



**NC ACCESS Subgrant Program Application Recommendation**  
**Achievement Charter Academy**  
**June 8, 2020**

**Introduction**

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

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

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

This recommendation report includes the following information:

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

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<sup>1</sup> <https://www.dpi.nc.gov/students-families/innovative-school-options/charter-schools/nc-access-program>

## Overview of the Evaluation Process

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

The subgrant application for Achievement Charter Academy was evaluated by a Review Committee consisting of the following individuals:

<b>Evaluator</b>	<b>Role</b>
Stephenie Clark	External Evaluator
Dr. Darian Jones	Consultant, Office of Charter Schools
Dr. Barbara O’Neal	Program Coordinator, NC ACCESS Program

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

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

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

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<sup>2</sup> <https://files.nc.gov/dpi/documents/charterschools/ncaccess/scoring-rubric.docx>

**Procedural History**

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

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

**Conclusion and Recommendation**

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

<b>Subgrant Application for Achievement Charter Academy:</b>	<b>RECOMMENDED FOR APPROVAL</b>
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Dave Machado, Director  
Office of Charter Schools

6/8/20

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Date

<sup>3</sup> See Exhibit A.  
<sup>4</sup> See Exhibit B.  
<sup>5</sup> See Exhibit C.

**Summary of the Application**

School Name: Achievement Charter Academy

Location of School: Harnett County

CMO/EMO: N/A

Subgrant Type: Implementation Only

Projected Enrollment:

<b>Subgrant Year</b>	<b>Grade Levels Served</b>	<b>Total Student Enrollment</b>	<b>Total ED Student Enrollment</b>	<b>ED Enrollment Percentage</b>
2020-2021	K-5	162	57	35%
2021-2022	K-5	184	83	45%
2022-2023	K-5	209	105	50%
2023-2024	K-5	234	129	55%
2024-2025	K-5	259	156	60%

Requested Funding Amount: \$799,290

Recommended Funding Amount: \$400,000<sup>6</sup>

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

### Summary of the Evaluation

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

General Standards	Status
Section I – Application Contact Information	<input checked="" type="checkbox"/> Complete <input type="checkbox"/> Incomplete
Section II – Assurances	<input checked="" type="checkbox"/> Complete <input type="checkbox"/> Incomplete
Section VII – Certification	<input checked="" type="checkbox"/> Complete <input type="checkbox"/> Incomplete
<b>Total (all sections must be <i>complete</i> to pass)</b>	<input checked="" type="checkbox"/> <b>Pass</b> <input type="checkbox"/> <b>Fail</b>

Technical Standards	Points Possible	Points Earned
Section III – Application Narrative (A, B, and C)	70	57
Section III (D) – Student Transition Plan	<input checked="" type="checkbox"/> Complete <input type="checkbox"/> Incomplete	
Section IV – Budget, Budget Narrative, and Logic Model	30	28
Section V – Competitive Preference Standards	Up to 12	0
<b>Total (must receive at least <i>80 points</i> to pass)</b>	<b>100</b>	<b>85</b>

Priority Standards	Standards Possible	Standards Met
Section VI – Priority Consideration Status	4	0

Overall Application Status	Rating
In order to pass, the application must (a) achieve a rating of “Pass” for the General Standards and (b) score at least eighty (80) points on the Technical Standards. The Priority Standards will be used to determine priority if there are more eligible applications than available awards.	<input type="checkbox"/> <b>Pass with Priority</b>
	<input checked="" type="checkbox"/> <b>Pass</b>
	<input type="checkbox"/> <b>Fail</b>

<sup>7</sup> <https://files.nc.gov/dpi/documents/charterschools/ncaccess/scoring-rubric.docx>

The review committee recommends that the subgrant application for Achievement Charter Academy be approved based on the following evaluation:

### **Strengths**

The applicant will implement a weighted lottery, beginning for the 2021-2022 school year. Applicants who apply to the lottery and choose to identify as qualifying for Free or Reduced Priced Lunch will receive an extra "weight," thereby giving them an increased chance of being enrolled in the school. Each year, the applicant will make enrollment decisions based on the number of seats available and current school resources and open a commensurate number of weighted seats for educationally disadvantaged students.

The applicant provided a reasonable GEPA statement which indicated they will remove all barriers that would preclude enrollment at the school for low-income families including 1. Transportation; 2. School schedules that align with work schedules; 3. Access to free or reduced-priced meals; 4. Simple and accessible enrollment processes; 5. Access to information about the school; and 6. Access to before- and after-school programming at free or reduced rates.

The applicant clearly evidenced that the proposed school will have in place academic programs to support the achievement of educationally disadvantaged students. The applicant, while a new school, indicated that it will focus on teaching core content through individualization and relationship-building, two areas that research indicates supports the needs of educationally disadvantaged students.

The applicant indicated that they plan early release on Fridays and will provide transportation to the Boys and Girls Club and other after school providers that will provide care at a low cost or at no cost, depending on a family's need to ensure that the half-days on Friday are not a barrier to enrollment for educationally disadvantaged families. The NC ACCESS grant would provide funding for buses that would enable the school to provide transportation to more afterschool sites.

The applicant will purchase meals for the educationally disadvantaged population catered by My Hot Lunchbox or other local vendors. Nutritious menus will be planned according to the National School Lunch Meal Pattern guidelines and will be served to all students who meet Free and Reduced Lunch criteria at a free or reduced rate, respectively. Both hot and cold menu items will be available, and students will be given some choice while adherence to guidelines are met.

### **Weaknesses**

The applicant does not provide sufficient evidence of how the educational program compares to or differs from the LEA. The applicant will need to continue developing their program and ensure they are developing a model program that is comparable to the LEA.

The applicant does not provide evidence of School Climate and a Discipline Plan. The applicant will need to continue developing these plans.

The applicant did not provide a solid recruitment and hiring plan for teachers. There was no plan outlined to support teacher retention.

**Exhibit A: NC ACCESS Program Eligibility Notification**



# PUBLIC SCHOOLS OF NORTH CAROLINA

DEPARTMENT OF PUBLIC INSTRUCTION | Mark Johnson, *Superintendent of Public Instruction*

WWW.NCPUBLICSCHOOLS.ORG

January 8, 2020

VIA EMAIL

Leaja Horne, Board President  
Achievement Charter Academy  
PO Box 1685  
Fuquay-Varina, NC 27526  
achievementacademy.nc@gmail.com

Dear Ms. Horne,

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

Due to Achievement Charter Academy's designation as eligible, Achievement Charter Academy may move forward and submit the full subgrant application. As a reminder, completed applications are **due in Epicenter by 5:00pm (EST) on March 1, 2020**. The NC ACCESS team will ensure you have access to the application portal in Epicenter and will contact you if any additional information is needed.

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

Sincerely,

A handwritten signature in black ink, appearing to read "Dave Machado".

Dave Machado, Director  
Office of Charter Schools

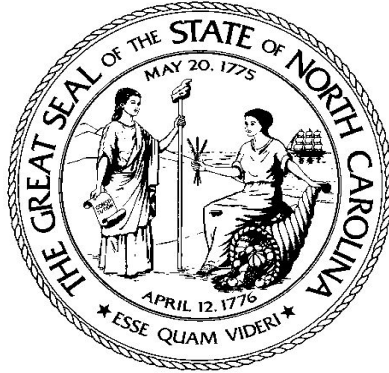
DM/JW

**OFFICE OF CHARTER SCHOOLS**

6307 Mail Service Center, Raleigh, North Carolina 27699-6307 | (919) 807-3981



**Exhibit B: NC ACCESS Program Subgrant Application**



**North Carolina Advancing Charter Collaboration  
and Excellence for Student Success (NC ACCESS) Program  
Request for Application**

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

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

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

**SUBGRANT APPLICATION**

**APPLICATION CONTACT INFORMATION**

<b>Charter School Information</b>			
Name of charter school (Approved/Existing): Achievement Charter Academy (Approved)			
Mailing address (Street, City, State, Zip): 25 Buttonwood Court, Fuquay-Varina, NC 27526			
Name of non-profit organization under which charter is/will be organized or operated: Achievement Charter Academy			
Name of contact person: Leaja Horne		Title/Relationship to approved/existing school: Board Chair/Approved	
Primary telephone: 919-753-6975		Alternative telephone: 919-552-5446	
E-Mail address: achievementacademy.nc@gmail.com		Website (if applicable): <a href="https://achievementcharteracademy.org/">https://achievementcharteracademy.org/</a>	
Name of county and local education agency (LEA) in which charter school is/will reside: County: Harnett            LEA: 430			
Is or will the charter school be operated by an Education Management Organization (EMO) or Charter Management Organization (CMO): Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>			
If so, please provide the name and list of all schools managed by the organization.			
<b>Please indicate the subgrant category for which you are applying:</b>			
Planning and Implementation <input type="checkbox"/>	Implementation Only <input checked="" type="checkbox"/>	Expansion <input type="checkbox"/>	Replication <input type="checkbox"/>

**ASSURANCES**

***Leaja Horne***

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

*Leaja Horne*  
Signature of Charter School Authorized Representative

February 20, 2020  
Date

## Assurances

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

1. Recipients will (i) annually provide the North Carolina Department of Public Instruction such information as may be required to determine if the charter school is making satisfactory progress toward achieving the stated objectives and (ii) cooperate with the U.S. Department of Education and the North Carolina Department of Public Instruction in evaluating the entirety of the NC ACCESS program.
2. Recipients will, for the life of the subgrant, participate in all data reporting and evaluation activities as requested by the U.S. Department of Education and the North Carolina Department of Public Instruction; this includes participation in any federal or state funded charter school evaluations or studies, final grant report documentation, and financial statements.
3. Recipients will comply with federal laws including, but not limited to, the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, section 504 of the Rehabilitation Act of 1973, and sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education Act.
4. Recipients will comply with all provisions of the Non-Regulatory Guidance—Public Charter Schools Program of the U.S. Department of Education, which includes the use of a lottery for enrollment if the charter school is oversubscribed.
5. Recipients operate (or will operate if not yet open) a charter school in compliance with all state and federal laws and that the charter school does not discriminate based on race, gender, national origin, color, disability, or age.
6. Recipients shall ensure that a student's records, and, if applicable, a student's individualized education program as defined in section 602(11) of the Individuals with Disabilities Act, will follow the student, in accordance with applicable law (P.L. 107-110, section 5208).
7. Recipients will comply with all provisions of ESSA, including but not limited to, provisions on school prayer, the Boy Scouts of America Equal Access Act, the Armed Forces Recruiter Access to Students and Student Recruiting Information, the Unsafe School Choice Option, the Family Educational Rights and Privacy Act (FERPA), and assessments [P.L. 107-110].
8. Internal Controls must ensure compliance with federal statutes, regulations, and terms of the award. Recipients will evaluate and monitor compliance, take prompt action when instances of noncompliance are identified, and safeguard protected personally identifiable information (PII).

9. Recipients possess the legal authority to apply for this grant; a resolution or motion has been adopted by the charter school's governing body that authorizes the submission of this application, including all understanding and assurances contained herein, directing and authorizing the "charter school contact person/administrator" to act in connection with the application and to provide such additional information as required.
10. Recipients will ensure that the awarded grant funds will be spent or encumbered in accordance with the guidance outlined in the *Allowable Use of Funds* section of this application.
11. Recipients shall maintain accounting records and other evidence pertaining to costs incurred, with the provision that the records shall be kept available by the grantee during the grant period and thereafter for five full years from the date of final payment. The North Carolina Department of Public Instruction must be permitted to audit, review, and inspect the grantee's activities, books, documents, papers and other records relating to the expenditures of grant proceeds. The recipient further agrees to comply with all federal and state audit requirements and ensures that arrangements have been made to finance those mandatory audits.
12. Recipients are required to keep and maintain all equipment purchased with grant funds in accordance with federal law and regulations.
13. Recipients will ensure equitable program participation, as required under section 427 of the *General Education Provision Act*.
14. Recipients will comply with the lower-tier certification covering lobbying and debarment/suspension in 34 CFR Parts 82 and 85.
15. Recipients understand that if any findings of misuse of grant funds are discovered, project funds must be returned to the North Carolina Department of Public Instruction and that the North Carolina Department of Public Instruction may terminate a grant award upon 30 days' notice if it deems that the recipient is not fulfilling the funded program as specified in the approved grant application.
16. Recipients shall attend all mandatory meetings/trainings required by the North Carolina Department of Public Instruction.
17. Recipients agree that the lead administrator and a board member of the charter school will participate fully in all required activities of the NC ACCESS Fellowship program.
18. Recipients agree to onsite monitoring by the North Carolina Department of Public Instruction as necessary to ensure that the subgrant is used for authorized purposes, in compliance with Federal statutes, regulations, and the terms and conditions of the subgrant; and that subgrant performance goals are achieved.

19. Recipients agree to use financial management systems, including records documenting compliance with Federal statutes, regulations, and the terms and conditions of the Federal award, that are sufficient to permit the preparation of reports required by general and program-specific terms and conditions; and the tracing of funds to a level of expenditures adequate to establish that such funds have been used according to the Federal statutes, regulations, and the terms and conditions of the Federal award.
20. The applicant understands that, as articulated in the charter agreement, the renewal or revocation of the charter is based on the academic, operational, and financial performance of the school as outlined and reported through the NC Charter School Performance Framework.
21. The applicant understands that, as stated in the charter agreement, it has autonomy and flexibility in the planning, development, and implementation of the education program, including over budgetary and financial decisions.

**APPLICATION NARRATIVE**

**Enrollment Projections**

<b>Subgrant Year</b>	<b>Grade Levels Served</b>	<b>Total Student Enrollment</b>	<b>Number of ED* Students</b>	<b>Percentage of ED* Student Population</b>
2020-2021	K, 01, 02, 03, 04, 05	162	57	35%
2021-2022	K, 01, 02, 03, 04, 05	184	83	45%
2022-2023	K, 01, 02, 03, 04, 05	209	105	50%
2023-2024	K, 01, 02, 03, 04, 05	234	129	55%
2024-2025	K, 01, 02, 03, 04, 05	259	156	60%

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

Based on Harnett County Schools data, approximately 60% of students qualify for FRL, and our Open Enrollment data shows that 35% of current applicants plan to apply for Free or Reduced Priced Lunch. These are both indicators to the Achievement Academy Board of Directors that there is both a need and a desire for ACA in our community.

The enrollment number is currently slightly over 50% of the projected enrollment of 184. ACA is located a few miles south of the Wake County Line, and enrollment from

Wake County is anticipated at 30%.

The need for additional school choice is evidenced in the fact that progress of many subgroups in Harnett County trails the State's progress for those same subgroups.

- The proficiency of English Learners is almost five percent lower than the State's with 38.6% of EL's in the state showing progress and 34% of EL's in Harnett County Schools showing progress.
- Overall Math proficiency shows that 52% of Harnett County students are proficient in math compared to 59% in the State. In ELA, 51% of Harnett County Students are proficient compared to 57% in the State.
- Only 15% of black and Hispanic students are enrolled in AP classes as compared to 61% of their white peers.

ACA will offer parents and their children a school choice where not only their academic needs will be met, but their socio-emotional needs will be met too.

Another aspect of ACA that contributes to the feasibility of our projected enrollment numbers is that we are implementing Glasser's Quality School model and training our teachers in strategies to motivate students from a variety of backgrounds, skill levels, and interests (Appendix E-5). Sharing this aspect of our school will motivate parents to enroll their children at ACA.

Finally, ACA's facility allows for these enrollment projections. Unlike typical schools in their planning year, we have a facility that is outfitted as a school so that parents can easily imagine the learning environment to determine if it is a good fit for their child.

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

Once approved by the State Board of Education, Achievement Charter Academy will implement a weighted lottery, beginning for the 2021-2022 school year. Applicants who apply to the lottery and choose to identify as qualifying for Free or Reduced Priced Lunch will receive an extra "weight," thereby giving them an increased chance of being enrolled in ACA. Each year, ACA will make enrollment decisions based on the number of seats available and current school resources and open a commensurate number of weighted seats for EDS.

In Year 1 of the weighted lottery, 35% of the available seats in each grade will be reserved for EDS. This percentage will increase each year by 5% until we reach a 60% target, the percentage we believe provides the best equity outcomes for the entire school and mirrors the percentage of EDS in Harnett County.

Our enrollment application will include an option for parents to identify their family as eligible for the weighted lottery because they are educationally disadvantaged. On the day of the lottery, names for available seats will be pulled in the following order:

1. Children whose parents are members of the board or are members of the full-time staff at ACA. The number of these students will not comprise more than 15% of the total number of seats at ACA in any given school year.

2. Children whose parents elected to apply for the weighted lottery will be given an additional weight to their names, and their names will be pulled along with the general population.

Through the implementation of a weighted lottery, we will provide our school with the racial, ethnic, and socioeconomic diversity that is reflective of the community, giving economically disadvantaged and advantaged students the opportunity to learn, play, and grow together.

## Education Plan

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

The barriers to enrollment at Achievement Charter Academy (ACA) include those needs of low-income families that would preclude them from enrolling their children at ACA.

This includes the following:

1. Transportation.
2. School schedules that align with work schedules.
3. Access to free or reduced-priced meals.
4. Simple and accessible enrollment processes.
5. Access to information about the school.
6. Access to before- and after-school programming at free or reduced rates.

In addition, students from low-income homes sometimes have limited access to technology and to the printed word. As such, ACA will create opportunities for parents to enroll their children in satellite locations in targeted neighborhoods to ensure that all parents have access to school representatives to ask questions about the school and complete the enrollment process with confidence. For families with limited access to technology, we will provide paper applications in person or via the US Mail.

Finally, to ensure that language is not a barrier, ACA will provide translation services for Spanish speakers and translate all enrollment documents and marketing materials into Spanish.

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

Goal 1: Educationally disadvantaged students attending ACA will outperform their counterparts in the same subgroups in the LEA on the 3<sup>rd</sup> through 5<sup>th</sup> grade End-of-Grade math and reading assessments by at least 10% in the Year 1 and 15% in the Year 2 of the project period.



Table B.2

	<b>*Current Data: Harnett County</b>	<b>Projected, Goal-Related Data (ACA)</b>	<b>*State Averages</b>
<b>End-of-Grade Math</b>			
Economically Disadvantaged	41.6%	Y1: 51.6% Y2: 56.6%	44.1%
English Learners	28%	Y1: 38% Y2: 43%	34.4%
Students with Disabilities	15.4%	Y1: 25.4% Y2: 30.4%	21.3%
<b>End-of-Grade Reading</b>			
Economically Disadvantaged	39.5%	Y1: 49.5% Y2: 54.5%	42.4%
English Learners	17.8%	Y1: 27.8% Y2: 32.8%	20.4%
Students with Disabilities	14.6%	Y1: 24.6% Y2: 29.6%	19.9%

\*State, District, and School Level 2018-2019 Performance Data

Goal 2: ACA will score Level 3 or 4, Proficient or Distinguished, in all categories on the Glasser Quality School Criteria Rubric by June 2021, progressing towards declaration as a GQS by 2025 (Appendix E-5).

Goal 3: ACA will increase parent involvement by 25% each year as measured by participation in at least one school community event beginning in Year 1 of school operations, the 2020-2021 school year. The Parent Advisory Council will monitor the progress of these goals and work to create events and volunteer opportunities that remove barriers for all parents to participate, especially those that impact EDS families.

**B.3 Describe how the school’s academic program is or will be specifically tailored to meet the needs of educationally disadvantaged students. Include specific strategies the charter school currently uses or plans to use to serve educationally disadvantaged students. (10 points)**

Achievement Charter Academy focuses on teaching core content through individuation and relationship-building, two areas that research indicates supports the needs of ED students. Individuation allows for teachers to monitor the effort of each student and respond immediately when students demonstrate confusion. Oftentimes confusion can be mistaken for laziness or a lack of motivation, but living in poverty can result in students not having hope and optimism that can buttress them when they struggle in school.

In fact, researchers Butterworth, Olesen, and Leach found that “Low socioeconomic

status and the accompanying financial hardships are correlated with depressive symptoms,”<sup>1</sup> so the more quickly a teacher can respond to a student’s academic need, the more the teacher can empower the student to be successful and at the same time notice if there are any signs of depression.

In regards to relationships, educator Eric Jensen shared, “Children with unstable home lives are particularly in need of strong, positive, caring adults. The more you care, the better the foundation for interventions.”<sup>2</sup> By providing small, multi-age or learning communities that encourage relationship-building and personalized care while providing social and academic challenge for all students. As long as it is feasible and appropriate, we will assign students to the same teacher whenever appropriate to maintain the strong relationships.

Every day, the morning hours will include core subject content in reading, writing, math, science, and social studies. Small group instruction and independent activities will be alternated to provide direct instruction and student-directed learning opportunities in all subjects, integrated within and across subjects. Activities will also focus on connecting the material to community and societal issues, thus teaching students about their role as citizens and community contributors.

ACA students will participate in Physical Education up to 3 times per week to give them an opportunity to exert their energy, to gain skills, and to learn vital character lessons in strategy and cooperation (Appendix E-6). Dr. Ratey, the author of *Spark*, found that “Exercise is as effective as certain medications for treating anxiety and depression.” And “We sometimes lose sight of the fact that the mind, brain, and body all influence one another. In addition to feeling good when you exercise, you feel good about yourself.”<sup>3</sup> Incorporating PE multiple times throughout the week will build that mind, brain, and body connection for all of our students, especially our EDS population who might have more limited access to regular outdoor exercise. Jensen reinforces this point in his article by saying, “Children need physical education programs at every level to perform well academically,”<sup>4</sup> and ACA will work to regularly meet that need for EDS and the general population.

In addition, technology is important for our program and will be available to students and teachers. Providing regular access to technology for students allows for independent research and optimizes time for small group instruction. In Year 1, there will be 3

<sup>1</sup> Butterworth, P., Olesen, S. C., & Leach, L. S. (2012). The role of hardship in the association between socio-economic position and depression. *Australia and New Zealand Journal of Psychiatry*, 46, 364–373.

<sup>2</sup> Jensen, Eric. “How Poverty Affects Classroom Engagement.” *Educational Leadership*, May 2013, pp. 24–30.

<sup>3</sup> Ratey, John J., Hagerman, Eric. *Spark: The Revolutionary New Science Of Exercise And The Brain*. New York : Little, Brown, 2008. Print.

<sup>4</sup> Jensen, Eric. “How Poverty Affects Classroom Engagement.” *Educational Leadership*, May 2013, pp. 24–30.

classroom sets of Chromebooks for students and teachers to utilize curriculum, instructional supports, and assessment tracking. Each year, the budget provides for purchasing additional devices and upgrades, allowing for further integration into the school day.

As well as the academic programming that specifically addresses the needs of EDS, ACA also offers an individualized program provides and MTSS model for all students, including educationally disadvantaged populations, which historically perform at lower achievement levels on EOGs. In fact, MTSS has been shown to lead to improved student outcomes for students at-risk for learning, social, emotional, and behavioral challenges that face the youth in America today.<sup>5</sup>

According to the National Association of School Psychologists, themes that promote positive student behavior and learning include positive school climate, effective discipline, school safety, student wellness programs, positive behavioral interventions, and learning support for struggling learners.<sup>6</sup> ACA will follow a data driven problem solving approach similar to the model that the NC public education system implements. Students identified as not making sufficient progress towards meeting standards will receive support and interventions through this MTSS model.

A complement to the three-tiered MTSS model will be interwoven and is the essence of the Glasser Quality School model for all students, including educationally disadvantaged students and students at-risk for learning, social, emotional, and behavioral challenges (Appendix E-5). The small group and ability group instructional design of the GQS model is ideal for offering the Tier 1, Tier 2, and Tier 3 instruction and interventions within the classroom.

An additional type of support that ACA will provide specifically for EDS involves our registration process. Parents and guardians will complete the Home Language Survey which ACA will use to identify students who might qualify as EL. If necessary, potential ELLs will be administered an assessment or a review of records will be used to identify a student as ELL. An English immersion model will be used for ELL students to continue to support ACA's mission of inclusion in an effort for ELL students to become fluent in English. If English immersion is not appropriate due to a more significant lack of the English language, the school will provide English as a Second Language (ESL) instruction via pull-out, tutoring and or translating.

ACA is committed to meeting the individual needs of all students. ACA will have a licensed, highly qualified EC teacher to ensure that the needs of exceptional children are met. The EC teacher will be responsible for screening of students referred by the teachers. The EC teacher in collaboration with core teachers, parents, and students will

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<sup>5</sup> <https://safesupportivelearning.ed.gov>

<sup>6</sup> <https://ec.ncpublicschools.gov/>

be responsible for developing educational plans and strategies for special needs students.

The staff of ACA will be aware of students with an Individual Education Program (IEP) or a Section 504 Plan and make sure that all requirements and accommodations are being met. There will be ongoing classroom assessments to identify students with special needs. Students with an IEP, Section 504 Plan, or identified as being eligible for a 504 plan or IEP will be offered accommodations and or services, such as modification of tests and assignments, supplemental textbooks, use of study guides and organizational tools, preferential seating, modified recess and PE, and use of necessary health care procedures. ACA plans to contract for support services such as speech, occupational therapy, ELL, and physical therapy with a company that has a proven track record and extensive experience with providing EC services to charter schools.

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

According to Harnett County's 2018-2023 Strategic Plan, the school district's vision statement is: Harnett County Schools will be the North Carolina model for developing globally competitive and highly productive citizens. They plan to accomplish this by providing high quality instruction and establishing partnerships with families and our community.<sup>7</sup> Currently in Harnett County, black students are 3 times as likely as their white peers to be suspended. Males are 2.5 times as likely as females to be suspended. Students with disabilities are 2 times as likely to be suspended as the average student. All of this contributes to a culture of failure. While Harnett County is focusing on student growth and achievement, there is little discussion about the means by which they will make this achievement happen. At ACA, we believe this makes all the difference in reaching and teaching every child, especially members of the EDS population.

For Achievement Charter Academy, the means by which students achieve is as important as the achievement itself. Because we believe that learning is an individual activity that involves choices, we will focus on the process, not just the outcome. Through training with the Glasser Quality School Model<sup>8</sup>, we will individuate instruction and work to include all aspects of Glasser Quality School Model's Choice Theory<sup>9</sup> to create the conditions for quality learning to occur. These include:

1. Behavior is chosen and purposeful,
2. There are basic needs of humans: survival, the need to belong, the need for power and worth, the need for freedom and the need for fun,
3. The pictures in our heads create our Quality World or how we would like the world to be, and
4. The concept of total behavior which includes: doing, thinking, feeling and physiology.

<sup>7</sup>

<https://www.harnett.k12.nc.us/cms/lib/NC02214543/Centricity/Domain/22/HCS%202018%20SP%20Final.pdf>

<sup>8</sup> <https://www.wglasserinternational.org/courses/professional-development/quality-schools/>

<sup>9</sup> <https://wglasser.com/what-is-choice-theory/>

Through an understanding of Choice Theory, students will improve his/her Quality World and consequently, his/her quality learning. Using self-evaluation, an individual reviews a behavior, analyzes how well it's working to fulfill a need and then finds more effective choices to meet that need.

Glasser's Choice Theory postulates that people are motivated internally; therefore when a warm, nurturing environment is created, free of coercion, and designed to meet individual needs, students are more likely to achieve success. In this model, students, parents and staff develop caring relationships, provide opportunities for relevant learning, and foster reflection for academic excellence.

While ACA's mission is driven by the GQS model, it will also be aligned with the Get Happier Project curriculum, which promotes an environment where the school community is committed to helping students develop a growth mindset, healthy relationships, and a positive outlook (Appendix E-3). It addresses the NC Health and Wellness standards of mental and emotional wellness and interpersonal communication and relationships.

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

At ACA, we will implement Choice Theory to mediate behavioral incidents so that fewer students will experience loss of instructional time through suspensions. This includes:

1. W-D-E-P
  - a. Want/Need: Student articulates the difference between the want from the need.
  - b. Doing: Student defines what he/she has done.
  - c. Evaluate: Student(s) reflects on whether their want/need infringes on the rights of others.
  - d. Plan: Student creates a plan to the meet need.

Choice Theory will guide self-evaluation so that students will take responsibility for behaviors and make better choices in the future. Most behavior incidents remain just that, an incident. In the event that a behavior becomes an issue or is a major infraction, it may require a consequence such as suspension or expulsion.

Grant funding would allow for certification for Choice Theory/Reality Training, which includes a Basic intensive week for all administrators, teachers, and staff members before the school year begins (Appendix E-2). The school will then offer the advanced practicum, an 18-month practicum, and hold additional training during half-days on Fridays. The school leader and teacher leaders will also become certified so that they can then train future team members and provide enhanced trainings once the grant period is over.

In addition to implementing Choice Theory/Reality Training, the school will also implement the One Good Adult program<sup>10</sup> for students who are determined to be at risk, which could include EDS. The factors used to determine if a child is at risk will be developed at the school level once the student population is determined and needs assessments are completed. Implementing the One Good Adult program will involve each student deemed at risk to select an adult at the school who is not his or her teacher who the student trusts and has a well-established relationship.

The student would develop the goals alongside the teacher that work alongside the Individual Achievement Plans (IAPs) that he or she would've already created since ACA will develop those for all students. The student would self-evaluate to determine a performance grade based on progress, and on a continual basis the IAP with the new goals will be updated throughout the year as goals are met.

From a day-to-day point of view, at the end of each subject or class, the student will bring his goal sheet to his teacher for a performance grade. At the beginning and end of each day, the student will check in and out with that assigned adult to review the student's progress on the goals, to cheer on success, and to encourage continued progress. This will offer a level of accountability that is supportive, consistent, and targeted, a level of support and accountability that will support the needs of our EDS population. Once a student demonstrates consistent implementation of the goals, the student and teacher decide if they need to develop new goals or if the student is ready to exit the One Good Adult program.

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

Achievement Charter Academy has early release on Fridays and will provide transportation to Boys and Girls Club and other after school providers that will provide the care at a low cost or at no cost, depending on the family's need to ensure that the half-days on Friday are not a barrier to enrollment for EDS families. (See Section C.1 for details.) This access to after school care meets EDS families' needs for high-quality care at an affordable or no cost and provides a safe, structured environment where children can play, participate in enrichment activities, and learn a new sport. The NC ACCESS grant would provide funding for buses that would enable us to provide transportation to more afterschool sites.

Due to our half-days on Friday, ACA has fewer workdays throughout the year; otherwise, it follows the traditional calendar, reducing confusion for families who have children enrolled in both ACA and the Harnett County School District.

Finally, once every month, the school will provide a "Read and Feed" program whereby families enjoy a meal and learn how to encourage reading in their home.

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<sup>10</sup> <https://www.jigsaw.ie/gavan/campaigns/one-good-adult>

## Operations Plan

C.1 Detail any partnerships the charter school maintains or plans to develop to support educationally disadvantaged students, including a description of the roles and responsibilities of the applicant, partner organizations, and CMO/EMO, including the administrative and contractual roles and responsibilities of such partners.<sup>11</sup> (2 points)

Achievement Charter Academy has developed partnerships with a range of community-based organizations in order to best serve students and to reflect the current and ongoing needs of Harnett County.

The Boys and Girls Club of Lillington has committed to offering access to ACA's students at no or low-cost (Appendix E-8B). They currently have 75 students participating in their program and have the capacity to grow to 100 with plans to expand. They have already agreed to allow the school to drop off flyers for the school at the Boys and Girls Club and to serve as a drop off and pick up location for the school. They are housed in an old school, giving them access to all of the amenities that accompany a school, such as a kitchen, a gym, classrooms, and office space.

ACA is developing a partnership with Food Lion to support a gift card program for ACA families to load and re-load gift cards at a discounted rate so that parents are able to purchase lunch items for their children that meet their dietary and cultural needs.

In partnership with NC Cooperative Extension, a division of North Carolina State University, ACA staff will work with farmers to develop a gardening program with the short-term goal of giving students a hands-on opportunity to not only build a garden but to also learn from where their food comes, to learn how to water and weed plants so that they will thrive, and to reap the benefits of their hard work (Appendix E-8A). Ultimately, our long-term goal would be for food from the garden to be used as a part of a weekend backpack or food donation program for ACA students and community members. Part of ACA's mission is to build the community. By contributing healthy food to the community on a regular basis, students will see firsthand how their efforts make a difference to their community. The NC Cooperative Extension will provide the labor for construction of the garden, education to students for tending the crops, and education to parents about recipes and cooking various vegetables.

Finally, with Warrior Tech Obstacle Course Readiness, the school will build an obstacle course to be used as a part of our recess, Physical Education, and afterschool programming. The course will be built with interchangeable pieces to keep it challenging and interesting. We believe that the confidence and skills gained through continual access to the school's obstacle course ACA students will build resiliency which will not only help them in school but on the playground when bullying occurs.

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<sup>11</sup> Provide any contractual agreements as part of Appendix B.

Research shows that EDS students are more likely to experience bullying. According to UNESCO, 2 out of 5 poor children experience bullying. This is compared to only 1 out of 5 affluent children experiencing bullying.<sup>12</sup> Furthermore, the July 2019 U.S. Department of Education report revealed that, the highest percentage of students who reported that they were bullied at school were from households with an income between \$7,500 and \$14,999, at 26.6 percent. Comparatively, 19.8 percent of students from households with an income of \$50,000 or higher reported experiencing bullying at school.<sup>13</sup> This data shows that all students need the confidence so that they are equipped to manage bullying and learn the necessary social and physical skills so that they don't become bullies.

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

Achievement Charter Academy's staff will include one full-time EC teacher, one guidance counselor and contracted OT, PT, Speech, and Psychologist in order to meet the needs of all students, especially members of the EDS population. With a school population of 162 in Year 1 and growing to 259 by Year 5, our staff will grow proportionately to the increasing student population and student need. While one guidance counselor will suffice in meeting the needs of ACA when there are only 162, we understand and have the flexibility to consider hiring additional guidance counselors when our student population grows and their need for support becomes clear.

Our guidance counselor will be equipped to meet with students individually and in small groups for targeted interventions and supports, focusing her time and effort on advising students on academic and personal matters, and she will be trained in conflict resolution and crisis counseling to meet the immediate needs of EDS students. The guidance counselor will serve as the intermediary service provider to those students who need long-term counseling or psychological care and will bridge students who require more intensive treatment through the process so that they move seamlessly from the guidance counselor's care to the psychologist's or psychiatrist's.

The guidance counselor will also train teachers in how to help common barriers for EDS, which according to researcher Lauren Davis includes lack of organization, parental, guardian, and family support, time management and lack of motivation and underdeveloped skills.<sup>14</sup>

To ensure that our teachers and staff mirror Harnett County, we will make every effort to conduct blind hiring by anonymizing personal information about a candidate from the hiring team to reduce the chance of unconscious bias about the candidate. By hiring staff

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<sup>12</sup>

<http://uis.unesco.org/en/blog/new-data-reveal-poor-youth-are-among-most-vulnerable-bullying>

<sup>13</sup> <https://nces.ed.gov/pubs2019/2019054.pdf>

<sup>14</sup> <https://www.schoolplanner.com/2018/03/01/barriers-student-success/>



and teachers who look like all members of the student population, each student will have a model for success that he or she can use to build a future story for him- or herself.

C.3 Describe the school's marketing and recruiting plan, with an emphasis on strategies to provide outreach to the families of educationally disadvantaged students, including efforts to overcome any potential language barriers. (5 points)

ACA's marketing strategies are designed to attract diversity in our student body. In order to mirror the diversity of Harnett County, we will develop a widespread marketing plan. Some of the strategies we would use are:

- Distribute flyers and brochures at with targeted locations that will specifically expose the school to EDS throughout the entire county;
- Display a banner in front of the school site to attract people riding by from both directions;
- Hold community meetings in locations around the county where residents have limited access to transportation and child care, and we will provide child care and meals.
- Visit childcare centers to meet with parents and distribute brochures;
- Purchase a direct mail list of families within a 20 miles radius and mail postcards notifying families of our open enrollment dates;
- Mail out information to churches that attract our targeted demographic and follow-up requesting an opportunity to speak to their congregations about ACA;
- Develop a website and provide information that is easy to find and understand;
- Meet with the chief administrator of the Migrant Head Start program to develop pathways for sharing information about our school with the Hispanic community;
- Present at the Harnett County Partnership for Children board meeting to provide information and to ask for assistance reaching out to families with at-risk students.
- Using grant funding to buy radio ads for Hispanic community members, translating all documents into Spanish, having bilingual volunteers available during Open Houses, enrollment events, and community events.

According to the National Charter School Resource Center, these steps include tried and tested marketing efforts to attract EDS to a public charter school. In their guiding document, they explain, "Since underserved families may face technology and language barriers to online and printed outreach in English, in-person recruitment efforts may be the most effective way to reach them. In-person recruitment efforts should include materials in multiple languages, bilingual school representatives, and access to translation services."<sup>15</sup> In addition, they recommend making the "application and enrollment process transparent by having a section on the school's website that explains the application process, highlights key dates in the process, and has online application

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<sup>15</sup> Safal Partners: Kern, N. (2016). Intentionally Diverse Charter Schools: A Toolkit for Charter School Leaders.

forms that are accessible and available in multiple languages, including languages indicated by area demographics.”<sup>16</sup>

C.4 Describe how the school currently does or will provide a transportation plan that accommodates and supports educationally disadvantaged students. (5 points)

In ACA’s charter application, the school outlined a plan that will remove transportation as a barrier for access to ACA by any student. This plan includes the purchase of one used bus in good condition. The cost has been included in the operating budget for Year 1. All students who meet the eligibility requirements for free and reduced lunch (FRL) will be eligible to be picked up at meeting points within a 10 mile radius from the school site. Exact locations will be determined by the concentrations of student enrollment as indicated by a mapping of students. If all seats are not filled by FRL eligibility, we will add to the transportation list any student whose parent writes a letter of need to the school. These students will be served on a first come/first served basis until the bus is full. Students who do not qualify for FRL must re-apply for seats on the bus each year as priority for seats will always be given to those students who qualify for FRL.

With grant funding, ACA will buy one additional bus and increase the numbers of students provided transportation. ACA’s original plan funded a second bus in Year 3, so purchasing the bus for Year 2 not only expedites the transportation plan, it allows the school to purchase three buses by Year 3.

For those students who do not have access to our cluster stops, the school will create a committee that will recommend, set-up, and manage a carpool assistance tool for families to ensure that all families have a plan for their child to attend ACA.

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

ACA will purchase meals for EDS population catered by MyHotLunchbox or other local vendors. Nutritious menus will be planned according to the National School Lunch Meal Pattern guidelines and will be served to all students who meet Free and Reduced Lunch criteria at a free or reduced rate, respectively. Both hot and cold menu items will be available and students will be given some choice while adherence to guidelines are met.

All other students will have the option of purchasing the school lunch at a rate consistent with area schools or bringing their lunch. ACA will not participate in the National School Lunch program for reimbursement. To provide parents autonomy in food choice, ACA will purchase \$50 gift cards from Food Lion. Parents who qualify for FRL can choose to receive one gift card per month per child instead of catered lunches and pack lunch daily.

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<sup>16</sup> Safal Partners: Kern, N. (2016). Intentionally Diverse Charter Schools: A Toolkit for Charter School Leaders.

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

The most significant area of professional development will be the Glasser Quality School (GQS) model training (Appendix E-2). This training will include the core components of the GQS model and how to implement them such as: the intervention strategies to be used with students learned by role-playing scenarios with assistance from the trainer; the basic psychology of Choice Theory (the philosophy used in the GQS model); the educational beliefs such as creating a warm and friendly environment, teacher/student/parent collaboration, teaching to students' interests, encouraging students to self-evaluate to improve their work to reach quality (their best), and giving students the support they need to accomplish quality work. As staff learn the core components of this model, they will become more effective in their interactions with students and with each other.

Students will also receive training in the facets of the model that will improve their academics and social skills. The Get Happier Curriculum will be used to teach students Choice Theory. This includes learning how to get their needs met in an appropriate way, communicating effectively with peers, self-evaluating, and being motivated internally to do quality work. Informal training will be provided by the Director of Education (DOE) on a regular basis throughout the year. Intensive training will be provided by a Glasser Senior Faculty member in a three day session prior to the students first day of school. This instructor will also be available for additional training throughout the year. On an ongoing basis and post grant period, the DOE will provide orientation to all new employees prior to the start of school each year; training will cover all aspects of the operation of the school in addition to emergency plan policies, handbooks, etc. This training can be individual as new staff come on board. Staff will be encouraged to request external trainings to fulfill their staff development goals.

Providing professional development to teachers on the topic of relationship building is key to our success. Researchers Bryk and Schneider found that "A school can have abundant resources and effective teaching programs in place, but student learning will suffer if trusting relationships are not part of the formula." They go on to state, "Given [the] power asymmetry in the student-teacher role set, the growth of trust depends primarily on teachers' initiatives".<sup>17</sup> Providing teachers with the tools to build successful relationships will result in a classroom climate that is conducive to learning and high academic achievement.

At ACA, teachers will build trusting relationships with their students and through those relationships will understand and respond to students' individual needs. Through specific EDS training, teachers will learn how to recognize needs and respond

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<sup>17</sup> Bryk, Anthony S., and Barbara Schneider. "Trust in Schools: A Core Resource for School Reform." *Educational Leadership*, Mar. 2003, pp. 40-45.

appropriately. They will learn to recognize behavior as a communication tool instead of a reason to refer a child straightaway for EC services or disciplinary remediation.

With the grant money, ACA will be able to provide training to staff on the topic of teaching children who live in poverty based on school's needs.

Professional Development training will be provided for teachers to help them with strategies to support ELL students within the classroom. Instruction in the classroom will support ELL students through visuals, games to teach vocabulary, word walls, rubrics, leveled readers, modeling, Structured Discussions, graphic organizers, annual assessments, and continual monitoring to track progress towards grade level expectations.

C.7 Describe the school's plan to engage families and implement a parent/community advisory council.<sup>18</sup> (5 points)

Overview: Achievement Charter Academy will form a Parent/Community Advisory Council (PAC) to assist and advise the school leader in the efforts to meet and exceed the goals of the NC ACCESS Implementation Subgrant. The PAC will include members who represent ACA students who are members of our EDS population, our local community, and are committed to the mission of ACA.

Purpose and Mission: The purpose of the PAC will be to lead the continued dialogue around the strengths, challenges, and needs of ACA's EDS population. The PAC's mission will be to serve as an extension of the administration that has particular expertise with ACA's EDS population, and they will serve in both an advisory and a representative capacity. They will advise the Director of Education in programming and patterns of our EDS population, and they will represent ACA within the larger community in efforts to create community partnerships that will benefit the EDS population.

Schedule: The PAC will meet each month during the school year, and their first goal will be to align the PAC's goals with the school's goals and objectives for the EDS population as determined by the Board of Directors. The PAC will address the goals and objectives through recommended programming, services, and partnerships and will seek direction from the Director of Education about next steps to ensure that the council and the administration are working in tandem with each other in service of our EDS population.

Selection Process: Members of the PAC will be selected through an application process that involves an explanation of their interest in serving on the PAC, an interview with the Director of Education or designee, and references who can vouch for the experience, skills, and interests of the applicant in equitable education for all, especially EDS.

Tasks: This council will be tasked with researching supplementary programming and services for the school leader to review and consider for implementation. In addition, the

<sup>18</sup> See [NC ACCESS Subgrant Application Process Guidance Document](#) for more detail.

PAC will be tasked with reviewing data from the EDS population for the purposes of highlighting patterns that would assist them in highlighting issues that the school and community can address to ensure the academic and social-emotional success of our EDS population. Finally, the PAC will serve as one of the bridges from the school to the community with the specific goal of creating partnerships that support the challenges of our EDS population.

### **Student Transition Planning**

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

#### Student Transition Committee (STC):

If ACA should cease operations for any reason, the ACA Board will form a Student Transition Committee (STC) to ensure the enrollment of ACA's students to a high quality school in a quick and clearly communicated manner. The STC members would consist of the following members:

- NC ACCESS program staff member (to serve in an advisory manner)
- A minimum of one member of the school's administrative team
- A minimum of three parents from the school, a minimum of two members of the charter school's Board
- One to two (1-2) members of the LEA district student reassignment office in which the school is geographically located (if possible).

The STC will offer multiple pathways for ACA students to access to a high-quality school choice that best meets their individual needs. This includes reaching out to the nearest high quality charter schools to negotiate an agreement whereby ACA's students receive priority admission in the lottery, pending NC CSAB approval. The STC would also host a school fair that includes all local, high quality school options, including public charter, public district, and private schools.

The STC will facilitate conversations with each individual family to ensure that they understand their school choices and assist them in making the best choice available for their child. This could include assistance with applying for an Opportunity Scholarship, if they are still available, hosting meetings between potential schools and interested families, and scheduling school visits during school hours for students and families. This committee will ensure the safe transfer of all student records and all ACA property to the LEA once the school has ceased operation.

#### Student Transition Plan (STP):

Should ACA cease operations for any reason, including termination of this Agreement, surrender, revocation, or non-renewal of the Charter, or dissolution of the non-profit corporation, the Board of Directors of ACA shall form a Student Transition Committee (STC) that will have direct responsibility for carrying out the dissolution of the school

and disposition of assets in accordance with NC GS § 115C-218.100 and the Student Transition Plan (STP) discussed herein.

The STC shall, at the Board's discretion, have authority to supervise, oversee, or direct the dissolution of the business and affairs of ACA. If ACA permanently closes and ceases its operation, ACA shall comply with NC GS § 115C-218.100 and proceed according with the STP as approved by the ACA Board.

The STP will include the following: Upon ACA's receipt of written notice of termination, and throughout the period of school operation between the notice of termination and school closure, if any, ACA shall complete the following:

- comply with the School Closure Plan and applicable provisions of law and perform all obligations necessary thereto;
- designate a representative of ACA in the form of a STC who shall retain responsibility for the security of and access to all records belonging to ACA, including student records;
- provide the means and capability to access ACA records, including student records, to the LEA, as designated in writing;
- communicate with parents through written notices (within 7 days of notice) and multiple informational meetings at varied times so that all parents have an opportunity to attend (within 14 days of notice);
- identify and address any barriers to providing transitional support to parents and students (i.e. providing written materials in appropriate home languages and offering meetings at different times of day); and
- fully cooperate with the LEA, who shall have unrestricted and equal access to ACA records, including student records upon the completion of ACA's final school year.

Upon termination and closure, ACA shall secure all school records, including student records, in the possession of ACA and shall grant to the LEA access to records. The LEA may take possession of such records, and upon taking possession of such records shall thereafter fulfill any and all statutory and contractual duties concerning ACA's records, including the student records which are within the LEA's possession; provided that in performing ACA's legal or contractual duties, ACA shall comply with applicable law, and the School Closure Plan. ACA shall take all reasonable steps necessary to collect and assemble in an orderly manner the educational records of each student who is or has been enrolled in the school so that those records may be transmitted within seven (7) business days of the school closing to the LEA.

In addition, ACA will take the necessary steps so that all assets of ACA are received by the LEA. Finally, ACA Board will take all necessary steps to ensure that all students experience a smooth transition from ACA to their next school.

## BUDGET NARRATIVE

Please outline the budget narrative below.

### ANTICIPATED COSTS

- **Professional Fees and Contracted Services:**

- **Mental Health Services Provider (Yr.1 -\$10,000; Yr. 2 - \$10,000; Yr. 3 - \$10,000; Yr. 4 - \$10,000; Yr. 5 - 10,000; Project Total - \$50,000 )**

Because ACA is opening with students in grades K-5 and 35% EDS, the school is anticipating a high demand for mental health services and has budgeted \$50,000 over the course of the five year grant period to ensure access to our students, especially students living in poverty which research has shown can “adversely affect children’s mental health through family and community-level factors.”<sup>19</sup>

After the grant period, the school will have the enrollment to ensure that mental health services are a regular line item in the school’s operating budget.

- **Tutoring (Yr. 1 - \$5,000; Yr. 2 - \$5,000; Yr. 3 - \$5,000; Yr. 4 - \$5,000; Yr. 5 - 5,000; Project Total - \$25,000)**

ACA is also anticipating that students in grades 3-5 will enter ACA with academic gaps that will need individualized and targeted assistance to close. ACA has budgeted \$25,000 to provide this service to ensure all students are proficient and fully participating in ACA’s educational environment. Throughout the grant period, ACA will study the results of the tutors’ efforts to ensure that their efforts are resulting in academic improvement for students and will further refine the program and at the end of the grant period make an investment in the program that best serves ACA’s students.

- **PT, OT, & Speech (Yr. 1 - \$10,000; Yr. 2 - \$10,000; Yr. 3 - \$10,000; Yr. 4 - \$10,000; Yr. 5 - 1,000; Project Total - \$41,000)**

To ensure access to outside service providers for any qualifying students, especially EDs, ACA has budgeted \$41,000 for PT, OT, and speech services throughout the five-year grant period. This will become a line item in the school’s operating budget at the end of the grant period.

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<sup>19</sup> <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5192088/>

- **Technology:**

- **Smart Boards, Projectors, and Chromebooks (Yr. 1 - \$54,900; Yr. 2 - \$9,450; Yr. 3 - \$9,450; Yr. 4 - \$9,450; Yr. 5 - \$9,450; Project Total - \$92,700)**

To ensure access to technology, testing, and support, ACA has budgeted \$92,700 for technology. This will ensure that each classroom is outfitted with requisite equipment for all students, especially EDS who don't always have consistent access to technology. Beyond the grant period, the school's operating budget will include line items for maintenance and replacement costs for all technology.

- **Printer/Copier (Yr.1 -\$3,000; Yr. 2 - \$0; Yr. 3 - \$0; Yr. 4 - \$0; Yr. 5 - \$0; Project Total - \$3,000 )(Appendix E-7)**

A combination printer/copier will be purchased to support the work of both administration and staff. A sample printer/copier is in Appendix E\_.

- **Instructional Materials:**

- **Get Happier Curriculum (Yr.1 -\$5,000; Yr. 2 - \$2,500; Yr. 3 - \$2,500; Yr. 4 - \$2,500; Yr. 5 - \$2,500; Project Total - \$15,000 )(Appendix E-3)**
- **Classroom libraries (Yr.1 -\$7,000; Yr. 2 - \$8,000; Yr. 3 - \$9,000; Yr. 4 - \$10,000; Yr. 5 - \$11,000; Project Total - \$45,000)**
- **Curriculum texts (Yr.1 -\$21,060; Yr. 2 - \$15,640; Yr. 3 - \$17,765; Yr. 4 - \$19,890; Yr. 5 - \$22,015; Project Total - \$96,370)**

ACA has budgeted \$156,370 to provide Instructional Materials, which include the curriculum that ACA needs for start-up purposes to serve the needs of all of our students, including those students who are members of the EDS population. With this investment in the first five years of the school's operation, ACA's operating budget will include supplementary investments as needed beyond the grant period to ensure fidelity of our programming.

- **Physical and Health Education/Experience:**

- **Obstacle Course (Yr. 1 - \$55,000; Yr. 2 - \$7,500; Yr. 3 - \$5,000; Yr. 4 - \$5,000; Yr. 5 - \$5,000; Project Total - \$77,750)(Appendix E-6)**

ACA has requested funding in the amount of \$77,750 over the course of the five year grant period to construct an interchangeable obstacle course for our students. This challenging collection of playground equipment includes a Ninja Challenge Course, a warped wall, a balance teeter-totter, balance beams, parallel bars, wall challenge course, climbing net, jungle gym, and a playground. This obstacle course will be used as a part of our recess, PE, and afterschool



programming to provide a source of exercise and challenge and also a place where students can build confidence and resilience, which are important skills but especially for EDS who might not have the opportunity to participate in similar activities otherwise. (Appendix E\_)

- **Garden Construction and Planting Materials (Yr. 1 - \$7,000; Yr. 2 - \$2,500; Yr. 3 - \$2,500; Yr. 4 - \$5,000; Yr. 5 - \$5,000; Project Total - \$22,000)(Appendix E-4)**

Our partnership with the NC Cooperative Extension will afford ACA the opportunity to develop a gardening program to not only teach how to conduct a project but also the science and the source behind nutrition. With a total investment of \$22,000 over five years of the grant period, ACA will develop a garden that the students design and implement and will ultimately harvest food for food donation programs.

- **Supplies and Materials:**

- **Classroom Supplies (Yr.1 - \$2,365; Yr. 2 - \$1,600; Yr. 3 - \$1,800; Yr. 4 - \$2,000; Yr. 5 - \$2,200; Project Total - \$9,965)**

To ensure adequate classroom resources for our teachers and staff, we have budgeted a total of \$9,965 to ensure that no child, especially an EDS child, goes without the necessities to fully participate in the classroom.

- **Furniture:**

- **Classroom Furniture (Yr. 1 - \$10,500; Yr. 2. - \$1,500; Yr. 3 - \$1,500; Yr. 4 - \$1,500; Yr. 5 - \$1,500; Project Total - \$16,500)**
- **Nurse Station (Yr.1 -\$2,400; Yr. 2 - \$0; Yr. 3 - \$0; Yr. 4 - \$0; Yr. 5 - \$0; Project Total - \$2,400)**
- **Office Furniture (Yr.1 -\$9,600; Yr. 2 - \$0; Yr. 3 - \$0; Yr. 4 - \$0; Yr. 5 - \$0; Project Total - \$9,600 )**

To provide an educational environment that is equitable to the one provided in the local district schools, ACA has budgeted \$28,500 for furniture for classrooms, a nursing station, and the school offices.

- **Transportation:**

- **School Bus (Yr. 1 - \$65,000; Yr. 2 - \$65,000; Yr. 3 - \$0; Yr. 4 - \$0; Yr. 5 - \$0; Project Total - \$130,000)**

To expand the number of bus routes that the school currently offers, the school will purchase a high-quality, used bus. Every student needs to have access to programming that offers the enrichment that their family seeks, so our

transportation plan has been created to ensure that those who have the least access to choice, EDS families, have the transportation choices that best meet the needs of their family to ensure that their child can attend ACA if they secure a seat.

- **Professional Development:**

- **Glasser Quality School: Choice Theory Basic Intensive Training, Instructor Training, and Advanced Intensive Training and Basic Practicum Supervision (Yr. 1 - \$28,890; Year 2 - \$11,900; Yr. 3 - \$10,255; Yr. 4 - \$4,145; Yr. 5 - \$4,145; Project Total - \$59,335)(Appendix E-2)**
- **Get Happier Project Training (Yr. 1 - \$3,000; Year 2 - \$0; Yr. 3 - \$0; Yr. 4 - \$0; Yr. 5 - \$0; Project Total - \$3,000)(Appendix E-3)**
- **Poverty Training (Yr. 1 -\$5,000; Yr. 2 - \$0; Yr. 3 - \$0; Yr. 4 - \$0; Yr. 5 - \$0; Project Total - \$5,000 )**

Beginning during pre-service prior to the start of the first school year in the Fall of 2020, teachers and staff will participate in rigorous professional development that focuses on the following: Glasser Quality School: Choice Theory, Get Happier Project Training, and Poverty Training. In addition, teachers will be provided with training in reading strategies, assessment, and evaluation so that they will be well equipped to meet the needs of the EDS population. Funding from the NC ACCESS grant will provide a total of \$67,335 over the course of the five year grant period to ensure that our teachers and staff are equipped to meet ACA's mission with fidelity.

- **Leadership Training (Yr.1 -\$1,740; Yr. 2 - \$3,480; Yr. 3 - \$3,480; Yr. 4 - \$3,480; Yr. 5 - \$3,480; Project Total - \$15,660 )**
- **Teacher Leadership Training (Yr.1 -\$2,140; Yr. 2 - \$4,280; Yr. 3 - \$4,280; Yr. 4 - \$4,280; Yr. 5 - \$4,280; Project Total - \$19,260)**

As a small school, it is vital that we optimize the leadership of the administration and of the teachers. As such, ACA will invest \$34,920 in an effort to provide the support necessary for the DOE to further attenuate her leadership skills and for the leadership within the staff to develop skills that will build them as future leaders for the school. By providing this continuous training, ACA aims to retain its administrators and teachers during and beyond the grant period to retain talent and the investments that the school has made in them.

- **Marketing:**

- **Printing and Associated Costs (Yr. 1 - \$3,000; Yr. 2 - \$3,000; Yr. 3 -**

**\$3,000; Yr. 4 - \$3,000; Yr. 5 - \$3,000; Project Total - \$15,000)**

The budgeted amount estimates the cost of printing flyers to be distributed at targeted community events to inform and attract EDS families.

- **Outreach Consultant (Yr. 1 - \$7,000; Yr. 2 - \$9,000; Yr. 3 - \$9,000; Yr. 4 - \$9,000; Yr. 5 - \$9,000; Project Total - \$43,000)**

ACA will contract with a qualified outreach consultant to ensure that the school’s multi-faceted marketing plan is completed and results in ACA meeting its enrollment projections. ACA will embark on a search process to secure a local professional with the necessary expertise in Harnett County.

- **Travel Costs:**

- **NC Fellowship (Yr. 1 - \$3,000; Yr. 2 - \$0; Yr. 3 - \$0; Yr. 4 - \$0; Yr. 5 - \$0; Project Total - \$3,000)**

To ensure full participation in the NC Fellowship for the schools as an NC ACCESS grant recipient, the school will reserve these monies for the costs associated with participation in the Fellowship.

**BUDGET AND OPERATIONS AUTONOMY**

ACA will have complete autonomy over the budget for the NC ACCESS Implementation Only grant funding and for each decision related to programming and purchases for the purposes of the grant. ACA is not overseen by an Education/Charter Management Organization; as such, the school will be responsible for all decisions regarding the grant, thereby maintaining complete autonomy over the budget, programming, and expenditures related to the grant.

**COMPETITIVE PREFERENCE STANDARDS**

Opening, expanding, or replicating a school in a rural or underserved urban area (i.e. without a high-quality school within fifteen (15) miles).	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Increasing the racial and ethnic diversity in their new, expanded, or replicated school.	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
The inclusion of high school (9-12) grade levels.	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Develop or manage a charter school focused on dropout recovery and academic reentry.	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>

**PRIORITY CONSIDERATION STATUS**

Currently serve a forty percent (40%) or higher economically disadvantaged population.	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Economically disadvantaged students, English learners, and students with disabilities have proficiency rates higher than the state average for their subgroup.	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
As evidence of participation in applicable federal programs, have Title I status.	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Maintained an "A" or "A+NG" SPG, as determined by the NCDPI, and met or exceeded growth, as determined by EVAAS, for three consecutive years prior to the application.	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>

**I. CERTIFICATION**

I certify that I have the authority to submit this application on behalf of the authorized charter school listed above. All information contained herein is complete and accurate. I realize that any misrepresentation will result in disqualification from the application process or termination after an award. I understand that incomplete applications will not be considered. The person named as the contact person for the application is so authorized to serve as the primary contact for this application on behalf of the authorized charter school listed above.

*Leaja Home*

\_\_\_\_\_  
*Signature of Charter School Authorized Representative*

**February 20, 2020**

*Date*

## NC ACCESS PROGRAM SUBGRANT BUDGET

*Directions for completing this workbook are found on tab 1a-Instructions.*

Name of Charter School: **Achievement Charter Academy**  
 Authorizer Name: **North Carolina State Board of Education**

Select Subgrant Award Type: **Implementation Only**  
 Maximum Award Amount: **\$ 800,000.00**  
 Award Amount Requested: **\$ 799,290.00**  
 Date: **February 28, 2020**

**Name of person completing this report:**

Name: **Leaja Home**  
 Phone: **919-753-6975**  
 E-mail: **[achievementacademy.nc@gmail.com](mailto:achievementacademy.nc@gmail.com)**

**Name of person to be contacted regarding budget questions:**

Name: **Leaja Home**  
 Phone: **919-753-6975**  
 E-mail: **[achievementacademy.nc@gmail.com](mailto:achievementacademy.nc@gmail.com)**

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

### Funding Request

Cost Category	Planning Year	Year 1 Implementation	Year 2 Implementation	Year 3 Implementation	Year 4 Implementation	Year 5 Implementation
Instructional Program	\$ -	\$ 158,825.00	\$ 48,690.00	\$ 49,515.00	\$ 55,340.00	\$ 58,665.00
Support Program	\$ -	\$ 162,770.00	\$ 121,660.00	\$ 55,015.00	\$ 48,905.00	\$ 39,905.00
<b>Total:</b>	<b>N/A</b>	<b>\$ 321,595.00</b>	<b>\$ 170,350.00</b>	<b>\$ 104,530.00</b>	<b>\$ 104,245.00</b>	<b>\$ 98,570.00</b>

**NC ACCESS PROGRAM SUBGRANT BUDGET  
Budget Request Summary**

Applicant Name: Achievement Charter Academy  
Subgrant Type: Implementation Only

Budget Category	Planning Year	Year 1 Implementation	Year 2 Implementation	Year 3 Implementation	Year 4 Implementation	Year 5 Implementation*	Total
<b>INSTRUCTIONAL PROGRAM</b>							
Salaries	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Employee Provided Benefits	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Professional Fees and Contracted Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Supplies and Materials	\$ -	\$ 28,425.00	\$ 27,740.00	\$ 31,065.00	\$ 34,390.00	\$ 37,715.00	\$ 159,335.00
Technology and Equipment	\$ -	\$ 130,400.00	\$ 20,950.00	\$ 18,450.00	\$ 20,950.00	\$ 20,950.00	\$ 211,700.00
Travel, Conferences, and Meetings	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Subtotal Instructional Program	\$ -	\$ 158,825.00	\$ 48,690.00	\$ 49,515.00	\$ 55,340.00	\$ 58,665.00	\$ 371,035.00
<b>SUPPORT PROGRAM</b>							
Salaries	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Employee Provided Benefits	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Professional Fees and Contracted Services	\$ -	\$ 60,670.00	\$ 44,660.00	\$ 43,015.00	\$ 36,905.00	\$ 27,905.00	\$ 213,155.00
Supplies and Materials	\$ -	\$ 7,000.00	\$ -	\$ -	\$ -	\$ -	\$ 7,000.00
Technology and Equipment	\$ -	\$ 17,100.00	\$ -	\$ -	\$ -	\$ -	\$ 17,100.00
Travel, Conferences, and Meetings	\$ -	\$ 3,000.00	\$ -	\$ -	\$ -	\$ -	\$ 3,000.00
Other	\$ -	\$ 75,000.00	\$ 77,000.00	\$ 12,000.00	\$ 12,000.00	\$ 12,000.00	\$ 188,000.00
Subtotal Support Program	\$ -	\$ 162,770.00	\$ 121,660.00	\$ 55,015.00	\$ 48,905.00	\$ 39,905.00	\$ 428,255.00
<b>Grand Total</b>	<b>N/A</b>	<b>\$ 321,595.00</b>	<b>\$ 170,350.00</b>	<b>\$ 104,530.00</b>	<b>\$ 104,245.00</b>	<b>\$ 98,570.00</b>	<b>\$ 799,290.00</b>

Error Messages (Be sure to clear all errors before submission.)













## LOGIC MODEL Achievement Charter Academy

### Objectives

1. Educationally disadvantaged students attending ACA will outperform their counterparts in the same subgroups in the LEA on the 3<sup>rd</sup> through 5<sup>th</sup> grade End-of-Grade math and reading assessments by at least 10% in the Year 1 and 15% in the Year 2 of the project period.
2. ACA will score Level 3 or 4, Proficient or Distinguished, in all categories on the Glasser Quality School Criteria Rubric by June 2021, progressing towards declaration as a GQS by 2025.
3. ACA will increase parent involvement by 25% each year as measured by participation in at least one school community event beginning in Year 1 of school operations, the 2020-2021 school year.

Inputs	Outputs		Outcomes and Impact		
	Activities	Participation	Short	Medium	Long
Marketing and Recruitment Strategy	<ol style="list-style-type: none"> <li>1. Markets to EDS communities with fliers, brochures, website, informational events</li> <li>2. Implement Choice Theory</li> <li>3. Training meeting the needs of EDS through poverty training</li> <li>4. Utilize curriculum that is rigorous, relevant, and engaging</li> <li>5. Provide differentiated support/remediation that targets student deficits</li> </ol>	<ol style="list-style-type: none"> <li>1. Board of Directors, Administration, Outreach Consultant</li> <li>2. PD providers and administration</li> <li>3. PD providers, administration, and teachers</li> <li>4. School leader and all teachers</li> <li>5. Administration, teachers, outside service providers, and tutors</li> </ol>	Meet full enrollment projections with 75% EDS	Enrollment driven by word-of-mouth; waiting list of students	Success and wellness of students and families
High-quality Teachers			Staff feel supported and professionally satisfied based on surveys	Never receive lower than a "B" grade on NC Report Cards	Students at ACA enroll in AP classes in high school, attend college, and implements Choice Theory to create a quality community
Glasser Quality School: Choice Theory			Quarterly cumulative curriculum-based assessments (80% mastery of standards)	EDS students perform as high as non-EDS on EOGs	
Academic Curriculum			Staff show continuous improvement on TAL rubric in previously identified areas	Full implementation of Glasser Quality School Model's Choice Theory	Serve as a model for closing the achievement gap for EDS students to the community, State, and nation
Get Happier Project Curriculum			Fiscal stability; surplus of funds		Host site for serving EDS workshops and symposiums
Professional Development			Positive school climate		Host site for Glasser Quality School Model's Choice Theory
Leveled classroom libraries			Implementation of Glasser Quality School Model's Choice Theory		
Classroom Technology					
Poverty training					
Physical Education: Obstacle Course					
School garden					
MTSS					

### Assumptions

Targeted outreach and recruitment, communicating ACA's focus on individual achievement and self-directed learning will appeal to Harnett County's EDS families.

Student achievement will improve in a learning environment where Choice Theory determines lessons and focus.

### External Factors

Local, State, Federal funding, policies, laws, and/or regulations

Changes in EDS academic performance and presence within the LEA



## **Appendices Table of Contents**

### Appendix A: Student Assessment Data

- Not applicable to Achievement Charter Academy that will open in the fall of 2020.

### Appendix B: Contractual Agreements with Partner Organizations

- None.

### Appendix C: Evidence of Competitive Preference Standards

- Not applicable to Achievement Charter Academy.

### Appendix D: Evidence of Priority Consideration Status

- Not applicable to Achievement Charter Academy.

### Appendix E: Additional Supplementary Documentation

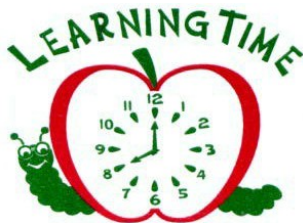
- Afterschool Option: Learning Time (E-1)
- Choice Theory Trainings Price Sheet (E-2)
- The Get Happier Project Curriculum Price Sheets (Primary and Secondary) (E-3)
- Garden Materials List and Price Sheet (E-4)
- Glasser Quality School Criteria and Rubric (E-5)
- PE Equipment Summary with Links (E-6)
- Printer/Copier Price Sheet (E-7)
- Letters of Recommendation and Support
  - Tim Mathews, North Carolina Cooperative Extension (E-8A)
  - George Womble, Robin Paige Boys and Girls Club (E-8B)



## **Appendix E**

### **Additional Supplementary Documentation**

- Afterschool Option: Learning Time (E-1)
- Choice Theory Trainings Price Sheet (E-2)
- The Get Happier Project Curriculum Price Sheets (Primary and Secondary) (E-3)
- Garden Materials List and Price Sheet (E-4)
- Glasser Quality School Criteria and Rubric (E-5)
- PE Equipment Summary with Links (E-6)
- Printer/Copier Price Sheet (E-7)
- Letters of Recommendation and Support
  - Tim Mathews, North Carolina Cooperative Extension (E-8A)
  - George Womble, Robin Paige Boys and Girls Club (E-8B)



February 26, 2020

Leaja Horne, Board President  
Achievement Charter Academy  
25 Buttonwood Court  
Fuquay-Varina, N. C. 27526

Dear Mrs. Horne:

I am writing you as owner/director of LearningTime, Inc. in Fuquay-Varina. Our company has been in business for twenty-two years, offering both child care and before and after-school services for families in our community. During these years we have established an excellent reputation for providing quality care.

In the spirit of community partnerships, I would like to suggest that we work together to ensure that your students receive the before and after-school services they need with as little stress as possible to you and your staff. We can offer these services in our facility or simplify the entire process by sending our staff and program to you, if that is something you would be interested in. In addition to our regular after-school service, we would also be able to provide a program to accommodate your early release on Fridays. We would, of course, offer reduced tuition rates to all your students as well as a sliding scale for lower income families.

If I may present a proposal to your board at a future meeting, I can detail all aspects of our program, financial and otherwise, and address any questions or concerns there may be.

I appreciate your time and hope that your school and our company can partner to meet the needs of your families.

Sincerely,

*Brenda Harnack*

Brenda Harnack, M. A.

919-567-1234

learningtime@earthlink.net



**Invoice # 10219**

**Reality Counseling and Training Center**

*Invoice*

*Proposal*

1416 Beaverton Trail  
Winston-Salem, NC 27103  
USA

Phone: 336 407-8311

E-mail: [ndherrick@msn.com](mailto:ndherrick@msn.com)

**Bill To:**

**Ship To:**  
**Leaja Horne**  
**Achievement Charter Academy**  
**Fuquay-Varina, NC 27526**

Achievement Charter Academy  
P O Box 1685  
Fuquay-Varina, NC 27526

Date <b>TBA</b>	Basic IntensiveTraining	Basic Practicum	Advanced Intensive	Advanced Practicum	Terms Due upon delivery	Tax ID RCTC 484-54-2878
	15 staff					

Units	Description	Discount %	Unit Price	Total
15	Choice Theory Basic Intensive Training		400.00 US	6,000.00
3	Days accommodations for Instructor		100.00	300.00
	Travel between Winston-Salem- Fuquay, NC		236 miles @ >40/mi \$94.40	95.00
Subtotal				\$6,395.00
Miscellaneous				
Balance Due				\$6,395.00





**Invoice # 10220**

**Reality Counseling and Training Center**

*Invoice*

*Proposal*

1416 Beaverton Trail  
Winston-Salem, NC 27103  
USA

Phone: 336 407-8311

E-mail: [ndherrick@msn.com](mailto:ndherrick@msn.com)

**Bill To:**

**Ship To:**  
**Leaja Horne**  
**Achievement Charter Academy**  
**Fuquay-Varina, NC 27526**

Achievement Charter Academy  
P O Box 1685  
Fuquay-Varina, NC 27526

Date TBA	Basic Intensive Week	Basic Practicum	Advanced Intensive	Advanced Practicum	Terms Due upon delivery	Tax ID RCTC 484-54-2878
			15 staff			

Units	Description	Discount %	Unit Price	Total
15	Choice Theory Advanced Intensive Training		400.00 US	6,000.00US
3	Days accommodations for Instructor		100.00	300.00
	Travel between Winston-Salem- Fuquay, NC		236 miles @ >40/mi \$94.40	95.00
Subtotal				\$6,395.00
Miscellaneous				
Balance Due				\$6,395.00



Invoice # 10221

Reality Counseling and Training Center

Invoice

Proposal

1416 Beaverton Trail  
Winston-Salem, NC 27103  
USA

Phone: 336 407-8311  
E-mail: ndherrick@msn.com

Bill To:

Ship to:

Achievement Charter Academy  
P O Box 1685  
Fuquay-Varina, NC 27526

Leaja Horne  
Achievement Charter Academy  
Fuquay-Varina, NC 27526

Date	Basic Intensive Week	Basic Practicum	Advanced Intensive	Advanced Practicum	Terms Due upon delivery	Tax ID RCTC 484-54-2878
TBA		15 staff				

Units	Description	Discount %	Unit Price	Total
15	Choice Theory Basic Practicum Supervision 18 sessions online plus 3 sessions face-to-face		300.00	4,500.00
3	Days accommodations for Instructor		100.00	300.00
3	Travel between Winston-Salem- Fuquay, NC		236 miles @ >40/mi \$94.40	285.00
			Subtotal	\$5,085.00



Leaja Horne &lt;leajah@gmail.com&gt;

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## Cert process

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**Nancy Herrick** <ndherrick@msn.com>  
To: Leaja Horne <leajah@gmail.com>

Tue, Feb 11, 2020 at 10:05 AM

Hi Leaja:

To become an instructor there are several levels of training. You can go to the website to see all the levels.  
[www.wglasser.com](http://www.wglasser.com)

First level is practically free. **TCOYL Facilitator**: cost: membership +\$10-\$140, This is the first level of training toward faculty.

2<sup>nd</sup> Level: Practicum Supervisor: Training program of 4 days, \$1000.00 plus practical experience over 6 months, + Endorsement \$1000.00 also a 4 day endorsement program.

3<sup>rd</sup> Level: Basic Instructor: Training program of 4 days, \$1000.00 plus practical experience over 6 months, + Endorsement= \$1000.00 also the 4 day endorsement program.

4<sup>th</sup> level: Advanced Instructor: Having taught at minimum 10 intensive trainings; Create an audio and video tape, answering questions and demonstrating your skills at teaching, group processing, role play demonstration and teaching from a role play; and business model for WGI. Cost \$500 minimum, could be more if you don't complete it on first attempt.

Facilitator can present TCOYL and mentor others in training. (cost: approximately \$160)

Supervisor: can provide basic and advanced practicum supervision (cost: approximately \$2500.00)

Basic Instructor: can teach all programs except Advance Training (cost: approx. \$2800.00)

Advanced Instructor: can teach and mentor any or all levels of training. (cost: approx. \$1000.00)

Nancy Herrick

Reality Counseling & Training

336-407-8311

[Quoted text hidden]



## Appendix E-3

# Primary Whole School License

The Whole School License brings together the best in practical and positive psychology for all of your students using effective teaching and learning processes.

This developmental and integrated program is used across all grade levels and complies with Australian SEL curriculum requirements.

### Includes:

- All downloadable digital resources as described in the [Sections Prep – Grade 6](#)
- Free downloads of GHP [Happy Parenting e-Book](#) for all parents and staff
- Permission to reproduce images within the school
- 1 x The BIG Get Happier Teaching Floor Chart
- Ongoing hard copy resources at discounted rates
- Endorsement and permission to use the logo 'A Get Happier School'

### Hard Copy Materials:

- The Amazing Adventures of Doug Dragster Storybook
- My Get Happier Travel Journal
- Doug Dragster's Magic Book
- Get Happier Toolbox Card Set

Schools with less than 250 students will receive 80 copies of each book and 4 card sets. Schools with greater than 250 students will receive 120 copies of each book and 8 card sets.

## Pricing

The Whole School License is valid for 5 years. Pricing is:

- Less than 250 students – \$3,850.00 + postage and handling
- More than 250 students – \$5,500.00 + postage and handling

Plus an annual fee of \$275 per year.

## Training

There are two training options to introduce the Get Happier Whole School Program to your school.

1. Ivan Honey or a registered Get Happier trainer to deliver a one or two day face to face training for school staff – \$2,200.00 per day + travel + accommodation.
2. Eight interactive video training sessions for your staff – \$1,500.00

## Discounts

Hard copy consumables are provided at discount rates for this license.

- The Amazing Adventures of Doug Dragster Storybook @ \$6.00 per book
- My Get Happier Travel Journal @ \$7.00 per book
- Doug Dragster's Magic Book @ \$8.00 per book
- Get Happier Toolbox Card Set @ \$80.00 each

All prices are GST inclusive. Pricing does not include postage which is calculated separately depending on location.

Fill out our Expression of Interest form and we will contact you to discuss your schools individual needs.

[EXPRESSION OF INTEREST](#) 



## Secondary Whole School License

The Whole School License brings together the best in practical and positive psychology for all of your students using effective teaching and learning processes.

This developmental and integrated program is used across all grade levels and complies with Australian SEL curriculum requirements.

All downloadable digital resources as described in the [Sections Yr 7 and 8](#)

- All downloadable digital resources as described in the [Sections Yr 7 and 8](#)
- Free downloads of GHP [Happy Parenting e-Book](#) for all parents and staff
- Permission to reproduce images within the school
- 1 x The BIG Get Happier Teaching Floor Chart
- Ongoing hard copy resources at discounted rates
- Endorsement and permission to use the logo 'A Get Happier School'

### Hard Copy Materials:

- The Amazing Adventures of Doug Dragster Storybook
- Doug Dragster's Magic Book
- Get Happier Toolbox Card Set

Schools with less than 250 students will receive 80 copies of each book and 4 card sets. Schools with greater than 250 students will receive 120 copies of each book and 8 card sets.

### Pricing

The Whole School License is valid for 5 years. Pricing is:

- Less than 250 students – \$3,950.00 + postage and handling.
- More than 250 students – \$4,950.00 + postage and handling.

Plus an annual fee of \$275 per year.

### Training

There are two training options to introduce the Get Happier Whole School Program to your school.

Ivan Honey or a registered Get Happier trainer to deliver a one or two day face to face training for school staff – \$2,200.00 per day + travel + accommodation. Eight interactive video training sessions for your staff – \$1,500.00

### Discounts

Hard copy consumables are provided at discount rates for this license.

- The Amazing Adventures of Doug Dragster Storybook @ \$6.00 per book
- Doug Dragster's Magic Book @ \$8.00 per book
- Get Happier Toolbox Card Set @ \$80.00 each

All prices are GST inclusive. Pricing does not include postage which is calculated separately depending on location.

Fill out our Expression of Interest form and we will contact you to discuss your schools individual needs.

- ▶ [Secondary School Overview](#)
- ▶ [Year 7 and 8](#)
- ▶ [Secondary Whole School License](#)
- ▶ [Secondary Implementation Guide](#)

[HOME](#) [GET HAPPIER SCHOOL](#) [GET HAPPIER TRAINING](#)  
[GET HAPPIER PRODUCTS](#) [NEWS & EVENTS](#)  
[PRIVACY POLICY](#) [TERMS AND CONDITIONS](#) [MY ACCOUNT](#)  
[CONTACT](#)



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**Square Foot Garden Materials List**

<u>Material</u>	<u>Quantity</u>	<u>Cost*</u>	<u>Total</u>
2x6x8 treated lumber	6	\$5	\$30
Weed Barrier	1 roll	10	10
Decking Screws	1 box	10	10
Common nails	1 box	3	3
1" Wood slats	20	1	20
<b>Soil Mix</b>			
Compost	11 bags	5	55
	1 cubic ft bags		
Sphagnum	4 bags	11	44
	3 cubic ft bags		
Vermiculite	6 bags	21	<u>126</u>
	2 cubic ft bags		
Total			<b>\$298.00</b>

- This estimate is based on current prices from Lowes Home Improvements and The Home Depot store websites. These materials include enough materials to construct two 8'x4' raised beds for the production of vegetables. Estimate does not include plants, seeds, fertilizers, or any other program materials. This estimate does not include sales tax.

\*Estimate. Rounded up to nearest dollar amount.



# Glasser Quality School Criteria and Rubric

William Glasser Institute-US  
WGI-US Quality School Committee



# Glasser Quality School Criteria

Criteria 1: A Glasser Quality School is a joyful place where a positive, supportive, learning and working environment is created and maintained.

Criteria 2: Total Learning Competency is expected of all students and students are instructionally supported until competency is achieved.

Criteria 3: All students do competent work as well as some quality work each year.

Criteria 4: All students, staff and members of the school community have participated in the study of Choice Theory and/or the Glasser Quality School Model.

Criteria 5: Students and educators do well on measurements of learning and school performance.



# Glasser Quality School Criteria

**Criteria 1: A Glasser Quality School is a joyful place where a positive, supportive learning & working environment is created & maintained.**

Level 4	Level 3	Level 2	Level 1
<i><b>Distinguished</b></i>	<i><b>Proficient</b></i>	<i><b>Emerging</b></i>	<i><b>Aspiring</b></i>
Most to all students and stakeholders report that the school is a consistently joyful place.	Most students and stakeholders report that the school is a consistently joyful place.	Some students and stakeholders report that the school is a consistently joyful place.	Few students and stakeholders report that the school is a consistently joyful place.
Most to all staff and students have clear, shared behavioral expectations that include the consistent use of the Helping/Connecting/Caring Habits.	Most staff and students have clear, shared, behavioral expectations that include the consistent use of the Helping/Connecting/ Caring Habits	Some staff and students have clear, shared, behavioral expectations that include the consistent use of the Helping/Connecting/ Caring Habits	Few staff and students have clear, shared, behavioral expectations that include the consistent use of the Helping/Connecting/ Caring Habits
Most to all staff consistently use the questioning process, when handling discipline incidents, with students supporting and contributing as appropriate.	Most staff consistently use the questioning process, when handling discipline incidents, with students supporting and contributing as appropriate.	Some staff consistently use the questioning process, when handling discipline incidents, with students supporting and contributing as appropriate.	Few staff consistently use the questioning process, when handling discipline incidents, with students supporting and contributing as appropriate.
Most to all school and community stakeholders report high levels of trust in their relationships.	Most school and community stakeholders report high levels of trust in their relationships.	Some school and community stakeholders report high levels of trust in their relationships.	Few school and community stakeholders report high levels of trust in their relationships.



# Glasser Quality School Criteria

**Criteria 2: Total Learning Competency is expected of all students and students are instructionally supported until competency is achieved.**

Level 4	Level 3	Level 2	Level 1
<i>Distinguished</i>	<i>Proficient</i>	<i>Emerging</i>	<i>Aspiring</i>
A wide and diverse variety of instructional strategies & classroom assessments are consistently implemented, maximizing learning for almost every student. When appropriate providing students choices in instructional strategies and/or assessments.	A variety of instructional strategies & classroom assessments are consistently implemented, maximizing learning for most students. When appropriate providing students choices in instructional strategies and/or assessments.	Some different types of instructional strategies & classroom assessments are implemented in classrooms, helping strengthen learning for some students.	A few different types of instructional strategies & classroom assessments are implemented in classrooms, helping strengthen learning for few students.
Multiple opportunities and methods are consistently provided, to enrich, reteach and re-test students.	Multiple opportunities and methods are frequently provided to enrich, reteach and re-test students.	Some opportunities and methods are provided to enrich, reteach and re-test students.	Few opportunities and methods are provided to enrich, reteach and re-test students.
Most to all students achieve what is defined as competent by the school's governing body (State, District and Classroom standards and rubrics).	Most students achieve what is defined as competent by the school's governing body (State, District and Classroom standards and rubrics).	Some students achieve what is defined as competent by the school's governing body (State, District and Classroom standards and rubrics).	Few students achieve what is defined as competent by the school's governing body (State, District and Classroom standards and rubrics).



# Glasser Quality School Criteria

## Criteria 3: All students do competent work as well as some quality work each year.

Level 4	Level 3	Level 2	Level 1
<i>Distinguished</i>	<i>Proficient</i>	<i>Emerging</i>	<i>Aspiring</i>
Most to all students consistently produce quality work as defined by clear standards and/or expectations.	Most students consistently produce competent work as defined by clear standards and/or expectations.	Some students consistently produce competent work as defined by clear standards and/or expectations.	Few students consistently produce competent work as defined by clear standards and/or expectations.
Most to all support systems are established and implemented to ensure staff and students can produce quality work.	Most support systems are established and implemented to ensure staff and students can produce quality work.	Some support systems are established and implemented, to ensure staff and students can produce quality work.	Few support systems are established and implemented, to ensure staff and students can produce quality work.
Creativity and critical thinking are valued by most to all staff and students as ways to move from competence to quality.	Creativity and critical thinking are valued by most staff and students as ways to move from competence to quality.	Creativity and critical thinking are valued by some staff and students as ways to move from competence to quality.	Creativity and critical thinking are valued by a few staff and students as ways to move from competence to quality.
Most to all students and staff encourage, support and challenge each other to do quality work.	Most students and staff encourage, support and challenge each other to do quality work.	Some students and staff encourage, support and challenge each other to do quality work.	Few students and staff encourage, support and challenge each other to do quality work.
Most to all students are expected to do at least one outstanding project per year.	Most students are expected to do at least one outstanding project per year.	Some students are expected to do at least one outstanding project per year.	Few students are expected to do at least one outstanding project per year.
Most to all educators invest in the school at a level that is beyond what is required.	Most educators invest in the school at a level that is beyond what is required.	Some educators invest in the school at a level that is beyond what is required.	Few educators invest in the school at a level that is beyond what is required.



# Glasser Quality School Criteria

**Criteria 4: All students, staff and members of the school community have participated in the study of Choice Theory and/or the Glasser Quality School Model.**

Level 4	Level 3	Level 2	Level 1
<i>Distinguished</i>	<i>Proficient</i>	<i>Emerging</i>	<i>Aspiring</i>
The Glasser Quality School Model has been implemented and most to all concepts are integrated throughout the school culture & curriculum	The Glasser Quality School Model has been implemented and most concepts are integrated throughout the school culture & curriculum	The Glasser Quality School Model has been implemented and some concepts are integrated throughout the school culture & curriculum	The Glasser Quality School Model has been implemented and a few concepts are integrated throughout the school culture & curriculum
A school-wide learning process has been implemented to teach Choice Theory and the Questioning Process to most to all of the school community.	A learning process has been implemented to teach Choice Theory and the Questioning Process to most of the school community.	A learning process has been implemented to teach Choice Theory and the Questioning Process to some of the school community.	A learning process is implemented to teach Choice Theory and the Questioning Process to a minimum of the school community.



# Glasser Quality School Criteria

## Criteria 5: Students (and educators) do well on measurements of learning and school performance.

Level 4	Level 3	Level 2	Level 1
<i>Distinguished</i>	<i>Proficient</i>	<i>Emerging</i>	<i>Aspiring</i>
Most to all teachers create & utilize department or grade level assessments aligned with standards to quantify student learning.	Most teachers create & utilize department or grade level assessments aligned with standards to quantify student learning.	Some teachers create & utilize department or grade level assessments aligned with learning standards to quantify student learning.	Few teachers create & utilize department or grade level assessments aligned with learning standards to quantify student learning.
Most to all teachers consistently use assessment data to determine student understanding and guide instruction.	Most teachers regularly use assessment data to determine student understanding and guide instruction.	Some teachers use assessment data to determine student understanding and guide instruction.	Few teachers use assessment data to determine student understanding and guide instruction.
Most to all students know their strengths and areas for improvement and/or their progress in each class/subject.	Most students know their strengths and areas for improvement and/or their progress in each class/subject.	Some students know their strengths and areas for improvement and/or their progress in each class/subject.	Few students know their strengths and areas for improvement and/or their progress in each class/subject.
Most to all students prepare for and do well on the required national, state and local tests and/or certifications, college readiness exams, etc.	Most students prepare for and do well on the required national, state and local tests, and/or certifications, college readiness exams, etc.	Some students prepare for and do well on the required, state and local tests, and/or certifications, college readiness exams, etc.	Few students prepare for and do well on the required national, state, local tests, and/or certifications, college readiness exams, etc.
Most to all educators earn evaluation ratings of “Effective” or “Highly Effective”.	Most educators earn teacher evaluation ratings of “Effective” or “Highly Effective”.	Some educators earn evaluation ratings of “Effective” or “Highly Effective”.	Few educators earn evaluation ratings of “Effective” or “Highly Effective”.



# Glasser Quality School Committee

We are providing our contact information for any additional questions or comments.

Bob Hogleund	<a href="mailto:bob@bobhoglund.com">bob@bobhoglund.com</a>	480-861-3116
Sue Tomaszewski	<a href="mailto:Tomaszewski.sue2@gmail.com">Tomaszewski.sue2@gmail.com</a>	716-472-3134
Peter Driscoll	<a href="mailto:drischollhp@gmail.com">drischollhp@gmail.com</a>	269-967-7082
Jim Mishler	<a href="mailto:jmishler@woodviewlearning.com">jmishler@woodviewlearning.com</a>	989-424-1133
Sharon Carder-Jackson	<a href="mailto:scarderjackson@gmail.com">scarderjackson@gmail.com</a>	816-231-3519





NC ACCESS Implementation Only Grant Application

Achievement Charter Academy

Physical Education Equipment Summary with Links

Obstacle Course Equipment:

- Pop Up Parkour Box Package (\$995.00)

<https://www.gymsupply.com/collapsibleparkourboxpackage.aspx>

- Ninja Challenge Course 10 Piece Obstacle Package (\$2,660.00)

[https://www.rossathletic.com/product/ninja-challenge-course-10-piece-obstacle-package/?gclid=CjwKCAiAhJTzBRAvEiwAln2qB7hPv3qJK7Cc6PbQyOK0WxLhhoPGqiWYXOLz4Z2qKAtYlmf3pCDB4xoCKWkQAvD\\_BwE](https://www.rossathletic.com/product/ninja-challenge-course-10-piece-obstacle-package/?gclid=CjwKCAiAhJTzBRAvEiwAln2qB7hPv3qJK7Cc6PbQyOK0WxLhhoPGqiWYXOLz4Z2qKAtYlmf3pCDB4xoCKWkQAvD_BwE)

- Warped Wall (\$2,080)

<https://www.gymsupply.com/warpedwall.aspx>

- Balance Teeter-Totter (\$224.00)

<https://www.gymsupply.com/dgsninjateetertotter.aspx>

- Balance Beams x2 (\$150.00-\$1,370.00)

<https://www.gymsupply.com/beam.aspx>

- Low Parallel Bars (\$1,365.00)

<https://www.gymsupply.com/100seriesparallelbars-1.aspx>

- Everlast Traverse Wall Challenge Course (\$350.02)

<https://www.schoolspecialty.com/climbing-wall-challenge-course-1393110?gclid=CjwKCAiAhJTyBRAvEiwAln2qBw-QCgtd1RFoaG6V4uIWpWKy0k24QhOL6d4G0pwLRIFT7u2 XsfgtRoCopIQAvD BwE>

- Indoor Climbing Cargo Net (\$609.00)

<https://www.gophersport.com/pe/climbing/indoor-climbing-nets?item=2457&gclid=CjwKCAiAhJTyBRAvEiwAln2qByGXBa5b6rCHMLXkOHe0uQtatj3FoXdT1qlyoszkjDWrCp8d1tTk5BoCOsgQAvD BwE>

- Climbing Ropes x2 (\$117.00)

<https://www.gymsupply.com/climbingropes-1.aspx>

Mats:

- Tumble Trak Tumbling Mats x5 (\$128.00)

<https://www.gymsupply.com/foldingmatstumbling.aspx>

- Incline Mat x2 (\$190.00)

<https://www.gymsupply.com/wedgematinclinemat.aspx>

- DGS Skill Cushions Safety Mat x3 (\$366.00)

<https://www.gymsupply.com/dgsskillcushions.aspx>

Outside Playground Equipment and Obstacles:

- 9 Station Playground Obstacle Course Jungle Gym (\$8,585.49)

<https://www.rehabmart.com/product/9station-obstacle-course-playground-equipment-36095.html?gclid=CjwKCAiAhJTyBRAvEiwAln2qB1hBe wYd3VCQEerpvrMitD68kpaEuRuYEnOk3pxhb6u46KEveXAHRoCk6IQAvD BwE>

- Lock Haven Fitness Course Playground (\$29,983.00)

<https://willygoat.com/products/lock-haven-fitness-course-playground-3-5-inch-posts>

Sports Equipment:

- Indoor Soccer Goal 4x (\$225.00)

<https://www.flaghouse.com/Sports/Soccer/Goals/Jaypro-Folding-Multi-Purpose-Goal---6-X-4.axd>

- Outdoor Soccer Goal (\$110-\$2895.00)

[https://www.flaghouse.com/Sports/Soccer/Goals/#page\\_no=2&src=&=1581688405647](https://www.flaghouse.com/Sports/Soccer/Goals/#page_no=2&src=&=1581688405647)

- Indoor Basketball Hoop x2 (\$149.00)

<https://www.flaghouse.com/Sports/Basketball/Basketball-Systems/Indoor-Portable/Lifetime-Youth-Basketball-System.axd>

TOTAL  $\approx$  \$54,928

## Appendix E-7

### Lexmark CX725DHE Color Laser All-In-One Printer, 40C9502 Item # 771834



**\$3122.99 / each**

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Feedback



**N.C. Cooperative Extension**  
Harnett County Center  
harnett.ces.ncsu.edu



126 Alexander Dr., Suite 300  
Lillington, NC 27546  
P: (910)893-7530

Dear Grant Selection Committee,

Cooperative Extension in Harnett County has a long history of partnering with local schools. I recently sat down with Leaja Horne to discuss how our staff could partner with the new Achievement Charter School as they develop their school curriculum. We specifically discussed the programs that we currently have and how those could be incorporated into their plans. Some of the program assistance we can provide are; embryology, school gardens, ag science field days, environmental education programs, Bug Out, electricity project programs and other STEM programs.

The purpose of this letter is to express our commitment to assisting Achievement Charter School to implement these activities into their K-5 grade curriculum.

Regards,

A handwritten signature in black ink that reads 'Tim Mathews'.

Tim Mathews  
County Extension Director  
NC Cooperative Extension, Harnett County





**BOYS & GIRLS CLUBS**  
OF CENTRAL CAROLINA

February 26, 2020

Office of Charter School  
301 N. Wilmington Street  
Raleigh, NC 27601

Re: Achievement Charter Academy  
N.C. Access Grant Application

On behalf of the Robin Paige Boys and Girls Club located at 645 Shawtown Road, Lillington, NC 27546, I support the Achievement Charter Academy in their NC Access Grant Application. A significant portion of the children in Harnett County live in the poverty level, consequently, these grant funds would enable the academy to provide families a choice in the education needs of their children.

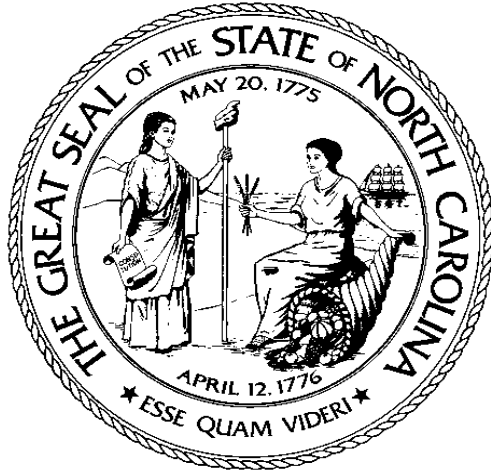
The Robin Paige Boys and Girls Club mission statement "is to enable all young people, especially those who need us most, to reach their full potential as productive, caring and responsible citizens." It is my opinion the Achievement Charter Academy would provide an environment directing kids toward their full potential.

Sincerely,

A handwritten signature in black ink, appearing to read "George E. Womble", written in a cursive style.

George E. Womble  
Chair Person,  
Robin Paige Boys and Girls Club

**Exhibit C: NC ACCESS Program Subgrant Application Evaluation Rubrics**



**North Carolina Advancing Charter Collaboration  
and Excellence for Student Success (NC ACCESS) Program  
Subgrant Application Rubric**

Applicant: **Achievement Charter Academy**

Reviewer Name: **Stephenie Clark**



## **Overview of the NC ACCESS Subgrant Program**

In 2018, the North Carolina Department of Public Instruction (NCDPI) was awarded a Public Charter Schools Program (CSP) grant from the U.S. Department of Education (USDOE) of approximately \$26,600,000. The CSP grant will be used to implement the North Carolina Advancing Charter Collaboration and Excellence for Student Success (NC ACCESS) Program to:

1. Increase the number of educationally disadvantaged students attending high-quality charter schools and expand the number of high-quality charter schools available to educationally disadvantaged students;
2. Develop a cohort of 100 charter school leaders who can develop and demonstrate best practices in serving educationally disadvantaged students; and
3. Broadly disseminate best practices in serving educationally disadvantaged students and foster collaboration in the charter school community and between charter schools and traditional public schools.

The NC ACCESS Program and CSP define educationally disadvantaged students as students who are economically disadvantaged, homeless or unaccompanied youth, English learners, students with disabilities, immigrant students, and migrant students.

The NC ACCESS program has allocated the majority of the CSP funds to advance Priority 1 listed above through school-level subgrants, though subgrant recipients must also demonstrate a desire to share best practices with both charter schools and traditional public schools. For each of the five (5) years of the federal CSP award, the NC ACCESS Program will run a competitive subgrant competition and award subgrants to North Carolina charter schools that propose a comprehensive plan to increase the number of educationally disadvantaged students attending high quality charter schools and expand the number of high quality charter schools available to educationally disadvantaged students.

## **Ratings and Criteria**

The NC ACCESS Subgrant Program is a competitive application process designed to award funding for schools that propose to serve an increased number of educationally disadvantaged students. Each subgrant application will be reviewed by a team of NC ACCESS Program team members and external evaluators. All evaluations will be considered, and a recommendation will be made to the Charter School Advisory Board (CSAB). The CSAB will take all recommendations, application reviews, and due diligence into account and make a recommendation for the approval of subgrants to the State Board of Education (State Board). The State Board will determine the final approval of all subgrant awards.

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

Recommendations for approval or denial will be based on the completed application which includes school information, signed assurances, enrollment projections, application narrative, budget, budget narrative, logic model, and appendices. The enrollment projections, application narrative, budget, budget

narrative, and logic model are scored out of a possible one hundred (100) points. Applicants must score at least eighty (80) points to meet the standard.

Applications that do not meet standard in all sections as evidenced by the summary review ratings will be deemed not ready for approval.

### **Instructions for Reviewers**

Reviewers should complete each rubric section based on the evidence provided in the application. There are seven (7) total rating sections to complete:

- I. Applicant Contact Information
- II. Signed Assurances
- III. Application Narrative (70 points possible)
  - a. Enrollment Projections (10 points)
  - b. Education Plan (30 points)
  - c. Operations Plan (30 points)
  - d. If applicable, a school closure plan (check for completeness)
- IV. Budget, Budget Narrative, and Logic Model (30 points possible)
  - a. Budget (15 points)
  - b. Budget Narrative (10 points)
  - c. Logic Model (5 points)
- V. Competitive Preference Standards (optional; up to 12 points possible)
- VI. Priority Consideration Status (optional; up to 4 standards possible)
- VII. Certification
- VIII. Appendices (there is no scoring associated with section VII; information will supplement sections III, IV, V, and VI)

Please note that there may be appendices to support information provided in the above sections. When evaluating an application, reviewers should both rate each section and provide comments, if applicable. Reviewers should look for responses that reflect a thorough understanding of key issues and barriers for educationally disadvantaged students. Responses should clearly align with the mission, goals, and budget of the proposed plan. Each response should include specific and accurate information that shows thorough preparation and understanding of school operations and serving educationally disadvantaged students. Reviewers should use objective language and complete sentences in their comments on the strengths and weaknesses/areas of concern of each section of the application. The comments and evidence provided are as significant as the rating. Below are examples of specific and detailed comments:

#### **Strengths of the application:**

- “The plan aligns with the overall mission and goals because...”
- “The education and discipline plans are research based and proven effective with the targeted population of students because...”
- “The lunch program is comparable to the National School Lunch Program and will support an educationally disadvantaged population by...”
- “The marketing plan clearly outlines how the school will recruit and enroll a higher educationally disadvantaged population by...”
- “The budget uses sound assumptions and is consistent with the goals of the proposed plan.”

#### **Weaknesses/areas of concern of the application:**

- “The curriculum and school calendar do not align with the mission and goals because . . .”
- “The discipline plan does not include provisions for students with disabilities.”
- “The budget assumptions include the unallowable use of funds for construction.”
- “The plan proposes two buses, but there is no accompanying line item in the budget that allocates funds for purchasing buses.”

Once all seven (7) rating sections are scored individually, the evaluator should complete the summary ratings page with all final ratings and scores. In order to pass the review, applicants must (a) meet all criteria in sections (I), (II), and (VII); and (b) score at least eighty (80) combined points between sections (III), (IV), and (V). Section (VI) will be used to determine priority if there are more eligible applications than subgrant awards. The CSAB will make a final recommendation to the State Board on subgrant awards. The State Board will determine the final approval of all subgrant awards.

*\*Please remember that all documents, including your individual review, will be available to the public.*

**Application Scoring Rubric**

**Section I – Application Contact Information**

Characteristics of a strong response:	
<ul style="list-style-type: none"> <li>All applicant contact information is complete and accurate.</li> </ul>	
<b>Status:</b>	Complete <input checked="" type="checkbox"/> Incomplete <input type="checkbox"/>
<b>Comments (if applicable)</b>	
All applicant contact information is complete and accurate.	

**Section II – Assurances**

Characteristics of a strong response:	
<ul style="list-style-type: none"> <li>Assurances are signed.</li> </ul>	
<b>Status:</b>	Complete <input checked="" type="checkbox"/> Incomplete <input type="checkbox"/>
<b>Comments (if applicable)</b>	
Assurances are signed.	

## Section III – Application Narrative

<b>A. Enrollment Projections</b>			
A.1 Explain the rationale behind the projected enrollment figures; specifically, how the projected numbers are both ambitious and feasible.			
Characteristics of a strong response:			
<ul style="list-style-type: none"> <li>• Enrollment projections are complete, ambitious, and realistic.</li> <li>• Enrollment projections demonstrate a significant increase of educationally disadvantaged students, including economically disadvantaged, homeless or unaccompanied youth, English learners, students with disabilities, immigrant students, and migrant students.</li> </ul>			
<b>Points Possible:</b>	5	<b>Points Earned:</b>	4
<b>Strengths</b>			<b>Page</b>
The school projects to increase the percentage of educationally disadvantaged students from 35% in year one to 60% in year 5 of the subgrant year. This shows a commitment to recruiting and serving students in the identified populations.			5
<b>Weaknesses/Areas of Concern</b>			<b>Page</b>
How will the school guarantee financial security with low enrollment numbers? What will be the eventual total enrollment of the school? What is the building's maximum capacity number for total enrollment?			5

A.2 Describe how the school plans to implement a weighted lottery.			
Characteristics of a strong response:			
<ul style="list-style-type: none"> <li>• Clear description of the process and mechanism for implementing a weighted lottery.</li> <li>• Clearly articulated subgroup category weights and/or enrollment percentage goals.</li> <li>• Rationale for the applied weights are reasonable and justified.</li> </ul>			
<b>Points Possible:</b>	5	<b>Points Earned:</b>	3
<b>Strengths</b>			<b>Page</b>
The school intends to implement a weighted lottery in the 2020-21 open enrollment period, and will allow families the opportunity to identify if they are eligible for the weighted lottery due to being educationally disadvantaged.			5
<b>Weaknesses/Areas of Concern</b>			<b>Page</b>
The applicant mentions the order of seats pulled to include students of board members and staff and then general lottery. Does the school plan on giving other enrollment preferences, such as siblings?			5-6
It is unclear how the "weight" component of a student's name actually works. The applicant states that those parents elected to apply for the weighted lottery will be given an "additional weight to their names" and their names will be pulled along with the general population. Is there a specific order in which they will be pulled? What does this "additional weight" actually do operationally in the lottery? How will the school ensure it reaches the targeted ED percentages if these applicants are pulled with the general population?			

**Section III – Application Narrative (cont.)**

<b>B. Education Plan</b>			
<b>B.1 Provide a General Education Provision Act (GEPA) statement demonstrating how the school has or will eliminate any and all barriers to enrollment for educationally disadvantaged students.</b>			
Characteristics of a strong response:			
<ul style="list-style-type: none"> <li>Statement clearly articulates the school’s desire and plan to eliminate any and all barriers to enrollment for all students, especially educationally disadvantaged students.</li> </ul>			
<b>Points Possible:</b>	2	<b>Points Earned:</b>	2
<b>Strengths</b>			<b>Page</b>
<p>The school identifies common barriers to enrollment for all students, with specific regards to educationally disadvantaged students and addresses some of those identified barriers in narrative here. For those not addressed, specifically in this section (i.e. transportation, the school schedule, and lunch access), many of those components are written to in those sections later in the application.</p> <p>The applicant will ensure that there are translation services available for Spanish speakers, to ensure language is not a barrier to enrollment.</p> <p>Additionally, there will be satellite locations to give families access to school representatives in the event they have further questions about programmatic structures of the school. Parents without access to internet will be provided paper applications (either in person or via US mail).</p>			7
<b>Weaknesses/Areas of Concern</b>			<b>Page</b>
No weaknesses noted.			N/A

<b>B.2 Provide at least three (3) school-specific subgrant program goals. Subgrant goals must be SMART (specific, measurable, achievable, rigorous, and time-bound).</b>			
Characteristics of a strong response:			
<ul style="list-style-type: none"> <li>All goals are specific, measurable, achievable, rigorous, and time-bound.</li> <li>Goals are aligned to the NC ACCESS Program and activities in the subgrant application.</li> </ul>			
<b>Points Possible:</b>	3	<b>Points Earned:</b>	2
<b>Strengths</b>			<b>Page</b>
<p>The school has identified three goals that align with the programs it intends to offer, including a goal around subgroup proficiency (specifically ED students), meeting criteria on the Glasser Quality School rubric, and parent involvement. Additionally, the goals are time specific and can be measured.</p>			7-8
<b>Weaknesses/Areas of Concern</b>			<b>Page</b>
<p>Is the academic goal attainable, given the school does not have any baseline data for the students they will actually be serving to ensure they can perform 10% above the LEA in year 1 of operations, and subsequently 15% above in year 2? Will the data points for this goal move as updated data is provided? For example, in year 2 of operations, will the school strive to be 15% above the LEA performance for that year, not based on current Harnett County data provided in this table?</p>			7-8

<p>Who conducts the Glasser Quality School Criteria Rubric reviews, and how often is this conducted? What defines scoring a level 3 or 4 in all categories, does the school mean only being rated in those two for every single row of criteria in the rubric provided in the appendix? If so, how will the school respond if it receives even one rating below a level 3 or 4 (i.e. will the goal still be considered met)?</p> <p>It is rationale to increase parent participation by 25% each year, given that as you approach 75% participation or higher, you are looking at less than 25% increase in the following years. How many events will be available to parents for participation? How is participation determined – i.e. is it one parent per student or the number of parents who participate divided by the total number of parents at the school? If parents cannot attend the qualifying events, are there other ways for them to count in participation?</p>	
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<p><b>B.3 Describe how the school’s academic program is or will be specifically tailored to meet the needs of educationally disadvantaged students. Include specific strategies the charter school currently uses or plans to use to serve educationally disadvantaged students.</b></p>			
<p>Characteristics of a strong response:</p> <ul style="list-style-type: none"> <li>• Clear and comprehensive description of the strategies being utilized to serve educationally disadvantaged students, especially intervention, differentiation, and support services.</li> <li>• A robust and quality curriculum overview, supported by research, with a plan for implementation.</li> <li>• Evidence the proposed academic plan will be appropriate and effective for growing all students while at the same time closing achievement gaps.</li> </ul>			
<b>Points Possible:</b>	10	<b>Points Earned:</b>	9
<b>Strengths</b>			<b>Page</b>
<p>The school’s academic program is focused on providing support to students through individuation and relationship building. The school plans to assign students to the same teacher whenever appropriate. Students are also provided the opportunity to participate in Physical Education up to 3 times per week, which has a positive impact on mental and physical wellness.</p>			9
<b>Weaknesses/Areas of Concern</b>			<b>Page</b>
<p>Will teachers be trained or certified in providing English Immersion Model services to students? Additionally, will teachers have knowledge of the student’s primary language in order to communicate clarifying words in that given language when needed to make the immersion program effective?</p>			10

<p><b>B.4 Explain how the charter school’s education plan compares to or differs from that of the local LEA(s).</b></p>			
<p>Characteristics of a strong response:</p> <ul style="list-style-type: none"> <li>• Clear articulation of the services and programs offered by the school that are similar and/or different from offerings in the local LEA.</li> </ul>			
<b>Points Possible:</b>	5	<b>Points Earned:</b>	4
<b>Strengths</b>			<b>Page</b>
<p>The school’s utilization of the Glasser Quality School Model’s Choice Theory is the main difference between themselves and the LEA.</p>			11
<b>Weaknesses/Areas of Concern</b>			<b>Page</b>

While the school briefly distinguishes that the Glasser Quality School Model will differentiate its offerings from the LEA, what else about the school is either similar to the LEA or different? The first component of the application response to this question just appears to critique the LEA for not meeting its mission.	11
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<b>B.5 Describe the school’s discipline and school climate philosophy and how it supports the development of educationally disadvantaged students.</b>	
Characteristics of a strong response:	
<ul style="list-style-type: none"> <li>• A clear vision for school culture or climate that will promote a positive and supportive academic environment and is inclusive for a diverse student body.</li> <li>• Coherent plan for creating and/or sustaining the intended culture for students, teachers, administrators, and parents.</li> <li>• Discipline plan that has clear policies and procedures and has thoughtful consideration of the needs and rights of educationally disadvantaged students, especially students with disabilities.</li> </ul>	
<b>Points Possible:</b>	<b>Points Earned:</b>
5	4
<b>Strengths</b>	
The discipline and school climate philosophy coincide with the school’s academic program, showing a commitment to implementing the Glasser School Quality model throughout all aspects of the school. Additionally, teachers and students will receive training on Choice Theory to ensure implementation of the program with fidelity.	<b>Page</b> 12-13
<b>Weaknesses/Areas of Concern</b>	
Are Individual Achievement Plans (IAPs) similar to behavior intervention plans? Clarify how these fit into the school’s discipline policy and procedure. How will the school ensure that marginalized students are not negatively impacted by the Choice Theory mediation for behavioral incidents? What steps will the school take to see that a variety of cultural backgrounds and perspectives are taken into account when utilizing this system.	<b>Page</b> 12-13

<b>B.6 Describe how the school’s calendar supports the development of educationally disadvantaged students.</b>	
Characteristics of a strong response:	
<ul style="list-style-type: none"> <li>• Calendar and schedule support implementation of the academic plan, including supporting the development of educationally disadvantaged students and aligning with the mission, vision, and goals of the school.</li> </ul>	
<b>Points Possible:</b>	<b>Points Earned:</b>
5	4
<b>Strengths</b>	
The school calendar has early release Fridays, which will over time contribute to less teacher workdays. The school plans to provide transportation to key afterschool care programs during the early release Fridays, and will partner to ensure that parents can have access to these programs at little to no cost. There is a “Read and Feed” program held once a month to encourage a working partnership with families to increase reading in the home.	<b>Page</b> 13
<b>Weaknesses/Areas of Concern</b>	
How long is the school day and how do those half days impact the amount of learning time, particularly, thinking about educationally disadvantaged students and whether they will be losing key instructional time. Will the “Read and Feed” program be offered at the school and how will the school ensure that transportation or the scheduled time of the event are not a barrier to attendance?	<b>Page</b> 13



Has the school identified any potential impact (positive or negative) on the early release Fridays to families who have students both enrolled at ACA and the district schools?	
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**Section III – Application Narrative (cont.)**

<b>C. Operations Plan</b>	
C.1 Detail any partnerships the charter school maintains or plans to develop to support educationally disadvantaged students, including a description of the roles and responsibilities of the applicant, partner organizations, and CMO/EMO, including the administrative and contractual roles and responsibilities of such partners.	
Characteristics of a strong response: <ul style="list-style-type: none"> <li>• Clear delineation of roles and responsibilities between the school and CMO/EMO.</li> <li>• Articulation of budgetary and decision-making autonomy of the board or directors.</li> <li>• Evidence of contractual agreements provided in appendix A.</li> </ul>	
<b>Points Possible:</b>	2
<b>Points Earned:</b>	2
<b>Strengths</b>	
The applicant outlined various partnerships with community organizations to fulfill the programs they intend to offer to students and families. These include partnering with the Boys and Girls Club for afterschool care (especially on early release Fridays), partnering with Food Lion to provide families access to gift cards to purchase lunch options, starting a community garden through a partnership with the NC Cooperative Extension, and building an obstacle course playground through a partnership with Warrior Tech Obstacle Course Readiness.	14
<b>Weaknesses/Areas of Concern</b>	
If the Boys and Girls Club has capacity to grow to 100 participants, and they are already at 75, does the school know whether there will be a need for more openings in the program than what would be available to best serve your families? If so, what other opportunities will these families have for afterschool care if the Boys and Girls Club is at capacity?	14

C.2 Describe how the school’s staffing structure, capacity, and diversity will be sufficient to meet the needs of all students, particularly educationally disadvantaged students.	
Characteristics of a strong response: <ul style="list-style-type: none"> <li>• Staffing levels for each year are robust and aligned with the educational program and conducive to the school’s success.</li> <li>• There is clear capacity to support the specialized needs of students, particularly students with disabilities and English learners.</li> <li>• Comprehensive plan to support student’s non-academic needs, including through counselors, behavior specialists, psychologists, etc.</li> <li>• Clear plan to recruit, retain, and support a diverse teaching staff.</li> </ul>	
<b>Points Possible:</b>	3
<b>Points Earned:</b>	2
<b>Strengths</b>	
The school will have a full-time EC teacher, guidance counselor, and contracted services (such as OT, PT, Speech) in order to meet the needs of students.	15

<b>Weaknesses/Areas of Concern</b>	<b>Page</b>
What will the teacher staffing structure look like and how does the school plan to recruit, retain, and support a diverse teaching staff? What instructional staff support will be available to serve English Learners?	15

C.3 Describe the school's marketing and recruiting plan, with an emphasis on strategies to provide outreach to the families of educationally disadvantaged students, including efforts to overcome any potential language barriers.			
Characteristics of a strong response:			
<ul style="list-style-type: none"> <li>• Compelling student outreach plan that includes community, family, and student involvement, and that is realistic and likely to foster student retention and community support.</li> <li>• Emphasis on strategies that will provide equal access to educationally disadvantaged students.</li> </ul>			
<b>Points Possible:</b>	5	<b>Points Earned:</b>	5
<b>Strengths</b>			<b>Page</b>
The school outlined a widespread and robust marketing plan with specific means to reach out to, recruit and retain a diverse population of students – including educationally disadvantaged students. Outreach includes various modes of communication from flyers, mailers, and banners to radio advertisement and community meetings held in locations where families may have limited access to transportation.			16
<b>Weaknesses/Areas of Concern</b>			<b>Page</b>
No weaknesses noted.			N/A

C.4 Describe how the school currently does or will provide a transportation plan that accommodates and supports educationally disadvantaged students.			
Characteristics of a strong response:			
<ul style="list-style-type: none"> <li>• Clear description of transportation plan that includes anticipated routes, extracurricular activities, before- and after-school care, etc.</li> <li>• Description of how the school will arrange transportation for special needs students where necessary.</li> <li>• Clear articulation of how the proposed plan will eliminate transportation barriers for educationally disadvantaged students.</li> </ul>			
<b>Points Possible:</b>	5	<b>Points Earned:</b>	3
<b>Strengths</b>			<b>Page</b>
The school intends, per their charter application, to remove transportation as a barrier to access through purchasing a bus in good condition.			17
<b>Weaknesses/Areas of Concern</b>			<b>Page</b>
Will the school make any exceptions to the 10-mile radius pick up locations? How will the school ensure transportation needs are met by students with extenuating circumstances, such as homeless or even students with disabilities who may require more unique modes of transport than a regular school bus? Can the school actually deny students access to transportation based on a first come/first serve basis? The budget outlines the purchase of two buses through grant funds; will the school purchase the third bus indicated in this narrative section with their own funds? Who will manage this school committee that will recommend and establish carpool assistance for students who cannot access the cluster stops?			17

C.5 Describe how the school currently does or will provide a school lunch plan that accommodates and supports educationally disadvantaged students. Provide information about participation in the National School Lunch Program or a comparable, comprehensive lunch program.			
Characteristics of a strong response:			
<ul style="list-style-type: none"> <li>• A clear description of how the school will offer food service to all students, adhering to all nutritional guidelines.</li> <li>• Specific strategies to ensure educationally disadvantaged students receive daily meals and are not identifiable as qualifying for free or reduced-price lunch.</li> <li>• A plan to collect free and reduced-price lunch information, including procedures to receive reimbursement.</li> </ul>			
<b>Points Possible:</b>	5	<b>Points Earned:</b>	3
<b>Strengths</b>			<b>Page</b>
The school plans to purchase lunch for EDS students through MyHotLunchBox or other local vendors. Additionally, to empower families with options of choice, they will make available \$50 gift cards from Food Lion so families can purchase lunch options to pack for their student(s).			17
<b>Weaknesses/Areas of Concern</b>			<b>Page</b>
Will all students have an option of purchasing lunch from the MyHotLunchBox or other local vendors? If not, how will the school ensure that EDS students who qualify to receive this lunch are not easily identified by peers as receiving this service? Will \$50 per student be enough funds to purchase lunch items for an entire month? Has the school researched food prices to ensure that this can provide a nutritious meal to students throughout the duration of the month? Will families receive resources on how to select lunch options from Food Lion that meet some of the NSLP guidelines? Will the school provide breakfast meals to students? If students qualify for free and reduced lunch prices, they will most likely need access to a healthy and nutritious breakfast.			17

C.6 Describe how the school's professional development plan supports and is tailored to the development of educationally disadvantaged students.			
Characteristics of a strong response:			
<ul style="list-style-type: none"> <li>• Professional development standards, opportunities, leadership, and calendar/scheduling effectively support the education program and are likely to maximize success in improving student achievement, particularly for educationally disadvantaged students.</li> <li>• Thoughtful plan for professional development in the areas of special education, English learners, and serving low-income students, including implementation of IEP's or personalized learning plans, discipline, and communication with families.</li> </ul>			
<b>Points Possible:</b>	5	<b>Points Earned:</b>	5
<b>Strengths</b>			<b>Page</b>
The professional development plan outlined in this section aligns with the identified programs and services the school intends to offer. Teachers will be trained in a manner that will allow them to provide training to new staff in future years, providing a sustainable method of continuing development on key programs beyond the years of the grant funding.			18
<b>Weaknesses/Areas of Concern</b>			<b>Page</b>
No weaknesses noted.			N/A

<b>C.7 Describe the school’s plan to engage families and implement a parent/community advisory council.</b>	
Characteristics of a strong response: <ul style="list-style-type: none"> <li>• Clear plan for informing and educating parents on school policies, procedures, and programming.</li> <li>• A sound and compelling plan for engaging parents and community partners in the design and life of the school through the advisory council, including recruitment strategies, duties, and authority.</li> </ul>	
<b>Points Possible:</b>	<b>Points Earned:</b>
5	4
<b>Strengths</b>	
The school will form a Parent/Community Advisory Council (PAC) and has identified the purpose, mission, meeting schedule, and selection process for the council membership.	<b>Page</b> 19
<b>Weaknesses/Areas of Concern</b>	
Members will be selected through an application process which includes references, an interview, and explanation of interests for serving on the PAC. Has the school identified whether some of these methods may pose as a barrier to participation for specific subgroups of family and community members? What steps will the school take during this process to ensure a diverse background of applicants and eventually PAC members and to elevate the voices of historically marginalized people? The PAC will consist of parents and community members, but the school did not outline the total number of PAC members and what percentage will be parents versus what percentage will be community members. Also, how long will the terms of service on the PAC be – 1 year, 2 years, etc.?	<b>Page</b> 19
<b>Application Narrative Total (70 points possible):</b>	
56	

**Section III – Application Narrative (cont.)**

<b>D. Student Transition Planning</b>	
Outline the proposed Student Transition Committee and Student Transition Plan.	
Characteristics of a strong response: <ul style="list-style-type: none"> <li>• Clear and specific plan to recruit, develop, and retain a Student Transition Committee.</li> <li>• Comprehensive Student Transition Plan that outlines timelines, communication strategies, clear transition and closure plans, and strategies for informing families of their options.</li> </ul>	
<b>Status:</b>	Complete <input checked="" type="checkbox"/> Incomplete <input type="checkbox"/>
<b>Strengths</b>	<b>Page</b>
The school has outlined many tasks that the transition committee will actively work towards completing in the event that ACA faces termination and closure.	20-21
<b>Weaknesses/Areas of Concern</b>	<b>Page</b>
No weaknesses noted.	N/A

**Section IV – Budget, Budget Narrative, and Logic Model**

<b>A. Budget</b>			
Complete a proposed budget outlining anticipated costs for the duration of the subgrant period.			
Characteristics of a strong response: <ul style="list-style-type: none"> <li>• Outlines complete, realistic, and viable costs for the duration of the grant period.</li> <li>• All operational costs and major expenditures are accounted for and are realistic.</li> <li>• There is clear alignment between the budget, budget narrative, and the proposed plan to support educationally disadvantaged students.</li> </ul>			
<b>Points Possible:</b>	15	<b>Points Earned:</b>	14
<b>Strengths</b>			<b>Page</b>
Many of the components in the application narrative are present within the budget – including professional development training, the purchase of buses, technology and curriculum materials, and other program initiative expenses (obstacle course and garden).			30-34
<b>Weaknesses/Areas of Concern</b>			<b>Page</b>
At what point will the school staff begin to develop capacity for community outreach and networking? The school plans to utilize an outreach consultant for all five years of the grant but will only increase the number of students served by 25 each year. How will the school ensure that the outreach consultant is leaving behind systems for the school to then utilize upon their departure, and would it be beneficial to start that transition before the grant funds are expended in year 5?			30-34
School plans to increase the percentage of ED students through year 5 of the grant, but some of the service expenses remain constant, for example mental health services at \$10,000 each year of the grant. Did the school take into consideration that an increase in the percent of ED population may create a need for increased services, thus, would require more expending in those line items over the course of the grant?			

<b>B. Budget Narrative</b>			
Complete a budget narrative explaining anticipated costs for the duration of the subgrant period.			
Characteristics of a strong response: <ul style="list-style-type: none"> <li>• Clearly explains reasonable, well-supported cost assumptions anticipated for the duration of the grant.</li> <li>• Demonstrates financial viability beyond the expiration of the grant period.</li> <li>• There is clear alignment between the budget, budget narrative, and the proposed plan to support educationally disadvantaged students.</li> </ul>			
<b>Points Possible:</b>	10	<b>Points Earned:</b>	8
<b>Strengths</b>			<b>Page</b>
The school will maintain complete autonomy over the budget and the NC ACCESS implementation grant funds, as it is not overseen by an EMO/CMO. The budget narrative provides ample explanation for the funds projected through the budget.			26
<b>Weaknesses/Areas of Concern</b>			<b>Page</b>
There was not a full explanation of how some of these programs will be sustained beyond grant funding – i.e. the garden, outreach consultant services, professional development. How will the school pay for some of these expenses beyond year 5 of the grant implementation? Mental Health Services expenses remain the same over all 5 years of the			22-26

grant. Does the school anticipate a need to increase these services over time as they gain more students through enrollment each year? Tutoring expenses also remain constant over all 5 years? Same as above, does the school anticipate a higher need for tutoring in future years as the number of students (and percent of ED students) increases over time? Why does the PT, OT & Speech services go down to \$1,000 in funds in year 5?	
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<b>C. Logic Model</b>	
Complete a Logic Model demonstrating how actions and expenditures are expected to lead to specific outcomes.	
Characteristics of a strong response: <ul style="list-style-type: none"> <li>Clearly articulates how actions and expenditures are expected to lead to specific outcomes.</li> <li>Aligns clearly and directly to the application narrative.</li> </ul>	
<b>Points Possible:</b>	5
<b>Points Earned:</b>	4
<b>Strengths</b>	
Logic model includes many of the programs and initiatives outlined in the application narrative as key inputs. Some of the outcomes and impacts are quantified.	35
<b>Weaknesses/Areas of Concern</b>	
What defines the “success and wellness” of students and families? How does the school intend to track students beyond grade 5 to see how many are enrolling in AP courses in high school and attending college beyond grade 12? What defines “as high” with regards to EDS/non-EDS performance on EOGs? Is this within 5% points, 10% points? How will the school measure if enrollment is driven by word-of-mouth and what is the goal for a waitlist of students? Does the school envision that outcome is a waiting list of students in all grade levels and is based on a percentage of open seats (or will just 1 name on the wait list suffice)?	35
<b>Budget, Budget Narrative, and Logic Model Total (30 points possible):</b>	
26	

**Section V – Competitive Preference Standards**

Opening, expanding, or replicating a school in a rural or underserved urban area (i.e. without a high-quality school within fifteen (15) miles).			
<b>Points Possible:</b>	3	<b>Points Earned:</b>	0
<b>Comments (if applicable)</b>			<b>Page</b>

Increasing the racial and ethnic diversity in their new, expanded, or replicated school.			
<b>Points Possible:</b>	3	<b>Points Earned:</b>	0
<b>Comments (if applicable)</b>			<b>Page</b>

The inclusion of high school (9-12) grade levels.			
<b>Points Possible:</b>	3	<b>Points Earned:</b>	0
<b>Comments (if applicable)</b>			<b>Page</b>

Develop or manage a charter school focused on dropout recovery and academic reentry.			
<b>Points Possible:</b>	3	<b>Points Earned:</b>	0
<b>Comments (if applicable)</b>			<b>Page</b>

<b>Competitive Preference Standards Total (12 points possible):</b>			<b>0</b>
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**Section VI – Priority Consideration Status**

Currently serve a forty percent (40%) or higher economically disadvantaged population.	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
<b>Comments (if applicable)</b>	<b>Page</b>
Economically disadvantaged, English learners, and students with disabilities have proficiency rates higher than the state average for their subgroup.	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
<b>Comments (if applicable)</b>	<b>Page</b>
As evidence of participation in applicable federal programs, have Title I status.	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
<b>Comments (if applicable)</b>	<b>Page</b>
Maintained an “A” or “A+NG” SPG, as determined by the NCDPI, and met or exceeded growth, as determined by EVAAS, for three consecutive years prior to the application.	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
<b>Comments (if applicable)</b>	<b>Page</b>

<b>Priority Consideration Status Total (4 standards possible):</b>	<b>0</b>
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**Section VII – Certification**

Characteristics of a strong response:	
<ul style="list-style-type: none"> <li>Application is signed and certified.</li> </ul>	
<b>Status:</b>	Complete <input checked="" type="checkbox"/> Incomplete <input type="checkbox"/>
<b>Comments (if applicable)</b>	
Application is signed and certified.	

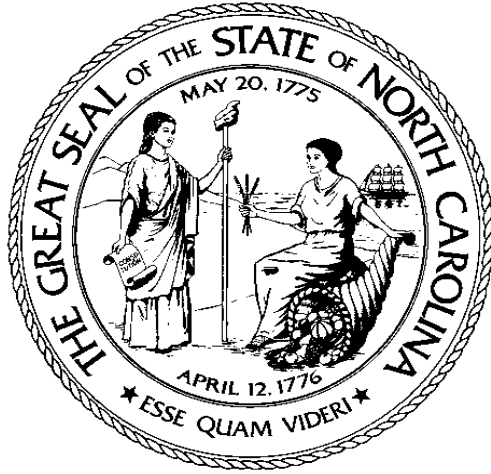
## Summary Ratings

General Standards	Status
Section I – Application Contact Information	<input checked="" type="checkbox"/> Complete <input type="checkbox"/> Incomplete
Section II – Assurances	<input checked="" type="checkbox"/> Complete <input type="checkbox"/> Incomplete
Section VII – Certification	<input checked="" type="checkbox"/> Complete <input type="checkbox"/> Incomplete
<b>Total</b> ( <i>all sections must be <b>complete</b> to pass</i> )	<input checked="" type="checkbox"/> <b>Pass</b> <input type="checkbox"/> <b>Fail</b>

Technical Standards	Points Possible	Points Earned
Section III – Application Narrative	70	56
Section III (D) – Student Transition Plan	<input checked="" type="checkbox"/> Complete <input type="checkbox"/> Incomplete	
Section IV – Budget, Budget Narrative, and Logic Model	30	26
Section V – Competitive Preference Standards	Up to 12	0
<b>Total</b> ( <i>must receive at least <b>80 points</b> to pass</i> )	<b>100</b>	<b>82</b>

Priority Standards	Standards Possible	Standards Met
Section VI – Priority Consideration Status	4	0

Overall Application Status	Rating
In order to pass, the application must (a) achieve a rating of “Pass” for the General Standards and (b) score at least eighty (80) points on the Technical Standards. The Priority Standards will be used to determine priority if there are more eligible applications than available awards.	<input type="checkbox"/> <b>Pass with Priority</b>
	<input checked="" type="checkbox"/> <b>Pass</b>
	<input type="checkbox"/> <b>Fail</b>



**North Carolina Advancing Charter Collaboration  
and Excellence for Student Success (NC ACCESS) Program  
Subgrant Application Rubric**

**Applicant: Achievement Charter Academy**

**Reviewer Name: Dr. Barbara O'Neal**

## **Overview of the NC ACCESS Subgrant Program**

In 2018, the North Carolina Department of Public Instruction (NCDPI) was awarded a Public Charter Schools Program (CSP) grant from the U.S. Department of Education (USDOE) of approximately \$26,600,000. The CSP grant will be used to implement the North Carolina Advancing Charter Collaboration and Excellence for Student Success (NC ACCESS) Program to:

1. Increase the number of educationally disadvantaged students attending high-quality charter schools and expand the number of high-quality charter schools available to educationally disadvantaged students;
2. Develop a cohort of 100 charter school leaders who can develop and demonstrate best practices in serving educationally disadvantaged students; and
3. Broadly disseminate best practices in serving educationally disadvantaged students and foster collaboration in the charter school community and between charter schools and traditional public schools.

The NC ACCESS Program and CSP define educationally disadvantaged students as students who are economically disadvantaged, homeless or unaccompanied youth, English learners, students with disabilities, immigrant students, and migrant students.

The NC ACCESS program has allocated the majority of the CSP funds to advance Priority 1 listed above through school-level subgrants, though subgrant recipients must also demonstrate a desire to share best practices with both charter schools and traditional public schools. For each of the five (5) years of the federal CSP award, the NC ACCESS Program will run a competitive subgrant competition and award subgrants to North Carolina charter schools that propose a comprehensive plan to increase the number of educationally disadvantaged students attending high quality charter schools and expand the number of high quality charter schools available to educationally disadvantaged students.

## **Ratings and Criteria**

The NC ACCESS Subgrant Program is a competitive application process designed to award funding for schools that propose to serve an increased number of educationally disadvantaged students. Each subgrant application will be reviewed by a team of NC ACCESS Program team members and external evaluators. All evaluations will be considered, and a recommendation will be made to the Charter School Advisory Board (CSAB). The CSAB will take all recommendations, application reviews, and due diligence into account and make a recommendation for the approval of subgrants to the State Board of Education (State Board). The State Board will determine the final approval of all subgrant awards.

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

Recommendations for approval or denial will be based on the completed application which includes school information, signed assurances, enrollment projections, application narrative, budget, budget narrative, logic model, and appendices. The enrollment projections, application narrative, budget, budget narrative, and logic model are scored out of a possible one hundred (100) points. Applicants must score at least eighty (80) points to meet the standard.

Applications that do not meet standard in all sections as evidenced by the summary review ratings will be deemed not ready for approval.

### **Instructions for Reviewers**

Reviewers should complete each rubric section based on the evidence provided in the application. There are seven (7) total rating sections to complete:

- I. Applicant Contact Information
- II. Signed Assurances
- III. Application Narrative (70 points possible)
  - a. Enrollment Projections (10 points)
  - b. Education Plan (30 points)
  - c. Operations Plan (30 points)
  - d. If applicable, a school closure plan (check for completeness)
- IV. Budget, Budget Narrative, and Logic Model (30 points possible)
  - a. Budget (15 points)
  - b. Budget Narrative (10 points)
  - c. Logic Model (5 points)
- V. Competitive Preference Standards (optional; up to 12 points possible)
- VI. Priority Consideration Status (optional; up to 4 standards possible)
- VII. Certification
- VIII. Appendices (there is no scoring associated with section VII; information will supplement sections III, IV, V, and VI)

Please note that there may be appendices to support information provided in the above sections. When evaluating an application, reviewers should both rate each section and provide comments, if applicable. Reviewers should look for responses that reflect a thorough understanding of key issues and barriers for educationally disadvantaged students. Responses should clearly align with the mission, goals, and budget of the proposed plan. Each response should include specific and accurate information that shows thorough preparation and understanding of school operations and serving educationally disadvantaged students. Reviewers should use objective language and complete sentences in their comments on the strengths and weaknesses/areas of concern of each section of the application. The comments and evidence provided are as significant as the rating. Below are examples of specific and detailed comments:

#### **Strengths of the application:**

- “The plan aligns with the overall mission and goals because...”
- “The education and discipline plans are research based and proven effective with the targeted population of students because...”
- “The lunch program is comparable to the National School Lunch Program and will support an educationally disadvantaged population by...”
- “The marketing plan clearly outlines how the school will recruit and enroll a higher educationally disadvantaged population by...”

Applicant:

- “The budget uses sound assumptions and is consistent with the goals of the proposed plan.”

**Weaknesses/areas of concern of the application:**

- “The curriculum and school calendar do not align with the mission and goals because . . .”
- “The discipline plan does not include provisions for students with disabilities.”
- “The budget assumptions include the unallowable use of funds for construction.”
- “The plan proposes two buses, but there is no accompanying line item in the budget that allocates funds for purchasing buses.”

Once all seven (7) rating sections are scored individually, the evaluator should complete the summary ratings page with all final ratings and scores. In order to pass the review, applicants must (a) meet all criteria in sections (I), (II), and (VII); and (b) score at least eighty (80) combined points between sections (III), (IV), and (V). Section (VI) will be used to determine priority if there are more eligible applications than subgrant awards. The CSAB will make a final recommendation to the State Board on subgrant awards. The State Board will determine the final approval of all subgrant awards.

*\*Please remember that all documents, including your individual review, will be available to the public.*

**Application Scoring Rubric**

**Section I – Application Contact Information**

Characteristics of a strong response:	
• All applicant contact information is complete and accurate.	
<b>Status:</b>	Complete <input checked="" type="checkbox"/> Incomplete <input type="checkbox"/>
<b>Comments (if applicable)</b>	
All applicant contact information is complete and accurate.	

**Section II – Assurances**

Characteristics of a strong response:	
• Assurances are signed.	
<b>Status:</b>	Complete <input checked="" type="checkbox"/> Incomplete <input type="checkbox"/>
<b>Comments (if applicable)</b>	
Assurances are signed.	

## Section III – Application Narrative

<b>A. Enrollment Projections</b>			
A.1 Explain the rationale behind the projected enrollment figures; specifically, how the projected numbers are both ambitious and feasible.			
Characteristics of a strong response:			
<ul style="list-style-type: none"> <li>Enrollment projections are complete, ambitious, and realistic.</li> <li>Enrollment projections demonstrate a significant increase of educationally disadvantaged students, including economically disadvantaged, homeless or unaccompanied youth, English learners, students with disabilities, immigrant students, and migrant students.</li> </ul>			
<b>Points Possible:</b>	5	<b>Points Earned:</b>	5
<b>Strengths</b>			<b>Page</b>
<p>The applicant provided adequate details to demonstrate how their project enrollment is reasonable and attainable. The applicant indicated that based on Harnett County Schools data, approximately 60% of students qualify for FRL, and their Open Enrollment data shows that 35% of current applicants plan to apply for Free or Reduced Priced Lunch. The need for additional school choice is evidenced in the fact that progress of many subgroups in Harnett County trails the State's progress for those same subgroups. • The proficiency of English Learners is almost five percent lower than the State's with 38.6% of EL's in the state showing progress and 34% of EL's in Harnett County Schools showing progress. By year five (5) the applicant is expecting to have 60% of ed students. The enrollment number is currently slightly over 50% of the projected enrollment of 184. Enrollment from Wake County is anticipated at 30%.</p>			5-6
<b>Weaknesses/Areas of Concern</b>			<b>Page</b>
No weaknesses noted.			N/A

A.2 Describe how the school plans to implement a weighted lottery.			
Characteristics of a strong response:			
<ul style="list-style-type: none"> <li>Clear description of the process and mechanism for implementing a weighted lottery.</li> <li>Clearly articulated subgroup category weights and/or enrollment percentage goals.</li> <li>Rationale for the applied weights are reasonable and justified.</li> </ul>			
<b>Points Possible:</b>	5	<b>Points Earned:</b>	5
<b>Strengths</b>			<b>Page</b>
<p>The applicant is proposing to implement a weighted lottery. Achievement Charter Academy will implement a weighted lottery, beginning for the 2021-2022 school year. Applicants who apply to the lottery and choose to identify as qualifying for Free or Reduced Priced Lunch will receive an extra "weight," thereby giving them an increased chance of being enrolled in ACA. Each year, ACA will make enrollment decisions based on the number of seats available and current school resources and open a commensurate number of weighted seats for EDS. In Year 1 of the weighted lottery, 35% of the available seats in each grade will be reserved for EDS. This percentage will increase each year by 5% until we reach a 60% target, the percentage</p>			6-7



we believe provides the best equity outcomes for the entire school and mirrors the percentage of EDS in Harnett County. Children whose parents elected to apply for the weighted lottery will be given an additional weight to their names, and their names will be pulled along with the general population.	
<b>Weaknesses/Areas of Concern</b>	<b>Page</b>
No weaknesses noted.	N/A

**Section III – Application Narrative (cont.)**

<b>B. Education Plan</b>			
<b>B.1 Provide a General Education Provision Act (GEPA) statement demonstrating how the school has or will eliminate any and all barriers to enrollment for educationally disadvantaged students.</b>			
Characteristics of a strong response:			
<ul style="list-style-type: none"> <li>Statement clearly articulates the school’s desire and plan to eliminate any and all barriers to enrollment for all students, especially educationally disadvantaged students.</li> </ul>			
<b>Points Possible:</b>	2	<b>Points Earned:</b>	2
<b>Strengths</b>			<b>Page</b>
<p>The applicant provided a reasonable GEPA statement which indicated that all barriers that would preclude enrollment at Achievement Charter Academy (ACA) include those needs of low-income families will be addressed such as :1. Transportation. 2. School schedules that align with work schedules. 3. Access to free or reduced-priced meals. 4. Simple and accessible enrollment processes. 5. Access to information about the school. 6. Access to before- and after-school programming at free or reduced rates.</p> <p>For families with limited access to technology, the applicant will provide paper applications in person or via the US Mail. Finally, to ensure that language is not a barrier, ACA will provide translation services for Spanish speakers and translate all enrollment documents and marketing materials into Spanish.</p>			7-8
<b>Weaknesses/Areas of Concern</b>			<b>Page</b>
No weaknesses noted.			N/A

<b>B.2 Provide at least three (3) school-specific subgrant program goals. Subgrant goals must be SMART (specific, measurable, achievable, rigorous, and time-bound).</b>			
Characteristics of a strong response:			
<ul style="list-style-type: none"> <li>All goals are specific, measurable, achievable, rigorous, and time-bound.</li> <li>Goals are aligned to the NC ACCESS Program and activities in the subgrant application.</li> </ul>			
<b>Points Possible:</b>	3	<b>Points Earned:</b>	3
<b>Strengths</b>			<b>Page</b>
<p>The applicant provided three SMART goals that are relevant and aligned with the objectives of the NC ACCESS program. The goals are focused, measurable and timebound. For example, (Goal 1): Educationally disadvantaged students attending</p>			7-8

<p>ACA will outperform their counterparts in the same subgroups in the LEA on the 3rd through 5th grade End-of-Grade math and reading assessments by at least 10% in the Year 1 and 15% in the Year 2 of the project period.</p> <p>(Goal 3): ACA will increase parent involvement by 25% each year as measured by participation in at least one school community event beginning in Year 1 of school operations, the 2020-2021 school year. The Parent Advisory Council will monitor the progress of these goals and work to create events and volunteer opportunities that remove barriers for all parents to participate, especially those that impact EDS families.</p>	
<b>Weaknesses/Areas of Concern</b>	<b>Page</b>
No weaknesses noted.	N/A

<p><b>B.3 Describe how the school’s academic program is or will be specifically tailored to meet the needs of educationally disadvantaged students. Include specific strategies the charter school currently uses or plans to use to serve educationally disadvantaged students.</b></p>			
<p>Characteristics of a strong response:</p> <ul style="list-style-type: none"> <li>• Clear and comprehensive description of the strategies being utilized to serve educationally disadvantaged students, especially intervention, differentiation, and support services.</li> <li>• A robust and quality curriculum overview, supported by research, with a plan for implementation.</li> <li>• Evidence the proposed academic plan will be appropriate and effective for growing all students while at the same time closing achievement gaps.</li> </ul>			
<b>Points Possible:</b>	10	<b>Points Earned:</b>	10
<b>Strengths</b>			<b>Page</b>
<p>The applicant clearly evidenced that the proposed school will have in place academic programs to support the achievement of educationally disadvantaged students. The applicant while a new school indicated that Achievement Charter Academy will focus on teaching core content through individuation and relationship-building, two areas that research indicates supports the needs of ED students. The morning hours will include core subject content in reading, writing, math, science, and social studies. Small group instruction and independent activities will be alternated to provide direct instruction and student-directed learning opportunities in all subjects, integrated within and across subjects. Activities will also focus on connecting the material to community and societal issues, thus teaching students about their role as citizens and community contributors.</p> <p>In addition, technology will be available to students and teachers. Providing regular access to technology for students allows for independent research and optimizes time for small group instruction. In Year 1, there will be 3 classroom sets of Chromebooks for students and teachers to utilize curriculum, instructional supports, and assessment tracking. Each year, the budget provides for purchasing additional devices and upgrades, allowing for further integration into the school day.</p>			9-11
<b>Weaknesses/Areas of Concern</b>			<b>Page</b>
No weaknesses noted.			N/A

<b>B.4 Explain how the charter school's education plan compares to or differs from that of the local LEA(s).</b>			
Characteristics of a strong response:			
<ul style="list-style-type: none"> <li>• Clear articulation of the services and programs offered by the school that are similar and/or different from offerings in the local LEA.</li> </ul>			
<b>Points Possible:</b>	5	<b>Points Earned:</b>	3
<b>Strengths</b>			<b>Page</b>
The applicant indicated that their academic will utilize the Glasser Quality School Model. The program will individualize instruction and include all aspects of Glasser Quality School Model's Choice Theory to create the 9 conditions for quality learning to occur. While ACA's mission is driven by the GQS model, it will also be aligned with the Get Happier Project curriculum, which promotes an environment where the school community is committed to helping students develop a growth mindset, healthy relationships, and a positive outlook (Appendix E-3). It addresses the NC Health and Wellness standards of mental and emotional wellness and interpersonal communication and relationships.			11-12
<b>Weaknesses/Areas of Concern</b>			<b>Page</b>
The applicant does not provide enough evidence that the educational program compares to or differs from the LEA. The applicant will need to continue to developing their program and ensure they are developing a model program that is comparable to the LEA.			N/A

<b>B.5 Describe the school's discipline and school climate philosophy and how it supports the development of educationally disadvantaged students.</b>			
Characteristics of a strong response:			
<ul style="list-style-type: none"> <li>• A clear vision for school culture or climate that will promote a positive and supportive academic environment and is inclusive for a diverse student body.</li> <li>• Coherent plan for creating and/or sustaining the intended culture for students, teachers, administrators, and parents.</li> <li>• Discipline plan that has clear policies and procedures and has thoughtful consideration of the needs and rights of educationally disadvantaged students, especially students with disabilities.</li> </ul>			
<b>Points Possible:</b>	5	<b>Points Earned:</b>	2
<b>Strengths</b>			<b>Page</b>
The applicant indicated that the grant funding would allow for certification for Choice Theory/Reality Training, which includes a Basic intensive week for all administrators, teachers, and staff members before the school year begins. The school will then offer the advanced practicum, an 18-month practicum, and hold additional training during half-days on Fridays. The school leader and teacher leaders will also become certified so that they can then train future team members and provide enhanced trainings once the grant period is over. The student would develop the goals alongside the teacher that work alongside the Individual Achievement Plans (IAPs) that he or she would've already created since ACA will develop those for all students.			12-13
<b>Weaknesses/Areas of Concern</b>			<b>Page</b>
The applicant does not provide evidence of School Climate and a Discipline Plan. The applicant will need to continue developing these plans.			12-13

<b>B.6 Describe how the school’s calendar supports the development of educationally disadvantaged students.</b>			
Characteristics of a strong response:			
<ul style="list-style-type: none"> <li>Calendar and schedule support implementation of the academic plan, including supporting the development of educationally disadvantaged students and aligning with the mission, vision, and goals of the school.</li> </ul>			
<b>Points Possible:</b>	5	<b>Points Earned:</b>	4
<b>Strengths</b>			<b>Page</b>
<p>The applicant indicated that Achievement Charter Academy has early release on Fridays and will provide transportation to Boys and Girls Club and other after school providers that will provide the care at a low cost or at no cost, depending on the family’s need to ensure that the half-days on Friday are not a barrier to enrollment for EDS families.</p> <p>The NC ACCESS grant would provide funding for buses that would enable the school to provide transportation to more afterschool sites. Due to our half-days on Friday, ACA has fewer workdays throughout the year; otherwise, it follows the traditional calendar, reducing confusion for families who have children enrolled in both ACA and the Harnett County School District. Finally, once every month, the school will provide a “Read and Feed” program whereby families enjoy a meal and learn how to encourage reading in their home</p>			13
<b>Weaknesses/Areas of Concern</b>			<b>Page</b>
<p>The applicant will need to develop a more extensive school calendar. There was not evidence how these programs will support educationally disadvantaged students. The cost may be a factor for the proposed population of students to be served.</p>			13

**Section III – Application Narrative (cont.)**

<b>C. Operations Plan</b>			
C.1 Detail any partnerships the charter school maintains or plans to develop to support educationally disadvantaged students, including a description of the roles and responsibilities of the applicant, partner organizations, and CMO/EMO, including the administrative and contractual roles and responsibilities of such partners.			
Characteristics of a strong response:			
<ul style="list-style-type: none"> <li>• Clear delineation of roles and responsibilities between the school and CMO/EMO.</li> <li>• Articulation of budgetary and decision-making autonomy of the board or directors.</li> <li>• Evidence of contractual agreements provided in appendix A.</li> </ul>			
<b>Points Possible:</b>	2	<b>Points Earned:</b>	2
<b>Strengths</b>			<b>Page</b>
<p>The applicant successfully demonstrated that the proposed school will partner with programs and community-based organizations to support the academic and social - emotional growth of the students and that reflect the current and ongoing needs of Harnett County. For example, the applicant will partner with The Boys and Girls Club of Lillington who will be offering access to ACA’s students at no or low-cost. They currently have 75 students participating in their program and have the capacity to grow to 100 with plans to expand. ACA is developing a partnership with Food Lion to support a gift card program for ACA families to load and re-load gift cards at a discounted rate so that parents are able to purchase lunch items for their children that meet their dietary and cultural needs.</p> <p>In partnership with NC Cooperative Extension, a division of North Carolina State University, ACA staff will work with farmers to develop a gardening program with the short-term goal of giving students a hands-on opportunity to not only build a garden but to also learn from where their food comes, to learn how to water and weed plants so that they will thrive, and to reap the benefits of their hard work.</p>			14-15
<b>Weaknesses/Areas of Concern</b>			<b>Page</b>
No weaknesses noted.			N/A

<b>C.2 Describe how the school's staffing structure, capacity, and diversity will be sufficient to meet the needs of all students, particularly educationally disadvantaged students.</b>			
Characteristics of a strong response:			
<ul style="list-style-type: none"> <li>• Staffing levels for each year are robust and aligned with the educational program and conducive to the school's success.</li> <li>• There is clear capacity to support the specialized needs of students, particularly students with disabilities and English learners.</li> <li>• Comprehensive plan to support student's non-academic needs, including through counselors, behavior specialists, psychologists, etc.</li> <li>• Clear plan to recruit, retain, and support a diverse teaching staff.</li> </ul>			
<b>Points Possible:</b>	3	<b>Points Earned:</b>	1
<b>Strengths</b>			<b>Page</b>
<p>The applicant indicated that the staff will include one full-time EC teacher, one guidance counselor and contracted OT, PT, Speech, and Psychologist in order to meet the needs of all students, especially members of the EDS population. With a school population of 162 in Year 1 and growing to 259 by Year 5, the applicant indicated that the staff will grow proportionately to the increasing student population and student need.</p> <p>The guidance counselor will be equipped to meet with students individually and in small groups for targeted interventions and supports, focusing time and effort on advising students on academic and personal matters, and she will be trained in conflict resolution and crisis counseling to meet the immediate needs of EDS students. The guidance counselor will serve as the intermediary service provider to those students who need long-term counseling or psychological care and will bridge students who require more intensive treatment through the process so that they move seamlessly from the guidance counselor's care to the psychologist's or psychiatrist's. The guidance counselor will also train teachers in how to help common barriers for EDS.</p>			15-16
<b>Weaknesses/Areas of Concern</b>			<b>Page</b>
The applicant did not provide a solid recruitment and hiring plan for teachers. There was no plan to retain teachers, such as incentives to stay each year.			15-16

<b>C.3 Describe the school's marketing and recruiting plan, with an emphasis on strategies to provide outreach to the families of educationally disadvantaged students, including efforts to overcome any potential language barriers.</b>			
Characteristics of a strong response:			
<ul style="list-style-type: none"> <li>• Compelling student outreach plan that includes community, family, and student involvement, and that is realistic and likely to foster student retention and community support.</li> <li>• Emphasis on strategies that will provide equal access to educationally disadvantaged students.</li> </ul>			
<b>Points Possible:</b>	5	<b>Points Earned:</b>	4
<b>Strengths</b>			<b>Page</b>
<p>The applicant provided several methods of recruitment and marketing designed to attract diversity in within the student body. The applicant wants to mirror the student diversity of Harnett County. Some of the strategies the school will use are: (1) distribute flyers and brochures at targeted locations that will specifically expose the school to EDS throughout the entire county; (2) display a banner in front of the school</p>			16-17

<p>site to attract people riding by from both directions, (3) hold community meetings in locations around the county where residents have limited access to transportation and child care, and we will provide child care and meals, (4) visit childcare centers to meet with parents and distribute brochures; (5) purchase a direct mail list of families within a 20 miles radius and mail postcards notifying families of our open enrollment dates; (6) mail out information to churches that attract our targeted demographic and follow-up requesting an opportunity to speak to their congregations about ACA; (7) develop a website and provide information that is easy to find and understand; and (8) meet with the chief administrator of the Migrant Head Start program to develop pathways for sharing information about our school with the Hispanic community;</p> <p>Grant funding will be utilized to buy radio ads for Hispanic community members, translating all documents into Spanish, having bilingual volunteers available during Open Houses, enrollment events, and community events.</p>	
<b>Weaknesses/Areas of Concern</b>	<b>Page</b>
No weaknesses noted.	16-17

<p>C.4 Describe how the school currently does or will provide a transportation plan that accommodates and supports educationally disadvantaged students.</p>			
<p>Characteristics of a strong response:</p> <ul style="list-style-type: none"> <li>• Clear description of transportation plan that includes anticipated routes, extracurricular activities, before- and after-school care, etc.</li> <li>• Description of how the school will arrange transportation for special needs students where necessary.</li> <li>• Clear articulation of how the proposed plan will eliminate transportation barriers for educationally disadvantaged students.</li> </ul>			
<b>Points Possible:</b>	5	<b>Points Earned:</b>	4
<b>Strengths</b>			<b>Page</b>
<p>The applicant is committed to removing transportation as a barrier for access to ACA by any student. The applicant will purchase of one used bus in good condition. The cost has been included in the operating budget for Year 1. All students who meet the eligibility requirements for free and reduced lunch (FRL) will be eligible to be picked up at meeting points within a 10 mile radius from the school site. Exact locations will be determined by the concentrations of student enrollment as indicated by a mapping of students. If all seats are not filled by FRL eligibility, they will add to the transportation list any student whose parent writes a letter of need to the school.</p> <p>Exact locations will be determined by the concentrations of student enrollment as indicated by a mapping of students. If all seats are not filled by FRL eligibility, the applicant will add to the transportation list any student whose parent writes a letter of need to the school. These students will be served on a first come/first served basis until the bus is full.</p> <p>For those students who do not have access to our cluster stops, the school will create a committee that will recommend, set-up, and manage a carpool assistance tool for families to ensure that all families have a plan for their child to attend ACA.</p>			17-18

<b>Weaknesses/Areas of Concern</b>	<b>Page</b>
While setting up a committee is an idea, there was no alternate bus to increase stops to meet the needs of all students.	17-18

<b>C.5 Describe how the school currently does or will provide a school lunch plan that accommodates and supports educationally disadvantaged students. Provide information about participation in the National School Lunch Program or a comparable, comprehensive lunch program.</b>			
Characteristics of a strong response:			
<ul style="list-style-type: none"> <li>• A clear description of how the school will offer food service to all students, adhering to all nutritional guidelines.</li> <li>• Specific strategies to ensure educationally disadvantaged students receive daily meals and are not identifiable as qualifying for free or reduced-price lunch.</li> <li>• A plan to collect free and reduced-price lunch information, including procedures to receive reimbursement.</li> </ul>			
<b>Points Possible:</b>	5	<b>Points Earned:</b>	5
<b>Strengths</b>			<b>Page</b>
<p>The applicant indicated that ACA will purchase meals for EDS population catered by MyHotLunchbox or other local vendors. Nutritious menus will be planned according to the National School Lunch Meal Pattern guidelines and will be served to all students who meet Free and Reduced Lunch criteria at a free or reduced rate, respectively. Both hot and cold menu items will be available, and students will be given some choice while adherence to guidelines are met.</p> <p>All other students will have the option of purchasing the school lunch at a rate consistent with area schools or bringing their lunch. ACA will not participate in the National School Lunch program for reimbursement. To provide parents autonomy in food choice, ACA will purchase \$50 gift cards from Food Lion. Parents who qualify for FRL can choose to receive one gift card per month per child instead of catered lunches and pack lunch daily.</p>			18-19
<b>Weaknesses/Areas of Concern</b>			<b>Page</b>
No weaknesses noted.			N/A

<b>C.6 Describe how the school's professional development plan supports and is tailored to the development of educationally disadvantaged students.</b>			
Characteristics of a strong response:			
<ul style="list-style-type: none"> <li>• Professional development standards, opportunities, leadership, and calendar/scheduling effectively support the education program and are likely to maximize success in improving student achievement, particularly for educationally disadvantaged students.</li> <li>• Thoughtful plan for professional development in the areas of special education, English learners, and serving low-income students, including implementation of IEP's or personalized learning plans, discipline, and communication with families.</li> </ul>			
<b>Points Possible:</b>	5	<b>Points Earned:</b>	5
<b>Strengths</b>			<b>Page</b>
<p>The applicant provided detailed information outlining the planned professional development. The applicant will engage the school staff in the Glasser Quality School (GQS) model training. This training will include the core components of the</p>			19-20



<p>GQS model and how to implement them such as: the intervention strategies to be used with students learned by role-playing scenarios with assistance from the trainer; the basic psychology of Choice Theory (the philosophy used in the GQS model); the educational beliefs such as creating a warm and friendly environment, teacher/student/parent collaboration, teaching to students' interests, encouraging students to self-evaluate to improve their work to reach quality (their best), and giving students the support they need to accomplish quality work.</p> <p>The Get Happier Curriculum will be used to teach students Choice Theory. This includes learning how to get their needs met in an appropriate way, communicating effectively with peers, self-evaluating, and being motivated internally to do quality work. Informal training will be provided by the Director of Education (DOE) on a regular basis throughout the year. Intensive training will be provided by a Glasser.</p> <p>With the grant money, ACA will be able to provide training to staff on the topic of teaching children who live in poverty based on school's needs. Professional Development training will be provided for teachers to help them with strategies to support ELL students within the classroom.</p>	
<b>Weaknesses/Areas of Concern</b>	<b>Page</b>
No weaknesses noted.	18-20

<p>C.7 Describe the school's plan to engage families and implement a parent/community advisory council.</p>			
<p>Characteristics of a strong response:</p> <ul style="list-style-type: none"> <li>• Clear plan for informing and educating parents on school policies, procedures, and programming.</li> <li>• A sound and compelling plan for engaging parents and community partners in the design and life of the school through the advisory council, including recruitment strategies, duties, and authority.</li> </ul>			
<b>Points Possible:</b>	5	<b>Points Earned:</b>	4
<b>Strengths</b>			<b>Page</b>
<p>The applicant indicated that Achievement Charter Academy will form a Parent/Community Advisory Council (PAC) to assist and advise the school leader in the efforts to meet and exceed the goals of the NC ACCESS Implementation Subgrant. The PAC will include members who represent ACA students who are members of the EDS population, our local community, and are committed to the mission of ACA. The PAC's mission will be to serve as an extension of the administration that has particular expertise with ACA's EDS population, and they will serve in both an advisory and a representative capacity. They will advise the Director of Education in programming and patterns of our EDS population, and they will represent ACA within the larger community in efforts to create community partnerships that will benefit the EDS population.</p> <p>Members of the PAC will be selected through an application process that involves an explanation of their interest in serving on the PAC, an interview with the Director of Education or designee, and references who can vouch for the experience, skills, and interests of the applicant in equitable education for all, especially EDS.</p>			19-20

Applicant:

<b>Weaknesses/Areas of Concern</b>	<b>Page</b>
The applicant did not provide evidence that other parent engagement opportunities will be available for parents who are not a member of PAC.	19-20

<b>Application Narrative Total (70 points possible):</b>	<b>59</b>
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**Section III – Application Narrative (cont.)**

<b>D. Student Transition Planning</b>	
Outline the proposed Student Transition Committee and Student Transition Plan.	
Characteristics of a strong response: <ul style="list-style-type: none"> <li>• Clear and specific plan to recruit, develop, and retain a Student Transition Committee.</li> <li>• Comprehensive Student Transition Plan that outlines timelines, communication strategies, clear transition and closure plans, and strategies for informing families of their options.</li> </ul>	
<b>Status:</b>	Complete <input checked="" type="checkbox"/> Incomplete <input type="checkbox"/>
<b>Strengths</b>	<b>Page</b>
The applicant successfully demonstrated that the school will offer multiple pathways for ACA students to access to a high-quality school choice that best meets their individual needs. This includes reaching out to the nearest high quality charter schools to negotiate an agreement whereby ACA’s students receive priority admission in the lottery, pending NC CSAB approval. The STC would also host a school fair that includes all local, high quality school options, including public charter, public district, and private schools. The STC will facilitate conversations with each individual family to ensure that they understand their school choices and assist them in making the best choice available for their child. This could include assistance with applying for an Opportunity Scholarship, if they are still available, hosting meetings between potential schools and interested families, and scheduling school visits during school hours for students and families. This committee will ensure the safe transfer of all student records and all ACA property to the LEA once the school has ceased operation.	20-21
<b>Weaknesses/Areas of Concern</b>	<b>Page</b>
No weaknesses noted.	20-21

**Section IV – Budget, Budget Narrative, and Logic Model**

<b>A. Budget</b>			
Complete a proposed budget outlining anticipated costs for the duration of the subgrant period.			
Characteristics of a strong response: <ul style="list-style-type: none"> <li>• Outlines complete, realistic, and viable costs for the duration of the grant period.</li> <li>• All operational costs and major expenditures are accounted for and are realistic.</li> <li>• There is clear alignment between the budget, budget narrative, and the proposed plan to support educationally disadvantaged students.</li> </ul>			
<b>Points Possible:</b>	15	<b>Points Earned:</b>	15
<b>Strengths</b>			<b>Page</b>
The applicant provided a solid budget that is aligned with the programming and services represented in the narrative.			22-28
<b>Weaknesses/Areas of Concern</b>			<b>Page</b>
No weaknesses noted.			22-28

<b>B. Budget Narrative</b>			
Complete a budget narrative explaining anticipated costs for the duration of the subgrant period.			
Characteristics of a strong response: <ul style="list-style-type: none"> <li>• Clearly explains reasonable, well-supported cost assumptions anticipated for the duration of the grant.</li> <li>• Demonstrates financial viability beyond the expiration of the grant period.</li> <li>• There is clear alignment between the budget, budget narrative, and the proposed plan to support educationally disadvantaged students.</li> </ul>			
<b>Points Possible:</b>	10	<b>Points Earned:</b>	10
<b>Strengths</b>			<b>Page</b>
The applicant provided a clearly defined rationale for each of the budget expenditures.			22-28
<b>Weaknesses/Areas of Concern</b>			<b>Page</b>
No weaknesses noted.			22-28

<b>C. Logic Model</b>			
Complete a Logic Model demonstrating how actions and expenditures are expected to lead to specific outcomes.			
Characteristics of a strong response: <ul style="list-style-type: none"> <li>• Clearly articulates how actions and expenditures are expected to lead to specific outcomes.</li> <li>• Aligns clearly and directly to the application narrative.</li> </ul>			
<b>Points Possible:</b>	5	<b>Points Earned:</b>	5
<b>Strengths</b>			<b>Page</b>
The applicant provided a logic model that is aligned with the SMART goals and the programs and services proposed in the narrative. The logic model has clear inputs, outputs and associated outcomes.			(1) or 29

Applicant:

<b>Weaknesses/Areas of Concern</b>	<b>Page</b>
No weaknesses noted .	N/A

<b>Budget, Budget Narrative, and Logic Model Total (30 points possible):</b>	<b>30</b>
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**Section V – Competitive Preference Standards**

Opening, expanding, or replicating a school in a rural or underserved urban area (i.e. without a high-quality school within fifteen (15) miles).			
<b>Points Possible:</b>	3	<b>Points Earned:</b>	0
<b>Comments (if applicable)</b>			<b>Page</b>
The applicant did not address the Competitive Preference Standard.			26-27

Increasing the racial and ethnic diversity in their new, expanded, or replicated school.			
<b>Points Possible:</b>	3	<b>Points Earned:</b>	0
<b>Comments (if applicable)</b>			<b>Page</b>
The applicant did not address the Competitive Preference Standard.			26-27

The inclusion of high school (9-12) grade levels.			
<b>Points Possible:</b>	3	<b>Points Earned:</b>	0
<b>Comments (if applicable)</b>			<b>Page</b>
The applicant did not address the Competitive Preference Standard.			26-27

Develop or manage a charter school focused on dropout recovery and academic reentry.			
<b>Points Possible:</b>	3	<b>Points Earned:</b>	0
<b>Comments (if applicable)</b>			<b>Page</b>
The applicant did not address the Competitive Preference Standard.			26-27

<b>Competitive Preference Standards Total (12 points possible):</b>			0
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**Section VI – Priority Consideration Status**

Currently serve a forty percent (40%) or higher economically disadvantaged population.	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
<b>Comments (if applicable)</b>	<b>Page</b>
The applicant did not address the Priority.	26-27
Economically disadvantaged, English learners, and students with disabilities have proficiency rates higher than the state average for their subgroup.	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
<b>Comments (if applicable)</b>	<b>Page</b>
The applicant did not address the Priority.	26-27
As evidence of participation in applicable federal programs, have Title I status.	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
<b>Comments (if applicable)</b>	<b>Page</b>
The applicant did not address the Priority.	26-27
Maintained an “A” or “A+NG” SPG, as determined by the NCDPI, and met or exceeded growth, as determined by EVAAS, for three consecutive years prior to the application.	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
<b>Comments (if applicable)</b>	<b>Page</b>
The applicant did not address the Priority.	26-27

<b>Priority Consideration Status Total (4 standards possible):</b>	<b>0</b>
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**Section VIII – Certification**

Characteristics of a strong response:	
<ul style="list-style-type: none"> <li>Application is signed and certified.</li> </ul>	
<b>Status:</b>	Complete <input checked="" type="checkbox"/> Incomplete <input type="checkbox"/>
<b>Comments (if applicable)</b>	
Application is signed and certified.	

**Summary Ratings**

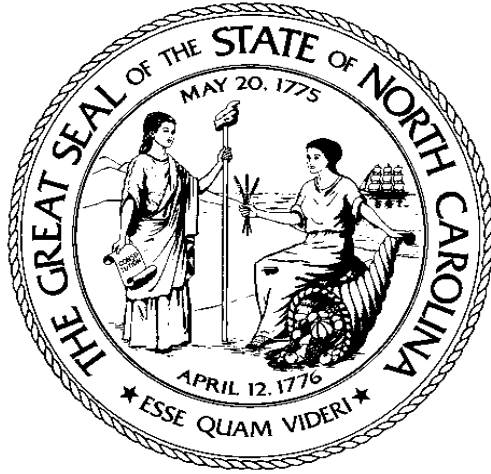
<b>General Standards</b>	<b>Status</b>
Section I – Application Contact Information	<input checked="" type="checkbox"/> Complete <input type="checkbox"/> Incomplete
Section II – Assurances	<input checked="" type="checkbox"/> Complete <input type="checkbox"/> Incomplete
Section VIII – Certification	<input checked="" type="checkbox"/> Complete <input type="checkbox"/> Incomplete
<b>Total (all sections must be <i>complete</i> to pass)</b>	<input checked="" type="checkbox"/> <b>Pass</b> <input type="checkbox"/> <b>Fail</b>

<b>Technical Standards</b>	<b>Points Possible</b>	<b>Points Earned</b>
Section III – Application Narrative	70	59
Section III (D) – Student Transition Plan	<input checked="" type="checkbox"/> Complete <input type="checkbox"/> Incomplete	
Section IV – Budget, Budget Narrative, and Logic Model	30	30
Section V – Competitive Preference Standards	Up to 12	0
<b>Total (must receive at least <i>80 points</i> to pass)</b>	<b>100</b>	<b>89</b>

<b>Priority Standards</b>	<b>Standards Possible</b>	<b>Standards Met</b>
Section VI – Priority Consideration Status	4	0

<b>Overall Application Status</b>	<b>Rating</b>
In order to pass, the application must (a) achieve a rating of “Pass” for the General Standards and (b) score at least eighty (80) points on the Technical Standards. The Priority Standards will be used to determine priority if there are more eligible applications than available awards.	<input type="checkbox"/> <b>Pass with Priority</b>
	<input checked="" type="checkbox"/> <b>Pass</b>
	<input type="checkbox"/> <b>Fail</b>





**North Carolina Advancing Charter Collaboration  
and Excellence for Student Success (NC ACCESS) Program  
Subgrant Application Rubric**

Applicant: **Achievement Charter Academy**

Reviewer Name: **Darian C. Jones, Ph. D.**

## **Overview of the NC ACCESS Subgrant Program**

In 2018, the North Carolina Department of Public Instruction (NCDPI) was awarded a Public Charter Schools Program (CSP) grant from the U.S. Department of Education (USDOE) of approximately \$26,600,000. The CSP grant will be used to implement the North Carolina Advancing Charter Collaboration and Excellence for Student Success (NC ACCESS) Program to:

1. Increase the number of educationally disadvantaged students attending high-quality charter schools and expand the number of high-quality charter schools available to educationally disadvantaged students;
2. Develop a cohort of 100 charter school leaders who can develop and demonstrate best practices in serving educationally disadvantaged students; and
3. Broadly disseminate best practices in serving educationally disadvantaged students and foster collaboration in the charter school community and between charter schools and traditional public schools.

The NC ACCESS Program and CSP define educationally disadvantaged students as students who are economically disadvantaged, homeless or unaccompanied youth, English learners, students with disabilities, immigrant students, and migrant students.

The NC ACCESS program has allocated the majority of the CSP funds to advance Priority 1 listed above through school-level subgrants, though subgrant recipients must also demonstrate a desire to share best practices with both charter schools and traditional public schools. For each of the five (5) years of the federal CSP award, the NC ACCESS Program will run a competitive subgrant competition and award subgrants to North Carolina charter schools that propose a comprehensive plan to increase the number of educationally disadvantaged students attending high quality charter schools and expand the number of high quality charter schools available to educationally disadvantaged students.

## **Ratings and Criteria**

The NC ACCESS Subgrant Program is a competitive application process designed to award funding for schools that propose to serve an increased number of educationally disadvantaged students. Each subgrant application will be reviewed by a team of NC ACCESS Program team members and external evaluators. All evaluations will be considered, and a recommendation will be made to the Charter School Advisory Board (CSAB). The CSAB will take all recommendations, application reviews, and due diligence into account and make a recommendation for the approval of subgrants to the State Board of Education (State Board). The State Board will determine the final approval of all subgrant awards.

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

Recommendations for approval or denial will be based on the completed application which includes school information, signed assurances, enrollment projections, application narrative, budget, budget narrative, logic model, and appendices. The enrollment projections, application narrative, budget, budget

narrative, and logic model are scored out of a possible one hundred (100) points. Applicants must score at least eighty (80) points to meet the standard.

Applications that do not meet standard in all sections as evidenced by the summary review ratings will be deemed not ready for approval.

### **Instructions for Reviewers**

Reviewers should complete each rubric section based on the evidence provided in the application. There are seven (7) total rating sections to complete:

- I. Applicant Contact Information
- II. Signed Assurances
- III. Application Narrative (70 points possible)
  - a. Enrollment Projections (10 points)
  - b. Education Plan (30 points)
  - c. Operations Plan (30 points)
  - d. If applicable, a school closure plan (check for completeness)
- IV. Budget, Budget Narrative, and Logic Model (30 points possible)
  - a. Budget (15 points)
  - b. Budget Narrative (10 points)
  - c. Logic Model (5 points)
- V. Competitive Preference Standards (optional; up to 12 points possible)
- VI. Priority Consideration Status (optional; up to 4 standards possible)
- VII. Certification
- VIII. Appendices (there is no scoring associated with section VII; information will supplement sections III, IV, V, and VI)

Please note that there may be appendices to support information provided in the above sections. When evaluating an application, reviewers should both rate each section and provide comments, if applicable. Reviewers should look for responses that reflect a thorough understanding of key issues and barriers for educationally disadvantaged students. Responses should clearly align with the mission, goals, and budget of the proposed plan. Each response should include specific and accurate information that shows thorough preparation and understanding of school operations and serving educationally disadvantaged students. Reviewers should use objective language and complete sentences in their comments on the strengths and weaknesses/areas of concern of each section of the application. The comments and evidence provided are as significant as the rating. Below are examples of specific and detailed comments:

#### **Strengths of the application:**

- “The plan aligns with the overall mission and goals because...”
- “The education and discipline plans are research based and proven effective with the targeted population of students because...”
- “The lunch program is comparable to the National School Lunch Program and will support an educationally disadvantaged population by...”
- “The marketing plan clearly outlines how the school will recruit and enroll a higher educationally disadvantaged population by...”
- “The budget uses sound assumptions and is consistent with the goals of the proposed plan.”

#### **Weaknesses/areas of concern of the application:**

- “The curriculum and school calendar do not align with the mission and goals because . . .”
- “The discipline plan does not include provisions for students with disabilities.”
- “The budget assumptions include the unallowable use of funds for construction.”
- “The plan proposes two buses, but there is no accompanying line item in the budget that allocates funds for purchasing buses.”

Once all seven (7) rating sections are scored individually, the evaluator should complete the summary ratings page with all final ratings and scores. In order to pass the review, applicants must (a) meet all criteria in sections (I), (II), and (VII); and (b) score at least eighty (80) combined points between sections (III), (IV), and (V). Section (VI) will be used to determine priority if there are more eligible applications than subgrant awards. The CSAB will make a final recommendation to the State Board on subgrant awards. The State Board will determine the final approval of all subgrant awards.

*\*Please remember that all documents, including your individual review, will be available to the public.*

**Application Scoring Rubric**

**Section I – Application Contact Information**

Characteristics of a strong response:	
<ul style="list-style-type: none"> <li>All applicant contact information is complete and accurate.</li> </ul>	
<b>Status:</b>	Complete <input checked="" type="checkbox"/> Incomplete <input type="checkbox"/>
<b>Comments (if applicable)</b>	
Applicant contact information is complete and accurate.	

**Section II – Assurances**

Characteristics of a strong response:	
<ul style="list-style-type: none"> <li>Assurances are signed.</li> </ul>	
<b>Status:</b>	Complete <input checked="" type="checkbox"/> Incomplete <input type="checkbox"/>
<b>Comments (if applicable)</b>	
Assurances are signed.	

**Section III – Application Narrative**

<b>A. Enrollment Projections</b>	
A.1 Explain the rationale behind the projected enrollment figures; specifically, how the projected numbers are both ambitious and feasible.	
Characteristics of a strong response:	
<ul style="list-style-type: none"> <li>Enrollment projections are complete, ambitious, and realistic.</li> <li>Enrollment projections demonstrate a significant increase of educationally disadvantaged students, including economically disadvantaged, homeless or unaccompanied youth, English learners, students with disabilities, immigrant students, and migrant students.</li> </ul>	
<b>Points Possible:</b>	5
<b>Points Earned:</b>	4
<b>Strengths</b>	<b>Page</b>
Enrollment projections are ambitious and realistic given the early data reported is 50% of their projected number for their first year.	5-6
<b>Weaknesses/Areas of Concern</b>	<b>Page</b>
There is no mention of other subgroups identified that may or may not also be economically disadvantaged.	5-6

A.2 Describe how the school plans to implement a weighted lottery.
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Characteristics of a strong response:			
<ul style="list-style-type: none"> <li>• Clear description of the process and mechanism for implementing a weighted lottery.</li> <li>• Clearly articulated subgroup category weights and/or enrollment percentage goals.</li> <li>• Rationale for the applied weights are reasonable and justified.</li> </ul>			
<b>Points Possible:</b>	5	<b>Points Earned:</b>	3
<b>Strengths</b>			<b>Page</b>
Thirty five percent of student spots are reserved for Economically Disadvantaged students.			6-7
<b>Weaknesses/Areas of Concern</b>			<b>Page</b>
There is a lack of clarity on the specificity of the “extra weight”. Also, lack of disaggregation of additional sub-groups that may or may not be within the economically disadvantaged subgroup.			6-7

**Section III – Application Narrative (cont.)**

<b>B. Education Plan</b>			
B.1 Provide a General Education Provision Act (GEPA) statement demonstrating how the school has or will eliminate any and all barriers to enrollment for educationally disadvantaged students.			
Characteristics of a strong response:			
<ul style="list-style-type: none"> <li>• Statement clearly articulates the school’s desire and plan to eliminate any and all barriers to enrollment for all students, especially educationally disadvantaged students.</li> </ul>			
<b>Points Possible:</b>	2	<b>Points Earned:</b>	1
<b>Strengths</b>			<b>Page</b>
They are aware of the many barriers for their desired student population. They commit to addressing language barriers through providing translation services in print and in person.			7
<b>Weaknesses/Areas of Concern</b>			<b>Page</b>
The applicant listed a comprehensive list of barriers but plans do not address all those listed.			7

B.2 Provide at least three (3) school-specific subgrant program goals. Subgrant goals must be SMART (specific, measurable, achievable, rigorous, and time-bound).			
Characteristics of a strong response:			
<ul style="list-style-type: none"> <li>• All goals are specific, measurable, achievable, rigorous, and time-bound.</li> <li>• Goals are aligned to the NC ACCESS Program and activities in the subgrant application.</li> </ul>			
<b>Points Possible:</b>	3	<b>Points Earned:</b>	3
<b>Strengths</b>			<b>Page</b>
All goals are SMART with a focus on the rigorous and are designed to focus on increasing student achievement.			7-8
<b>Weaknesses/Areas of Concern</b>			<b>Page</b>
No points deducted for the ambitious goals as they are attainable with the right focus. The growth projected in the data provided in Goal 1 where based on the data, provided a 10-15% out performance of the state. This would be 20%+ gains in some areas and subgroups.			7-8

<b>B.3 Describe how the school’s academic program is or will be specifically tailored to meet the needs of educationally disadvantaged students. Include specific strategies the charter school currently uses or plans to use to serve educationally disadvantaged students.</b>			
Characteristics of a strong response:			
<ul style="list-style-type: none"> <li>• Clear and comprehensive description of the strategies being utilized to serve educationally disadvantaged students, especially intervention, differentiation, and support services.</li> <li>• A robust and quality curriculum overview, supported by research, with a plan for implementation.</li> <li>• Evidence the proposed academic plan will be appropriate and effective for growing all students while at the same time closing achievement gaps.</li> </ul>			
<b>Points Possible:</b>	10	<b>Points Earned:</b>	7
<b>Strengths</b>			<b>Page</b>
The strategies that detail with research and evidence-based methods and plans to address gaps, the designated EC teacher and plan to contract for other support services, the designated plan for implementation and increase in technology footprint each year, and the designated plan for offering MTSS model are all strengths.			9-10
<b>Weaknesses/Areas of Concern</b>			<b>Page</b>
There is a lack of detail in describing exactly how they will do each of the things they have identified as in “follow a data-driven model problem solving approach similar to the model.....” ; how will students be assigned to the same teacher as another example?			9-10

<b>B.4 Explain how the charter school’s education plan compares to or differs from that of the local LEA(s).</b>			
Characteristics of a strong response:			
<ul style="list-style-type: none"> <li>• Clear articulation of the services and programs offered by the school that are similar and/or different from offerings in the local LEA.</li> </ul>			
<b>Points Possible:</b>	5	<b>Points Earned:</b>	3
<b>Strengths</b>			<b>Page</b>
The articulation of difference in LEA strategic plan and that of the school; focusing on process is a strength. The evidence of using Choice Theory through the Glasser Model which is also aligned throughout their application will be beneficial.			11-12
<b>Weaknesses/Areas of Concern</b>			<b>Page</b>
The singular distinction in difference between LEA and school with minimum detail in implementation of distinction is an area of concern.			11-12

<b>B.5 Describe the school’s discipline and school climate philosophy and how it supports the development of educationally disadvantaged students.</b>			
Characteristics of a strong response:			
<ul style="list-style-type: none"> <li>• A clear vision for school culture or climate that will promote a positive and supportive academic environment and is inclusive for a diverse student body.</li> <li>• Coherent plan for creating and/or sustaining the intended culture for students, teachers, administrators, and parents.</li> <li>• Discipline plan that has clear policies and procedures and has thoughtful consideration of the needs and rights of educationally disadvantaged students, especially students with disabilities.</li> </ul>			
<b>Points Possible:</b>	5	<b>Points Earned:</b>	4

<b>Strengths</b>	<b>Page</b>
The implementation of Choice Theory and training is comprehensive and forward thinking for all staff and beyond the end of the grant – sustainable. Corrective and community change in behavior and understanding vs simply punitive in nature is a strength.	12-13
<b>Weaknesses/Areas of Concern</b>	<b>Page</b>
The discipline plan does not specifically address students with disabilities or provide specific actions and consequences, or a bridge between the Choice Theory and suspension.	12-13

<b>B.6 Describe how the school’s calendar supports the development of educationally disadvantaged students.</b>			
Characteristics of a strong response:			
<ul style="list-style-type: none"> <li>Calendar and schedule support implementation of the academic plan, including supporting the development of educationally disadvantaged students and aligning with the mission, vision, and goals of the school.</li> </ul>			
<b>Points Possible:</b>	5	<b>Points Earned:</b>	4
<b>Strengths</b>			<b>Page</b>
The plan is consistent with long-term thinking to minimize disadvantages for parents with early release Friday, and other out of school calendar days on the LEA calendar. The plan provides options on Fridays to make sure students are cared for to minimize parent challenges and it addresses a component of using the grant to help provide transportation for these students.			13
<b>Weaknesses/Areas of Concern</b>			<b>Page</b>
The plan does not address specifically ED students or how or why early release Fridays are beneficial.			13

**Section III – Application Narrative (cont.)**

<b>C. Operations Plan</b>			
<b>C.1 Detail any partnerships the charter school maintains or plans to develop to support educationally disadvantaged students, including a description of the roles and responsibilities of the applicant, partner organizations, and CMO/EMO, including the administrative and contractual roles and responsibilities of such partners.</b>			
Characteristics of a strong response:			
<ul style="list-style-type: none"> <li>Clear delineation of roles and responsibilities between the school and CMO/EMO.</li> <li>Articulation of budgetary and decision-making autonomy of the board or directors.</li> <li>Evidence of contractual agreements provided in appendix A.</li> </ul>			
<b>Points Possible:</b>	2	<b>Points Earned:</b>	1
<b>Strengths</b>			<b>Page</b>
Evidence was provided that articulated partnerships with the Boys and Girls Club and NCSU Cooperative Extension and why.			14-15
<b>Weaknesses/Areas of Concern</b>			<b>Page</b>
No mention or articulation of budgetary and decision-making autonomy.			14-15



<b>C.2 Describe how the school’s staffing structure, capacity, and diversity will be sufficient to meet the needs of all students, particularly educationally disadvantaged students.</b>			
Characteristics of a strong response:			
<ul style="list-style-type: none"> <li>• Staffing levels for each year are robust and aligned with the educational program and conducive to the school’s success.</li> <li>• There is clear capacity to support the specialized needs of students, particularly students with disabilities and English learners.</li> <li>• Comprehensive plan to support student’s non-academic needs, including through counselors, behavior specialists, psychologists, etc.</li> <li>• Clear plan to recruit, retain, and support a diverse teaching staff.</li> </ul>			
<b>Points Possible:</b>	3	<b>Points Earned:</b>	2
<b>Strengths</b>			<b>Page</b>
The plan focuses on counselors demonstrating an awareness consistent throughout their application of needs of their student population.			15-16
<b>Weaknesses/Areas of Concern</b>			<b>Page</b>
A blind hiring process negates direct recruitment, hiring, and retention of a population consistent with their student body. There is no specificity around any other staffing or the specific enrollment triggers to add more counselors.			15-16

<b>C.3 Describe the school’s marketing and recruiting plan, with an emphasis on strategies to provide outreach to the families of educationally disadvantaged students, including efforts to overcome any potential language barriers.</b>			
Characteristics of a strong response:			
<ul style="list-style-type: none"> <li>• Compelling student outreach plan that includes community, family, and student involvement, and that is realistic and likely to foster student retention and community support.</li> <li>• Emphasis on strategies that will provide equal access to educationally disadvantaged students.</li> </ul>			
<b>Points Possible:</b>	5	<b>Points Earned:</b>	5
<b>Strengths</b>			<b>Page</b>
The plan details a multi-faceted approach to target audience between print, online, and in person. There is a research basis for the plan. Specific places and/or people are identified and a plan of action once connected. The applicant plans to provide translated material and radio targeting for ELL students/parents.			16-17
<b>Weaknesses/Areas of Concern</b>			<b>Page</b>
The applicant should consider hiring/recruiting a staff member with this expertise from community or knowledge of community.			16-17

<b>C.4 Describe how the school currently does or will provide a transportation plan that accommodates and supports educationally disadvantaged students.</b>			
Characteristics of a strong response:			
<ul style="list-style-type: none"> <li>• Clear description of transportation plan that includes anticipated routes, extracurricular activities, before- and after-school care, etc.</li> <li>• Description of how the school will arrange transportation for special needs students where necessary.</li> <li>• Clear articulation of how the proposed plan will eliminate transportation barriers for educationally disadvantaged students.</li> </ul>			
<b>Points Possible:</b>	5	<b>Points Earned:</b>	5
<b>Strengths</b>			<b>Page</b>

The applicant plans to purchase buses and use the grant to expedite their original plan. The applicant has identified a radius around the school (10 miles) for transportation services. They also recognize that additional services might need to be provided (carpooling).	17
<b>Weaknesses/Areas of Concern</b>	<b>Page</b>
There is no specific identification of transportation for students with disabilities.	17

<b>C.5 Describe how the school currently does or will provide a school lunch plan that accommodates and supports educationally disadvantaged students. Provide information about participation in the National School Lunch Program or a comparable, comprehensive lunch program.</b>			
Characteristics of a strong response:			
<ul style="list-style-type: none"> <li>• A clear description of how the school will offer food service to all students, adhering to all nutritional guidelines.</li> <li>• Specific strategies to ensure educationally disadvantaged students receive daily meals and are not identifiable as qualifying for free or reduced-price lunch.</li> <li>• A plan to collect free and reduced-price lunch information, including procedures to receive reimbursement.</li> </ul>			
<b>Points Possible:</b>	5	<b>Points Earned:</b>	4
<b>Strengths</b>			<b>Page</b>
There will be a choice of meal plans for FRL/ED parents. Students will have a choice in types of food consistent with and aligned to national criteria even though not participating in a reimbursement program.			17
<b>Weaknesses/Areas of Concern</b>			<b>Page</b>
There is no specific mention in this section on the identification or process for identification for FRL students.			17

<b>C.6 Describe how the school’s professional development plan supports and is tailored to the development of educationally disadvantaged students.</b>			
Characteristics of a strong response:			
<ul style="list-style-type: none"> <li>• Professional development standards, opportunities, leadership, and calendar/scheduling effectively support the education program and are likely to maximize success in improving student achievement, particularly for educationally disadvantaged students.</li> <li>• Thoughtful plan for professional development in the areas of special education, English learners, and serving low-income students, including implementation of IEP’s or personalized learning plans, discipline, and communication with families.</li> </ul>			
<b>Points Possible:</b>	5	<b>Points Earned:</b>	4
<b>Strengths</b>			<b>Page</b>
The applicant’s PD strategies demonstrate an awareness of different types or subgroups of students, ELL, EDS, and EC. The PD strategies are relational in nature and aim at prevention rather than response. The PD is inclusive of all staff and exposure to students.			18-19
<b>Weaknesses/Areas of Concern</b>			<b>Page</b>
The PD plan lacks alignment to the calendar and the general academic plan in this section.			18-19

<b>C.7 Describe the school’s plan to engage families and implement a parent/community advisory council.</b>			
Characteristics of a strong response: <ul style="list-style-type: none"> <li>• Clear plan for informing and educating parents on school policies, procedures, and programming.</li> <li>• A sound and compelling plan for engaging parents and community partners in the design and life of the school through the advisory council, including recruitment strategies, duties, and authority.</li> </ul>			
<b>Points Possible:</b>	5	<b>Points Earned:</b>	5
<b>Strengths</b>			<b>Page</b>
The applicant plans to develop a PAC with specific accountabilities. The plan includes making sure the PD is representative of the ED community and is used to connect and communicate with ED community.			19-20
<b>Weaknesses/Areas of Concern</b>			<b>Page</b>
The applicant should think through how PAC will engage larger community, social media, meetings in neighborhood, and so forth.			19-20
<b>Application Narrative Total (70 points possible):</b>			55

**Section III – Application Narrative (cont.)**

<b>D. Student Transition Planning</b>	
Outline the proposed Student Transition Committee and Student Transition Plan.	
Characteristics of a strong response: <ul style="list-style-type: none"> <li>• Clear and specific plan to recruit, develop, and retain a Student Transition Committee.</li> <li>• Comprehensive Student Transition Plan that outlines timelines, communication strategies, clear transition and closure plans, and strategies for informing families of their options.</li> </ul>	
<b>Status:</b>	Complete <input checked="" type="checkbox"/> Incomplete <input type="checkbox"/>
<b>Strengths</b>	<b>Page</b>
<b>Weaknesses/Areas of Concern</b>	<b>Page</b>

**Section IV – Budget, Budget Narrative, and Logic Model**

<b>A. Budget</b>	
Complete a proposed budget outlining anticipated costs for the duration of the subgrant period.	
Characteristics of a strong response: <ul style="list-style-type: none"> <li>• Outlines complete, realistic, and viable costs for the duration of the grant period.</li> <li>• All operational costs and major expenditures are accounted for and are realistic.</li> <li>• There is clear alignment between the budget, budget narrative, and the proposed plan to support educationally disadvantaged students.</li> </ul>	
<b>Points Possible:</b>	15 <b>Points Earned:</b> 15
<b>Strengths</b>	<b>Page</b>
The budget aligns with the priorities identified in the application. The budget plan is detailed and thorough.	28-34
<b>Weaknesses/Areas of Concern</b>	<b>Page</b>
It is unclear if adjustments made in the budget for potential increase in transportation costs in subsequent years, beginning year 3.	28-34

<b>B. Budget Narrative</b>	
Complete a budget narrative explaining anticipated costs for the duration of the subgrant period.	
Characteristics of a strong response: <ul style="list-style-type: none"> <li>• Clearly explains reasonable, well-supported cost assumptions anticipated for the duration of the grant.</li> <li>• Demonstrates financial viability beyond the expiration of the grant period.</li> <li>• There is clear alignment between the budget, budget narrative, and the proposed plan to support educationally disadvantaged students.</li> </ul>	
<b>Points Possible:</b>	10 <b>Points Earned:</b> 10
<b>Strengths</b>	<b>Page</b>

The budget narrative is consistent with the goals and tasks outlined in the application.	22-26
<b>Weaknesses/Areas of Concern</b>	<b>Page</b>
No weaknesses noted.	N/A

<b>C. Logic Model</b>	
Complete a Logic Model demonstrating how actions and expenditures are expected to lead to specific outcomes.	
Characteristics of a strong response: <ul style="list-style-type: none"> <li>Clearly articulates how actions and expenditures are expected to lead to specific outcomes.</li> <li>Aligns clearly and directly to the application narrative.</li> </ul>	
<b>Points Possible:</b>	5
<b>Points Earned:</b>	4
<b>Strengths</b>	<b>Page</b>
The Logic model is aligned between input and outcomes, and is clear.	35
<b>Weaknesses/Areas of Concern</b>	<b>Page</b>
The alignment is unclear between short-term outcomes and the impact on academic achievement over time.	35

<b>Budget, Budget Narrative, and Logic Model Total (30 points possible):</b>	29
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**Section V – Competitive Preference Standards**

Opening, expanding, or replicating a school in a rural or underserved urban area (i.e. without a high-quality school within fifteen (15) miles).	
<b>Points Possible:</b>	3
<b>Points Earned:</b>	0
<b>Comments (if applicable)</b>	<b>Page</b>

Increasing the racial and ethnic diversity in their new, expanded, or replicated school.	
<b>Points Possible:</b>	3
<b>Points Earned:</b>	0
<b>Comments (if applicable)</b>	<b>Page</b>

The inclusion of high school (9-12) grade levels.	
<b>Points Possible:</b>	3
<b>Points Earned:</b>	0
<b>Comments (if applicable)</b>	<b>Page</b>

Develop or manage a charter school focused on dropout recovery and academic reentry.			
<b>Points Possible:</b>	3	<b>Points Earned:</b>	0
<b>Comments (if applicable)</b>			<b>Page</b>
<b>Competitive Preference Standards Total (12 points possible):</b>			0

**Section VI – Priority Consideration Status**

Currently serve a forty percent (40%) or higher economically disadvantaged population.	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
<b>Comments (if applicable)</b>	<b>Page</b>
Economically disadvantaged, English learners, and students with disabilities have proficiency rates higher than the state average for their subgroup.	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
<b>Comments (if applicable)</b>	<b>Page</b>
As evidence of participation in applicable federal programs, have Title I status.	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
<b>Comments (if applicable)</b>	<b>Page</b>
Maintained an “A” or “A+NG” SPG, as determined by the NCDPI, and met or exceeded growth, as determined by EVAAS, for three consecutive years prior to the application.	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
<b>Comments (if applicable)</b>	<b>Page</b>
<b>Priority Consideration Status Total (4 standards possible):</b>	
0	

**Section VIII – Certification**

Characteristics of a strong response:	
<ul style="list-style-type: none"> <li>Application is signed and certified.</li> </ul>	
<b>Status:</b>	Complete <input checked="" type="checkbox"/> Incomplete <input type="checkbox"/>
<b>Comments (if applicable)</b>	
Application is signed and certified.	

## Summary Ratings

General Standards	Status
Section I – Application Contact Information	<input checked="" type="checkbox"/> Complete <input type="checkbox"/> Incomplete
Section II – Assurances	<input checked="" type="checkbox"/> Complete <input type="checkbox"/> Incomplete
Section VIII – Certification	<input checked="" type="checkbox"/> Complete <input type="checkbox"/> Incomplete
<b>Total</b> (all sections must be <b>complete</b> to pass)	<input checked="" type="checkbox"/> <b>Pass</b> <input type="checkbox"/> <b>Fail</b>

Technical Standards	Points Possible	Points Earned
Section III – Application Narrative	70	55
Section III (D) – Student Transition Plan	<input checked="" type="checkbox"/> Complete <input type="checkbox"/> Incomplete	
Section IV – Budget, Budget Narrative, and Logic Model	30	29
Section V – Competitive Preference Standards	Up to 12	0
<b>Total</b> (must receive at least <b>80 points</b> to pass)	<b>100</b>	<b>84</b>

Priority Standards	Standards Possible	Standards Met
Section VI – Priority Consideration Status	4	0

Overall Application Status	Rating
In order to pass, the application must (a) achieve a rating of “Pass” for the General Standards and (b) score at least eighty (80) points on the Technical Standards. The Priority Standards will be used to determine priority if there are more eligible applications than available awards.	<input type="checkbox"/> <b>Pass with Priority</b>
	<input checked="" type="checkbox"/> <b>Pass</b>
	<input type="checkbox"/> <b>Fail</b>