

**U.S. Department of Education**  
**Washington, D.C. 20202-5335**

**APPLICATION FOR GRANTS**  
**UNDER THE**

**FY20 CSP Grants to Developers for the Replication & Expansion of New Charter Schools**

**CFDA # 84.282E**

**PR/Award # S282E200003**

**Grants.gov Tracking#: GRANT13148553**

OMB No. 1894-0006, Expiration Date: 01/31/2021

Closing Date: Jun 19, 2020

PR/Award # S282E200003

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

**Application for Federal Assistance SF-424**

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
--	--	--

* 3. Date Received: <input type="text" value="06/18/2020"/>	4. Applicant Identifier: <input type="text"/>
--	--

5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
--	---

**State Use Only:**

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text" value="New Jersey"/>
---	--

**8. APPLICANT INFORMATION:**

\* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="REDACTED"/>	* c. Organizational DUNS: <input type="text" value="REDACTED"/>
--	--

**d. Address:**

* Street1:	<input type="text" value="1 Romar Avenue"/>
Street2:	<input type="text"/>
* City:	<input type="text" value="Jersey City"/>
County/Parish:	<input type="text"/>
* State:	<input type="text" value="NJ: New Jersey"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="073051059"/>

**e. Organizational Unit:**

Department Name: <input type="text"/>	Division Name: <input type="text"/>
--	--

**f. Name and contact information of person to be contacted on matters involving this application:**

Prefix: <input type="text"/>	* First Name: <input type="text" value="Richard"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Pressler"/>	
Suffix: <input type="text"/>	

Title:

Organizational Affiliation:

* Telephone Number: <input type="text" value="REDACTED"/>	Fax Number: <input type="text" value="REDACTED"/>
---	---

\* Email:

**Application for Federal Assistance SF-424**

**\* 9. Type of Applicant 1: Select Applicant Type:**

G: Independent School District

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

**\* 10. Name of Federal Agency:**

Department of Education

**11. Catalog of Federal Domestic Assistance Number:**

84.282

CFDA Title:

Charter Schools

**\* 12. Funding Opportunity Number:**

ED-GRANTS-052220-002

\* Title:

Office of Elementary and Secondary Education (OESE): Expanding Opportunity Through Quality Charter Schools Program (CSP): Grants to Charter School Developers for the Replication and expansion of High-Quality Charter Schools CFDA Number 84.282E

**13. Competition Identification Number:**

84-282E2020-1

Title:

84.282E - CSP Grants to Developers for Replication & Expansion of High-Quality Charter Schools FY20

**14. Areas Affected by Project (Cities, Counties, States, etc.):**

Add Attachment

Delete Attachment

View Attachment

**\* 15. Descriptive Title of Applicant's Project:**

The Soaring Heights Charter School Expansion Plan

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

**Application for Federal Assistance SF-424**

**16. Congressional Districts Of:**

\* a. Applicant

\* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

**17. Proposed Project:**

\* a. Start Date:

\* b. End Date:

**18. Estimated Funding (\$):**



**\* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

**\* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes  No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

**21. \*By signing this application, I certify (1) to the statements contained in the list of certifications\*\* and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances\*\* and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

\*\* I AGREE

\*\* The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

**Authorized Representative:**

Prefix:  \* First Name:

Middle Name:

\* Last Name:

Suffix:

\* Title:

\* Telephone Number:  Fax Number:

\* Email:

\* Signature of Authorized Representative:  \* Date Signed:

**U.S. DEPARTMENT OF EDUCATION  
BUDGET INFORMATION  
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008  
Expiration Date: 08/31/2020

Name of Institution/Organization

Soaring Heights Charter School

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY  
U.S. DEPARTMENT OF EDUCATION FUNDS**

**\*Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government?  Yes  No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From:  To:  (mm/dd/yyyy)

Approving Federal agency:  ED  Other (please specify):

The Indirect Cost Rate is %.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC?  Yes  No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?

Yes  No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? Or,  Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.  
PR/Award # S282E200003

Name of Institution/Organization

Soaring Heights Charter School

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION B - BUDGET SUMMARY  
NON-FEDERAL FUNDS**

**SECTION C - BUDGET NARRATIVE (see instructions)**

ED 524

**NOTICE TO ALL APPLICANTS**

OMB Number: 1894-0005  
Expiration Date: 04/30/2020

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

**To Whom Does This Provision Apply?**

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

**What Does This Provision Require?**

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

**What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?**

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.
- (4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

**Estimated Burden Statement for GEPA Requirements**

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email [ICDocketMgr@ed.gov](mailto:ICDocketMgr@ed.gov) and reference the OMB Control Number 1894-0005.

**Optional - You may attach 1 file to this page.**

	Add Attachment	Delete Attachment	View Attachment
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## CERTIFICATION REGARDING LOBBYING

### Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

### Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

<b>* APPLICANT'S ORGANIZATION</b> Soaring Heights Charter School	
<b>* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE</b>	
Prefix: Mr.	* First Name: Richard Middle Name:
* Last Name: Pressler	Suffix:
* Title: Project Manager	
<b>* SIGNATURE:</b> [REDACTED]	<b>* DATE:</b> 06/18/2020

**U.S. DEPARTMENT OF EDUCATION  
SUPPLEMENTAL INFORMATION  
FOR THE SF-424**

**1. Project Director:**

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
	Richard		Pressler	

Address:

Street1:	1 Romar Avenue
Street2:	
City:	Jersey City
County:	New Jersey
State:	NJ: New Jersey
Zip Code:	07305-1059
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)

Email Address:

--

**2. Novice Applicant:**

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

Yes  No  Not applicable to this program

**3. Human Subjects Research:**

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

Yes  No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #:  1  2  3  4  5  6

No Provide Assurance #, if available:

--

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

	Add Attachment	Delete Attachment	View Attachment
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## Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

---

## You may now Close the Form

**You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.**

\* Attachment:

# Abstract

## Project Objectives and Activities

The Soaring Heights Charter School Expansion Project has one overarching goal with four related objectives:

- Goal: Increase opportunities for Jersey City students to attend a high-quality public charter school by doubling the school's enrollment to 500 students while maintaining the excellence of its program and the high levels of student academic achievement.
- Objective 1: Build capacity of faculty and staff to meet the needs of a larger student body—in advance of expansion.
- Objective 2: Secure a new, larger facility that meets the needs of student and staff for a safe, secure, and joyful school environment.
- Objective 3: Maintain the positive school culture that has led to strong retention of students and staff, as well as academic excellence.
- Objective 4: Secure the long term sustainability of the school through careful planning and use of resources.

## Activities

The school will accomplish this through several key activities (the detailed project plan is provided in the Program Narrative):

- Complete the codification and development of the school's comprehensive teacher development program.
- Recruit, hire, train, and mentor new teachers for at least a full year before assigning them their own classrooms in the expanded school.

- Work with the Jersey City Redevelopment Authority, local officials, and developers to secure a new site in the redevelopment project located in an Opportunity Zone on Garfield Ave.
- Develop a communications plan to effectively engage the Jersey City community in the development of the school’s new site and to recruit additional students who represent the diversity of the entire city.
- Equip and furnish the new site by June, 2022, to secure all approvals in preparation for occupancy in September, 2022.
- Facilitate the transition to the new site during the summer of July – August, 2022.
- Celebrate the new home of Soaring Heights Charter School!

## Proposed Project Outcomes

The ultimate outcome of the Soaring Height Charter School Expansion Project is to replicate the school’s current high level of academic achievement for the expanded school’s 500 students (grades Pre-K through 8)—nearly twice the number the school currently serves. Because the school serves approximately 50% educationally or economically disadvantaged students, this will have a significant impact on broader efforts to ensure equitable access to a free, high-quality public school education for all Jersey City students.

All 500 students will be served in one site: 900 Garfield Ave., Jersey City, NJ, located in Census Tract 340170045003000.

A secondary outcome may result from broader impacts on educational practices, throughout New Jersey and beyond, though the codification and dissemination of the school’s practices in the areas of teacher development and student support.

## Project Narrative File(s)

---

\* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

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To add more Project Narrative File attachments, please use the attachment buttons below.

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

[View Optional Project Narrative File](#)



**Soaring Heights Charter School**  
**CSP Expansion Grant Application**

**CFDA 84.282E**

**Program Narrative**

Submitted June 18, 2020  
By Soaring Heights Charter School  
1 Romar Ave.  
Jersey City, NJ 07305

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## Introduction

All students deserve a high-quality public education, regardless of where they live. Soaring Heights Charter School (SHCS) has been providing just such an education for hundreds of Kindergarten through 8<sup>th</sup> grade students in Jersey City, NJ, since 1997. Based on its success, the New Jersey Department of Education in 2015 approved Soaring Heights to expand from its original maximum of 250 students to 500. The school has also been approved to add a preschool by the Office of Charter Schools and the New Jersey Office of Early Childhood.

The approval of SHCS's expansion was based on the exemplary performance of SHCS students, as well as the school's demonstrated ability to provide an innovative and effective education to a diverse group of students, many of whom are considered low income or otherwise at risk. The school also has a distinguished record of innovative practices in teacher development that is integral to its success.

Soaring Heights has been designated a Tier 1 school by the NJDOE—the state's highest charter school rating—and has been recognized by the US Department of Education as an ESEA Distinguished School, one of only 100 across the nation in 2018. In that same year SHCS earned recognition for Best Practices for Shared Leadership from the NJDOE Office of Charter and Renaissance Schools. The school has consistently outperformed the local school district, NJ charter schools, and the average for the State of New Jersey on state-mandated tests for more than ten years, currently by more than 25 percentage points in ELA and Math proficiency.

This grant proposal is seeking financial assistance to support the expansion of Soaring Heights Charter School from 269 students to 500 students, and to help facilitate the school's

continued program development as it completes a planned move to a new, larger facility that will accommodate its larger student community. The school is also planning to add its approved pre-K once it has sufficient space.

This expansion of Soaring Heights comes after many years of program refinement that has set the stage for the scaling up of its program to substantially increase its impact on student outcomes in Jersey City. The school has assembled a detailed plan to ensure that its remarkable level of student outcomes are sustained throughout the expansion process, and that the school continues to serve an ethnically and racially diverse group of urban students that includes a substantial percentage of economically disadvantaged students, as well as students with special needs.

The following program narrative follows the sequence of sections as listed in the application package:

1. Competitive Preference Priorities
2. Selection Criteria
3. Application Requirements

## Competitive Priorities

Soaring Heights Charter School meets three of the five competitive priorities identified for this grant:

**Competitive Priority 2: Opportunity Zone.** The new school site identified in the application is located in an Opportunity Zone. The site is planned for development by the Jersey City Redevelopment Authority.

Address: 900 Garfield Avenue, Jersey City, New Jersey 07304

Census tract: 340170045003000

**Competitive Priority 4: Single School Operator.** Soaring Heights is an independent, single charter school operator, authorized by the State of New Jersey in 1997.

**Competitive Preference Priority 5: New Potential Grantee.** Soaring Heights Charter School has not received a previous CSP grant.

## Selection Criteria

This application addresses grant selection criteria in the order presented in the Federal Register for CDFA 84.282E for expanding schools.

### 1. Quality of Applicant

#### **A High-Quality Charter School**

Soaring Heights Charter School is the epitome of a high-quality charter school, and fits perfectly into the definition of a high-quality charter school found in the Federal Register posting of the CSP grant:

*High-quality charter school means a charter school that— (a) Shows evidence of strong academic results, which may include strong student academic growth, as determined by a*

*State; (b) Has no significant issues in the areas of student safety, financial and operational management, or statutory or regulatory compliance; (c) Has demonstrated success in significantly increasing student academic achievement, including graduation rates where applicable, for all students served by the charter school; and (d) Has demonstrated success in increasing student academic achievement, including graduation rates where applicable, for each of the subgroups of students...*

Each of these elements is addressed within the structure of grant application guidance, below.

### **Academic Achievement Results**

In achieving a Tier 1 rating from the NJ DOE, SHCS has assembled a remarkable record of student achievement across demographic subgroups, for both educationally disadvantaged and non-disadvantaged students. In 2019, SHCS outperformed its comparative school district, Jersey City, by 27 percentage points in Math and 31 percentage points in English Language Arts on the New Jersey Student Learning Assessment. In addition, and in spite of a student demographic with far more at-risk students than the state average, Soaring Heights substantially outperformed the NJ state averages as well--by almost 16 percentage points in Math and 25 percentage points in English Language Arts. This has been consistent throughout the school's history, as seen in the graph below (2015 was the first year of PARCC testing in NJ; subsequent NJSLA results are historically comparable):

Fig. 1. **Soaring Heights Charter School Performance on NJSLA Math 2019**

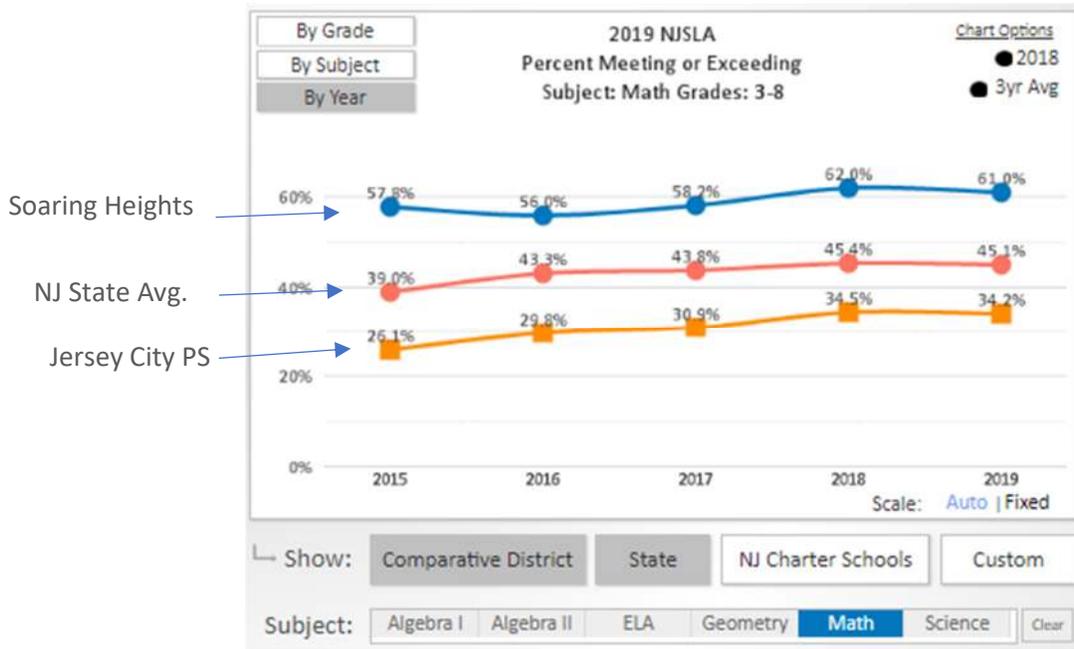
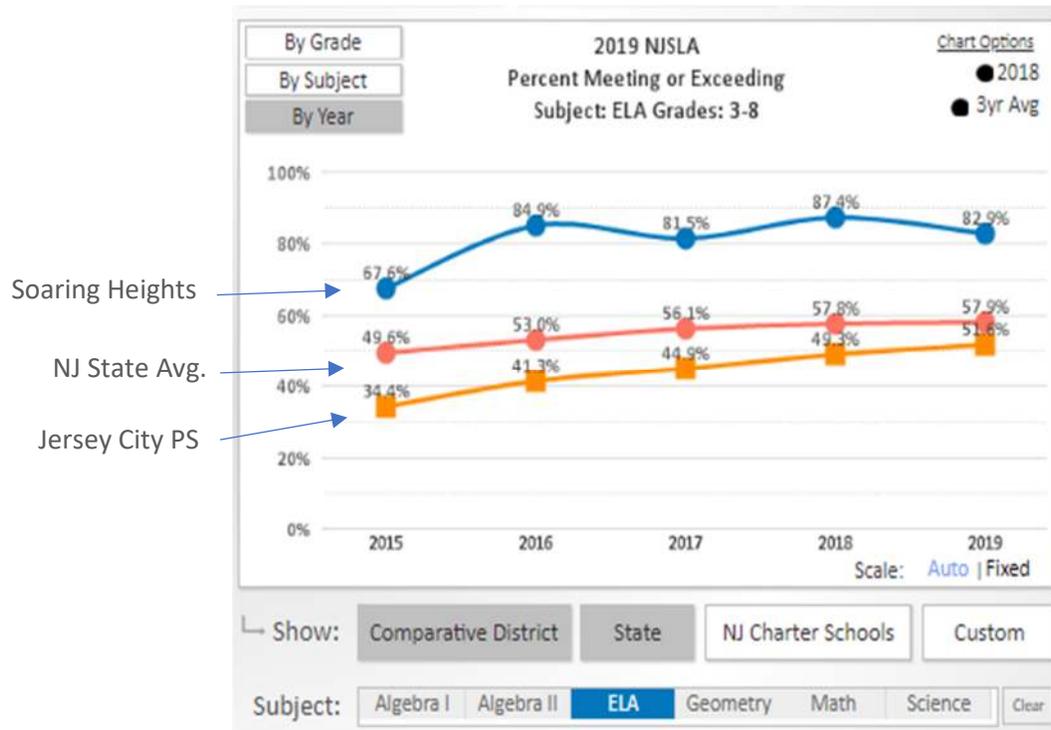


Fig. 2. **Soaring Heights Charter School Performance on NJSLA ELA 2019**



**Attendance and Student Retention Rates**

Soaring Heights Charter School’s students and staff demonstrate excellent attendance and retention, exceeding state averages in all cases.

**Attendance Rate**

The student attendance rate for the 2019 - 2020 school year is currently 97.8% (students have been working online since March). However, this is consistent with the rate for last year, which was 97%. (State average was 93%). In addition, 19.7% of Soaring Heights students achieved perfect attendance this year, while the eighth grade class, in particular, had 39% perfect attendance. Seven students have maintained perfect attendance for at least two straight years.

The staff attendance rate for 2019 - 2020 was 97.7%, consistent with previous years, as well. The New Jersey statewide average for teacher attendance is 92%.

***Retention Rate.***

During the 2019 - 2020 school year, nine students left the school for a mobility rate of 3.3%, leaving a retention rate of 96.7%. Previous years have yielded similar results.

**Academic Growth**

Over the past five years, Soaring Heights has been the top performing charter school in Jersey City three times, and the number two school twice (there are nine charter schools in Jersey City). In spite of its consistently high rates of student proficiency, Soaring Heights continues to show strong growth in student achievement as evidenced by its Student Growth Percentile (SGP) calculated by the NJ Department of Education over the past seven years (50 is the state mean average).

**Fig. 3. Student Growth Percentile 2012 – 2018 (Last Year Available)**



This growth provides strong evidence of Soaring Heights’ ability to significantly increase student academic achievement, even when the baseline *already substantially exceeds local and state averages*.

**Performance of Student Subgroups**

Soaring Heights serves an ethnically diverse student body that mirrors the diversity of its local community. The school could not achieve its high levels of academic success without *all* student subgroups performing well. Subgroup analysis of Soaring Heights’ NJSLA data show consistently high levels of achievement across all ethnic/racial subgroups in the school.

**Fig. 4. 2019 ELA Results on NJ Student Learning Assessment – All Grades**

<b>Subgroup</b>	<b>Number Not Proficient</b>	<b>% Not Proficient</b>	<b>Number Proficient or Advanced Proficient</b>	<b>% Proficient or Advanced Proficient</b>
Male	19	25%	57	75%
Female	10	11%	83	89%
Hispanic	6	23%	20	77%
Asian	9	12%	68	88%
Black	11	20%	43	80%
White	3	25%	9	75%
Not Economically Disadvantaged	11	12%	80	88%
Economically Disadvantaged	19	24%	60	76%
Special Education (IEP)	8	67%	4	33%
General Education (No IEP)	21	13%	136	87%
With 504 Plan	1	50%	1	50%

**Fig. 5. 2019 Math Results on NJ Student Learning Assessment – All Grades**

<b>Subgroup</b>	<b>Number Not Proficient</b>	<b>% Not Proficient</b>	<b>Number Proficient or Advanced Proficient</b>	<b>% Proficient or Advanced Proficient</b>
Male	35	41%	51	59%
Female	34	35%	63	65%
Hispanic	20	59%	14	41%
Asian	19	28%	50	72%
Black	23	41%	33	59%
White	6	40%	9	60%
Not Economically Disadvantaged	34	40%	50	60%
Economically Disadvantaged	32	40%	48	60%
Special Education (IEP)	13	57%	10	43%
General Education (No IEP)	49	37%	84	63%
With 504 Plan	7	28%	18	72%

While this data show substantial consistency between subgroups, the discrepancy between the proficiency rates of special education students (students with IEPs) and general education students stands out. While this is typical of public schools across the country, SHCS is focusing its efforts on bridging this last remaining achievement gap through the expansion project described herein.

The data also suggest a need to examine the performance of Hispanic students on the Math assessment. The school carefully examines the breakdown of student performance by grade; this often provides insights that inform instruction and curriculum development at specific grade levels.

### **School Closures**

Soaring Heights has been in operation since September, 1997. It has been renewed four times. Its charter has never been revoked or placed on probation. It is rated by the New Jersey Department of Education as a Tier 1 school—the Department’s highest rating.

### **Financial or Operational Issues**

Soaring Heights has an exemplary record in student safety, financial management, operations, and compliance. The New Jersey Department of Education’s Charter School Performance Framework sets high standards in all these areas, and Soaring Heights has received a Tier 1 ranking—the state’s highest—since rankings were established.

Like all New Jersey public schools, Soaring Heights completes annual audits in accordance with the New Jersey Public School Audit Program and it has received clean audits with no material findings. (The school’s Annual Audit is provided in the Attachments.) The school’s School Business Administrator, Angelo Vilardi, has been serving the school since 1998, and for much longer in traditional school districts. He has established a sound operational foundation for the school.

Like all Jersey City charter schools, Soaring Heights receives far less funding than the local school district—about 62% of the district per pupil funding in 2019—and it receives no facility aid, so it has had to do more with much, much less. The school has not received an increase in per pupil funding since 2008, in spite the growing costs of doing business. It is a tribute to the school’s efficiency and resourcefulness that it has flourished, creating a dynamic,

joyful learning environment for students, teachers, and families alike, while far outperforming the district averages academically—in spite of receiving far less funding.

### **Measurable Outcomes in Non-Academic Areas**

Soaring Heights is committed to educating the whole student. The school has been a leading innovator in developing social-emotional supports within the school, starting with the training of teachers in Direct Communication and the intentional development of emotional intelligence. The school looks at several metrics to assess outcomes in non-academic areas, including parent satisfaction, school climate, student mental health, civic engagement, and crime prevention.

The most recent parent survey (June 2020) received responses from 88 of 191 families.

The results demonstrate a strong level of parent satisfaction:

- 98.9% believe that Soaring Heights has been a good choice for their children
- 98.9% believe that teachers are committed to helping their child/ren develop academic potential as well as character
- 97.8% believe that parents and teachers work well together
- 100% believe that their child/ren received a good education prior to remote learning
- 98.8% believe that their child/ren received a good education given the limitations due to distance learning

Assessing school culture through data outside of surveys requires combining multiple measures, none of which are authoritative of themselves. Soaring Heights tracks a number of indicators to gauge the student experience, including incidents of violence and vandalism

(reported to the NJDOE through the EVVR system); the school's suspension rate; and harassment/bullying data.

- With the advent of remote online learning during the current pandemic, the school has been monitoring student experiences online--there have been no cyberbullying incidents reported through this period.
- The school recorded a 5% suspension rate for the 2019 - 2020 school year. 73% of suspensions were in-school suspensions.
- No incidents of violence or vandalism were reported on the NJ DOE's EVVR for the 2019 - 2020 school year.

## 2. Quality of Continuation Plan

Soaring Heights was part of the first cohort of charter schools that opened in New Jersey in 1997. For all of its history, and in spite of severe funding disparities facing charter schools, Soaring Heights has thrived academically while maintaining a positive fund balance. It has a demonstrated ability to sustain itself in every way.

To institutionalize an efficient planning and implementation process for its continuation plan, Soaring Heights has established a Growth and Sustainability Initiative dedicated to implementation of the school's expansion plans. Participants include key stakeholders, including administrators, teachers, parents, community members, and public officials. The Committee is coordinated by Rick Pressler, a veteran charter school founder, leader, and consultant who is also coordinating the expansion grant aspects of the project. The Committee will develop a Five-Year Strategic Plan that includes the following elements:

- Goals and Objectives for School Growth
- Strategies to Build Capacity
- Strategies to Improve and Strengthen Academic and Non-Academic Programming
- Strategies to Ensure Fiscal Stability and Long Range Sustainability

At the core of the strategic plan is the school's approved expansion to 500 students and its approval for the creation of a pre-K program. A detailed five-year budget projection that encompasses the growth of the school demonstrates its fiscal sustainability based purely on entitled state, local, and federal school aid. In completing its approved expansion, Soaring Heights will actually accrue a growing fund balance, based purely on entitled state, local, and federal aid (i.e., without the CSP grant). (The Five-Year Projections are provided in the Attachments.) The CSP expansion grant provides supplemental resources needed to help meet the extraordinary investments in building capacity in anticipation of adding enrollment, as well as securing and equipping a new larger facility.

Each of the continuation plan elements is described below.

### **Goals and Objectives**

The ultimate goal of Soaring Heights' expansion is very clear: To increase opportunities for Jersey City students to attend a high-quality public charter school by doubling the school's enrollment to 500 students, while maintaining the excellence of its program and the high levels of student academic achievement.

The impact of placing more than 200 additional Jersey City students in a high performing public school that fosters their social emotional development will be substantial for the students attending, their families, and the communities where they live.

### **Building Capacity prior to Expansion**

By starting the process of recruiting, hiring, training, and mentoring teachers and other instructional staff, student support personnel, and administrative staff prior to student enrollment expansion, Soaring Heights will mitigate the risks associated with growth--it will ensure that new personnel are conversant and acculturated with the school's practices, approaches, and culture. This is significant because several practices, including Direct Communication and the deep introspection undertaken by teachers, are not typical of teacher training programs or other schools.

### **Strategies to Improve and Strengthen Academic and Non-Academic Programming**

As a larger school of 500 students, Soaring Heights will benefit from economies of scale--it will be possible to establish a more hands-on science program, more substantial arts programming, and a stronger technology component integrated into the student's academic life. At the same time, by adding additional support personnel the school will be able to initiate more extensive programming to meet student's non-academic needs in the areas of social-emotional development, extra-curricular activities and programs, and family engagement.

The addition of a pre-K will enable the school to begin its work earlier in the lives of students. An overwhelming body of research indicates that this earlier intervention in the lives of educational disadvantaged students is highly significant.

### **Strategies to Ensure Fiscal Stability and Long Range Sustainability**

Growing the school at this time will create a more efficient and stable financial model, in which fixed costs, such as facilities, will take up a smaller percentage of the overall budget. As demonstrated in the Five-Year Budget Projections, provided in the Attachments in grants.gov, larger enrollments will create an operating surplus, based on estimates of future fixed costs, and without relying on any additional revenue from fundraising. At the same time, the school has traditionally received grants from local grant makers, such as the Simon Foundation, that have supplemented its guaranteed revenue. (However, the projections do not include any grants.)

The New Jersey Charter School Performance Financial Framework provides specific ratios that speak to near term and long term sustainability, including measurements of cash flow, debt, enrollment, and net operating results. Soaring Heights has achieved a Tier 1 rating on the Framework overall from the NJ DOE, scoring among the top schools in the state on the Framework assessment.

Additional signs of long range sustainability include enrollment history and waiting list; Soaring Heights is consistently enrolled at 100% of its capacity in its current building and maintains a substantial waiting list.

### **3. Significance of Contribution in Assisting Educationally Disadvantaged Students...**

A significant portion of Soaring Heights students are considered educationally disadvantaged. Historically, between 46% and 60% of Soaring Heights students have qualified for free or reduced price lunch. Approximately 90% of Soaring Heights' students are students of color--a traditionally underserved population in New Jersey. While Jersey City has experienced

substantial economic growth over the past 20 years, and there is much wealth in the community, students in public charter and district schools continue to over-represent the less affluent members of the community.

As demonstrated by its disaggregated subgroup test results, shown in Figures 4 and 5 above, Soaring Heights has provided an effective job of educating *all* students, regardless of economic status or ethnic/racial classification.

Soaring Heights currently serves about 15 special education students (approximately 6% of its enrollment) with a range of services in accordance with their individualized education plans. The school is planning for further increases in both special education students and English language learners as it expands. This anticipated growth is reflected in the continuation plan. The relatively low number of IEP students is not reflective of any exclusionary practices—students are admitted by random lottery; rather, it speaks to the school’s success in accommodating the needs of younger students, especially those with learning differences. As a result of interventions in the early grades, fewer students require classification to succeed in third grade and beyond. Soaring Heights enrolls students through a random lottery process that does not discriminate in any way, and the school’s focus on communication and social emotional wellbeing is especially welcoming to families with special needs students.

The impact of high achieving schools that serve students who have been historically educationally disadvantaged cannot be overstated. The success of Soaring Heights Charter School within the mix of Jersey City public schools serves as incontrovertible evidence that students of color, economically disadvantaged students, and students with special needs can meet

and exceed the levels of performance of their more affluent or educationally advantaged peers.

The significance of Soaring Heights' contribution to educating educationally disadvantaged students goes way beyond the 500 students who will ultimately be enrolled.

#### 4. Quality of the Project Design

##### **Project Design**

The overarching rationale of the Soaring Heights Expansion Project is straightforward: The school is well positioned--through its well documented success in student achievement, its expertise in developing effective teachers, and its NJDOE expansion authorizations--to increase its impact on the academic achievement of Jersey City's pre-K, elementary, and middle school students. It will leverage these strengths to expand its program and increase its impact on the educational landscape in Jersey City.

The Soaring Heights project design in the first year of the grant is guided by three key objectives:

- Building capacity in advance of expanding enrollment to ensure the school maintains its high levels of instructional quality, classroom culture, and student achievement. This will include recruiting, hiring, training, and mentoring teacher and other staff members.
- Securing the necessary facility, equipment, and materials to accommodate the larger number of students and staff.
- Ensuring the long-term sustainability and integrity of the school

The resources needed to implement the design, as well as the activities, participation, and outcomes are summarized in the Integrated Project Plan (see Attachments on grants.gov), the Budget Narrative Attachment, and the logic model included below in the Application Requirements on page 41.

A quick view of the five-year vision for the project is summarized in the following Multi-year Timeline:

Fig. 6. Multi-year Timeline

Year 1	Complete development of Soaring Heights Methods Manual. Complete development of onboarding and mentoring programs. Recruit, hire, train, and mentor 3 new teachers within existing classrooms. Secure commitment for new facility. Complete layout and design for new facility. Develop communications plan to facilitate recruitment of diverse new students.
Year 2	Recruit additional students for following school year (Sept. 2022). Recruit, hire, train, and mentor 2 new teachers within existing classrooms. Develop Standard Operating Procedures for new facility. Purchase and equip new space. Receive all approvals from local, county, and state authorities. Complete move from existing space to new building. Welcome new students! (Sept. 2022)
Year 3	Recruit additional students for following school year (Sept. 2023). Recruit, hire, train, and mentor 2 more teachers and an additional teaching assistant within existing classrooms. Recruit, hire, and train student support personnel (social worker or counselor). Increase Child Study Team capacity. Continue purchasing of technology, instructional equipment, and other furnishings.
Year 4	Recruit additional students for following school year (Sept. 2024). Recruit, hire, train, and mentor special education and specials (art, music, or world language) teachers and an additional teaching assistant. Increase Child Study Team capacity. Continue purchasing of technology, instructional equipment, and other furnishings.

Year 5	Complete expansion to 500 students (Sept. 2025). Recruit, hire, train, and mentor 3 more teachers (specializations to be determined based on student needs). Recruit, hire, train, and mentor an additional student support person (social worker, counselor, or learning disabilities/teacher consultant as needed). Complete purchase of additional technology and equip art and music studios.
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**Goals and Objectives—Specific and Measurable**

The school’s goals, objectives, and outcomes are readily specified and measurable, as reflected in the logic model shown on page 41. Each can be described in terms of the measurements and documentation that demonstrate success.

**Academic Achievement for 500 Students:** Above all else, the school is committed to maintaining the high level of student achievement reflected in its state-mandated assessments in ELA and Math. Currently 82.9% of Soaring Heights students rank as proficient or advanced proficient in ELA and 61.5% are proficient or advanced proficient in Math. To virtually double the size of the school and maintain these results will have a significant impact on overall student outcomes in Jersey City.

**Positive School Culture:** Soaring Heights is known for its family-friendly, productive school culture that nurtures both the adults and the children in the school. This is measured both through surveys and data analysis: parents express overwhelming approval on anonymous surveys; teacher retention rates and student retention rates are both high; and student discipline issues remain at a low level due to the practice of addressing student issues at their root causes in a constructive manner.

**A New Facility to House the Expanded School:** The school is in the process of securing a new facility that is adequate for its expanding enrollment. This objective, while challenging, is easily measured—we will know when we get there! In the short term, the school has identified the necessary milestones that demonstrate progress, including:

- Identifying a preferred site for the expanded school - currently 900 Garfield Avenue, Jersey City, New Jersey 07304.
- Creating a contingency plan identifying at least two alternative spaces.
- Securing a lease or contract for the site.
- Completing an educational specification that documents the school’s facility needs and will guide the architectural layout and furnishing of the school portion of the facility.
- Receiving state and local approvals to occupy the new building.
- Completing the transition plan from the school’s current space.

**Long Term Sustainability:** After 23 years, Soaring Heights has already proven it has staying power. However, it still needs to carefully plan its future as it undertakes significant growth. Financial projections, staffing plans, and an increased administrative capacity are all a part of the sustainability plan. It’s five-year financial projections show that a larger Soaring Heights is a fiscally healthier Soaring Heights—the economy of scale at 500 students will provide for a strong financial standing overall, demonstrated by operating surpluses and a growing fund balance.

The fiscal measurements of sustainability most pertinent to Soaring Heights are found in the New Jersey Charter School Financial Performance Framework; these include near term measurements such as working capital ratio, unrestricted days cash, enrollment variance; and sustainability indicators, such as cash flow and debt service ratio. Soaring Heights will continue to monitor these important measurements of sustainability as it progresses through its expansion initiative. But it's strength in this area is perhaps best represented by its robust waiting list of 401 students.

### **Opportunities for Replication of Project Activities and Strategies**

Soaring Heights' Expansion Project design, implementation, and evaluation methods will serve as a guide for replications of project activities or strategies.

There are several key elements that could be easily replicated by others:

#### ***Building capacity of instructional and operational staff prior to expanding enrollment.***

Many schools make the mistake of adding staff only *after* they have increased enrollment of students. This can create a situation where they are trying to “build the plane and fly it at the same time.” By first hiring and training new teachers—by mentoring them and embedding them in classes with master teachers—the school will ensure consistency in the methods and quality of instruction. As well, by anticipating additional workload for administrative and support staff—e.g., office personnel, school counselors, teacher supervisors and evaluators—the school will ensure a smooth transition throughout its growth.

The planned completion and publication of the Soaring Heights Methods Manual, with the assistance of researchers at Kean University, will make widely accessible the core practices and philosophies that have made possible the school's remarkable success.

*Cultivating leadership as a "renewable resource."*

In 2018, the New Jersey Department of Education Office of Charter and Renaissance Schools recognized Soaring Heights for "Best Practices for Shared Leadership." Soaring Heights fosters a collaborative, non-hierarchical structure in which leadership is cultivated. This model of "transformational leadership" means that all individuals—not just administrators—are empowered to assume leadership roles as circumstances call for different expertise and talents. This openness has led to a dynamic process by which improvements and innovations are readily proposed, leading ultimately to high student achievement. Throughout this expansion initiative, Soaring Heights will be leveraging its culture of inclusiveness and shared leadership to meet the inevitable challenges of managing change.

*Direct Communications*

Direct Communications is, perhaps, the most significant innovation developed at Soaring Heights. It is the subject of ongoing study by researchers at Kean University, and will be an important component in the capacity building efforts associated with the grant.

The development of Direct Communication at Soaring Heights was a long, arduous journey driven by the need to help educators talk to each other directly and kindly for their own benefit and, thus, for the school's. Reducing the ordinary workplace gossip, impotent complaining, assumptions, blame and self-blame requires breaking the boundaries of polite

conversation—it is not an easy thing to master. Finding the courage and belief in the strength of human nature led to building relationships in which staff became a united team working to help the students be as successful as possible.

The practice has had a transformative effect on the adults and children at Soaring Heights, revealed in the students' extraordinary achievement. With the anxieties and distractions of self-doubt minimized, teachers and students have been able to focus their energies on creating, learning, and building.

## 5. Quality of Project Personnel and Management Plan

Soaring Heights is fortunate to have many veteran teachers and administrators among its ranks. The school has enjoyed great continuity as most of the original founders are still with the school more than 20 years later. At the same time, the school has brought on and developed new generations of educational leaders who will sustain and build the program for the future.

### **Recruitment of Persons who are Members of Underrepresented Groups**

Soaring Heights Charter School has an affirmative action process in place, whereby the school actively recruits from a broad range of teacher training institutions, as well as from communities, such as Jersey City, that are profoundly diverse. The school is committed to ensuring that it attracts a diverse applicant pool so that hiring decisions based on merit will naturally include underrepresented groups.

As a result, the school--which was founded by a group of predominantly white women, now includes a faculty and staff that is over 45% non-white.

### **Relevant Training and Experience of Key Project Personnel**

Complete resumes of project personnel are included in Attachments on grants.gov.

#### **Claudia Zuorick, Founder & Director, Soaring Heights Charter School**

Claudia Zuorick received her Bachelor of Arts degree in Elementary Education from William Paterson University, after which she began her teaching career in the Jersey City Public Schools. Mrs. Zuorick earned her Master's degree in Elementary Education from Seton Hall University and continued her education at Fordham University where she obtained certification in student personnel services. She studied at New York University, and later obtained certification in child development from Fairleigh Dickinson University. Mrs. Zuorick also studied at the New Jersey Institute for training in Psychoanalysis for seven years.

After years as a teacher in the Jersey City Public schools, Mrs. Zuorick went on to become a guidance counselor. Eventually, she was offered an opportunity to train teachers to systematically build constructive relationships with children. Her work was so well received that teachers, on their own time, came from schools throughout Jersey City to train with her, some of whom work with her to this day.

Mrs. Zuorick and several other public school educators wrote the charter and founded Soaring Heights Charter School. Over time, Mrs. Zuorick has received invitations from all over the state to present workshops for teachers and administrators.

**Joan Incognito, Founder & Teacher, Soaring Heights Charter School**

Joan Incognito earned her Bachelor of Science degree from Jersey City State College. She is certified to teach Elementary Education, Pre-K and K, and Special Education. Mrs. Incognito met Mrs. Zuorick when they worked together in the Jersey City Public School District. She and other teachers that studied with Mrs. Zuorick believed that working together in one school would be an ideal situation.

They were delighted when charter school legislation was passed in 1995 and Soaring Heights Charter School opened two years later. Mrs. Incognito is one of the founding members of Soaring Heights. She taught kindergarten during the first year of the school's operation and has taught many other grades since then.

Mrs. Incognito finds that teaching at Soaring Heights is a continual learning experience. She is inspired by teaching with her colleagues and watching them teach.

**Jacqueline Quagliana, Founder & Teacher**

Jacqueline Quagliana, who teaches middle grade math, began her career in 1990 at St. Paul's Greenville in Jersey City. She is a graduate of New Jersey City University where she earned a Bachelor of Arts degree in Mathematics. Ms. Quagliana was inspired to become a teacher in order to share her love of mathematics with her students and to support their dreams.

Ms. Quagliana is a proud founder of Soaring Heights Charter School where she is part of a community that helps both teachers and students to grow and learn.

**Hilary Battes, Teacher, Soaring Heights Charter School**

Hilary Battes graduated from SUNY New Paltz in New York State. After graduating, she joined the Soaring Heights team in 2007. She has taught many different grades, but her current passion is working with the youngest Soaring Heights students in kindergarten. Mrs. Battes finds joy in using a variety of methods to teach her students, including group and partner work, technology with iPads and the SMART board, kinesthetic learning, and even singing.

Mrs. Battes finds inspiration in many different places: classroom visits to kindergartens at other schools, observing teachers at Soaring Heights, and teaching the students themselves. Seeing so many alumni of Soaring Heights achieve such success in high school and college is a reminder that what is learned in kindergarten stays with a person for a very long time.

**Rick Pressler, Director of School Services, R. Pressler Associates**

Rick Pressler has been involved in the development and operation of charter schools for more than 23 years. He is a founder of the Greater Brunswick Charter School (GBCS) in New Brunswick, NJ, where he served as school leader until 2008. While at GBCS, he administered the school's CSP grant, and partnered with the New Jersey Charter Schools Association and the NJ-based non-profit Real Estate Advisory and Development Service in a federal dissemination grant to share facility development processes he pioneered at Greater Brunswick. The ensuing project, Gaining Ground, helped more than 20 charter schools secure facilities between 2005 and 2008.

Between 2009 and 2019, Rick served as Director of School Services for the New Jersey Charter Schools Association, the state's non-profit membership association, where he assisted charter schools throughout New Jersey, and around the country, in their program development efforts, expansion plans, grant administration, business operations, and advocacy. During that time he served on the Technology Committee of the School Development Authority at the New Jersey Department of Education, and on the Department's Title I Advisory Board. He has been involved as a consultant, advisor, or principal in more than 20 charter school facility projects.

### **Procedures for Ensuring Feedback and Continuous Improvement in Project**

The culture of Soaring Heights Charter School is based on reflection, communication, honesty, and psychological insight. The school has also enjoyed strong continuity, with most of the founding educators still employed at the school. Such a culture naturally fosters feedback and continuous improvement.

Specifically regarding the expansion project, the school has set up several mechanisms for gathering quantitative and qualitative data and processing the observations and insights of its experienced staff. School expansion brings with it certain risks and anxieties, particularly among teachers and parents. Historically, schools are most concerned about maintaining fidelity to mission and cultural "dilution." The design of Soaring Heights' School Expansion Project takes this into account by building sufficient capacity among key staff members and completing their training and acculturation prior to expanding enrollment. The timetable of the facility development cycle provides a natural opportunity to bring on new staff over an 18-month period before the building will be ready for the school.

The school will monitor several sources of data throughout the grant period to assess progress:

- Parent survey data
- Staff survey data
- Academic achievement results on state tests
- Academic achievement on standardized interim assessments and internal formative assessments

The school will also provide opportunities for families to express concerns individually or in town hall style meetings with school leaders.

## Application Requirements

Each Application Requirement listed in the Federal Register is addressed here. To avoid redundancy and save space, some material addressed above in the Selection Criteria is cross referenced for easy access.

(a) Objectives in running a quality charter school program...

### Meeting Educational Needs

*(1) How the school will meet the educational needs of students, including children with disabilities and English learners*

Soaring Heights closely tracks both academic and non-academic outcomes for all its students. Since opening in 1997, the school has demonstrated a commitment and an ability to produce strong academic performance by its students on state assessments. Its non-academic support measures and school culture have produced strong retention rates for both students and

staff. This is no accident; specific professional development initiatives, such as Direct Communication, and a strongly collaborative culture fostered by school leadership from the school's outset create an environment where teachers feel empowered, heard, and supported. The establishment of strong relationships between the adults in the school has been the key to creating an academic and social culture where students have thrived.

Soaring Heights will sustain its success with continued investments in professional development and continued diligence in working with students and families to address both academic and social emotional needs. The School Counselor, the special education teachers, and the Child Study Team will continue to work hand-in-hand with general education teachers to create an inclusive, productive environment that can provide the necessary accommodations and modifications that enable all students to succeed.

To further meet the needs of all students, Soaring Heights Charter School provides or connects its students and families with services that go beyond academics:

- Counseling - The school counselor works at the school three days per week, meeting the needs of students whose IEPs specify counseling services, as well as with students whose parents have requested services.
- Speech - The school contracts with an approved outside provider to deliver speech and language services to students with disabilities and students with speech-only IEPs.
- Occupational Therapy - The school contracts with an approved outside provider to deliver occupational therapy services to students with IEPs that require occupational therapy.

- For students in crisis or in need of medical or psychiatric evaluations, the school helps families connect with Jersey City Medical Center.
- For students or families experiencing grief or seeking outside services, the school helps them connect with NJ Children’s System of Care /PerformCare and Good Grief.

### **Roles and Responsibilities**

*(2) The roles and responsibilities of eligible applicants, partner organizations, and charter management organizations...*

Soaring Heights is an independent, standalone charter school with a very simple organization—no charter management organization is involved. The school leadership is handled internally in a non-hierarchical, cooperative way, and is comprised of founding administrators, teachers, and other staff. The school Leadership Team will assume responsibility for the implementation, monitoring, and reporting related to the grant.

The Leadership Team is supported by a consultant, Rick Pressler, (who will be joining the school staff on a regular basis in September, 2020) and who will serve as the project manager for the school’s expansion program and, if funded, the grant. He will focus on securing and setting up the new facility, and will ensure that the school complies with all necessary building codes and regulations in the process.

For the past year, the school has worked closely with researchers from Kean University who are documenting the school’s practices and outcomes and supporting the development of its Methods Manual. This work is not intrinsic to the grant, although it is complementary to the school’s goals and objectives for which the grant is proposed.

## **Quality Control**

### *(3) The quality controls of authorizer and renewal*

Like all charter schools in New Jersey, Soaring Heights is subject to the New Jersey Charter School Performance Framework and is accountable for the terms of its Charter Agreement contract with the Commissioner of Education. The Charter School Performance Framework sets specific targets for academic achievement, operational effectiveness and compliance, and fiscal management and sustainability for all charter schools in the state. Meeting the standards in the Framework is the key criterion for charter school renewal. The NJ DOE has also developed a robust renewal procedure for assessing renewal schools, involving the review of student achievement data, examination of pertinent financial and instructional documents, interviews with all groups of stakeholders, and direct observation of the school.

By these measures, Soaring Heights has been one of the top performing charter schools in the state earning a Tier 1 ranking—the state’s highest—ever since the system was established. The school has been renewed four times and will certainly be renewed a fifth time in the coming round of renewals.

## **Autonomy and Flexibility**

*(4) How the autonomy and flexibility granted to a charter school is consistent with the definition of a charter school ...*

As a charter school authorized in New Jersey, Soaring Heights has complete autonomy over its staff, time, and budget, and has the flexibility needed to effectively carry out the activities described in this grant application. The boards of trustees of New Jersey charter

schools possess the same operational authority of boards of education throughout the state, including the ability to hire and renew employees, enter into contracts with outside consultants and vendors, secure facilities through leases and purchases, and conduct all the necessary activities required of a public school.

In addition, charter schools enjoy flexibility in their choice of teacher and principal supervision and evaluation policies and tools; in their leadership structures; and in their facility development process. This autonomy comes with the corollary accountability for student outcomes, operational integrity, and financial management. The administrative code related to the Charter School Program Act of 1995 specifies that charter schools are considered local education agencies (LEAs) for the purpose of federal grants (N.J.A.C. 6A:11-4.1).

### **Community and Parent Input**

*(5) How the eligible applicant will solicit and consider input from parents and other members of the community on the implementation and operation...*

Soaring Heights has a well established line of communication with the families it serves, as well as the wider Jersey City community. As the school implements its expansion, it will continue to solicit input from parents through surveys, focus groups, general meetings, and individual conferences. The school maintains an open-door policy toward parents (outside of the current pandemic closures), which enables parents to bring their concerns directly to school personnel without undue formality. School expansions can create concerns among parents who wish to be reassured that the quality of the program will not suffer as it grows. The expansion

plan described in this application reflects those concerns by identifying capacity building as the first step in implementing growth.

Soaring Heights also maintains active relationships with local officials, including Jersey City mayor Steve Fulop, local representatives to the state legislature, county freeholders, City Council members, and members of the Jersey City Redevelopment Authority. (Some of whom are represented in the Attachments: Letters of Support.) These officials are regular visitors to the school and strongly support its work.

### **Planned Activities**

*(6) The eligible applicant's planned activities and expenditures of grant funds to support the activities described in section 4303(b)(1) of the ESEA, and how the eligible applicant will maintain financial sustainability after the end of the grant period...*

The planned activities for the Soaring Heights Expansion Project are provided above on page 4 in the Selection Criteria item "Quality of Project Design," as well as in the School Expansion Plan Overview in the Attachments. Expenditures are documented in the Grant Budget submitted with the application and described in the Budget Narrative section. The school has also submitted in the Attachments a Five-Year Budget Projection that demonstrates the school's financial sustainability over the expansion period, even in the absence of the grant (which is not included in the projections).

The school has a long history of financial sustainability, even in the face of inequitable funding for charter schools in Jersey City, and has met the standards of the New Jersey Charter

School Financial Performance Framework, earning a Tier 1 ranking--the highest offered by the State.

Moneys identified in the grant application represent non-recurring investments related to expansion. The ongoing expenditures of the expanded school will be adequately met through state and local aid.

### **Community Engagement**

*(7) How the eligible applicant will support the use of effective parent, family, and community engagement strategies ...*

Community and parent engagement is an essential part of Soaring Heights' practice as a school and has been essential to its survival. The school has existed for the past 23 years on the basis of its effective community and family engagement.

Engagement begins with active outreach efforts, which are made easier by the Leadership Team's longstanding presence in Jersey City, both in the charter school since 1997 and in the school district over the past 40 years. Recruitment efforts, culminating in the school's enrollment lottery, are largely conducted in person and have provided an excellent opportunity to meet with community members and share information about the school's programs. The school has had multiple occasions to invite the broader community into the school--for example, at its celebration of being named an ESEA Distinguished School by the US DOE--and it has become an important and integrated resource in the community.

Given the new circumstances of the Covid-19 pandemic, the school is reviewing its outreach strategies--it will undoubtedly need to rely more on advertising, social media, and

virtual events in the near future. It has added the development of a new Communications Plan to its grant activities--this will be an opportunity to gather best practices from around the country and translate them into effective local action.

Promotion of the school through its web site and other published materials will be augmented by the upcoming publication of a study conducted by researchers at Kean University. While this reaches only a limited audience, it can be leveraged to broaden the school's other outreach efforts.

### **Transportation**

*(8) How the eligible applicant will ensure that each charter school receiving funds under this program has considered and planned for the transportation needs of the school's students...*

The process of providing transportation for charter school students in Jersey City is established by NJ State law and regulation and longstanding local practices. By completing the necessary roster submission to the NJ DOE and the local school district, Soaring Heights will ensure that its students receive the transportation services to which they are entitled.

In addition, students requiring special transportation accommodations due to disability or other factors identified in an IEP or 504 Plan are handled on a case-by-case basis. Individualized transportation services are guaranteed to all students who are entitled. By filing necessary reports, and advocating where necessary, Soaring Heights has been able to—and will continue to—secure the proper transportation services for its students.

**(b) Describe the Educational Program**

*(b) Describe the educational program that the applicant will implement in the charter school receiving funding under this program, including—*

*(1) ... how the program will enable all students to meet challenging State standards;*

*(2) The grade levels or ages of students who will be served;*

*(3) The instructional practices that will be used.*

Soaring Heights Charter School’s education program adheres to the New Jersey Student Learning Standards (NJSLS) for all academic subject areas. The curriculum has been developed by the teachers over the years utilizing a mix of homegrown and published materials specifically developed or chosen with our students in mind.

Some of the published materials include:

- Pearson Realize for Reading (K-5)
- Glencoe Reading (6-8)
- Big Ideas Math (K-8)
- Pearson for Social Studies (k-4)
- Glencoe Social Studies (5 - 8)
- Pearson for Science and Grades (K-6)
- Glencoe Science (7-8)
- Orton Gillingham, Preventing Academic Failure is used in Grades K - 2.
- Sadlier-Oxford is used for Vocabulary in grades 3 - 8.

- Wordly Wise Vocabulary Program is used in K - 8.

Social emotional learning is a key component in all grades at Soaring Heights and is embedded within the school's Direct Communication system throughout the instructional day.

To meet the academic needs of the wide range of diverse learners, Soaring Heights administers baseline reading and math assessments to all incoming students to identify their initial academic profiles. Based on the results, students may be placed in suitable supplemental programs, such as Do The Math and Early Intervention. The school practices differentiated instruction throughout the day in all subject areas, as well as cooperative learning and small group instruction.

After-school tutoring in both reading and/or math is offered by the full time teaching staff in all grades during two eight-week programs. This program has produced remarkable results in helping students achieve proficiency. An enrichment program is offered to students in grades 2 through 5 for 81 sessions throughout the school year.

Soaring Heights Charter School is partnered with St. Peter's University's 21st Century Learning Grant to provide the opportunity for students in grades 6 through 8 to participate in student-driven clubs. The program's focus is on exploring with students a wide variety of talents and interests to further develop the whole child.

Soaring Heights currently serves students in grades K through 8; however, the school has been approved by the NJ Department of Education to add a pre-school, which it plans to open in September, 2022, with the move into the new facility.

**(c) Recruiting, Enrolling, Retaining Students**

*(c) Describe how the applicant will ensure that the charter school that will receive funds will recruit, enroll, and retain students, including educationally disadvantaged students, which include children with disabilities and English learners.*

Soaring Heights Charter School has a long history of attracting an economically and ethnically diverse student body, representative of the broader Jersey City community, which is one of the most diverse communities in the country. The school conducts ongoing outreach and recruitment through its community contacts, web sites, and events. The school utilizes a random, unweighted lottery process for enrolling students. The school also maintains a waiting list in accordance with NJ Department of Education guidelines, renewing the list each year.

**Fig. 7. Soaring Height Charter School Demographic Data 2016 - 2019**

<b>Subgroup</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
Asian	52%	50%	46%	47%
Black	24%	26%	27%	27%
Hispanic	15%	19%	20%	17%
White	5%	5%	7%	9%
Economically Disadvantaged	54%	48%	51%	48%
Special Ed	6%	7%	8%	8%

**(d) Lottery Process**

*(d) Lottery and enrollment procedures*

1. The school conducts outreach and recruiting activities throughout the year, emphasizing that all students are welcome to participate in the lottery.
2. Siblings of current students are identified and spots are reserved for them in appropriate grades, if space is available, or they are placed at the top of the waiting list.
3. Each November, parents with children on the waiting list are contacted by phone and asked if they wish to keep their child on the waiting list. If they do not wish to remain on the list, or do not return the phone call within the specified amount of time, the child's name is removed from the list. The application is placed in the declined folder.
4. The names of all children remaining on the waiting list are assigned a number for the lottery and are entered into the lottery.
5. Additional students may participate in the lottery by completing a form containing only the student's name, birth date, grade, and contact information. Each student is given a unique number.
6. The lottery is conducted on the second Monday in January by a certified public accountant. Parents of candidates are invited to attend the lottery selection. New waiting list numbers are assigned to each child per grade.
7. Postcards with new waiting list placement numbers are mailed in February.
8. The new waiting list is activated as of July 1st.

### **Enrolling a New Student**

1. When an opening occurs, the first child on the waiting list for that grade is contacted by phone and offered the spot.
2. A letter stating that the child was accepted into Soaring Heights is given to the parent.
3. The parent brings the acceptance letter to the child's previous school and receives a transfer paper into Soaring Heights.
4. Soaring Heights's registration forms and Emergency Card information are distributed.
5. A letter is sent to the former school requesting the student's cumulative folder.
6. The student is added to the school's internal Oncourse student information system.
7. The student is added to the NJDOE's Charter School Enrollment System (CHE).
8. The student is added to the school's list on the NJSMART system hosted by the NJDOE.

Only after students are fully enrolled does Soaring Heights inquire about student special needs or the existence of an IEP.

### **(e) Logic Model**

*(e) Provide a complete logic model (as defined in 34 CFR 77.1) for the grant project. The logic model must include the applicant's objectives for implementing a new charter school or replicating or expanding a high-quality charter school with funding under this competition.*

The Logic Model describing the Soaring Heights Charter School Expansion Project is shown below:

Fig. 8. Soaring Heights Expansion Plan Logic Model

Soaring Heights Expansion Plan Logic Model Inputs	Outputs		Outcomes		
	Activities	Participation	Short Term	Intermediate	Long Term
Program Investments Leadership (from partners and participants) Teachers Administrators Parents Money Time Materials Technology Consultants Partners (Jersey City Redevelopment Authority) Existing programs and practices. Social capital	Expand teacher and staff development plan utilizing existing programs and practices.	A total of 10 new teachers and staff members will partner with veteran teachers and staff members to be mentored while working embedded in the academic and support program.	New teachers and staff members are oriented to the school culture, establish productive work relationships, and learn the techniques essential to implementing the mission of the school.	New teachers and staff assume their new roles, fully acclimated to the school culture and prepared to implement the academic and non-academic programs with fidelity.	Students in the expanded school will continue to demonstrate proficiency on State-mandated assessments at current rates, impacting the Jersey City education landscape and broader community.  The school culture will continue to be evident in the expanded school, in its new location.
	Conduct professional development focused on replicating and improving current best practices	Outside consultants will provide additional professional development resources in the areas of ELA, Math, and Orton-Gillingham training.			
	School will negotiate with the Jersey City Redevelopment	Consultant to represent school's interests in negotiations.	School will secure a commitment for a new	School will fully equip and prepare its new facility in	School will fully occupy its new space, complete with all necessary

	<p>Authority and its assigned developer.</p> <p>School will develop a facility requirements document to facilitate communication with developer.</p>	<p>Local officials and county freeholders who are committed to the school’s success.</p> <p>Redevelopment Authority and developer personnel.</p>	<p>facility in the redevelopment project that aligns with its facilities requirements document.</p>	<p>accordance with program and regulatory requirements.</p>	<p>equipment and materials to fulfill its mission. School will demonstrate long term sustainability in its new location.</p>
	<p><b>Program Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Increased capacity of faculty and support staff to maintain academic excellence throughout growth to an enrollment of 500 students and a pre-K program.</li> <li>2. Maintenance of positive school culture that ensure retention of staff and students.</li> <li>3. Secure a new facility that meets the needs of the expanded program.</li> <li>4. Ensure long term sustainability through conservative budgeting and careful planning.</li> </ol>				
	<p><b>Process Measures:</b></p> <p>Level of participation in capacity building activities.</p> <p>Survey results from new faculty and staff relating to effectiveness of training.</p> <p>Achieving milestones in securing new facility.</p>	<p><b>Outcome Measures:</b></p> <p>Student achievement results on State.</p> <p>Teacher evaluation results.</p> <p>School Climate and Culture survey results.</p> <p>Year-end financial documents--Board Secretary Report, Treasurer’s Report, Annual Audit—that continue to show fiscal sustainability.</p>			
	<p><b>Assumptions:</b></p> <p>Success in hiring qualified new staff members.</p> <p>Continued use by NJDOE of NJSLA assessments.</p> <p>Continued commitment of Jersey City Redevelopment Authority and local officials to including Soaring Heights in redevelopment plans.</p>		<p><b>External Factors:</b></p> <p>Decisions by developers and public officials involved in redevelopment efforts.</p> <p>Timetable of redevelopment efforts.</p> <p>Impact of COVID-19 crisis on state education budgets.</p>		

**(f) Budget Narrative**

*(f) Provide a budget narrative, aligned with the activities, target grant project outputs, and outcomes described in the logic model, that outlines how grant funds will be expended to carry out planned activities. (NFP)*

The school's Budget Narrative has been uploaded as a separate document through the grants.gov web site as instructed.

**(h) Independent Annual Audit**

*(h) Provide the applicant's most recent available independently audited financial statements prepared in accordance with generally accepted accounting principles. (NFP)*

The school's Audit Report has been uploaded in the Attachments through grants.gov.

**(i) Waivers**

*(1) A request and justification for waivers...*

*(2) A description of any State or local rules... that will be waived or not apply...*

Soaring Heights Charter School is not requesting any waivers.

**(j) Meeting Definition of Charter School**

*(j) Describe how each school that will receive funds meets the definition of charter school under section 4310(2) of the ESEA.*

Soaring Heights is an authorized charter school under New Jersey's Charter School Program Action of 1995. It meets the definition of a charter school included in each section of 4310(2) of the ESEA as follows:

*(A) Exempt from significant State or local rules that inhibit the flexible operation and management...*

New Jersey' Charter School Program Act of 1995 and its related regulations afford charter schools flexibility in their organizational structure, leadership, teacher evaluation and supervision policies, teacher tenure policies, facilities requirements, teacher certification procedures, and grants them full powers and authority to enter into contracts and operate their schools. In addition, there is a provision for schools to receive waivers from regulations.

*(B) ...created by a developer as a public school...*

Soaring Heights Charter School was authorized as a standalone public charter school by the New Jersey Department of Education in 1997.

*(C) operates in pursuit of agreed upon educational objectives...*

Soaring Heights is a mission driven school, committed to the high academic achievement and social emotional learning of its students. Its objectives are codified by its charter application and by the Charter School Agreement signed with the Commissioner of Education.

*(D) Provides a program of elementary or secondary education*

Soaring Heights serves students in grades K through 8 and is authorized to open a Pre-K.

*(E) is nonsectarian...and not affiliated with a religious institution...*

Soaring Heights is a public school in every sense. New Jersey law precludes its affiliation with any sectarian or religious institution.

*(F) does not charge tuition*

Soaring Heights, like all public schools in New Jersey, does not (and may not) charge tuition.

*(G) complies with the Age Discrimination Act of 1975....etc.*

Soaring Heights complies with all the named acts--it does not discriminate in any way regarding student enrollment or hiring. In accordance with New Jersey law, the school is an Equal Opportunity Employer and has adopted non-discrimination policies, an affirmative action policy, and other policies mandated by law. In both word and practice, the school complies with all aspects of the IDEA and related laws and regulations.

**(1) Evidence that School is Treated as Separate School by Authorizer**

*(1) Information that demonstrates that the school is treated as a separate school by its authorized public chartering agency and the State, including for purposes of accountability and reporting under title I, part A of the ESEA;*

The New Jersey Department of Education has assigned Soaring Heights Charter School a unique school code (7830), indicating it is treated as a separate school. We have attached the most recent renewal notice sent to the school (see Attachments), which clearly identifies the school as a separate entity.

**(2) Student Assessment Results**

*(2) Student assessment results for all students and for each subgroup of students described in section 1111(c)(2) of the ESEA;*

Basic student assessment results compared with district and state averages are provided within the Selection Criteria, above, on page XXXX. Other significant results are provided below.

**Fig. 9. Overall Proficiency Rate on NJSLA by Grade Grouping**

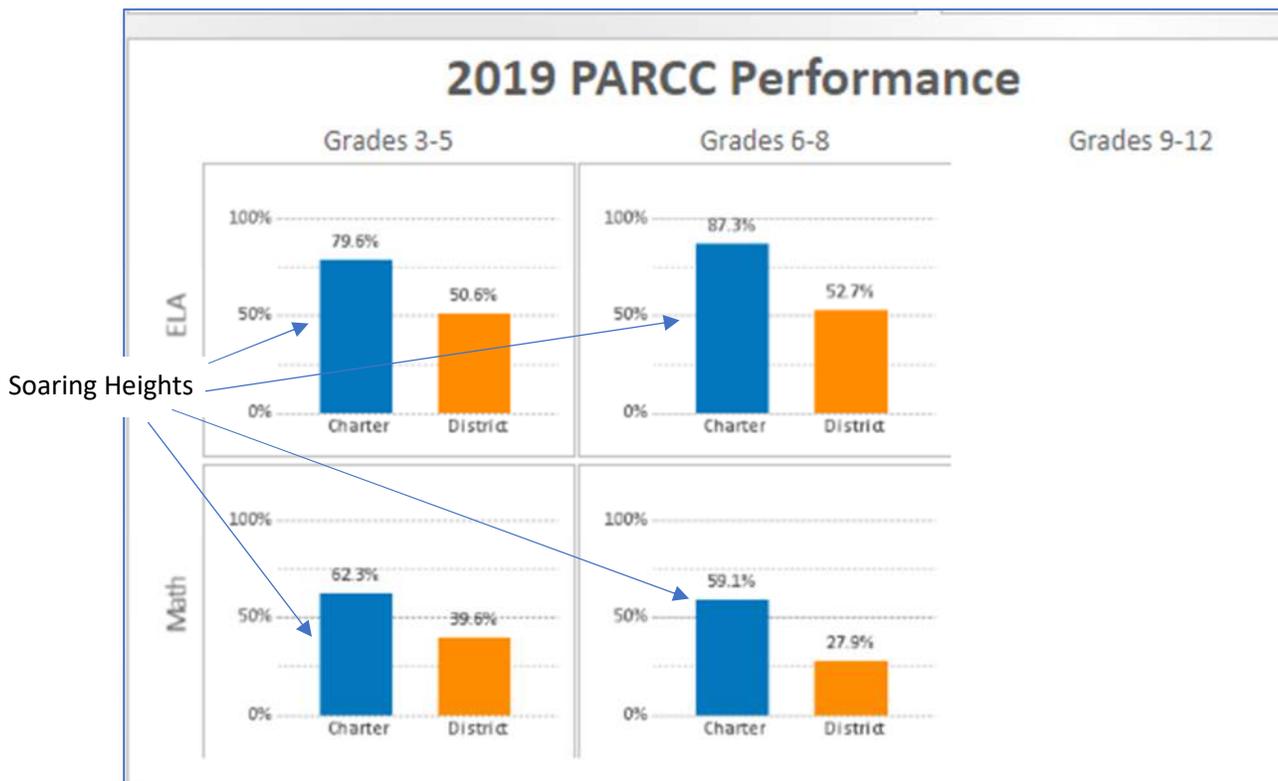


Fig. 10. **Comparative ELA Proficiency/Adv. Prof. Rates by Grade**

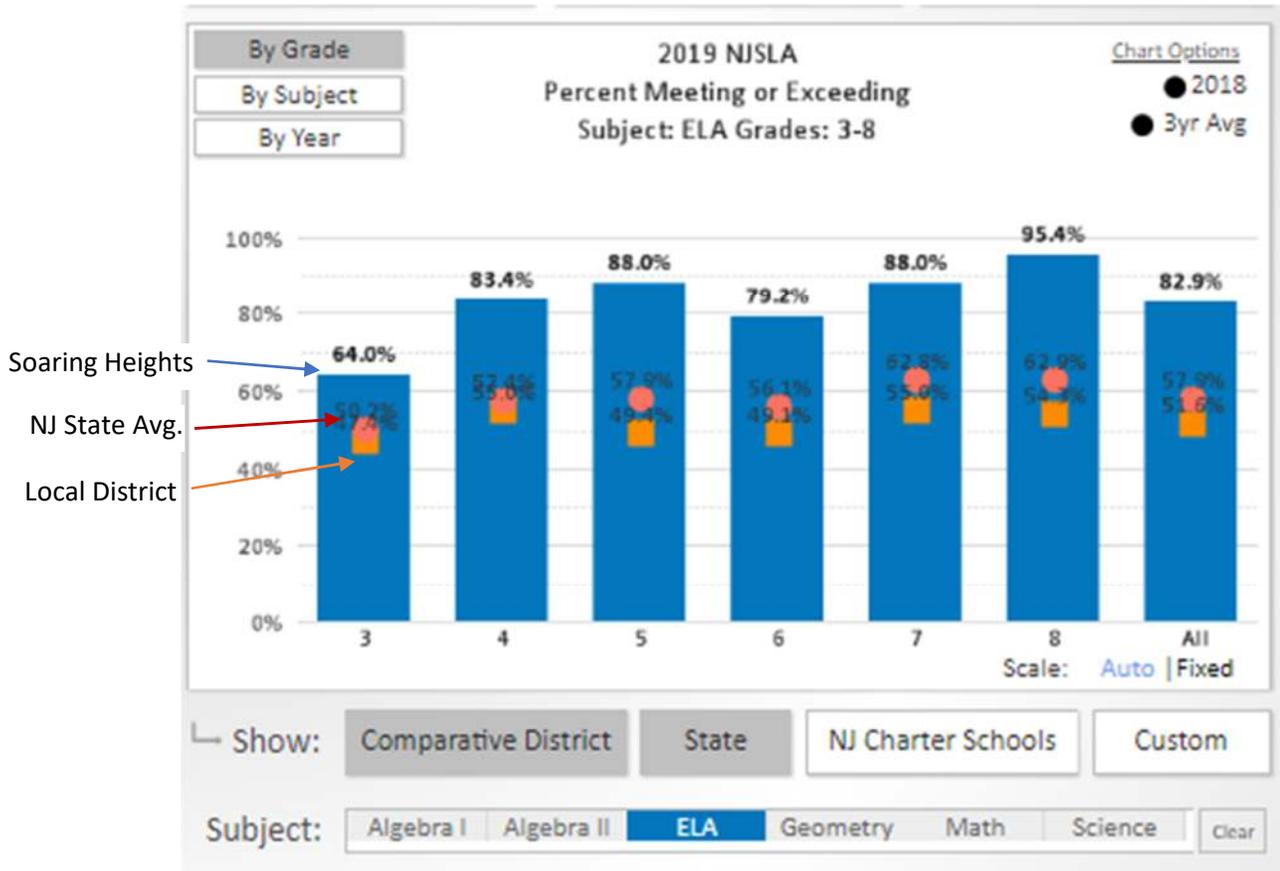
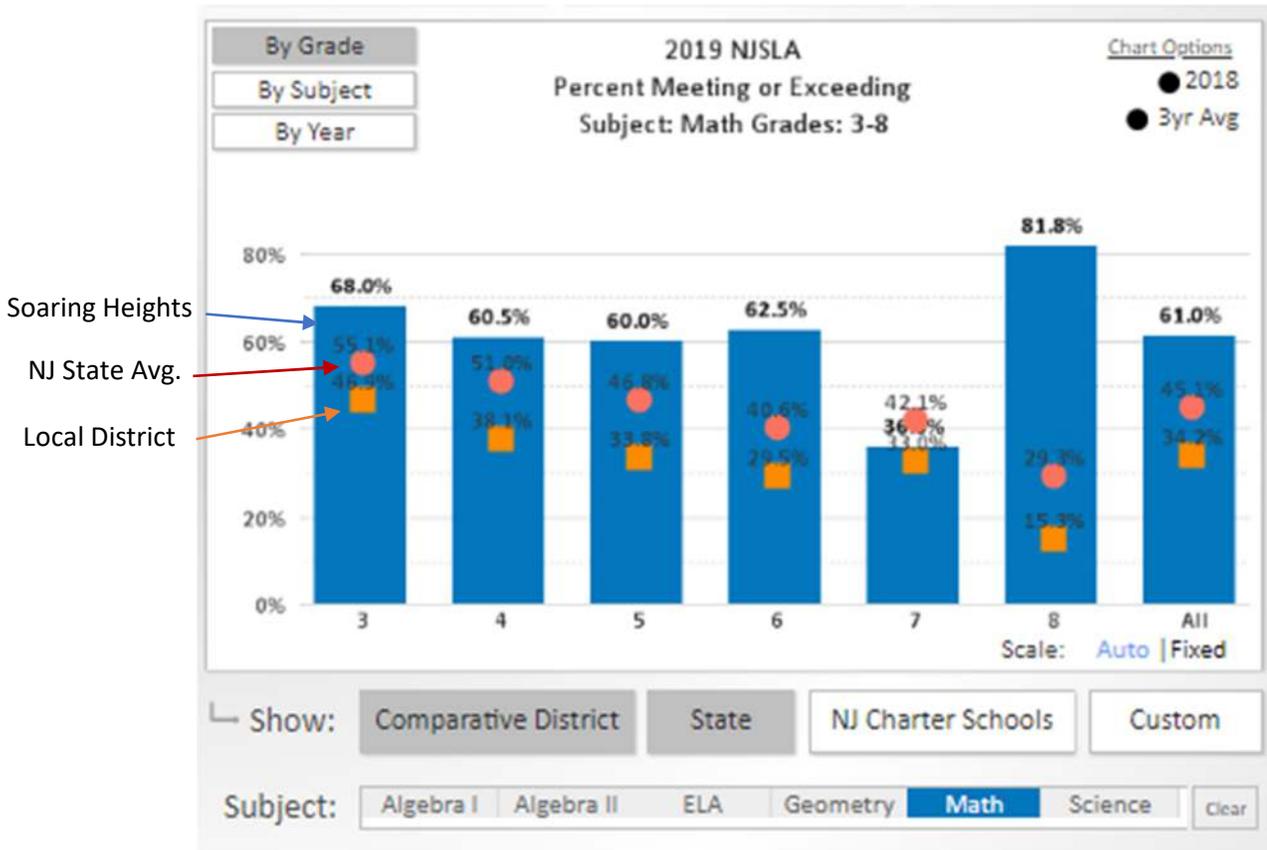


Fig. 11. **Comparative Math Proficiency Rate by Grade**



While Math scores show an anomalous decline in Math scores in grade 7, students are, overall, performing well above local district and state averages.

**Ultimate Student Outcomes – 8th Grade Graduation**

When discussing ultimate outcomes for students, it is important to consider where all subgroups of students stand at graduation from Soaring Heights Charter School. The following tables show levels of proficiency and advanced proficiency for our graduating eighth graders in 2019:

Fig. 12. 2019 Subgroup Proficiency and Adv. Proficiency on NJSLA - Math

8th Grade	Students=22			
	Not Proficient		Proficient or Advanced	
Overall	4	18.18%	18	81.82%
Male	2	9.09%	7	77.78%
Female	2	9.09%	11	84.62%
Hispanic	2	9.09%	1	33.33%
Asian	0	0.00%	9	100.00%
Black or AA	2	9.09%	8	80.00%
White	0	0.00%	0	
EC DIS No	1	4.55%	9	90.00%
EC Dis Yes	3	13.64%	9	75.00%
IEP Yes	2	9.09%	0	0.00%
IEP NO	2	9.09%	18	90.00%
504	0	0.00%	1	100.00%

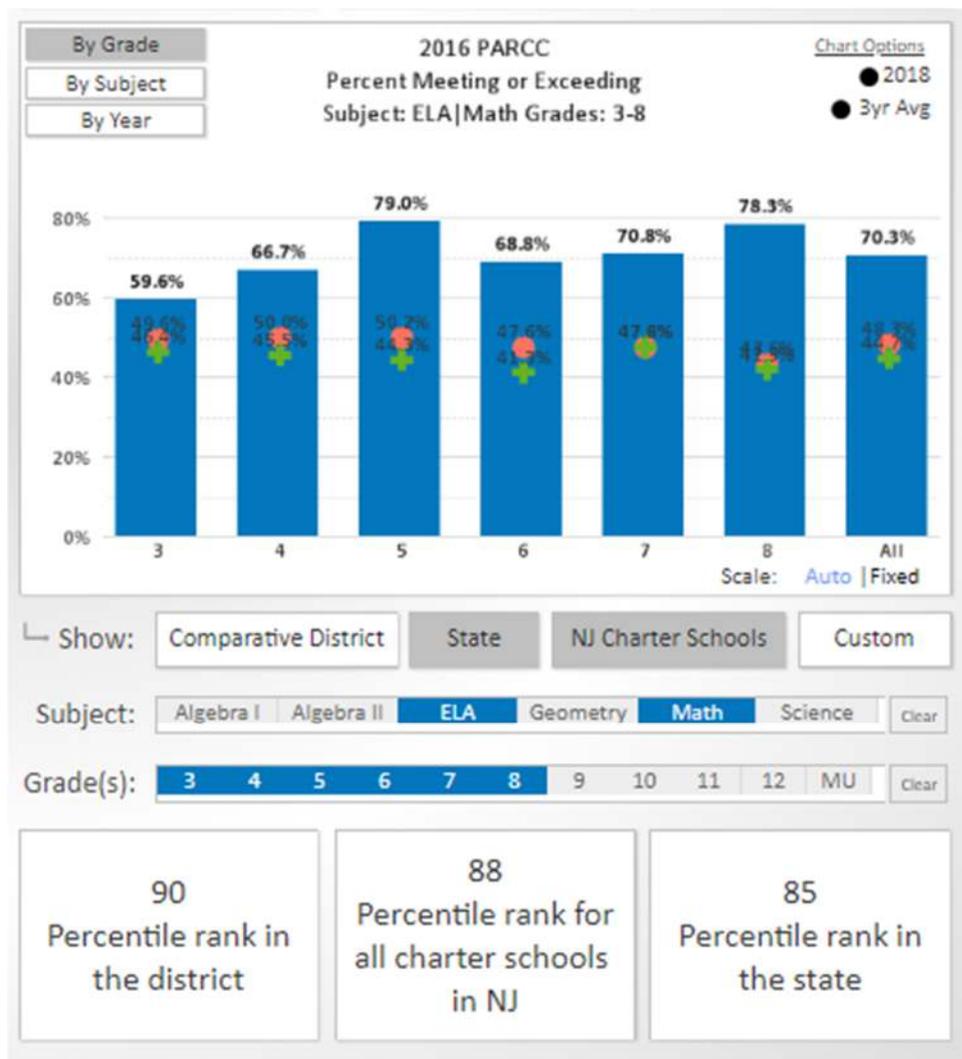
Fig. 13. 2019 Subgroup Proficiency and Adv. Proficiency on NJSLA - ELA

8th Grade	Students=22			
	Not Proficient		Proficient or Advanced	
Overall	1	4.55%	21	95.45%
Male	1	4.55%	8	88.89%
Female	0	0.00%	13	100.00%
Hispanic	0	0.00%	3	100.00%
Asian	0	0.00%	9	100.00%
Black or AA	1	4.55%	9	90.00%
White	0	0.00%	0	
EC DIS No	0	0.00%	10	100.00%
EC Dis Yes	1	4.55%	11	91.67%
IEP Yes	1	4.55%	1	50.00%
IEP NO	0	0.00%	20	100.00%
504	0	0.00%	1	100.00%

Note that over 55% of Soaring Heights eighth graders score Advanced Proficient in ELA, compared to 17% in the local district.

Overall, when averaging ELA and Math scores over all grades, 3 through 8, Soaring Heights ranks in the 88<sup>th</sup> percentile of all charter schools in the state and in the 85<sup>th</sup> percentile over all public schools in the state. It has performed at this level in spite of a higher percentage of economically disadvantaged students than the state average (48% vs. 30%).

Fig. 14. **NJSLA (Math & ELA) Compared to NJ Charters & State**



### **(3) Attendance and Student Retention Rates**

*(3) Attendance and student retention rates for the most recently completed school year;*

Soaring Heights Charter School's students and staff demonstrate excellent attendance and retention, exceeding state averages in all cases.

#### ***Attendance Rate***

The student attendance rate for the 2019 - 2020 school year is currently 97.8% (students have been working online since March). However, this is consistent with the rate for last year, which was 97%. (State average was 93%). In addition, 19.7% of Soaring Heights students achieved perfect attendance this year, while the eighth grade class, in particular, had 39% perfect attendance. Seven students have maintained perfect attendance for at least two straight years.

The staff attendance rate for 2019 - 2020 was 97.7%, consistent with previous years, as well. The New Jersey statewide average for teacher attendance is 92%.

#### ***Retention Rate.***

During the 2019 - 2020 school year, nine students left the school for a mobility rate of 3.3%, leaving a retention rate of 96.7%. Previous years have yielded similar results.

### **(4) Compliance and Management Issues**

*(4) Information on any significant compliance and management issues ...*

Soaring Heights Charter School has not had any significant compliance or management issues over the past three years.

Thank you for your consideration!

This overview combines general school expansion activities, capacity building activities (Capacity), facility development activities (Facility), and student recruitment in an approximate timeline. Milestones are highlighted with an asterisk.

ID	Milestone (*)	Activity	Goal/Objective	Resources	Facilitator	Start Date	End Date
GSE-1		Form Expansion Project Planning and Implementation Team.	General school expansion (planning)	Consultant (Rick) Leadership Team (Jackie, Joanie, Claudia, Hillary)	Rick	5/1/2020	6/1/2020
GSE-2		Submit CSP Expansion Grant.	General school expansion (resources)	Expansion Project Team	Rick	6/1/2020	6/19/2020
BC-1		Develop staff development manual and mentoring program.	Capacity	Leadership Team, Kean University Team, Budget for printing/distribution ,PD-related materials	Rick	2/1/2020	9/1/2021
GSE-3		Receive CSP Expansion Grant	General school expansion (resources)	Leadership Team, Board of Trustees, School Business Admin.	Rick	10/1/2020	
F-1	*	<b>Secure commitment from Site Developer/Landlord.</b>	<b>Facility</b>	<b>Leadership Team Attorney, Consultant</b>	<b>School Business Admin.</b>	<b>6/1/2020</b>	<b>11/30/2020</b>
BC-2		Revise staffing plan and organizational chart to	Capacity	Leadership Team	School Leader	7/1/2020	11/1/2020

ID	Milestone (*)	Activity	Goal/Objective	Resources	Facilitator	Start Date	End Date
		address needs of expanded school.					
GSE-4		Implement Fund Development Plan with Board of Trustees.	General school expansion (resources)	Board President, Consultant, Professional services budget	Consultant	8/15/2020	ongoing
F-3		Retain architect and other professional services	Facility	Leadership Team, School Business Admin., professional services budget	School Business Admin.	10/1/2020	ongoing
F-4		Develop facility requirements for new school space.	Facility	Architect, Leadership Team, professional services budget	Architect	11/1/2020	12/1/2020
<b>F-5</b>	<b>*</b>	<b>Complete layout for new school space.</b>	<b>Facility</b>	<b>Architect, Leadership Team</b>	<b>Architect</b>	<b>12/1/2020</b>	<b>3/1/2021</b>
BC-3		Recruit and hire new teachers and staff	Capacity	Job posting sites (getselected.com), Instructional budget, Hiring Committee, School Business Admin.	Leadership Team	11/2020	8/1/2021
F-2	<b>*</b>	<b>Complete lease negotiations and sign lease</b>	<b>Facility</b>	<b>Attorney, School Business Admin, Board President</b>	<b>School Business Admin</b>	<b>3/1/2021</b>	<b>9/1/2021</b>

<b>ID</b>	<b>Milestone (*)</b>	<b>Activity</b>	<b>Goal/Objective</b>	<b>Resources</b>	<b>Facilitator</b>	<b>Start Date</b>	<b>End Date</b>
GSE-5		Develop communications plan to promote expansion, new facility, and school programs.	General school expansion (communications)	Communications consultant, professional services budget	Consultant	1/15/2021	9/2/2022
SR-1		Recruit students for enrollment in September, 2022	Student Recruitment	School Office Outreach Committee	Outreach Coordinator	9/15/2021	9/2/2022
<b>F-6</b>	<b>*</b>	<b>Develop Standard Operating Procedures for new facility</b>	<b>Facility</b>	<b>Architect, School Business Administrator, Local law enforcement, Building Superintendent</b>	<b>Consultant</b>	<b>3/1/2022</b>	<b>8/1/2022</b>
F-7		Purchase equipment and materials.	Facility	Architect, Leadership Team, School Business Administrator, Office Staff, Capital Outlay and Supply budgets	School Business Administrator Office Staff	7/1/2021	11/1/2021
F-8		New facility completed, equipped, and furnished	Facility	Architect, School Business Administrator, Office Staff, Moving Company	Project Coordinator	9/1/2021	3/1/2022

<b>ID</b>	<b>Milestone (*)</b>	<b>Activity</b>	<b>Goal/Objective</b>	<b>Resources</b>	<b>Facilitator</b>	<b>Start Date</b>	<b>End Date</b>
<b>F-9</b>	<b>*</b>	<b>All site approvals from state, county, and local officials. Certificate of Occupancy</b>	<b>Facility</b>	<b>Architect, School Business Administrator</b>	<b>Project Coordinator</b>	<b>3/1/2022</b>	<b>5/1/2022</b>
<b>GSE-6</b>	<b>*</b>	<b>Welcome new students into school for the new year.</b>	<b>General School Expansion</b>	<b>Entire school</b>	<b>School Leader</b>	<b>9/1/2022</b>	<b>ongoing</b>

## Other Attachment File(s)

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\* Mandatory Other Attachment Filename:

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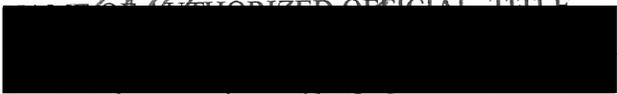
To add more "Other Attachment" attachments, please use the attachment buttons below.

**Charter Schools Program Assurances** – Grants to Charter School Developers for The Opening of New Charter Schools and for The Replication and Expansion of High-Quality Charter Schools Pursuant to Title IV, Part C of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA), recipients of Grants to Charter School Developers for the Opening of New Charter Schools and for the Replication and Expansion of High-Quality Charter Schools must provide the assurances described below. These Assurances are from Section 4303(f) of the ESEA.

As the duly authorized representative of the applicant, I ensure that:

1. Each charter school receiving funds through this program will have a high degree of autonomy over budget and operations, including autonomy over personnel decisions (Section 4303(f)(2)(A) of the ESEA);
2. The eligible applicant will support charter schools in meeting the educational needs of their students, as described in section 4303(f)(1)(A)(x) of the ESEA (Section 4303(f)(2)(B) of the ESEA); and
3. The eligible applicant will ensure that each charter school receiving funds under this program makes publicly available, consistent with the dissemination requirements of the annual State report card under section 1111(h) of the ESEA, including on the website of the school, information to help parents make informed decisions about the education options available to their children, including—
  1. Information on the educational program;
  2. Student support services;
  3. Parent contract requirements (as applicable), including any financial obligations or fees;
  4. Enrollment criteria (as applicable); and
  5. Annual performance and enrollment data for each of the subgroups of students, as defined in section 1111(c)(2) of the ESEA, except that such disaggregation of performance and enrollment data shall not be required in a case in which the number of students in a group is insufficient to yield statically reliable information or the results would reveal personally identifiable information about an individual student. (Section 4303(f)(2)(G) of the ESEA)

Claudia Zuorick



06/17/2020

APPLICANT ORGANIZATION DATE SUBMITTED

Internal Revenue Service  
District Director

Department of the Treasury

P. O. Box 2508  
Cincinnati, OH 45201

Date: MAY 19 1997

Person to Contact:

D. Downing

Telephone Number:

Fax Number

Federal Identification Number:

Soaring Heights Charter School  
c/o Nancy D. Lomba  
315 E. 5th Ave.  
Roselle, NJ 07203-2156

Dear Sir or Madam:

This is in response to your request for affirmation of your organization's exempt status.

In December of 1996, we issued a letter that recognized your organization as exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code. That letter is still in effect.

Based on information subsequently submitted, we classified your organization as one that is not a private foundation within the meaning of section 509(a) of the Code because it is an organization described in sections 509(a)(1) and 170(b)(1)(A)(ii). That classification was based on the assumption that your organization's operations would continue as stated in the application. If your organization's purposes, character, method of operations, or sources of support have changed, please let us know so we can consider the effect of the change on the organization's exempt status and foundation status.

Revenue Procedure 75-50, published in Cumulative Bulletin 1975-2 on page 587, sets forth guidelines and record keeping requirements for determining whether private schools have racially nondiscriminatory policies as to students. Your organization must comply with this revenue procedure to maintain its tax-exempt status.

Your organization is required to file Form 990, Return of Organization Exempt from Income Tax, only if its gross receipts each year are normally more than \$25,000. If a return is required, it must be filed by the 15th day of the fifth month after the end of the organization's annual accounting period. The law imposes a penalty of \$20 a day, up to a maximum of \$10,000, when a return is filed late, unless there is reasonable cause for the delay.

All exempt organizations (unless specifically excluded) are liable for taxes under the Federal Insurance Contributions Act (social security taxes) on remuneration of \$100 or more paid each employee during a calendar year. Your organization is not liable for the tax imposed under the Federal Unemployment Tax Act (FUTA).

Organizations that are not private foundations are not subject to the excise taxes under Chapter 42 of the Code. However, they are not automatically exempt from other federal excise taxes.



**State of New Jersey**  
 DEPARTMENT OF EDUCATION  
 PO Box 500  
 TRENTON, NJ 08625-0500

CHRIS CHRISTIE  
*Governor*

KIM GUADAGNO  
*Lt. Governor*

DAVID C. HESPE  
*Commissioner*

February 29, 2016

Ms. Lisa McConagly, President  
 Board of Trustees  
 Soaring Heights Charter School  
 1 Romar Avenue  
 Jersey City, NJ 07305

Dear Ms. McConagly:

Soaring Heights Charter School opened in 1997 and is currently in its 19<sup>th</sup> year of operation. The school submitted its renewal application on October 15, 2015, and has been evaluated by the New Jersey Department of Education (Department) on its academic performance, fiscal viability, and operational stability. Pursuant to N.J.S.A. 18A:36A-17 and N.J.A.C. 6A:11-2.3(b), the Department has completed a comprehensive review of Soaring Heights Charter School including the evaluation of the school's renewal application, annual reports, student performance on state assessments, site visit results, public comments, and other information in order to make a renewal decision. Based on this review, it is my pleasure to inform you that I am renewing Soaring Heights Charter School for a period of five years through June 30, 2021, pending receipt of a signed Charter Agreement.

Soaring Heights Charter School has a history of providing a high-quality education to its students. From 2012-13 to 2013-14, the school received a Tier Rank of 1, the highest rank possible based on the standards within the Performance Framework. In the 2014-15 school year, based on PARCC results, the school outperformed both the state and its home district of Jersey City in English language arts and in mathematics in elementary and middle school. Through the renewal process, it has also been determined that the school is organizationally and fiscally sound. I confirm, that the school's maximum approved enrollment is in accordance with the following configuration:

Grade Level	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Pre-K	0	50	50	50	50
K	25	50	50	50	50
1	25	25	50	50	50
2	50	25	50	50	50
3	25	50	25	50	50
4	25	25	50	50	50
5	25	25	25	50	50
6	25	25	25	50	50
7	25	25	25	25	50
8	25	25	25	25	50
<b>TOTAL</b>	<b>250</b>	<b>325</b>	<b>375</b>	<b>450</b>	<b>500</b>

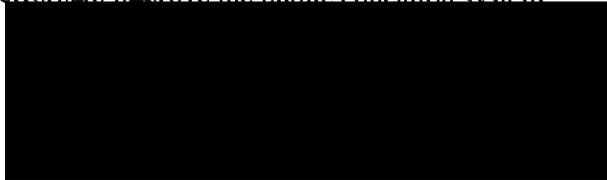
Ms. Lisa McConagly, President

Page 2

February 29, 2016

As part of the renewal process, there is a requirement that the board of trustees for each charter school sign a Charter Agreement with the Department. The Charter Agreement is a contract between the Department and all charter schools which lays out the terms and conditions for operating a charter school in New Jersey. It is imperative that the Board signs the Charter Agreement and approves a board resolution accepting the Agreement. The Department will need the board approved resolution and signed Charter Agreement returned by May 15, 2016.

I congratulate you on the school's accomplishments and support the efforts you have undertaken to strengthen Soaring Heights Charter School's academic program in order to improve student learning and outcomes. My best wishes are extended to you as you continue to serve the students of New Jersey and contribute to our overall efforts to improve the public education system.



David C. Hespe  
Commissioner

DCH/EP/HLS/2015-16 Renewals/ Renewal Letters/Soaring Heights Renewal

- c: Evo Popoff
- Yut'se Thomas
- Harold Lee
- Monica Tone
- Marcia Lyles

***SOARING HEIGHTS CHARTER SCHOOL  
AUDITOR'S MANAGEMENT REPORT  
FISCAL YEAR ENDED JUNE 30, 2019***

***Barre & Company LLC  
Certified Public Accountants & Consultants***

SOARING HEIGHTS CHARTER SCHOOL

AUDITOR’S MANAGEMENT REPORT ON ADMINISTRATIVE FINDINGS  
FINANCIAL, COMPLIANCE AND PERFORMANCE

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**BARRE & COMPANY LLC**  
**CERTIFIED PUBLIC ACCOUNTANTS & CONSULTANTS**

2204 Morris Avenue, Suite 206  
Union, New Jersey 07083



**Report of Independent Auditors**

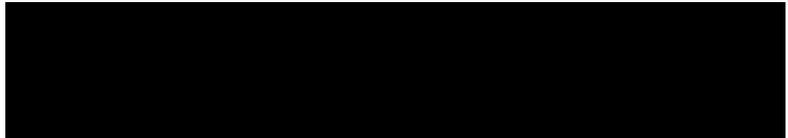
Honorable President and  
Members of the Board of Trustees  
Soaring Heights Charter School  
County of Hudson, New Jersey

We have audited, in accordance with generally accepted audit standards and Government Auditing Standards issued by the Comptroller General of the United States, the basic financial statements of the Board of Trustees of the Soaring Heights Charter School in the County of Hudson for the year ended June 30, 2019, and have issued our report thereon dated November 26, 2019.

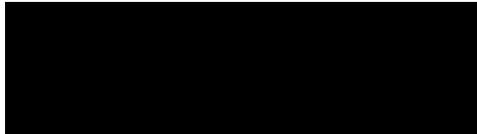
As part of our audit, we performed procedures required by the New Jersey Department of Education, and the findings and results thereof are disclosed on the following pages, as listed in the accompanying table of contents.

\*

This report is intended for the information of the Soaring Heights Charter School Board of Trustees' management and the New Jersey Department of Education. However, this report is a matter of public record and its distribution is not limited.



Certified Public Accountants  
Public School Accountants



Richard M. Barre  
Public School Accountant  
PSA Number 

Union, New Jersey  
November 26, 2019

## **Administrative Findings – Financial, Compliance and Performance**

### **Scope of Audit**

The audit covered the financial transactions of the Board Secretary/School Business Administrator and the Treasurer of School Moneys, the activities of the Board of Trustees, and the records of the various funds under the auspices of the Board of Trustees.

### **Administrative Practices and Procedures**

#### **Insurance**

Fire insurance coverage was carried in the amounts as detailed on Exhibit J-20, Insurance Schedule contained in the Charter School's CAFR.



#### **Tuition Charges**

A review of financial statements indicated that the Charter School charged no tuition for any student attending the Charter School and all proceeds for a before/after school program were accounted for in an Enterprise Fund.

### **Financial Planning, Accounting and Reporting**

#### **Examination of Claims**

An examination of claims paid during the period under review did not indicate any discrepancies with respect to signatures, certification or supporting documentation.

#### **Payroll Account**

The net salaries of all employees of the Board were deposited in the Payroll Agency Account. Employees' payroll deductions and employer's share of fringe benefits were deposited in the Payroll Agency Account.

All payrolls were approved by the designee in the Charter School and were certified by the President of the Board, the Board Secretary/Business Administrator, and the Chief School Administrator.

Salary withholdings were promptly remitted to the proper agencies, including health benefits withholding due to the general fund.

Payrolls were delivered to the treasurer of school moneys with a warrant made to his order for the full amount of each payroll.

## **Administrative Findings – Financial, Compliance and Performance**

### **Financial Planning, Accounting and Reporting (Continued)**

#### **Reserve for Encumbrances and Accounts Payable**

A review of outstanding issued purchase orders was made as of June 30 for proper classification of orders as reserve for encumbrances and accounts payable. No exceptions were noted during our review.

#### **Classification of Expenditures**

The coding of expenditures was tested for proper classification in accordance with *N.J.A.C. 6A:23A-16.2(f)* as part of our test of transactions of randomly selected expenditure items. We also reviewed the coding of the all expenditures included in our compliance and single audit testing procedures. In addition to randomly selecting a test sample, our sample selection specifically targeted administrative coding classifications to determine overall reliability and compliance with *N.J.A.C. 6A:23A-8.3*. As a result of the procedures performed, a transaction error rate of 1.90% overall was noted and no additional procedures were deemed necessary to test the propriety of expenditure classification.

##### **A. General Classification Findings**

No exceptions or discrepancies were noted in the general classification of expenditures.

##### **B. Administrative Classification Findings**

No exceptions or discrepancies were noted in the administrative classification of expenditures.

#### **Board Secretary's Records**

Our review of the financial and accounting records maintained by the business office disclosed no exceptions or discrepancies.

#### **Treasurer's Records**

There were no items noted during our review of the records of the Treasurer.

#### **Elementary and Secondary Education Act (E.S.E.A.)/Improving America's Schools Act (IASA) as reauthorized by the No Child Left Behind Act of 2001**

The E.S.E.A./NCLB financial exhibits are contained within the Special Revenue Section of the CAFR. This section of the CAFR documents the financial position pertaining to the projects under Titles I and VI of the Elementary and Secondary Education Act as amended and reauthorized.

The study of compliance for E.S.E.A. did not indicate any areas of noncompliance and/or questionable cost.

## **Administrative Findings – Financial, Compliance and Performance**

### **Financial Planning, Accounting and Reporting (Continued)**

#### **Other Special Federal and/or State Projects**

The Charter School's Special Projects were approved as listed on Schedule A and Schedule B located in the CAFR.

Our audit of the federal and state funds on a test basis, indicated the obligations and expenditures were incurred during the fiscal year or project period for which the project was approved.

The financial exhibits are contained within the Special Revenue Section of the CAFR. This section of the CAFR documents the financial position pertaining to the aforementioned special projects.

The study of compliance for the special projects did not indicate any areas of noncompliance.

#### **T.P.A.F. Reimbursement**

Our audit procedures included a test of the biweekly reimbursements (electronic, but Charter Schools can print out the DOENET screen for an auditor) filed with the Department of Education for Charter School employees who are members of the Teachers' Pension and Annuity Fund. No exceptions were noted.

### **School Purchasing Programs**

#### **Contracts and Agreements Requiring Advertisement for Bids**

*N.J.S.A. 18A:18A-1 et seq.* (Public School Contracts Law), the associated rules and related information on the statute, and school contracts in general (as of June 2007) is available on the website: <http://www.state.nj.us/dca/divisions/dlgs/programs/lpcl.html>.

Current statute is posted on the New Jersey Legislature website at:  
[http://lis.njleg.state.nj.us/cgi-bin/om\\_isapi.dll?clientID=1319801&depth=2&expandheadings=off&headingswithhits=on&infobase=statutes.nfo&softpage=TOC\\_Frame\\_Pg42](http://lis.njleg.state.nj.us/cgi-bin/om_isapi.dll?clientID=1319801&depth=2&expandheadings=off&headingswithhits=on&infobase=statutes.nfo&softpage=TOC_Frame_Pg42)

Auditors should refer to Section I, Chapter 5, Bids & Contracts/Purchasing for highlights of *N.J.S.A. 18A:18A-3* and 4.

The Charter School board of trustees has the responsibility of determining whether the expenditures in any category will exceed the statutory thresholds within the contract year. Where question arises as to whether any contract or agreement might result in violation of the statute, the Solicitor's opinion should be sought before a commitment is made.

## **Administrative Findings – Financial, Compliance and Performance**

### **School Purchasing Programs (Continued)**

Based on the results of my examination, I did not note any individual payments, contracts, or agreements made for the performance of any work or goods or services, in excess of the statutory thresholds where there had been no advertising for bids in accordance of *N.J.S.A. 18A:18A-4*, amended.

Resolutions were adopted authorizing the awarding of contracts or agreements for “Professional Services” per *N.J.S.A. 18A:18A-5*.

### **Student Body Activities**

During our review of the student activity funds, there were no items noted.

### **Enrollment Counts and Submissions to the Department**

Our audit procedures included a test of enrollment information reported on and the last day of school for on-roll, special education, bilingual and low-income. The October 15, 2016 enrollment report was not available.

### **Follow-up on Prior Year Findings**

Not Applicable

### **Acknowledgment**

We received the complete cooperation of all the officials of the Charter School and we greatly appreciate the courtesies extended to the members of the audit team.

SCHEDULE OF AUDITED ENROLLMENTS

SOARING HEIGHTS CHARTER SCHOOL  
 APPLICATION FOR CHARTER SCHOOL AID  
 ENROLLMENT COUNT AS OF OCTOBER 15, 2018

Grades	Submission to												Percentage	
	DOE Reported on Roll	Reported on Workpapers	Verified Signed Registration Forms	Errors	Verified # Days Enrolled	Errors	Special Ed/ Bilingual	Verified Documentation	Errors	Verified # of Days Service Provided	Errors	Low Income		Verified Documentation
Kindergarten	50	50	50	-	50	-	-	-	-	-	-	11	11	-
One	24	24	24	1	24	1	1	1	1	1	1	7	7	7
Two	24	24	24	1	24	1	1	1	1	1	1	5	5	5
Three	25	25	25	1	25	1	1	1	1	1	1	9	9	9
Four	48	48	48	1	48	1	1	1	1	1	1	10	10	10
Five	25	25	25	1	25	1	1	1	1	1	1	6	6	6
Six	24	24	24	1	24	1	1	1	1	1	1	4	4	4
Seven	25	25	25	2	25	2	2	2	2	2	2	6	6	6
Eight	22	22	22	1	22	1	1	1	1	1	1	6	6	6
Totals	267	267	267	-	267	-	9	9	-	9	-	64	64	-
Percentage				0.00%		0.00%			0.00%		0.00%			0.00%

SCHEDULE OF AUDITED ENROLLMENTS

**SOARING HEIGHTS CHARTER SCHOOL**  
 APPLICATION FOR CHARTER SCHOOL AID  
 ENROLLMENT COUNT AS OF LAST DAY OF SCHOOL YEAR 2019

Grades	Submission to											Sample		
	DOE Reported on Roll	Reported on Workpapers	Verified Signed Registration Forms	Errors	Verified # Days Enrolled	Errors	Special Ed/ Bilingual	Verified Documentation	Errors	Verified # of Days Service Provided	Errors	Low Income	Verified Documentation	Errors
Kindergarten	50	50	50	-	50	-	-	-	-	-	-	11	11	-
One	24	24	24	-	24	-	2	2	-	2	-	7	7	-
Two	24	24	24	-	24	-	1	1	-	1	-	5	5	-
Three	25	25	25	-	25	-	1	1	-	1	-	9	9	-
Four	48	48	48	-	48	-	2	2	-	2	-	10	10	-
Five	25	25	25	-	25	-	-	-	-	-	-	6	6	-
Six	24	24	24	-	24	-	1	1	-	1	-	5	5	-
Seven	25	25	25	-	25	-	2	2	-	2	-	7	7	-
Eight	22	22	22	-	22	-	1	1	-	1	-	6	6	-
<b>Totals</b>	<b>267</b>	<b>267</b>	<b>267</b>	<b>-</b>	<b>267</b>	<b>-</b>	<b>10</b>	<b>10</b>	<b>-</b>	<b>10</b>	<b>-</b>	<b>66</b>	<b>66</b>	<b>-</b>
Percentage				0.00%		0.00%			0.00%		0.00%			0.00%

## EXCESS SURPLUS CALCULATION

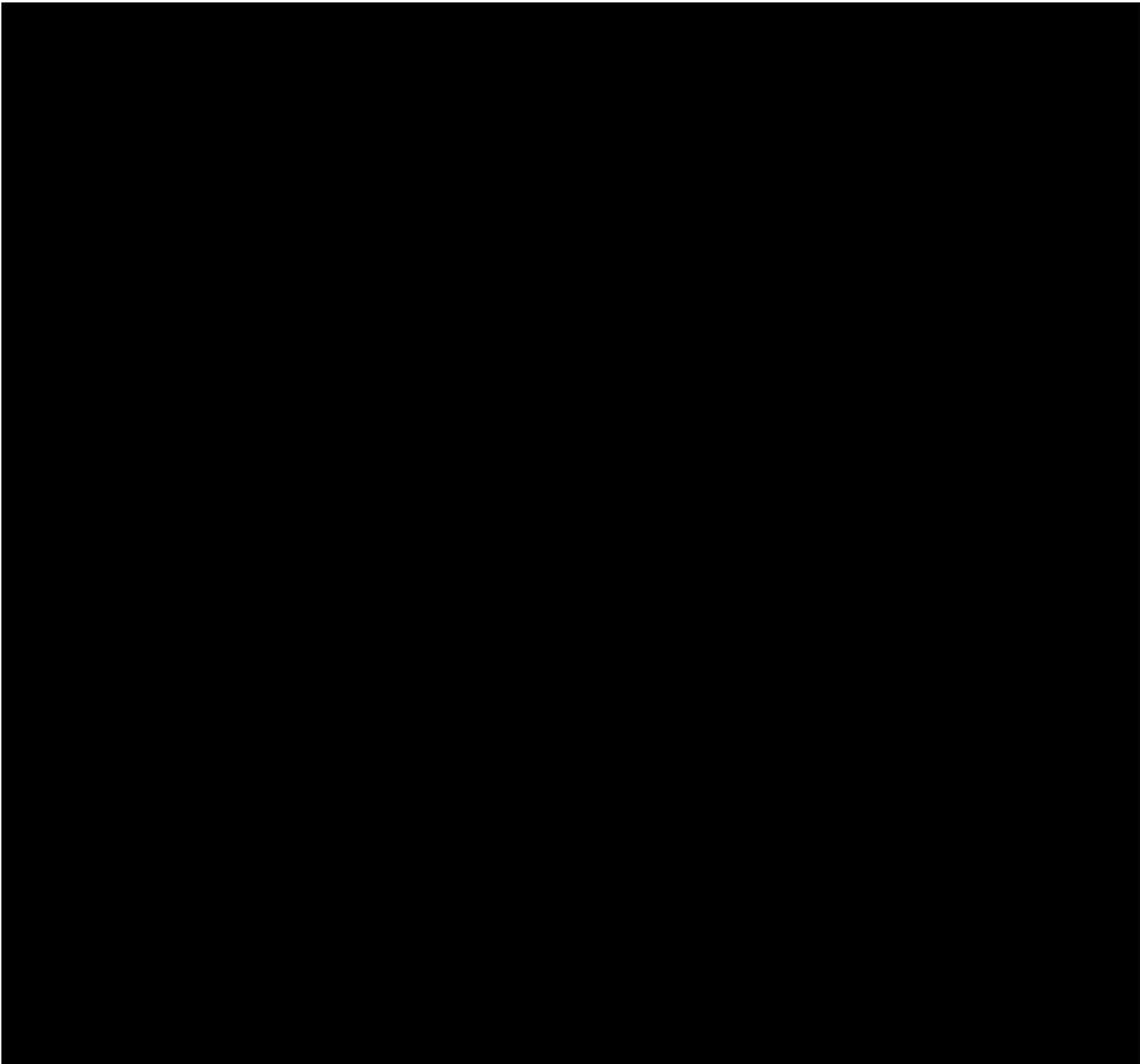
N.J.S.A. 18A:7F-7 requires that excess surplus for regular school districts and charter schools is calculated using 2% for June 30, 2005 and thereafter. Pursuant to P.L. 2007, c.62, the minimum was raised from \$100,000 to \$250,000, effective beginning with the year ending June 30, 2007.

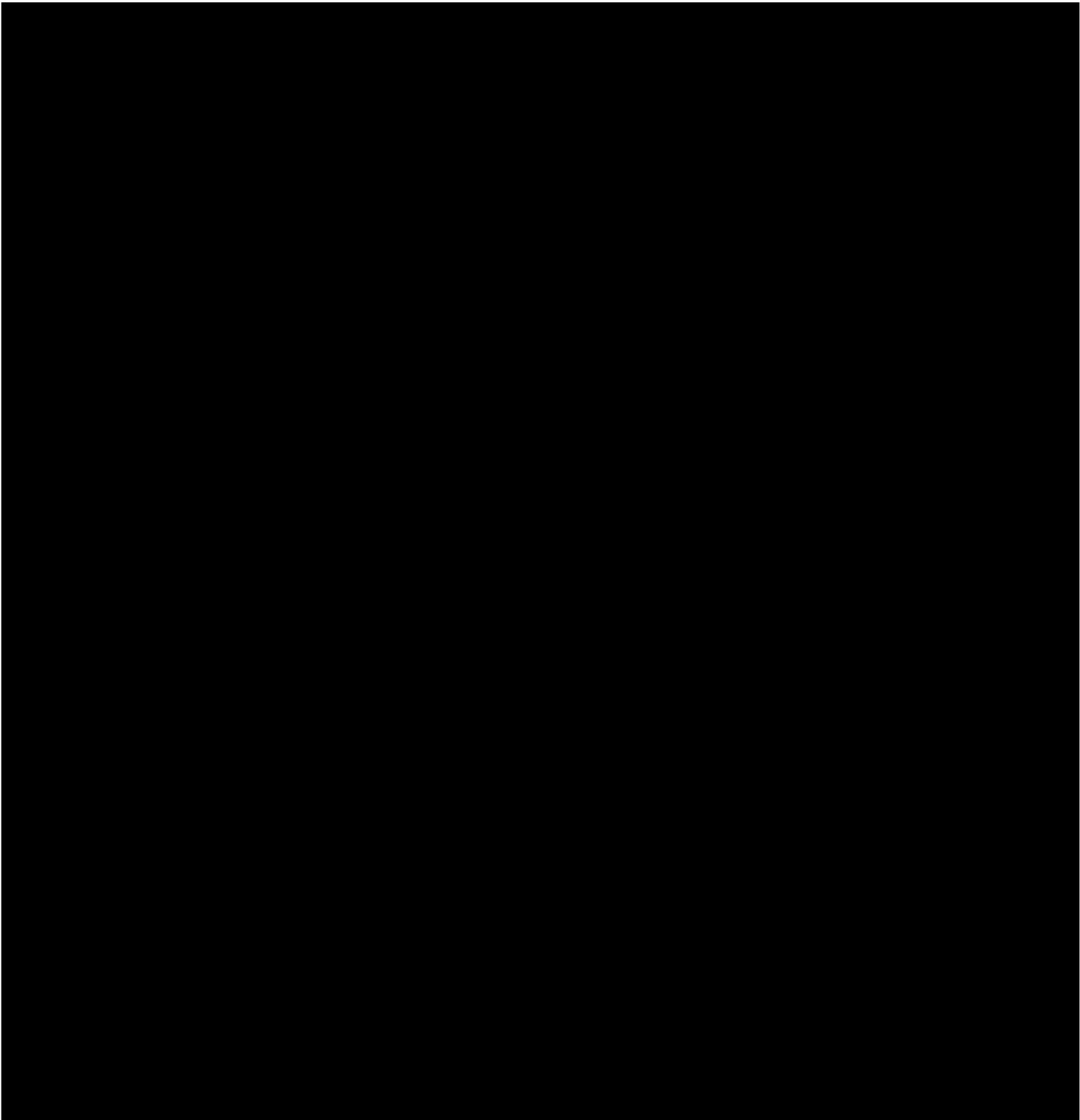
Charter schools are not subject to the excess surplus limitations. Charter school auditors are required to document the calculation of excess surplus pursuant to N.J.S.A. 18A:7F-7 solely for the purpose of adherence to N.J.A.C. 6A:23A-22.4(e), which provides that a district board of education may petition the Commissioner to pay a lower per-pupil rate if the charter school spends "significantly less than budgeted and has accumulated a sizable surplus."

### CALCULATION:

Complete Sections 1 and 2. If the total of Section 2 is **greater** than the applicable portion of Section 1, enter the difference in Section 3. If the difference results in a negative, enter a zero in Section 3. The applicable sections are to be submitted as part of the Auditor's Management Report.

Note that beginning with the excess surplus calculation for the year ending June 30, 2012 the transfer to food services is no longer an adjustment (increase) to total general fund expenditures. This was first introduced in supporting documentation item 9 on page 123 of the 2011-12 Budget Guidelines and continues to apply to audited excess surplus at June 30, 2018.





**SOARING HEIGHTS CHARTER SCHOOL  
AUDIT RECOMMENDATIONS SUMMARY  
FOR THE FISCAL YEAR ENDED JUNE 30, 2019**

**Findings and Recommendations:**

1. Administrative Practices and Procedures

None

2. Financial Planning, Accounting and Reporting

None

3. School Purchasing Programs

None

4. School Food Service

None

5. Student Body Activities

None

6. Application for State School Aid/Charter School Enrollment System/Charter School Aid

None

7. Pupil Transportation

None

8. Facilities and Capital Assets

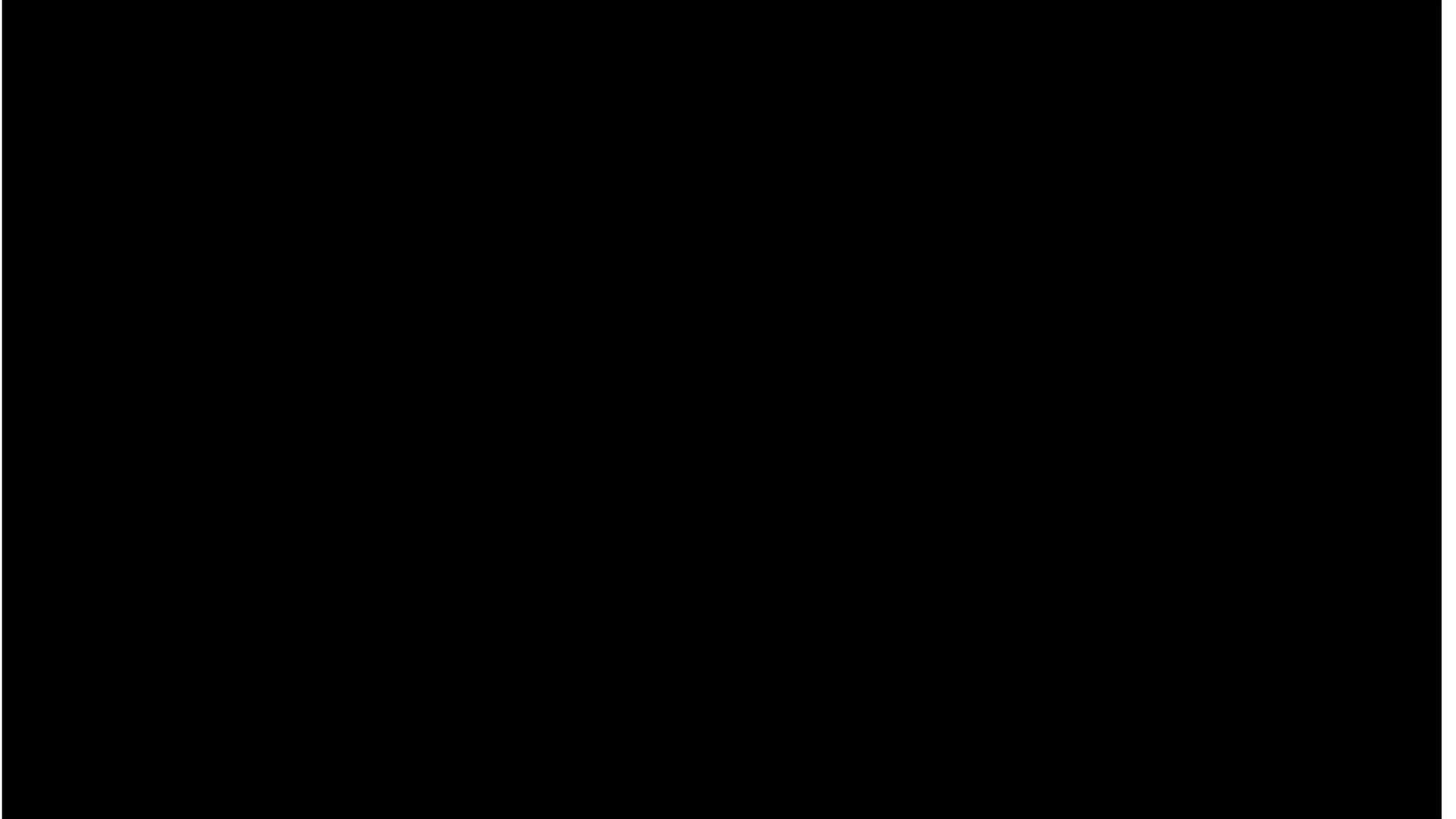
None

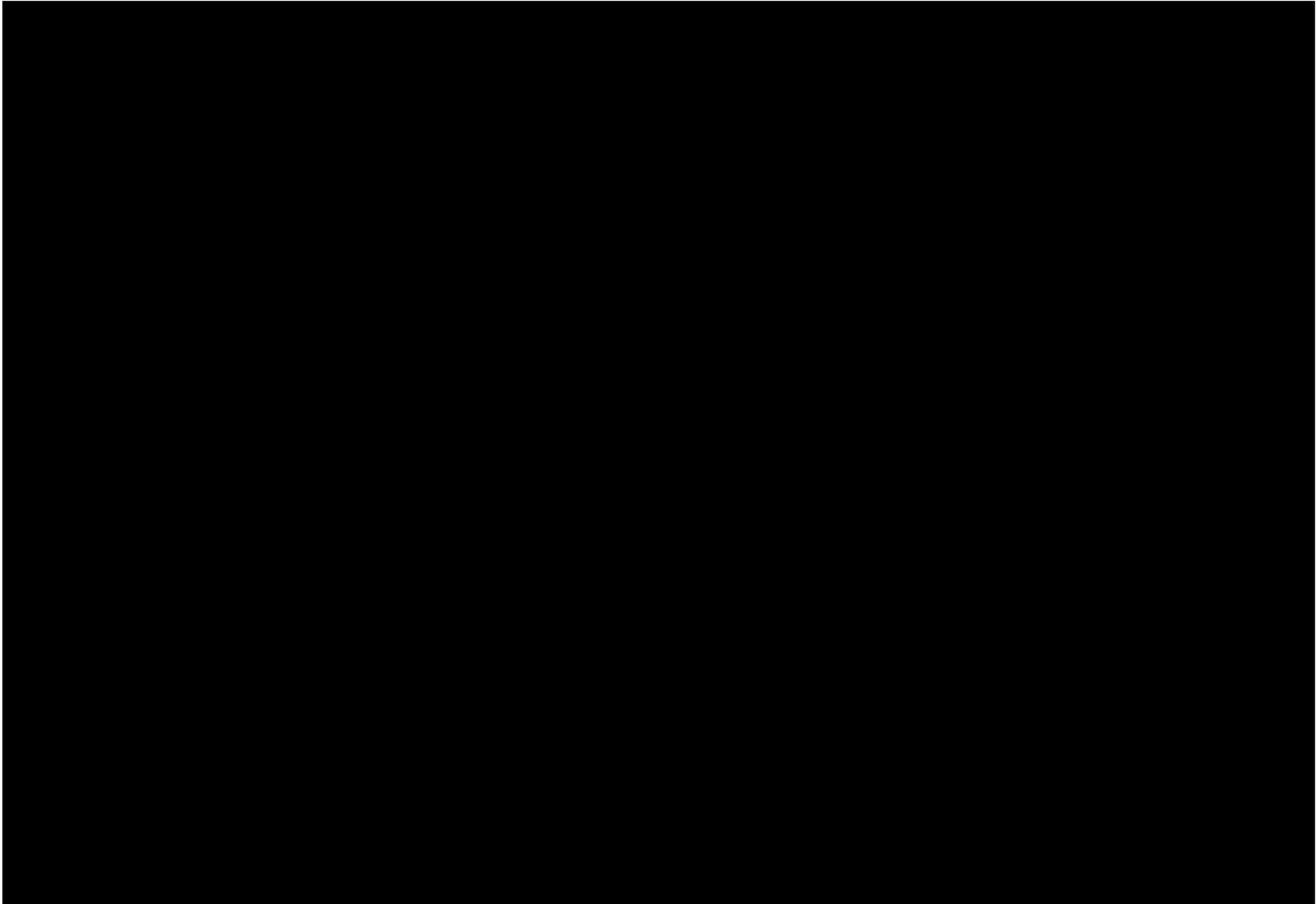
9. Miscellaneous

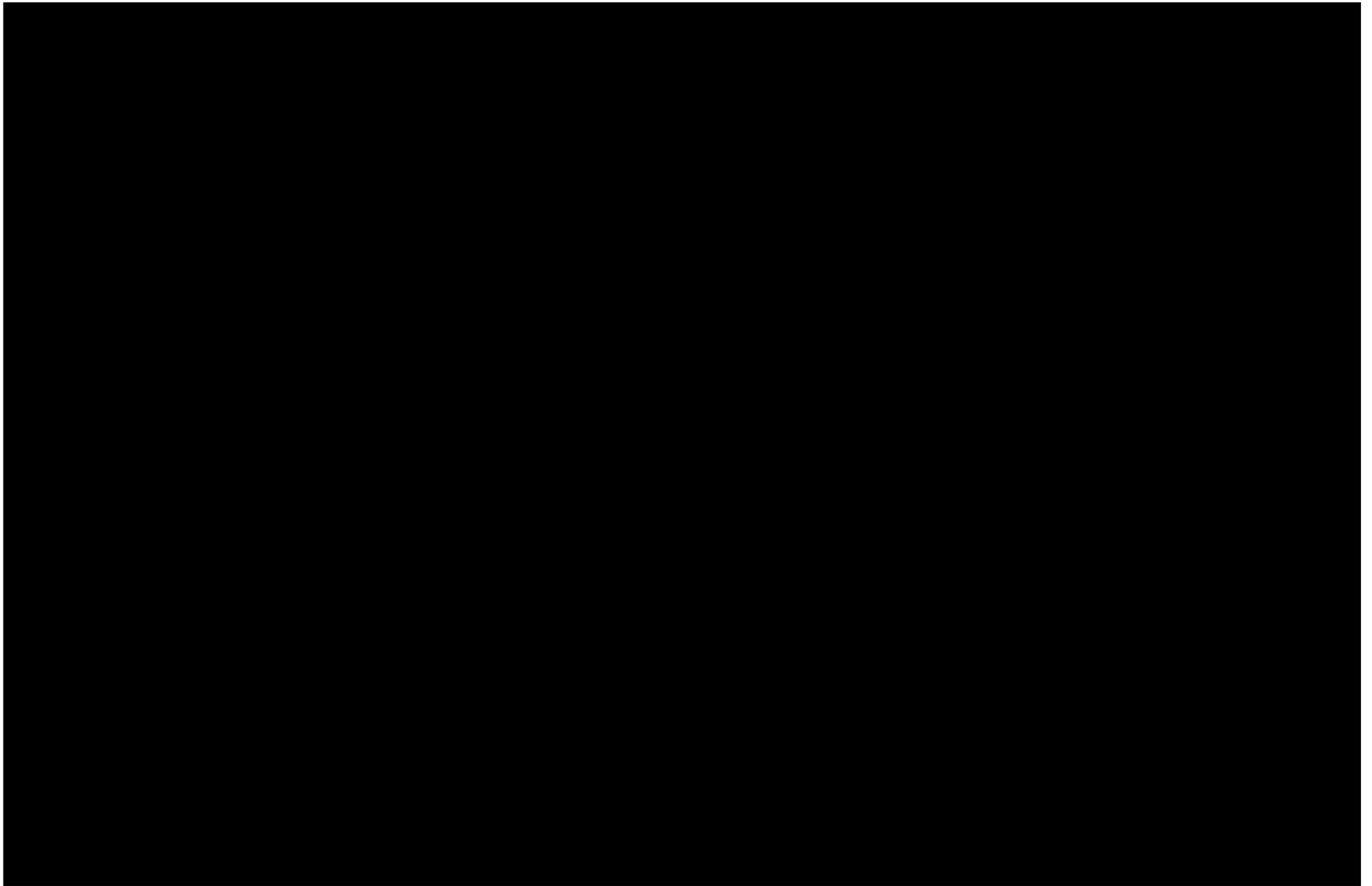
None

10. Status of Prior Year Audit Findings/Recommendations

None









State of New Jersey  
DEPARTMENT OF EDUCATION  
PO BOX 500  
TRENTON, NJ 08625-0500

PHILIP D. MURPHY  
*Governor*

SHEILA Y. OLIVER  
*Lt. Governor*

LAMONT O. REPOLLET, ED.D.  
*Commissioner*

June 12, 2020

To Whom It May Concern,

I am currently a New Jersey State Monitor working with the Jersey City Board of Education. I became familiar with Claudia Zuorick and her work at Soaring Heights Charter School when I introduced the school to the free dinner program sponsored by the Lily Pearl Foundation in Jersey City. In my capacity as Director of the St. Peter's University 21st Century Learning Grant, I included Soaring Heights Charter School as part of a new grant opportunity in October, 2018.

From the first time I visited Soaring Heights, it was evident to me that the school climate was special. It was warm, inviting and inclusive. In addition, the school is one of the top performing schools in the state academically and has been nationally recognized for its success as a National ESEA Distinguished School by the US Department of Education. It serves a diverse population of students, many of whom are economically disadvantaged. Its administrative style of shared leadership provides the foundation for its success and is a model for other schools. Indeed, it is a hallmark of its thriving academic program.

The school has outgrown its present facility and has been approved by the New Jersey Department of Education for expansion. The community needs Soaring Heights to be expanded so that they can offer many more children in Jersey City the opportunity to grow and develop in their extraordinary environment. I urge you to do everything you can to support the expansion of this very special public school.

Sincerely,

Dr. Elnardo Webster, Sr.  
State Monitor for the New Jersey Department of Education



To: Whom It May Concern  
From: Dr. Steven LoCascio, Director of Educational Leadership  
Date: June 6, 20  
Subject: Soaring Heights

To Whom It May Concern,

I have had the privilege to work with the Soaring Heights community for some time. Currently, several Kean University faculty members along with graduate students are working on a research study with Soaring Heights to identify the variables that have made them so successful over more than twenty years of service to their community. This formal research process, approved by the Kean University Institutional Review Board (IRB) has had us visit the school on several occasions and to speak with members of the school community. On each of the visits, it is always inspiring to see the good work that is being done and all of the active learning that is continually occurring. Despite the inherent challenges of working with an urban low-socio-economic population, Soaring Heights continues to provide a safe and nurturing environment where children have the ability to succeed supported by a caring and dedicated staff and administration.

Soaring Heights is applauded for their willingness to share the data concerning their success and we at Kean University are honored to be a part of this journey.

Sincerely,

Steven LoCascio Ed.D



COUNTY OF HUDSON  
BOARD OF CHOSEN FREEHOLDERS

ADMINISTRATION ANNEX 567 PAVONIA AVENUE  
JERSEY CITY, NEW JERSEY 07306



**WILLIAM O'DEA**

*Vice Chairman, District 2*

June 12, 2020

To Whom It May Concern,

In February, 2019 I presented Soaring Heights Charter School with a proclamation from the Hudson County Board of Chosen Freeholders honoring the school for receiving the National ESEA Distinguished School Award by the United States Department of Education. My introduction to the staff took place in the summer of 2018, when they had questions about how to locate a facility that would ensure the school's continued growth. As I learned more and more about Soaring Heights and its mission, I became invested in partnering with them to locate a larger facility in order to provide more Jersey City children with the opportunity to attend Soaring Heights.

Working with the staff to develop possible plans for expansion was an eye opening experience. The school's administrative structure is shared leadership, for which they received Best Practices for Shared Leadership by the New Jersey Department of Education Office of Charter and Renaissance Schools in 2018. Over time it became clear to me that the success of the school is the result of the teachers' involvement in every aspect of running the school. This is an example of how keeping the decision making process close to the classroom door builds a strong, productive school.

It is with a firm belief in the contributions the school makes to the education of its students that I advocate for the expansion of Soaring Heights Charter School. The school is a great asset to the Jersey City community.

Sincerely,



William O'Dea, Freeholder  
District 2



CITY OF JERSEY CITY  
OFFICE OF THE MAYOR

CITY HALL | 280 GROVE STREET | JERSEY CITY, NJ 07302



STEVEN M. FULOP  
MAYOR OF JERSEY CITY

STEVEN M. FULOP  
MAYOR OF JERSEY CITY

June 12, 2020

To Whom It May Concern:

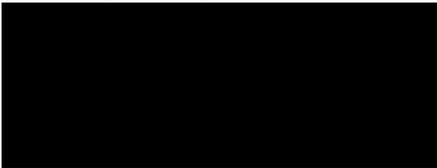
As Mayor of the City Of Jersey City, it is my pleasure to highly recommend Soaring Heights Charter School for expansion. Soaring Heights brought honor to Jersey City when it was named a National ESEA Distinguished School. It was the first charter school in New Jersey to receive this award and only one of one hundred schools nationwide. The school has also been honored for Best Practices in Shared Leadership, which is the basis for its very high teacher retention rate as well as its high teacher attendance rate of 98%.

Soaring Heights reflects the diversity of Jersey City with its student body composed of 93% children of color, many of whom are economically disadvantaged. The school has outperformed 94% of charter schools in New Jersey and has ranked in the top 5% of charter schools on state testing. Clearly, the school environment supports academic success in its students.

I have visited Soaring Heights on a number of occasions and have been impressed by the family-like atmosphere. There is a warm quality to the environment that is welcoming and open. The school continually seeks to build roots in the community as its connection with the Greenville Neighborhood Association indicates. Students and staff from the school have participated in planting flowers in the local park and painting large flowerpots in efforts to beautify the area. Expanding this school would benefit more citizens of Jersey City.

If you have any questions please do not hesitate to contact my office at [REDACTED]

Respectfully,



Steven M. Fulop  
Mayor

The Honorable Betsy DeVos  
Secretary, United States Department of Education  
400 Maryland Ave., SW  
Washington, DC 20202

Dear Secretary DeVos,

The New Jersey Public Charter Schools Association strongly supports Soaring Heights Charter School in their efforts to expand their program and encourages the Department to approve their CSP grant request.

As a member of our Association, we've had firsthand access to the amazing program Soaring Heights offers. They have been recognized by NJ Department of Education as a Tier 1 school for their Academic, Organizational, and Operational achievements – the highest Tier attainable in NJ – and by the US Department of Education as an ESEA Distinguished School for exceptional student performance over multiple years. They are among the top performing public schools in the state, currently providing 250 high quality public seats to a diverse student population.

Soaring Heights has been approved by the NJ Department of Education to expand from 250 to 500 students, and they are actively working with the Jersey City Redevelopment Authority and local officials to secure a new facility to accommodate their full enrollment. The school currently has nearly 500 children on its waitlist.

In addition to their academic successes, their innovative practices have focused on teacher development, communications between teachers, parents, and students, and the social-emotional wellbeing of all stakeholders. They are currently engaged in an extensive research project with Kean University, which will look at how their practices have spawned such high levels of student success, and they are also developing a manual that will enable other schools to implement their approaches.

The grant will be used to help equip their new facility, as well as build capacity to ensure fidelity to their mission and the excellence of their instruction as they grow.

Sincerely,

  
Harry Lee  
President, New Jersey Public Charter Schools Association



To Whom It May Concern,

I am writing to request strong consideration for Soaring Heights Charter School to receive the Expansion Grant. As a mother of a recent graduate and current student at SHCS I can fervently attest to the need and good use of a grant award such as this.

I have had the benefit of having my children attend both private and parochial school, as well as charter (public) school and I am overwhelmingly more satisfied with the latter. My children experienced a rough adjustment and catch up period after their transfer. I discovered that they were both behind academically in comparison to SHCS's standards and were unfamiliar with the technology used in today's classroom environments.

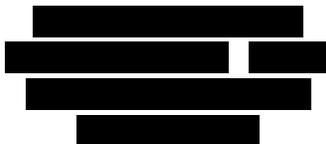
Soaring Heights has not received any increases in their revenue for 12 years! Yet they have still managed to provide a stellar atmosphere for academic excellence and a challenging environment for achievement. Even with their limited financial resources they have still managed the daunting task of being ranked the #1 best Public Elementary School and the National ESEA Distinguished School by the NJ Department of Ed.

In the face of limited resources SHCS has been able to provide a challenging curriculum and an atmosphere that breeds success. By applying out of the box solutions and methodologies to help keep the children of this urban community engaged, they have been able to succeed with these incredible achievements. From the dedicated faculty and staff to the support of the community, SHCS is on the path and destined to do so much more with the award of this grant.

Regards,

*Stephanie Miller*

DAVID C. HESPE



June 14, 2020

Rick Pressler  
Director of School Services  
P.O. Box 69  
Roosevelt, NJ 08555

Dear Mr. Pressler:

It is with great enthusiasm that I support the application of Soaring Heights Charter School in Jersey City, N.J. for a federal CSP grant: Expanding Opportunity Through Quality Charter Schools Program. The grant will allow Soaring Heights to support the expansion of its schools.

I was Commissioner of Education in New Jersey twice, once in 1999-2001, and again in 2014-2016. Throughout my educational work in New Jersey, I have seen Charter Schools as a primary driver of school improvement and have worked with Soaring Heights Charter School since its inception over 20 years ago. However, one issue that has plagued successful charter schools throughout the time is how to finance and outfit a school facility in order to expand enrollment.

Without a doubt, since 1997 Soaring Heights Charter School has been successful in serving a diverse group of Jersey City students in Grades K-8. They are among the top performing public schools in the state, as well as in the country, and have been recognized by both the New Jersey Department of Education and the United States Department of Education.

Their students have outperformed both their local school district and the state average on the New Jersey Student Learning Assessment throughout their history, in spite of serving a student body that is over 50% economically disadvantaged. They are a vital part of Jersey City and serve a student community that is over 80% students of color.

Their innovative practices have focused on teacher development, communications between teachers, parents, and students, and the social-emotional wellbeing of all stakeholders—in addition to rigorous academics. They are currently engaged in an extensive research project with Kean University, which will look at how their practices have spawned such high levels of student success, and they are also developing a manual that will enable other schools to implement their approaches.

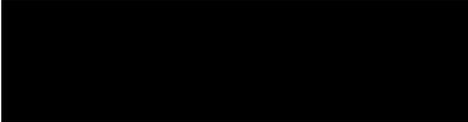
They been approved by the NJDOE to expand from 250 to 500 students, and they are actively working with the Jersey City Redevelopment Authority and local officials to secure a new facility to accommodate their full enrollment. The grant will be used to help equip their new

facility, as well as build capacity to ensure fidelity to their mission and the excellence of their instruction as they grow.

In this way, the award of the CSP grant to Soaring Heights Charter School will lead directly to an expansion of educational opportunity for the students of Jersey City.

Please let me know if you have any questions.

Very truly yours,



David C. Hespe



# CITY OF JERSEY CITY

## OFFICE OF CITY COUNCIL

CITY HALL | 280 GROVE STREET | JERSEY CITY, NJ 07302



DENISE RIDLEY  
COUNCILWOMAN WARD A

June 16, 2020

To whom it may concern:

Soaring Heights Charter School has been a Jersey City jewel since 1997. As the Councilwoman for the Ward A section of Jersey City, I am happy this institution of learning is located in the Ward I serve. Soaring Heights has been recognized by the New Jersey Department of Education as a Tier 1 school and by the US Department of Education as an ESEA Distinguished School. These accomplishments give you just an idea of how important this school is to our young residents here in Jersey City. In addition, the smiles on the students faces every time I visit reinforces their love of the school.

Soaring Heights has been approved by the New Jersey Department of Education to expand from 250 to 500 students. They are actively working to secure a new facility to accommodate their full enrollment. If they are awarded this grant it will be used to help equip their new facility. Additional resources are very necessary for this period of growth. Soaring Heights wants to make sure their students have a setting that fosters learning. This grant will help them do just that.

I highly recommend that you consider Soaring Heights Charter School as a recipient of your grant funds. I am confident the resources will be put to good use. The administration, teachers, and staff continue to show a commitment to our children here in Jersey City. We want them to continue the excellent work they are doing. Our City's future heavily weighs on the teachings of our children today. If you have any additional questions or concerns, feel free to contact me.

Regards,





**Jacqueline  
Quagliana**



## SUMMARY

Caring teacher with strong communication skills and drive to get students excited about learning. Specializing in creating stimulating environments which help students achieve full potential and enjoy learning. Bringing 30 years of experience in education.

Focused on building connections with students to strengthen engagement and help each reach full potential through skill-building. Knowledgeable about planning activities, field trips and projects to diversify instruction and immerse students in all academic areas.

## SKILLS

- Differentiated learning techniques
- Differentiated instruction
- Tutoring and after school help
- Standardized testing techniques

## EXPERIENCE

### Teacher

Jersey City, New Jersey

Soaring Heights Charter School/ Sep 1997 to Current

- Created and enforced child-based hands-on curriculum to promote student interest and receptive learning.
- Strengthened parent-teacher and parent-child communication by holding regular parent-teacher conferences.
- Created lesson plans in accordance with state curriculum and school-wide curriculum standards.
- Set and communicated ground rules for classroom based on respect and personal responsibility.
- Established positive relationships with students, parents, fellow teachers and school administrators.
- Taught students to exercise problem solving methodology and techniques during tests.
- Collaborated with other staff members to plan and schedule lessons promoting learning and student engagement.
- Implemented remedial programs for students requiring extra assistance.
- Created assignments and tests to evaluate student knowledge.
- Used variety of teaching techniques to encourage student critical thinking and discussion in all academic areas.
- Differentiated instruction according to student ability and skill level.
- Motivated students to be more engaged in classes through applying positive reinforcement techniques.
- Planned and implemented lessons using various teaching strategies to meet diverse student needs.

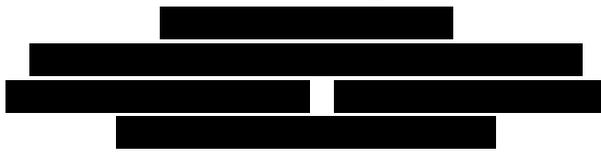
## EDUCATION AND TRAINING

### Bachelor of Arts: Mathematics And Education

New Jersey City University Dec 1989

Jersey City, NJ

# Joan Incognito



Teacher and one of the founders of Soaring Heights Charter School.

## **Employment History**

Jersey City Public School District (1972 - 1997)  
Special Education teacher  
Soaring Height Charter School (1997 - Present)  
Classroom teacher - 1997 - 2018  
Educational Services Coordinator - 2018 - Present  
Special Education District Representative  
Certifying Officer, NJ Division of Pensions and Benefits

## **Certifications**

Teacher of the Handicapped - K - 12  
Preschool - Pre-K 3 - K  
General Education K - 8

## **Affiliations**

Jersey City Education Association  
Hudson County Education Association  
New Jersey Education Association  
National Education Association  
President, Soaring Heights Charter School Education Association

## **Education**

B.A., Jersey City State College  
Pre-school Certification - Saint Peter's University

# Richard Pressler



## Profile

An organizational leader and charter school founder with experience in educational program development, strategic planning, non-profit governance, business operations, and public affairs, working to promote programs, policies, and innovations that support quality education, community development, equity, and sustainability.

## Skills

- |                                |                                     |
|--------------------------------|-------------------------------------|
| Organizational Leadership      | Data and Process Analysis           |
| Strategic Planning             | Personnel Management and Support    |
| School and Program Development | Facility Planning                   |
| Financial Management           | Writing and Editing for Publication |
| Board Governance               | Partnership Development             |
| Teaching and Public Speaking   | Fundraising and Grants Management   |

## Experience

### R. Pressler Associates

Roosevelt, NJ

Director of School Services

July 2019 -

- Develop charter school applications and support founders in program development.
- Facilitate strategic planning with charter schools and other non-profits.
- Develop charter school renewal applications and prepare schools for renewal.
- Provide training in non-profit governance, use of data, organizational operations, and other areas.
- Provide leadership coaching to school and organization leaders.
- Assist schools with facility development projects.

### New Jersey Charter Schools Association

Hamilton, New Jersey

Director of School Services/Interim CEO

January 2010 – June 2019

- Created, developed, and managed the School Services Program.
- Led organization during transitions to new CEOs.
- Oversaw development of data collection and analysis initiatives.
- Increased school membership from 40% of New Jersey charter schools to 90%.
- Increased membership dues revenues from \$130K to over \$520K.
- Secured and managed more than \$1 million in foundation and corporate grants.
- Advised and supported schools, grant makers, financial institutions, and the NJ Dept. of Education.
- Presented at workshops and conferences on governance, facility development, and instructional practice.
- Developed strategic partnerships with local and statewide organizations.
- Successfully advocated for progressive legislative and regulatory changes in public education.
- Developed budgets and revenue plans, facilitated audits, and managed finances for sustainability.

### Greater Brunswick Charter School

New Brunswick, New Jersey

Executive Director/Founder/Board Chairperson

April 1996 – June 2008

- Founded progressive K-8 regional public charter school (1998) in New Brunswick, NJ.
- Served as Board Chairperson (1997 – 2000); adopted institutional policies and practices.
- Served as Executive Director (2001 – 2008); grew school from 88 to 300 students.
- Completed facilities development projects resulting in a \$6.8 million purchase and renovation.
- Collaborated on “Gaining Ground,” a charter school facility development initiative with the NJCSA.
- Grew staff from 12 to 50 full time employees.

- Led community outreach and enrollment efforts resulting in 100% enrollment.
- Secured three charter renewals with commendations from the NJDOE.
- Developed strategic plans and budgets, and oversaw program implementation and assessment.
- Developed partnerships with social service, governmental, and cultural organizations.

**CNET Networks**

Online Learning Support Consultant/Process Analyst

**Bridgewater, New Jersey**

May 1998 – October 2001

- Designed, developed, and presented learning support materials, including multimedia training courses, web-based documentation, and help systems.

**R. Pressler Associates, Inc.**

Online Learning Support Consultant

**New Brunswick, New Jersey**

August 1995 – May 1998

- Designed and developed electronic learning support materials for corporate clients such as AT&T, Bellcore (Telcordia), NYNEX, GTE, BellSouth, Sprint, and SNET.
- Developed and taught training courses for telephone company employees throughout the U.S.

**Beechwood Data Systems**

Project Manager/Business Process Analyst

**Clark, New Jersey**

January 1990 – August 1995

- Designed and developed telecommunications provisioning systems to replace legacy systems throughout the AT&T and Regional Bell Operating Company networks.

**Education**

**The Edward J. Bloustein School of Planning and Public Policy**

**Rutgers University, New Brunswick, New Jersey**

**Master of Public Affairs and Politics, 2009**

Course work in policy formation, public finance, education policy, child development and social policy, research methods, labor policy, ethics, media relations, and public administration.

**Haverford College, Haverford, Pennsylvania**

**Bachelor of Arts, Music Composition and Theory, 1981**

**Professional Training**

- Interim Executive Director Training Program, Support Center, New York
- Public School Governance, Finance, and Law, New Jersey School Boards Association
- Leadership Institute, Rutgers University Center for Strategic Urban Community Leadership
- Fundraising and Development Planning, Partnership in Philanthropy, The Foundation Center
- Project Management, Software Development Methodology, Self-Directed Work Teams

**Related Experience**

- Board Member, Rutgers University Graduate School of Education, South Africa Initiative
- Board of Education Member, Roosevelt Public Schools, Roosevelt, NJ
- Grant Reviewer/Interviewer, Walton Family Foundation, New York
- Member, Newark Museum Education Committee
- Member, Education Task Force, New Brunswick Tomorrow
- Arts Education Steering Committee Member, New Jersey Arts Education Partnership
- Advisory Council Member, Middlesex County College New Brunswick Center
- Consultant, Seton Hall University, School of Education, Charter School Leadership Program

Additional employment history, lists of publications, presentations, and awards, and references are available upon request.

PR/Award # 3282E200003

# Claudia Zuorick

Teacher, guidance counselor, psychoanalytically-trained educator and communications consultant devoted to finding ways of clarifying and advocating the central role that teachers must play to affect meaningful reform in education. Mrs. Zuorick is on the forefront of helping others become aware of the emotional component in the teaching/learning process as it impacts teachers and students.

## Employment History

### Jersey City Public School District (1962-1994)

- Classroom teacher
- Guidance counselor
- Founder and director, Project Safe Harbor

### Soaring Heights Charter School (1997-present)

- Co-author of charter and founder of the school
- Administrator/Supervisor
- Communications consultant

## Awards and Recognition

- Governor's Award for Excellence in Teaching
- New Jersey General Assembly Award
- New Jersey State Senate Award
- Humanitarian Award, presented by the Hudson County Association for Brain-Injured Children

## Publications and Publicity

- Schools: Studies in Education
- School Climate Brief, Center for Social and Emotional Education
- Kean University, College of Education Digest
- New Jersey Education Association Review
- New Jersey Magazine
- Learning Consultant Journal
- The New York Times
- The Star-Ledger
- The Record
- The Jersey Journal
- The Hudson Reporter
- Milwaukee Sentinel

## Affiliations

- Founder, Hudson County Shelter for Battered Women
- Big Brothers Big Sisters of America
- Association of Supervision and Curriculum Development
- National Education Association
- New Jersey Education Association
- Hudson County Education Association
- Soaring Heights Charter School Education Association

## Education

B.A., William Paterson College; M.A., Seton Hall University  
Certification in Human Development, Fairleigh Dickinson University  
Certification in Student Personnel Services, Fordham University  
Supervisory Certificate, Saint Peter's College  
Advanced study, New Jersey Institute for Training in Psychoanalysis

# Hilary Battes



An enthusiastic and inclusive professional with a passion for teaching and learning. Over ten years of experience teaching various grades between kindergarten and eighth grade as well as a serving as a member of the Management Collaborative. Both a high performing teaching and an organized administrator.

---

## Skills

- Creative lesson planning
- Curriculum writing
- Strong classroom management
- Special event planning
- Dynamic distance learning lessons
- Utilization of classroom technology

---

## Experience

SEPTEMBER 2007 – PRESENT

### **Classroom Teacher / Soaring Heights Charter School, Jersey City, NJ**

- Taught kindergarten, first grade, second grade, and middle school language arts and reading
- Mentored three student teachers from New Jersey City University
- Built strong relationships with the parents and families of the students in my care
- Utilized testing results to differentiate instruction to students
- Used small group instruction to
- Used mindfulness strategies to facilitate a calm learning environment
- Provided special education students with appropriate accommodations in order to help them feel secure and safe, and given them the opportunity to perform at the same level as their peers
- Provided an inclusive classroom environment for all students by using songs, literature, as well as being a personal model of racial, gender, and cultural tolerance and love

SEPTEMBER 2007 – PRESENT

### **Manager / Soaring Heights Charter School, Jersey City, NJ**

- Oversaw school-wide textbook purchasing
- Wrote curriculum for various subjects in grades K-9
- Oversaw implementation of academic curriculum and provide resources for teaching staff training and development Assisted in writing state reports, such as NJSMART, Professional Development Plan, and NJ Charter School Annual Report
- Assisted in grant writing
- Addressed city and state leaders about equitable funding for charter school
- Served on the Evaluation Committee, evaluating all fulltime teacher staff
- Managed school social media accounts

JANUARY 2007 – JUNE 2007

**Teacher Assistant / Soaring Heights Charter School, Jersey City, NJ**

- Assisted in general education and special education classrooms in grades 1 and 2
- Substituted for teachers in grades K-8

---

## **Education and Certifications**

DECEMBER 2006

**Bachelor of Science / State University New York, New Paltz, NY**

**Major: English**

**Minor: Education**

**NJ Teaching Certificate- General Education, Grades K-8**

## Budget Narrative File(s)

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\* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

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To add more Budget Narrative attachments, please use the attachment buttons below.

[Add Optional Budget Narrative](#)

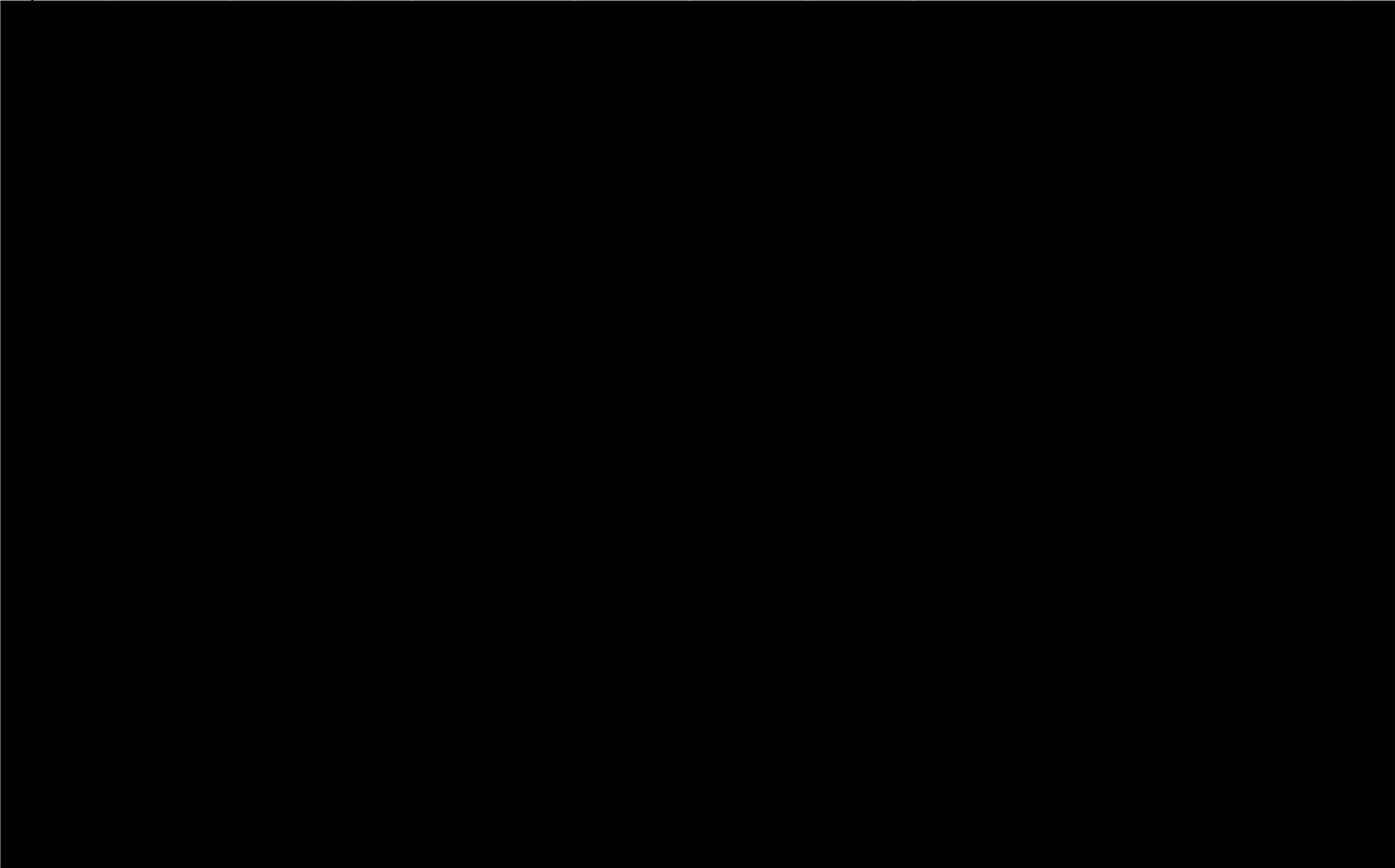
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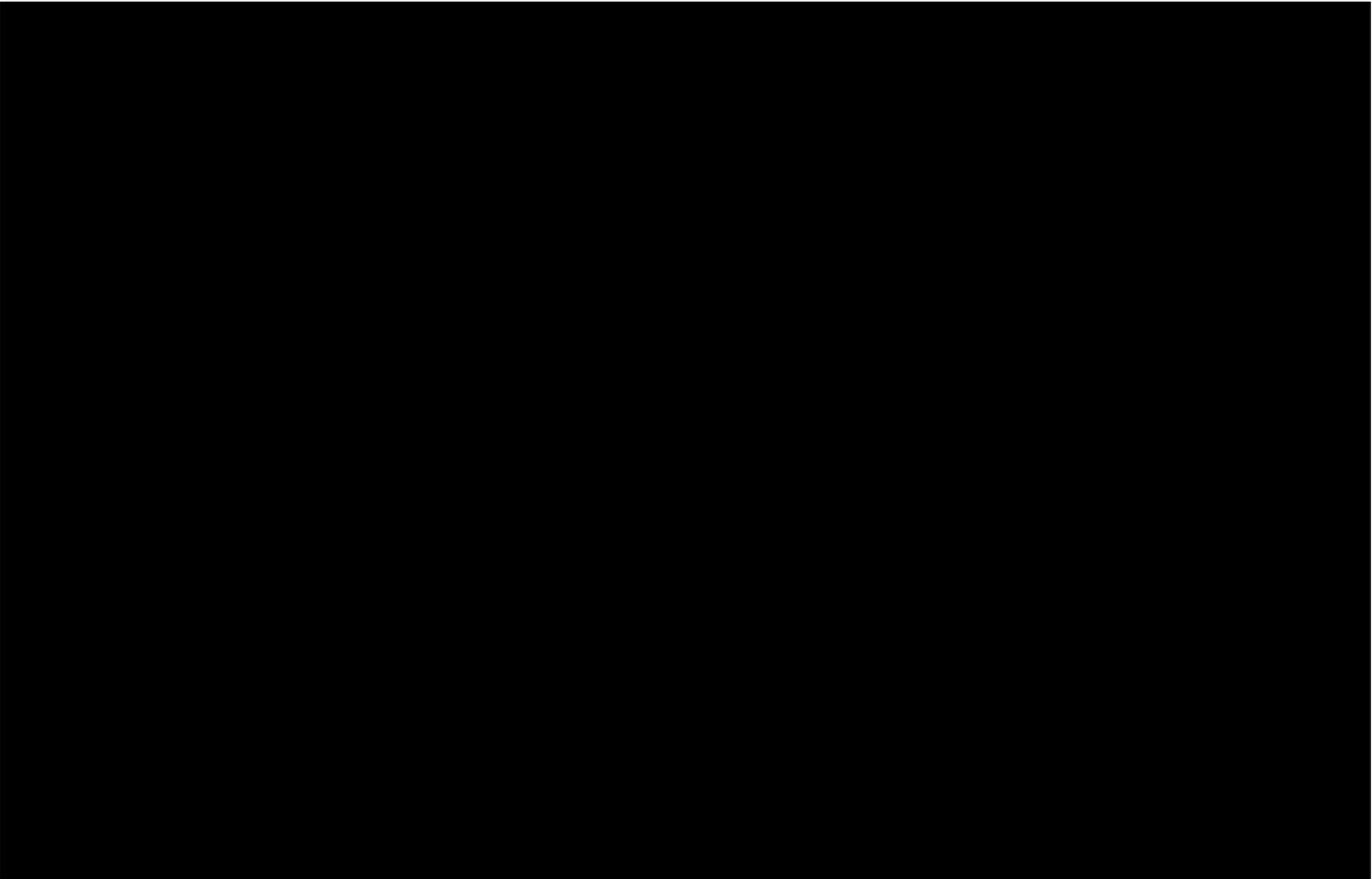
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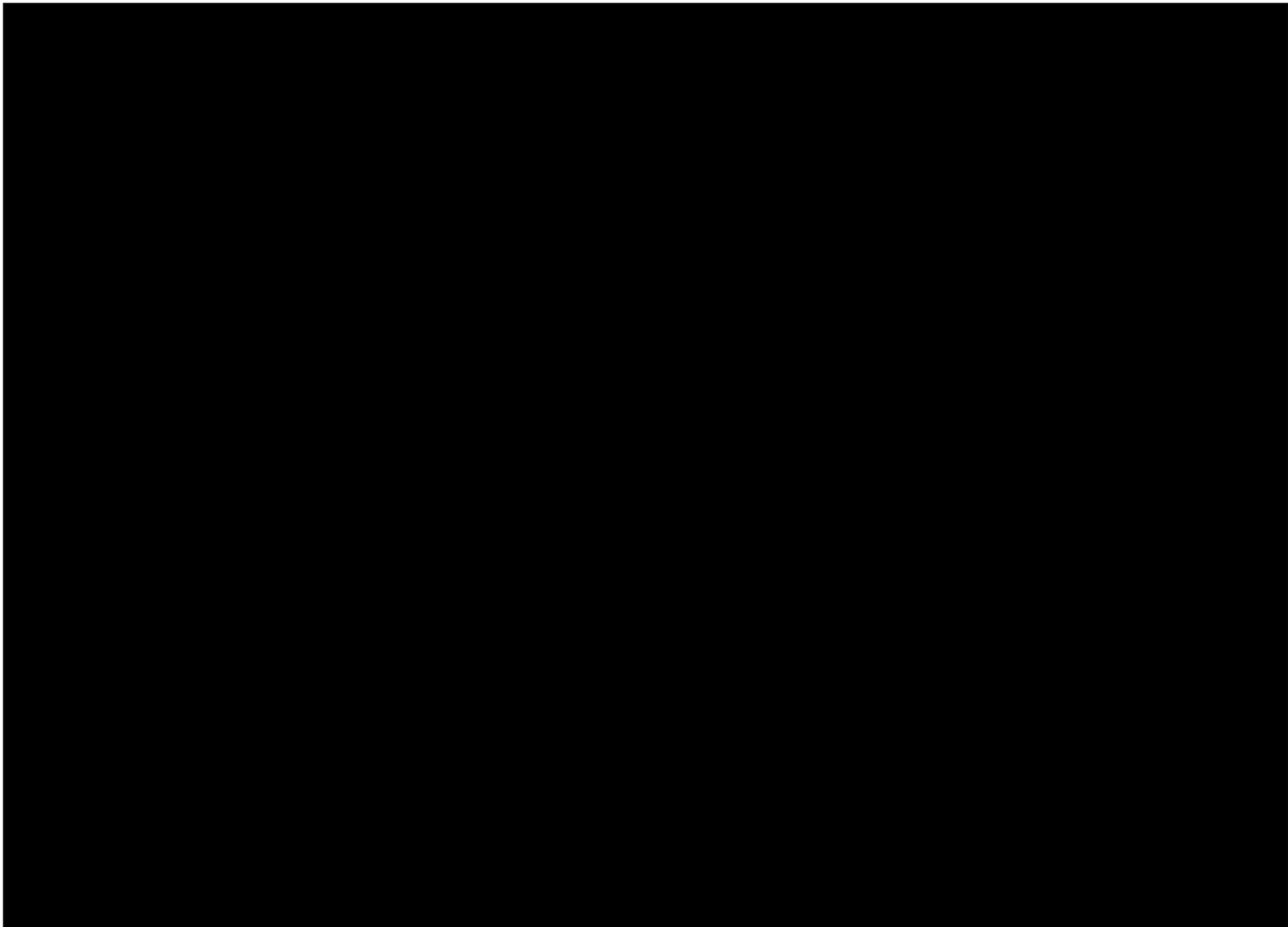
<b>Soaring Heights Charter School</b>
<b>CSP Grant 84.282E</b>
<b>Budget Narrative</b>

**Note: Details for equipment and supply pricing are contained in an Attachment: ProductDetailsForBudgetNarrative-SoaringHeightsCS.pdf**

<b>Soaring Heights Charter School</b>									
<b>CSP Grant 84.282E</b>									
<b>Budget Narrative</b>									



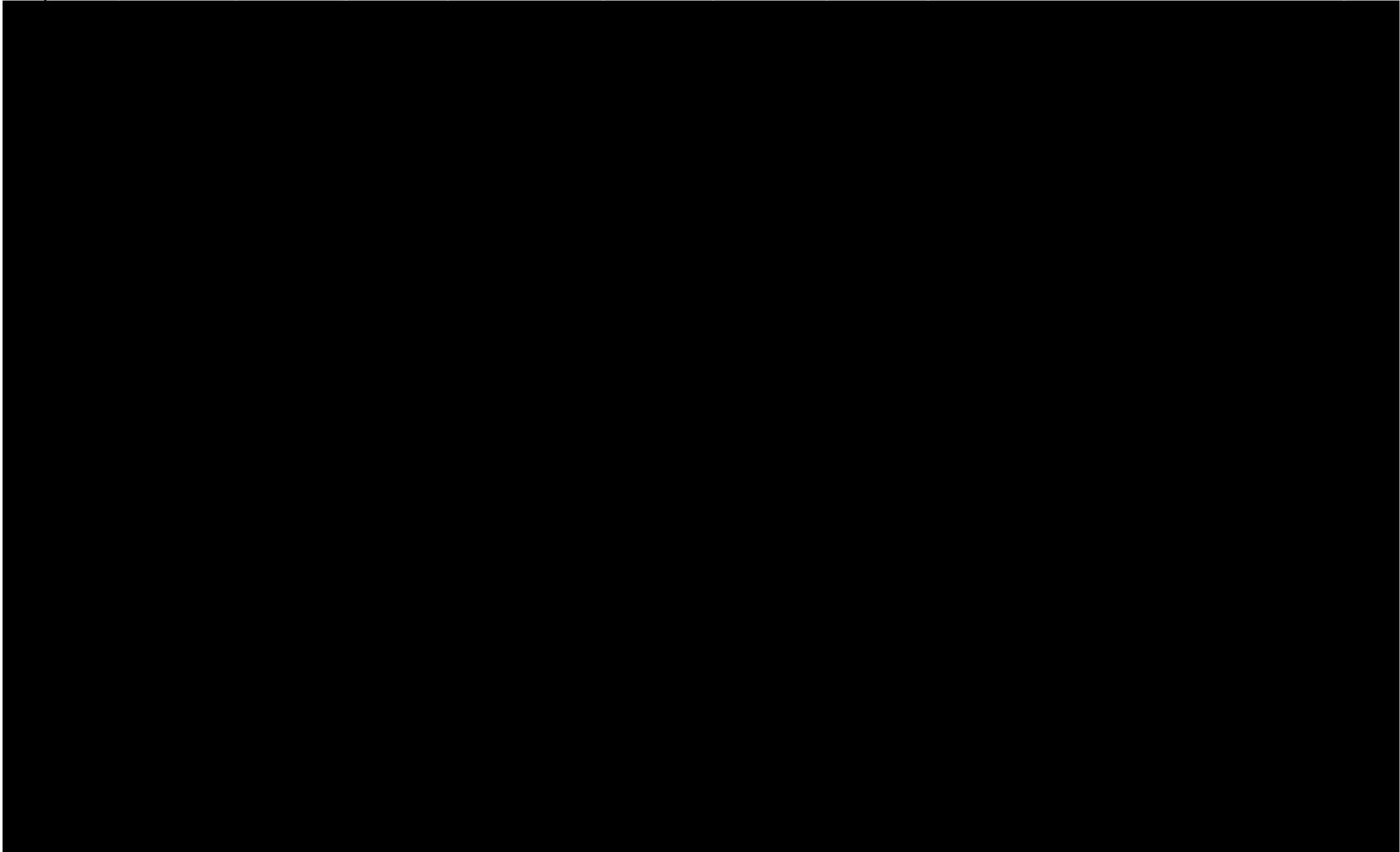


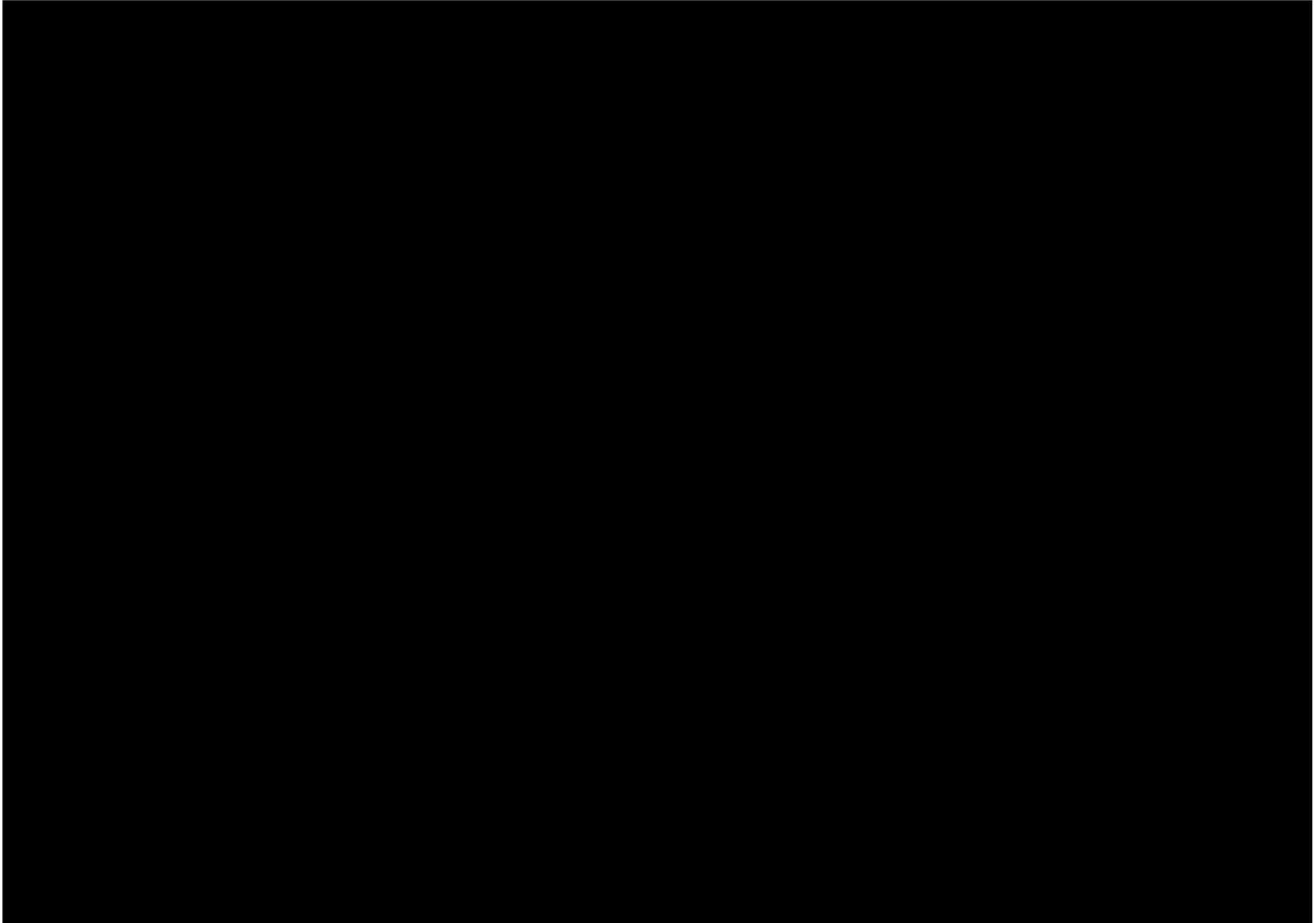


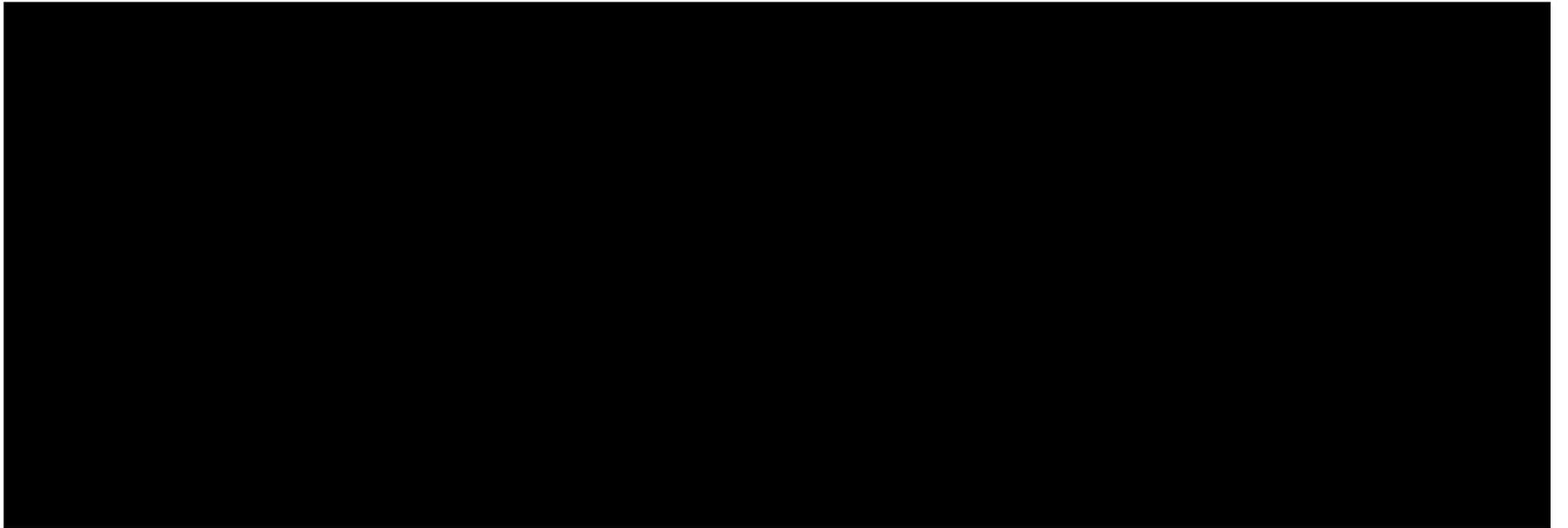




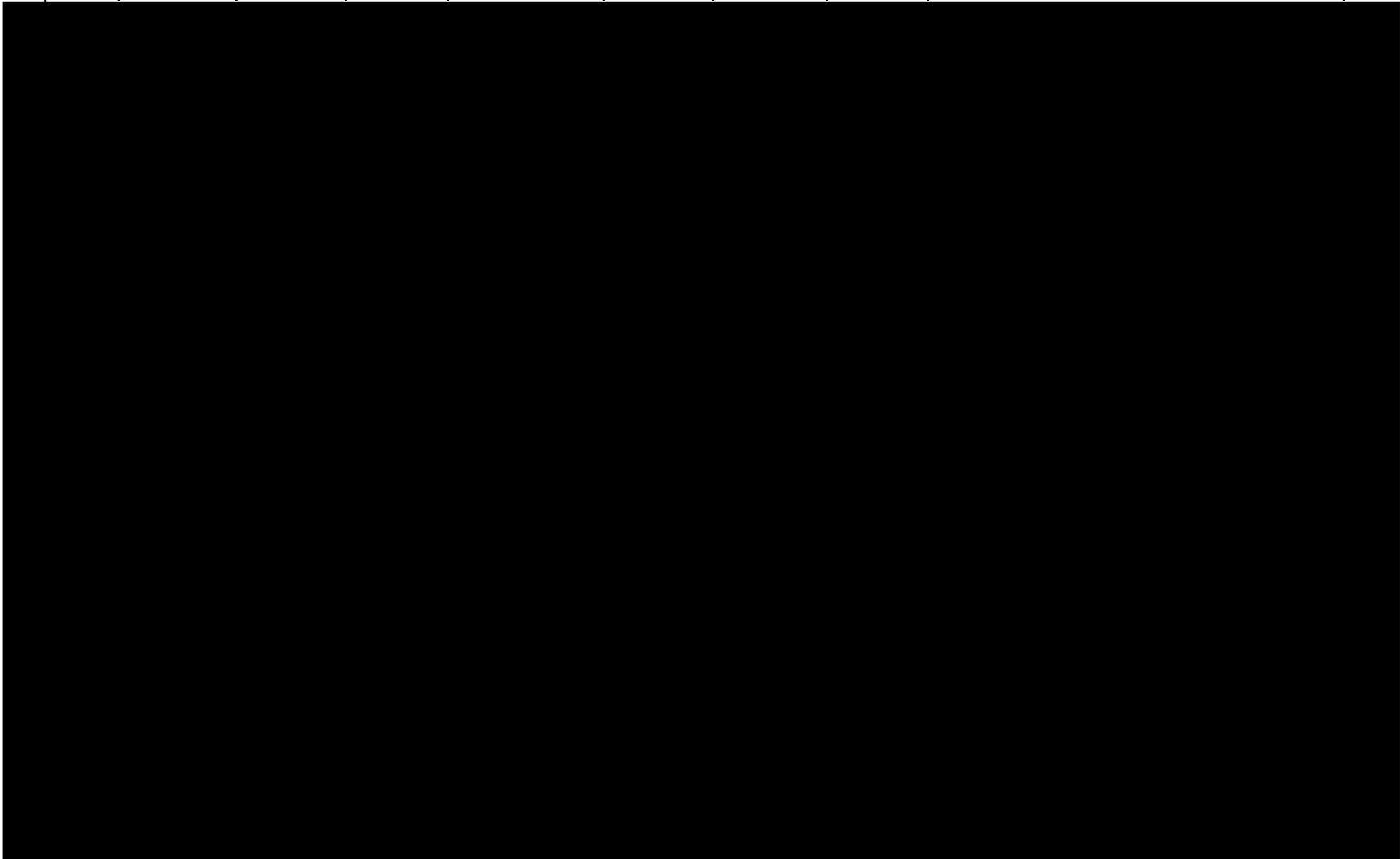
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<b>CSP Grant 84.282E</b>									
<b>Budget Narrative</b>									



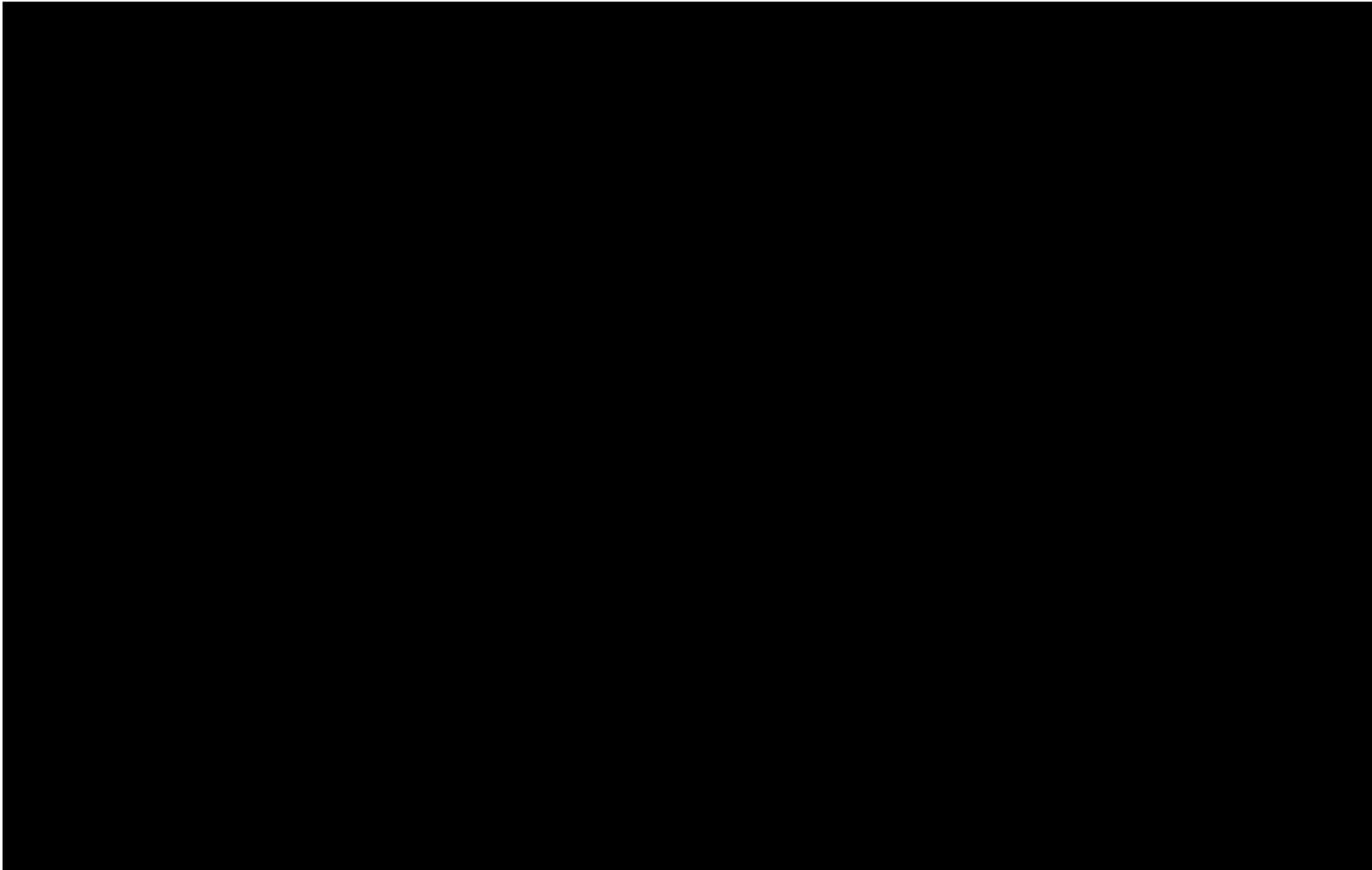




<b>Soaring Heights Charter School</b>									
<b>CSP Grant 84.282E</b>									
<b>Budget Narrative</b>									

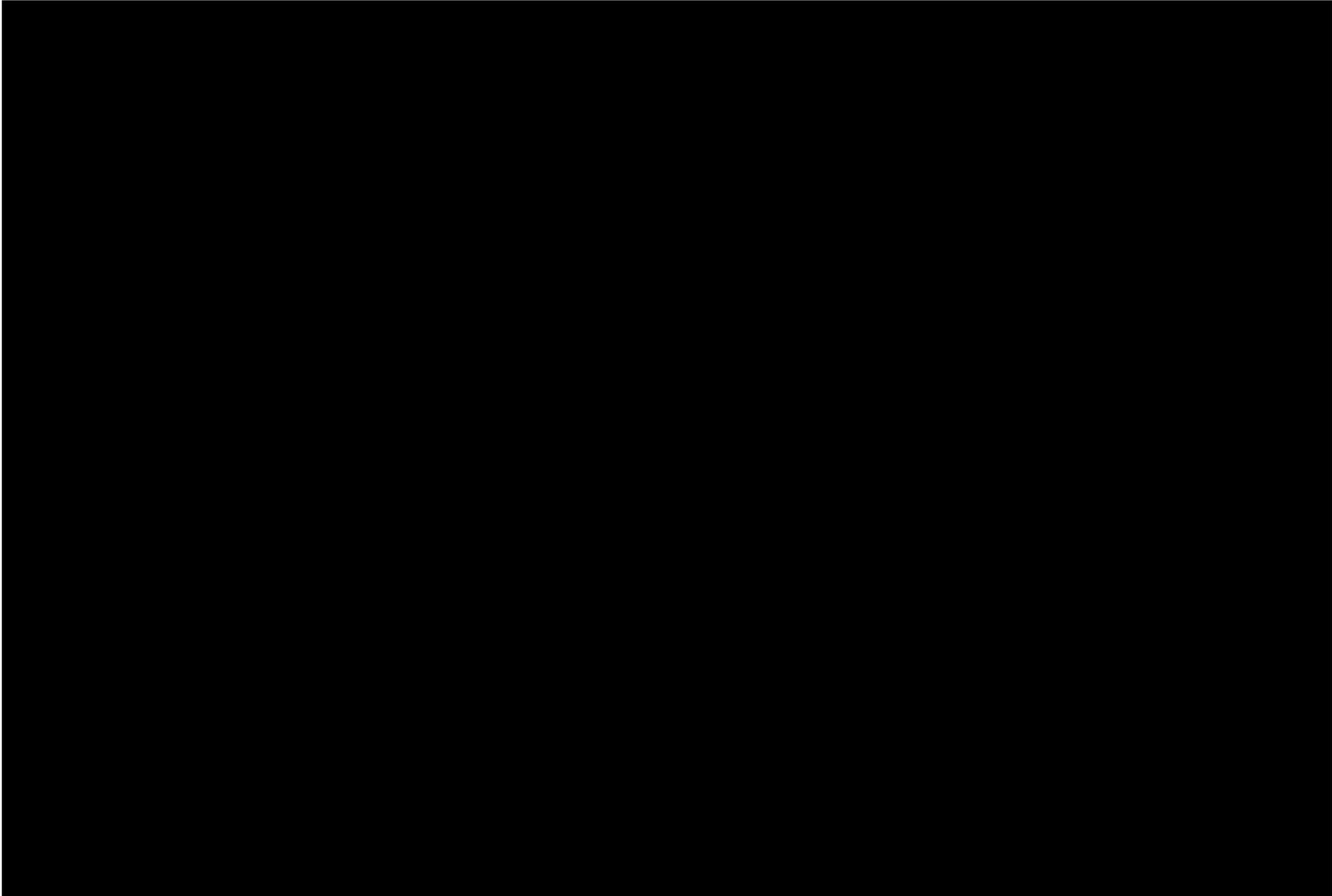






<b>Soaring Heights Charter School</b>							
<b>CSP Grant 84.282E</b>							
<b>Budget Narrative</b>							







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Materials

Metalworking

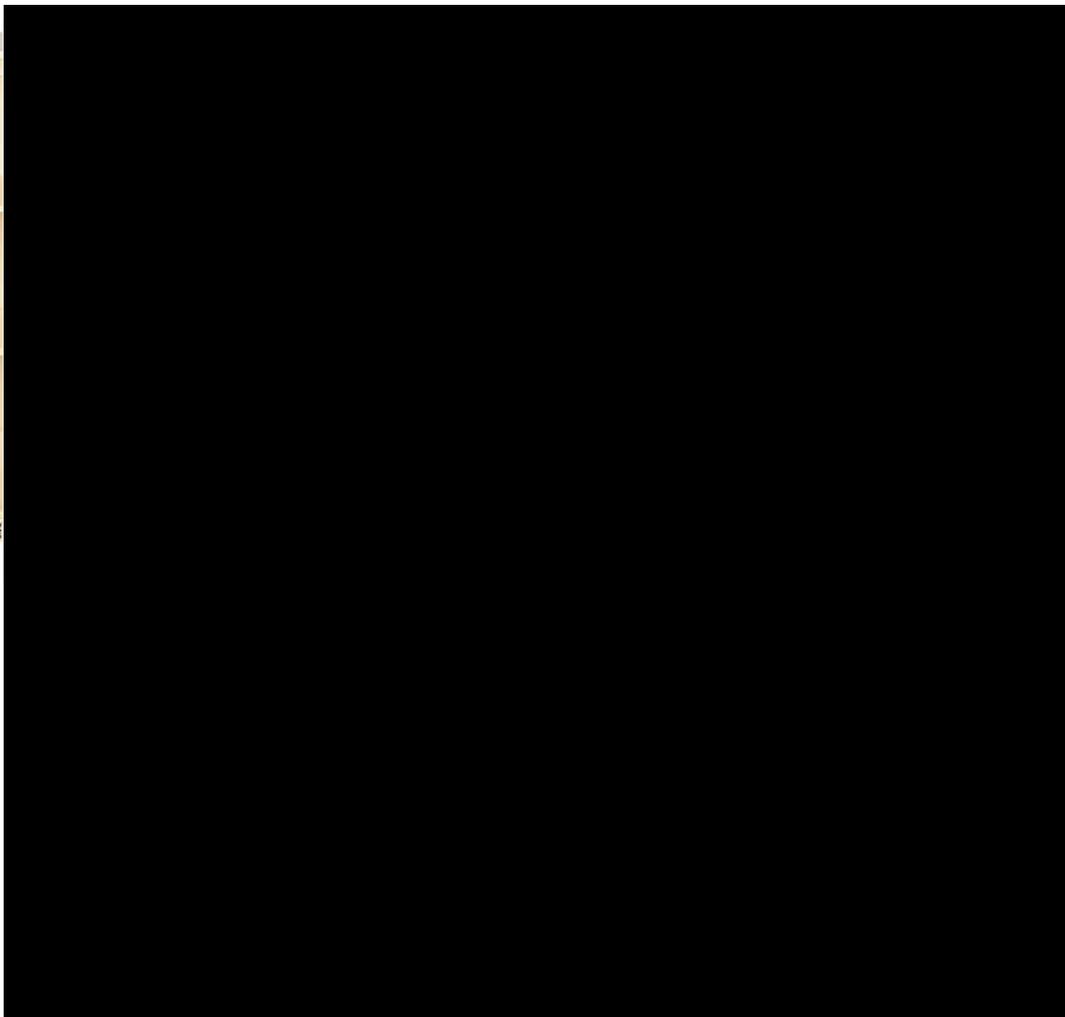
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Back to results



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air quality, safety-tested for more than 10,000 chemicals, and CPSIA-compliant

- SMOOTH & ROUNDED EDGES: Our book stand is crafted with rounded edges to keep children safe during playtime. All sides are sanded to be splinter-free, and joints are reinforced for longevity
- RECOMMENDED AGE: Designed for use by children ages 3 years and up. Kids of all ages will love this inviting bookshelf and being surrounded by all their favorite characters. Adult assembly required
- DIMENSIONS & CARE: Our bookcase measures 36" L x 12" W x 36" H and weighs 42 lbs. This shelf organizer is durable and easy to care for; wipe clean with mild soap and warm water solution

Compare with similar items

Report incorrect product information.

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C-Hopetree Ladder Shelf Bookcase - 3 Tier Corner Display Bookshelf...  
81

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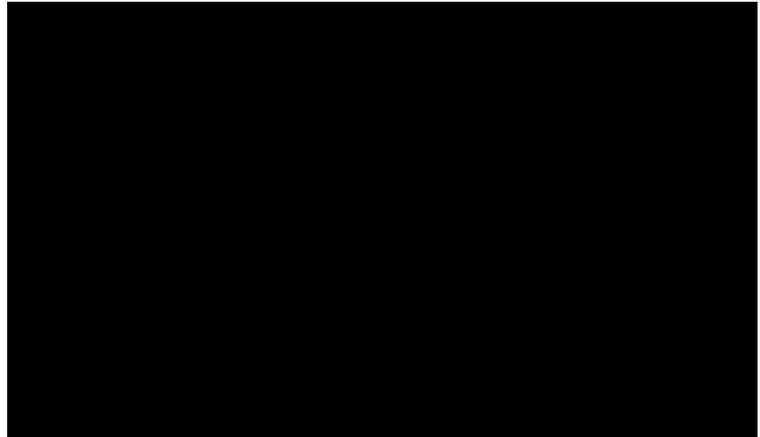


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**Product Details**

- Screen Size: 75" 4K UHD
- Resolution: 3840x2160
- TFT LCD (Direct LED Backlight)
- InGlass Touch Technology
- Dual,Front-Facing Stereo Speakers Included
- Ambient Light Sensor
- Instant Whiteboard

**Product Overview**

**Main Features**

- Screen Size: 75" 4K UHD
- Resolution: 3840x2160
- TFT LCD (Direct LED Backlight)
- InGlass Touch Technology
- Dual,Front-Facing Stereo Speakers Included
- Ambient Light Sensor
- Instant Whiteboard
- Aspect Ratio: 16:9

The Promethean ActivPanel Titanium LCD Interactive Display offers a natural writing experience using the highly accurate InGlass? technology for teachers and students to collaborate with ease. It enables an intuitive tablet-like experience providing teachers with all the tools they need to be highly efficient and productive. Its innovative InGlass technology provides a smooth pen-on-paper writing performance, enabling teachers and students to collaborate with ease. InGlass automatically detects differences between pen, touch and palm erase allowing teachers to teach efficiently without switching between software tools. This 75-inch display has a maximum resolution of 3840 x 2160 pixels for clear and accurate visuals.

**Tech Specs**

*Specifications are provided by the manufacturer.*

**Header**

Manufacturer :	PROMETHEAN CORPORATE
Brand :	Promethean
Product Line :	Promethean ACTIVpanel Titanium
Model :	75" 4K
Country Kits :	North America

**Television**

PR/Award # S282E200003

Page e126

Type :	LED-backlit LCD flat panel display
Combined With :	Built-in interactive whiteboard, touchscreen (multi touch)
Commercial Use :	Yes
Commercial Targeting :	Interactive communication
LCD Backlight Technology :	LED backlight
LED Backlight Technology :	Direct-lit LED
Video Interface :	Composite, HDMI
HDMI Ports Qty :	3
PC Interface :	VGA (HD-15), DisplayPort
Diagonal Class :	75 inch
Diagonal Class (metric) :	190.5 centimetre
Resolution :	3840 x 2160
Display Format :	4K UHD (2160p)
Frame Rate & Enhancement Technology :	60 Hz Refresh Rate
Panel Refresh Rate :	60 hertz
Response Time :	8 millisecond
Image Aspect Ratio :	16:9
Image Contrast Ratio :	4000:1
Viewing Angle :	178°
Brightness :	350 candela per square metre
Backlight Life :	50,000 hour(s)
Coating :	Anti-glare, 9H Hard
Design :	Fanless Design
Protection :	Tempered glass protection
Sensors :	Proximity sensor, Ambient light sensor (ALS)
Touchpoints Qty :	20
Additional Features :	OPS Slot

## TV Tuner

TV Tuner Presence :	No
---------------------	----

## Audio System

Output Power / Total :	30 watt
Speaker System :	2 speakers

## Media Player

USB Port :	Yes
USB Ports Qty :	6
PC Configuration :	ARM A73+A53 / 4 GB RAM / Mali-G51MP2
Processor :	ARM Cortex-A73 Dual-Core + ARM Cortex-A53 Dual-Core
Graphics Processing Unit :	Mali G51MP2
Storage Capacity :	64 GB
Storage Drive Capacity :	64 GB

PR/Award # S282E200003

Page e129

Operating System : Android OS 8.0

## Network & Internet Multimedia

Connectivity : LAN, Bluetooth, Wi-Fi

LAN Protocol : Gigabit Ethernet

Wi-Fi Protocol : 802.11g, 802.11ac, 802.11n, 802.11b, 802.11a

Bluetooth Version : Bluetooth 4.2

## Speaker System Details

Speakers : 2 x main channel speaker – built-in – 15 Watt

## Remote Control

Type : Remote control

Battery Included Qty : 2

Battery Required Qty : 2

## Connections

Connector Type : DisplayPort input, 2 x USB 3.0 – rear, VGA input, 2 x HDMI input – rear, Headphones, Microphone input, USB – front, HDMI output, RS-232, 2 x USB 2.0 – rear, Audio line-in, HDMI – front, 3 x USB – rear, 2 x USB 3.0 – front, Composite video input, 2 x Gigabit LAN

## Cable Details

Cables Included : USB cable – 10 ft, HDMI cable – 10 ft

## Power Device

Type : Power supply

Nominal Voltage : AC 120/230 V

Power Consumption Operational : 260 watt

Power Consumption Stand by : 0.5 watt

## Miscellaneous

Color Category : Black, Black, Black, Black

Included Accessories : wall mount, 4 x pens, ActivInspire Professional Edition software, eraser, sealed anti-static bag, mini-PC bracket, mounting screws, 2 ActivSoundBar brackets

Flat Panel Mount Interface : 800 x 400 mm

Compliant Standards : cUL, FCC, RCM, UL, IC, CB

## Environmental Standards

ENERGY STAR Certified : Yes

## Dimensions & Weight

Width : 69.4 inch

Depth : 4.3 inch

Height : 42.9 inch

Weight : 132.28 lbs

**Dimensions & Weight (Shipping)**

---

Shipping Width :	74.6 inch
Shipping Depth :	10.9 inch
Shipping Height :	47.2 inch
Shipping Weight :	188.49 lbs

---

**Environmental Parameters**

---

Min Operating Temperature :	32 degree Fahrenheit
Max Operating Temperature :	104 degree Fahrenheit
Humidity Range Operating :	20 – 80% (non-condensing)

---

# iMac



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## Customize your 21.5-inch iMac.

2.3GHz dual-core 7th-generation Intel Core i5 processor, Turbo Boost up to 3.6GHz

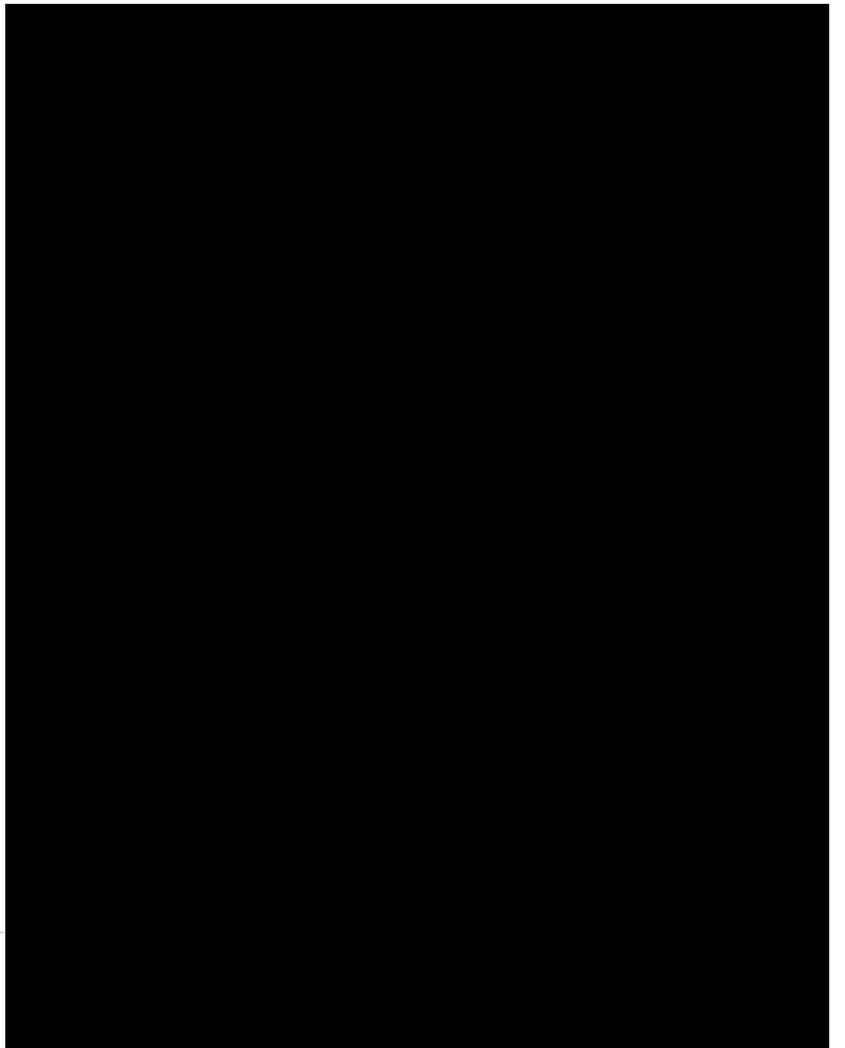
8GB 2133MHz DDR4

1TB Serial ATA Drive @ 5400 rpm

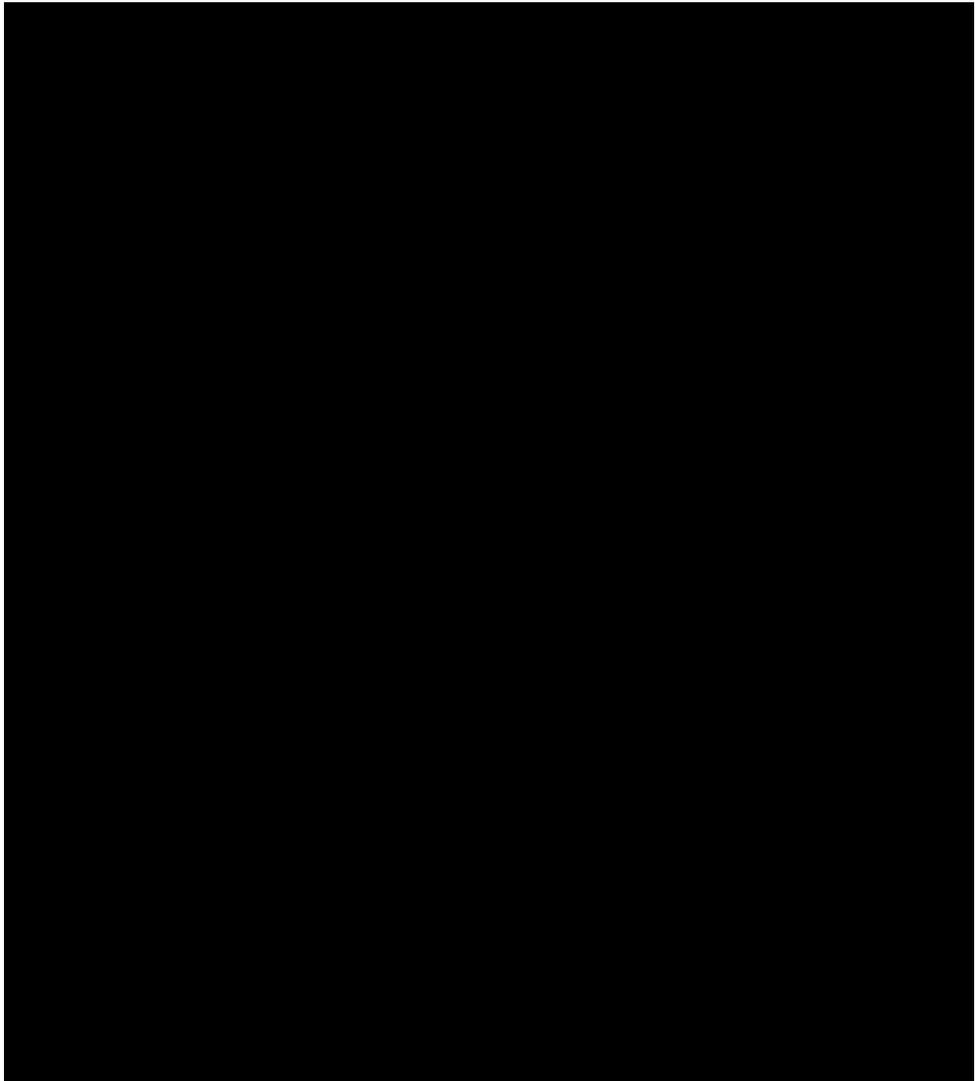
Intel Iris Plus Graphics 640

Magic Mouse 2 + Magic Trackpad 2

Magic Keyboard - US English



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1GB = 1 billion bytes and 1TB = 1 trillion bytes; actual formatted capacity less.

\* Trade In: Trade-in values vary, and can be based on the condition, year, and configuration of your trade-in device, and may also vary between online and in-store trade-in. Trade in value may be applied towards new purchase, and new purchase may be required to receive additional trade in values. Sales tax may be assessed on full value of new purchase. You must be at least 18 years old. Apple or its trade-in partners reserve the right to refuse or limit any trade-in transaction for any reason. In-store trade-in requires presentation of a valid, government-issued photo ID (local law may require saving this information). Additional terms from Apple or Apple's trade-in partners may apply. Monthly pricing: Available with 0% APR to qualified customers and requires Apple Card Monthly Installments, financing terms vary by product. iPhone purchases at an Apple Store require activation with AT&T, Sprint, T-Mobile, or Verizon. Taxes and shipping not included. Additional Apple Card Monthly Installments terms are in the Customer Agreement.

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Available for qualifying applicants in the United States.

\*\* Qualified Purchasers can receive Promotion Savings when they purchase an eligible Mac or eligible iPad with AirPods at a Qualifying Location. Only one Promotion Product per eligible Mac or eligible iPad per Qualified Purchaser. Offer subject to availability. While supplies last. Subject to terms and conditions herein.

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Home Complete Learning Spaces Elementary Art Room

### Elementary Art Room



Room - Elementary - Plan View



Art Room - Elementary - Overall View



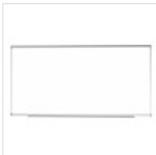
Art Room - Elementary - Alt Vi

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Item	Product Name	Qty	Price	Details
------	--------------	-----	-------	---------

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<input checked="" type="checkbox"/>		Rectangle Oak Adjustable-Height Mobile Preschool Activity Table (30" W x 72" L)	6	<a href="#">View Details ▶</a>
<input checked="" type="checkbox"/>		Assorted Color Indoor/Outdoor Stacking Stool	24	<a href="#">View Details ▶</a>
<input checked="" type="checkbox"/>		30-Opening Double-Sided Cubby Unit	2	<a href="#">View Details ▶</a>
<input checked="" type="checkbox"/>		Economy Natural Cork Bulletin Board w/ Aluminum Frame (8' W x 4' H)	1	<a href="#">View Details ▶</a>
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<input checked="" type="checkbox"/>		Tall Wood Storage Cabinet w/ Solid Doors (36" W)	6	<a href="#">View Details ▶</a>
<input checked="" type="checkbox"/>		Norwood Series Bookcase (30" H)	6	<a href="#">View Details ▶</a>
<input checked="" type="checkbox"/>		Baltic Birch Classroom Trolley Art Cart w/ Clear Trays	1	<a href="#">View Details ▶</a>
<input checked="" type="checkbox"/>		Wall Cabinet w/ Glass Doors	3	<a href="#">View Details ▶</a>
<input checked="" type="checkbox"/>		Mobile Drying & Storage Rack - Assembled	3	<a href="#">View Details ▶</a>

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		Silver Portable Sink w/ Stainless Steel Top - One Basin	1	\$1,590.99	<a href="#">View Details ▶</a>
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- Screen Size: 75" 4K UHD
- Resolution: 3840x2160
- TFT LCD (Direct LED Backlight)
- InGlass Touch Technology
- Dual,Front-Facing Stereo Speakers Included
- Ambient Light Sensor
- Instant Whiteboard

## Product Overview

### Main Features

- Screen Size: 75" 4K UHD
- Resolution: 3840x2160
- TFT LCD (Direct LED Backlight)
- InGlass Touch Technology
- Dual,Front-Facing Stereo Speakers Included
- Ambient Light Sensor
- Instant Whiteboard
- Aspect Ratio: 16:9

The Promethean ActivPanel Titanium LCD Interactive Display offers a natural writing experience using the highly accurate InGlass? technology for teachers and students to collaborate with ease. It enables an intuitive tablet-like experience providing teachers with all the tools they need to be highly efficient and productive. Its innovative InGlass technology provides a smooth pen-on-paper writing performance, enabling teachers and students to collaborate with ease. InGlass automatically detects differences between pen, touch and palm erase allowing teachers to teach efficiently without switching between software tools. This 75-inch display has a maximum resolution of 3840 x 2160 pixels for clear and accurate visuals.

### Tech Specs

Specifications are provided by the manufacturer.

#### Header

Manufacturer :	PROMETHEAN CORPORATE
Brand :	Promethean
Product Line :	Promethean ACTIVpanel Titanium
Model :	75" 4K
Country Kits :	North America

#### Television

PR/Award # S282E200003

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Type :	LED-backlit LCD flat panel display
Combined With :	Built-in interactive whiteboard, touchscreen (multi touch)
Commercial Use :	Yes
Commercial Targeting :	Interactive communication
LCD Backlight Technology :	LED backlight
LED Backlight Technology :	Direct-lit LED
Video Interface :	Composite, HDMI
HDMI Ports Qty :	3
PC Interface :	VGA (HD-15), DisplayPort
Diagonal Class :	75 inch
Diagonal Class (metric) :	190.5 centimetre
Resolution :	3840 x 2160
Display Format :	4K UHD (2160p)
Frame Rate & Enhancement Technology :	60 Hz Refresh Rate
Panel Refresh Rate :	60 hertz
Response Time :	8 millisecond
Image Aspect Ratio :	16:9
Image Contrast Ratio :	4000:1
Viewing Angle :	178°
Brightness :	350 candela per square metre
Backlight Life :	50,000 hour(s)
Coating :	Anti-glare, 9H Hard
Design :	Fanless Design
Protection :	Tempered glass protection
Sensors :	Proximity sensor, Ambient light sensor (ALS)
Touchpoints Qty :	20
Additional Features :	OPS Slot

## TV Tuner

TV Tuner Presence :	No
---------------------	----

## Audio System

Output Power / Total :	30 watt
Speaker System :	2 speakers

## Media Player

USB Port :	Yes
USB Ports Qty :	6
PC Configuration :	ARM A73+A53 / 4 GB RAM / Mali-G51MP2
Processor :	ARM Cortex-A73 Dual-Core + ARM Cortex-A53 Dual-Core
Graphics Processing Unit :	Mali G51MP2
Storage Capacity :	64 GB
Storage Drive Capacity :	64 GB

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Operating System : Android OS 8.0

## Network & Internet Multimedia

Connectivity : LAN, Bluetooth, Wi-Fi

LAN Protocol : Gigabit Ethernet

Wi-Fi Protocol : 802.11g, 802.11ac, 802.11n, 802.11b, 802.11a

Bluetooth Version : Bluetooth 4.2

## Speaker System Details

Speakers : 2 x main channel speaker – built-in – 15 Watt

## Remote Control

Type : Remote control

Battery Included Qty : 2

Battery Required Qty : 2

## Connections

Connector Type : DisplayPort input, 2 x USB 3.0 – rear, VGA input, 2 x HDMI input – rear, Headphones, Microphone input, USB – front, HDMI output, RS-232, 2 x USB 2.0 – rear, Audio line-in, HDMI – front, 3 x USB – rear, 2 x USB 3.0 – front, Composite video input, 2 x Gigabit LAN

## Cable Details

Cables Included : USB cable – 10 ft, HDMI cable – 10 ft

## Power Device

Type : Power supply

Nominal Voltage : AC 120/230 V

Power Consumption Operational : 260 watt

Power Consumption Stand by : 0.5 watt

## Miscellaneous

Color Category : Black, Black, Black, Black

Included Accessories : wall mount, 4 x pens, ActivInspire Professional Edition software, eraser, sealed anti-static bag, mini-PC bracket, mounting screws, 2 ActivSoundBar brackets

Flat Panel Mount Interface : 800 x 400 mm

Compliant Standards : cUL, FCC, RCM, UL, IC, CB

## Environmental Standards

ENERGY STAR Certified : Yes

## Dimensions & Weight

Width : 69.4 inch

Depth : 4.3 inch

Height : 42.9 inch

Weight : 132.28 lbs

**Dimensions & Weight (Shipping)**

---

Shipping Width :	74.6 inch
Shipping Depth :	10.9 inch
Shipping Height :	47.2 inch
Shipping Weight :	188.49 lbs

---

**Environmental Parameters**

---

Min Operating Temperature :	32 degree Fahrenheit
Max Operating Temperature :	104 degree Fahrenheit
Humidity Range Operating :	20 – 80% (non-condensing)

---



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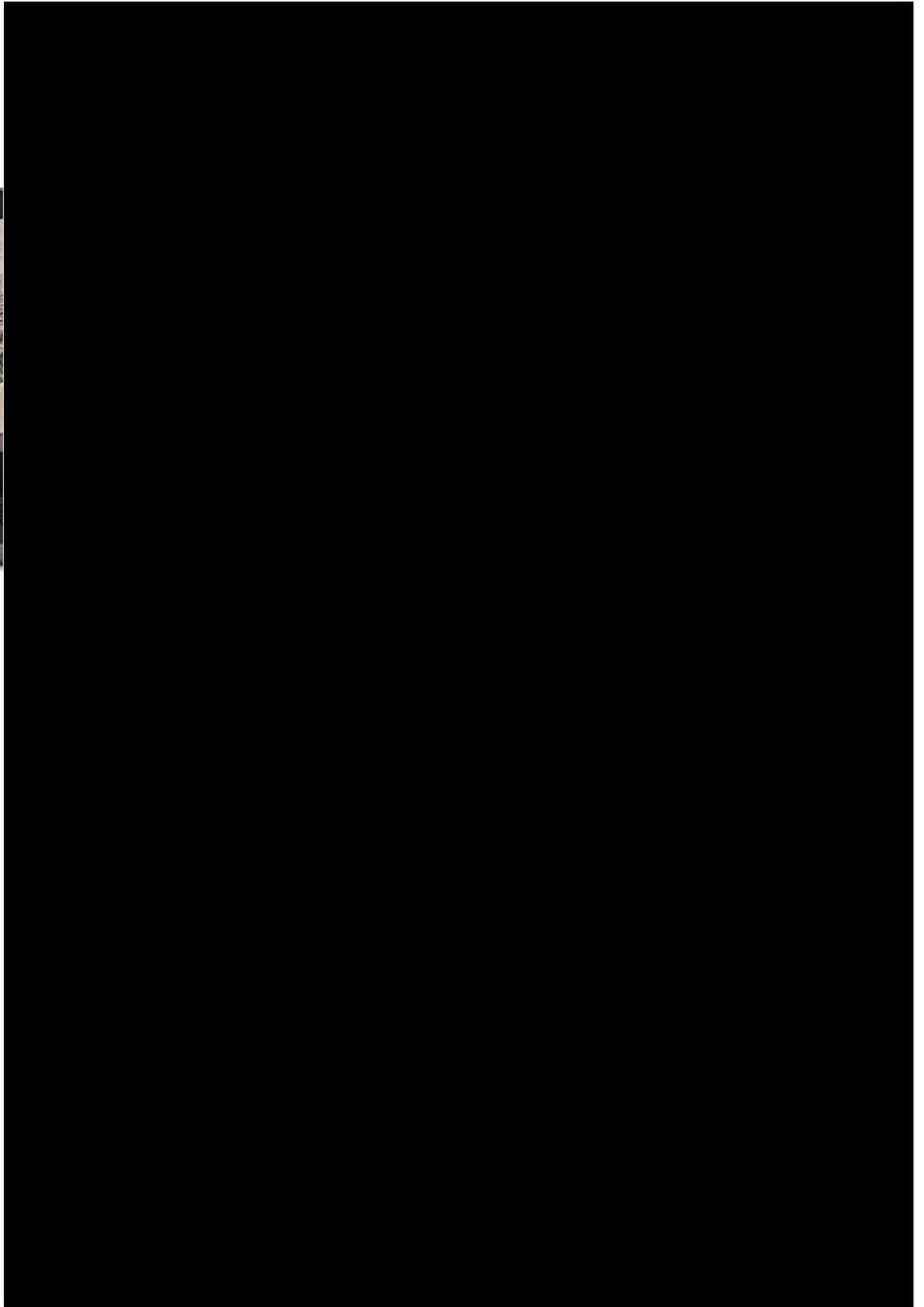
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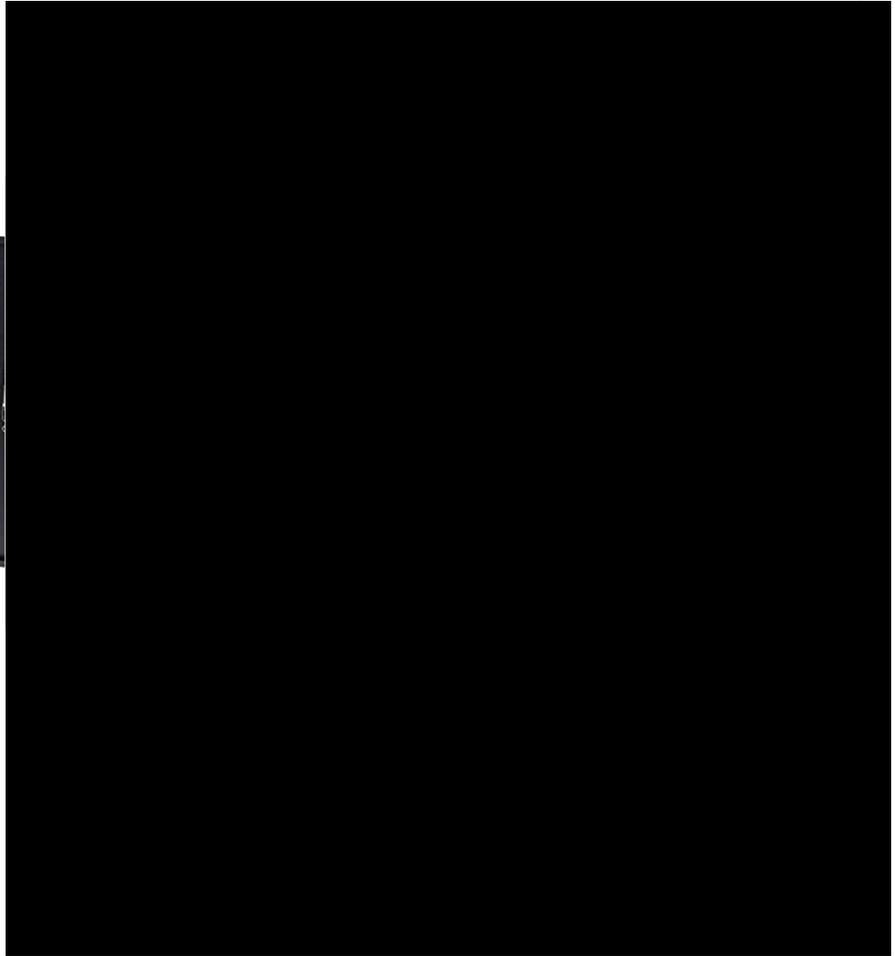
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- SECURE KEY LOCKING SYSTEM FEATURE- Key locks front and back of cart; Station also includes padded bays and extra storage on upper shelf. Useful for universities, k-12 schools, professional offices, and nursing homes
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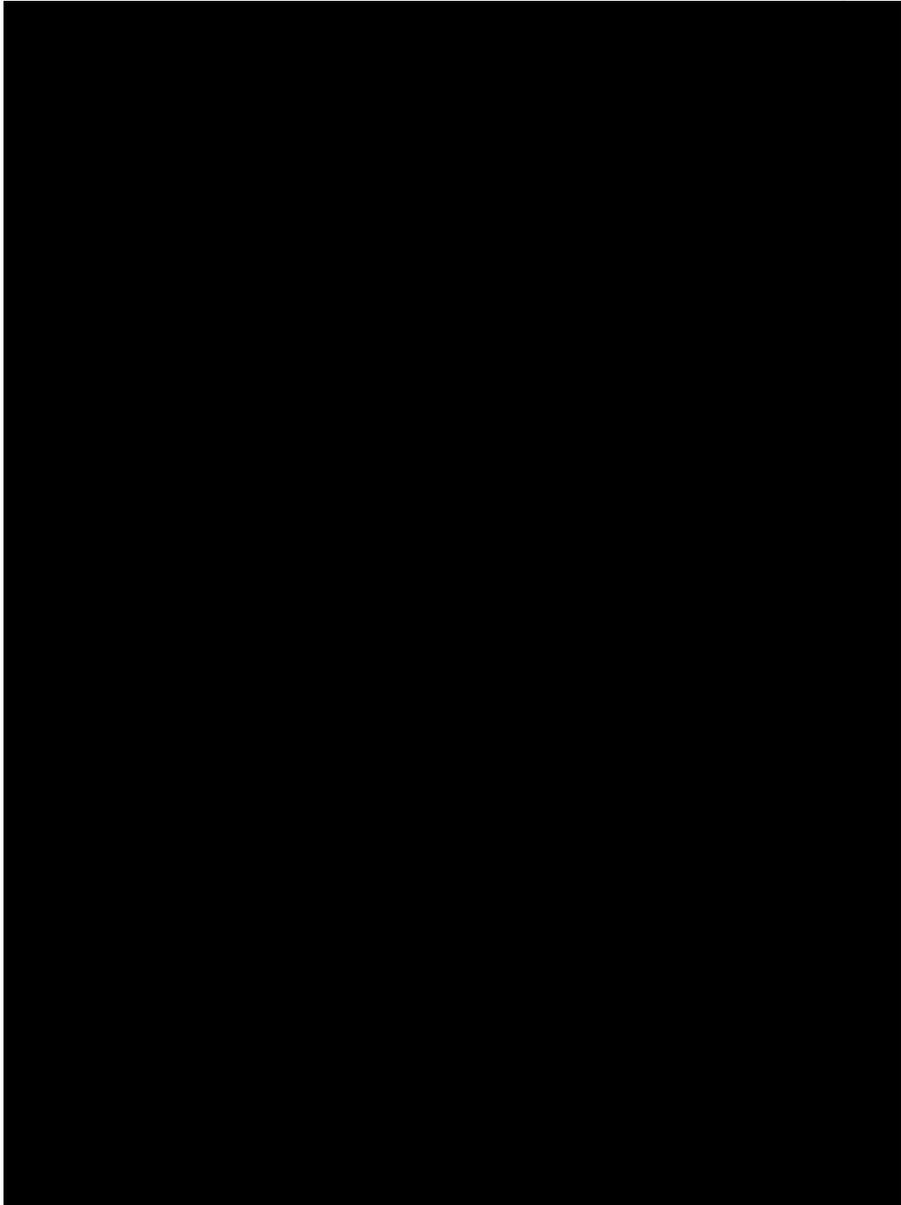
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VIDEO



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Global Trade Identification Number 00763960718391

Height 24 inches

Included Components Desk

Is Assembly Required true

[See more](#)

Specification for this product family

Brand Name ECR4Kids

Material Metal

UNSPSC Code 56121501

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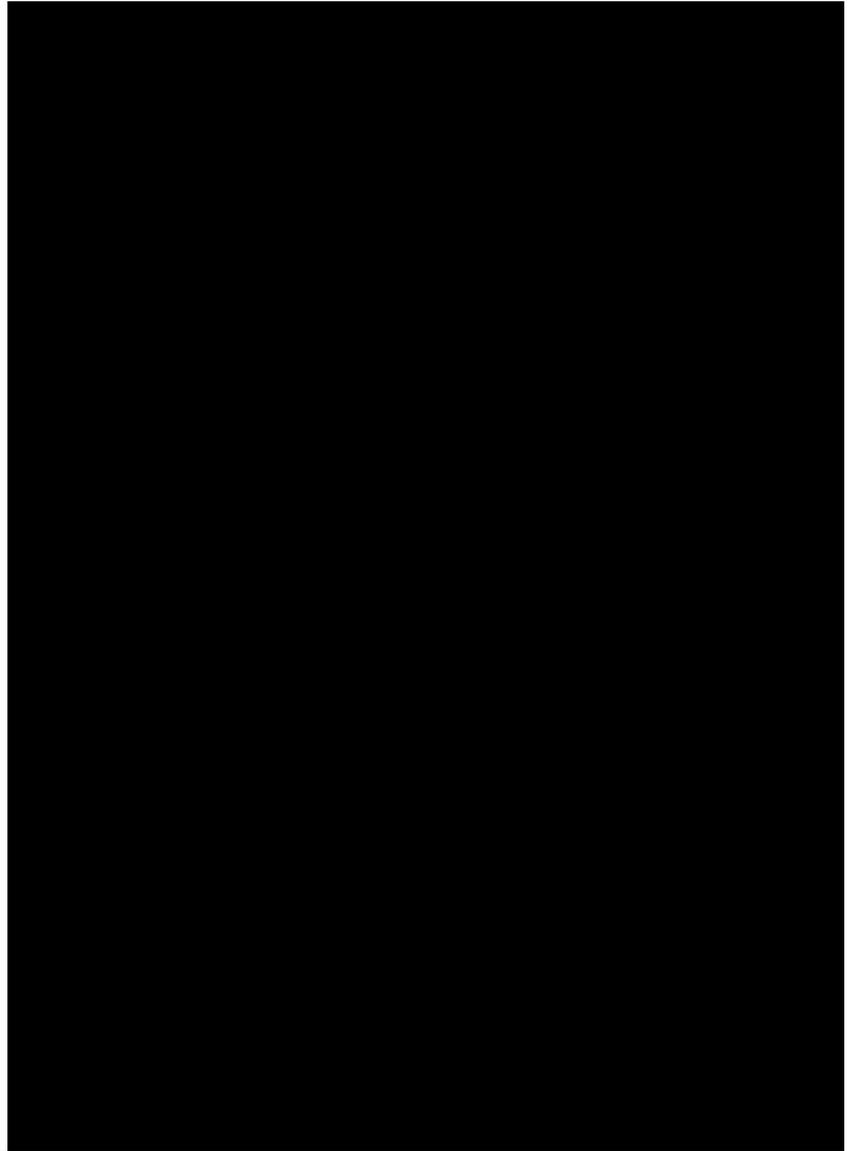


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Home Complete Learning Spaces Middle/High School General Art Classroom

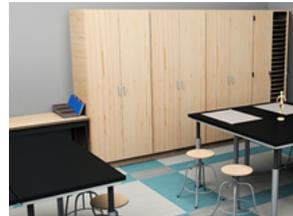
### Middle/High School General Art Classroom



- Middle School & High School - Plan View



General Art - Middle School & High School - Overall View



General Art - Middle School & High School - View 1

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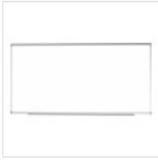
Item Product Name Qty Price Details

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<input checked="" type="checkbox"/>		Adjustable-Height Art Table (30" W x 60" L)	12	<a href="#">View Details ▶</a>
<input checked="" type="checkbox"/>		Steel Stool w/ Wooden Swivel Seat	24	<a href="#">View Details ▶</a>
<input checked="" type="checkbox"/>		Profile Series Double-Wide Mobile Classroom Storage Cart w/ 16 Small Bins (28...	2	<a href="#">View Details ▶</a>
<input checked="" type="checkbox"/>		Heavy-Duty Utility Table w/ Scratch-Resistant Paint (24" W x 60" L)	2	<a href="#">View Details ▶</a>
<input checked="" type="checkbox"/>		Economy Natural Cork Bulletin Board w/ Aluminum Frame (8' W x 4' H)	1	<a href="#">View Details ▶</a>
<input checked="" type="checkbox"/>		Porcelain Steel Magnetic Dry Erase Board w/ Aluminum Frame & Map Rail (8' W x...	1	<a href="#">View Details ▶</a>
<input checked="" type="checkbox"/>		Tall Wood Storage Cabinet w/ Solid Doors (36" W)	3	<a href="#">View Details ▶</a>
<input checked="" type="checkbox"/>		Norwood Series Bookcase (72" H)	4	<a href="#">View Details ▶</a>
<input checked="" type="checkbox"/>		Wall Cabinet w/ Glass Doors	3	<a href="#">View Details ▶</a>
<input checked="" type="checkbox"/>		Drafting Board Storage Cabinet	1	<a href="#">View Details ▶</a>

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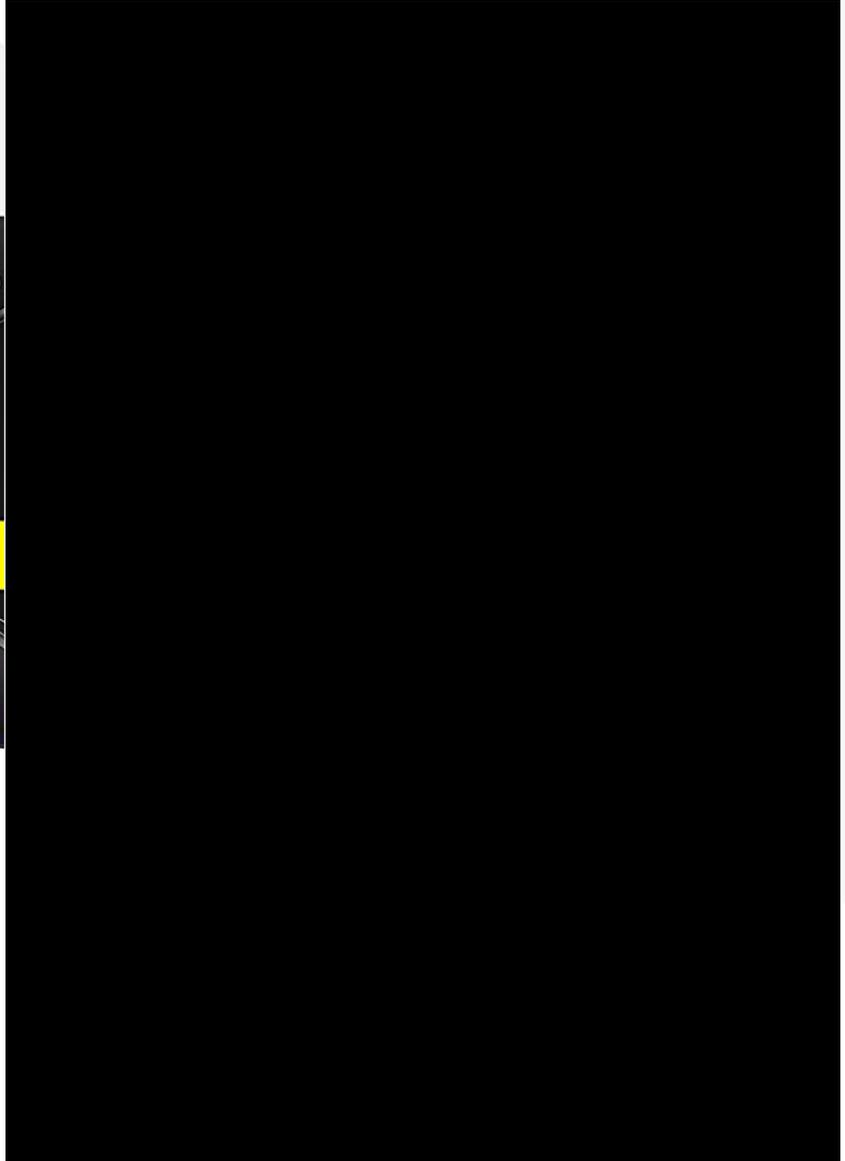
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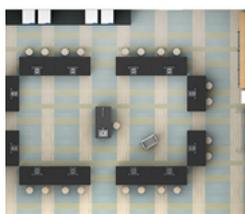
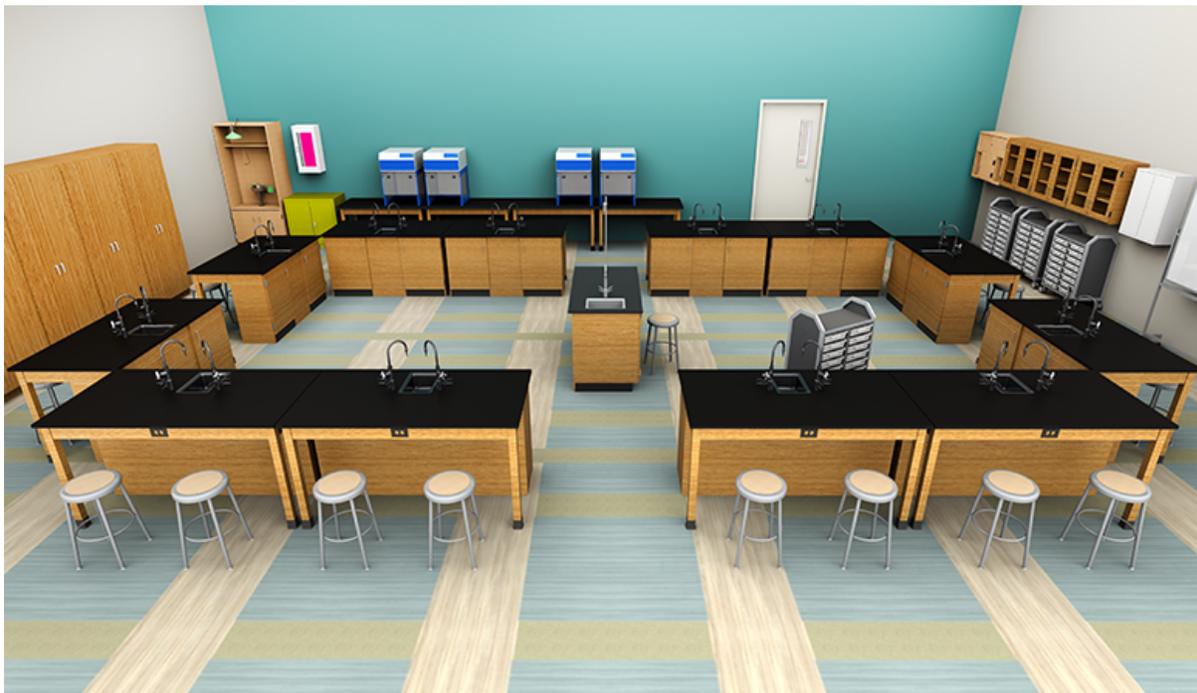
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## Middle/High School Chemistry Lab



Middle School & High School - Plan View



Chemistry - Middle School & High School - Overall View



Chemistry - Middle School & High S View 1

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	Item	Product Name	Qty	Price	Details
<input type="checkbox"/>		Forward Vision III Two-Student Workstation w/ Door Cabinet	<input type="text"/>	[REDACTED]	<a href="#">View Details ▶</a>
<input type="checkbox"/>		Metal Lab Stool Black - Fixed Height (24" H)	<input type="text"/>		<a href="#">View Details ▶</a>
<input type="checkbox"/>		5' Instructor's Desk	<input type="text"/>		<a href="#">View Details ▶</a>
<input type="checkbox"/>		Double-Sided Mobile Magnetic Markerboard (6' W x 4' H)	<input type="text"/>		<a href="#">View Details ▶</a>
<input type="checkbox"/>		Eyewash & Shower Station	<input type="text"/>		<a href="#">View Details ▶</a>
<input type="checkbox"/>		First Aid Safety Wall Cabinet	<input type="text"/>		<a href="#">View Details ▶</a>
<input type="checkbox"/>		Spill Control Station	<input type="text"/>		<a href="#">View Details ▶</a>
<input type="checkbox"/>		Compact Flammable Safety Double Door Cabinet (22 Gallons)	<input type="text"/>		<a href="#">View Details ▶</a>
<input type="checkbox"/>		Model 2000 Monitor Germicidal Cabinet	<input type="text"/>		<a href="#">View Details ▶</a>
<input type="checkbox"/>		Purair 5 Ductless Fume Hood (24" W x 27" D x 35" H)	<input type="text"/>		<a href="#">View Details ▶</a>

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Item	Product Name	Qty	Price	Details
	Tall Wood Storage Cabinet w/ Solid Doors (36" W)	<input type="text"/>		<a href="#">View Details ▶</a>
	Wall Cabinet w/ Glass Doors	<input type="text"/>		<a href="#">View Details ▶</a>
	Profile Series Double-Wide Mobile Classroom Storage Cart w/ 16 Small Bins (28...)	<input type="text"/>		<a href="#">View Details ▶</a>

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- **SMOOTH & ROUNDED EDGES:** The ECR4Kids bookshelf is crafted with rounded corners and edges to keep children safe during reading or playtime.
- **RECOMMENDED AGE:** The ECR4Kids toy storage cubbies are designed for use by children ages 3 years and older.

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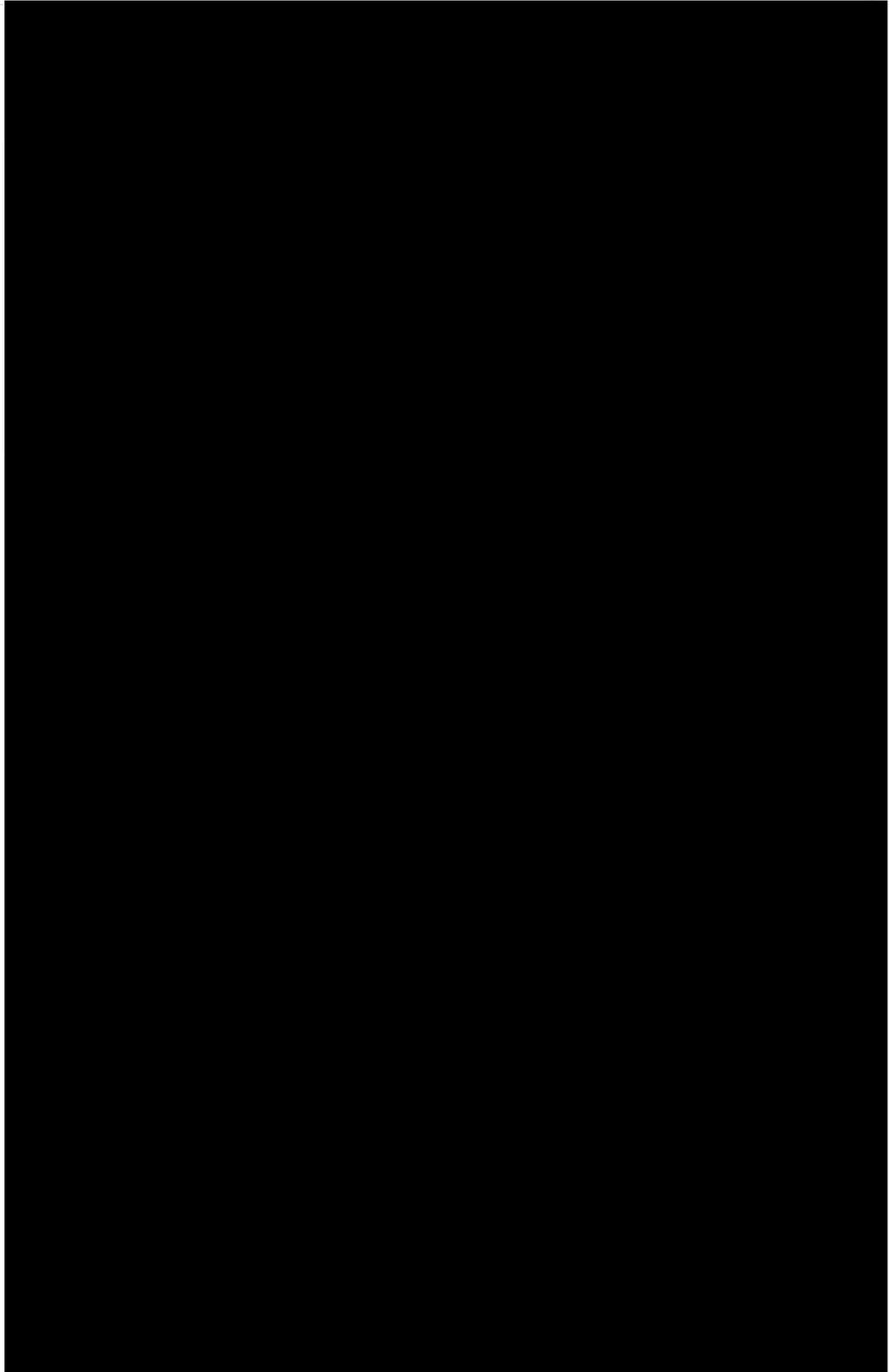
Gift ideas for Dad

Industrial & Scientific Lab Test & Measurement Safety Janitorial & Facilities Food Service Education Material Handling Materials Metalworking

Back to results



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**U.S. Department of Education**  
**Grant Application Form for Project Objectives and Performance Measures Information**  
See Instructions.

**Applicant Information**

**Legal Name:**

Soaring Heights Charter School

**1. Project Objective:**

Improve student outcomes in Jersey City, NJ, by expanding student enrollment at SHCS from xxx to xxx to increase opportunities for Jersey City students to attend a top performing elementary/middle school with a long history of excellence and innovation.

1.a. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio	%	
Students in grades 3-8 will maintain or increase the level of proficient and/or advanced proficient on the NJSLA-ELA assessment.	GPRA		165 / 200	82.50	

1.b. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio	%	
Students in grades 3-8 will maintain or increase the level of proficient and/or advanced proficient on the NJSLA-Math assessment.	GPRA		123 / 200	61.50	

1.c. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio	%	
The school's population will increase from 270 to 372 in year one. (September 2022)	PROJECT		102 / 102	100.00	

1.d. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio	%	
The school's student population will increase from 372 to 420 in year two. (September 2023)	PROJECT		48 / 48	100.00	

1.e. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio	%	
The school's student population will increase from 420 to 468 in year three. (September 2024)	PROJECT		48 / 48	100.00	

**U.S. Department of Education  
Grant Application Form for Project Objectives and Performance Measures Information**

1.f. Performance Measure	Measure Type	Quantitative Data		
		Target		
		Raw Number	Ratio	%
These increases will also serve PreK 4 which will be a new population in the school.	PROJECT		30 / 30	100.00

1.g. Performance Measure	Measure Type	Quantitative Data		
		Target		
		Raw Number	Ratio	%
Hispanic students in grades 3-8 will increase the level of proficient and/or advanced proficient on the NJSLA-Math assessment by the end of year 1.	GPRA		16 / 34	47.06

1.h. Performance Measure	Measure Type	Quantitative Data		
		Target		
		Raw Number	Ratio	%
Not Economically Disadvantaged students in grades 3-8 will increase the level of proficient and/or advanced proficient on the NJSLA-Math assessment by the end of year 1.	GPRA		54 / 84	64.29

1.i. Performance Measure	Measure Type	Quantitative Data		
		Target		
		Raw Number	Ratio	%
Economically Disadvantaged students in grades 3-8 will increase the level of proficient and/or advanced proficient on the NJSLA-Math assessment by the end of year 1.	GPRA		52 / 80	65.00

**2. Project Objective:**

Increase faculty and support staff capacity in order to train staff to ensure consistency in the quality of educational program delivery and student services in anticipation of the expanded student enrollment, and to further institutionalize essential practices in alignment with the school's mission.

2.a. Performance Measure	Measure Type	Quantitative Data		
		Target		
		Raw Number	Ratio	%
Beginning October 2020 - recruit and hire 3 - 4 new teachers. The new teachers will demonstrate knowledge about the culture, climate, and practices of the school by co-teaching and participating in observations. These observations would include the new recruits being observed themselves as well as observing fellow colleagues. According to a 2019 study published by Harvard University, "...peer evaluations resulted in improvements in teacher job performance, as measured by test scores. The study found improvements for both the observed teacher and the teacher doing the observation."	PROJECT		3 / 3	100.00

**U.S. Department of Education  
Grant Application Form for Project Objectives and Performance Measures Information**

2.b. Performance Measure	Measure Type	Quantitative Data		
		Target		
		Raw Number	Ratio	%
The new teachers will be given a pre and post survey to complete that will show that they have increased their level of growth, understanding, and self awareness as a member of the Management Collaborative team.	PROJECT		6 / 6	100.00

2.c. Performance Measure	Measure Type	Quantitative Data		
		Target		
		Raw Number	Ratio	%
The new teachers will actively participate in weekly small groups focused on the emotional stresses that often accompany a new teacher or a teacher in a new environment.	PROJECT		/	

**3. Project Objective:**

Move into and equip a new, larger school facility to accommodate the increased student enrollment and staff, and to offer a broader, more comprehensive program.

3.a. Performance Measure	Measure Type	Quantitative Data		
		Target		
		Raw Number	Ratio	%
The new facility will include 30 - 35 classrooms/offices, a gymnasium/auditorium, Teacher's Lounge area, and conference room.	PROJECT		/	

3.b. Performance Measure	Measure Type	Quantitative Data		
		Target		
		Raw Number	Ratio	%
The new facility will include a higher number of internet access points to ensure greater connectivity for digital learning as well as online testing requirements.	PROJECT		/	

**4. Project Objective:**

Expand student recruitment to encompass and accommodate the growing number of students with special needs, English language learners, students with 504 plans, and other students considered at risk with the accompanying services.

4.a. Performance Measure	Measure Type	Quantitative Data		
		Target		
		Raw Number	Ratio	%
Recruitment plans will include school brochures printed in the languages spoken in Jersey City such as Spanish, Arabic, Urdu, and Tagalog. PR/Award # S282E200003	PROGRAM		/	

**U.S. Department of Education  
Grant Application Form for Project Objectives and Performance Measures Information**

4.b. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Increase social media presence to encourage potential applicants by using budgeted money to boost announcements regarding the lottery process.	PROGRAM		/		

**5. Project Objective:**

Expand professional development capacity to ensure the thorough and efficient training and preparation of the growing faculty and support staff; and make professional development resources available to the broader educational community outside of the school.

5.a. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Production of a Soaring Heights Charter School Methodology Manual (shared leadership/climate building approaches)	PROJECT		1 /	1	100.00

5.b. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Production of Staff Handbook	PROJECT		1 /	1	100.00

5.c. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Professional Development training provided by the Director and Management Collaborative members to the broader educational community.	PROJECT		/		

# INSTRUCTIONS GRANT APPLICATION FORM FOR PROJECT OBJECTIVES AND PERFORMANCE MEASURES INFORMATION

## PURPOSE

Applicants must submit a **GRANT APPLICATION FORM FOR PROJECT OBJECTIVES AND PERFORMANCE MEASURES INFORMATION** via Grants.gov or in G5 when instructed to submit applications in G5. This form collects project objectives and quantitative and/or qualitative performance measures at the time of application submission for the purpose of automatically prepopulating this information into the U.S. Department of Education's (ED) automated Grant Performance Report form (ED 524B), which is completed by ED grantees prior to the awarding of continuation grants. Additionally, this information will prepopulate into ED's automated ED 524B that may be required by program offices of grant recipients that are awarded front loaded grants for their entire multi-year project up-front in a single grant award, and will also be prepopulated into ED's automated ED 524B for those grant recipients that are required to use the ED 524B to submit their final performance reports.

## GENERAL INSTRUCTIONS

### Applicant Information

- **Legal Name:** The legal name of the applicant that will undertake the assistance activity will prepopulate from the Application Form for Federal Assistance (SF 424 Form). This is the organization that has registered with the System for Award Management (SAM). Information on registering with SAM may be obtained by visiting [www.Grants.gov](http://www.Grants.gov).

### Project Objectives Information and Related Performance Measures Data

Your grant application establishes project objectives stating what you hope to achieve with your funded grant project. Generally, one or more performance measures are also established for each project objective that will serve to demonstrate whether you have met or are making progress towards meeting each project objective.

- **Project Objective:** Enter each project objective that is included in your grant application. When completing this form in Grants.gov, a maximum of 26 project objectives may be entered. Only one project objective should be entered per row. Project objectives should be numbered sequentially, i.e., 1., 2., 3., etc. If applicable, project objectives may be entered for each project year; however, the year to which the project objective applies must be clearly identified as is presented in the following examples:
  1. **Year 1.** Provide two hour training to teachers in the Boston school district that focuses on improving test scores.
  2. **Year 2.** Provide two hour training to teachers in the Washington D.C. school district that focuses on improving test scores.
- **Performance Measure:** For each project objective, enter each associated quantitative and/or qualitative performance measure. When completing this form in Grants.gov, a maximum of 26 quantitative and/or qualitative performance measures may be entered. There may be multiple quantitative and/or qualitative performance measures associated with each project objective. Enter only one quantitative or qualitative performance measure per row. Each quantitative or qualitative performance measure that is associated with a particular project objective should be labeled using an alpha indicator. Example: The first quantitative or qualitative performance measure associated with project objective "1" should be labeled "1.a.," the second quantitative or qualitative performance measure for project objective "1" should be labeled "1.b.," etc. If applicable, quantitative and/or qualitative performance measures may be entered for each project year; however, the year to which the quantitative and/or qualitative performance measures apply must be clearly identified as is presented in the following examples:

- 1.a. **Year 1.** By the end of year one, 125 teachers in the Boston school district will receive a two hour training program that focuses on improving test scores.
- 2.a. **Year 2.** By the end of year two, 125 teachers in the Washington D.C. school district will receive a two hour training program that focuses on improving test scores.

- **Measure Type:** For each performance measure, select the appropriate type of performance measure from the drop down menu. There are two types of measures that **ED** may have established for the grant program:
  1. **GPRA:** Measures established for reporting to Congress under the Government Performance and Results Act; and
  2. **PROGRAM:** Measures established by the program office for the particular grant competition.

In addition, you will be required to report on any project-specific performance measures (**PROJECT**) that you established in your grant application to meet your project objectives.

In the **Measure Type** field, select one (1) of the following measure types: **GPRA; PROGRAM; or PROJECT.**

- **Quantitative Target Data:** For quantitative performance measures with established quantitative targets, provide the target you established for meeting each performance measure. Only quantitative (numeric) data should be entered in the Target boxes. If the collection of quantitative data is not appropriate for a particular performance measure (i.e., for **qualitative** performance measures), please leave the target data boxes blank.

The Target Data boxes are divided into three columns: **Raw Number; Ratio, and Percentage (%)**.

For performance measures that are stated in terms of a single number (e.g., the number of workshops that will be conducted or the number of students that will be served), the target data should be entered as a single number in the **Raw Number column** (e.g., **10** workshops or **80** students). Please leave the **Ratio and Percentage (%) columns** blank.

For performance measures that are stated in terms of a percentage (e.g., percentage of students that attain proficiency), complete the **Ratio column**, and leave the **Raw Number and Percentage (%) columns** blank. The **Percentage (%)** will automatically calculate based on the entered ratio. In the **Ratio column** (e.g., **80/100**), the numerator represents the numerical target (e.g., the number of students that are expected to attain proficiency), and the denominator represents the universe (e.g., all students served).

# DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

OMB Number: 4040-0013  
Expiration Date: 02/28/2022

<b>1. * Type of Federal Action:</b> <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	<b>2. * Status of Federal Action:</b> <input checked="" type="checkbox"/> a. bid/offer/application <input type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. * Report Type:</b> <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
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**4. Name and Address of Reporting Entity:**

Prime     SubAwardee

\* Name: Soaring Heights Charter School

\* Street 1: 1 Romar Ave.    \* Street 2: \_\_\_\_\_

\* City: Jersey City    \* State: NJ: New Jersey    \* Zip: 07305

Congressional District, if known: NJ-010

**5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:**

<b>6. * Federal Department/Agency:</b> US Department of Education	<b>7. * Federal Program Name/Description:</b> Charter Schools
	CFDA Number, if applicable: 84.282

<b>8. Federal Action Number, if known:</b> _____	<b>9. Award Amount, if known:</b> \$ _____
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**10. a. Name and Address of Lobbying Registrant:**

Prefix \_\_\_\_\_ \* First Name Not applicable Middle Name \_\_\_\_\_

\* Last Name Not applicable Suffix \_\_\_\_\_

\* Street 1 Not applicable Street 2 \_\_\_\_\_

\* City Not applicable \* State NJ: New Jersey \* Zip \_\_\_\_\_

**b. Individual Performing Services** (including address if different from No. 10a)

Prefix \_\_\_\_\_ \* First Name Not applicable Middle Name \_\_\_\_\_

\* Last Name Not applicable Suffix \_\_\_\_\_

\* Street 1 Not applicable Street 2 \_\_\_\_\_

\* City Not applicable \* State \_\_\_\_\_ \* Zip \_\_\_\_\_

**11.** Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

\* Signature: \_\_\_\_\_

\* Name: Prefix Ms. \_\_\_\_\_ \* First Name Claudia Middle Name \_\_\_\_\_

\* Last Name Zuorick Suffix \_\_\_\_\_

Title: Director Telephone No.: \_\_\_\_\_ Date: 06/18/2020

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