



NC ACCESS Subgrant Program Application Recommendation
Huntersville Charter High School
June 8, 2020

Introduction

The North Carolina Department of Public Instruction (NCDPI) was awarded a Public Charter Schools Program (CSP) grant from the U.S. Department of Education (USDOE) of approximately \$36,600,000. The CSP grant is being used to implement the North Carolina Advancing Charter Collaboration and Excellence for Student Success (NC ACCESS) Program¹ 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)

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

Overview of the Evaluation Process

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

The subgrant application for Huntersville Charter High School was evaluated by a Review Committee consisting of the following individuals:

Evaluator	Role
Veronica Brooks-Uy	External Evaluator
Gail Redford	External Evaluator
Dr. Darian Jones	Consultant, Office of Charter Schools

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.

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

Procedural History

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

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

Conclusion and Recommendation

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

Subgrant Application for Huntersville Charter High School:	RECOMMENDED FOR APPROVAL
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Dave Machado, Director
Office of Charter Schools

6/8/20

Date

³ See Exhibit A.
⁴ See Exhibit B.
⁵ See Exhibit C.

Summary of the Application

School Name: Huntersville Charter High School

Location of School: Mecklenburg County

CMO/EMO: N/A

Subgrant Type: Planning and Implementation

Projected Enrollment:

Subgrant Year	Grade Levels Served	Total Student Enrollment	Total ED Student Enrollment	ED Enrollment Percentage
2020-2021	N/A	N/A	N/A	N/A
2021-2022	9-10	210	48	23%
2022-2023	9-11	310	74	24%
2023-2024	9-12	410	102	25%
2024-2025	9-12	420	109	26%

Requested Funding Amount: \$799,999.82

Recommended Funding Amount: \$400,000⁶

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

Summary of the Evaluation

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

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
Total (all sections must be <i>complete</i> to pass)	<input checked="" type="checkbox"/> Pass <input type="checkbox"/> Fail

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	27
Section V – Competitive Preference Standards	Up to 12	6
Total (must receive at least <i>80 points</i> to pass)	100	90

Priority Standards	Standards Possible	Standards Met
Section VI – Priority Consideration Status	4	1

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"/> Pass with Priority
	<input checked="" type="checkbox"/> Pass
	<input type="checkbox"/> Fail

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

The review committee recommends that the subgrant application for Huntersville Charter High School be approved based on the following evaluation:

Strengths

The applicant will provide 420 students with an industry-specific trade education. For the inaugural 2021-2022 school year, students will be enrolled for ninth and tenth grades. Applications from students who self-identify as eligible for free and reduced lunch will be separated out from the general applications to be held for a weighted lottery. In addition, if students are from certain selected outreach efforts with our partners to low income families and neighborhoods, they will also be placed in the weighted lottery. If a lottery is held due to over-enrollment.

The applicant will conduct a weighted lottery to ensure that a minimum of 23% of students enrolled are qualified educationally disadvantaged students in year one and a minimum of 24% of students enrolled are qualified educationally disadvantaged students in year two.

The applicant will provide daily transportation to the qualified educationally disadvantaged students.

The applicant plans to enroll and participate in the National School Lunch Program to provide nutritionally balanced, low-cost or free lunches for up to 48 eligible educationally disadvantaged students in year one and up to 74 eligible educationally disadvantaged students in year two.

Weaknesses

While the applicant has plans to serve an educationally disadvantaged population, the increase in educationally disadvantaged students over the five-year grant period is not very significant. The disadvantaged student enrollment increased by three percent from the 2020-21 to the 2024-25 school year.

The applicant did not address subgroup categories weighting for educationally disadvantaged students and did not address any weights to be applied using the lottery system.

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 3, 2020

VIA EMAIL

Jennifer Nichols, Executive Director
Huntersville Charter School
1414 Beatties Ford Road
Huntersville, NC 28078
jennifer@aspirecarolinas.org

Dear Ms. Nichols,

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

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

Sincerely,

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

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TABLE OF CONTENTS

NC ACCESS PROGRAM OVERVIEW	4
CHARTER SCHOOL PROGRAM (CSP) DESCRIPTION	4
SUBGRANT APPLICATION AND ELIGIBILITY REQUIRMENTS.....	5
GENERAL INFORMATION.....	5
ELIGIBILITY.....	5
SUBGRANT AWARDS.....	8
GENERAL INFORMATION.....	8
SUBGRANT AWARD AMOUNTS.....	8
DATA UNIVERSAL NUMBERING SYSTEM (DUNS) NUMBER & SAM REGISTRATION.....	9
ALLOWABLE USE OF FUNDS	9
TIMELINE AND APPLICATION DEADLINE.....	11
NC ACCESS PROGRAM SUBGRANT APPLICATION.....	12
APPLICATION SPECIFICATIONS	12
GENERAL INFORMATION	12
SUBMISSION REQUIREMENTS	12
FORMATTING REQUIREMENTS.....	13
MINIMUM SCORE AND RECOMMENDATION FOR APPROVAL.....	13
SUBGRANT APPLICATION	14
I. APPLICATION CONTACT INFORMATION.....	14
II. ASSURANCES	14
III. APPLICATION NARRATIVE.....	18
IV. BUDGET, BUDGET NARRATIVE, AND LOGIC MODEL.....	32
V. COMPETITIVE PREFERENCE STANDARDS	35
VI. PRIORITY CONSIDERATION STATUS	36
VII. CERTIFICATION.....	37
VIII. SUBGRANT APPLICATION APPENDICES.....	37
APPENDIX A – GRANT BUDGET LINE-ITEM DEFINITIONS.....	38
APPENDIX B – LOGIC MODEL TEMPLATE	39

NC ACCESS PROGRAM OVERVIEW

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:

- 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;
- Develop a cohort of 100 charter school leaders who can develop and demonstrate best practices in serving educationally disadvantaged students; and
- 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.

CHARTER SCHOOL PROGRAM (CSP) DESCRIPTION

The CSP State Entities program is newly authorized under the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA) (20 U.S.C. 7221-7221j). Prior to enactment of the ESSA, the ESEA, as amended by the No Child Left Behind Act of 2001 (NCLB), authorized the Secretary to make awards to state educational agencies to enable them to conduct charter school subgrant programs in their states. The CSP State Entities program is under new law and has different eligibility requirements, priorities, definitions, application requirements, and selection criteria.

The major purposes of the CSP are to expand opportunities for all students, particularly traditionally underserved students, to attend charter schools and meet challenging state academic standards; provide financial assistance for the planning, program design, and initial implementation of public charter schools; increase the number of high-quality charter schools available to students across the United States; evaluate the impact of charter schools on student achievement, families, and communities; share best practices between charter schools and other public schools; encourage states to provide facilities support to charter schools; and support efforts to strengthen the charter school authorizing process.

The CSP grants to state entities (CFDA number 84.282A) is a competitive grant program that enables state entities to award subgrants to eligible applicants in their State to open and prepare for the operation of new charter schools and to replicate and expand high-quality charter schools. Grant funds may also be used by the state entity to provide technical assistance to eligible applicants and authorized public chartering agencies in opening and preparing for the operation of new charter schools, or replicating or expanding high-quality charter schools; and to work with authorized public chartering agencies to improve authorizing quality, including developing capacity for, and conducting, fiscal oversight and auditing of charter schools.¹

¹ Office of Innovation and Improvement, U.S. Department of Education

SUBGRANT APPLICATION AND ELIGIBILITY REQUIREMENTS

GENERAL INFORMATION

Subgrant applications will be due March 1st of each year for implementation starting the following school year. Subgrants will be awarded from school-year 2019-2020 through school year 2023-2024. The number of subgrants awarded each year and within each category will depend on the strength of the applications submitted. Generally, between eight to twelve (8-12) subgrants will be awarded in each subgrant cycle. Fifty (50) subgrants will be awarded over the course of five (5) years.

ELIGIBILITY

The NC ACCESS Program will award subgrants in four (4) categories. Below are the eligibility requirements for each category. Prospective applicants may only apply for one subgrant type during each cycle. Each prospective applicant must meet the federal definition of a “charter school” and/or “developer”. The federal definition of a “charter school” as outlined in the [ESEA, P.L. 114-95, section 4310\(2\)](#) is as follows:

- a. In accordance with a specific State statute authorizing the granting of charters to schools, is exempt from significant State or local rules that inhibit the flexible operation and management of public schools, but not from any rules relating to the other requirements of this paragraph;
- b. is created by a developer as a public school, or is adapted by a developer from an existing public school, and is operated under public supervision and direction;
- c. operates in pursuit of a specific set of educational objectives determined by the school’s developer and agreed to by the authorized public chartering agency;
- d. provides a program of elementary or secondary education, or both;
- e. is nonsectarian in its programs, admissions policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious institution;
- f. does not charge tuition;
- g. complies with 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, the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.), section 444 of the General Education Provisions Act (20 U.S.C. 1232g) (commonly referred to as the “Family Educational Rights and Privacy Act of 1974”), and part B of the Individuals with Disabilities Education Act;
- h. is a school to which parents choose to send their children, and that—
 - a. admits students on the basis of a lottery, consistent with section 4303(c)(3)(A), if more students apply for admission than can be accommodated; or
 - b. in the case of a school that has an affiliated charter school (such as a school that is part of the same network of schools), automatically enrolls students who are enrolled in the immediate prior grade level of the affiliated charter school and, for any additional student openings or student openings created through regular attrition in student enrollment in the affiliated charter school and the enrolling school, admits students on the basis of a lottery as described in clause (i);
- i. agrees to comply with the same Federal and State audit requirements as do other elementary schools and secondary schools in the State, unless such State audit requirements are waived by the State;
- j. meets all applicable Federal, State, and local health and safety requirements;
- k. operates in accordance with State law;
- l. has a written performance contract with the authorized public chartering agency in the State that includes a description of how student performance will be measured in charter schools pursuant to State assessments that are required of other schools and pursuant to any other

- assessments mutually agreeable to the authorized public chartering agency and the charter school; and
- m. may serve students in early childhood education programs or postsecondary students.

The federal definition of a “developer” as outlined in the [ESEA, P.L. 114–95, section 4310\(5\)](#) is as follows:

1. An individual or group of individuals (including a public or private nonprofit organization), which may include teachers, administrators and other school staff, parents, or other members of the local community in which a charter school project will be carried out.

Any eligible subgrant applicant that has entered into a contract to be managed by a for-profit charter management organization (CMO) or education management organization (EMO) should review Section B-13 of the [nonregulatory guidance](#), issued by the USDOE in January 2014.

In addition to meeting the federal definition of a “charter school” and/or “developer”, applicants must meet the following criteria for the subgrant category for which it applies:

Category: Planning and Implementation

Planning and Implementation subgrants will be available to charter operators entering their planning year. Since these schools will not have school accountability data to support their potential for success, applicants must demonstrate a strong commitment to and comprehensive plan for recruiting and effectively serving educationally disadvantaged students, as well as a desire to share best practices with both charter schools and traditional public schools.

The Planning and Implementation subgrant allows both planning and implementation activities but **planning activities may not last more than eighteen (18) months.**

A charter school or “developer” that has received a CSP grant directly from the USDOE through a separate competition is **ineligible** to receive a Planning and Implementation subgrant through the NC ACCESS Program.

Category: Implementation Only

Implementation Only subgrants will be available to charter operators in years one (1) to three (3) of operation. Since these schools will have limited data to support their potential for success, applicants must demonstrate a strong commitment to and comprehensive plan for recruiting and effectively serving educationally disadvantaged students, as well as a desire to share best practices with both charter schools and traditional public schools.

If state accountability data is available for a school applying for an Implementation Only subgrant, school accountability data will be evaluated. Eligible applicants must:

- a. have maintained at least a “B” School Performance Grade (SPG), as determined by the NCDPI, for all years of data available;
- b. have met or exceeded academic growth, as determined by EVAAS, for all years of data available; and
- c. when applicable, have a graduation rate higher than the state average.

Additionally, eligible applicants must not have any unresolved academic, financial, or operational issues.

A charter school or “developer” that has received a CSP grant directly from the USDOE through a separate competition is **ineligible** to receive an Implementation Only subgrant through the NC ACCESS Program.

Category: Expansion

Expansion subgrants will be available to high quality charter schools interested in expanding access for educationally disadvantaged students through the addition of grade levels and/or a substantial increase in student enrollment. In order to maintain a commitment to quality, eligible applicants must meet one (1) of the following three (3) eligibility criteria:

1. “A/B” school and “Met/Exceed” growth for two (2) of the past three (3) years. Eligible schools must:
 - a. have maintained at least a “B” SPG, as determined by the NCDPI, for at least two (2) out of the three (3) years prior to their application cycle;
 - b. have met or exceeded academic growth, as determined by EVAAS, for at least two (2) out of the three (3) years prior to their application cycle; and
 - c. when applicable, have a graduation rate higher than the state average.
2. “A/B” school for the past three (3) consecutive years. Eligible schools must:
 - a. have maintained at least a “B” SPG, as determined by the NCDPI, for all three (3) years prior to their application cycle; and
 - b. when applicable, have a graduation rate higher than the state average.
3. “C” school and “Met/Exceed” growth for the past three (3) consecutive years. Eligible schools must:
 - a. have maintained at least a “C” SPG, as determined by the NCDPI, for all three (3) years prior to their application cycle;
 - b. have met or exceeded academic growth, as determined by EVAAS, for all three (3) years prior to their application cycle; and
 - c. when applicable, have a graduation rate higher than the state average.

Additionally, eligible applicants must not have any unresolved academic, financial, or operational issues.

If an applicant has received a previous subgrant under this funding or through a CSP grant directly from the USDOE through a separate competition, the school must provide at least three (3) years of improved educational results and expansion subgrant funds cannot not be used for the same activities as those that were funded under the previous subgrant.

Category: Replication

Replication subgrants will be available to high quality charter schools that exhibit academic, financial and operational success and a desire to replicate their successful school model to serve a greater number of educationally disadvantaged students. Eligible applicants must meet one (1) of the following three (3) eligibility criteria:

4. “A/B” school and “Met/Exceed” growth for two (2) of the past three (3) years. Eligible schools must:
 - d. have maintained at least a “B” SPG, as determined by the NCDPI, for at least two (2) out of the three (3) years prior to their application cycle;
 - e. have met or exceeded academic growth, as determined by EVAAS, for at least two (2) out of the three (3) years prior to their application cycle; and

- f. when applicable, have a graduation rate higher than the state average.
- 5. “A/B” school for the past three (3) consecutive years. Eligible schools must:
 - c. have maintained at least a “B” SPG, as determined by the NCDPI, for all three (3) years prior to their application cycle; and
 - d. when applicable, have a graduation rate higher than the state average.
- 6. “C” school and “Met/Exceed” growth for the past three (3) consecutive years. Eligible schools must:
 - a. have maintained at least a “C” SPG, as determined by the NCDPI, for all three (3) years prior to their application cycle;
 - b. have met or exceeded academic growth, as determined by EVAAS, for all three (3) years prior to their application cycle; and
 - c. when applicable, have a graduation rate higher than the state average.

Additionally, eligible applicants must not have any unresolved academic, financial, or operational issues.

*Please note, subgrant applicants must complete any and all necessary state processes (i.e. amendment request, “Fast-Track” replication, etc.) before receiving access to subgrant funds. Submitting an application for subgrant funds **does not** supplant requirements to complete state-required processes.

SUBGRANT AWARDS

GENERAL INFORMATION

Funding for the CSP grant is contingent on the receipt by the state of annual funding from the USDOE, and a grant award is not a guarantee of total funding. In order to receive continued funding, grantees must submit annual performance reports to demonstrate substantial progress in meeting the goals, objectives, and measures of their CSP project/grant and must demonstrate effectiveness in fiscal management, including reporting and reconciliation. Failure to do so may result in readjustment of award amounts, reallocation of funds to an alternate recipient, and/or termination of the award.

The use of a subgrant award may not exceed five (5) years. Funding will be provided on a reimbursement-only basis, which means recipients will be reimbursed following proof of expenditures on allowable, approved activities.

SUBGRANT AWARD AMOUNTS

North Carolina’s CSP subgrant competition is discretionary. The NCDPI reserves the right to make final determination of all subgrant awards and funding. Individual school subgrant awards may vary based on numerous factors including strength of the application, high-quality replication, plan to serve educationally disadvantaged students, and projected enrollment. All applicants will be scored according to the scoring rubric.

Prospective applicants may apply for any funding amount up to the stated maximum for each category. However, approval of a subgrant application does not guarantee a school will be fully funded at the requested level. Final budgets will be approved for subgrantees following State Board approval up subgrant applications. The maximum funding levels for each category are as follows:

1. Planning and Implementation: up to eight hundred thousand dollars (\$800,000)
2. Implementation Only: up to eight hundred thousand dollars (\$800,000)
3. Expansion: up to one million two hundred fifty thousand dollars (\$1,250,000)
4. Replication: up to one million two hundred fifty thousand dollars (\$1,250,000)

DATA UNIVERSAL NUMBERING SYSTEM (DUNS) NUMBER & SAM REGISTRATION

[CFR 200.32](#) states a DUNS number is required "to apply for, receive, and report on a Federal award." In order for federal funds to be disseminated to the public charter school, grantees must have a DUNS number. To obtain a DUNS number you can visit the [website](#) or call Dun & Bradstreet at (866) 705-5711.

Subgrant awardees must also register in the System for Award Management (SAM). Subgrantees can complete the SAM registration [here](#).

ALLOWABLE USE OF FUNDS

Charter schools may use CSP subgrant funds only for post-award planning and design of the educational program, and initial implementation of a charter school. [Uniform Guidance Title 2 - Subtitle A - Chapter II - Part 200 Subpart E](#) establishes principles for determining allowable costs for Federal grants to non-profit entities. As a general matter, costs must be reasonable, necessary, and allocable to meet the objectives of the grant.

Costs met through this grant must meet general criteria applicable to all federal grants. [Section 4303\(h\) of the ESSA](#) defines the types of activities that may be paid for through this grant. Please also review the [nonregulatory guidance](#), issued by the USDOE in January 2014 and review in its entirety.

Per the federal regulations included in [Section 4303\(h\) of the ESSA](#), an eligible applicant may use subgrant funds to support activities related to opening and preparing for the operation of a new charter school which can include:

1. Preparing teachers, school leaders, and specialized instructional support personnel, including through paying the costs associated with:
 - a. providing professional development; and
 - b. hiring and compensating, during the eligible applicant's planning period², one or more of the following:
 - i. Teachers;
 - ii. School leaders; and
 - iii. Specialized instructional support personnel.
2. Acquiring necessary supplies, training, equipment (including technology), and educational materials (including developing and acquiring instructional materials).
3. Carrying out necessary renovations to ensure that a new school building complies with applicable statutes and regulations, and minor facilities repairs (excluding construction).
4. Providing one-time, startup costs associated with providing transportation to students to and from the charter school.
5. Carrying out community engagement activities, which may include paying the cost of student and staff recruitment.
6. Providing for other appropriate, non-sustained costs related to activities in opening and preparing for the operation of charter schools.

Applicants must ensure that all costs included in the proposed budget are allowable, reasonable, and necessary considering the goals and objects of the grant application. Any costs determined to be unallowable, unreasonable, or unnecessary will be removed from the final budget and a revised budget will be required.

² Hiring and compensating personnel is restricted to activities performed during the planning period.

Further details on allowable use of funds can be found in [Appendix A](#) of this application and in the [NC ACCESS Subgrant Application Process Guidance Document](#), which serves as a resource companion for the this subgrant and program.

Budgets under this grant should be developed within the parameters created by applicable federal statutes and regulatory and nonregulatory guidance.

Applicants are expected to demonstrate how the proposed use of funds complies with the applicable statutory and regulatory requirements and to articulate how the proposed use of grant funds aligns with the mission and objectives of the charter school.

Applicants may find it helpful to use the following procedure in developing proposed budgets:

1. Review this document thoroughly.
2. Review the allowable costs outlined in the [NC ACCESS Subgrant Application Process Guidance Document](#).
3. Review the Charter Schools Program [nonregulatory guidance](#) issued January 2014.
4. Review [Uniform Guidance Title 2 - Subtitle A - Chapter II - Part 200 Subpart E](#) for allowability of specific items generally. Please note that this document applies to all federal grants to non-profit organizations. It describes some expenses as allowable or unallowable generally, but it is not a list of expenses that are specifically allowable or unallowable under this grant. **This document also governs the record keeping requirements for grantees.**

TIMELINE AND APPLICATION DEADLINE

The following timeline will be followed for the subgrant application and approval cycle. All deadlines are non-negotiable.

NC ACCESS Application Released	November 15, 2019	The NC ACCESS subgrant application is posted online at https://www.dpi.nc.gov/students-families/innovative-school-options/charter-schools/nc-access-program .
Technical Assistance Provided	November 15, 2019 – March 1, 2020	A combination of in-person trainings, virtual technical assistance, and scheduled “office hours” are conducted to support applicants.
Letter of Intent Due	January 15, 2020	A letter of intent to apply for a subgrant must be received electronically at NCACCESS@dpi.nc.gov no later than 5:00 p.m. (EST) . The letter of intent will be used to determine eligibility. If the letter of intent is not submitted, an application from the sponsor will not be accepted. The letter of intent should be no longer than two (2) pages and must include: <ol style="list-style-type: none"> 1. the specific subgrant category under which the applicant plans to apply; 2. a description of the applicant’s desire and commitment to serve a greater number of educationally disadvantaged students; and 3. a brief summary of the strategies the applicant plans to implement to fulfill their commitment to serve a greater number of educationally disadvantaged students.
Application Due	March 1, 2020	If deemed eligible, applicants must submit a complete online application through Epicenter by 5:00 p.m. (EST) .
Subgrant Applications Approved	June 6, 2020	State Board of Education approves subgrant applications and awards are announced. ³
NC ACCESS Subgrant Orientation	June 2020	Subgrantees attend orientation for the NC ACCESS program and NC ACCESS Fellowship.
Subgrant Award Implementation Period	Begins July 1 after final approval	Subgrantees have five (5) years to implement an awarded subgrant. Implementation timelines may vary and are based on the approved budget submitted during the subgrant application process.
NC ACCESS Fellowship Begins	July 2020	Leaders of schools awarded subgrants begin the year-long NC ACCESS Fellowship.

³ Additional requirements and timelines for schools awarded subgrants will be provided following approval.

NC ACCESS PROGRAM SUBGRANT APPLICATION

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

APPLICATION SPECIFICATIONS

GENERAL INFORMATION

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

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

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

SUBMISSION REQUIREMENTS

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

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

- I. Applicant Contact Information
- II. Signed Assurances
- III. Application Narrative (no more than twenty (20) pages)
 - a. Enrollment Projections

- b. Education Plan
 - c. Operations Plan
 - d. If applicable, a school closure plan (no more than five (5) additional pages)
- IV. Budget, Budget Narrative, and Logic Model
 - a. Budget, using NC ACCESS Budget template
 - b. Budget Narrative (no more than five (5) pages)
 - c. Logic Model, using NC ACCESS Logic Model template
- V. Competitive Preference Standards (optional)
- VI. Priority Consideration Status (optional)
- VII. Certification
- VIII. Subgrant Application Appendices

FORMATTING REQUIREMENTS

Please adhere to the following formatting requirements:

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

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

MINIMUM SCORE AND RECOMMENDATION FOR APPROVAL

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

SUBGRANT APPLICATION

I. APPLICATION CONTACT INFORMATION

Charter School Information			
Name of charter school (Approved/Existing): Huntersville Charter High School			
Mailing address (Street, City, State, Zip): 91 Hubbard St., Belmont, NC, 28012			
Name of non-profit organization under which charter is/will be organized or operated: Aspire Carolinas Foundation, Inc.			
Name of contact person: Jennifer Nichols		Title/Relationship to approved/existing school: Founder/Executive Director/ Board Member	
Primary telephone: 704.651.4811		Alternative telephone: 704.278.8009	
E-Mail address: jennifer@aspirecarolinas.org		Website (if applicable): www.aspirecarolinas.org	
Name of county and local education agency (LEA) in which charter school is/will reside: County: Mecklenburg LEA: Charlotte – Mecklenburg Schools			
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.			
Please indicate the subgrant category for which you are applying:			
Planning and Implementation x	Implementation Only <input type="checkbox"/>	Expansion <input type="checkbox"/>	Replication <input type="checkbox"/>

II. ASSURANCES

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

Jennifer R. Nichols
Signature of Charter School Authorized Representative

2/27/2020
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.

III. APPLICATION NARRATIVE

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

A. Enrollment Projections (10 points)

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

Subgrant Year	Grade Levels Served	Total Student Enrollment	Number of ED* Students	Percentage of ED* Student Population
2020-2021				
2021-2022	9th & 10th	210	48	23
2022-2023	9th – 11th	310	74	24
2023-2024	9th – 12th	410	102	25
2024-2025	9th – 12th	420	109	26

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

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

The Huntersville Charter High School will serve 420 students in the area of industry specific trade education. This is .009% of the ADM among Charlotte Mecklenburg High Schools which has a total enrollment of 45,557. While hearing from many stakeholder groups that the trade school was desired and needed, we felt it prudent to do a detailed survey. We hired Paul Shumaker and Strategic Partner Solutions, LLC to do a formal survey of families with children living within the school footprint (25-minute drive time). The results were very encouraging. In the initial questions 63.3 percent of those polled stated that they would consider sending their student to the trade school. When the 36.7 percent who initially said they would not consider it were told that there would be no cost to attending the school and graduates would have an opportunity for higher paying jobs and great career options, the overall percentage of those willing to consider the trade school rose to 79.9 percent. Clearly, the Huntersville Charter High School is a viable educational option for students in North Mecklenburg and surrounding areas.

The Huntersville Education Village has been established in an area of North Mecklenburg schools that tends to serve a low number of educationally disadvantaged students. While other schools may not be seeking to serve these students, we will be intentional in our marketing efforts to specific low-income communities as we work with community partners already serving these families. In addition, we will do a weighted lottery where the students identified as educationally disadvantaged are drawn first to ensure the stated percentage of identifying ED students is met.

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

For the inaugural 2021-2022 school year students will be enrolled for ninth and tenth grades. All rising ninth and tenth grade students will have the opportunity to apply during the open enrollment period. Applications from students who self-identify as eligible for free and reduced lunch will be separated out from the general applications to be held for the weighted. In addition, if students are from our

targeted outreach efforts with our partners to low income families and neighborhoods, we will also place them in the weighted lottery. If a lottery is held due to over-enrollment then applications will be pulled from the pool of educationally disadvantaged students first until the qualified number of ED students is met. Then the general student lottery will be pulled.

Huntersville Charter High School will have a 30-day open enrollment period beginning in January of 2021 for the 2021-2022 school year. Every applicant will receive a lottery number that will be needed if more students enroll than the school can accommodate. If there are more applications than seats available, a publicly-held lottery drawing will be conducted. This will be conducted by an independent party to ensure lack of bias. Potential students do not have to be present to be accepted to the school. Numbers drawn will be posted on the school website within two business days so that students and families can view the list. Students may remain on the waiting list using the number originally assigned to them. Enrollment packages will be mailed out to all students that were selected within one week of the lottery. Prospective students will have 30 days to return their enrollment package. Students cannot accept by phone or email. On the 21st day after the packages have been mailed the school will send an email and make a phone call to remind students that the deadline is approaching. If the package is not returned by the 30th day the student will forfeit their seat and the next student on the waiting list will be called. Student will be pulled from the waiting list for their category. If an educationally disadvantaged seat has been forfeited then we will pull the next student in line from the waiting list. If a general seat has been forfeited then we will pull the next student in line from the general lottery waiting list. A package will be mailed to the student's current address. They will be given 30 days to return their enrollment package. The process will continue until enrollment packages are received for every available seat. If enrolled students do not attend the first day of school a call will be made to the home to determine if the student will attend. If the student is not going to attend a call will be made to the next student on the waiting list to give them an opportunity to enroll. Lottery is held if the number of applications received exceeds the available slots, website and Facebook are continually updated with school information.

B. Education Plan (30 points)

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

<p>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)</p>
<p>Huntersville Charter High School will remove gender, race, color, disability, and national origin barriers to disadvantaged student enrollment by providing targeted marketing and enrollment assistance efforts to specific low income and racially diverse neighborhoods and families. Our efforts will include working with the Ada Jenkins Center (low income family services to families in Huntersville, Cornelius and Davidson), Hopewell Presbyterian Church and St. Mark’s Episcopal Church (Latino youth ministry), Hopewell AME Zion, University Park and Friendship Missionary Baptist Church (African American youth ministry). We will provide materials to these locations as well as specific low-income neighborhoods on Beatties Ford Road. In addition, we will host parent/student meetings, enrollment application assistance, and information on the weighted lottery and transportation options for disadvantaged students.</p>
<p>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)</p>
<ol style="list-style-type: none">1) (Transportation) Huntersville Charter High School will provide daily transportation to the 48 qualified educationally disadvantaged students in year one (2021-2022) and the 74 qualified educationally disadvantaged students in year two (2022-2023).2) (Lunch) Huntersville Charter High School will enroll and participate in the National School Lunch Program to provide nutritionally balanced, low-cost or free lunches up to 48 eligible educationally disadvantaged students in year one (2021-2022) and up to 74 eligible educationally disadvantaged students in year two (2022-2023).3) (Weighted Lottery) Huntersville Charter High School will conduct a weighted lottery to ensure that a minimum of 23% of students enrolled are qualified educationally disadvantaged students in year one (2021-2022) and a minimum of 24% of students enrolled are qualified educationally disadvantaged students in year two (2022-2023).
<p>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)</p>
<p>Learning environment and platform - There are three primary learning experience environments for students at Huntersville Charter High School which include the classrooms, learning labs, and outdoor areas. The school sits on a campus that will have areas designed for outdoor learning experiences. These three environments offer flexibility for our differentiated and blended learning platform. Huntersville Charter High School will have a class size of no more than 24 students but the preferred class size is 20-22 students. Educationally disadvantaged students who enroll will receive the benefit of:</p>

- 1) a differentiated and blended learning platform better suited to meeting their individual needs,
- 2) smaller class sizes for more individualized attention,
- 3) varied learning environments with many “hands on” activities.

Use of technology and peer interaction - The HCHS environment will use technology inside and outside of the traditional classroom, as well as, industry specific curriculum, equipment, and tools. Within this creative environment you will see students: 1) working individually and in peer groups 2) using laptops, pencil and paper, and industry specific equipment 3) receiving whole group or small group instruction 4) creating projects and doing presentations, 5) being challenged to reach their full potential.

Educationally disadvantaged students will benefit from:

- 1) working with peers in small groups where they only carry a portion of the work product and have the added benefit of peer support,
- 2) participating in a program where evidence of acquired knowledge is not limited to written work and test results, and
- 3) required written work can be done on laptops and printed at school if needed.

The Career and Technical Education curriculum does not target any one gender, race, or socio-economic strata. The target audience is represented by any student: 1) interested in career and technical education, 2) who enjoys an innovative curriculum approach with apprenticeship opportunity, 3) who is undecided as to their career path, 4) who plans to attend a two or four-year college upon graduation but desires a more interactive curriculum, and 5) who wants employment immediately following high school.

The educationally disadvantaged student will benefit from:

- 1) industry specific trade curriculum that provides full lab experiences aimed at the student who needs a more “hands on” approach to learning and understanding concepts,
- 2) a program that costs nothing and will provide an immediate entrance into the workplace upon graduation with good pay and benefits,
- 3) career exploration and counseling with trade experts who can advise students and families as to suitability of specific career paths and the skills and training required for employment, and
- 4) apprenticeship opportunities to get workplace experience prior to full employment where students can practice skills related to their career path and employment readiness.

The Exceptional Children Director/Teacher will identify students with special needs and provide support to all general education teachers, CTE instructors, and all students qualified for EC services.

The EC Director/teacher and counselors will provide students with continual evaluation and instruction in order to ensure HCHS compliance with all state and federal laws. The ultimate goal is to provide every opportunity for success for exceptional and disadvantaged learners. In addition, we will contract with a local behavior therapist to be available on a part-time basis each week. The behavior therapist will work with the EC staff, teaching staff, students and families to provide additional support on a “case by case” basis.

The educationally disadvantaged student will benefit from:

- 1) professionally trained EC staff able to establish and monitor individual education plans,
- 2) professionally trained EC staff to support students in and outside of the classroom,
- 3) counselors that serve as academic advisors and monitors of student progress, disciplinary situations, and academic interventions, and

4) behavioral therapists that can assist students, families, staff, and administration in supporting individual student success.

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

The Huntersville Charter High School will be the first school to focus on both career/ technical education and traditional academics in Mecklenburg County. There is no high school in the Charlotte Mecklenburg School District that offers this complete educational platform. This innovative school will allow students to choose interest areas that include trades such as HVAC, plumbing, electrical, and culinary, IT/data, as well as, other career clusters. An apprenticeship program will be offered to students upon mastery of prerequisite skills in their chosen interest area. There are CMS schools that offer an individual trade course within their traditional academic setting, however, there is no CMS school that combines a robust career and trade school curriculum along with traditional academics. Instead the region has relied upon the community colleges to increase their CTE offerings in hopes of drawing post-secondary students. The Huntersville High School will offer a rigorous multi-trade curriculum with differentiated instruction using a blended learning platform. Initial course offerings will include electrical, HVAC, plumbing, culinary, IT and more. The school will increase trade and career course offerings as the student body grows.

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

Huntersville Charter High School (HCHS) will be a highly active experiential approach to learning not only in the trade labs but in all classes. It is the belief of the Aspire Board of Directors that students learn best by "doing" and participating in smaller class sizes allowing for more individual attention. HCHS will be a small intimate community of learners (420) with an emphasis on "building community" among peers, families, staff, and stakeholders. Our campus, known as the Huntersville Education Village, was founded on the principle that it takes a village to educate a child. We envisioned and are committed to surrounding students with a variety of supports, services, and opportunities for personal and educational growth; that is the Aspire philosophy.

Currently, on the campus we have a school for children in grades 3-8 that have high-functioning autism with IQ's in the average to above average range. Many of these disadvantaged students and their families are interested in the trade school as an option for high school. In addition, we will be marketing to economically disadvantaged students who do not see a four-year college degree as desirable or attainable for a variety of reasons. These students may find the differentiated learning style and industry specific trade curriculum provides them with a greater opportunity to accelerate their learning pace while remaining engaged and challenged. Huntersville Charter High School will provide resources to at-risk students who may choose to enroll. Resources may include a behavior therapist, reading comprehension instructor and other supports as deemed necessary. At-risk students who may have been less successful in the traditional school setting may find this differentiated learning environment and industry specific trade education to move them toward the educational and career success that has previously seemed out of reach.

The Aspire philosophy of discipline is student-centered and focused on prevention. The EC staff and counselors will provide training to all staff in order to equip HCHS staff with the necessary strategies for proactive behavior management and positive rapport with all students. Staff will be meeting with small groups of students during lunch twice monthly to engage them in personal dialogue. These sessions will provide opportunities for students to express concerns and for staff to get to know them

on a personal level. Staff members will be engaged with our learners and trained to look for students who may need additional support. When staff members have concerns about student needs, student behavior or potential student disruptions, administrators, counselors, EC teachers, and other staff can be solicited to help the student or students involved to provide additional supports or prevent altercations before they happen. Situations will arise where students must face disciplinary consequences, however, our goal is always to provide a safe, productive, and positive environment for every student and we will work daily to ensure that students are treated with fairness and respect.

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

Huntersville Charter High School will follow the traditional school calendar (similar to Charlotte Mecklenburg Schools) with 185 days of instruction. The calendar is an engagement tool to help inform our families and educationally disadvantaged students about all HCHS opportunities to interact with the school community and learn about special opportunities, future events, and testing dates.

The bell schedule will be clearly marked on the calendar so that families of our ED students are aware of the start and ending time for the school. Our students will have a later start time than some of the other high schools in the area to allow for ease of traffic for our young drivers and accommodate the natural "late to sleep and late to wake" schedules of our teenage students. This may assist in the transportation scheduling of our educationally disadvantaged students.

The school calendar will show all testing dates to allow our ED students and their families to prepare the student for these more difficult days and a change in daily routine. In addition, our students and families will be informed as to days when school is closed for professional development days, holidays and school breaks.

C. Operations Plan (30 points)

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

C.1 Detail any partnerships the charter school maintains or plans to develop to support educationally disadvantaged students, including a description of the roles and responsibilities of the applicant, partner organizations, and CMO/EMO, including the administrative and contractual roles and responsibilities of such partners.⁴ (2 points)

In an effort to support our disadvantaged learners we have established a relationship with The Ada Jenkins Center in Davidson, NC. The Ada Jenkins Center “helps people in our community create lasting solutions for economic stability” and has been working with disadvantaged families since 1994 to break the cycle of poverty through education and work-force development. We are working with the Ada Jenkins Center to identify disadvantaged students in our area that could attend HCHS and to develop the supports needed to assist them and their family through the application process and provide ongoing supports needed for school success. Ada Jenkins serves a very large contingent of racially diverse families and has bilingual staff that can provide expertise as we market to our Latino families.

In an additional effort to meet the needs of disadvantaged students we have identified four low income neighborhoods on the Beatties Ford corridor that will be on our transportation route. Low income/high poverty communities on Beatties Ford Road that we are targeting include Hornets Nest, Wilson Heights, Lincoln Heights and Oaklawn neighborhoods that are considered part of the Charlotte historic west end. In addition to transportation we will be doing direct marketing efforts, neighborhood meetings and on site application assistance. We have targeted three churches that we plan to partner with in these outreach efforts to our African American communities; Hopewell AME Zion Church, University Park and Friendship Missionary Baptist Church.

The board and staff of Aspire Carolinas Foundation is hard at work cultivating long-term relationships with corporations, businesses, individuals, foundations, community groups and leaders. School community stakeholders including students, parents, staff, community organizations and businesses will have many opportunities to engage with the school through shared experiences such as open houses, volunteer days, demonstration days and other special events.

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)

The Head of School will supervise all employees of the school. Leadership responsibility will include compliance with all state and federal laws, requirements related to testing and all state board of education policies. The Head of School will provide leadership over all areas of the education program. Areas of responsibility include curriculum development, staff hiring and retention, professional development, student discipline, supports for exceptional learners, communication to all stakeholder groups and adherence to the strategic plan and reporting mechanisms.

The Huntersville Charter High School small student body of 420 students and small class sizes of no more than 24 students (with most having 20-22 students) is designed to provide a more intimate community of learners. Students will have the benefit of additional time and attention from their

⁴ Provide any contractual agreements as part of Appendix B.

instructors as well as the ability to “fit in” with other students having similar goals in this small village of trade school learners. Students will have ample opportunities to work with other students on projects from “both sides of the education wing” as all teachers and instructors will be expected to provide differentiated and experiential components to their curriculum.

The Huntersville Charter High School will employ a staff recruited and trained to meet the needs of all students including our educationally disadvantaged students. During the hiring process we will seek a racially diverse staff that can provide our students with role models. We will also seek to have some bi-lingual staff with emphasis on our counseling and EC staff to assist in our efforts with families and students in our local Latino community.

The primary instructional strategies will require teachers to understand and use: 1) ongoing, formative assessments in identifying student strengths and weaknesses, 2) differentiated lessons that improve student reading, writing, thinking, problem solving and speaking, 3) peer to peer grouping to encourage cooperation, observation, discussion and learning, 4) problem solving around concepts and issues. 5) student choice and input in tasks, projects, and assignments, 6) increased student control of/responsibility for learning, 7) a shift in the role of the teacher from knowledge provider to learning facilitator, coach, and mentor, 8) the use of software or online learning for a portion of the student’s educational experience, 9) motivation through engagement, exploration and innovation.

Being well-versed in North Carolina State Standards, along with professional development that involves collaboration, research and increased curriculum exploration is important to achieving high educational standards. In addition, producing engaged teachers promotes engaged learners and that is a successful model for all students. Students will excel as teachers become mentors that promote healthy self-esteem and self-confidence. Families will be encouraged to join the collaborative community that makes up Huntersville Charter High School and become partners in their children’s education.

Huntersville Charter High School will provide services to all students including exceptional learners. Employees will be hired as needed in the areas of ELL, AIG and ECS. As students are accepted into the school, the EC director will review applications based upon their self-identification and determine staffing needs. We have also reached out to a highly qualified behavioral therapist who is also a trainer for RO DBT in our area that we plan to hire as a paid part-time consultant to meet with our HCHS students on site. She is 1 of only 12 trainers in RO DBT in the United States at this time. We believe that this part-time staff person will provide a great benefit to our disadvantaged students as they acclimate to our unique environment, mission, our trade instructors, and our industry specific curriculum.

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)

Huntersville Charter High School is the only trade school for grades 9-12 in the greater Charlotte region and we will use a multi-pronged approach to reach potential students including:

1) having a strong website and social media presence by posting school information on the school website and Facebook page 10+ months prior to school open, 2) three articles in the Lake Norman publications and paid ads in four newspapers in the recruitment area, 3) giving a minimum of 20 presentations and information sessions to organizations, churches, corporations, and municipalities

prior to opening, 4) partnering specifically with churches on the Beatties Ford corridor including Hopewell Presbyterian Church and St. Mark's Episcopal (Latino youth outreach program), Hopewell AME Zion Church, University Park and Friendship Missionary Baptist Churches to provide marketing materials, 5) hosting a minimum of four-six information sessions/parent meetings to provide information in targeted low-income neighborhoods prior to the enrollment process, 6) working with Ada Jenkins Center to coordinate outreach efforts to diverse, low-income families; providing bi-lingual marketing materials, information sessions, application sessions, and having bi-lingual staff on hand for hard hat tours, 7) giving information and materials to families of students with learning differences and Asperger's that are attending schools on the shared campus in fall and spring annually, 8) providing a minimum of three campus open houses and hard hat tours, 9) creating a six-month targeted outdoor billboard campaign, 10) launching an external paid media campaign with Spotify, radio, and social media, 11) creating collaterals including a school brochure, CTE materials for each trade-specific course, and presentation boards (including Spanish versions of each collateral).

We will have multiple open houses and provide information about Huntersville Charter High School on the Aspire website as well as the trade school website. The Head of School will be hired one year prior to school opening and will be able to attend public meetings and share information about the school with multiple stakeholder groups. We will announce many of our major partnerships in the media to draw attention to the school and the trade programs that will be featured. The Board of Directors along with the Head of School will host student prospect meetings beginning fall of 2020 and will place media ads in the areas within the school footprint. The Head of School and the Recruitment/Planning/Outreach Coordinator will be hosting community meetings in targeted low-income neighborhoods on Beatties Ford Road and other areas as determined by the Ada Jenkins Center and will provide assistance for families of students who wish to attend HCHS.

We plan to have additional marketing efforts around two planned campus events. The contractor that we have hired to build the school plans to host a trade day on campus. Various trade booths will be set up with activities for area families and potential students. They will also be taking applications for student volunteer internships of rising 8th and 9th graders that are interested in applying to the trade school. These interns will work with the various skilled trades throughout the summer months prior to enrollment. We also plan to hold a community "block party" (students and families invited to site to sign the ICF blocks that will form the exterior of the building. Families will be given information on the school on event days. We will invite Media presence and media follow-up after each event, as well as, continued Facebook postings. We will provide information to our low-income neighborhoods prior to our planned campus events.

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

Aspire plans to buy two buses to provide transportation for our ED students living in our targeted low-income areas. Families will identify their transportation needs on their enrollment packet. We will provide cluster stops in the targeted areas where educationally disadvantaged students live. Ride-share information will be provided to families of students attending HCHS who indicate that preference on their application.

We are working with the Ada Jenkins Center to identify disadvantaged students in Huntersville, Cornelius, and Davidson. Ada Jenkins serves a very large contingent of Latino and African American families and has bilingual staff that can provide supports as we market to our Latino families. We are working with the Ada Jenkins Center to develop the supports needed to assist them and their families

through the application process and to provide ongoing supports needed for school success. One bus would serve disadvantaged students from these target areas. Our second bus would meet the needs of disadvantaged students from low income neighborhoods on the Beatties Ford corridor that will be on our transportation route. Low income/high poverty communities on Beatties Ford Road that we are targeting include Hornet's Nest, Wilson Heights, Lincoln Heights and Oaklawn neighborhoods that are considered part of the Charlotte historic west end.

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)

HCHS plans to participate in the National School Lunch Program and will contract with a local caterer to provide a hot lunch for all students who elect to participate. Monthly menus will be provided online and families/students will make their selections in advance with payment if they are not on the Free or Reduced Lunch Program. Students who qualify for the Free or Reduced Lunch Program (guidelines and forms will be provided in the enrollment package) will be able to receive a free or reduced hot lunch daily. The school will follow all required program guidelines to ensure that students in need receive these services. We will provide warming ovens for the caterer to stage hot meals daily.

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

To draw quality professionals the school will offer teachers a competitive salary, strong health benefits package, term life insurance, and retirement benefits. HCSH will offer professional development opportunities, a positive and supportive work environment, and strong administrative leadership. Teachers will be retained by having a responsive and supportive administrative staff, strong partnerships within the school, team building and social events to build camaraderie and friendship within the staff. Programs will be developed to recognize teachers for positive performance throughout the year.

Teachers will attend internal professional development classes during the back-to-school prep days and four days during the school year that have early release schedules. Scheduled development training will be identified and selected by the Head of School for back-to-school prep days with input from all teachers. At least one back-to-school training session and two additional scheduled professional development sessions during the school year will be devoted to the development of educationally disadvantaged students.

Huntersville Charter High School will have four additional professional development days a year scheduled as teacher work days or early release days designated for professional development. The Head of School will choose two of these scheduled days to address topics specifically related to the development of educationally disadvantaged students. In addition, there are many professional external courses that are available and free to teachers through the Department of Public Instruction. The Head of School will strongly recommend those courses that will enhance each teacher's ability to serve ED students.

Each year there will be a line item in the budget for external subject-related professional development. Desired training chosen by the teacher must be approved by their immediate supervisor and the Head of School within the established guidelines and budget. The external training could also be identified by the Head of School and recommended to the staff member as a

performance goal. All professional development will support teachers in their subject area, teaching techniques, and classroom management to ensure the school provides cutting edge and up to date teaching in all subjects. The Head of School will allocate a portion of the annual funds to be used specifically to enhance the development of ED students.

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

It is our desire to engage students and families in activities on the Huntersville Education Village campus. When Huntersville Charter High School opens there will also be opportunities for parents to become partners in their student's education by logging into PowerSchool and viewing school progress. This will keep parents informed so that they can encouraging their student to study for upcoming tests and complete all assignments/projects. Students are more engaged when are parents are engaged.

Parents will be given volunteer opportunities to enhance the school community including participation in the Parent & Community Organization (PCO). The PCO will elect officers and form committees that create opportunities and programs to enhance the school community. PCO volunteers will help with various in-school and out-of-school functions and activities such as the ride share program, lunch program, afterschool enrichment activities, career and technical education (CTE) program supports and community engagement.

A CTE Advisory Council (CTEAC) will be established to provide additional expertise in career and technical education. CTEAC will also provide resources and counsel regarding the CTE curriculum and trade-based partnerships with the school. Members of this council will be solicited from our parents, CTE partner companies, other trade organizations and local businesses. The Council will meet quarterly and offer expertise, resource development and current advancements in career and technical education. The addition of this Council will create networking opportunities beyond the scope of the HCHS Board of Advisors. The Head of School will regularly update the HCHS Advisory Board on the activities of the CTE Advisory Council. CTEAC members are not members of the HCHS Advisory Board and will not have voting rights.

This group will be called upon for their trade knowledge and expertise. Specific tasks given to CTEAC could involve items such as: 1) matching curriculum to industry partners and expertise, 2) finding resources needed for specific trade courses and applied training experiences, 3) identifying potential apprenticeship opportunities, and 4) identifying industry specific needs for potential curriculum expansion.

⁵ See [NC ACCESS Subgrant Application Process Guidance Document](#) for more detail.

This section is for Planning and Implementation, Implementation Only, and Replication subgrant applicants Only

D. Student Transition Planning

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

- Form a Student Transition Committee (STC) – This committee will consist of one NC ACCESS program staff member (in an advisory capacity), at least two members of the school’s administrative team, at least three parents from the school, at least two members of the charter school’s board, and if possible, one to two (1-2) members of the LEA district student reassignment office in which the school is geographically located. This committee will plan activities related to family and student support during the closure process. The committee will establish a Student Transition Plan (discussed below) that focuses on student reassignment into high quality schools as quickly as possible following a school closure. The STC will work with quality local charter and district schools to establish enrollment preferences for displaced students.
- Develop a Student Transition Plan (STP) – The Transition Plan must include a plan to provide written notices to parents, schedule multiple informational meetings at varied times so that all parents have an opportunity to attend, provide individualized assistance to parents, and collaborate with the broader educational community in the event of a school closure. The STC must also work diligently to identify and address any barriers to providing transitional support to parents and students (i.e. providing written materials in appropriate home languages and offering meetings at different times of day). Clear deadlines for key reassignment activities must be established in the STP.

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

Prior to the Aspire Board of Directors’ vote to close the school, school administration along with a public relations team will create a frequently asked questions document related to the school closure.

Within two days of the Aspire Board’s vote to close the school, school administration will establish a transition team and assign roles to ensure a smooth transition of students and staff. The transition team will include:

- 2 members of the HCHS’s administrative team (i.e., Head of School and EC Director)
- 2 members of the HCHS Advisory Board
- 2 parents from the Parent Community Organization
- 1-2 members of the Aspire Board of Directors
- 1 member of the Charlotte Mecklenburg School District LEA student reassignment office
- 1 NC ACCESS program staff member (only in advisory role)

Within four days of Board’s vote to close the school, Board Chair and Head of School will assign various responsibilities to the transition team members:

- Establish a closure policy

- Prepare closure notification letter to staff and faculty emphasizing school's commitment to a smooth transition, assistance in new employment, i.e., job fairs, timelines for compensation and benefits, COBRA information, pertinent licensure information, faculty and transition lead contact information and termination date
- Prepare a closure notification letter to parents emphasizing Aspire Board of Directors' commitment to providing assistance and removing any barriers in student re-assignment to a high quality school
- Determine a distribution date for releasing notification
- Schedule at least two student/family meetings
- Assign dates for completion of assignment/task
- Establish an informational help line
- Assign a point of contact for media inquiries
- Create a press release including the school's history, reason for closure, outline support for students, parents and staff
- Terminate instruction program such as canceling staff contracts, outside contracts (service providers/vendors)

The Head of School and administrative staff will:

- Secure student records
- Secure financial records
- Create parent contact information – include parent and student names, email address, cell phone number, mailing address
- Create faculty contact information – included name, position, address, cell phone number and email address

Within one week of the vote to close the school, Board Chair and Head of School will plan and convene a faculty and staff meeting and provide:

- Reason for closure and final closure date
- Commitment to continuing coherent school operations throughout the transition
- Plan to assist students and staff with a smooth transition
- Timeline for transitioning students
- Provide contact and help line information

Within two weeks of the vote to close the school, Board Chair, Head of School, and PCO chair will plan and convene at least two parent closure meetings by providing the following information in English and Spanish:

- Copy of closure FAQ
- Provide closure policy including the reason behind closure
- Calendar of important dates for parents/students
- Timeline for transitioning students
- Timeline for closing school operations
- Provide contact and help line information
- Provide assistance to parents who require help in enrolling student in a new school

Within three weeks of the vote to close the school, the Head of School or an appointed representative will conduct agency notification as follows:

- Retirement provider for teacher and staff
- Charlotte Mecklenburg School District superintendent
- NC State auditor/comptroller
- Catering/food service provider
- Contracted service providers, i.e., data/cable, telephone, recycling, lawn care, exterminator, HVAC maintenance, security, etc.

Within one month of the vote to close school, Board Chair and Treasurer will:

- Establish policy and procedure for use of reserve funds to support smooth closure of school
- Protect school assets against misappropriation, deterioration and theft by maintain exiting insurance coverage until disposal of such assets; continue insurance on facility, vehicles/buses and other assets until disposed, sold or transferred
- Maintain security services until such time as property is sold or transferred
- Provide plan to move school assets (furniture, tools/equipment/electronics, etc.) to a secured storage after school closure
- Negotiate facility insurance with entities that may take possession of the facility (i.e., lenders, mortgagors, bond holders, etc.)

Within two months of the vote to close the school, the Board Chair and Treasurer will:

- Notification of creditors - require a final accounting of school's accrued and unpaid debts and when possible, will negotiate a settlement of debts by a settlement agreement reflecting satisfaction and release of existing obligations
- Notification of debtors - contact all debtors for payment. If collections efforts are unsuccessful, consider using a commercial debit collection agency and maintain records of collections or disputed by debtors.

Within two months of end of classes, the Aspire Bord of Directors will ensure the school's record retention policy, in accordance with state and federal laws, will be followed by maintaining corporate records related to:

- Loans, mortgages and other financing
- Contracts, leases
- Assets and asset sales
- Employee personnel files, benefits program
- Accounting/audit, taxes and tax status

IV. BUDGET, BUDGET NARRATIVE, AND LOGIC MODEL

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

A. Budget

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

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

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

This application section is worth fifteen (15) points.

B. Budget Narrative

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

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

This application section is worth ten (10) points.

Please outline the budget narrative below.

PLANNING YEAR

The Huntersville Charter High School plans to open for the 2021-2022 school year. During the planning year (beginning July 2020) we will develop all marketing materials and launch a full marketing effort aimed at student enrollment. We also plan to hire three key individuals; the Head of School, a Recruitment/Planning/Outreach Coordinator, and an Internet and Technology Manager.

Marketing efforts will include:

- Creative concepting and development of HCHS brand, media planning/buying
- Broadcast materials production for Spotify & radio (sponsor scripts)
- Outdoor billboard production for a minimum of 5-6 months
- External paid media campaign across broadcast (radio), social media and print media
- Creation of collateral brochure for HCHS (English/Spanish), collaterals for each industry specific trade

(English/Spanish), presentation boards (English/Spanish)

-Website and Facebook development and launch

-Design/print enrollment information, application forms and enrollment packet (English/Spanish)

Aspire Executive Director will begin having conversations with our marketing consultant in June so that they are prepared to begin working on all marketing pieces by or before the first of July. Our plan is for marketing pieces such as the HCHS Facebook and website to be ready for launch by the first of September with collaterals printed by October. All print collaterals will be used for the first 3-5 years of school operation.

During the spring/summer the Aspire Board of Directors will be interviewing candidates for three planning year positions; the Head of School, Recruitment/Planning/Outreach coordinator, and Internet/Technology Manager. We will have all three positions filled and individuals in place by or before September 1, 2020. All three positions will convert to full-time employment in year one and are currently in the school budget. We plan for the Recruitment/Planning/Outreach coordinator to move into the EC Director position and the Internet/Technology Manager to become the IT Manager/IT instructor.

During the planning year we will purchase staff laptops and computers, lobby sign in computer, so that the Internet/Technology Manager can prepare them for use including email access and connectivity to the internet.

YEAR ONE IMPLEMENTATION

We have chosen to use most of the year one budget dollars for many permanent features of the school.

These items include:

- 1) 144 tables to outfit 12 classrooms for a maximum of 24 students
- 2) 235 classroom chairs to outfit 9+ classrooms
- 3) 4 smart monitors – one for the lobby to provide messaging to students and parents, one monitor for the lunch room for student messaging and to classes that may use during the school day, one smart monitor for the culinary lab and one to put on a cart to be used as needed (with sign out sheet) in other labs for demonstrations (use with web cam)
- 4) 9 Promethean Boards to be permanently mounted in classrooms that teach content subjects to use for interactive instruction.
- 5) 2 Buses to provide transportation for ED students. One bus will go south on Beatties Ford Road and pick up students in target low income communities, the second bus will go north with ED stops in Huntersville, Cornelius and Davidson.

The last item that we included is 186 of the 210 computers that will be needed for the 210 students who will be attending in year one. The school has allocated funds in the first-year budget to purchase the remaining 24 computers needed for attending students.

YEAR TWO IMPLEMENTATION BUDGET

The year two budget includes additional technology and textbooks. Our technology includes:

- 1) 3 Smart Monitors to permanently mount in specific trade labs.
- 2) 3 Promethean Boards to mount in the last 3 classrooms.
- 3) 14 laptops for additional staff hired in year two and three
- 4) 230 student laptops for students enrolling in year 2 and 3 (this includes 10 student laptops to replace laptops that have been destroyed after warranty runs out)

Our textbook line item includes:

- 5) approximately 547 textbooks for 10th, 11th and 12th grade curriculum at an average cost of \$87.98

C. Logic Model

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

V. COMPETITIVE PREFERENCE STANDARDS

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

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

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 checked="" type="checkbox"/>
We are committing to enrolling a percentage of ED students and will be providing information and support to families in several diverse neighborhoods in hopes of increasing diversity in our school community.	
The inclusion of high school (9-12) grade levels.	Yes <input checked="" type="checkbox"/>
We are opening a 9-12 th grade industry specific trade high school.	
Develop or manage a charter school focused on dropout recovery and academic reentry.	Yes <input type="checkbox"/>
We are opening a trade high school and not an alternative school.	

VI. PRIORITY CONSIDERATION STATUS

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

Currently serve a forty percent (40%) or higher economically disadvantaged population.	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
We are committed to serving a percentage of the ED students, will provide transportation and will participate in the National School Lunch Program, but cannot guarantee that we will hit 40% in the first or second year.	
Economically disadvantaged students, English learners, and students with disabilities have proficiency rates higher than the state average for their subgroup.	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
We intend to provide supports to our ED students so that they can achieve higher proficiency rates.	
As evidence of participation in applicable federal programs, have Title I status.	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
We are enrolling in the National School Lunch Program to meet the nutritional needs of low-income students. We will have more specific information on the percentage of student need when students are enrolled.	
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"/>
We are not sure about this goal at this time.	

VII. CERTIFICATION

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

Jennifer R. Nichols

Signature of Charter School Authorized Representative

2/27/2020

Date

VIII. SUBGRANT APPLICATION APPENDICES

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

- A. If applicable, up to the last three years of available student assessment data for the school addressed in this application and, if applicable, all schools operated by the CMO/EMO overseeing the school addressed in this application. Include (if available):
 - i. NC State Report Card Letter Grade
 - ii. Student Achievement Percentages (including subgroup data)
 - iii. EVAAS Composites
 - iv. Graduation Rates
- B. Contractual Agreements with Partner Organizations (See item 7 of the application narrative)
- C. Evidence of Competitive Preference Standards
- D. Evidence of Priority Consideration Status
- E. Additional Supplementary Documentation

APPENDIX A – GRANT BUDGET LINE-ITEM DEFINITIONS

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

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

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

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

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

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

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

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

APPENDIX B – LOGIC MODEL TEMPLATE

Objectives
 Students will receive an industry specific “hands on” education that confers a high school diploma and a trade certificate upon graduation allowing them to embark on their chosen career path.

Inputs	Outputs		Outcomes and Impact		
	Activities	Participation	Short	Medium	Long
Industry certified instructors in all trade areas	Teaching trade specific classes	9-12 th grade students choosing that trade industry option	Determine interest in career area	Gain specific trade knowledge and understanding of skill requirements	Students graduate with a certificate in the chosen trade area and have gained the skills that make them highly desired employees
Trade specific student labs	Students will engage in hands-on activities to learn and apply trade concepts and achieve skill development	Every 9-12 grade student will work in a lab specific to their chosen trade area	Gain general knowledge of specific industry	Build elementary skills needed to work in specific industry	Complete required trainings and build skills necessary to meet employment standards for desired career.
Student apprenticeships with mentors in area companies	Provide on-the-job training in their chosen industry	Qualified seniors who have taken and passed the prerequisite trainings and coursework	Gain an appreciation of the rigors of their trade industry	Apply classroom and lab training to real life applications on the job	Gain on-the-job experience that will help them gain employment.
Industry trainings and certifications such as OSHA certifications, Red Cross certifications, Pro Core, Matterport	Students will learn software programs and receive trainings that are used in most trade areas today	Any student who wishes to become more employable and explore additional career options within their chosen field	Will add additional completed trainings to their resume	Will become proficient or knowledgeable in areas that are highly desirable in the marketplace	Will be able to apply for jobs that require additional skills beyond entry level

Assumptions
 Students will be educated and trained and become immediately employable in industry specific trades upon graduation from high school.

External Factors
 Trained program staff; apprenticeships - corporate partners, trade lab partners, industry curriculum partners

Partners,

NC ACCESS PROGRAM SUBGRANT BUDGET

Instructions

All NC ACCESS Program applicants are required to complete and submit a subgrant budget using this electronic template. This workbook requires applicants to outline the details of their proposed budget. Certain portions of this template are locked for editing and will calculate subtotals and totals automatically and check for errors.

General Budget Template Comments

1. This excel file is protected. Cells highlighted in white may be typed in or edited; gray cells cannot and should not be edited.
2. Use the ZOOM feature to change the size of the information on the screen. This will not affect your printout.
3. Do not erase a cell entry with the spacebar, but instead use the 'Delete' key on the keyboard.
4. If you need more than 50 rows for any budget detail tab, please contact the NC ACCESS team.
5. If a red error message appears on the budget summary tab, please review the error message below the budget summary and make the correction.

Budget Instructions

Follow the steps outlined below to complete and submit the budget.

1. Budget Projections: Below is a list of all tabs contained within this workbook. Complete the subgrant budget template with all required information.

Tab 1b - Cover Page: Complete this cover page by entering all the required information in the cells highlighted in white. Also, ensure you select the appropriate subgrant type for which you are applying.

Enter the school name, select the subgrant award type, enter the date, and enter contact information. Funding summary information will auto-populate.

Tab 2 - Budget Summary: There is nothing to complete on this tab. The budget summary will calculate based on information provided on the yearly budget detail tabs. Please validate all errors and check all calculations prior to submitting.

**Note: Tab is locked for editing. If you have calculation issues, please contact the NC ACCESS team.*

Tab 3 - Planning Year: Complete this tab for all planning period expenditures. Only Planning and Implementation and Replication subgrant applicants will utilize this tab.

Complete each line item by selecting the appropriate budget category, entering the item/expense, outlining the quantity and unit price of each item, and describing the purpose of the item/expense in the notes.

**Note: The 'Total Cost' column is locked for editing. If you have calculation issues, please contact the NC ACCESS team.*

Tabs 4-7 - Year 1-4 Implementation: Complete these tabs for all implementation expenses. Complete only tabs necessary for the years needed to implement NC ACCESS funds.

Complete each line item by selecting the appropriate budget category, entering the item/expense, outlining the quantity and unit price of each item, and describing the purpose of the item/expense in the notes.

**Note: The 'Total Cost' column is locked for editing. If you have calculation issues, please contact the NC ACCESS team.*

Tab 8 - Year 5 Implementation: This tab is only applicable if the applicant has not already budgeted for five (5) years of subgrant funding (including a planning year). Complete this tab similarly to tabs 4-7 above.

3. Data Validation and Allowability: Please review all expenditures, descriptions, and calculations before submitting. If you receive any red error messages in the document, please review the error message instructions and make any necessary corrections.

Note: This workbook will **not validate for allowable costs. Please review the NC ACCESS Subgrant RFA and Applicant Guidance posted on the NC ACCESS website (<https://www.dpi.nc.gov/students-families/innovative-school-options/charter-schools/nc-access-program>) and review all federal guidance and regulations to check for allowability of expenses.*

4. Saving and Submitting: Save this workbook (Save As) as both an excel document AND pdf. The pdf should be included as part of the full application submission. Applicants must also submit an excel version separately.

5. Resources and Support: Refer to the NC ACCESS Subgrant RFA and Application Guidance Document for additional budget information. Additionally, check the NC ACCESS website (<https://www.dpi.nc.gov/students-families/innovative-school-options/charter-schools/nc-access-program>) for technical assistance training dates and locations. Contact the NC ACCESS team with any questions.

NC ACCESS PROGRAM SUBGRANT BUDGET

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

Name of Charter School: **Huntersville Charter High School**
 Authorizer Name: **North Carolina State Board of Education**

Select Subgrant Award Type: **Planning and Implementation**
 Maximum Award Amount: **\$ 800,000.00**
 Award Amount Requested: **\$ 799,999.82**
 Date: **February 24, 2020**

Name of person completing this report:

Name: Jennifer R. Nichols
 Phone: 704-651-4811
 E-mail: jennifer@aspirecarolinas.org

Name of person to be contacted regarding budget questions:

Name: Jennifer R. Nichols
 Phone: 704-651-4811
 E-mail: jennifer@aspirecarolinas.org

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

Funding Request

Cost Category	Planning Year	Year 1 Implementation	Year 2 Implementation	Year 3 Implementation	Year 4 Implementation	Year 5 Implementation
Instructional Program	\$ -	\$ 244,299.96	\$ 192,160.26	\$ -	\$ -	\$ -
Support Program	\$ 297,699.60	\$ 58,000.00	\$ 7,840.00	\$ -	\$ -	\$ -
Total:	\$ 297,699.60	\$ 302,299.96	\$ 200,000.26	\$ -	\$ -	\$ -

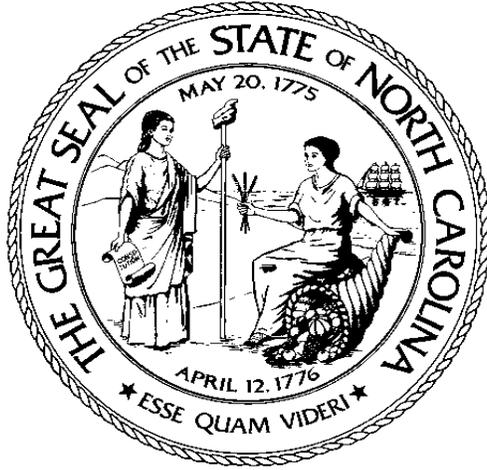
**NC ACCESS PROGRAM SUBGRANT BUDGET
Budget Request Summary**

Applicant Name: Huntersville Charter High School
Subgrant Type: Planning and Implementation

Budget Category	Planning Year	Year 1 Implementation	Year 2 Implementation	Year 3 Implementation	Year 4 Implementation	Year 5 Implementation*	Total
INSTRUCTIONAL PROGRAM							
Salaries	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Employee Provided Benefits	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Professional Fees and Contracted Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Supplies and Materials	\$ -	\$ 104,710.00	\$ 48,125.06	\$ -	\$ -	\$ -	\$ 152,835.06
Technology and Equipment	\$ -	\$ 139,589.96	\$ 144,035.20	\$ -	\$ -	\$ -	\$ 283,625.16
Travel, Conferences, and Meetings	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Subtotal Instructional Program	\$ -	\$ 244,299.96	\$ 192,160.26	\$ -	\$ -	\$ -	\$ 436,460.22
SUPPORT PROGRAM							
Salaries	\$ 188,000.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 188,000.00
Employee Provided Benefits	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Professional Fees and Contracted Services	\$ 98,700.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 98,700.00
Supplies and Materials	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Technology and Equipment	\$ 10,999.60	\$ 58,000.00	\$ 7,840.00	\$ -	\$ -	\$ -	\$ 76,839.60
Travel, Conferences, and Meetings	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Subtotal Support Program	\$ 297,699.60	\$ 58,000.00	\$ 7,840.00	\$ -	\$ -	\$ -	\$ 363,539.60
Grand Total	\$ 297,699.60	\$ 302,299.96	\$ 200,000.26	\$ -	\$ -	\$ -	\$ 799,999.82

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

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: **Huntersville Charter High School**

Reviewer Name: **Gail M. Redford**

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"> All applicant contact information is complete and accurate. 	
Status:	Complete <input checked="" type="checkbox"/> Incomplete <input type="checkbox"/>
Comments (if applicable)	
Applicant contact information is complete and accurate.	

Section II – Assurances

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

Section III – Application Narrative

A. Enrollment Projections			
A.1 Explain the rationale behind the projected enrollment figures; specifically, how the projected numbers are both ambitious and feasible.			
Characteristics of a strong response: <ul style="list-style-type: none"> • Enrollment projections are complete, ambitious, and realistic. • Enrollment projections demonstrate a significant increase of educationally disadvantaged students, including economically disadvantaged, homeless or unaccompanied youth, English learners, students with disabilities, immigrant students, and migrant students. 			
Points Possible:	5	Points Earned:	3
Strengths			Page
The applicant has presented enrollment projections that are complete, ambitious, and realistic for a school adding a Career and Technology charter high school, and adding grade levels 9 through 12 over a three-year period.			18
Weaknesses/Areas of Concern			Page
The applicant did demonstrate a significant increase in educationally disadvantaged students over the five-year grant period. The disadvantaged student enrollment increased by three percent from the 2020-21 to the 2024-25 school year. (-2)			18

A.2 Describe how the school plans to implement a weighted lottery.			
Characteristics of a strong response: <ul style="list-style-type: none"> • Clear description of the process and mechanism for implementing a weighted lottery. • Clearly articulated subgroup category weights and/or enrollment percentage goals. • Rationale for the applied weights are reasonable and justified. 			
Points Possible:	5	Points Earned:	3
Strengths			Page
The applicant provided a detailed description of the process and mechanism for implementation of the weighted lottery. Self-identified students who qualify for free and reduced priced lunch will be “separated out from the general applications to be held for the weighted.” Families in the areas of outreach will be placed in the weighted lottery. The lottery will be conducted by a third party to avoid bias.			18, 19
Weaknesses/Areas of Concern			Page
The applicant did not address subgroup categories weighting for educationally disadvantaged students and did not address any weights to be applied using the lottery system. (-2)			18, 19

Section III – Application Narrative (cont.)

B. Education Plan			
B.1 Provide a General Education Provision Act (GEPA) statement demonstrating how the school has or will eliminate any and all barriers to enrollment for educationally disadvantaged students.			
Characteristics of a strong response:			
<ul style="list-style-type: none"> Statement clearly articulates the school’s desire and plan to eliminate any and all barriers to enrollment for all students, especially educationally disadvantaged students. 			
Points Possible:	2	Points Earned:	2
Strengths			Page
The applicant has a GAPA statement that articulates the school’s commitment to eliminating barriers to enrollment for all students, especially students who are educationally disadvantaged.			20
Weaknesses/Areas of Concern			Page
No weaknesses noted.			N/A

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"> All goals are specific, measurable, achievable, rigorous, and time-bound. Goals are aligned to the NC ACCESS Program and activities in the subgrant application. 			
Points Possible:	3	Points Earned:	3
Strengths			Page
The applicant has provided three school-specific goals that meet the SMART system. All three goals are aligned to the NC ACCESS Program and activities by addressing transportation, free- and reduce lunch, and the weighted lottery.			20
Weaknesses/Areas of Concern			Page
No weaknesses noted.			N/A

B.3 Describe how the school’s academic program is or will be specifically tailored to meet the needs of educationally disadvantaged students. Include specific strategies the charter school currently uses or plans to use to serve educationally disadvantaged students.			
Characteristics of a strong response:			
<ul style="list-style-type: none"> Clear and comprehensive description of the strategies being utilized to serve educationally disadvantaged students, especially intervention, differentiation, and support services. A robust and quality curriculum overview, supported by research, with a plan for implementation. Evidence the proposed academic plan will be appropriate and effective for growing all students while at the same time closing achievement gaps. 			
Points Possible:	10	Points Earned:	6
Strengths			Page

Educationally disadvantaged students will have access to blended and differentiated and learning platforms to meet individual needs, smaller classrooms, and hands-on learning activities. Through the career and technology path educationally disadvantaged students will gain from an industry specific curriculum, apprenticeship opportunities, exposure to trade experts with opportunities for employment directly after high school. The applicant provided a plan of services and supports for student with disabilities that will assist in growing the student and closing the achievement.	20-22
Weaknesses/Areas of Concern	Page
Research to support the curriculum, strategies, and interventions was not presented in the Application Narrative and Appendix. Specific details on the academic curriculum or program was not provided. The applicant did not address services and supports for English language learners, homeless, migrant and immigrant students.	20-22

B.4 Explain how the charter school’s education plan compares to or differs from that of the local LEA(s).			
Characteristics of a strong response:			
<ul style="list-style-type: none"> • Clear articulation of the services and programs offered by the school that are similar and/or different from offerings in the local LEA. 			
Points Possible:	5	Points Earned:	5
Strengths			Page
Huntersville Charter High School has developed a plan to be the “first school to focus on both career/technical educational and traditional academics in Mecklenburg County”. Career and technology courses will expand as the enrollment grows.			22
Weaknesses/Areas of Concern			Page
No weaknesses noted.			N/A

B.5 Describe the school’s discipline and school climate philosophy and how it supports the development of educationally disadvantaged students.			
Characteristics of a strong response:			
<ul style="list-style-type: none"> • A clear vision for school culture or climate that will promote a positive and supportive academic environment and is inclusive for a diverse student body. • Coherent plan for creating and/or sustaining the intended culture for students, teachers, administrators, and parents. • Discipline plan that has clear policies and procedures and has thoughtful consideration of the needs and rights of educationally disadvantaged students, especially students with disabilities. 			
Points Possible:	5	Points Earned:	5
Strengths			Page
The applicant’s vision includes smaller class sizes in both academic and trade class that allow for experiential and individualized learning. Emphasis in the plan is on the uniqueness and size of the campus with 420 students. The plan will build on community among peers, families, staff, and stakeholders, and is known as the “Huntersville Education Village”.			22, 23

The discipline plan is” student-centered and focused on prevention”. EC staff and counselors will provide training to all teachers and staff. Teaches will meet bi-monthly with students during the lunch period.	
Weaknesses/Areas of Concern	Page
No weaknesses noted.	N/A

B.6 Describe how the school’s calendar supports the development of educationally disadvantaged students.			
Characteristics of a strong response:			
<ul style="list-style-type: none"> 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. 			
Points Possible:	5	Points Earned:	5
Strengths			Page
The school’s traditional calendar supports the development of educationally disadvantaged students in the mission, vision and goals of the school. The applicant will have a later school start time to accommodate high school student behavior and traffic issues in the surroundings areas. The school calendar will be used as a means of informing families of important dates and events impacting students and the school.			23
Weaknesses/Areas of Concern			Page
No weaknesses noted.			N/A

Section III – Application Narrative (cont.)

C. Operations Plan			
C.1 Detail any partnerships the charter school maintains or plans to develop to support educationally disadvantaged students, including a description of the roles and responsibilities of the applicant, partner organizations, and CMO/EMO, including the administrative and contractual roles and responsibilities of such partners.			
Characteristics of a strong response: <ul style="list-style-type: none"> • Clear delineation of roles and responsibilities between the school and CMO/EMO. • Articulation of budgetary and decision-making autonomy of the board or directors. • Evidence of contractual agreements provided in appendix A. 			
Points Possible:	2	Points Earned:	1
Strengths			Page
The applicant is not managed by a CMO/EMO. The applicant has identified several churches that it plans to partner with through outreach efforts and targeted neighborhoods in “low income/high poverty communities.” The board is working to develop long-term partnerships with businesses, community groups, foundations, individuals and others.			
Weaknesses/Areas of Concern			Page
A plan for the articulation of budgetary and decision-making autonomy of the board was not presented.			

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"> • Staffing levels for each year are robust and aligned with the educational program and conducive to the school’s success. • There is clear capacity to support the specialized needs of students, particularly students with disabilities and English learners. • Comprehensive plan to support student’s non-academic needs, including through counselors, behavior specialists, psychologists, etc. • Clear plan to recruit, retain, and support a diverse teaching staff. 			
Points Possible:	3	Points Earned:	2
Strengths			Page
Staff will be hired in the areas of ELL, AIG and ECS for exceptional learners. Based on the needs of accepted students, the EC director will hire needed staff. A behavior specialist will be hired part-time and has additional training in RO DBT. This position will be used to help disadvantaged students adapt to the career and technology curriculum and expectations of the industry. The head of the school will be responsible for the hiring and retention of staff. The plan includes employing a diverse and bi-lingual staff to serve as role models for students.			24, 25
Weaknesses/Areas of Concern			Page
Staffing levels for the school was not provided or estimated for the duration of the grant.			24, 25

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"> • Compelling student outreach plan that includes community, family, and student involvement, and that is realistic and likely to foster student retention and community support. • Emphasis on strategies that will provide equal access to educationally disadvantaged students. 			
Points Possible:	5	Points Earned:	5
Strengths			Page
The applicant has developed a comprehensive outreach plan by hiring a Head of School, Marketing Contractor and Outreach Coordinator to conduct numerous presentations; provide open-house activities for families; host student meetings; conduct a variety of advertising campaigns using media, billboards, radio; and other activities. Staff will provide target marketing, presentation and activities in neighborhoods and churches comprised of low-income and Latino families.			25, 26
Weaknesses/Areas of Concern			Page
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"> • Clear description of transportation plan that includes anticipated routes, extracurricular activities, before- and after-school care, etc. • Description of how the school will arrange transportation for special needs students where necessary. • Clear articulation of how the proposed plan will eliminate transportation barriers for educationally disadvantaged students. 			
Points Possible:	5	Points Earned:	4
Strengths			Page
The applicant plans to purchase two buses using funds from the grant. The first bus will serve the Beatties Ford corridor and the second bus will serve Charlotte’s west end. Rideshare information will be available to families if requested on the enrollment application. The two buses will provide transportation for students who live in neighborhoods that are high poverty/low income, Latino and African American, thereby eliminating barriers for educationally disadvantaged students.			
Weaknesses/Areas of Concern			Page
Transportation arrangements for students with disabilities was not provided.			

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"> • A clear description of how the school will offer food service to all students, adhering to all nutritional guidelines. • Specific strategies to ensure educationally disadvantaged students receive daily meals and are not identifiable as qualifying for free or reduced-price lunch. 			

<ul style="list-style-type: none"> A plan to collect free and reduced-price lunch information, including procedures to receive reimbursement. 			
Points Possible:	5	Points Earned:	4
Strengths			Page
The school plans to participate in the National School Lunch Program and will provide a daily hot lunch to all students through a contracted caterer. Warming ovens will be provided for the caterer. Educationally disadvantaged students will have the opportunity to complete the free and reduced priced lunch application when they apply to the school. Forms will be included in the Enrollment Packets.			27
Weaknesses/Areas of Concern			Page
The applicant did not provide a plan for collecting free and reduced-price lunch reimbursement.			27

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"> Professional development standards, opportunities, leadership, and calendar/scheduling effectively support the education program and are likely to maximize success in improving student achievement, particularly for educationally disadvantaged students. Thoughtful plan for professional development in the areas of special education, English learners, and serving low-income students, including implementation of IEP’s or personalized learning plans, discipline, and communication with families. 			
Points Possible:	5	Points Earned:	5
Strengths			Page
The professional development plan effectively supports the education program by providing training during the school year to support teachers in their subject areas and “classroom management to ensure the school provides cutting edge and to date teaching in all subjects”. Funds will be allocated each year to provide professional development in the area of educationally disadvantaged students. Specific training days are planned at the beginning of the year and throughout the year “devoted to the development of educationally disadvantaged students”.			27, 26
Weaknesses/Areas of Concern			Page
No weaknesses noted.			N/A

C.7 Describe the school’s plan to engage families and implement a parent/community advisory council.			
Characteristics of a strong response:			
<ul style="list-style-type: none"> Clear plan for informing and educating parents on school policies, procedures, and programming. A sound and compelling plan for engaging parents and community partners in the design and life of the school through the advisory council, including recruitment strategies, duties, and authority. 			
Points Possible:	5	Points Earned:	5
Strengths			Page

<p>A clear plan for informing parents will be available through the use of PowerSchool and participation in the Parent and Community Organization (PCO). The PCO volunteers will assist with the ride share program, lunch program, and afterschool enrichment program and community engagement. The applicant will establish a parent advisory council to provide expertise on career and technology, resources and counsel. The council will consist of parents, local businesses, partner companies and trade organizations. In addition, the applicant will organize an Advisory Board to obtain their expertise and knowledge in the trades and align curriculum, resources and training.</p>	<p>28</p>
<p>Weaknesses/Areas of Concern</p>	<p>Page</p>
<p>No weaknesses noted.</p>	<p>28</p>

<p>Application Narrative Total (70 points possible):</p>	<p>58</p>
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Section III – Application Narrative (cont.)

D. Student Transition Planning	
Outline the proposed Student Transition Committee and Student Transition Plan.	
Characteristics of a strong response: <ul style="list-style-type: none"> • Clear and specific plan to recruit, develop, and retain a Student Transition Committee. • Comprehensive Student Transition Plan that outlines timelines, communication strategies, clear transition and closure plans, and strategies for informing families of their options. 	
Status:	Complete <input checked="" type="checkbox"/> Incomplete <input type="checkbox"/>
Strengths	Page
A clear and specific plan is presented to recruit, develop and retain a Student Transition Committee with membership from key parent and advisory councils and boards. The plan is comprehensive with timelines beginning within four days of the Boards' votes to close the school through the end of the school year and beyond. The plan addresses financial obligation, securing student records, retirement provider of teachers and staff, securing property and many other details.	30, 31
Weaknesses/Areas of Concern	Page
No weaknesses noted.	N/A

Section IV – Budget, Budget Narrative, and Logic Model

A. Budget			
Complete a proposed budget outlining anticipated costs for the duration of the subgrant period.			
Characteristics of a strong response: <ul style="list-style-type: none"> • Outlines complete, realistic, and viable costs for the duration of the grant period. • All operational costs and major expenditures are accounted for and are realistic. • There is clear alignment between the budget, budget narrative, and the proposed plan to support educationally disadvantaged students. 			
Points Possible:	15	Points Earned:	11
Strengths			Page
The budget includes costs that are realistic and viable for the Planning Year and years one and two of the grant. Operational costs and expenditures are accounted for and reasonable. The budget and budget narrative are aligned and support educationally disadvantaged students.			20-22, 32, 33 and 41-43
Weaknesses/Areas of Concern			Page
The budget is not fully complete; years three and four are not provided. The allocation of funds in the Budget Category for Technology and Equipment, staff and teacher laptops are not an allowable expense in the Planning Year.			20-22, 32, 33 and 41-43

B. Budget Narrative			
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"> • Clearly explains reasonable, well-supported cost assumptions anticipated for the duration of the grant. • Demonstrates financial viability beyond the expiration of the grant period. • There is clear alignment between the budget, budget narrative, and the proposed plan to support educationally disadvantaged students. 			
Points Possible:	10	Points Earned:	6
Strengths			Page
The applicant has provided a reasonable explanation of expenditures for the duration of the grant that are reasonable. The applicant demonstrates the ability to continue after the grant period with growth in enrollment and development of partnerships. The budget and budget narrative are aligned and support educationally disadvantaged students.			
Weaknesses/Areas of Concern			Page
Anticipated cost in Year 3 is limited in details to determine if reasonable. Costs are not available for Years 3 and 4 in the Budget Narrative.			

C. Logic Model			
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"> • Clearly articulates how actions and expenditures are expected to lead to specific outcomes. • Aligns clearly and directly to the application narrative. 			

Points Possible:	5	Points Earned:	5
Strengths			Page
The applicant clearly articulated how the actions and expenditures are expected to lead to outcomes by concentrating on developing students' skills in the trade areas to become employable. The logic model is aligned directly and clearly to the application narrative with the development of a career and technology school for grades 9-12 grades.			
Weaknesses/Areas of Concern			Page
No weaknesses noted.			N/A
Budget, Budget Narrative, and Logic Model Total (30 points possible):			22

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).			
Points Possible:	3	Points Earned:	0
Comments (if applicable)			Page

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

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

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

Competitive Preference Standards Total (12 points possible):			6
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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"/>
Comments (if applicable)	Page
Economically disadvantaged, English learners, and students with disabilities have proficiency rates higher than the state average for their subgroup.	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
Comments (if applicable)	Page
As evidence of participation in applicable federal programs, have Title I status.	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
Comments (if applicable)	Page
Maintained an “A” or “A+NG” SPG, as determined by the NCDPI, and met or exceeded growth, as determined by EVAAS, for three consecutive years prior to the application.	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Comments (if applicable)	Page

Priority Consideration Status Total (4 standards possible):	2
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Section VIII – Certification

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

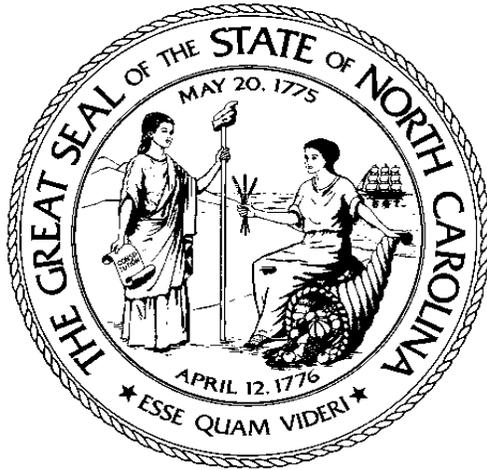
Summary Ratings

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
Total (all sections must be <i>complete</i> to pass)	<input checked="" type="checkbox"/> Pass <input type="checkbox"/> Fail

Technical Standards	Points Possible	Points Earned
Section III – Application Narrative	70	58
Section III (D) – Student Transition Plan N/A	<input type="checkbox"/> Complete <input type="checkbox"/> Incomplete	
Section IV – Budget, Budget Narrative, and Logic Model	30	22
Section V – Competitive Preference Standards	Up to 12	6
Total (must receive at least <i>80 points</i> to pass)	100	86

Priority Standards	Standards Possible	Standards Met
Section VI – Priority Consideration Status	4	2

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"/> Pass with Priority
	<input checked="" type="checkbox"/> Pass
	<input type="checkbox"/> Fail



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

Applicant: **Huntersville Charter/Aspire Carolinas**

Reviewer Name: **Veronica Brooks-Uy**

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"> All applicant contact information is complete and accurate. 	
Status:	Complete <input checked="" type="checkbox"/> Incomplete <input type="checkbox"/>
Comments (if applicable)	
Applicant contact information is complete and accurate.	

Section II – Assurances

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

Section III – Application Narrative

A. Enrollment Projections			
A.1 Explain the rationale behind the projected enrollment figures; specifically, how the projected numbers are both ambitious and feasible.			
Characteristics of a strong response:			
<ul style="list-style-type: none"> • Enrollment projections are complete, ambitious, and realistic. • Enrollment projections demonstrate a significant increase of educationally disadvantaged students, including economically disadvantaged, homeless or unaccompanied youth, English learners, students with disabilities, immigrant students, and migrant students. 			
Points Possible:	5	Points Earned:	2
Strengths			Page
The enrollment projections seem complete and realistic.			18
Weaknesses/Areas of Concern			Page
The projections are not particularly ambitious and do not demonstrate a significant increase over time of ED students.			18

A.2 Describe how the school plans to implement a weighted lottery.			
Characteristics of a strong response:			
<ul style="list-style-type: none"> • Clear description of the process and mechanism for implementing a weighted lottery. • Clearly articulated subgroup category weights and/or enrollment percentage goals. • Rationale for the applied weights are reasonable and justified. 			
Points Possible:	5	Points Earned:	3
Strengths			Page
There is a clear description of the process and mechanism for implementing a weighted lottery.			18-19
Weaknesses/Areas of Concern			Page
There is some concern that after the ED lottery is held, the remaining ED students are not then placed into the general lottery. By not combining the lotteries after the weighted lottery, the applicant is going against national best practice when it comes to weighted lotteries.			18-19

Section III – Application Narrative (cont.)

B. Education Plan			
B.1 Provide a General Education Provision Act (GEPA) statement demonstrating how the school has or will eliminate any and all barriers to enrollment for educationally disadvantaged students.			
Characteristics of a strong response:			
<ul style="list-style-type: none"> Statement clearly articulates the school’s desire and plan to eliminate any and all barriers to enrollment for all students, especially educationally disadvantaged students. 			
Points Possible:	2	Points Earned:	2
Strengths			Page
The applicant provided a statement that detailed removing barriers for ED students and talked about the specific communities where they will direct their efforts to recruit ED students.			20
Weaknesses/Areas of Concern			Page
No weaknesses noted.			N/A

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"> All goals are specific, measurable, achievable, rigorous, and time-bound. Goals are aligned to the NC ACCESS Program and activities in the subgrant application. 			
Points Possible:	3	Points Earned:	2
Strengths			Page
The three goals listed were specific, measurable, achievable, and time-bound.			20
Weaknesses/Areas of Concern			Page
The goals are not very rigorous. They primarily focus on ED students as they should, but the services are set up in a way that will unfairly draw attention to the few ED students among their peers.			20

B.3 Describe how the school’s academic program is or will be specifically tailored to meet the needs of educationally disadvantaged students. Include specific strategies the charter school currently uses or plans to use to serve educationally disadvantaged students.			
Characteristics of a strong response:			
<ul style="list-style-type: none"> Clear and comprehensive description of the strategies being utilized to serve educationally disadvantaged students, especially intervention, differentiation, and support services. A robust and quality curriculum overview, supported by research, with a plan for implementation. Evidence the proposed academic plan will be appropriate and effective for growing all students while at the same time closing achievement gaps. 			
Points Possible:	10	Points Earned:	8
Strengths			Page

The academic program seems appropriate and effective at growing all students.	21-22
Weaknesses/Areas of Concern	Page
There was very little mention of supports and interventions, beyond EC services, for ED students.	21-22

B.4 Explain how the charter school’s education plan compares to or differs from that of the local LEA(s).			
Characteristics of a strong response:			
<ul style="list-style-type: none"> • Clear articulation of the services and programs offered by the school that are similar and/or different from offerings in the local LEA. 			
Points Possible:	5	Points Earned:	5
Strengths			Page
It’s very clear that the applicant’s school will be different than any others offered by the LEA. It will be the only school in the district to offer both CTE and traditional education programs.			22
Weaknesses/Areas of Concern			Page
No weaknesses noted.			N/A

B.5 Describe the school’s discipline and school climate philosophy and how it supports the development of educationally disadvantaged students.			
Characteristics of a strong response:			
<ul style="list-style-type: none"> • A clear vision for school culture or climate that will promote a positive and supportive academic environment and is inclusive for a diverse student body. • Coherent plan for creating and/or sustaining the intended culture for students, teachers, administrators, and parents. • Discipline plan that has clear policies and procedures and has thoughtful consideration of the needs and rights of educationally disadvantaged students, especially students with disabilities. 			
Points Possible:	5	Points Earned:	3
Strengths			Page
The applicant discusses that their vision for the school is to be like a “village.” They go on to talk about the small class sizes and the encouragement they will give staff to foster that feeling.			22-23
Weaknesses/Areas of Concern			Page
The applicant does not lay out a clear discipline plan or clear discipline policies. There is no mention of how such a plan/policies would be differentiated for ED students and/or students with disabilities.			22-23

B.6 Describe how the school’s calendar supports the development of educationally disadvantaged students.			
Characteristics of a strong response:			
<ul style="list-style-type: none"> • 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. 			

Points Possible:	5	Points Earned:	4
Strengths			Page
The applicant's school will have a later start time than traditional high schools to accommodate the natural sleep rhythms of teenagers.			23
Weaknesses/Areas of Concern			Page
The calendar doesn't have specific times designated or designed to address ED students' needs. For example, no additional time is built into the day for tutoring.			23

Section III – Application Narrative (cont.)

C. Operations Plan			
C.1 Detail any partnerships the charter school maintains or plans to develop to support educationally disadvantaged students, including a description of the roles and responsibilities of the applicant, partner organizations, and CMO/EMO, including the administrative and contractual roles and responsibilities of such partners.			
Characteristics of a strong response:			
<ul style="list-style-type: none"> • Clear delineation of roles and responsibilities between the school and CMO/EMO. • Articulation of budgetary and decision-making autonomy of the board or directors. • Evidence of contractual agreements provided in appendix A. 			
Points Possible:	2	Points Earned:	1
Strengths			Page
The applicant has discussed several of the partnerships they hope to pursue within the community.			24
Weaknesses/Areas of Concern			Page
No evidence of contractual agreements were provided in the Appendix. There was also no mention of the budgetary and decision-making authority of the board of directors.			24 Appendix

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"> • Staffing levels for each year are robust and aligned with the educational program and conducive to the school’s success. • There is clear capacity to support the specialized needs of students, particularly students with disabilities and English learners. • Comprehensive plan to support student’s non-academic needs, including through counselors, behavior specialists, psychologists, etc. • Clear plan to recruit, retain, and support a diverse teaching staff. 			
Points Possible:	3	Points Earned:	2
Strengths			Page
The applicant has articulated the characteristics they hope to seek in staff. There appears to be clear capacity to support ED students and EL students. It’s also clear they have plans to hire staff to support students’ nonacademic needs (ex: behavioral therapist).			24-25
Weaknesses/Areas of Concern			Page
While a desire to hire diverse teachers was made clear, there was no clear plan of how or where the applicant would recruit those teachers.			24-25

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"> • Compelling student outreach plan that includes community, family, and student involvement, and that is realistic and likely to foster student retention and community support. 			

<ul style="list-style-type: none"> Emphasis on strategies that will provide equal access to educationally disadvantaged students. 			
Points Possible:	5	Points Earned:	5
Strengths			Page
The student outreach plan is compelling and includes community, family, and student involvement. That is realistic and likely to foster student retention and community support with an emphasis on ED students.			25-26
Weaknesses/Areas of Concern			Page
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"> Clear description of transportation plan that includes anticipated routes, extracurricular activities, before- and after-school care, etc. Description of how the school will arrange transportation for special needs students where necessary. Clear articulation of how the proposed plan will eliminate transportation barriers for educationally disadvantaged students. 			
Points Possible:	5	Points Earned:	3
Strengths			Page
The applicant describes its plan to buy two buses and set up cluster stops in low-income neighborhoods.			26-27
Weaknesses/Areas of Concern			Page
There was no discussion of how transportation would be provided for extracurricular activities, nor did the applicant describe how transportation would be provided for special needs students where necessary.			26-27

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"> A clear description of how the school will offer food service to all students, adhering to all nutritional guidelines. Specific strategies to ensure educationally disadvantaged students receive daily meals and are not identifiable as qualifying for free or reduced-price lunch. A plan to collect free and reduced-price lunch information, including procedures to receive reimbursement. 			
Points Possible:	5	Points Earned:	3
Strengths			Page
The school does plan to contract with a local caterer and does express a desire to participate in the National School Lunch Program.			27
Weaknesses/Areas of Concern			Page
Since the school plans to only provide meals for low-income students, they will be unfairly identifiable as qualifying for free or reduced-price lunch. It is also not clear how the school			27

plans to go about participating in the National School Lunch Program and use the local caterer to meet the federal guidelines.	
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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"> Professional development standards, opportunities, leadership, and calendar/scheduling effectively support the education program and are likely to maximize success in improving student achievement, particularly for educationally disadvantaged students. Thoughtful plan for professional development in the areas of special education, English learners, and serving low-income students, including implementation of IEP’s or personalized learning plans, discipline, and communication with families. 			
Points Possible:	5	Points Earned:	4
Strengths			Page
The planned calendar appears to allow many opportunities for PD. The applicant has a plan for how to provide in-house PD as well as external PD.			27-28
Weaknesses/Areas of Concern			Page
There is no discussion of specific plans for PD that would be required and would cover important topics like SPED, EL, and discipline.			27-28

C.7 Describe the school’s plan to engage families and implement a parent/community advisory council.			
Characteristics of a strong response:			
<ul style="list-style-type: none"> Clear plan for informing and educating parents on school policies, procedures, and programming. A sound and compelling plan for engaging parents and community partners in the design and life of the school through the advisory council, including recruitment strategies, duties, and authority. 			
Points Possible:	5	Points Earned:	5
Strengths			Page
The applicant describes a clear plan for informing and educating parents on school policies, procedures, and programming. There is a sound and compelling plan for engaging parents and community partners in the design and life of the school through the advisory council, known as the CTEAC.			28
Weaknesses/Areas of Concern			Page
No weaknesses noted.			N/A

Application Narrative Total (70 points possible):	52
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Section III – Application Narrative (cont.)

D. Student Transition Planning	
Outline the proposed Student Transition Committee and Student Transition Plan.	
Characteristics of a strong response: <ul style="list-style-type: none"> • Clear and specific plan to recruit, develop, and retain a Student Transition Committee. • Comprehensive Student Transition Plan that outlines timelines, communication strategies, clear transition and closure plans, and strategies for informing families of their options. 	
Status:	Complete <input checked="" type="checkbox"/> Incomplete <input type="checkbox"/>
Strengths	Page
The applicant’s closure and transition plan includes clear descriptions of how a Student Transition Committee will be established, and it lays out specific timelines and communication plans in the event of a closure.	29-31
Weaknesses/Areas of Concern	Page
No weaknesses noted.	N/A

Section IV – Budget, Budget Narrative, and Logic Model

A. Budget			
Complete a proposed budget outlining anticipated costs for the duration of the subgrant period.			
Characteristics of a strong response: <ul style="list-style-type: none"> • Outlines complete, realistic, and viable costs for the duration of the grant period. • All operational costs and major expenditures are accounted for and are realistic. • There is clear alignment between the budget, budget narrative, and the proposed plan to support educationally disadvantaged students. 			
Points Possible:	15	Points Earned:	15
Strengths			Page
The budget outlines realistic and viable costs from planning through implementation year 2. The budget aligns with the budget narrative and the proposed education plan.			Appendix
Weaknesses/Areas of Concern			Page
No weaknesses noted.			N/A

B. Budget Narrative			
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"> • Clearly explains reasonable, well-supported cost assumptions anticipated for the duration of the grant. • Demonstrates financial viability beyond the expiration of the grant period. • There is clear alignment between the budget, budget narrative, and the proposed plan to support educationally disadvantaged students. 			
Points Possible:	10	Points Earned:	10
Strengths			Page
The cost assumptions seem reasonable and are aligned with what the applicant has laid out in the education plan and budget.			32-34
Weaknesses/Areas of Concern			Page
No weaknesses noted.			N/A

C. Logic Model			
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"> • Clearly articulates how actions and expenditures are expected to lead to specific outcomes. • Aligns clearly and directly to the application narrative. 			
Points Possible:	5	Points Earned:	5
Strengths			Page
The logic model is clear and articulates how inputs and activities will lead to proposed outcomes.			39

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

Budget, Budget Narrative, and Logic Model Total (30 points possible):	30
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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).			
Points Possible:	3	Points Earned:	0
Comments (if applicable)			Page

Increasing the racial and ethnic diversity in their new, expanded, or replicated school.			
Points Possible:	3	Points Earned:	3
Comments (if applicable)			Page
The applicant does plan to have a racially diverse school and has demonstrated such by their plans to prioritize certain communities.			35

The inclusion of high school (9-12) grade levels.			
Points Possible:	3	Points Earned:	3
Comments (if applicable)			Page
The planned school has grades 9-12.			35

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

Competitive Preference Standards Total (12 points possible):			6
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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"/>
Comments (if applicable)	Page
Not applicable	
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"/>
Comments (if applicable)	Page
Not applicable	
As evidence of participation in applicable federal programs, have Title I status.	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Comments (if applicable)	Page
Not applicable	
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"/>
Comments (if applicable)	Page
Not applicable	

Priority Consideration Status Total (4 standards possible):	0
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Section VIII – Certification

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

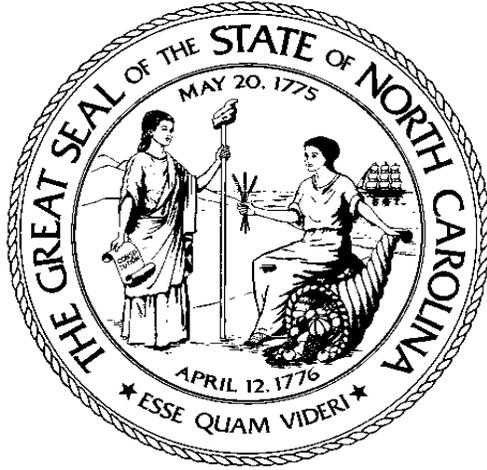
Summary Ratings

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
Total (all sections must be <i>complete</i> to pass)	<input checked="" type="checkbox"/> Pass <input type="checkbox"/> Fail

Technical Standards	Points Possible	Points Earned
Section III – Application Narrative	70	52
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	6
Total (must receive at least <i>80 points</i> to pass)	100	88

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"/> Pass with Priority
	<input checked="" type="checkbox"/> Pass
	<input type="checkbox"/> Fail



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

Applicant: **Huntersville 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"> All applicant contact information is complete and accurate. 	
Status:	Complete <input checked="" type="checkbox"/> Incomplete <input type="checkbox"/>
Comments (if applicable)	
Applicant contact information is complete and accurate.	

Section II – Assurances

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

Section III – Application Narrative

A. Enrollment Projections			
A.1 Explain the rationale behind the projected enrollment figures; specifically, how the projected numbers are both ambitious and feasible.			
Characteristics of a strong response:			
<ul style="list-style-type: none"> • Enrollment projections are complete, ambitious, and realistic. • Enrollment projections demonstrate a significant increase of educationally disadvantaged students, including economically disadvantaged, homeless or unaccompanied youth, English learners, students with disabilities, immigrant students, and migrant students. 			
Points Possible:	5	Points Earned:	5
Strengths			Page
The plan indicates the school contracted a group to survey the community for the type of school they were interested in having in their area. The plan indicates the community schools serve a small percentage of ED students and their plans demonstrates a goal of an average of 25%. The projections included are complete, ambitious, and realistic.			18
Weaknesses/Areas of Concern			Page
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"> • Clear description of the process and mechanism for implementing a weighted lottery. • Clearly articulated subgroup category weights and/or enrollment percentage goals. • Rationale for the applied weights are reasonable and justified. 			
Points Possible:	5	Points Earned:	4
Strengths			Page
The plan includes open enrollment until overcapacity is reached – where preference is given based on self-identification ED status; then students will participate in a separate lottery prior to the general lottery.			19
Weaknesses/Areas of Concern			Page
The plan is not clear on additional ED subgroup identification.			19

Section III – Application Narrative (cont.)

B. Education Plan			
B.1 Provide a General Education Provision Act (GEPA) statement demonstrating how the school has or will eliminate any and all barriers to enrollment for educationally disadvantaged students.			
Characteristics of a strong response:			
<ul style="list-style-type: none"> Statement clearly articulates the school’s desire and plan to eliminate any and all barriers to enrollment for all students, especially educationally disadvantaged students. 			
Points Possible:	2	Points Earned:	1
Strengths			Page
The plan indicates the school will remove ED identity related issues as barriers to enrollment via marketing and enrollment assistance.			20
Weaknesses/Areas of Concern			Page
Though implied in other sections, be sure to consider all barriers impacting these students including transportation, language, safety, and food to name a few.			20

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"> All goals are specific, measurable, achievable, rigorous, and time-bound. Goals are aligned to the NC ACCESS Program and activities in the subgrant application. 			
Points Possible:	3	Points Earned:	3
Strengths			Page
The plan indicates 3 SMART goals that are directly aligned to the NC ACCESS program and activities of the subgrant.			20
Weaknesses/Areas of Concern			Page
No weaknesses noted.			N/A

B.3 Describe how the school’s academic program is or will be specifically tailored to meet the needs of educationally disadvantaged students. Include specific strategies the charter school currently uses or plans to use to serve educationally disadvantaged students.			
Characteristics of a strong response:			
<ul style="list-style-type: none"> Clear and comprehensive description of the strategies being utilized to serve educationally disadvantaged students, especially intervention, differentiation, and support services. A robust and quality curriculum overview, supported by research, with a plan for implementation. Evidence the proposed academic plan will be appropriate and effective for growing all students while at the same time closing achievement gaps. 			
Points Possible:	10	Points Earned:	10
Strengths			Page
The CTE/trade design is thoroughly described in a general overview supported by research. The 3 platforms as described are evidence-based and aligned to the supports and interests of all of the individual students, and particularly the ED students who are presented with			21-24

an opportunity to learn and engage differently. The plan provided for very specific supports for ED students and especially for those identified as special needs.		
Weaknesses/Areas of Concern		Page
No weaknesses noted.		N/A

B.4 Explain how the charter school’s education plan compares to or differs from that of the local LEA(s).			
Characteristics of a strong response:			
<ul style="list-style-type: none"> • Clear articulation of the services and programs offered by the school that are similar and/or different from offerings in the local LEA. 			
Points Possible:	5	Points Earned:	5
Strengths			Page
The plan distinguishes itself from the LEA with a robust and specific trade/CTE platform not provided in any other school in the LEA.			22
Weaknesses/Areas of Concern			Page
No weaknesses noted.			N/A

B.5 Describe the school’s discipline and school climate philosophy and how it supports the development of educationally disadvantaged students.			
Characteristics of a strong response:			
<ul style="list-style-type: none"> • A clear vision for school culture or climate that will promote a positive and supportive academic environment and is inclusive for a diverse student body. • Coherent plan for creating and/or sustaining the intended culture for students, teachers, administrators, and parents. • Discipline plan that has clear policies and procedures and has thoughtful consideration of the needs and rights of educationally disadvantaged students, especially students with disabilities. 			
Points Possible:	5	Points Earned:	3
Strengths			Page
The plan indicates an Aspire philosophy focused on student-centeredness and prevention. The plan details the supports for the students of special needs within the community.			22
Weaknesses/Areas of Concern			Page
The plan is not clear on specifics with regards to policies and procedures.			22

B.6 Describe how the school’s calendar supports the development of educationally disadvantaged students.			
Characteristics of a strong response:			
<ul style="list-style-type: none"> • 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. 			
Points Possible:	5	Points Earned:	3
Strengths			Page

The plan indicates they will follow a traditional LEA model, and have the bell schedule clearly displayed.	23
Weaknesses/Areas of Concern	Page
The plan is not clear on how this calendar or schedule specifically supports the vision and goals for the ED students.	23

Section III – Application Narrative (cont.)

C. Operations Plan			
C.1 Detail any partnerships the charter school maintains or plans to develop to support educationally disadvantaged students, including a description of the roles and responsibilities of the applicant, partner organizations, and CMO/EMO, including the administrative and contractual roles and responsibilities of such partners.			
Characteristics of a strong response:			
<ul style="list-style-type: none"> • Clear delineation of roles and responsibilities between the school and CMO/EMO. • Articulation of budgetary and decision-making autonomy of the board or directors. • Evidence of contractual agreements provided in appendix A. 			
Points Possible:	2	Points Earned:	1
Strengths			Page
The plan indicates 2 partnerships with the note that the board is hard at work at developing additional partnerships.			24
Weaknesses/Areas of Concern			Page
The plan does not address the articulation of budgetary or decision-making autonomy of the BOD...			24

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"> • Staffing levels for each year are robust and aligned with the educational program and conducive to the school’s success. • There is clear capacity to support the specialized needs of students, particularly students with disabilities and English learners. • Comprehensive plan to support student’s non-academic needs, including through counselors, behavior specialists, psychologists, etc. • Clear plan to recruit, retain, and support a diverse teaching staff. 			
Points Possible:	3	Points Earned:	3
Strengths			Page
The staffing plan and structure are robust and includes consideration of attracting and maintaining a representative staffing model for the students. The plan specifically addresses specified ED subgroups, ELL and special education. The plan indicates an ability to hire additional support staff as needed for those various subgroups.			25
Weaknesses/Areas of Concern			Page
No weaknesses noted.			N/A

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"> • Compelling student outreach plan that includes community, family, and student involvement, and that is realistic and likely to foster student retention and community support. 			

<ul style="list-style-type: none"> Emphasis on strategies that will provide equal access to educationally disadvantaged students. 			
Points Possible:	5	Points Earned:	5
Strengths			Page
The plan presents a compelling outreach strategy that includes all marketing mediums from social media to direct outreach through partnerships and meetings. The use of partnerships and targeted hires to address specifically ED populations is evidence of intentionality with regards to this population.			26
Weaknesses/Areas of Concern			Page
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"> Clear description of transportation plan that includes anticipated routes, extracurricular activities, before- and after-school care, etc. Description of how the school will arrange transportation for special needs students where necessary. Clear articulation of how the proposed plan will eliminate transportation barriers for educationally disadvantaged students. 			
Points Possible:	5	Points Earned:	5
Strengths			Page
The plan includes the purchase and deployment of 2 buses and the support of strong community-based partnership in helping identify specific routes or pick-up points. The plan indicates prior research in how the two buses will be deployed with a suggestion of potential neighborhood pick-ups.			26-27
Weaknesses/Areas of Concern			Page
No weaknesses noted.			N/A

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"> A clear description of how the school will offer food service to all students, adhering to all nutritional guidelines. Specific strategies to ensure educationally disadvantaged students receive daily meals and are not identifiable as qualifying for free or reduced-price lunch. A plan to collect free and reduced-price lunch information, including procedures to receive reimbursement. 			
Points Possible:	5	Points Earned:	5
Strengths			Page
The plan indicates that the school will participate in the NSLP program and that the school will create forms and supports for parents to elect to participate in the FRL program. The plan indicates the school will contract with an area food caterer to provide hot meals.			27
Weaknesses/Areas of Concern			Page

No weaknesses noted.	N/A
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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"> Professional development standards, opportunities, leadership, and calendar/scheduling effectively support the education program and are likely to maximize success in improving student achievement, particularly for educationally disadvantaged students. Thoughtful plan for professional development in the areas of special education, English learners, and serving low-income students, including implementation of IEP’s or personalized learning plans, discipline, and communication with families. 			
Points Possible:	5	Points Earned:	4
Strengths			Page
The PD plan is clear and intentional with regards to ED students. The PD plan provides a general overview of the considerations to support the mission and vision.			27
Weaknesses/Areas of Concern			Page
The plan is scarce on details about how the calendar and schedule supports PD.			27

C.7 Describe the school’s plan to engage families and implement a parent/community advisory council.			
Characteristics of a strong response:			
<ul style="list-style-type: none"> Clear plan for informing and educating parents on school policies, procedures, and programming. A sound and compelling plan for engaging parents and community partners in the design and life of the school through the advisory council, including recruitment strategies, duties, and authority. 			
Points Possible:	5	Points Earned:	5
Strengths			Page
The plan establishes the creation of a mission aligned CTAE parent council that mirrors the school’s population and goals. The plan provides for an overview as to the duties and responsibilities of the CTAE council.			28
Weaknesses/Areas of Concern			Page
No weaknesses noted.			N/A

Application Narrative Total (70 points possible):	62
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Section III – Application Narrative (cont.)

D. Student Transition Planning	
Outline the proposed Student Transition Committee and Student Transition Plan.	
Characteristics of a strong response: <ul style="list-style-type: none"> • Clear and specific plan to recruit, develop, and retain a Student Transition Committee. • Comprehensive Student Transition Plan that outlines timelines, communication strategies, clear transition and closure plans, and strategies for informing families of their options. 	
Status:	Complete <input checked="" type="checkbox"/> Incomplete <input type="checkbox"/>
Strengths	Page
The plan is comprehensive and thorough.	28
Weaknesses/Areas of Concern	Page
No weaknesses noted.	N/A

Section IV – Budget, Budget Narrative, and Logic Model

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

B. Budget Narrative			
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"> • Clearly explains reasonable, well-supported cost assumptions anticipated for the duration of the grant. • Demonstrates financial viability beyond the expiration of the grant period. • There is clear alignment between the budget, budget narrative, and the proposed plan to support educationally disadvantaged students. 			
Points Possible:	10	Points Earned:	10
Strengths			Page
The plan details a clear alignment between the budget, budget narrative, and proposed plan to support Eds. The plan is consistent with the expectations of the grant.			32-34
Weaknesses/Areas of Concern			Page
No weaknesses noted.			N/A

C. Logic Model			
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"> • Clearly articulates how actions and expenditures are expected to lead to specific outcomes. • Aligns clearly and directly to the application narrative. 			
Points Possible:	5	Points Earned:	5
Strengths			Page
The inputs and activities are aligned to the desired outcomes.			38
Weaknesses/Areas of Concern			Page

No weaknesses noted.	N/A
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Budget, Budget Narrative, and Logic Model Total (30 points possible):	30
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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).			
Points Possible:	3	Points Earned:	0
Comments (if applicable)			Page

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

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

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

Competitive Preference Standards Total (12 points possible):			6
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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"/>
Comments (if applicable)	Page
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"/>
Comments (if applicable)	Page
As evidence of participation in applicable federal programs, have Title I status.	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
Comments (if applicable)	Page
Maintained an “A” or “A+NG” SPG, as determined by the NCDPI, and met or exceeded growth, as determined by EVAAS, for three consecutive years prior to the application.	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Comments (if applicable)	Page

Priority Consideration Status Total (4 standards possible):	1
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Section VIII – Certification

Characteristics of a strong response:	
<ul style="list-style-type: none"> Application is signed and certified. 	
Status:	Complete <input checked="" type="checkbox"/> Incomplete <input type="checkbox"/>
Comments (if applicable)	
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
Total (all sections must be <i>complete</i> to pass)	<input checked="" type="checkbox"/> Pass <input type="checkbox"/> Fail

Technical Standards	Points Possible	Points Earned
Section III – Application Narrative	70	62
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	6
Total (must receive at least <i>80 points</i> to pass)	100	98

Priority Standards	Standards Possible	Standards Met
Section VI – Priority Consideration Status	4	1

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 checked="" type="checkbox"/> Pass with Priority
	<input type="checkbox"/> Pass
	<input type="checkbox"/> Fail