



NC ACCESS Subgrant Program Application Recommendation

Telra Institute

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 Telra Institute was evaluated by a Review Committee consisting of the following individuals:

| Evaluator | Role |
|--------------------|--|
| Connie Cuttino | External Evaluator |
| Joann Jacullo-Noto | External Evaluator |
| Dr. Barbara O’Neal | Program Coordinator, NC ACCESS Program |

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

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

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

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

Procedural History

The following outlines the steps completed by Telra Institute (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

Telra Institute 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 Telra Institute 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 Telra Institute be awarded a Planning and Implementation subgrant for the 2020 application cycle.

| | |
|--|---------------------------------|
| Subgrant Application for Telra Institute: | RECOMMENDED FOR APPROVAL |
|--|---------------------------------|



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: Telra Institute

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 | K-3 | 240 | 32 | 13% |
| 2022-2023 | K-4 | 309 | 46 | 15% |
| 2023-2024 | K-5 | 378 | 60 | 16% |
| 2024-2025 | K-5 | 378 | 69 | 18% |

Requested Funding Amount: \$800,000

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 | 68 |
| 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 | 2 |
| Total (must receive at least <i>80 points</i> to pass) | 100 | 100 |

| 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 |

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

The review committee recommends that the subgrant application for Telra Institute be approved based on the following evaluation:

Strengths

The applicant is a new school opening in the 2021-22 school year with 240 K-3 students, 32 of which will be educationally disadvantaged, which is 13% of the enrollment. The applicant indicated that the enrollment projections are based on a Year 1 forecast of 20% enrollment of educationally disadvantaged students in grades K-1, 10% in grade 2, and 5% in grade 3. The rationale is that, for a new school without a track record, it will be easiest to recruit educationally disadvantaged students in earlier grades, before they are settled into a home school. In year 2 and beyond, the applicant expects to fill all openings with 20% educationally disadvantaged students. Through this mechanism and as the initial class progresses through the school, they will achieve 20% educationally disadvantaged enrollment by year 5.

The applicant clearly demonstrated that the proposed program will have in place strategies tailored to meet the needs for educationally disadvantaged students. The applicant will utilize evidence-based approaches for early literacy and mathematics learning that support struggling learners. The applicant has adopted Singapore Mathematics (Dimensions) in K-1 with extensive use of manipulatives in the CPA (concrete-pictorial-abstract) sequence to help close achievement gaps for low income students.

The applicant provided a reasonable marketing and recruitment plan. The two-phase marketing plan includes a website and social media blitz describing the school, distribution of printed publications in low income communities, hosting events and informational sessions, and other awareness activities.

The applicant will provide transportation to all students requesting transportation. The applicant will use grant funds to purchase buses and projects that 40-50% of students will be transported by bus. To ensure they meet the increasing number of students projected over the 5-year period, they will purchase a 3rd 55-passenger bus.

The applicant indicated plans to issue an RFP for an experienced national K-12 food service operator such as Chartwells or Preferred Meals to provide a daily hot lunch service that complies with National School Lunch Program nutritional guidelines.

Weaknesses

The applicant does not describe on-going professional development or train-the-trainer opportunities that would help support new employees who will come aboard later to ensure all are properly trained to work with the target population.

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

December 17, 2019

VIA EMAIL

Dr. Ronak Bhatt, Chairperson
Telra Institute
5803 Summerston Place
Charlotte, NC 28277
ronak@telra.org

Dear Dr. Bhatt,

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, Telra Institute 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 Telra Institute's designation as eligible, Telra Institute 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) 807-3491 | Fax (919) 807-3496

Exhibit B: NC ACCESS Program Subgrant Application

SUBGRANT APPLICATION

I. APPLICATION CONTACT INFORMATION

| Charter School Information | | | |
|---|--|--|--------------------------------------|
| Name of charter school (Approved/Existing): Telra Institute (charter application pending) | | | |
| Mailing address (Street, City, State, Zip): 5803 Summerston Pl, Charlotte, NC 28277 | | | |
| Name of non-profit organization under which charter is/will be organized or operated: Telra Institute, Inc. | | | |
| Name of contact person: Ronak Bhatt | | Title/Relationship to approved/existing school: Board Chair | |
| Primary telephone: 704-412-1746 | | Alternative telephone: 617-767-6370 | |
| E-Mail address: ronak@telra.org | | Website (if applicable): | |
| 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 <input checked="" type="checkbox"/> | 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 2-3 of this application.



Signature of Charter School Authorized Representative

3/1/2020
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 | N/A | 0 | 0 | N/A |
| 2021-2022 | K-3 | 240 | 32 | 13% |
| 2022-2023 | K-4 | 309 | 46 | 15% |
| 2023-2024 | K-5 | 378 | 60 | 16% |
| 2024-2025 | K-5 | 378 | 69 | 18% |

*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)

In the south Charlotte area, the elementary school ED population averages 6.2% (combined across charter schools and Charlotte-Mecklenburg Schools). Telra is projecting an ED population 2x larger at opening and growing to 3x larger by year 4. While this is a large increase compared to the local baseline, we believe ambitious targets are important to drive diversity in our school and to meaningfully increase access for educationally disadvantaged students to a high-quality charter environment.

| School | ED % | Total students | ED students |
|------------------------------------|-------------|----------------|-------------|
| Providence Spring Elementary (CMS) | 5% | 936 | 47 |
| McKee Road Elementary (CMS) | 12.8% | 512 | 66 |
| Polo Ridge Elementary (CMS) | 5.1% | 1004 | 51 |
| Socrates Academy (charter) | 5% | 679 | 34 |
| Union Day School (charter) | 5% | 403 | 20 |
| Overall | 6.2% | 3534 | 218 |

We believe achieving this enrollment goal is feasible for several reasons:

1. Our academic program (differentiated, accelerated curriculum delivered by gifted-certified instructors) is in high demand as evidenced by county-wide wait lists for similar schools. Students across a range of neighborhoods, language backgrounds, and socioeconomic status will find unique value in the school.
2. We will implement a broad marketing & outreach program to create awareness and demand for Telra among educationally disadvantaged communities (described later).
3. We will offer a bus transportation system and a meal program with FRL-subsidies to lower barriers to attendance for our school (described later).
4. Our curriculum and professional development plan are designed to support diverse learners.
5. We are implementing a weighted lottery (see below) in which we reserve 20% of our seats for educationally disadvantaged students.

Our enrollment projections are based on a year 1 forecast of 20% enrollment of ED students in grades K-1, 10% in grade 2, and 5% in grade 3. Our rationale is that, for a new school without a track record, it will be easiest to recruit ED students in earlier grades, before they are settled into a home school. In year 2 and beyond, we expect to fill all openings with 20% ED students. Through this mechanism and as the initial class progresses through the school, we will achieve 20% ED enrollment by year 5.

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

In support of the goal of increasing the number of educationally disadvantaged students who enroll in our school, Telra Institute intends to submit a charter amendment request with changes in two areas:

1. A 20% increase in the overall enrollment in our school relative to the figures presented in our initial charter application (see enrollment projections above). This change creates an opportunity for more students, including educationally disadvantaged students, to enroll.
2. Instituting a weighted lottery to increase opportunities for educationally disadvantaged students to enroll in our program. The following subgroups of ED students will be considered equally eligible for the weighted lottery: economically disadvantaged students, English learners, students with disabilities, and immigrant students.

Telra Institute will allocate 20% of the seats in each grade level/cohort to the weighted lottery and conduct the weighted lottery prior to the general lottery. This allocation supports our overall enrollment goal of achieving a 20% ED population. (Note that there are no sub-allocations within this 20% to the ED subgroups eligible for the weighted lottery; all subgroup members are treated equally.)

Students who qualify for the weighted lottery are randomly chosen until the target percentage (20%) of seats are filled. Then, the remaining students who qualify for the weighted lottery, but were not selected, are placed into the general lottery pool. The remaining seats are filled through a general lottery.

Telra plans to utilize an electronic lottery mechanism, such as Lotterease, that supports weighted lotteries, manages the waitlist, and is fully auditable (with paper forms available for families that request them). Other operational aspects of the lottery such as timing, backfills, wait lists, etc. will proceed as described in the charter application (relevant section included here in Appendix E)

B. Education Plan (30 points)

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

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

Telra Institute does not discriminate on the basis of gender, race, national origin, color, disability, or age, however the organization acknowledges that educationally disadvantaged students can experience barriers to enrollment that limit their ability to take advantage of high quality educational options. Telra is committed to implementing strategies for ensuring equitable access and participation in our programs. These strategies include eliminating barriers to enrollment by:

- Instituting a morning/afternoon bus service to ensure students within a reasonable geographic distance from the school are not barred from enrolling by a lack of transportation options
- Instituting a NSLP-compliant school lunch program with free and reduced-price lunches for qualifying families, to ensure that lack of nutrition does not serve as a barrier to enrollment
- Distributing multilingual informational and enrollment materials, and posting schedules and materials on the internet which will enable equitable access by participants and enable assistive computer devices to interpret the materials

- Identifying the special needs of enrolled students, including, but not limited to, access requirements such as wheelchairs, signers, and interpreters, as needed.
- Instituting culturally sensitive discipline policies and providing appropriately responsive professional development to teachers
- Implementing a broad awareness and outreach program with a focus on reaching educationally disadvantaged students that could benefit from our program
- Organizing a Parent/Community Advisory Council to evaluate Telra’s efforts on eliminating barriers and provide feedback regarding potential improvements

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)

Telra Institute proposes three subgrant goals in support of the overall NC ACCESS program goal 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.”

1. **Increase the number of educationally disadvantaged students attending Telra Institute**
Telra Institute will serve a significantly larger ED population than area schools, with a goal of 13% in Year 1, 15% in Year 2, 16% in Year 3, 18% in Year 4, and 20% in Year 5.
 - This goal is ambitious, but it is also achievable for the reasons discussed in A.1.
2. **Ensure Telra Institute is a high-quality charter school (attractive to ED students)**
Telra Institute’s accelerated curriculum will equip its students to *exceed* grade-level standards. In Year 1, 65% of Telra students will exceed nationally-normed grade-level proficiency in year-end NWEA MAP math or reading. That percentage will increase to 75% in Year 2, 80% in Year 3, 85% in Year 4, and 90% in Year 5.
 - With our focus on supporting students with above-grade level content and instruction, we believe our goal to exceed these national norms is achievable.
3. **Close the performance gap for educationally disadvantaged students at Telra**
Educationally Disadvantaged students in North Carolina exhibit proficiency rates 15-30% below average (see NC 2018-19 State Testing Results – Green Book), but Telra Institute will support and nurture our ED students to close the gap relative to the state averages. Among its ED categories, North Carolina reports proficiency for economically disadvantaged students, English learners, and students with disabilities. In Year 1, the proficiency rates of these ED student categories at Telra (as measured by NC EOG scores) will close 30% of the gap between the proficiency rate of the corresponding North Carolina ED category and the overall state average proficiency. In Year 2, Telra will close 50% of the proficiency gap, increasing to 70% in Year 3, 85% in Year 4, and 100% in Year 5.
 - This goal is achievable because of (a) the evidence-based curricular choices described in B.3 that have succeeded with ED students, and (b) the flexibility we offer our staff to differentiate learning through training, staffing, and the structure of our school day

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)

There is no “universal template” for serving educationally disadvantaged students; they often have unique and very diverse needs and must overcome different barriers to be successful in school. We are structuring our academic program to address many of these needs:

- **Elimination of admissions screening.** Each of the current public gifted-focused K-5 schools in Mecklenburg County (including charters and CMS district magnets) has strict admissions requirements such as minimum IQ scores, standardized test scores (e.g., COGAT), and/or

extensive student portfolio evaluation. These screens are often seen as a barrier to access, particularly for economically disadvantaged and immigrant students, and the typical outcome is lower enrollment of ED children. Unlike all these schools, Telra will *not* implement any type of academic or intellectual admissions screen. This feature of Telra’s approach (supported by targeted marketing, a weighted lottery, transportation, and meal service) will make the greatest difference in enhancing equity and access for ED students.

- **Differentiation for all students.** We are building our entire program to support differentiated learning for all the students we might see – above and below grade level.
 - a. Our teachers will all either start with or earn their gifted education certification while at Telra, and differentiation techniques (applicable to all students) are an integral part of that training.
 - b. We use flexible and dynamic grouping to give students a chance to advance through the curriculum at a pace appropriate for them. These groups (a) vary by subject area (think of the child who’s great at math but struggles in reading), and (b) are reconstituted every 4-8 weeks as we complete units, assess, and identify students who seem to be ready to go faster and those who need more support to relearn. This gives students multiple contexts in which to explore & appreciate their strengths and varying peer groups to ensure diverse interactions.
 - c. Structurally, we support this grouping by synchronizing the daily schedules for math and ELA across classes and grades. This promotes regularity in student schedules and multiple options to create teacher-student-content matches that will be most effective for each student’s learning
- **Evidence-based approaches for early literacy and mathematics learning that support struggling learners.** We adopt Singapore Mathematics (Dimensions) in K-1 with extensive use of manipulatives in the CPA (concrete-pictorial-abstract) sequence to help
 - a. close achievement gaps for low SES (“Effective Instructional Strategies to Support Struggling Elementary School Math Students,” Tianay Perrault, Ph.D. Thesis, Walden University, 2016) and
 - b. accelerate learning disabled students (“Implementing CRA with Secondary Students with Learning Disabilities in Mathematics,” Witzel, et al, *Intervention in School and Clinic*, 43(5):270-276, May 2008).

Writing intervention for struggling students employs self-regulated strategy deployment (SRSD), a technique shown to have the largest, statistically significant impact of all interventions studied (“A Meta-Analysis of Writing Instruction for Students in the Elementary Grades,” Graham et al, *Journal of Educational Psychology*, 104(4):879-896, 2012). Our proposed budget includes materials and professional development in these areas.

- **Advanced curriculum selections that support enrichment and gains for educational disadvantaged students.** The Center for Gifted Education at the College of William & Mary has been a leader in gifted education for over 30 years. Telra employs this curriculum for ELA, science, and social studies, and, while of course it is tailored for gifted learners, it is also very effective for educationally disadvantaged students. Some excerpts below from “What Works: 25 Years of Commitment to Gifted Children Through Research and Curriculum” Center for Gifted Education, William & Mary, 2013,
 - a. Students in Title I schools exposed to the language arts units showed significant learning gains annually in reading comprehension when compared to students who used a basal reader or teacher-created materials (Bracken, VanTassel-Baska, Brown, & Feng, 2007; VanTassel-Baska, Bracken, Feng, & Brown, 2009)

- b. When compared to students in Title I schools who used the basal readers only, those who were exposed to the Jacob’s Ladder curriculum showed significant and educationally important gains in reading comprehension and critical thinking (Stambaugh, 2007).
- c. Performance-based assessments that emphasized higher order concepts, scientific investigation, and content mastery showed significant growth for Title I students exposed to the science units (VanTassel-Baska, Bracken, et al., 2007).

- **Data-driven identification of learning gaps.** Telra intends to make intensive use of the NWEA MAP suite, including MAP Growth, MAP Reading Fluency, and MAP Skills as important formative assessment tools. We will use these products and the analytics to identify and address specific student knowledge gaps. This will enable us to be much more targeted in our use of interventions to support educationally disadvantaged students or any struggle learners.
- **Interventions.** Depending on their incoming preparation, Educationally Disadvantaged students may need additional interventions to catch up to their peers. This may happen in class (e.g., more time with manipulatives, small group breakouts, intervention blocks, scaffolding) or outside of class (e.g., evaluation for special learning needs, after-school or weekend tutoring). Our proposal includes professional development and budget allocations to enable these interventions, and our school staffing model includes a full time exceptional children team to support with evaluations and interventions as needed.
- **Team teaching.** Each grade level will be taught collaboratively by a 3-teacher grade-level team. This is a flexible model and it allows teachers to provide certain students more 1:1 time or to work with smaller groups. Moreover, it enables us to ensure EL and EC support staff can be closer to more students and intervene as needed.
- **Support services** As a school, we must be self-aware of challenges our ED students are facing and flexible & innovative in devising new ways to meet them. Our Parent/Community Advisory Council will be an important partner here in identifying additional needed support services, which could include things such as afterschool care or a food bank for children that may not have adequate home nutrition.

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

Our team at Telra has studied other Charlotte-Mecklenburg LEA schools for inspiration. While we have some similarities, we are also developing some unique elements in our education plan.

- Nearby LEA “home” schools deliver gifted education primarily through the “Catalyst” model, which incorporates occasional gifted enrichment into a general classroom environment. In this model, 1-2 gifted specialists serve 500-1000 students by “pushing in” to support the general classroom teachers (who generally do not have a gifted education certification). An average child in this LEA environment might spend 60-90 mins/week with a gifted specialist. While Telra will also offer enrichment, some children need a more rigorous curriculum to realize their potential. Unlike these LEA schools, our goal is to offer a full-time gifted curriculum, with gifted-certified educators in every classroom.
- The LEA also offers Talent Development (gifted) magnet schools with an adjusted curriculum tailored for gifted learners. These schools are like Telra in that they offer a full-time gifted experience, however, there are two significant differences. First, LEA magnet schools have a much greater emphasis on enrichment than acceleration for their gifted students, whereas Telra aims to balance the two. Second, LEA magnet schools require students to pass a COGAT-based admissions screen before allowing participation in their TD program. As discussed in B.3,

Telra will not employ an admissions screen, thereby improving access to our program for educationally disadvantaged students.

- There are certain other overall similarities to LEA services and programs. Like the local LEA, Telra plans to offer bus transportation, a NSLP-compliant meal program with free-and-reduced lunch subsidies, and a similar calendar and length of day.
- There are also certain overall differences. Our selection of curriculum units from William and Mary and from Beast Academy are unique. Our widespread use of team teaching and our flexibility and desire to enable subject acceleration is greater than any LEA school at the elementary level.

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

Our goal is to create a school climate where all students can exercise their curiosity and overcome challenges while being their authentic selves and feeling acceptance for their uniqueness, their talents, and their quirks. A critical part of this school culture is a spirit of adventure, of experimentation, a willingness to take risks...and fail...and learn...and persist. Inculcating this growth mindset is especially important for educationally disadvantaged students to ensure that they are motivated by achievements in growth (with the understanding that the achievements in proficiency will come in time).

Telra’s discipline model is founded on the problem-solving based PBIS (Positive Behavior Interventions and Supports). For young children (and especially educationally disadvantaged young children), setting memorable positive behavior expectations is the most effective way to (a) enforce effective discipline and (b) associate the school and learning environment with positive emotions. PBIS guides an escalating set of behavior interventions based on the severity and urgency of the behavior issue. Our goal is to use the lowest-level interventions as often as possible to ensure that students (especially educationally disadvantaged students) can remain in an enriching and safe school environment.

Student will be taught the behavior expectations in class, and these will also be communicated to families (along with the disciplinary process, grievance procedures, and due process rights) in handbooks and parent information sessions to help establish the culture.

Telra’s school culture is discussed in more detail in our charter application (relevant sections excerpted here in Appendix E), however certain elements as they apply to educationally disadvantaged students are worth highlighting here:

- We recognize the importance of adults role-modeling the values we want our students to adopt. To this end, the first step in creating the student culture is in hiring and training staff and setting expectations for innovation, openness, and humility on the part of school leaders and teachers. Students need to see that growth is a lifelong pursuit.
- Professional development is critical to equipping teachers to create our desired culture. While this proposal includes investment in PBIS and in growth mindset training for teachers, we also want to create opportunities for parents to participate in sessions that may be relevant to them. We would seek to create parent presentations and organize affinity groups around such topics as Triple P (Positive Parenting Program), so that parents can become a reinforcing part of the Telra culture.
- Course content (e.g., literature, art, social studies), will be consciously selected to represent the variety of cultures present in our faculty and our student body. We want all our students to appreciate the diversity of the world around them and to feel comfortable and welcomed at Telra.

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

Recognizing that we are a small school that only offers grades K-5, we expect that many families with children at Telra will also have children in other schools – most likely in the CMS district. To that end, Telra will adopt the same school calendar and similar school hours as other schools in the CMS system. We believe this will simplify planning, childcare, activities, transportation, etc. for all our families.

We anticipate that some students may need additional tutoring outside of regular school hours to enable them to achieve their academic goals. Telra proposes a set of afterschool (1 hour, 3 days per week) and Saturday (3 hours math, 3 hours ELA) tutoring clinics available free-of-charge for ED students to help them succeed.

Similarly, we recognize that educationally disadvantaged students often start Kindergarten behind their peers. We propose to help address this with a ten-week incoming Kindergarten camp free-of-charge for rising ED Kindergarteners who are enrolled at Telra. This will help them develop familiarity with the classroom environment, provide academic preparation, and start the school year primed to succeed.

Operations Plan (30 points)

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

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

Telra Institute has not entered any formal partnerships regarding its internal management or support of educationally disadvantaged students. As an independent charter school not utilizing a CMO/EMO, all significant functions of the school will be performed internally by employees of the nonprofit with its board providing ultimate oversight of the nonprofit's chief executive and budget.

On an informal basis, the school plans to partner with a variety of organizations to support educationally disadvantaged students within our school and in the broader community. Telra's role in these partnerships will generally be to provide content (e.g., STEM enrichment presentations), tutoring, and information about our charter school. The partner's role will typically be to provide a venue, access to a particular ED community, and insight into that community's needs. Candidates for partnership include:

- **Community Center organizations** with branches/programs located near economically disadvantaged communities (e.g., Charlotte-Mecklenburg Libraries, YMCA, Parks and Recreation, Discover Place Museum)
- **Religious and secular community groups** that serve high populations of minorities, English learners or immigrants (e.g., Catholic Diocese, International House, One7 ministries)
- **Early childcare programs** that service ED communities, such as the Bethlehem Center
- **Charter school focused** organizations that have experience reaching charter-school-interested ED families, such (e.g., Parents for Educational Freedom)

We also anticipate a range of partnerships to develop and share best-practices in creating high-quality charter school experiences for ED students. As an example, we are already working with the Center for Teaching and Learning at UNC Charlotte, planning (a) professional development programs that could be opened more broadly to other NC charter leaders, and (b) research programs in giftedness and ED students that could be deployed at Telra. We hope to identify and work closely with other NC ACCESS program participants if we are accepted into the program.

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)

As described in A.2, Telra is proposing an amendment for a 20% increase in enrollment relative to our original charter application to create more seats for educationally disadvantaged students. We have increased the staffing level commensurately to maintain a student:faculty ratio of less than 10 to 1. This ensures sufficient capacity and flexibility to provide differentiated support to all our students. We include a psychologist and EC specialist on the leadership team along with EL/EC aides on each grade level team to provide additional support to educationally disadvantaged students.

- Administrative team (6): CEO, Head of Instruction, Head of Operations, School Psychologist, Director of EC Programs, and an Administrative Assistant
- Instructional team

¹ Provide any contractual agreements as part of Appendix B.

- Grade-level team (6 per grade): 1 grade level lead teacher, 2 additional grade level teachers, 2 teaching assistants, and 1 EC/EL instructional aide
- Elective teachers: 2 in Year 1, 3 in Year 2, 4 in Years 3+

Additional specialist support (e.g., specific EL language specialists) are budgeted and will be supplemented on a contract basis, depending on the particular learning needs of our enrolled population.

Recruiting and retaining high quality staff is one of the biggest challenges facing charter school leaders. Telra plans to pursue multiple channels state-wide, nationally, and internationally in order to source teachers with a diverse range of talents, cultures, and language skills to provide a broad exposure for our students:

- Local & statewide channels
 - Telra’s website, supplemented with paid search and social media
 - Education job fairs around the Charlotte region
 - College recruiting, for both entry-level teachers and those earning graduate gifted certificates
 - UNC system (our board members’ connections to the UNC Charlotte education program will give us unique access to some high-talent, early career teachers)
 - HBCUs such as Fayetteville State, Elizabeth City State, and NCA&T that produce numerous teaching graduates
 - Local print publications
 - Charter school associations (e.g., NCAPS)
- National channels
 - Online job boards (both specialty boards like Schoolspring, K12 Job Spot, Teach4NC, and more general channels like Indeed, LinkedIn, etc.)
 - Trade publications (e.g., Ed Week)
 - National gifted education conferences (e.g., William and Mary National Curriculum Network Conference)
- Internationally, we are also exploring working with J-1 Teacher Exchange Visitor Programs to identify international teachers that can provide multilingual exposure and cultural enrichment for our students. We believe this is an important element in ensuring our EL and immigrant students see representation of their experience in our faculty.

We believe we will be able to retain these staff through a combination of the unique teaching environment (collaborative teaching of an advanced curriculum), competitive compensation, professional development opportunities, and an atmosphere of respect for teachers as professionals.

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)

There are two components of a successful marketing campaign – the right message and the right channel. On the first point, we have some key messages we will convey that will resonate for educationally disadvantaged students:

- High expectations for all students with a unique curriculum that has been empirically shown to be effective with ED students
- No admissions screen. That is important for educationally disadvantaged families who feel locked out of accessing CMS magnet programs or other charter schools that have strict admissions policies and long wait lists.
- Differentiation with flexible grouping. It doesn’t matter if you start off a little behind others. We will give everyone a chance to catch up, go fast, and go far.

- Statements expressing our commitment to recognize and support those who have special needs or language challenges, and a description of how our staffing enables that
- Operational description of our transportation and lunch plans, and our commitment to subsidize families who need financial help with either
- Description of our weighted lottery process – an affirmation of our commitment to serve educationally disadvantaged families

Our focus is on a 1st year marketing plan. While we do not have any current students or families to leverage, we intend to employ multiple channels to reach and inform families about the opportunity to enroll. All print materials from Phase 2 onward will be translated and available in multiple languages.

- Phase 1: Pre-Marketing (March – June 2020)
 - Telra website and social media established; call to action to sign up on interest list
 - Organic growth and paid promotions on social networks (Facebook, NextDoor)
 - Website remarketing
 - → Goal: Go from zero to some general awareness; 200 subscribers on interest list
- Phase 2: Growth marketing (July – October 2020)
 - Continue electronic marketing, supplement social with paid search and SEO
 - Print publication advertisements (target neighborhood weeklies in ED communities, e.g., low income, high immigrant) – Note, these are generally low ROI, but are important to reach some communities that may not be reachable otherwise
 - Print and post flyers in local businesses, community boards, HOAs, preschools, pediatricians, and psychologists
 - Coffee chats with pediatricians, psychologists, counselors, etc. to encourage them to identify and pass our materials to families with children who have unique learning needs / disabilities
 - Host information sessions for parents / enrichment sessions for kids (at a variety of times so that working parents have opportunities to attend)
 - Community Center organizations with branches/programs located near economically disadvantaged communities (e.g., Charlotte-Mecklenburg Libraries, YMCA, Parks and Recreation, Discovery Place Museum, Charlotte Soccer Academy)
 - Religious and secular community groups that serve high populations of minorities, English learners or immigrants (e.g., Catholic Diocese, International House, One7 ministries) making translators available at these events if needed
 - Early childcare programs that service ED communities, such as the Bethlehem Center
 - After school and summer enrichment programs (e.g, Thinking-Feet, Science Olympiad, Kumon)
 - Grocery stores, coffee shops, theaters, etc. that have community gathering rooms
 - Radio / podcast advertisements
 - Yard signs distributed to interested families to post
 - Booths at community events/festivals (citywide and ED-community focused); school choice fairs
 - → Goal: Broaden awareness; 500+ subscribers, 200+ letters of intent, 20% from low-income zip codes
- Phase 3: Conversion (November 2020 – February 2021)
 - Establish electronic affinity group for interested families to ask questions, share ideas

- Host family nights to provide more information to subscribers – meet staff, share details on school facilities, discuss sample curriculum materials
- Video presentations and make available on website, promote on social media
- Host “groundbreaking” ceremony, invite local leaders and media
- Continue growth marketing efforts if required
- → Goal: Convert interest list to 300+ applications

After we ramp up operations, we hope to strike marketing and professional development partnerships with other charter schools that serve a high proportion of ED students. We will be able to involve parent and student volunteers more heavily in marketing the school in subsequent years.

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

Telra is proposing to use part of the NC ACCESS grant to purchase school buses and operate a morning/afternoon transportation service for our students. We expect 40-50% of our students may be bus riders, therefore are planning for two 55-passenger buses in Year 1 and adding a third bus in Year 3. One of the buses will be specified with a wheelchair lift to accommodate any disabled students that enroll.

Availability of transportation will be featured as part of our marketing campaign, and Telra will conduct a survey of enrolled families to understand their preferences and any special needs. Routes will be determined accordingly; likely cluster stops focused on high density and high need areas. If transportation remains a hardship for any families, the Telra Head of Operations will work with them individually to make route accommodations, organize carpools, or make alternate arrangements (such as 3rd party contract services) as appropriate.

Depending on the number of students involved in extracurricular or after-school tutoring activities, Telra will explore a 2nd afternoon bus circuit to deliver these children safely home.

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)

Telra plans to issue an RFP for an experienced national K-12 food service operator such as Chartwells or Preferred Meals to provide a daily hot lunch service that complies with National School Lunch Program nutrition guidelines. This can take the form of vended meals, a bulk-satellite operation, or onsite food prep – depending on RFP results. We have already held initial conversations with these vendors and are confident in their ability to provide this service at a reasonable cost as they have done for other charter and district schools in the region.

A required component of this program (as will be specified in the RFP) is collection and submission of free-and-reduced price lunch information in order to receive the relevant federal subsidies. Telra will gather FRL eligibility information through the initial welcome packet for enrolled students and will make an online form available on the Telra website for families to access at any point during the year. FRL eligibility status will be noted electronically in the student food service record, recognized by a student ID scan at the POS system, and processed via free or subsidized transactions credited on a student meal account. Parents will deposit funds into student meal accounts as needed. Our intent is to be a cash-free system at the point of sale so that any students receiving FRL meals are not identifiable.

Telra is proposing to use part of the NC ACCESS grant to hire a consultant to draft, establish, and provide training on operating procedures for our lunch program to ensure we become compliant with NSLP standards and eligible for FRL.

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

Telra recognizes the importance of professional development both for attracting & retaining quality teachers and for preparing these teachers to be the most effective educators they can be. As a new school with an all new staff implementing a unique curriculum intended to support ED children, our professional development investments are heavily front-loaded in the first two years, and include topics such as

- **Universal Design for Learning and Differentiation** (3 days) An overarching approach focused on creating an inclusive design for instruction, enabling full access to the curriculum, and enabling differentiated instruction based on student readiness, interests, and learning profiles
- **Identification and support of EC & 2E** (2 days) Focused on identification and support of exceptional children in inclusive settings, in particular for students who are twice exceptional (e.g., student is academically gifted in math and has a co-occurring behavioral-emotional disorder), and development of IEPs
- **EL support with focus on rapid integration** (1 day) Focused on English language learner support by focusing on rapid integration and maximum inclusion: creating a welcoming classroom, language objectives, informal assessment and differentiation, literacy instruction strategies
- **Executive functioning** (1 day) Focused on social-emotional learning needs and executive functioning skills: brain development, cognitive and emotional processing, strategies and games, asynchronous development.
- **Culturally responsive instruction** (1 day) Focused on supporting students who are culturally and linguistically diverse: meaning of diversity, inclusion, acceptance, multicultural education, principles for including diverse families, disproportionality in diagnoses and discipline, and methods for collaboration.
- **Multi-tiered systems of support (MTSS) and other student interventions** (3 days) Focused on the Response to Intervention MTSS model for planning student interventions: teaching educators how to locate, vet, and implement evidence-based practice interventions in struggling students
- **Trauma-informed practices** (1 day) In an era where students face emotional stressors (e.g., divorce, gender identity issues, homelessness) school faculty need to be attentive and responsive even at an early age.
- **Classroom management and Positive Behavior Intervention & Supports (PBIS)** (1 day) Teachers learn to implement effective classroom management strategies (e.g., rule-writing, choice-making) and how to change environmental variables to individualize reinforcement for students
- **Self-Regulated Strategy Development** (4 days) Implementation of SRSD as a writing intervention across multiple genres
- **Curriculum-based PD** (7 days) Specific course content from William and Mary (ELA, Social Studies, Science), Dimensions Math, Beast Academy Math

This list of topics already requires 24 days, and along with other needed PD topics (e.g., school policies and procedures, technology tools, communication expectations, assessments) it constitutes an aggressive agenda for the first 2 years of operation. We plan a 10-day intensive PD session with our instructional staff in the summer of 2021 (before opening), followed by 8 planned PD days throughout the first school year. The 2nd summer will likely have a 5-day PD session, followed by another ~8 PD days during the 2nd year.

A more general description of Telra's professional development plan, learning communities, mentorship, etc. is provided in the charter application, portions excerpted here in Appendix E.

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

Parents are a critical part of the Telra community, and we will be proactive in engaging them even before we open. In addition to the outreach mechanisms discussed in section C.3, Telra will build engagement by inviting parents to volunteer as ambassadors to help increase awareness and by holding focus groups of prospective parents to provide input on school planning. Telra will reach out to community organizations that could be partners (e.g., preschools, camps) and begin building plans on how to collaborate, as well as to nearby businesses (once a location is determined) to discuss what to expect and how Telra can be a good neighbor.

Once we open, we imagine a variety of ways to engage families, including

- Founding the Parents Council (PC) - the representative body of parents whose children attend Telra Institute. The PC will organize parent volunteers to support the school and after-school programs, provide feedback to the staff and to the board, and coordinate fundraising efforts
- Publish a parent newsletter with overall school news
- Hold regular open houses for parents to interact with their child’s teacher as well as with school leadership, and to learn about school policies, programming, and opportunities
- Encourage and empower teachers to create a weekly communication framework with parents
- Organize events (extracurriculars, student presentations) that can be attended by parents and siblings
- Invite parents with a variety of career backgrounds for conversation and career sessions
- Invite Parents to run and coach different student clubs like Future Business Leaders, Science Olympiad, Public Speaking etc.
- Develop a speaker series of prominent individuals in the community, academia, business, arts, etc. who can visit the school to speak with children and afterward deliver a talk of general interest to the community. (The school’s mission supports establishing Telra as a center of learning for the entire community.)

In addition to the general engagement avenues above, Telra will form a Parent/Community Advisory Council (PCAC) focused on enhancing engagement with our educationally disadvantaged community. The PCAC is charged with (a) evaluating Telra’s progress in meeting its goals with regards to serving ED students, (b) improving and increasing services for ED populations, and (c) providing feedback to school leadership and the Board of Directors on potential operational improvements to more effectively reach and serve this community. The PCAC will consist of eight members:

- The Chief Executive of Telra, as an ex officio member of the PCAC
- Four non-parent members who are familiar with the challenges faced by educationally disadvantaged communities (either because they or their family members are members of these ED communities or because of other significant expertise or experience)
- Three parent members

Members of the PCAC will be elected by the Telra Institute Board of Directors to serve staggered three-year terms, though the first class of PCAC members may have terms of varying lengths to initially establish the staggered term pattern. The Telra Board Development Committee is charged with identifying and making PCAC nominations for consideration by the full Board.

² 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

C. 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.

In the event Telra Institute must close to students, the school will follow best-practices in closure and student transition, adopting the process described below which has been informed by closure frameworks from NC OCS and NACSA.

Within 72 hours of a CSAB recommendation to end the charter (or other notification of likely closure)

- **Initial assessment:** The CEO will (a) inform the affected LEAs and request designation of a representative to participate in closure planning, (b) review the school budget to assess financial viability through to end of the school year or other anticipated closure timeframe, and (c) inform the Board of Directors of the closure status, outlook for appeals/legal action, and options.
- **Form STC:** The CEO will Form a Student Transition Committee (STC) consisting of: the school’s CEO (acting as Chair of the STC), the school’s Head of Instruction, an assigned NC ACCESS program staffer, the Board Chair and Treasurer, three school parents (identified among the leadership of the Parents’ Council and the Parent/Community Advisory Council), and 1-2 representatives of the LEA(s) into which students will likely transition (in Telra’s case, Charlotte-

Mecklenburg Schools and Union County Public Schools)

- **Begin implementing STP:** The STC will meet and begin planning family and staff communications and implementing the School Closure and Student Transition Plan (roughly outlined below)

Within 7 days of a CSAB recommendation to end the charter

- **Inform school staff:** CEO and Board chair will meet with staff to discuss reasons for possible closure, timeline/options for appeal, timeline for continuing to operate the school (e.g., through end of school year), implications on employment and benefit continuity, and any assistance/placement plans for staff
- **Inform families:** School leadership will use multiple media (e.g., email, phone, town halls) to inform parents regarding reasons for possible closure, timeline/options for appeal, timeline for continuing to operate the school (e.g., through end of school year), plans to help students with reassignment, and avenues to ask further questions of school leadership or Board of Directors.

For the purposes of brevity, we do not outline the full School Closure Plan here, but we focus only on the elements most relevant to students and families, i.e., the Student Transition Plan

Within 72 hours of an SBE vote to terminate the charter

- **Official notification to families:** The CEO will issue a letter to families informing them of the SBE closure decision, the timeline for transition, and providing contact information at the school for any questions regarding student or HR issues. A copy of the letter will be provided to OCS.
- **Initial family closure meeting:** The CEO and Board Chair will convene a meeting for families to share information regarding the school closure process, including providing an overview of the SBE decision, distributing any OCS documentation (e.g., “School Closure FAQs”), providing a calendar of important dates (including the timeline for closing down operations, instruction, other school activities), contact information for the STC and student coordinator, and other details from the STP (e.g., key assessment dates, attendance requirements, LEA contact information, student records rights and transference plans).
 - All materials will be made available in multiple languages as represented on home language surveys. Copies will be shared with OCS and made available online.
 - The family closure meeting will be repeated at least three times and held at varied times so that all families have a chance to attend.
- **Student records:** The CEO and Board Chair will ensure that all student records are organized, up-to-date, and maintained in a secure location
- **Contact info:** The CEO will gather a contact list of staff, board members, and families and share with the OCS. The list will include names, address, email/phone information, and (for employees) their role and tenure at the school

Transition support period (between the SBE vote to terminate the charter and the last day of school)

- The STC will work with OCS and local schools to identify any issues in accommodating the

transferred students and any legal options to provide enrollment preferences for transitioning students

- The STC will provide regular information updates to parents regarding
 - Reminder of mandatory enrollment under state law
 - Date(s) of any planned school choice fair(s)
 - Listing of contact and enrollment information of charter, parochial, public, and private schools in the area; key dates and processes for enrollment
 - Information on obtaining student records
 - Any enrollment preferences for transitioning students which may have been established with nearby schools
- The STC will also organize “office hours” for 1:1 parent consultation regarding school transition questions and options, offering guidance and assistance in completing with transfer and enrollment forms as requested.

One week after the last day of classes

- **Final report cards:** The CEO and Board Chair will ensure student records are updated with final report cards, families receive copies of the final report cards and notice of where student records will be sent (with appropriate contact information for questions). A copy of this notice is provided to OCS.

Within 30 days of the last day of classes and no later than June 30

- **Student record transfer:** The CEO and Board Chair will ensure all student records (grades, IEP materials, immunization records, parent/guardian info, testing materials, other items are required by law) are transferred to students’ new school or district. All transfers are recorded in a master database which shall include the date of transfer, the destination, the name of the Telra representative delivering the records, and a confirmation signature by each receiving district. A copy of the master database will be provided to OCS.

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.

| NC ACCESS PROGRAM SUBGRANT BUDGET | | | | | | |
|---|----------------------|---|-----------------------|-----------------------|-----------------------|-----------------------|
| Directions for completing this workbook are found on tab 1a-Instructions. | | | | | | |
| Name of Charter School: | | Telra Institute | | | | |
| Authorizer Name: | | North Carolina State Board of Education | | | | |
| Select Subgrant Award Type: | | Planning and Implementation | | | | |
| Maximum Award Amount: | | \$ 800,000.00 | | | | |
| Award Amount Requested: | | \$ 800,000.00 | | | | |
| Date: | | March 1, 2020 | | | | |
| Name of person completing this report: | | | | | | |
| Name: | | Ronak Bhatt | | | | |
| Phone: | | 704-412-1746 | | | | |
| E-mail: | | ronak@telra.org | | | | |
| Name of person to be contacted regarding budget questions: | | | | | | |
| Name: | | Ronak Bhatt | | | | |
| Phone: | | 704-412-1746 | | | | |
| E-mail: | | ronak@telra.org | | | | |
| Program Contact: For all application, budget, or other program-related questions contact the NC ACCESS team at: (919) 807-3491 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 | \$ 70,000.00 | \$ 155,585.00 | \$ 88,154.50 | \$ 46,701.00 | \$ 28,721.00 | \$ - |
| Support Program | \$ 123,994.99 | \$ 185,753.50 | \$ 5,270.00 | \$ 91,502.00 | \$ 4,318.01 | \$ - |
| Total: | \$ 193,994.99 | \$ 341,338.50 | \$ 93,424.50 | \$ 138,203.00 | \$ 33,039.01 | \$ - |
| Revised September 2019 | | | | | | |

NC ACCESS PROGRAM SUBGRANT BUDGET
Budget Request Summary

Applicant Name: Tetra Institute
 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 | \$ - | \$ 89,789.00 | \$ 53,521.50 | \$ 29,529.00 | \$ 12,729.00 | \$ - | \$ 185,568.50 |
| Supplies and Materials | \$ - | \$ 45,796.00 | \$ 14,633.00 | \$ 17,172.00 | \$ 15,992.00 | \$ - | \$ 93,593.00 |
| Technology and Equipment | \$ 70,000.00 | \$ 20,000.00 | \$ 20,000.00 | \$ - | \$ - | \$ - | \$ 110,000.00 |
| Travel, Conferences, and Meetings | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Other | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Subtotal Instructional Program | \$ 70,000.00 | \$ 155,585.00 | \$ 88,154.50 | \$ 46,701.00 | \$ 28,721.00 | \$ - | \$ 389,161.50 |
| SUPPORT PROGRAM | | | | | | | |
| Salaries | \$ 80,000.00 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 80,000.00 |
| Employee Provided Benefits | \$ 11,720.00 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 11,720.00 |
| Professional Fees and Contracted Services | \$ 24,275.00 | \$ 10,699.50 | \$ 4,670.00 | \$ 3,675.00 | \$ 3,718.01 | \$ - | \$ 47,037.51 |
| Supplies and Materials | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| Technology and Equipment | \$ 1,699.99 | \$ - | \$ - | \$ - | \$ - | \$ - | \$ 1,699.99 |
| Travel, Conferences, and Meetings | \$ 6,300.00 | \$ 600.00 | \$ 600.00 | \$ 600.00 | \$ 600.00 | \$ - | \$ 8,700.00 |
| Other | \$ - | \$ 174,454.00 | \$ - | \$ 87,227.00 | \$ - | \$ - | \$ 261,681.00 |
| Subtotal Support Program | \$ 123,994.99 | \$ 185,753.50 | \$ 5,270.00 | \$ 91,502.00 | \$ 4,318.01 | \$ - | \$ 410,838.50 |
| Grand Total | \$ 193,994.99 | \$ 341,338.50 | \$ 93,424.50 | \$ 138,203.00 | \$ 33,039.01 | \$ - | \$ 800,000.00 |

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

| NC ACCESS PROGRAM SUBGRANT BUDGET | | | | | | | |
|---|---|----------|--------------|--------------|---|---|---|
| LEA Issue | | | | | | | |
| Planning Year Budget Detail | | | | | | | |
| Complete the budget detail below for all planning year expenses. Only 'Planning and Implementation' and 'Replication' subgrant applicants should complete this table. | | | | | | | |
| Contact the NC ACCESS Program team if more than 50 rows are needed. | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| Budget Category | Item/Expense | Quantity | Unit Price | Total Cost | Description/Notes | | |
| Support - Salaries | School leader salary | 1 | \$ 80,000.00 | \$ 80,000.00 | School leader at \$80k/year for 1 year | | |
| Support - Employee Provided Benefits | School leader payroll taxes | 1 | \$ 6,920.00 | \$ 6,920.00 | 8.65% of salary (6.2% for SS, 1.45% Medicare, 1% NC unemployment) | | |
| Support - Employee Provided Benefits | School leader retirement plan contribution | 1 | \$ 4,800.00 | \$ 4,800.00 | 6% - 40% contribution | | |
| Support - Professional Fees and Contracted Services | Graphic design for outreach and recruitment | 100 | \$ 50.00 | \$ 5,000.00 | Visual identity design; drafting brochures, posters, website imagery | | |
| Support - Professional Fees and Contracted Services | Printing costs for outreach materials | 2,000 | \$ 0.20 | \$ 400.00 | printing flyers, brochures, etc. for outreach and recruiting (2000 pages at \$ 20 per page) | | |
| Support - Professional Fees and Contracted Services | Social media advertising | 480,000 | \$ 0.01 | \$ 4,800.00 | \$0.01/view, assume 1% click through rate, 10% conversion rate, targeting 25 number of available slots (240) | | |
| Support - Professional Fees and Contracted Services | Print and mail advertising | 2,400 | \$ 2.00 | \$ 4,800.00 | \$2/6ick, assume 10% conversion rate, targeting 1x number of available slots (240) | | |
| Support - Professional Fees and Contracted Services | Newspaper and print ads | 1 | \$ 1,000.00 | \$ 1,000.00 | Targeted in local community papers | | |
| Support - Professional Fees and Contracted Services | Yard signs | 500 | \$ 2.65 | \$ 1,275.00 | Distributed to interested parents for their yards, placed in high traffic areas where allowed by landowners | | |
| Support - Travel, Conferences, Meetings | Community meetings | 10 | \$ 150.00 | \$ 1,500.00 | Space reservation / cleaning fee (\$100) and printing services (\$50) for community info sessions | | |
| Support - Professional Fees and Contracted Services | Radio / podcast advertisements | 50 | \$ 20.00 | \$ 1,000.00 | ~\$20/1000 listeners for 30 sec spot | | |
| Support - Professional Fees and Contracted Services | National School Lunch Program setup consultin | 60 | \$ 50.00 | \$ 3,000.00 | Develop and write operating procedures; establish systems and procure technology systems; provide training to establish compliant NSLP and FRL meal programs (\$50/hr x 60 hours) | | |
| Inst. - Technology and Equipment | Classroom display panels | 14 | \$ 2,000.00 | \$ 28,000.00 | Promethean panels (75") for 14 classrooms, quoted at \$4031 each. Plan to supplement with outside funds to reduce cost to PRAEL to \$2000 each | | |
| Inst. - Technology and Equipment | Classroom furniture | 14 | \$ 3,000.00 | \$ 42,000.00 | V5 Furniture package for 14 classrooms quoted at \$9615.32 each. Plan to competitively bid and/or supplement with outside funds to reduce cost to grant to \$3000/classroom | | |
| Support - Technology and Equipment | Administrator laptop | 1 | \$ 1,499.99 | \$ 1,499.99 | Dell XE 13 7390 | | |
| Support - Technology and Equipment | Administrative printer | 1 | \$ 200.00 | \$ 200.00 | | | |
| Support - Professional Fees and Contracted Services | Advertising to recruit staff | 1 | \$ 3,000.00 | \$ 3,000.00 | Placements on job boards, advertisements in education trade publications, etc. | | |
| Support - Travel, Conferences, Meetings | Travel for recruiting | 2 | \$ 900.00 | \$ 1,800.00 | Estimate \$300 for flight + 3 nights at \$120/night + \$200 conference registration + \$40 parking | | |
| Support - Travel, Conferences, Meetings | Travel to NC ACCESS events | 1 | \$ 3,000.00 | \$ 3,000.00 | Allocation as per OCS guidance | | |

| NC ACCESS PROGRAM SUBGRANT BUDGET | | Year 1 Implementation Budget Detail | | | | Year 1 Implementation Budget Detail | |
|---|--|--|------------|---------------|--|-------------------------------------|--|
| Year Institute | | Complete the budget detail below for all year 1 implementation expenses. Contact the NC ACCESS Program team if more than 50 rows are needed. | | | | | |
| Planning and Implementation | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | | |
| Budget Category | Item/Expense | Quantity | Unit Price | Total Cost | Description/Notes | | |
| Instr - Professional Fees and Contracted Services | Professional Development - Local | 17 | 1,000.00 | \$ 17,000.00 | UDL, SBRS, EC/2E, Executive function, culturally-responsive instruction, MTSS, PBIS, Trauma-informed practices, EL | | |
| Instr - Professional Fees and Contracted Services | Professional Development - William and Mary | 1 | 10,300.00 | \$ 10,300.00 | 3-day program provided by curriculum authors from William and Mary (science, ELA, social studies) | | |
| Instr - Professional Fees and Contracted Services | Professional Development - Dimensions Singap | 1 | 6,575.00 | \$ 6,575.00 | 2-day program provided by curriculum author (math) | | |
| Instr - Professional Fees and Contracted Services | Professional Development - Beast Academy | 1 | 5,500.00 | \$ 5,500.00 | 2-day program provided by curriculum author (math) | | |
| Instr - Professional Fees and Contracted Services | Assessment tools - MAP growth | 240 | 13.50 | \$ 3,240.00 | MAP growth assessment tools for all students | | |
| Instr - Professional Fees and Contracted Services | Assessment tools - MAP skills | 126 | 4.00 | \$ 504.00 | MAP Skills assessment for grades 2-5 | | |
| Instr - Professional Fees and Contracted Services | Assessment tools - Map Reading Fluency | 114 | 5.00 | \$ 570.00 | Map Reading Fluency for grades K-1 (English and Spanish) | | |
| Instr - Professional Fees and Contracted Services | MAP professional development | 1 | 6,500.00 | \$ 6,500.00 | Includes one day in-person workshop + several online followups | | |
| Instr - Professional Fees and Contracted Services | Afterschool tutoring | 672 | 25.00 | \$ 16,800.00 | Supplemental tutoring afterschool - 1 hr/day, 3d/week, 2 per grade level (math & ELA for K,1,2,3), 28 weeks | | |
| Instr - Professional Fees and Contracted Services | Weekend tutoring | 672 | 25.00 | \$ 16,800.00 | Supplemental tutoring on weekends - 3 hr/day, 1d/week, 2 per grade level (math & ELA for K,1,2,3), 28 weeks | | |
| Instr - Professional Fees and Contracted Services | Reading Kindergarten prep camp | 240 | 25.00 | \$ 6,000.00 | 3 hr/day, 5d/week, 2 sessions/day, 8 weeks | | |
| Instr - Professional Fees and Contracted Services | Web design and maintenance of school website | 1 | 4,000.00 | \$ 4,000.00 | | | |
| Support - Professional Fees and Contracted Services | Graphic design for outreach and recruitment | 40 | 50.00 | \$ 2,000.00 | Refresh of visual identity using content from 1st school year and revision of messaging on brochures, posters, etc. | | |
| Support - Professional Fees and Contracted Services | Printing service for outreach materials | 500 | 0.21 | \$ 105.00 | printing flyers, brochures, etc. for outreach and recruiting (500 pages at \$.20 per page) | | |
| Support - Professional Fees and Contracted Services | Social media advertising | 138,000 | 0.01 | \$ 1,380.00 | \$0.01/view, assume 1% click through rate, 10% conversion rate, targeting 2x number of available slots (69) | | |
| Support - Professional Fees and Contracted Services | Paid search and remarketing | 690 | 2.05 | \$ 1,414.50 | \$2/click, assume 10% conversion rate, targeting 1x number of available slots (69) | | |
| Support - Professional Fees and Contracted Services | Newspaper and print ads | 1 | 500.00 | \$ 500.00 | targeted in local community papers | | |
| Support - Travel, Conferences, Meetings | Community meetings | 4 | 150.00 | \$ 600.00 | Space reservation / cleaning fee (\$100) and printing costs (\$50) for community info sessions | | |
| Support - Professional Fees and Contracted Services | Radio / podcast advertisements | 15 | 20.00 | \$ 300.00 | ~\$20/1000 listeners for 30 sec spot | | |
| Support - Professional Fees and Contracted Services | Advertising to recruit staff | 1 | 1,000.00 | \$ 1,000.00 | Placements on job boards, advertisements in education trade publications, etc. | | |
| Instr - Technology and Equipment | Classroom display panels | 4 | 2,000.00 | \$ 8,000.00 | Promethium panels (75") for 4 classrooms quoted at \$4031 each. Plan to supplement with outside funds to reduce cost to grant to \$2000 each. | | |
| Instr - Technology and Equipment | Classroom furniture | 4 | 3,000.00 | \$ 12,000.00 | US Furniture package for 4 classrooms quoted at \$6015.32 each. Plan to competitively bid and/or supplement with outside funds to reduce cost to grant to \$3000/classroom | | |
| Support - Other | School buses | 2 | 87,227.00 | \$ 174,454.00 | INC DPI pricing for Thomas 53-54 passenger buses to accommodate 40-50% of Year 1 enrollment | | |
| Instr - Supplies and Materials | William & Mary and Dimensions curriculum | 1 | 24,676.00 | \$ 24,676.00 | Teacher's guides and student workbooks. See included schedule of materials | | |
| Instr - Supplies and Materials | Beast Academy math curriculum subscription | 1 | 21,120.00 | \$ 21,120.00 | 3 year subscription | | |

| NC ACCESS PROGRAM SUBGRANT BUDGET | | | | | |
|--|--|----------|--------------|--------------|---|
| Telra Institute | | | | | |
| Year 2 Implementation Budget Detail | | | | | |
| Complete the budget detail below for all year 2 implementation expenses. Contact the NC ACCESS Program team if more than 50 rows are needed. | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 |
| Budget Category | Item/Expense | Quantity | Unit Price | Total Cost | Description/Notes |
| Instr. - Professional Fees and Contracted Services | Assessment tools - MAP growth | 3091 | \$ 13.50 | \$ 4,171.50 | MAP Growth assessment tools for all students |
| Instr. - Professional Fees and Contracted Services | Assessment tools - MAP skills | 195 | \$ 4.00 | \$ 780.00 | MAP Skills assessment for grades 2-5 |
| Instr. - Professional Fees and Contracted Services | Assessment tools - Map Reading Fluency | 114 | \$ 5.00 | \$ 570.00 | Map Reading Fluency for grades K-1 (English and Spanish) |
| Instr. - Professional Fees and Contracted Services | Afterschool tutoring | 840 | \$ 25.00 | \$ 21,000.00 | Supplemental tutoring afterschool - 1 hr/day, 30/week, 2 per grade level (math & ELA for K, 1,2,3,4), 28 weeks |
| Instr. - Professional Fees and Contracted Services | Weekend tutoring | 840 | \$ 25.00 | \$ 21,000.00 | Supplemental tutoring on weekends - 3 hr/day, 10/week, 2 per grade level (math & ELA for K, 1,2,3,4), 28 weeks |
| Instr. - Professional Fees and Contracted Services | Rising Kindergarten prep camp | 240 | \$ 25.00 | \$ 6,000.00 | 3 hr/day, 50/week, 2 sessions/day, 8 weeks |
| Support - Professional Fees and Contracted Services | Printing services for outreach materials | 500 | \$ 0.22 | \$ 110.00 | printing flyers, brochures, etc. for outreach and recruiting (500 pages at \$.20 per page) |
| Support - Professional Fees and Contracted Services | Social media advertising | 138,000 | \$ 0.01 | \$ 1,380.00 | \$0.01/view; assume 1% click through rate, 10% conversion rate, targeting 2x number of available slots (69) |
| Support - Professional Fees and Contracted Services | Paid search and remarketing | 690 | \$ 2.00 | \$ 1,380.00 | \$2/click; assume 10% conversion rate, targeting 1x number of available slots (69) |
| Support - Professional Fees and Contracted Services | Newspaper and print ads | 1 | \$ 500.00 | \$ 500.00 | Targeted in local community papers |
| Support - Travel, Conferences, Meetings | Community meetings | 4 | \$ 150.00 | \$ 600.00 | Space reservation / cleaning fee (\$100) and printing services (\$50) for community info sessions |
| Support - Professional Fees and Contracted Services | Radio / podcast advertisements | 15 | \$ 20.00 | \$ 300.00 | \$20/1000 listeners for 30 sec spot |
| Support - Professional Fees and Contracted Services | Advertising to recruit staff | 1 | \$ 1,000.00 | \$ 1,000.00 | Placements on job boards, advertisements in education trade publications, etc. |
| Instr. - Technology and Equipment | Classroom display panels | 4 | \$ 2,000.00 | \$ 8,000.00 | Promethean panels (75") for 4 classrooms quoted at \$4031 each. Plan to supplement with outside funds to reduce cost to grant to \$2000 each |
| Instr. - Technology and Equipment | Classroom furniture | 4 | \$ 3,000.00 | \$ 12,000.00 | V/S Furniture package for 4 classrooms quoted at \$9815.32 each. Plan to competitively bid and/or supplement with outside funds to reduce cost to grant to \$3000/classroom |
| Instr. - Supplies and Materials | William & Mary and Dimensions curriculum | 1 | \$ 14,633.00 | \$ 14,633.00 | Teachers guides and student workbooks. See included schedule of materials |

| NC ACCESS PROGRAM SUBGRANT BUDGET | | | | | |
|--|--|----------|--------------|--------------|---|
| Year 3 Implementation Budget Detail | | | | | |
| Telra Institute | | | | | |
| Planning and Implementation | | | | | |
| Complete the budget detail below for all year 3 implementation expenses. Contact the NC ACCESS Program team if more than 50 rows are needed. | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 |
| Budget Category | Item/Expense | Quantity | Unit Price | Total Cost | Description/Notes |
| Instr. - Professional Fees and Contracted Services | Assessment tools - MAP growth | 378 | \$ 13.50 | \$ 5,103.00 | MAP Growth assessment tools for all students |
| Instr. - Professional Fees and Contracted Services | Assessment tools - MAP skills | 264 | \$ 4.00 | \$ 1,056.00 | MAP Skills assessment for grades 2-5 |
| Instr. - Professional Fees and Contracted Services | Assessment tools - Map Reading Fluency | 114 | \$ 5.00 | \$ 570.00 | Map Reading Fluency for grades K-1 (English and Spanish) |
| Instr. - Professional Fees and Contracted Services | After-school tutoring | 336 | \$ 25.00 | \$ 8,400.00 | Supplemental tutoring afterschool - 1 hr/day, 3rd week, 2 per grade level (math & ELA for K, 1), 28 weeks |
| Instr. - Professional Fees and Contracted Services | Weekend tutoring | 336 | \$ 25.00 | \$ 8,400.00 | Supplemental tutoring on weekends - 3 hr/day, 1st/week, 2 per grade level (math & ELA for K, 1), 28 weeks |
| Instr. - Professional Fees and Contracted Services | Rising Kindergarten prep camp | 240 | \$ 25.00 | \$ 6,000.00 | 3 hr/day, 5th/week, 2 sessions/day, 8 weeks |
| Support - Professional Fees and Contracted Services | Printing services for outreach materials | 500 | \$ 0.23 | \$ 115.00 | printing flyers, brochures, etc. for outreach and recruiting (500 pages at \$.20 per page) |
| Support - Professional Fees and Contracted Services | Social media advertising | 138,000 | \$ 0.01 | \$ 1,380.00 | \$0.01/view; assume 1% click through rate, 10% conversion rate, targeting 2x number of available slots (69) |
| Support - Professional Fees and Contracted Services | Paid search and remarketing | 690 | \$ 2.00 | \$ 1,380.00 | \$2/click; assume 10% conversion rate, targeting 1x number of available slots (69) |
| Support - Professional Fees and Contracted Services | Newspaper and print ads | 1 | \$ 500.00 | \$ 500.00 | Targeted in local community papers |
| Support - Travel, Conferences, Meetings | Community meetings | 4 | \$ 150.00 | \$ 600.00 | Space reservation / cleaning fee (\$100) and printing services (\$50) for community info sessions |
| Support - Professional Fees and Contracted Services | Radio / podcast advertisements | 15 | \$ 20.00 | \$ 300.00 | -\$20/1000 listeners for 30 sec spot |
| Instr. - Supplies and Materials | William & Mary and Dimensions curriculum | 1 | \$ 17,172.00 | \$ 17,172.00 | Teacher's guides and student workbooks. See included schedule of materials |
| Support - Other | School buses | 1 | \$ 87,227.00 | \$ 87,227.00 | NC DOT printing for Thomas 53-54 passenger bus to accommodate 40-50% of Year 3 enrollment |

| NC ACCESS PROGRAM SUBGRANT BUDGET | | | | | |
|--|--|----------|--------------|--------------|---|
| Year 4 Implementation Budget Detail | | | | | |
| Complete the budget detail below for all year 4 implementation expenses. | | | | | |
| Telra Institute | | | | | |
| Planning and Implementation | | | | | |
| Contact the NC ACCESS Program team if more than 50 rows are needed | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 |
| Budget Category | Item/Expense | Quantity | Unit Price | Total Cost | Description/Notes |
| Instr. - Professional Fees and Contracted Services | Assessment tools - MAP growth | 3781 | \$ 13.50 | \$ 5,103.00 | MAP Growth assessment tools for all students |
| Instr. - Professional Fees and Contracted Services | Assessment tools - MAP skills | 2641 | \$ 4.00 | \$ 1,056.00 | MAP Skills assessment for grades 2-5 |
| Instr. - Professional Fees and Contracted Services | Assessment tools - Map Reading Fluency | 1141 | \$ 5.00 | \$ 570.00 | Map Reading Fluency for grades K-1 (English and Spanish) |
| | | | | \$ - | |
| | | | | \$ - | |
| | | | | \$ - | |
| Instr. - Professional Fees and Contracted Services | Rising Kindergarten prep camp | 2401 | \$ 25.00 | \$ 6,000.00 | 31/riday, 5d/week, 2 sessions/day, 8 weeks |
| | | | | \$ - | |
| Support - Professional Fees and Contracted Services | Printing services for outreach materials | 5001 | \$ 0.24 | \$ 120.00 | printing flyers, brochures, etc. for outreach and recruiting (500 pages at \$.20 per page) |
| Support - Professional Fees and Contracted Services | Social media advertising | 1361 | \$ 0.01 | \$ 1,360.00 | \$0.01/view; assume 1% click through rate; 10% conversion rate; targeting 2x number of available slots (69) |
| Support - Professional Fees and Contracted Services | Paid search and remarketing | 6901 | \$ 2.06 | \$ 1,418.01 | \$2/click; assume 10% conversion rate; targeting 1x number of available slots (69) |
| Support - Professional Fees and Contracted Services | Newspaper and print ads | 11 | \$ 500.00 | \$ 500.00 | Targeted in local community papers |
| Support - Travel, Conferences, Meetings | Community meetings | 41 | \$ 150.00 | \$ 600.00 | Space reservation / cleaning fee (\$100) and printing costs (\$50) for community info sessions |
| Support - Professional Fees and Contracted Services | Radio / podcast advertisements | 151 | \$ 20.00 | \$ 300.00 | -\$20/1000 listeners for 30 sec spot |
| | | | | \$ - | |
| Instr. - Supplies and Materials | William & Mary and Dimensions curriculum | 11 | \$ 15,992.00 | \$ 15,992.00 | Teacher's guides and student workbooks. See included schedule of materials |

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.

| |
|---|
| <p>Please outline the budget narrative below.</p> <p>Upon award and receipt of grant funds, the Telra Institute Board of Directors will revise and approve an updated planning budget for the nonprofit charter school Telra Institute, Inc. The Telra CEO (an employee of the nonprofit) has day-to-day autonomy to execute the budget and is responsible for all operations and personnel. As an independent charter school not utilizing a CMO/EMO, all significant functions of the school will be performed internally by employees of the nonprofit Telra Institute, Inc. reporting to the CEO. Through its responsibility to hire and provide direct oversight of the CEO, establish financial and operating policies, and approve the budget for the nonprofit, the board has ultimate authority for the disposition of any NC ACCESS Program subgrant award, and pledges to undertake this responsibility faithfully.</p> <p>Overall NC ACCESS Implementation and Planning budget request of \$800,000</p> <ul style="list-style-type: none">• Planning Year: \$193,995 (24% of total)• Implementation Y1: \$341,338.50 (43% of total)• Implementation Y2: \$93,424.50 (12% of total)• Implementation Y3: \$138,203 (17% of total)• Implementation Y4: \$33,039 (4% of total) <p>The ACCESS funds support startup investments for the school, as is evidenced by the decline in budget in Y4 as the school moves toward independent financial viability. We describe each category of expense more fully below.</p> <p>Support Salaries and Employee benefits (Planning Year: \$91,720) are budgeted to enable hiring an essential staff member (school lead) responsible for all aspects of school start-up, including highly time-critical tasks such as facility selection/development, curriculum development, staff recruiting, school marketing & enrollment, vendor selection/onboarding, and liaising with OCS.</p> <ul style="list-style-type: none">• Salary allocation: \$80,000/year• Employee benefit: \$6,920 (8.65%) for employer payroll taxes + \$4,800 in employer retirement contribution (6% of base salary) <p>The school leader’s salary is accommodated in the regular school budget post-opening.</p> <p>Instruction-related Professional Fees and Contracted services (Implementation total: \$185,568.50, Y1: \$89,789, Y2: \$53,521.50, Y3: 29,529, Y4: 12,729)</p> |
|---|

- **Instruction and curriculum-related professional development (Y1: \$39,375)** is an allocation for the professional development program outlined in Section C.6 of this application. This is a heavy upfront investment in our new staff. Additional details on the training content and expected outcomes are provided in the appendix.
- **MAP assessment suite (Y1: \$10,814, Y2: \$5251.50, Y3: \$6729, Y4: \$6729)** is an allocation to enable the school to subscribe to the MAP suite of adaptive assessment tools. The first year also includes professional development to train our staff on proper administration and interpretation of the MAP scores. A quote from NWEA is provided in the appendix.
- **Tutoring programs (Y1: \$39,600, Y2: \$48,000, Y3: \$22,800, Y4: \$6000)** are intended as an extra layer of support to ease the transition of educationally disadvantaged students into Telra. We plan three separate programs, each supported by contractors at a \$25/hr rate:
 - Afterschool tutoring: 1hr/d, 3d/week, 2 sections per grade level, 28 weeks
 - Weekend tutoring: 3hr/d, 1d/week, 2 sections per grade level, 28 weeks
 - Rising Kindergarteners camp: 3hr/d, 5d/week, 2 sessions/day, 8 weeks

The afterschool and weekend tutoring programs are intended to provide transitional support for ED students who enter Telra at opening, hence we expect to scale them back after Y3. The Rising Kindergarten camp is intended to be an ongoing program focused on helping prepare incoming ED Kindergarteners for success at Telra.

Overall, this budget category is dominated by startup and transitional expenses in the early years. By Y5 (after the grant period), costs for sustaining PD and contracted services are expected to fall to ~\$13,000, which can be sustained in the normal school operating budget.

Instructional Supplies and Materials (Implementation total: \$93,593, Y1: \$45,796, Y2: \$14,633, Y3: 17,172, Y4: 15,992)

- **Beast Academy math curriculum (Y1: \$21,120)** is a 3-year subscription to the online Beast Academy math program for our grades 2-5. A quote from Art of Problem Solving is provided in the appendix.
- **William & Mary and Dimensions curricula (Y1: \$24,676, Y2: \$14,633, Y3: \$17,172, Y4: \$15,992)** is an allocation to purchase written materials (teacher manuals, student texts/workbooks, and tests) aligned manipulative kits for K-1 math (Dimensions), and K-5 science, social studies, and ELA (William & Mary). An itemization of materials is provided in the appendix

Ongoing curriculum material expenses (after the grant period) are expected to be in the range of \$23,000/year (~\$16k/year for Dimensions and W&M, ~\$7k/year for Beast Academy), which can be sustained in the normal school operating budget.

Instructional Technology and Equipment (Planning Year: \$70,000, Implementation Y1: \$20,000, Implementation Y2: \$20,000) is an allocation to outfit each classroom with furniture and an interactive classroom display panel to support the educational program – 14 classroom to be outfitted ahead of Y1, 4 more ahead of Y2, and the last 4 ahead of Y3.

- **Classroom furniture (Planning year: \$42,000, Y1: \$12,000, Y2: \$12,000)** We have obtained a quote from VS Furniture for a classroom package of dynamic furniture at \$9615.32 each

(provided in the appendix). The package includes easily reconfigurable tables to allow multiple classroom configuration and collaboration opportunities along with active seating which has shown to be beneficial for students with attention disorders. However, recognizing that the NC ACCESS grant limit of \$800k is insufficient to accommodate this purchase for all our classrooms, we have limited the budget request to \$3000/classroom. Our intent would be to pursue competitive bids, supplement the purchase with non-grant funds, or find some way to reduce the order and/or share furniture in order to achieve this cost reduction.

- **Interactive classroom display panel (Planning year: \$28,000, Y1: \$8,000, Y2: \$8,000)** We have obtained a quote for 75" Promethean panels at \$4031 each (provided in the appendix). The panels are like the ubiquitous "smart boards" but many teachers find this interface easier and more reliable to display dynamic video content and enable real-time collaboration between teacher and student technology. However, recognizing that the NC ACCESS grant allocation is not sufficient to accommodate this purchase for all our classrooms, we have limited the budget request to \$2000/classroom. Our intent would be to pursue competitive bids, supplement the purchase with non-grant funds, or find some way to reduce the order and/or share technology in order to achieve this cost reduction.

These technology and equipment investments are expected to have a 10-20 year life, therefore should not affect financial viability of the school after the grant period.

Supporting Professional Fees and Contracted Services (Planning Year: \$24,275, Implementation Y1: \$10,699.50, Y2: \$4,670, Y3: \$3,675, Y4: \$3,718)

- **Outreach advertisement (Planning year: \$18,275, Y1: \$9,699.50, Y2: \$4,670, Y3: \$3,675, Y4: \$3,718)** This allocation is for a multichannel campaign to educate the community about Telra Institute and to encourage enrollment, with targeted efforts in educationally disadvantaged communities. Planned advertising channels include electronic (social, paid search, remarketing), print, radio/podcast, printed flyers, and yard signs. (See submitted budget for a detailed breakdown.) The early years include startup costs for graphic and web development and require a more significant advertising investment because of the large number of open slots and lack of brand recognition. In later years, we expect outreach costs to stabilize at \$3-4k, which will be sustainable in the operating budget (post grant).
- **Recruitment advertising (Planning year: \$3,000, Y1: \$1,000, Y2: \$1,000)** This allocation supports recruitment of teaching staff through the first 3 years of operation (as the school is growing) through online job boards, placements in trade publications such as Ed Week, costs to participate in job fairs, and online advertising through social and paid search.
- **National School Lunch Program setup consultant (Planning year: \$3,000)** This is an estimated cost to hire an expert familiar with NSLP and FRL guidelines to help Telra establish of a compliant program. Expected outcomes include meal administration operating procedures drafted and accepted; relevant POS, accounting, and data reporting systems specified, procured, and installed; Telra staff trained and able to implement operating procedures and obtain subsidy reimbursement.

Supporting Technology and Equipment (Planning Year: \$1,700) This allocation supports purchase of a laptop computer and a printer for use by the school leader to execute his/her duties throughout the planning year.

Travel, Conferences, and Meetings (Planning Year: \$6,300, Implementation Y1: \$600, Implementation Y2: \$600, Implementation Y3: \$600, Implementation Y4: \$600)

- **Recruiting travel (Planning year: \$1,800)** supports travel for the school leader to two national education conferences for the purposes of recruiting and interviewing potential school staff and faculty. The budget assumes \$900/trip: \$300 for round-trip economy travel, a 3-night hotel stay assuming \$120/night, a \$200 conference registration, and \$40 in parking fees.
- **NC ACCESS Fellowship (Planning year: \$3,000)** supports travel to events associated with the NC ACCESS fellowship program. This allocation is per OCS guidance for “year 1” of the grant.
- **Community outreach meetings (Planning year: \$1,500, Implementation Y1: \$600, Implementation Y2: \$600, Implementation Y3: \$600, Implementation Y4: \$600)** are organized by Telra staff in locations around the Charlotte area to educate the community about the charter school and to encourage enrollment. These meetings are budgeted at \$150/meeting to cover potential space reservation, cleaning, and printing costs. We plan 10 meetings throughout in the Planning Year (with a focus on educationally disadvantaged communities) and 4 meetings each year thereafter.

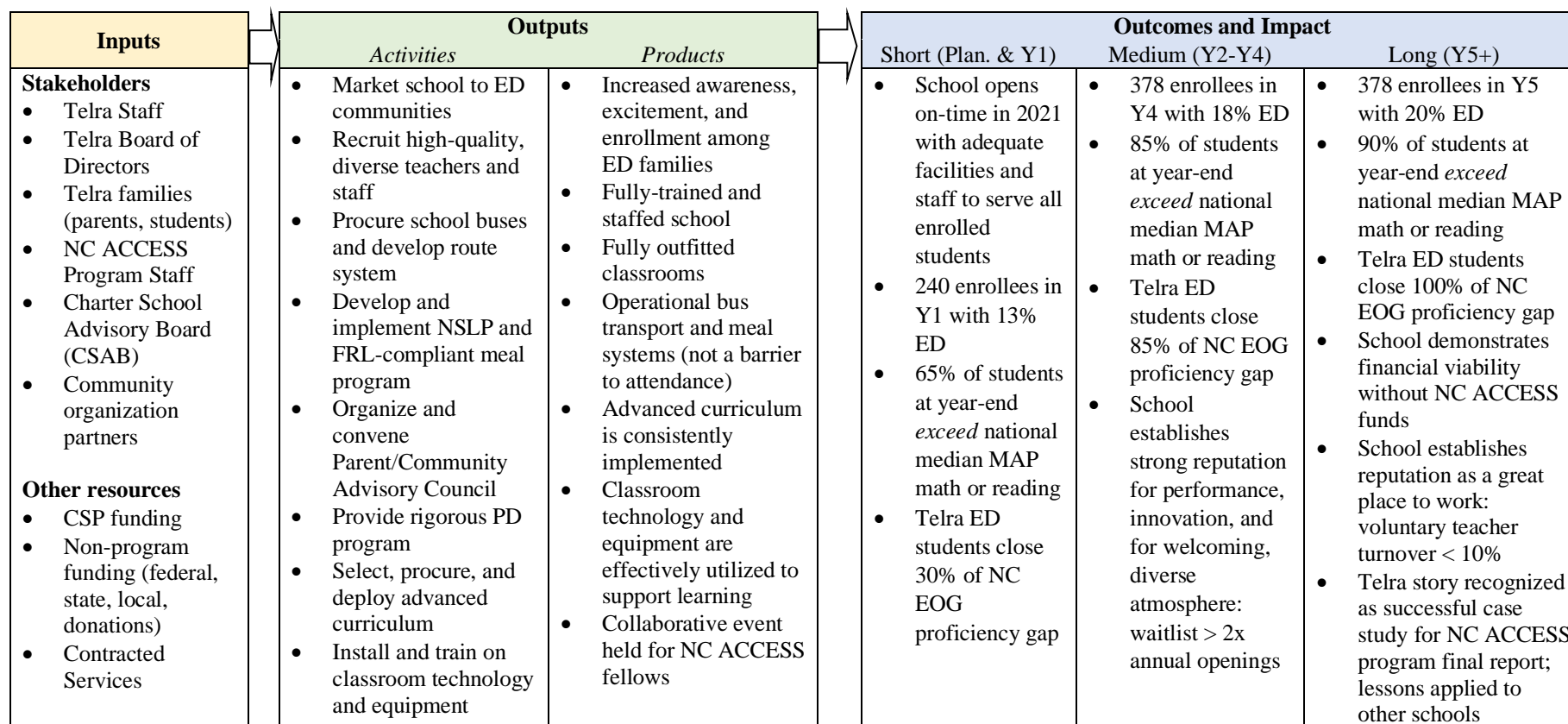
Other (Implementation Y1: \$174,454, Implementation Y3: \$87,227) supports the purchase of three school buses for the school to minimize transportation barriers to attendance for educationally disadvantaged students. Two 53-54 passenger Thomas buses are purchased to support 240 students in Y1 (assuming 40-50% will be bus riders), and a third bus is added in Y3 to enable supporting the full population of 378 (again assuming 40-50% bus ridership). Pricing at \$87,227 is based on the latest figures available from the DPI negotiated bus pricing. We note that we have considered other transportation provision options, including purchasing used buses and/or using an independent bus contractor. While these alternatives do reduce short-term costs, the long-term costs, when accounting for ongoing lease fees, maintenance, and risk of breakdown are higher. Purchasing new buses will help ensure financial viability of the transportation program after the grant period has ended.

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.

Telra Institute NC ACCESS Program Logic Model

| Objectives |
|--|
| <ol style="list-style-type: none"> 1. Increase the number of educationally disadvantaged (ED) students attending Telra Institute 2. Ensure Telra Institute is a high-quality charter school attractive to ED students 3. Close the performance gap for ED students at Telra |



| Assumptions |
|---|
| <ul style="list-style-type: none"> • Telra Institute receives a NC ACCESS subgrant for the full requested amount • Telra Institute receives approval for requested charter amendments (weighted lottery, enrollment increase) |

| External Factors |
|---|
| <ul style="list-style-type: none"> • Delays in public budget authorization could jeopardize receipt of necessary funds to support program • Unforeseen delays in permitting, site work, financing, etc. could delay opening of school |

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"/> No <input type="checkbox"/> |
| <p>By developing the programs described in this application, Telra will recruit, enroll, and serve a higher proportion of ED students than nearby LEA and charter schools. We will not repeat a description of all these programs here, but quickly note that they include a weighted lottery, targeted outreach and recruitment of racial and ethnic minorities with multilingual materials, a non-restrictive admissions program, provision of transportation and subsidized meals, tailored PD for the needs of ED communities, and selection of curricula found to be effective for ED students. We hold ourselves accountable to meet the Telra target of 20% ED as a 3x increase against the 6.2% found in nearby LEA and charter schools (see Section A).</p> <p>We know that, unfortunately, economic disadvantage correlates quite strongly with racial minority status. A natural result, therefore, of enrolling a higher proportion of ED students will be a higher proportion of racial and ethnic minorities at the school, enhancing the diversity of the learning environment in our new charter school</p> | |
| The inclusion of high school (9-12) grade levels. | Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> |
| | |
| Develop or manage a charter school focused on dropout recovery and academic reentry. | Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> |
| | |

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

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.



Signature of Charter School Authorized Representative

3/1/20__
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 E1 – Supporting materials for budget

Professional development menu (scope/outcomes/costs) from UNC Charlotte Center for Teaching and Learning

1. Universal Design for Learning and Differentiation
 - a. Description:

This training will focus on two topics that go hand in hand, Universal Design for Learning and Differentiation. Universal Design for Learning is an overarching approach focused on creating an inclusive design for instruction from the start. It aims to ensure all students have full access to every part of the classroom and curriculum, regardless of their needs and ability. Differentiation is a strategy used to address student’s individual levels of readiness, interests, and learning profiles, including for students working above grade level. Teachers using differentiation modify content and processes to address the needs of each student. In this training the staff will learn how to initially design lessons through a UDL framework focusing on student supported, self-directed learning for providing instruction and assignments through multiple means of action, expression, and representation. Staff will also learn more teacher directed actions they can take to differentiate learning for students who are not responsive to the UDL approach.
 - b. Outcomes:
 - i. Teachers will be able to design high-quality content lessons and respond to student’s performance based on individual needs
 - ii. Teachers will learn how to provide multiple ways to develop and express knowledge and skills by cultivating critical thinking and strategic learning
 - iii. Teachers will be able to apply these strategies appropriately for students working either below or above grade level
 - c. Duration: 3 days
 - d. Costs: \$1000/day, total \$3,000
2. Identification and support of gifted learners and their unique needs
 - a. Description:

This training will focus on how to identify gifted learners and respond to their unique learning needs. Gifted learners are often a complex group of individuals. Although they can be academically advanced in many areas, identification and assessment of individual needs is needed to ensure further academic success and personal development. Teachers will learn to recognize the characteristics or behavioral traits of gifted learners (i.e., curious and motivated, asks many questions, has a good memory, quickly retains information, possesses higher level thinking skills, has a strong sense of justice) as well as some of the problematic characteristics of gifted learners (i.e., easily gets off task or off topic, impatient when not called on in class, gets bored easily, resists repetitive work, doesn’t work well with others, critical of others and themselves). Teachers will learn strategies for compacting and individualizing the curriculum to promote self-directed and in-depth learning, which increase gifted learners’ motivation while decreasing problematic behaviors.
 - b. Outcomes:
 - i. Teachers will learn to recognize characteristics and traits of gifted learners
 - ii. Teachers will learn classroom-level and small-group strategies for identifying students’ learning needs and responding with curricular interventions to address learners who already have mastered core academic content

- iii. Teachers will plan and execute strategies to identify specific individual student needs and to respond with appropriate curriculum-based modifications.
 - c. Duration: 1 day
 - d. Costs: \$1,000
- 3. Identification and support of EC, in particular, techniques for supporting twice exceptional students in an inclusive environment
 - a. Description: This training will focus on the identification and support of exceptional children in inclusive settings, in particular training for students who are twice exceptional (e.g., student is academically gifted in math and has a co-occurring behavioral-emotional disorder). Teachers will learn early intervention strategies to employ when students show signs of struggling in academic, social-emotional, communication, independence, and behavioral domains. Along with these early intervention strategies, ongoing supports will be taught including direct instruction, principals of applied behavior analysis, and evidence-based practices used specifically for each set of student populations qualified for EC services. The focus of the professional development will be on how to maintain inclusive environments for these students and have the services delivered in their general education classroom.
 - b. Outcomes:
 - i. Teachers will identify common domain areas of struggle and decide on early interventions for these areas.
 - ii. Teachers will learn strategies to provide ongoing support in inclusive settings by using evidence-based practices.
 - c. Duration: 2 days
 - d. Costs: \$1,000/day, total \$2,000
- 4. English language learner support with a focus on rapid integration and maximum inclusion
 - a. Description:

This training will focus on English language learner (ELL) support by focusing on rapid integration and maximum inclusion. Teachers will learn how to create a welcoming classroom where ELL students can build their confidence and comfort levels. The training will include ELL strategies and best practices, including tips for writing lessons and use of language objectives, as well as broader approaches such as using informal assessment and differentiation for varying language levels. One important focus will be to provide resources for identifying language and vocabulary that will be most useful to teach so ELL students so they can join the classroom for the maximum amount of time; these strategies also will be useful for students who are native English speakers. In addition, this training will also cover literacy instruction strategies to help ELL students learn grade-level content and English language skills to access standards-based content. Resources will be provided for working with special subpopulations of ELL students such as refugees, migrants, students with interrupted education, new immigrants, unaccompanied children, and internationally adopted students.
 - b. Outcomes:
 - i. Teachers will identify key factors and give examples of a welcoming classroom for ELL students.
 - ii. Teachers will develop a sample lesson plan that identifies key vocabulary and how to pre-teach these words for the ELL student to have maximum engagement in the lesson.
 - iii. Teachers will be able to identify and locate community resources for special populations of ELL learners.
 - c. Duration: 1 day
 - d. Costs: \$1,000
- 5. Social-emotional learning and executive functioning

- a. Description: This training will focus on the social-emotional learning needs and executive functional skills that students need to be successful in the classroom. The staff will learn about how the brain develops and learns so they can share this information about cognitive and emotional processing with their students. Teachers will learn strategies and games for working memory, attention, processing speed, sequencing, and other cognitive skills to play with their students in their classrooms. Information specific to the social and emotional issues faced by gifted and academically advanced children, such as asynchronous development of mental vs. physical skills, also will be addressed. Social and emotional learning is often overlooked, but with the help of teachers guiding young minds through these complex processes, they can be better equipped to navigate this aspect of their lives.
 - b. Outcomes:
 - i. Teachers will understand developmental stages and how these influence students' development from birth through age 12
 - ii. Teachers will learn to use selected research-supported games and mnemonics to support students' development of cognitive and affective skills
 - iii. Teachers will understand how student behaviors may develop as a result of varied patterns of cognitive and affective growth, and how to help students understand these factors in their own lives.
 - c. Duration: 1 day
 - d. Costs: \$1,000
6. Culturally responsive instruction
- a. Description: This training will focus on culturally responsive instruction related to students who are culturally and linguistically diverse. Topics covered will include the meaning of diversity, inclusion, multicultural education, and acceptance and knowledge of cultural differences, principles for including diverse and urban families, and methods for collaboration. The training will help teachers develop culturally responsive instruction for daily lesson plans involving students and regular interactions with parents, as well as engagement in the community. Information will also be shared on the disproportionality of students labeled as having exceptional needs who are culturally or linguistically diverse, and how student diversity may interact with teacher perceptions and student identification processes. The training will provide literature and other resources for further study of these important aspects of effective teaching.
 - b. Outcomes:
 - i. Teachers will learn how to use methodologies and strategies to infuse multicultural education into classroom lessons.
 - ii. Teachers will be able to define multicultural education, diversity, and urbanization.
 - iii. Teachers will be able to effectively model practices, including verbal and nonverbal skills for interacting effectively with culturally and linguistically diverse learners and their families.
 - c. Duration: 1 day
 - d. Costs: \$1,000
7. Multi-tiered systems of support (MTSS) and other student interventions
- a. Description: This training will focus specifically on the Response to Intervention MTSS model for planning student interventions. RTI is a data-based decision making process that includes three main components: screening, progress monitoring, and multi-leveled instruction. The goal of RTI is to identify students at risk for poor learning outcomes, monitor their progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on student's responsiveness, and identify students with learning disabilities or other disabilities. This training will teach educators

how to locate and vet reliable evidence-based practice interventions and implement them with fidelity with their struggling students. Extensions of the model to advanced learners will also be addressed. This training will also provide the school a place to develop their RTI framework and processes specific to their MTSS model.

- b. Outcomes:
 - i. Teachers will be able to recognize and describe the components of a school-wide MTSS model.
 - ii. Teachers will be able to explain the purpose of intervention and assessment within MTSS models.
 - iii. Teachers will be able to summarize how intervention and special education function within MTSS models.
 - c. Duration: 3 days
 - d. Costs: \$1,000/day, total \$3,000
8. Best practices in student assessment- standardized tests, ceiling effects, and curriculum-based measures
- a. Description: This training will focus on best practices in student assessment, specifically standardized tests and curriculum based measures. Considerations and practices for identifying above-grade level performance using grade-level, above-level, and vertically equated adaptive testing will also be addressed. Curriculum based measures are a specific set of procedures for assessing student’s skills and knowledge. They are used to identify at-risk students via global skill indicators in reading, math, writing, and vocabulary. They are also informative for teachers to test the effects of instruction on student achievement. Teachers will learn common CBMs and resources to administer these with fidelity and interpret scores. Above-level testing allows decisions about curriculum and student placement to be more responsive to students’ individual learning needs.
 - b. Outcomes:
 - i. Teachers will be able to explain the rationale for above-level testing and how to use it to inform student placement.
 - ii. Teachers will define curriculum based measures, contrast these with norm referenced assessments, and be able to apply this knowledge to select appropriate assessments for use with their students
 - iii. Teachers will practice administering and scoring common curriculum based measures.
 - c. Duration: 2 days
 - d. Costs: \$1,000/day, total \$2,000
9. Trauma informed practices
- a. Description: This training will provide strategies on a new area of research, trauma informed practices. In an age where students are faced with emotional stressors (e.g., divorce, gender identity issues, homelessness, assault, bullying, blended families, etc.) school faculty need to be attentive and responsive to these issues even at an early age. Proactive strategies such as mentoring programs or facilitated group discussions for students with similar struggles will be shared and planned during the training. Reactive strategies and crisis plan outlines will be shared to explore responses to specific student cases, such as when a behavioral plan is needed to handle manifestations of behavior in students who have experienced trauma.
 - b. Outcomes:
 - i. Teachers will learn about common stressors students face and varied ways to respond effectively to each of them.
 - ii. Teachers will identify strategies to help students learn to express their emotions surrounding trauma.

- iii. Teachers will decide on proactive and reactive strategies to support students who have experienced trauma.
 - c. Duration: 1 day
 - d. Costs: \$1,000
- 10. Self-regulated strategy development (SRSD)
 - a. Description: Writing is the primary way we demonstrate our understanding in academic settings after fourth grade. Self-regulated strategy development (SRSD) has the highest effect sizes among all writing interventions and is an evidence-based practice (EBP) identified by multiple entities. This professional development supports schools in implementing this EBP in all grades so students have a strong foundation in writing across all three genres -- opinion/persuasive/argumentative, informational/expository, and narrative. Providing teachers professional learning opportunities is key for ensuring EBPs are implemented with fidelity in the complex context of schools. Practice-based professional development gives teachers ample education and opportunities to practice prior to implementing and has been demonstrated in multiple studies to be effective in supporting teachers as they implement SRSD with high fidelity.
 - b. Outcomes:
 - i. Following two days of professional development, teachers will have materials, content knowledge, pedagogical expertise, and plans for differentiation to provide students with SRSD in the opinion/persuasive genre.
 - ii. In professional development, teachers learn about and then are immersed in SRSD as they observe experts deliver all lessons of the strategy in their totality. Then participating teachers engage in delivering each lesson while receiving both peer and expert feedback. In this way, practice-based professional development prepares teachers to be comfortable where it matters most, in front of our students, because they have already observed each lesson multiple times and practiced them in their entirety.
 - iii. The final two days of professional development will be spaced across the course of the year when teachers have completed SRSD for the opinion/persuasive genre and are ready to move into expository/informational writing and finally narrative writing
 - c. Duration: 4 days
 - d. Costs: \$1000/day total \$4000
- 11. Classroom management and positive behavior support
 - a. Description: This training will focus on classroom management and positive behavior support (PBS). PBS is an empirically validated function-based approach to eliminate challenging behavior and replace them with prosocial skills. The use of PBS decreases the need for more intrusive or aversive interventions (i.e., punishment or suspension) and can lead to systemic as well as individual change. Teachers will learn how they can change environmental variables, such as the physical setting, task demands, curriculum, instructional pace, and to individualize reinforcement for students. Educators will practice how to make data-based decisions in response to behavior by using functional behavior assessments with ongoing monitoring of intervention impact. Teachers will also learn universal classroom management strategies such as effective classroom rule writing, use of response cards, group contingencies, choice-making, behavior-specific praise, check-in check-out, and self-monitoring.
 - b. Outcomes:
 - i. Teachers will be able to identify the function of a behavior, typically to gain or avoid something.
 - ii. Teachers will be able to use classroom management strategies and PBS to develop interventions for specific students needing more support.

- iii. Teacher will learn to monitor progress in response to intervention and change them as needed for better student outcomes.
- c. Duration: 1 day
- d. Costs: \$1,000

Dimensions Math (Singapore Math) curriculum training proposal by Math Champions



PRICING FOR MATHEMATICS PROFESSIONAL DEVELOPMENT SERVICES

OFFERED TO

TELRA INSTITUTE

Math Champions typically charges schools \$2,500 per day of training plus the cost of travel. We generally provide schools with an all-inclusive quote for each training visit that includes our cost of travel. The quote below includes an **estimate** of our travel costs. Math Champions can update this proposal when Telra Institute has a proposed schedule for training.

As part of annual agreement that includes multiple on-site training visits, Math Champions may be able to offer Telra Institute a repeat client discount from our standard rates.

| | Instructional Fees, Materials & Support | Travel (Estimated) | Total (all- inclusive) |
|--|--|-----------------------|---------------------------|
| Onsite PD Services | | | |
| First Training Day | \$2,500 | \$1,200 | \$3,700 |
| Second and Ensuing Training Days (must be consecutive days) | \$2,500 | \$375 | \$2,875 |
| Online PD Services | | | |
| Virtual Training/Consulting | \$2,500/Day \$300/hour | N/A | |

The following items are included pursuant to any PD agreement with Math Champions:

- Training materials to support instruction (first 100 copies are included; additional copies are available at a discounted rate of \$5/attendee).
- Email support for faculty, staff and administrators.
- Parent education events, which may include hosting a parent night event on the day or evening of a scheduled on-site visit. The format of these may vary.

Desired Outcomes

Desired outcomes for teachers who attend our mathematics trainings include:

- Focus on students gaining a deep understanding of the mathematical concepts at each grade level.
- Solid understanding by teachers of the principles that guide the curriculum.
- Improved teacher math content knowledge.
- Use of both data and formative assessment to guide instruction.
- Understanding of the vertical alignment of concepts and skills throughout the curriculum.
- Understanding that students will have knowledge gaps and approaches to address students' needs.

Topics Covered in a Training

Here are some of the topics that we typically encounter and address during trainings:

- Why Singapore Math? How can we duplicate Singapore's success when we're so different? What is Singapore Math?
- Many of the strategies that are taught in the curriculum look different than what U.S. teachers are used to. Without understanding the pedagogical basis for them, teachers will go back to teaching mathematical concepts the way they have always taught them.
- Area where Singapore Math may need to be aligned with local standards or supplemented.
- How to handle home enjoyment (also known as "homework").
- Assessment - Many schools find that Singapore Math is a good year ahead of what their students have been doing in schools. We help you find the decide where to start with students.
- The math requires deep understanding. We cover:
 - mental math strategies,
 - manipulatives,
 - interpretations of addition and subtraction,
 - decomposing numbers,
 - strategies with the four operations and fractions, and
 - bar modeling from beginning to advanced concepts, including percentages, ratio and proportion, changing ratios and speed.

College of William & Mary curriculum training proposal



WILLIAM & MARY

CENTER FOR GIFTED EDUCATION

Professional Development Proposal & Memorandum of Understanding Telra Institute

Requested by

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Chairman
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Prepared by

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General Program Parameters

Faculty/Staff Providing Training

- William and Mary Faculty, Center for Gifted Education Staff, or affiliated trainers will provide training.

Location

- To Be Determined

Outcomes

- To provide training on the Center for Gifted Education's curriculum series in Science, English language arts, and Social Studies that includes an overview of the units and information about implementation and differentiation in the classroom. (Specific Units included in the descriptions below.)
- To provide teachers with professional development on the topic of "Supporting Gifted Learners" including characteristics of gifted learners, differentiation strategies, assessment, and acceleration.



WILLIAM & MARY

CENTER FOR GIFTED EDUCATION

Teacher Professional Development Program

Participants

- ~22 teachers K-3 + 5-10 assistants and administrators

Training Dates/Times

- 8:30am – 3:30pm with a break for lunch
- Session length can also be adjusted to meet the school district's needs
 - Training 1 – Curriculum Focused K-3 - 5 Full Days August 2021
 - Training 2 – Supporting Gifted Learners K-3 – 2 Full Days TBD

Professional Development Description

- **Training 1 - Curriculum Unit Based Professional Development**
 - Day 1
 - AM - Introduction to Center for Gifted Education Curriculum
 - Integrated Curriculum Model (ICM)
 - Teaching Models
 - PM – CFGE Science Units
 - Clarion Units -- Overview and Organization of Units
 - Survive and Thrive, K
 - How the Sun Makes Our Day, K
 - Water Works, 1
 - Budding Botanists, 1
 - The Weather Reporter, 2
 - What's the Matter? 2
 - Dig It! 3
 - Earth Beneath Our Feet, 3
 - Invitation to Invent 3
 - Thinking Like An Engineer 3
 - Day 2 - Science Units (cont.)
 - Example Lessons
 - Implementation
 - Specific Unit Planning
 - Day 3 – English Language Arts
 - Literature Units -
 - A World of Wild, Wacky, Wonderful Words, K



WILLIAM & MARY

CENTER FOR GIFTED EDUCATION

- Beyond Words, 1
- Journeys and Destinations, 2
- Explore, Discover, Reveal, 3
- Day 4 – English Language Arts
 - Jacob’s Ladder Reading Comprehension (K-1, 1-2, 3)
 - Nonfiction Jacob’s Ladder (3)
 - Implementation & Planning
- Day 5 – Social Studies
 - AM
 - Thinking Like A Geographer K-1
 - Overview of SS Units
 - PM
 - Ancient Egypt – Grade 2
 - Ancient China – Grade 3
- Training 2 – Supporting Gifted Learners
 - Day 1
 - Characteristics and Needs of Gifted and Talented Learners
 - Assessment
 - Day 2
 - Acceleration Options
 - Differentiation
 - Curriculum Compacting
 - Content, Process, Product
 - Choice & Voice

Costs:

The daily rate for professional development is \$1500.00 and the estimated travel cost per visit to North Carolina is approximately \$1400.00 per trainer (subject to change).

The estimated total cost is \$10,300.00 for 5 days of professional development with two trainers.

The estimated total cost is \$4,300.00 for 2 days of professional development with one trainer.

To secure the dates proposed above the district may choose one of the following options:

- Provide a Purchase Order to the Center for Gifted Education for the full quote amount. The Center will invoice the district after each visit.
- Provide a check for a deposit of \$500.00.
- Provide a check for the full amount of the quoted price.

Financial and payment questions should be directed to Diana Ruffer at dyruffer@wm.edu.

Agreement: This proposal and subsequent pricing worksheet will act as a Memorandum of Understanding.



WILLIAM & MARY

CENTER FOR GIFTED EDUCATION

| Professional Development | | | |
|---------------------------------|---|--------------------|--|
| Quote 5 day | | | |
| Date | Description | Unit Price | |
| August 2021 | Full Day Professional Development - on site 8:30 a.m. - 3:30 p.m. | \$1,500.00 | |
| August 2021 | Full Day Professional Development - on site 8:30 a.m. - 3:30 p.m. | \$1,500.00 | |
| August 2021 | Full Day Professional Development - on site 8:30 a.m. - 3:30 p.m. | \$1,500.00 | |
| August 2021 | Full Day Professional Development - on site 8:30 a.m. - 3:30 p.m. | \$1,500.00 | |
| August 2021 | Full Day Professional Development - on site 8:30 a.m. - 3:30 p.m. | \$1,500.00 | |
| | Travel Estimate Trainer 2 (includes flight, 3 night at a hotel, meals, & transportation when in NC, subject to change with increased travel prices in 2021) | \$1,500.00 | |
| | Travel Estimate Trainer 1 (includes flight, 2 night at a hotel, meals, & transportation when in NC, subject to change with increased travel prices in 2021) | \$1,300.00 | |
| | Total | \$10,300.00 | |

Art of Problem Solving proposal for Beast Academy Online curriculum subscription and professional development



Art of Problem Solving

10865 Rancho Bernardo Rd.
Suite 100
San Diego, CA 92127-2102

Sales Order

| | |
|-----------|----------|
| Date | S.O. No. |
| 2/19/2020 | 693 |

| |
|---|
| Name / Address |
| Tetra Institute 5803 Summerston Place Charlotte, NC 28277 |

| |
|---|
| Ship To |
| Tetra Institute 5803 Summerston Place Charlotte, NC 28277 |

| |
|-----------------|
| P.O. No. |
| |

| Item | Description | Ordered | Rate | Amount |
|--------------------|---|---------|----------|------------|
| BAO- Sales to S... | Sales of bulk BAO subscriptions to schools K-3 Charter School Single School Ronak Bhatt ronak@tetra.org 704-412-1746 Sub start date 08/03/2020 Sub end date 08/03/2023 | 264 | 80.00 | 21,120.00T |
| Beast Academ... | Training webinar for BA customers | 1 | 500.00 | 500.00T |
| Beast Academ... | OnSite training on how to use BA | 1 | 5,000.00 | 5,000.00T |

Quote is valid for 60 days from date of issue.
Quote is void after 60 days.

| | |
|--------------------------|-------------|
| Subtotal | \$26,620.00 |
| Sales Tax (7.25%) | \$1,929.95 |
| Total | \$28,549.95 |

NWEA proposal for MAP assessment toolkit and professional development



Schedule A

SALES ORDER

| | | | |
|---------------------|---|------------------|-----------------|
| Company Address: | 121 NW Everett Street Portland, OR 97209 | Created Date: | 02/25/2020 |
| License Start Date: | 07/01/2021 | Quote Number: | 00027903 |
| License End Date: | 06/30/2022 | Partner ID: | |
| Prepared By: | Brad Banich | Contact Name: | Ronak Bhatt |
| Phone: | 503-444-6423 | Phone: | 704-412-1746 |
| Email: | brad.banich@nwea.org | Email: | ronak@telra.org |
| Bill To Name: | Telra Institute | Ship To Name: | Telra Institute |
| Bill To Address: | Charlotte, NC | Ship To Address: | Charlotte, NC |

| Product | Sales Price | Quantity | Total Price |
|---|-------------|----------|-------------|
| Online MAP Growth Basics | \$1,000.00 | 1 | \$1,000.00 |
| Online MAP Reading Fluency Basics | \$500.00 | 1 | \$500.00 |
| Virtual MAP Skills Basics Workshop (two 2-hour sessions, up to 12 participants) | \$1,500.00 | 1 | \$1,500.00 |
| Professional Learning Workshop (full-day) | \$3,500.00 | 1 | \$3,500.00 |
| MAP Growth K-12 | \$13.50 | 240 | \$3,240.00 |
| MAP Skills | \$4.00 | 126 | \$504.00 |
| MAP Reading Fluency Add-on for Bundle price (incl. English & Spanish) | \$5.00 | 114 | \$570.00 |

| | |
|--------------------|--------------------|
| Quote Subtotal | \$10,814.00 |
| Estimated Tax | \$0.00 |
| Grand Total | \$10,814.00 |

Terms and Conditions

This Schedule A is subject to NWEA's terms and conditions located at: <https://legal.nwea.org/>. By signing this Schedule A you agree you have read and understood the terms and agree to them.

If this schedule includes virtually delivered professional learning or workshops, then cancellation is subject to the Virtual Workshop Cancellation Policy: at <http://legal.nwea.org/supplementalterms.html>.

Information about NWEA's collection, use, and disclosure of Student Information can be found here: <https://legal.nwea.org/nwea-privacy-and-security-for-pii.html>

NWEA's W9 can be found at: <https://legal.nwea.org/nwea-w-9.html>

Until this Schedule A is signed, the terms identified here are valid for 90 days from the date above. Please confirm the billing address, or specify changes to your account manager.




Signature






Signature: _____ Printed Name: _____

Date: _____ Title: _____


VS Furniture quotation for classroom furniture

Quotation: N00-0719218
 Date: 02.03.2020
 Page: 2/9

| Item | Model/Description | Total Quantity per item | unit price USD | total USD |
|---|---|-------------------------|-----------------|-----------------|
| 1 | Typical Classroom | | | |
| 1.1 | 31510 | 1 (18) | 276.34 | 276.34 |
|  | PantoMove-LuPo, design swivel chair, gas-spring height adjustment from 47.7-60.5cm, with large polypropylene seat and backrest shell 230 059 metal color arctic 280 073 seat / backrest plastic black grey 500 062 soft castors 608 008 mechanism 3D rocking function 903 002 packaging with export protection | | | |
| 1.2 | 45319 | 1 (18) | 1,037.30 | 1,037.30 |
|  | Shift+ Landscape teacher's low cabinet, 1 intermediate shelf at top open compartment - 2 intermediate partitions at bottom, 2 open compartments each w/ 1 adj. shelf insert and 1 compartment w/ door and adj. shelf insert W/H/D 105,5/110,2/42,5 cm height +5.4cm for slid. handle 506 009 2 sliding handles 237 059 arctic 310 001 Front Chipboard décor (LIGNOpal) 311 328 white 340 001 body chipboard décor (LIGNOpal) 341 328 white 344 029 base type mobile, spec.castors, d= 10cm 361 022 finished back perforated metal 362 059 arctic 470 011 lock locking as indicated V 471 022 metal bow handle, Cr-plated 504 066 1 pull-out w. suspension frame 505 074 with magnet for linking 606 034 assembly position door on right site 903 002 packaging with export protection | | | |
| 1.3 | 1444 | 1 (18) | 1,014.34 | 1,014.34 |
|  | Shift+ Base freeform teacher's table, gas-filled strut height adjustment from 71 - 115cm, storage compartment, table top WxD 67x50.6cm 230 059 metal color arctic 348 055 top chipboard w. laminat. material 209 190 thickness 19mm 356 328 white 500 060 mobile 903 002 packaging with export protection | | | |

| Item | Model/Description | Total Quantity per item | unit price USD | total USD |
|--|--|-------------------------|----------------|-----------------|
|  1.4 | 1440 Shift+ Base freeform student's table, convex, stackable, 4-leg frame with black end caps and center frame, table top WxD 96.8x54/39.1cm 205 076 table height 76cm size blue 230 059 metal color arctic 348 055 top chipboard w. laminat. material 209 190 thickness 19mm 356 328 white 500 041 2 castors, 2-component glides 903 002 packaging with export protection | 4 (72) | 244.36 | 977.44 |
|  1.5 | 1441 Shift+ Base freeform student's table, concave, stackable, 4-leg frame with gray end caps and center frame, table top WxD 98.5x54/38.9cm 205 076 table height 76cm size blue 230 059 metal color arctic 348 055 top chipboard w. laminat. material 209 190 thickness 19mm 356 328 white 500 041 2 castors, 2-component glides 903 002 packaging with export protection | 4 (72) | 244.36 | 977.44 |
|  1.6 | 1446 Shift+ Base freeform group table Flip, table with folding top, round-tube frame with casters slidable into each other, table top WxD 140.8x78.8cm 205 076 table height 76cm size blue 233 059 metal color legs arctic 348 055 top chipboard w. laminat. material 209 190 thickness 19mm 356 328 white 500 060 mobile 903 002 packaging with export protection | 3 (54) | 553.50 | 1,660.50 |
|  1.7 | 31400 PantoSwing-LuPo, chair with polypropylene seat and backrest shell, tested to DIN EN 1729 204 046 seat height 46cm size blue 230 059 metal color arctic 280 073 seat / backrest plastic black grey 500 040 2-component glides 903 002 packaging with export protection | 14 (252) | 95.12 | 1,331.68 |
|  1.8 | 3825 Hokki, plastic stool for active sitting 204 046 seat height 46cm size blue 290 073 color dark-grey 281 005 seat type / finish Foam overlay 903 002 packaging with export protection | 6 (108) | 94.30 | 565.80 |

Quotation: N00-0719218
 Date: 02.03.2020
 Page: 4/9

| Item | Model/Description | Total Quantity per item | unit price USD | total USD |
|---|---|-------------------------|-----------------|-------------------|
| 1.9 | 45318 | 2 (36) | 887.24 | 1,774.48 |
|  | Shift+ Landscape low cabinet w/shelves, middle partition W/H/D 105,5/110,2/42,5 cm height +5.4cm for slid. handle 506 009 2 sliding handles 237 059 arctic 340 001 body chipboard décor (LIGNOpal) 341 328 white 344 029 base type mobile, spec.castors, d= 10cm 361 022 finished back perforated metal 362 059 arctic 505 074 with magnet for linking 519 004 adjustable shelf 4, same as body 903 002 packaging with export protection | | | |
| | Sum for pos. 1 | 18 | 9,615.32 | 173,075.76 |
| | Typical Classroom | | | |

All Covered quotation for classroom display panels



Customer
 Telra Institute (TI39850)
 5803 Summerston Pl
 Charlotte, NC 28277
 United States
 (P) 7044121746

Quotation (Open)
 Doc #: 304739 1 rev of 1
 Modified Date: Feb 27, 2020 03:55 PM CST
 Expiration Date: 05/27/2020
 Description: None

Customer Contact

Payment & Shipping
 Terms: Undefined
 Delivery Method: FedEx Ground
 Carrier Account:
 Shipping Instructions:

Billing
 Telra Institute
 5803 Summerston Pl
 Charlotte, NC 28277
 United States
 (P) 7044121746

Shipping
 Telra Institute
 5803 Summerston Pl
 Charlotte, NC 28277
 United States
 (P) 7044121746

| # | Image | Description | Part # | Tax | Qty | Unit Price | Total |
|---|-------|---------------------------|--------------|-----|-----|------------|-------------|
| 1 | | Promethean Titanium Panel | AP7-B75-NA-1 | Yes | 22 | \$4,031.00 | \$88,682.00 |
| 2 | | Mobile Adj System | AP75ASM | Yes | 1 | \$1,379.00 | \$1,379.00 |

Subtotal: \$90,061.00
 Tax (7.250%): \$6,529.42
 Shipping: \$0.00
Total: \$96,590.42

| | |
|--------------------------------|--|
| Konica Minolta Premier Finance | \$2,182.94 / mo. for 60 mos. \$2,607.94 / mo. for 48 mos. \$3,313.05 / mo. for 36 mos. |
|--------------------------------|--|

NOTE: Shipping Fees and Taxes are estimates. Sales tax field may include tax on shipping as well as products, depending upon each states' tax regulations. Actual charges will be applied to your invoice upon order. Insurance, setup fees, or any cables or cabling services or material are extra. All prices are subject to change without notice. Supply subject to availability. Any hardware returns require items be shipped in original manufacturer packaging. Please keep all original packaging until hardware is installed and functioning properly. Some manufacturers have special requirements regarding returned merchandise. Please consult with your sales representative prior to placing an order. By ordering and taking delivery of product from All Covered, the purchaser is agreeing to be bound by All Covered's Terms and Conditions of Sale: <https://www.allcovered.com/about/terms/procurement/>. All orders shipping to California that contain a CRT monitor, LCD flat panel monitor or LCD screen, including notebooks/laptops, are subject to the California Electronic Waste Recycling Fee.

Listed prices are subject to change by our vendors without notice. All Covered reserves the right to revise this quote based on a vendor's price adjustment.

Itemized list of classroom supplies / curriculum materials from William and Mary and Dimensions math (workbooks, teacher guides, manipulatives)

| | | | | | | | | | | Quantity needed | | | | | Budget | | | | |
|---------------------------------|---|---|---------------------------|----------|--|--|--|--|--|-----------------|--------|--------|----------|----------|----------|----------|---------|--|--|
| | | | | | | | | | | Year 1 | Year 2 | Year 3 | Year 4 | Year 1 | Year 2 | Year 3 | Year 4 | | |
| William and Mary ELA | Beyond Words | K | Teacher guide | \$29.10 | | | | | | 57 | 57 | 57 | 57 | \$1,317 | \$1,317 | \$1,317 | \$1,317 | | |
| | A World of Wild Wacky Wonderful Words! | K | Teacher guide | \$144.77 | | | | | | 3 | | | | \$944 | \$0 | \$0 | \$0 | | |
| | | | 1 Teacher guide | \$29.10 | | | | | | 57 | 57 | 57 | 57 | \$1,317 | \$1,317 | \$1,317 | \$1,317 | | |
| | Journeys and Destinations | | 1 Teacher guide | \$144.77 | | | | | | 3 | | | | \$944 | \$0 | \$0 | \$0 | | |
| | | | 2 Student guide | \$29.10 | | | | | | 63 | 63 | 63 | 63 | \$1,455 | \$1,455 | \$1,455 | \$1,455 | | |
| | | | 2 Teacher guide | \$144.77 | | | | | | 3 | | | | \$944 | \$0 | \$0 | \$0 | | |
| | Explore, Discover, Reveal | | 3 Teacher guide | \$144.77 | | | | | | 3 | | | | \$944 | \$0 | \$0 | \$0 | | |
| | | | 3 Student guide | \$29.10 | | | | | | 63 | 63 | 63 | 63 | \$1,455 | \$1,455 | \$1,455 | \$1,455 | | |
| | Mind Your Time | | 4 Teacher guide | \$144.77 | | | | | | 3 | | | | \$944 | \$0 | \$0 | \$0 | | |
| | | | 4 Student guide | \$29.10 | | | | | | 69 | 69 | 69 | 69 | \$1,594 | \$1,594 | \$1,594 | \$1,594 | | |
| Literary Reflections | | | 5 Student guide | \$29.10 | | | | | | 69 | 69 | 69 | 69 | \$0 | \$0 | \$1,594 | \$1,594 | | |
| | | | 5 Teacher guide | \$144.77 | | | | | | 3 | | | | \$944 | \$0 | \$0 | \$0 | | |
| | Jacob's Ladder Reading | K | Teacher guide | \$45 | | | | | | 3 | | | | \$135 | \$0 | \$0 | \$0 | | |
| | | | 1 Teacher guide | \$45 | | | | | | 3 | | | | \$135 | \$0 | \$0 | \$0 | | |
| | | | 2 Teacher guide | \$45 | | | | | | 3 | | | | \$135 | \$0 | \$0 | \$0 | | |
| | | | 3 Teacher guide | \$45 | | | | | | 3 | | | | \$135 | \$0 | \$0 | \$0 | | |
| | | | 4 Teacher guide | \$45 | | | | | | 3 | | | | \$135 | \$0 | \$0 | \$0 | | |
| | | | 5 Teacher guide | \$45 | | | | | | 3 | | | | \$135 | \$0 | \$0 | \$0 | | |
| | | | 5 Teacher guide | \$45 | | | | | | 3 | | | | \$135 | \$0 | \$0 | \$0 | | |
| | | | 5 Student workbooks (part | \$12 | \$20 for each set of 5; 3 parts needed | | | | | 57 | 57 | 57 | 57 | \$682 | \$682 | \$682 | \$682 | | |
| William and Mary Science | Survive and Thrive | K | Teacher guide | \$39.95 | | | | | | 3 | | | | \$120 | \$0 | \$0 | \$0 | | |
| | How the Sun Makes our Day | K | Teacher guide | \$39.95 | | | | | | 3 | | | | \$120 | \$0 | \$0 | \$0 | | |
| | Water Works | | 1 Teacher guide | \$39.95 | | | | | | 3 | | | | \$120 | \$0 | \$0 | \$0 | | |
| | Budding Botanists | | 1 Teacher guide | \$39.95 | | | | | | 3 | | | | \$120 | \$0 | \$0 | \$0 | | |
| | Where's the Beach? | | 1 Teacher guide | \$39.95 | | | | | | 3 | | | | \$120 | \$0 | \$0 | \$0 | | |
| | Weather Reporter | | 2 Teacher guide | \$39.95 | | | | | | 3 | | | | \$120 | \$0 | \$0 | \$0 | | |
| | What's the Matter? | | 2 Teacher guide | \$39.95 | | | | | | 3 | | | | \$120 | \$0 | \$0 | \$0 | | |
| | | | 3 Teacher guide | \$39.95 | | | | | | 3 | | | | \$120 | \$0 | \$0 | \$0 | | |
| | Dig It! | | 3 Teacher guide | \$39.95 | | | | | | 3 | | | | \$120 | \$0 | \$0 | \$0 | | |
| | Invitation to Invent | | 4 Teacher guide | \$39.95 | | | | | | 3 | | | | \$120 | \$0 | \$0 | \$0 | | |
| William and Mary Social Studies | Thinking Like an Engineer | | 4 Teacher guide | \$39.95 | | | | | | 3 | | | | \$120 | \$0 | \$0 | \$0 | | |
| | Earth Beneath our Feet | | 5 Teacher guide | \$39.95 | | | | | | 3 | | | | \$120 | \$0 | \$0 | \$0 | | |
| | Thinking Like a Scientist | | 5 Teacher guide | \$39.95 | | | | | | 3 | | | | \$120 | \$0 | \$0 | \$0 | | |
| | Electricity City | | 5 Teacher guide | \$39.95 | | | | | | 3 | | | | \$120 | \$0 | \$0 | \$0 | | |
| | Ancient Egypt: Gift of the Nile | | 2 Teacher Guide | \$144.77 | | | | | | 3 | | | | \$944 | \$0 | \$0 | \$0 | | |
| | Ancient Egypt: Gift of the Nile | | 2 Student guide | \$29.10 | | | | | | 3 | | | | \$944 | \$0 | \$0 | \$0 | | |
| | Ancient China: Middle Kingdom | | 3 Teacher Guide | \$113.68 | | | | | | 3 | | | | \$941 | \$0 | \$0 | \$0 | | |
| | Building a New System: Colonial America | | 4 Teacher Guide | \$113.68 | | | | | | 3 | | | | \$941 | \$0 | \$0 | \$0 | | |
| | The World Turned Upside Down: The Am | | 5 Teacher Guide | \$113.68 | | | | | | 3 | | | | \$941 | \$0 | \$0 | \$0 | | |
| | | | 5 Student textbook | \$12.00 | | | | | | 57 | 57 | 57 | 57 | \$684 | \$684 | \$684 | \$684 | | |
| Dimensions Math | Manipulative kit | K | Manipulative | \$87.42 | \$524.50 for set meant to be used by 6 | | | | | 57 | 57 | 57 | 57 | \$684 | \$684 | \$684 | \$684 | | |
| | | | 1 Student textbook | \$12.00 | | | | | | 57 | 57 | 57 | 57 | \$684 | \$684 | \$684 | \$684 | | |
| | Manipulative kit | K | Manipulative | \$76.75 | \$460.50 for set meant to be used by 6 | | | | | 57 | 57 | 57 | 57 | \$4,375 | \$684 | \$684 | \$684 | | |
| | | | 1 Manipulative | \$25 | | | | | | 3 | 0 | 0 | 0 | \$75 | \$0 | \$0 | \$0 | | |
| | | | 1 Teacher guide | \$25 | | | | | | 3 | 0 | 0 | 0 | \$75 | \$0 | \$0 | \$0 | | |
| | | | 1 Teacher guide | \$25 | | | | | | 3 | 0 | 0 | 0 | \$75 | \$0 | \$0 | \$0 | | |
| | | | 1 Teacher guide | \$25 | | | | | | 3 | 0 | 0 | 0 | \$75 | \$0 | \$0 | \$0 | | |
| | | | 1 Tests | \$12 | | | | | | 3 | 0 | 0 | 0 | \$36 | \$0 | \$0 | \$0 | | |
| | | | 1 Tests | \$12 | | | | | | 3 | 0 | 0 | 0 | \$36 | \$0 | \$0 | \$0 | | |
| | | | 1 Tests | \$12 | | | | | | 3 | 0 | 0 | 0 | \$36 | \$0 | \$0 | \$0 | | |
| Total | | | | | | | | | | | | | \$24,676 | \$14,633 | \$17,172 | \$15,992 | | | |

NC Statewide School Bus contract pricing list Aug 2019 – Aug 2021

(<https://files.nc.gov/ncdoa/pandc/Documents/StateTermContracts/STC071C/071CSchoolActivityBusPriceAward.xlsx>)

| SCHOOL BUSES | | CAROLINA THOMAS | | | |
|--------------|--|------------------------|---------------------------------|--------------|------------------|
| | | Add, Deduct, No Change | Amount for Option Add or Deduct | Unit Price | Unit Build Price |
| Item # | Bus Chassis Type | | | | |
| 1 | 41-42 Passenger with AC and CSRS Seats | | | \$ 87,227.00 | \$ 87,227.00 |
| | Lift | ADD | 4571 | | \$ 91,798.00 |
| | Lift and Flat Floor | ADD | 6722 | | \$ 93,949.00 |
| | No AC | DEDUCT | 4295 | | \$ 82,932.00 |
| | Additional CSRS Seats (per seat) | ADD | 490 | | \$ 87,717.00 |
| 2 | 53-54 Passenger with AC and CSRS Seats | | | \$ 87,372.00 | \$ 87,372.00 |
| | Lift | ADD | 4181 | | \$ 91,553.00 |
| | Lift and Flat Floor | ADD | 6677 | | \$ 94,049.00 |
| | No AC | DEDUCT | 5681 | | \$ 81,691.00 |
| | Additional CSRS Seats (per seat) | ADD | 490 | | \$ 87,862.00 |

APPENDIX E2 – Referenced excerpts from Telra Institute charter application

3.8 Admissions Policy

1. Provide the school's proposed policies and the procedures for admitting students to the proposed charter school, including:
 - a. Tentative dates for the open enrollment application period, enrollment deadlines and procedures. *Please be advised schools cannot accept applications until after final approval from the SBE.
 - b. Clear policies and procedures detailing the open enrollment lottery plan, including policies regarding statutory permitted student enrollment preferences.
 - c. Clear policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers.
 - d. Explanation of the purpose of any pre-admission activities (if any) for students or parents.
 - e. Clear policies and procedures for student withdrawals and transfers.

Telra Institute, as a K-5 public charter school, follows the admission requirements specified in the NC General Statute §115C-218.45. Telra offers admission to any child who qualifies for admission to a North Carolina public school without limits on admission on the basis of race, creed, gender, national origin, religion, ancestry, athletic ability, disability, intellectual ability, or measures of achievement or aptitude. The school believes that North Carolina children from all backgrounds should have the opportunity to benefit from the unique environment we will provide.

- a. Open enrollment will begin (tentatively) within a week of receiving final approval from the SBE and continue through 5pm on February 12, 2021. Families will be able to apply online or via a paper application mailed or hand-delivered to the school's temporary office at that time. In subsequent years, Telra will communicate open enrollment dates through our website and marketing efforts.
- b. At the close of open enrollment, staff will determine compare received applications against the offered grades and numbers of classes to determine if any lotteries are needed. The school expects to engage the services of a 3rd party lottery service provider (such as Lotterease) to ensure a fair and transparent process, including posting the date/time of the lottery and results in public (on our website). Such a system will allow Telra to apply a set of pre-defined enrollment preferences, consistent with NCGS §115C-218.45, including:

- i. Siblings of currently enrolled students who were admitted to the school in a previous year
- ii. Siblings of students who have completed the highest grade level offered by the school and who were enrolled in at least four grade levels offered by the school or, if less than four grades are offered, in the maximum number of grades offered by the school.
- iii. A student who was enrolled in a preschool program operated by the school in the prior year
- iv. Children of the school's full-time employees and board of directors (limited to 15% of the school's enrollment)
- v. A student who was enrolled in the school within the two previous school years but left the school because of the vocational opportunities of the student's parent.

Families who secure a spot through the lottery will be able to complete their enrollment form (accepting their spot) online or by paper.

- c. Telra will maintain sequential waitlists based on the lottery results, adding new applications received after the close of open enrollment to the end of the waitlists in the order of their receipt. Should a spot open, Telra will contact the first family on the appropriate waitlist to offer admission.

Families may withdraw or request a transfer from the program at any time for a variety of reasons. Telra will ask parents to complete an exit form requesting information about the reasons for withdrawal. If the response indicates a hardship that the school is required to address (such as transportation or a disability accommodation), the school will ask to meet with the family to develop an individualized solution. In the event of a transfer, the school will secure the necessary releases from the student's parents before transmitting any educational records to the receiving institution.

Incoming transfers in and re-enrollments are treated similarly, being added to the bottom of the relevant waitlists.

- d. Telra will offer a variety of pre-admission activities for families both before and after the application period and lottery. These will include open houses and curriculum nights to market the school, explain its mission and offering to families, and allow them to learn more about the educational environment. Telra will also offer pre-assessments (required post-admission but may optionally be taken pre-admission) to support the total school cluster grouping model and enable teachers to differentiate the scope and sequence of their instruction accordingly.

- e. Student withdrawals and transfers were addressed in “c” above.

2.5 School Culture and Discipline

1. Describe the culture or ethos of the proposed school. Explain how it will promote a positive academic environment and reinforce student intellectual and social development.

Through its academic program and rigor, Telra Institute seeks to inculcate an attitude of appreciation and respect for learning and intellectual pursuits. While some students have the advantage of that kind of environment in their homes and neighborhoods, many do not, and we want to create a space where gifted, high potential, and highly motivated students can be their authentic selves and feel acceptance for their uniqueness, their talents, and their quirks. While this aspect of Telra’s culture is critical for gifted students to achieve their full potential, it paints an incomplete picture of the school we want to create.

Equally important for Telra’s culture is a spirit of adventure, of experimentation, a willingness to take risks...and fail...and learn...and persist. So often, high-achieving students feel constrained by perfectionism and a desire to please, an attitude that can ultimately be limiting. Through the structure of instruction, through literature, history, & narrative, and through role models (staff, parents, visitors), we want to show our students that each of them is on their own hero’s journey. We will show them to face their triumphs and tribulations with equanimity, to let their talents and their passions guide them, to arm them with resilience, and fuel them with perseverance to succeed in an uncertain world.

2. Explain how you will create and implement this culture for students, teachers, administrators, and parents starting from the first day of school. Describe the plan for acculturating students who enter the school mid-year.

The Board and administrators will experience the challenges and satisfaction of entrepreneurship - we’ll be starting this new venture of the Telra Institute together. Our mission is not just in the destination of a creating a great school but the journey of continuous improvement. Our tangible, escalating goals for the school combined with annual strategic reviews will help reinforce this culture. The board expects school leaders to innovate, and thus the plan laid out in this application is not expected to be static. School leadership should be researching and implementing new and better ways to design curriculum and deliver instruction, ways to make more efficient use of Telra’s resources and cultivate the organization’s talent, and ways to deliver more effectively on the Telra mission.

Selecting the right teachers (and right school leaders) who embody our school’s mission and spirit will be a critical part of implementing the culture of Telra. Recruiting and retaining these teachers is all-important, as is welcoming them into our family with a commitment to develop them as professionals.

Implementing our culture with students and parents starts long before the first day of school. The way we market our school, the messages we convey about Telra’s distinctiveness and values, and the passion with which we articulate our mission will attract families who are drawn to the culture we want to create. Once students join us, the advanced curriculum will keep them engaged and learning, and being surrounded by intellectual peers will help motivate them and create a sense of belonging.

As the school matures, we will establish a big brother/sister program to pair new students (and parents) with mentors to help acculturate them. Mid-year entrants will find a “class buddy” assigned to help ease the transition, along with staff who can help identify and address any transitional issues in acclimating to the new curriculum and pace. No doubt the school will develop unique traditions, perhaps in how we welcome our students or how we thank our teachers at the end of each academic year. Our goal is that our mission and values don’t just reside on our website and our handbooks, but that they live in our halls and classrooms every day.

3. Provide a brief narrative that delineates how student conduct will be governed at the proposed charter school and how this plan aligns with the overall mission and proposed Education Plan of the charter school. Be sure to include:
 - a. Practices the school will use to promote effective discipline.
 - b. A preliminary list and definitions of the offenses which may result in suspension or expulsion of students.
 - c. An explanation of how the school will take into account the rights of students with disabilities in regard to these actions that may or must lead to suspension and expulsion.
 - d. Policies and procedures disseminating due process rights, including grievance procedures, for when a student is suspended or expelled.

Telra Institute expects students to conduct themselves safely, responsibly, and respectfully in order to create an environment conducive for learning. Behavioral expectations will be communicated at the start of the year and in handbooks.

- a. As a school that emphasizes problem-solving and differentiation, it is natural that we would choose the problem-solving-based PBIS (Positive Behavior Interventions and Supports) as the foundation of our student discipline model. PBIS mirrors MTSS in constructing 3 levels of interventions, escalating the response based on the severity and urgency of the behavior issue. The most important thing we can do to promote effective discipline (especially for young children) is to establish and reinforce a short list of memorable behavior expectations for each part of their daily environment. For example, in the classroom: i) put your belongings away when you enter, ii) keep your work space neat and orderly, ii) use materials they way they are intended.

- b. Certain offenses may result in suspension or expulsion of students, including physical violence (kicking, biting, scratching), persistent disruption of class or other school functions, and possession of weapons or illegal substances.
- c. For students with disabilities, the school must consider any behavior issues in the context of the student’s documented disability to determine if that disability is the cause. If school leadership, after consultation with the EC specialist, makes this determination, then the school will develop an appropriate intervention plan rather than disciplining the student.

A description of behavior expectations, disciplinary process, grievance procedures (see Section 3.2, response 13), and due process rights will be disseminated in handbooks and on the Telra Institute website. The policy will require that, in the event of a student suspension or expulsion, the student’s due process rights will be further communicated to parents via email and in a phone call or a face-to-face meeting.

3.5 Staff Evaluations and Professional Development

1. Identify the positions responsible for maintaining teacher licensure requirements and professional development.

The Head of Instruction is directly responsible for oversight of teacher licensure and professional development, although, ultimately, the Chief Executive (and the Board) are responsible.

2. Provide a detailed plan noting how the school will mentor, retain and evaluate staff in a format that matches the school’s mission and educational program. Plan should also describe how the school will meet the teacher certification and licensure requirements for teachers as prescribed by state and federal law. Be sure this overview matches with the projected staff and funding of the proposed budget section.

Teachers will maintain and update their required licensure online using the North Carolina Department of Instruction (NCDPI) Licensure System (https://vo.licensure.ncpublicschools.gov/datamart/loginNCDPI.do;jsessionid=dc_QD-eZF14x3k08B5YqF8TyM3x7mA2tR-HAjk7.i-06703b1865f202528). The NCDPI system enables the verification of a teachers and staff member’s licensure as well. The Head of Instruction will prepare an annual report to the Board regarding the professional development plan and licensure status of the Telra instructional staff and ensure that at least 50% of employees hold a professional educator’s license for the subject or grade level they teach.

Telra’s teachers and staff will interface with the Regional Education Facilitator for the southwest region to ensure that they have quality teacher induction programs that nurture and support the professional growth of a beginning teacher. Teachers and staff will be able to participate in webinars, quarterly collaborative meetings, annual Peer Reviews, and continuous

professional development provided by the Regional Education Facilitator. Telra's teachers and staff will benefit from participation in networks outside of the school and in building professional relationships with others.

Telra's teachers and staff will be encouraged to pursue National Board Certification as a way to gain recognition for their accomplishments in their classrooms. The mission and educational programs at Telra are designed to align with the National Board Standards. Telra's evaluation for teachers consists of establishing that the teachers and staff are committed to student learning, to managing and monitoring student learning, to knowing how to teach the subjects they teach, to learn from experience, and to participate in professional learning communities.

Telra's mentoring plan will provide personalized supports based on the teacher's expressed and observed needs. A teacher can determine the areas they would like to pursue in their personal development plan. Telra's teachers will be able to focus on their content area or their grade-level. The more experienced teachers, assistants, and staff will serve as mentors. The mentoring program will include a reflection component where teachers will document their learning in reflection portfolios. Telra's head of instruction provides frequent feedback to teachers to facilitate continuous improvement. Teachers will be committed to continuous improvement in their field and their performance will be measured based upon their skill in meeting and exceeding the learning needs of their students. Telra's teachers will take their PD practice seriously and workdays will be set aside for PD in the school's annual calendar. Learning for Telra's teachers will occur collaboratively so that both the individual and collective development of the teachers and staff occurs.

Telra's Head of Instruction is responsible for evaluation of instructional staff. The evaluation program will use multiple sources and types of student performance data, classroom observation, work samples, and self-assessment to identify assess strengths and development needs. This evaluation will guide professional development, personnel and assignment decisions, and compensation decisions for teachers. The board will require the CEO and Head of Instruction to submit a formal rubric and staff evaluation process for approval by the board, with teachers' goals aligned against the school's overall goals described in Section 1.3.

Telra's head of instruction will review the staff mentorship and evaluation program with the board of trustees bi-annually to ensure that teachers are achieving the results tied to the mission and vision of the school, and to make any changes, if needed.

- 3. Describe the core components of professional development plan and how these components will support effective implementation of the educational program. Describe the extent to which professional development will be conducted internally or externally and will be individualized or uniform.**

Telra Institute seeks to create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site. Telra's professional development (PD) program will be individualized and conducted internally and externally, with teachers' summative assessment results used to guide customized PD for each teacher. Telra's PD is aligned to the mission and vision of the school and adheres to the NCDPI Standards for Professional Learning.

Telra's professional development program will include peer mentoring, reflection and discussion, visits with other schools, online professional development courses (e.g. <http://www.rt3nc.org/>), onsite and offsite workshops, and conferences. Teachers may earn continuing education credits and work towards additional certifications and licenses needed to support the mission and vision of Telra Institute.

- **Learning communities:** Telra's teachers will participate in learning communities at the school and with other schools. Learning communities of teachers at Telra will work towards continuous improvement, collective responsibility, and high expectations for students and teachers. Telra's learning community supports collective responsibility and fosters peer-to-peer support for learning. The learning community at Telra shares the mission, vision and goals for the school. Technology at Telra will support learning communities at the school and interaction with service providers and external communities.
- **Direct mentorship:** Telra's head of instruction will be responsible for developing capacity, advocating, and create support systems for professional learning at the school. In this capacity the head of instruction will be responsible for prioritizing, monitoring, and coordinating resources for the PD program. The head of instruction will ensure for continuous improvements in Telra's curriculum, instruction, assessments, leadership practices, and support systems. The head of instruction will plan to provide the needed PD resources to attain individual teacher and overall school goals. This may involve 1:1 observation and coaching from the head of instruction or another senior teacher or involve bringing in a subject matter expert externally.
- **Formal training:** The school benefits from its association with and close proximity to the School of Education at UNC Charlotte and expects to utilize PD services from UNC Charlotte and other 3rd party professional development providers. The head of instruction will arrange formal PD sessions to expose Telra staff to best-practices from around the world, often geared to improve instruction for special populations of students (e.g. exceptional, gifted and talented, disabled, English learners, etc.).

Telra will share PD standards with student's parents, the parent council, and other community members to engender support and build those standards into all programs and services. PD

standards will be placed on the school's website and the standards will be part of the evaluation of the Telra's educational program's effectiveness. The board will draft a resolution declaring that PD standards will be adopted as the school's expectations for professional development at Telra.

4. Provide a schedule and explanation of professional development that will take place prior to school opening. Explain what will be covered during this induction period and how teachers will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods.

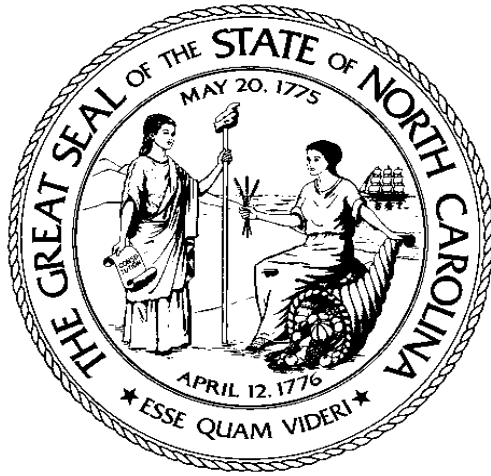
Telra Institute's unique curriculum requires early investment in professional development to ensure the first year will be a success. We anticipate a pre-opening professional development program of 7-8 days in the summer of 2021.

- 1 day will be dedicated to introducing teachers to the board and leadership, overall Telra academic philosophy, implementation of the total school cluster grouping model, assessment schedule, school goals, policies, procedures, and safety.
- 2-3 days will be used to familiarize teachers with the specific curriculum to be used in their grade and content areas, and to provide training in methods of differentiation for gifted learners. Research demonstrates that differentiation is only implemented effectively when teachers have been given specific training in how to accomplish it.
- ~2 days will be used to train teachers in the hardware and software technology platforms (to be selected) that Telra will use for communications, student interaction, tracking and report student progress and assessment results, and for curriculum development.
- ~1 day will be focused on benefits, financial literacy, career planning
- ~1 day equivalent (distributed in multiple sessions throughout the schedule) will be focused on team building, personality assessments, and ideation.

5. Describe the expected number of days/hours for professional development throughout the school year, and explain how the school's calendar, daily schedule, and staffing structure accommodate this plan.

Telra Institute intends to mirror the student calendar of Charlotte-Mecklenburg Schools. This calendar incorporates 8 teacher workdays during the school year which Telra intends to use for professional development. Since students are not in session during these days, there are no staffing constraints that would complicate participation in the professional development program

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: **Telra Institute**

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

Overview of the NC ACCESS Subgrant Program

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

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

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

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

Ratings and Criteria

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

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

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

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

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

Instructions for Reviewers

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

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

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

Strengths of the application:

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

Weaknesses/areas of concern of the application:

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

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

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

Application Scoring Rubric

Section I – Application Contact Information

| | |
|---|--|
| 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) | |
| All 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 |
| <p>The applicant is a new school opening in the 2021-22 school year with 240 K-3 students. Thirty two of the students are EC/ED which is 13% of the enrollment. The applicant indicated that the enrollment projections are based on a Year 1 forecast of 20% enrollment of ED students in grades K-1, 10% in grade 2, and 5% in grade 3. The rationale is that for a new school without a track record, it will be easiest to recruit ED students in earlier grades before they are settled into a home school. In year 2 and beyond, they expect to fill all openings with 20% ED students. Through this mechanism and as the initial class progresses through the school, they will achieve 20% ED enrollment by year 5.</p> | | | 4 |
| 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: | 5 |
| Strengths | | | Page |
| <p>The applicant will implement a weighted lottery to support the goal of increasing the number of educationally disadvantaged students who enroll. Telra Institute will submit a charter amendment request to institute a weighted lottery. The following subgroups of ED students will be considered equally eligible for the weighted lottery: economically disadvantaged, English learners, students with disabilities, and immigrant students. Telra Institute will allocate 20% of the seats in each grade level/cohort to the weighted lottery and conduct the weighted lottery prior to the general lottery. This allocation supports the overall enrollment goal of achieving a 20% ED population.</p> <p>Students who qualify for the weighted lottery are randomly chosen until the target percentage (20%) of seats are filled. The remaining students who qualify for the weighted lottery, but were not selected, are placed into the general lottery pool. The</p> | | | 5 |

| | |
|---|-------------|
| remaining seats are filled through a general lottery. Telra plans to utilize an electronic lottery mechanism, such as Lotterease, that supports weighted lotteries, manages the waitlist, and is fully auditable (with paper forms available for families that request them). Other operational aspects of the lottery such as timing, backfills, wait lists, etc. will proceed as described in the charter application | |
| Weaknesses/Areas of Concern | Page |
| No weaknesses noted. | N/A |

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 | |
| The applicant provided a detailed GEPA statement that clearly identifies strategies for eliminating barriers for enrollment and equitable treatment. | 5 |
| Weaknesses/Areas of Concern | |
| 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 | |
| The applicant provided three relevant SMART goals that are aligned with the NC ACCESS goals and objectives. The SMART goals are specific and measurable. For example, one of the goals indicated that: Telra Institute's accelerated curriculum will equip its students to exceed grade-level standards. In Year 1, 65% of Telra students will exceed nationally-normed grade-level proficiency in year-end NWEA MAP math or reading. That percentage will increase to 75% in Year 2, 80% in Year 3, 85% in Year 4, and 90% in Year 5. | 6 |
| Weaknesses/Areas of Concern | |
| 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 applicant clearly demonstrated that the proposed program will have in place strategies tailored to meet the needs for ED and EC students. The applicant will utilize evidence-based approaches for early literacy and mathematics learning that support struggling learners. They have adopted Singapore Mathematics (Dimensions) in K-1 with extensive use of manipulatives in the CPA (concrete-pictorial-abstract) sequence to help close achievement gaps for low SES students. Writing interventions for struggling students will be in place, as well as flexible and dynamic grouping to give students a chance to advance through the curriculum at a pace appropriate for them. | | | 12 |
| 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 applicant indicated that the local LEA schools deliver gifted education primarily through the “Catalyst” model, which incorporates occasional gifted enrichment into a general classroom environment. In this model, 1-2 gifted specialists serve 500-1000 students by pushing in to support the general classroom teachers. Telra will also offer enrichment; some children need a more rigorous curriculum to realize their potential. Unlike these LEA schools, the goal is to offer a full-time gifted curriculum, with gifted certified educators in every classroom. | | | 14 |
| 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 indicated that the Telra discipline model is founded on the problem-solving based PBIS (Positive Behavior Interventions and Supports). For young children (and especially educationally disadvantaged young children), setting memorable positive behavior expectations is the most effective way to (a) enforce effective discipline and (b) associate the school and learning environment with positive emotions. PBIS guides an escalating set of behavior interventions based on the severity and urgency of the behavior issue. The goal is to use the lowest-level interventions as often as possible to ensure that students (especially educationally disadvantaged students) can remain in an enriching and safe school environment. | | | 15 |
| 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 applicant indicated that the school will adopt the same school calendar and similar school hours as other schools in the CMS system. This is in anticipation of some students needing additional tutoring outside of regular school hours to enable them to achieve their academic goals. Telra proposes a set of afterschool (1 hour, 3 days per week) and Saturday (3 hours math, 3 hours ELA) tutoring clinics available free-of-charge for ED students to help them succeed. | | | 16 |
| The applicant indicated that some educationally disadvantaged students often start Kindergarten behind their peers, and they are proposing to help address this with a ten-week incoming Kindergarten camp free-of charge for rising ED Kindergarteners who are enrolled at Telra. | | | |
| 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: | 2 |
| Strengths | | | Page |
| The applicant indicated that the school is planning to venture into some partnerships. As an example, they are already working with the Center for Teaching and Learning at UNC Charlotte, planning (a) professional development programs that could be opened more broadly to other NC charter leaders, and (b) research programs in giftedness and ED students that could be deployed at Telra. | | | 18 |
| Weaknesses/Areas of Concern | | | Page |
| No weaknesses noted. | | | N/A |

| 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 applicant indicated that the plan is to create grade level teams (6 per grade) including a lead teacher, 2 additional grade level teachers, 2 teaching assistants, and 1 EC/EL instructional aide. Effective avenues to recruit staff are described including school website, education job fairs, college/university, national channels and international exchange programs. | | | 17 |
| 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. • Emphasis on strategies that will provide equal access to educationally disadvantaged students. | | | |
| Points Possible: | 5 | Points Earned: | 5 |
| Strengths | | | Page |
| The applicant provided a reasonable marketing and recruitment plan. The two-phase marketing plan includes a website and social media blitz describing the school, distribution of printed publications in ED, low income communities, hosting events/informational sessions, and other awareness activities. | | | 18 |
| 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 applicant will provide transportation to all students requesting transportation. The applicant will use grant funds to purchase buses and projects that 40-50% of students will be transported by bus. To ensure they meet the increasing number of students projected over the 5-year period, they will purchase a 3 rd 55-passenger bus. | | | 18 |
| 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 |

| | |
|---|-------------|
| <p>The applicant indicated that Telra plans to issue an RFP for an experienced national K-12 food service operator such as Chartwells or Preferred Meals to provide a daily hot lunch service that complies with National School Lunch Program nutrition guidelines. Telra will gather FRL eligibility information through the initial welcome packet for enrolled students and will make an online form available on the Telra website for families to access at any point during the year. FRL eligibility status will be noted electronically in the student food service record, recognized by a student ID scan at the POS system, and processed via free or subsidized transactions credited on a student meal account. Parents will deposit funds into student meal accounts as needed. Our intent is to be a cash free system at the point of sale so that any students receiving FRL meals are not identifiable.</p> | |
| Weaknesses/Areas of Concern | Page |
| No weaknesses noted. | N/A |

| | | | |
|--|---|-----------------------|-------------|
| C.6 Describe how the school’s professional development plan supports and is tailored to the development of educationally disadvantaged students. | | | |
| <p>Characteristics of a strong response:</p> <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 |
| <p>The applicant successfully describes a variety of professional development opportunities for the new staff to be hired. The plan is to front-load the training over the first two-years which will focus on strategies to work successfully with the target population, including culturally responsive instruction, classroom management, trauma-informed, multi-tiered systems of support (MTSS) and other student interventions.</p> | | | 14 |
| 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 |
| The applicant provided several strategies detailing opportunities for active engagement for parents and community members, including the creation of a Parent/Community Advisory Council and Parents Council who will evaluate the school’s progress towards goals and providing feedback to school leadership and Board of Directors, as well as coordinate volunteers and fundraising activities. | | | 17 |
| Weaknesses/Areas of Concern | | | Page |
| No weaknesses noted. | | | N/A |
| Application Narrative Total (70 points possible): | | | 70 |

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 provided a detailed student transition plan. The plan included processes and procedures for informing all families and stakeholders within 72 hours of the recommendation to end charter, and forming a transition committee who will help to inform families and school staff. The applicant further details the process for ensuring confidentiality of student records/transfers to student’s new schools/district. | 18 |
| 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 applicant provided a detailed budget. The line item budget adequately detailed all expenditures associated with project costs. The budget is reasonable and cost effective given the scope of the project services described, and resources are accounted for within the budget justification and are necessary to support the project services and long-term goals. | | | 20-25 |
| 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 application provided a detailed budget justification for every year of the project that fully describes how costs are calculated. Specifically, line items and cost calculations are presented for salary and fringe to support staff; supplies to support workshops and curriculum development, and other line items to support the program. | | | 20-25 |
| 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 applicant provided a detailed logic model that is aligned with the SMART goals and identifies the strategies for implementation. The logic model included the inputs, activities and outputs, interventions, outputs, and short, medium, and long-term outcomes. | | | 31 |
| Weaknesses/Areas of Concern | | | Page |
| No weaknesses noted. | | | N/a |
| Budget, Budget Narrative, and Logic Model Total (30 points possible): | | | 30 |

Section V – Competitive Preference Standards

| | | | |
|--|---|-----------------------|-------------|
| Opening, expanding, or replicating a school in a rural or underserved urban area (i.e. without a high-quality school within fifteen (15) miles). | | | |
| Points Possible: | 3 | Points Earned: | 0 |
| Comments (if applicable) | | | Page |
| The applicant does not address this criterion. | | | N/A |

| | | | |
|---|---|-----------------------|-------------|
| 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 will address the increase in racial and ethnic diversity through the use of a weighted lottery. | | | 32 |

| | | | |
|---|---|-----------------------|-------------|
| The inclusion of high school (9-12) grade levels. | | | |
| Points Possible: | 3 | Points Earned: | 0 |
| Comments (if applicable) | | | Page |
| The applicant does not address this criterion. | | | N/A |

| | | | |
|--|---|-----------------------|-------------|
| Develop or manage a charter school focused on dropout recovery and academic reentry. | | | |
| Points Possible: | 3 | Points Earned: | 0 |
| Comments (if applicable) | | | Page |
| The applicant does not address this criterion. | | | N/A |

| | | |
|---|--|----------|
| Competitive Preference Standards Total (12 points possible): | | 3 |
|---|--|----------|

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. | N/A |
| 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. | N/A |
| 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. | N/A |
| 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. | N/A |

| | |
|--|----------|
| Priority Consideration Status Total (4 standards possible): | 0 |
|--|----------|

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. | |

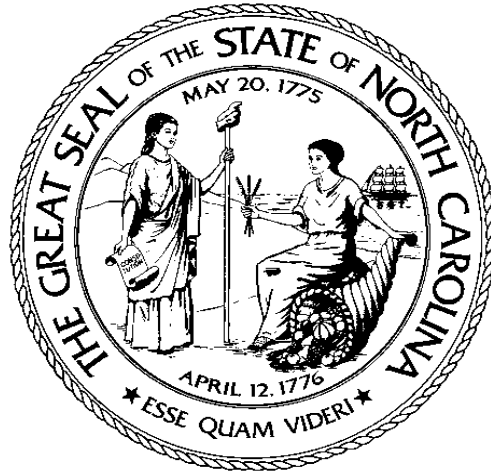
Summary Ratings

| 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 | 70 |
| 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 | 3 |
| Total (must receive at least <i>80 points</i> to pass) | 100 | 103 |

| 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: **Telra Institute**

Reviewer Name: **Joann Jacullo-Noto**

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) | |
| The applicant provides contact information that 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) | |
| The applicant provides signed assurances. | |

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: | 4 |
| Strengths | | | Page |
| The proposal states the enrollment projections. They are ambitious and realistic. For 2021 there will be K-3, 240 students and 13% will be ED. This will increase to K-5 with 378 students with 18% ED. The average for Charter schools for ED population is 6.2% There are other schools in the area with waiting lists which are similar to this planned school. The plan for marketing and recruitment is detailed and aggressive. | | | 4,5 |
| Weaknesses/Areas of Concern | | | Page |
| The project does not refer to disabled students or other special needs students although it is stated in the plan that the school seeks diverse learners. | | | 4,6 |

| 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 |
| Lottrease is to be used. The system is described regarding the use of a wait list, priority given to siblings of enrolled children and children of staff. It is noted that a new school finds it easier to enroll ED students. The lottery will produce a waiting list. The rational is | | | 56 |

| | |
|--|-------------|
| provided. It is expected that many will apply and therefore a system is needed to admit students which is equitable. | |
| Weaknesses/Areas of Concern | Page |
| Percentages are not provided. | 56 |

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 |
| All barriers are to be eliminated. | | | 5 |
| 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 3 goals are measurable, achievable, rigorous and time-bound. For example, there is to be a 13% increase in ED students in year 1, and 20% increase in year 5. It is noted that in the State ED students are 15-30% below average in achievement. | | | |
| 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 |
| Strategies are identified and include eliminating admission screening, differentiation for all students and evidence based approaches for early literacy and math. Research is cited to show how these serve the needs of ED students. Growth for all students is planned. | | | 6 |
| 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 |
| Specific differences between the proposed school and LEAs are provided and discussed. For example, it is noted that the proposed school uses team teaching, support services and interventions. In comparison, a catalyst model used in LEAs approach is a full time gifted program and not a push in program. | | | 8,9 |
| 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 climate is to be one of positive behavior intervention and support. Behavior expectations are taught. A positive parenting program is to be provided. It is noted that incidents have consequences such as suspension. How the climate of the school will be created for staff is discussed. The plan addresses disabled student's needs. A plan is provided for sustaining the intended culture for all. | | | 57,58, 9 |
| 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 |

| | |
|---|-------------|
| After school and Saturday hours for tutoring are provided. There is a readiness Kindergarten camp will be provided at no cost for 10 weeks. The needs of ED students are addressed in the calendar. | |
| 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: | 2 |
| Strengths | | | Page |
| No current partnerships are identified. It is noted that the following are available for partnerships: Community Center Organizations, YMCA, Religious Community Center organizations and an Early Childcare program. The applicant is now working with UNC for the PD planned. | | | 11 |
| Weaknesses/Areas of Concern | | | Page |
| No weaknesses noted. | | | N/A |

| | | | |
|---|---|-----------------------|-----------------|
| 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 |
| It is stated that there is an administrative team with 6 persons and a grade level team with 6 teachers per grade. There are 2 elective teachers in year 1, and 3 in year 2. An EI specialist will be hired on a contract basis. The plan to retain teachers is provided in Appendix E. A teacher mentoring plan is provided, as well as a staff evaluation plan. There will be 50% of teachers employed who are licensed for the subject they teach. A diverse staff is desired and outreach in marketing to secure this staff as described. Evaluation is addressed, and staff mentoring. Ten days of PD is planned for year 1. This will be provided before the school opens and in Summers. | | | 59,60, 11,12 |
| Weaknesses/Areas of Concern | | | Page |
| Non-academic needs are not well described. | | | 59 |

| | | | |
|--|---|-----------------------|-------------|
| 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 marketing plan is extensive and detailed. It should be effective in reaching community, family and students. Multiple forms for outreach are to be used and they are described well. These include the school website. | 12,13 |
| 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 |
| Routes are to be developed by the Director of Operations. A late bus is used for activities and 2 buses are to be purchased, one with a chair lift. The needs of disabled students are considered in this plan. It is noted that 40-50% of students will ride the bus. Car pool arrangements will be handled by the school to assist parents. | | | 14 |
| 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. | |

| | | | |
|--|---|-----------------------|-------------|
| <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: | 5 |
| Strengths | | | Page |
| The lunch plan will provide the federal lunch program. Collection of fees for other lunch program is described and well planned. Contracts with a food service is planned. | | | 14 |
| Weaknesses/Areas of Concern | | | Page |
| No weaknesses noted. | | | N/A |

| | | | |
|---|---|-----------------------|-------------|
| 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 content and processes to be used for PD are detailed. The duration and frequency of training is identified and sound. The 10 PD programs to be used are identified and discussed. They are well selected. They include Trauma Informed Practice, Cultural Responsive Instruction and EL Support. In the first Summer 10, days of PD are provided and 4 days for the second Summer. Training in ELL instruction and service to special learners, as well as family communication are addressed. | | | 60, 15 |
| 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 |
| A Parent Council is to be formed. The members are identified by role. The responsibilities of the council are described. Parents will be involved in many ways at the school. Parents are the ambassadors and will give input to school planning, receive a newsletter, and offer events and speakers for the schools. Eight strategies to involve parents are identified and well selected. | | | 16 |
| Weaknesses/Areas of Concern | | | Page |
| No weaknesses noted. | | | N/A |

| | |
|--|----|
| Application Narrative Total (70 points possible): | 69 |
|--|----|

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 committee is planned and well described. A plan is provided and sound. There is a school closure plan, and it stresses the steps the committee will follow. It states what must be done within 72 hours of an announcement to end the charter. It is complete. | 18 |
| 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 |
| Costs are complete, realistic and sufficient. The cost for the purchase of the buses is provided. Other examples of costs are supplies for instruction at \$93,593.00, and a salary allocation per year of \$80,000. The William and Mary University Dimension curriculum is listed at a cost of \$124,670. | | | 28 |
| 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: | 9 |
| Strengths | | | Page |
| Budget is complete and reflects the narrative. The program segments are identified in the narrative for the budget in detail. Cost assumption are identified. | | | 28 |

| Weaknesses/Areas of Concern | Page |
|--|-------------|
| Viability beyond the grant is not described. | |

| 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 model is complete. The outcomes are stated in measurable terms such as 85% of students will exceed the national MAP math and reading scores. | | | 29 |
| Weaknesses/Areas of Concern | | | Page |
| No weaknesses noted. | | | N/A |

| | |
|--|----|
| Budget, Budget Narrative, and Logic Model Total (30 points possible): | 29 |
|--|----|

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: | 0 |
| Comments (if applicable) | | | Page |
| | | | |

| | | | |
|---|---|-----------------------|-------------|
| The inclusion of high school (9-12) grade levels. | | | |
| Points Possible: | 3 | Points Earned: | 0 |
| 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): | | | 0 |
|---|--|--|---|

Section VI – Priority Consideration Status

| | |
|--|--|
| Currently serve a forty percent (40%) or higher economically disadvantaged population. | Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> |
| Comments (if applicable) | Page |
| Not applicable. | N/A |
| 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 type="checkbox"/> No <input checked="" type="checkbox"/> |
| Comments (if applicable) | Page |
| Not applicable. | N/A |
| 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. | N/A |

| | |
|--|----------|
| Priority Consideration Status Total (4 standards possible): | 1 |
|--|----------|

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) | |
| The application is signed and certified. | |

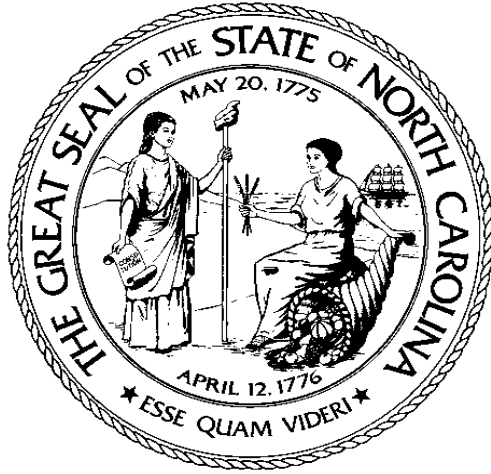
Summary Ratings

| 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 complete to pass) | <input checked="" type="checkbox"/> Pass <input type="checkbox"/> Fail |

| Technical Standards | Points Possible | Points Earned |
|---|---|---------------|
| Section III – Application Narrative | 70 | 68 |
| Section III (D) – Student Transition Plan | <input type="checkbox"/> Complete <input type="checkbox"/> Incomplete | |
| Section IV – Budget, Budget Narrative, and Logic Model | 30 | 29 |
| Section V – Competitive Preference Standards | Up to 12 | 0 |
| Total (must receive at least 80 points to pass) | 100 | 97 |

| 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 |



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

Applicant: **Telra Institute**

Reviewer Name: **Constance Cuttino**

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) | |
| The applicant provides contact information that 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) | |
| The applicant provides signed assurances. | |

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 applicant provides enrollment projections from other area schools which indicates an average of 6.2%, and predicts higher rates for the new school with a Year 1 projection of 20% enrollment of ED students in grades K-1, 10% in grade 2, and 5% in grade 3. The rationale is that the school being new will likely attract a large population of ED students to enroll and help ease the increase among other schools. | | | 3-4 |
| Weaknesses/Areas of Concern | | | Page |
| No weakness 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: | 5 |
| Strengths | | | Page |
| A clear description of the lottery process is described. The plan is to target 20% ED populations and all subgroup members will be treated equally. The random selection of ED students will ensure that the 20% will be reached, and once reached those who qualify will be placed in the general lottery pool. To ensure equity in the process, the applicant proposes to use Lotterease, a system which supports weighted lotteries and manages the waitlist and auditable. | | | 3-4 |
| Weaknesses/Areas of Concern | | | Page |
| No weakness noted. | | | N/A |

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 |
| Several strategies are described detailing the processes to ensure equal access to the project including following GEPA guidelines, providing transportation, instituting a lunch program to ensure that lack of nutrition so that it is not serve a barrier to enrollment, supporting students with special needs, creating culturally sensitive discipline policies, providing professional development to teachers and creating a Parent/Community Advisory Council. | | | 5-6 |
| Weaknesses/Areas of Concern | | | Page |
| No weakness 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 applicant presents objectives that are geared towards closing the achievement gap among students. For example, the plan is to serve the ED students and increase enrollment each year (13% in Year 1, 15% in Year 2, 16% in Year 3, 18% in Year 4, and 20% in Year 5). The goals are aligned with the NC ACCESS program as the program will help to address the needs of ED students by providing academic support and other services to help them succeed. | | | 6 |
| Weaknesses/Areas of Concern | | | Page |
| The objectives do not meet the SMART criteria, the goals are not measurable since no baseline data is provided. For example, the applicant states that 65% of students will exceed nationally-normed grade-level proficiency in NWEA MAP math or reading in Year 1, with consecutive increases in Years 2-5, however no information/baseline data is presented detailing the current grade-level proficiency to help track if goals will be met. | | | 6 |

| | | | |
|---|----|-----------------------|-------------|
| 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 applicant successfully describes several innovative programs and services to support educationally disadvantaged students, including elimination of academic or intellectual admissions screening processes which would hinder enrollment of ED students. By offering programs such as flexible and dynamic grouping, students will be given the opportunity to learn at a pace appropriate for them in subjects such as math, reading and science. This will be less intimidating and promote a safe and nurturing environment for students. Through intervention activities such as team teaching, time with manipulatives, small group breakouts, intervention blocks, scaffolding) or outside of class opportunities, students will learn to succeed thereby closing the achievement gap. | | | 6-8 |
| Weaknesses/Areas of Concern | | | Page |
| No weakness 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 applicant clearly describes programs that are different from the offerings in the local LEA including using a full-time gifted curriculum with gifted-certified educators in every classroom. According to the applicant, LEA magnet schools have a much greater emphasis on enrichment than acceleration for their gifted students, whereas they aim to balance the two and LEA magnet schools require students to pass an admissions screening and the applicant school will not. | | | 8-9 |
| Weaknesses/Areas of Concern | | | Page |
| No weakness 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 successfully describes a school culture and climate that will provide support and promote a positive learning environment for students. There are plans to use the PBIS (Positive Behavior Interventions and Supports) discipline model which guides behavior interventions based on the severity and urgency of the behavior issue. The plan is appropriate since the goal is to use the lowest-level interventions possible to ensure that students (especially educationally disadvantaged students) can remain in an enriching and safe school environment. A coherent plan for creating and/or sustaining the intended culture for students, teachers, administrators, and parents is clearly described, including adult role-modeling, hiring and training staff and setting high expectations, professional development to equip teachers to create the desired culture, and ensuring that course content creates a culturally diverse environment. | | | 9 |
| Weaknesses/Areas of Concern | | | Page |
| No weakness 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 |
| Evidence is provided detailing the plans to ensure a schedule that supports students and compliments parents work schedule. The applicant proposes to align the school schedule with the current school system in addition to afterschool hours (e.g. 1 hour, 3 days per week). For extra support, Saturday sessions will be made available for 3 hours math and 3 hours ELA. Tutoring clinics available free-of-charge for ED students to help them succeed. | | | 10 |
| Weaknesses/Areas of Concern | | | Page |
| No weakness 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 |
| As an independent charter school, the applicant clearly states that they will not be utilizing a CMO/EMO. All significant functions of the school will be performed internally by employees of the nonprofit with the Board of Directors providing ultimate oversight of the nonprofit's chief executive and budget. Candidates for partnership include libraries, parks & recreation, museums, churches and others. | | | 11 |
| Weaknesses/Areas of Concern | | | Page |
| The applicant does not describe the budgetary and decision-making autonomy of the board of directors in detail. | | | 11 |

| 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 levels and supports described will ensure the success of the school. The plan is to create grade level teams (6 per grade) including a lead teacher, 2 additional grade level teachers, 2 teaching assistants, and 1 EC/EL instructional aide. Effective avenues to recruit staff are described, including school website, education job fairs, college/university, national channels and international exchange program. | | | 11-12 |
| Weaknesses/Areas of Concern | | | Page |
| No weakness 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. • Emphasis on strategies that will provide equal access to educationally disadvantaged students. | | | |
| Points Possible: | 5 | Points Earned: | 5 |
| Strengths | | | Page |
| The two-phase marketing plan is described, including website and a social media blitz describing the school. Printed publications will be distributed for ED and low income communities. Other awareness activities include hosting of events and informational sessions. | | | 12-13 |
| Weaknesses/Areas of Concern | | | Page |
| No weakness 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 plans to provide transportation are described, including using grant monies to purchase buses whereby 40-50% of students will use. To ensure they meet the increasing number of students projected over the 5-year period, they will purchase a 3 rd 55-passenger bus. | | | 14 |
| Weaknesses/Areas of Concern | | | Page |
| No weakness 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 applicant presents a reasonable plan for ensuring food service will be made available to students. Plans include seeking an outside national vendor through RFP process who will provide food service (vended meals, a bulk-satellite operation, or onsite food prep) and they will hire a consultant to establish procedures for the lunch program. The plans to ensure educationally disadvantaged students receive daily meals are thoroughly described including FRL eligibility information through the initial welcome packet and an online form will be made available. The collection and submission of free-and-reduced price lunch information will be used to receive relevant federal subsidies. | 14 |
| Weaknesses/Areas of Concern | Page |
| No weakness noted. | N/A |

| | | | |
|---|---|-----------------------|-------------|
| 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: | 3 |
| Strengths | | | Page |
| The applicant successfully describes a variety of professional development opportunities for the new staff to be hired. The plan is to front-load the training over the first two-years which will focus on strategies to work successfully with the target population including culturally responsive instruction, classroom management, trauma-informed, multi-tiered systems of support (MTSS) and other student interventions and others. | | | 14-15 |
| Weaknesses/Areas of Concern | | | Page |
| The applicant does not describe on-going professional development or train-the-trainer opportunities that would help support new employees who will come aboard later to ensure all are properly trained to work with the target population. | | | 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>Opportunities to inform and educate parents on school policies are reasonably described including hosting regular open houses so parents can actively engage with teachers and school leadership to learn about school policies and programming. Several strategies are described detailing opportunities for active engagement for parents and community members are described including creation of a Parent/Community Advisory Council and Parents Council who will evaluate the school’s progress towards goals and providing feedback to school leadership and Board of Directors, coordinate volunteers and fundraise.</p> | <p>16</p> |
| <p>Weaknesses/Areas of Concern</p> | <p>Page</p> |
| <p>No weakness noted.</p> | <p>N/A</p> |

| | |
|---|-----------|
| <p>Application Narrative Total (70 points possible):</p> | <p>66</p> |
|---|-----------|

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 thorough student transition is described by the applicant should there be a need to close to students. Some of the processes include informing all stakeholders within 72 hours of recommendation to end charter and forming a transition committee who will help to inform families and school staff. The applicant further details the process for ensuring confidentiality of student records/transfers to student's new schools/district. | 17-19 |
| Weaknesses/Areas of Concern | Page |
| No weakness 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 line item budget included in the application sufficiently detailed proving all expenditures associated with project costs. The budget is reasonable and cost effective given the scope of the project services described and resources are accounted for within the budget justification and are necessary to support the project services and long-term goals. | | | 28-30 |
| Weaknesses/Areas of Concern | | | Page |
| No weakness 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 application includes a detailed, easy to read budget justification for every year of the project that fully describes how costs are calculated. Specifically, line items and cost calculations are presented for salary and fringe to support staff; supplies to support workshops and curriculum development; and other line items to support the program. | | | 28-30 |
| Weaknesses/Areas of Concern | | | Page |
| No weakness 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. | | | |

| | | | |
|---|---|-----------------------|-------------|
| <ul style="list-style-type: none"> Aligns clearly and directly to the application narrative. | | | |
| Points Possible: | 5 | Points Earned: | 5 |
| Strengths | | | Page |
| <p>The applicant demonstrates a rationale providing a Logic Model that identifies the strategies for ensuring a well-developed project to include a description of the inputs, activities and outputs, interventions, outputs, and short, medium, and long-term outcomes. The proposed inputs (institutional commitment, personnel, plan of operation, campus and community partnerships) align with the outputs (student participation in high impact activities, staff training will help to keep students actively engaged) and the short, mid, and long-term goals of increasing ED student enrollment.</p> | | | 31 |
| Weaknesses/Areas of Concern | | | Page |
| No weakness noted. | | | N/A |
| Budget, Budget Narrative, and Logic Model Total (30 points possible): | | | 30 |

Section V – Competitive Preference Standards

| | | | |
|--|---|-----------------------|-------------|
| Opening, expanding, or replicating a school in a rural or underserved urban area (i.e. without a high-quality school within fifteen (15) miles). | | | |
| Points Possible: | 3 | Points Earned: | 0 |
| Comments (if applicable) | | | Page |
| The applicant does not address this criterion. | | | |

| | | | |
|--|---|-----------------------|-------------|
| 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 will use a lottery process that will be equitable for all in addition to using strategies that target outreach and recruitment of racial and ethnic minorities with multilingual materials, a non-restrictive admissions program, provision of transportation and subsidized meals, tailored PD for the needs of ED communities, and selection of curricula found to be effective for ED students. | | | 32 |

| | | | |
|---|---|-----------------------|-------------|
| The inclusion of high school (9-12) grade levels. | | | |
| Points Possible: | 3 | Points Earned: | 0 |
| Comments (if applicable) | | | Page |
| The applicant does not propose to serve high school students. | | | N/A |

| | | | |
|---|---|-----------------------|-------------|
| Develop or manage a charter school focused on dropout recovery and academic reentry. | | | |
| Points Possible: | 3 | Points Earned: | 0 |
| Comments (if applicable) | | | Page |
| The applicant does not propose to provide dropout recovery and academic reentry programs. | | | N/A |

| | | |
|---|--|----------|
| Competitive Preference Standards Total (12 points possible): | | 3 |
|---|--|----------|

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 |
| N/A | N/A |
| 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 |
| N/A | N/A |
| 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 |
| N/A | N/A |
| 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 |
| N/A | N/A |

Priority Consideration Status Total (4 standards possible):

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) | |
| The applicant provides an application that 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 | 66 |
| 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 | 3 |
| Total (must receive at least <i>80 points</i> to pass) | 100 | 99 |

| 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 |