preference Standards Total (12 points possible):** | 0 |
### Section VI – Priority Consideration Status

<table>
<thead>
<tr>
<th>Currently serve a forty percent (40%) or higher economically disadvantaged population.</th>
<th>Yes □</th>
<th>No □</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comments (if applicable)</td>
<td>Page</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Economically disadvantaged, English learners, and students with disabilities have proficiency rates higher than the state average for their subgroup.</th>
<th>Yes X</th>
<th>No □</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comments (if applicable)</td>
<td>Page</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>As evidence of participation in applicable federal programs, have Title I status.</th>
<th>Yes □</th>
<th>No □</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comments (if applicable)</td>
<td>Page</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Maintained an “A” or “A+NG” SPG, as determined by the NCDPI, and met or exceeded growth, as determined by EVAAS, for three consecutive years prior to the application.</th>
<th>Yes □</th>
<th>No □</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comments (if applicable)</td>
<td>Page</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Priority Consideration Status Total (<em>4 standards possible</em>):</th>
<th>1</th>
</tr>
</thead>
</table>

### Section VIII – Certification

Characteristics of a strong response:
- Application is signed and certified.

<table>
<thead>
<tr>
<th>Status:</th>
<th>Complete X</th>
<th>Incomplete □</th>
</tr>
</thead>
</table>

| Comments (if applicable) |
|---|---|

Application is signed and certified.
Summary Ratings

<table>
<thead>
<tr>
<th>General Standards</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section I – Application Contact Information</td>
<td>Complete</td>
</tr>
<tr>
<td>Section II – Assurances</td>
<td>Complete</td>
</tr>
<tr>
<td>Section VIII – Certification</td>
<td>Complete</td>
</tr>
<tr>
<td><strong>Total (all sections must be complete to pass)</strong></td>
<td>Pass</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Technical Standards</th>
<th>Points Possible</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section III – Application Narrative</td>
<td>70</td>
<td>53</td>
</tr>
<tr>
<td>Section III (D) – Student Transition Plan</td>
<td>Complete</td>
<td></td>
</tr>
<tr>
<td>Section IV – Budget, Budget Narrative, and Logic Model</td>
<td>30</td>
<td>27</td>
</tr>
<tr>
<td>Section V – Competitive Preference Standards</td>
<td>Up to 12</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total (must receive at least 80 points to pass)</strong></td>
<td>100</td>
<td>80</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Priority Standards</th>
<th>Standards Possible</th>
<th>Standards Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section VI – Priority Consideration Status</td>
<td>4</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Overall Application Status</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>In order to pass, the application must (a) achieve a rating of “Pass” for the General Standards and (b) score at least eighty (80) points on the Technical Standards. The Priority Standards will be used to determine priority if there are more eligible applications than available awards.</td>
<td>Pass with Priority</td>
</tr>
</tbody>
</table>

Bradford Prep