

Notice of Intent to Apply – DEADLINE EXTENSION

The North Carolina Innovative School District (ISD) is seeking proven and credible charter management/education management organizations (CMO/EMO) to partner with our district and local communities to ensure strong outcomes for students in some of the state's lowest performing schools. All prospective operators for the North Carolina ISD must submit this Notice of Intent by 5 pm EST on September 29, 2017.

This information will help the ISD team in the planning process, while also ensuring that we are focused on identifying partner operators with a strong commitment to the local communities we will be serving. If you have any questions regarding the process or timeline for applying, please email eric.hall@dpi.nc.gov or call 919-807-3435.

Submissions must be made via email to the address provided.

Draft Timeline

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|--------------------|---|
| September 7, 2017 | Public Release of Qualifying ISD Schools (for start-up in 2018/2019) |
| September 29, 2017 | Notice of Intent to Apply Due |
| October 16, 2017 | Application for Qualified CMO/EMO Operators Opens |
| November 17, 2017 | CMO/EMO Applications Due |
| December 7, 2017 | Final State Board of Education Approval of ISD Schools |
| December/January | Presentations by CMO/EMO to Local School Boards and Communities Identified for Partnership with the ISD |
| February 2018 | Final State Board of Education Approval of Contracts for CMO/EMO Partners |

*Proven - "CMO/EMO has a record of results in improving performance of persistently low-performing schools." NC Statute 115C-75.8

** Credible - "CMO/EMO has a credible and specific plan for dramatically improving student achievement in a low performing school." NC Statute 115C-75.8

| Contact Information | |
|--|--|
| Name of Applicant (Organization) | AMIkids, Inc. |
| Applicant Point of Contact (Individual) | Dr. Phildra J. Swagger |
| Address (Street, City, State, Zip) | 5915 Benjamin Center Drive Tampa , FL 33634 |
| Phone (xxx-xxx-xxxx) | Office: 813-887-330 Mobile: 813-477-6083 |
| Email | pswagger@amikids.org |
| Website | www.amikids.org |
| Organizational Information | |
| Please provide the mission and vision of your organization. | AMIkids is dedicated to providing our communities' kids with the opportunity to transform into responsible young adults. Our mission is to protect public safety and positively impact as many youth as possible through the efforts of a diverse and innovative staff. We seek to operate schools where students make substantial and sustained academic gains, graduate high school and achieve post-secondary graduation and gainful employment as productive and responsible citizens. |
| Are there any geographic limitations for your organization in operating and/or partnering with a school in the state? <i>(Please list areas of the state that would be difficult for your organization to serve and why.)</i> | No. AMIkids is centrally located in Wake County and provides program services throughout the state. |

Contact Information

List the current portfolio of schools operated by your organization or within your existing network.

(Please include the location of each school.)

Please see attached.

Board Information

What is the status of your organization's Board of Directors?

- No members yet
 1-2 Members
 3-5 Members
 6 or More Members
 CMO/EMO Board would develop local advisory members

At this time, how many of your board members are based in North Carolina?

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Please provide a list of your current Board Members and Officers.

Dr. Monica Leach- Board chair
Mr. Cedric Nelson
Mr. Michael Thornton

Additional Information

Part I: Provide a brief overview of your organization's "theory of action" for improving outcomes in low performing schools. (500 words or less)

AMIkids is committed to working with school districts, communities, and families to create learning environments that respond holistically to children's needs. AMIkids provides youth a positive, safe, family-centered environment while encouraging them to expand their horizons and grow into strong, positive role models through the evidence-based AMIkids Personal Growth Model (APGM). The APGM teaches youth to take responsibility for their actions, teaches critical thinking skills, and prepares them to make choices that ensure a bright productive future. The APGM is designed to meet the needs of the whole child, encompassing interventions in education, vocational readiness, behavior modification, and treatment.

The APGM has been nationally recognized by the Substance Abuse Mental Health Services Administration (SAMHSA) National Registry of Evidence-based Programs and Practices as an evidence-based model for improving the academic achievement of at-risk students, and for reducing delinquent behavior.

EDUCATION

The education component uses three primary methods to enhance learning: experiential education, project-based learning, and service learning. Participants attend classes in an academic setting, and teachers use a rigorous curriculum designed to address the participants' individualized needs and diverse learning styles. Teachers implementing this component must be certified and highly qualified on the basis of state, local, and AMIkids requirements. What helps separate AMIkids apart are four "challenge" events put on each year, providing rewards for top performers with once-in-a-lifetime experiences like scuba diving, rappelling, and whitewater rafting. The other two events focus on Olympic-style events, challenging our kids both academically and athletically, and allowing them to express their talents and support one another through sportsmanship and teamwork.

BEHAVIOR MODIFICATION

The behavior modification component is designed to develop or strengthen desired prosocial behaviors and eliminate or weaken antisocial behaviors through three techniques using positive reinforcement: a point card system, a token economy, and a rank system. Staff implementing this component must be designated AMIkids Behavior Modification professionals.

TREATMENT

The treatment component is individualized on the basis of each student's assessments, and research-based mental health and/or substance abuse interventions (e.g., cognitive behavioral therapy, motivational enhancement therapy, functional family therapy, motivational interviewing) are provided to participants, as well as their families. Participants receive group services on a daily basis, and individual and family sessions are provided on a schedule determined by the individualized treatment plan. Staff members implementing this component are licensed mental health professionals or therapists/counselors who are supervised by a licensed mental health

professional.

VOCATIONAL EDUCATION

Providing our kids the tools and guidance to be successful is critical for their development, but finding employment is integral to success. At AMIkids schools, our kids are not only encouraged to pursue their GED or catch up on their grades to get back in school, many are provided with various training and industry-recognized certifications to be job-ready when they return to their families and neighborhoods, improving the talented workforce, strengthening their community, and further inspiring them to stay on the road to success. Our schools offer a wide variety of certifications including construction, food service, welding, healthcare, information technology, and more.

Part II: Provide an overview describing how your organization would plan to engage with parents/families, the community and the local school district. Examples of this in your existing or past work would be helpful in this description. (500 words or less)

The primary goal of AMIkids is to proactively address the needs of students by creating learning environments which result in increasing school attendance, reducing disruptive classroom behaviors and improving academic achievement. In an effort to engage the school district, community and various stakeholders AMIkids will implement a multi-faceted community awareness campaign that will occur throughout the transformation process. As an example, the following strategies will be implemented to engage all levels of stakeholders.

- Attend Administrator Meetings, community meetings, recruitment fairs, and career fairs
- Develop promotional materials concerning quality of instruction for local schools, feeder schools, parents, teachers and community
- During Information Sessions, the school's Special Education Coordinator and staff are available to families for individual consultations and to describe school resources to serve student needs.
- The school will establish relationships with local middle schools that will refer students who are academically behind. Speak regularly to guidance counselors at these schools.
- Identify tutoring services in the community and make contact with them to inform them about our school and provide them with flyers and notices to share with their clients.
- Build and maintain an active relationship with probation officers and the court system, and actively recruit in these places. Post flyers and applications in juvenile probation offices.
- Hold appreciation luncheons for community agencies (e.g. Boys and Girls Club, Juvenile

Justice System, YMCA) that work to support students in our area, including those at risk of dropping out of school.

- Coordinate several outreach events each year for current and prospective students.
- Distribute literature and applications in English, Spanish, and other languages.
- Disseminate translated materials at cultural celebrations and content extravaganzas/quarterly student project presentations.
- Make contact with community resources used by low income families, including SNAP (Supplemental Nutrition Assistance Program) and WIC (Women, Infants and Children) food stamp programs, food pantries, thrift shops, social service agencies. Provide contact persons with flyers and information regarding enrollment, information sessions, etc. Provide rides to information sessions from these locations.

Part III: Briefly describe which research or evidence-based strategies your organization has engaged in producing a record of results. (500 words or less)

AMikids contracts with an external evaluator, the Justice Research Center, to independently measure standard outputs and outcomes for each of its programs and services nationwide. It does so to advance quality program performance and fidelity to the AMikids Personal Growth Model.

- Educational programming is a cornerstone of all AMikids services. In 2014, the average grade level equivalent (GLE) of youth completing residential juvenile justice programs increased one grade level in math and reading. Residential youth increased two GLEs in writing over the course of program services.
- AMikids operated two Infinity Schools that provided educational services for 120 at-risk youth in 2014. Eighty-four percent of these students successfully graduated from the program, with average GLEs in math, reading and writing increasing. Writing average GLEs improved by more than one grade level over the course of instruction.
- Among the youth who earned high school credits, youth completing AMikids delinquency programs earned an average of 3.7 high school credits, while those graduating from Infinity school services earned an average of 6.4 credits.

AMikids utilizes data and student outcomes to support continuous improvements at each school site. Our ability to document performance outcomes have enabled AMikids to achieve several notable designations, which include but are not limited to:

- AMikids, Inc. earned AdvancED accreditation through the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (AdvancED/SACS).

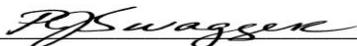
- The AMIkids Personal Growth Model® (APGM®) has been nationally-recognized by the Substance Abuse Mental Health Services Administration (SAMHSA) National Registry of Evidence-based Programs and Practices as an “evidence-based” model for improving the academic achievement of at-risk students, and for reducing delinquent behavior.
- The AMIkids Day Treatment Model has been designated as a “promising model” by the Office of Juvenile Justice and Delinquency Prevention for reducing re-offending behaviors and is the only Day Treatment Model recognized.
- The AMIkids Day Treatment Model has been listed as an evidence-based “promising model” by the Office of Justice Programs Crime Solutions.

AMIkids prides itself on providing evidenced-based services and high quality programming that impacts student learning and overall program delivery.

I certify that I have the authority to submit this *Notice of Intent to Apply* and that all information contained herein is complete and accurate to the best of my knowledge. The individual named below for this *Notice* is authorized to serve as the primary contact on behalf of the organization.

Name of Primary Contact (Printed): Dr. Phildra J. Swagger

Position of Primary Contact (Printed): Vice President

Signature of Primary Contact:  Date: 9/29/17

This form should be submitted to the NCISD by e-mailing it to eric.hall@dpi.nc.gov. If you have any questions or need any additional information, please contact Dr. Eric Hall, Superintendent for the North Carolina Innovative School District at 919-807-3435.

AMIkids Programs

| School/Program | Address |
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| AMIkids Acadiana | 611 Celestine La Tortue Road Branch, LA 70516 |
| AMIkids Baton Rouge | 5555 Beechwood Drive Baton Rouge, LA 70805 |
| AMIkids Beaufort | 60 Honeybee Island Road Seabrook, SC 29940 |
| AMIkids Bennettsville | 620 Marlboro Rd Bennettsville, SC 29512 |
| AMIkids Caddo | 3860 Hutchinson Street Shreveport, LA 71109 |
| AMIkids Clay County | 2025 State Road 16 W Green Cove Springs, FL 32043 |
| AMIkids Emerald Coast | 207 4th Street SE, Ft. Walton Beach, FL 32548 |
| AMIkids Escambia Boys Base | 640 Roberts Ave. Bldg. 3780, Corry Station, Pensacola, FL 32511 |
| AMIkids Gadsden | 363 East Crawford Street Quincy, FL 32351 |
| AMIkids Gainesville | 6815 SW Archer Road Gainesville, FL 32608 |
| AMIkids Georgetown | Hwy 17 S 1590 East CCC Road Georgetown, SC 29440 |
| AMIkids Greater Fort Lauderdale | 3220 S.W. 4th Avenue Ft. Lauderdale, FL 33315 |
| AMIkids Infinity Marlboro | 801 Country Club Road Bennettsville, SC 29512 |
| AMIkids Jacksonville | 13375 Beach Blvd. Jacksonville, FL 32246 |
| AMIkids Manatee | 2715 16th Avenue E, Palmetto, FL 34221 |
| AMIkids Miami-Dade North | 2701 NE 151 St. North Miami Beach, FL 33160 |
| AMIkids Miami-Dade South | 1820 Arthur Lamb Rd, Miami, FL 33149 |
| AMIkids Orlando | 1461 South Lake Pleasant Rd., Apopka, FL 32703 |
| AMIkids Panama City Marine Institute | 200 East Beach Drive Panama City, FL 32401 |
| AMIkids Pensacola | 3685 Muldoon Rd Pensacola, FL 32526 |
| AMIkids Piedmont | 20238 Hwy 72 East Clinton, SC 29325 |
| AMIkids Pinellas | 6500 102nd Ave N Pinellas Park, FL 33782 |
| AMIkids Rio Grande Valley | 27615 Buena Vista Rd. Los Fresnos, TX 78566 |
| AMIkids Sand Hills | 2381 Campbell Lake Road Patrick, SC 29584 |
| AMIkids Sandoval | 20 Pond Rd. Cuba, NM 87013 |
| AMIkids Savannah River | 626 Old River Road Sylvania, GA 30467 |
| AMIkids Southwest Florida | 1190 Main Street Ft. Myers Beach, FL 33931 |
| AMIkids Space Coast / Melbourne Center for Personal Growth | 1000 Inspiration Ln. Melbourne, FL 32934 |
| AMIkids St. Louis | 3836 Natural Bridge Ave St. Louis, MO 63107 |
| AMIkids Tallahassee | 2514 West Tharpe Street Tallahassee, FL 32303-3308 |
| AMIkids Tampa/ Tampa Center for Personal Growth | 1730 Maritime Blvd. Tampa, FL 33605 |
| AMIkids Volusia | 1420 Mason Avenue, Unit 110 Daytona Beach, FL 32117 |
| AMIkids White Pines | 742 T Bishop Rd. Jonesville, SC 29353 |
| AMIkids YES | 4337 Saffold Road Wimauma, FL 33598 |