

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

APPLICATION FOR GRANTS
UNDER THE

84.282A CSP Grants to State Entities

CFDA # 84.282A

PR/Award # U282A180024

Grants.gov Tracking#: GRANT12616362

OMB No. , Expiration Date:

Closing Date: Apr 20, 2018

PR/Award # U282A180024

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

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="04/20/2018"/>	4. Applicant Identifier: <input type="text"/>
--	--

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

State Use Only:

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

8. APPLICANT INFORMATION:

* a. Legal Name: <input type="text" value="North Carolina Department of Public Instruction"/>		
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text"/>	* c. Organizational DUNS: <input type="text"/>	

d. Address:

* Street1:	<input type="text" value="NC Education Building"/>
Street2:	<input type="text" value="6301 Mail Service Center"/>
* City:	<input type="text" value="Raleigh"/>
County/Parish:	<input type="text"/>
* State:	<input type="text" value="NC: North Carolina"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="27699-6303"/>

e. Organizational Unit:

Department Name: <input type="text" value="NC Dept of Public Instruction"/>	Division Name: <input type="text" value="Office of Charter Schools"/>
--	--

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

Prefix: <input type="text" value="Mr."/>	* First Name: <input type="text" value="David"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Machado"/>	
Suffix: <input type="text"/>	

Title: <input type="text" value="Director, Office of Charter Schools"/>

Organizational Affiliation: <input type="text" value="NC Department of Public Instruction"/>

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

* Email: <input type="text"/>

Application for Federal Assistance SF-424

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

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.282

CFDA Title:

Charter Schools

*** 12. Funding Opportunity Number:**

ED-GRANTS-030918-001

* Title:

Office of Innovation and Improvement (OII): Charter Schools Program (CSP): Grants to State Entities CFDA Number 84.282A

13. Competition Identification Number:

84282A2018-1

Title:

Charter Schools Program Grants to State Entities

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

Add Attachment

Delete Attachment

View Attachment

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

NC Advancing Charter Collaboration and Excellence for Student Success (ACCESS) Program: Supporting high quality schools focused on meeting the needs of educationally disadvantaged students

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

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

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text"/>	<input type="text"/>
* b. Applicant	<input type="text" value="0.00"/>	<input type="text"/>
* c. State	<input type="text" value="0.00"/>	<input type="text"/>
* d. Local	<input type="text" value="0.00"/>	<input type="text"/>
* e. Other	<input type="text" value="0.00"/>	<input type="text"/>
* f. Program Income	<input type="text" value="0.00"/>	<input type="text"/>
* g. TOTAL	<input type="text"/>	<input type="text"/>

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

- a. This application was made available to the State under the Executive Order 12372 Process for review on
- b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- c. Program is not covered by E.O. 12372.

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

Yes No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

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

** I AGREE

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

Authorized Representative:

Prefix: * First Name:
Middle Name:
* Last Name:
Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

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

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

Name of Institution/Organization

North Carolina Department of Public Instruction

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

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

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel	21,410.00	21,410.00	21,410.00	21,410.00	21,410.00	107,050.00
4. Equipment	6,000.00	800.00	800.00	800.00	800.00	9,200.00
5. Supplies	7,400.00	7,400.00	7,400.00	7,400.00	7,400.00	37,000.00
6. Contractual	107,500.00	99,000.00	99,000.00	99,000.00	99,000.00	503,500.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	4,700,000.00	4,700,000.00	5,300,000.00	5,300,000.00	4,100,000.00	24,100,000.00
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs*						
11. Training Stipends						
12. Total Costs (lines 9-11)						

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

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

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

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

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

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is .

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

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?
 Yes No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

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

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

PR/Award # U282A180024

Name of Institution/Organization North Carolina Department of Public Instruction	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

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

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>David Machado</p>	<p>TITLE</p> <p>Director, Office of Charter Schools</p>
<p>APPLICANT ORGANIZATION</p> <p>North Carolina Department of Public Instruction</p>	<p>DATE SUBMITTED</p> <p>04/20/2018</p>

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB
4040-0013

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

Prime SubAwardee

* Name: North Carolina Department of Public Instruction

* Street 1: Education Building * Street 2: 6301 Mail Service Center

* City: Raleigh * State: NC: North Carolina * Zip: 27699-6301

Congressional District, if known: NC-4

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

6. * Federal Department/Agency: U.S. Department of Education	7. * Federal Program Name/Description: Charter Schools
	CFDA Number, if applicable: 84.282

8. Federal Action Number, if known: 	9. Award Amount, if known: \$
--	---

10. a. Name and Address of Lobbying Registrant:

Prefix: * First Name: N/A Middle Name:

* Last Name: N/A Suffix:

* Street 1: N/A * Street 2:

* City: N/A * State: * Zip:

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

Prefix: * First Name: N/A Middle Name:

* Last Name: N/A Suffix:

* Street 1: N/A * Street 2:

* City: N/A * State: * Zip:

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

* Signature: David Machado

* Name: Prefix: Mr. * First Name: David Middle Name:

* Last Name: Machado Suffix:

Title: Director, Office of Charter Schools Telephone No. Date: 04/20/2018

Federal Use Only: Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

NOTICE TO ALL APPLICANTS

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

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require?

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

be discussed in connection with related topics in the application.

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

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

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

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

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

Estimated Burden Statement for GEPA Requirements

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

Optional - You may attach 1 file to this page.

1235-GEPA Statement-Final.pdf

Add Attachment

Delete Attachment

View Attachment

GEPA Section 427 Statement

In compliance with federal law, the NC State Board of Education (SBE) and NC Department of Public Instruction (DPI) administer all State-operated educational programs, employment activities, and admissions without discrimination on the basis of race, religion, national or ethnic origin, color, age, military service, disability, or gender, except where exemption is appropriate and allowed by law. Every charter and traditional public school in NC is required to comply with non-discrimination statutes, and to ensure that no barriers to access or entry exist for students and families.

The NC State Board of Education (SBE), Charter School Advisory Board (CSAB), DPI's Office of Charter Schools (OCS), and NC ACCESS Program staff (created through this grant opportunity) will ensure equitable access to NC Charter Schools Program (CSP) for State Education Agency (SEA) subgrants, and are committed to helping charter schools wishing to serve educationally disadvantaged (ED) students overcome any barriers to accessing the CSP subgrant competition. Actual and/or perceived barriers to accessing the subgrants may exist when charter schools are in their planning year or early years of operation and may not be aware of the subgrant competition or understand how to apply for a subgrant. OCS and NC ACCESS Program staff will expend significant effort and offer multiple technical assistance sessions, webinars and office hours to ensure that all prospective subgrantees are aware of the NC CSP subgrant competition, understand how to apply and receive any necessary support. To accommodate individuals with disabilities, all in-person technical assistance sessions and office hours will be held in ADA compliant facilities and full webinar transcriptions will be made available upon request.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

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

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

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

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

Statement for Loan Guarantees and Loan Insurance

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

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

* APPLICANT'S ORGANIZATION	
<input type="text" value="North Carolina Department of Public Instruction"/>	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input type="text" value="Mr."/>	* First Name: <input type="text" value="David"/> Middle Name: <input type="text"/>
* Last Name: <input type="text" value="Machado"/>	Suffix: <input type="text"/>
* Title: <input type="text" value="Director, Office of Charter Schools"/>	
* SIGNATURE: <input type="text" value="David Machado"/>	* DATE: <input type="text" value="04/20/2018"/>

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

1. Project Director:

Prefix: Mr.	First Name: David	Middle Name:	Last Name: Machado	Suffix:
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Street1:	Education Building
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City:	Raleigh
County:	Wake
State:	NC: North Carolina
Zip Code:	27699-6301
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
[REDACTED]	

Email Address:
[REDACTED]

2. Novice Applicant:

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

Yes No Not applicable to this program

3. Human Subjects Research:

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

Yes No

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

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

No Provide Assurance #, if available:

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

	Add Attachment	Delete Attachment	View Attachment
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Abstract

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

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

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

You may now Close the Form

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

* Attachment:

David Machado
6303 Mail Service Center
Raleigh, NC 27699-6303

NC Advancing Charter Collaboration and Excellence for Student Success (ACCESS) Program

Abstract

North Carolina, a state in which the State Board of Education (SBE) is the sole authorizer of public charter schools, is positioned to leverage Charter School Program (CSP) grant funds to support the development, expansion and replication of high quality charter schools that can effectively serve educationally disadvantaged students. The NC ACCESS Program subgrant opportunity will pursue the following impactful and ambitious objectives via a structured programmatic and supportive approach:

Objective 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.; **Objective 2:** Develop a Cadre of 100 Charter School Leaders Who Can Develop and Demonstrate Best Practices in Serving Educationally Disadvantaged Students; and **Objective 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 proposed NC ACCESS Program will meet its objectives by leveraging existing interest in charter school development and stimulating the startup and expansion of additional high quality charter school options that have a desire to increase the educational opportunities for educationally disadvantaged students. These objectives will also be met through the development of an intensive fellowship-based experience for school leaders that will develop their leadership capacity and provide guidance on how best to deconstruct the “silos” in education that often stymie the sharing of innovative strategies and resources. The resources created, evaluation data and the program model itself will ultimately inform the broader and critical conversation around developing high quality schools for the benefit of all students.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

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NC Advancing Charter Collaboration and Excellence for Student Success (ACCESS) Program

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Competitive Preference Priority 1: One Authorized Public Chartering Agency Other than an LEA, or an Appeals Process

NC General Statute (NCGS) 115C-218.5 (see Appendix F.1) provides for a single public charter school authorizer, the State Board of Education (SBE), which can authorize a charter school to open anywhere in the state. The SBE receives recommendations from the Charter School Advisory Board (CSAB) regarding charter school approvals, renewals, revocation, policy, legislation and any other matter pertaining to charter schools. The CSAB is a separate legislatively-established entity, located administratively within the Department of Public Instruction (DPI), that reports to the SBE. The Office of Charter Schools (OCS) is the primary administrative unit within DPI that assists the CSAB and the SBE with charter application and renewal reviews, analysis and generation of policy and legislation, and oversight of charter school performance.

Competitive Preference Priority 2: Equitable Financing

The SBE is committed to providing equitable financing to the state's charter schools. NCGS 115C-218.105(a) mandates that each charter school receive "an amount equal to the average per pupil allocation for average daily membership" from the LEA in which the school is located. Per the same statute, children with disabilities and children with limited English proficiency are granted an additional amount. Moreover, state statute also mandates that the SBE take into consideration a charter school's enrollment growth and make annual adjustments to the amount allocated to each school.

In addition to state funding, NC's charter schools are granted local funding, per state statute. "If a student attends a charter school, the [LEA] in which the child resides shall transfer to the school an amount equal to the per pupil share of the local current expense fund of the

[LEA] for the year.” The SBE oversees the transfer of state funds through information provided from LEAs (both charter and traditional public schools) by November 1st of each year.

Competitive Preference Priority 3: Charter School Facilities

North Carolina statute gives schools the flexibility to locate in a space they find most suitable for their needs.

Funding for facilities

NCGS 115C-218.105(b) states that funds allocated by the SBE may be used to enter into operational and financed leases for buildings or mobile classroom units for charter schools. These funds may also be used for payments made on loans to charter schools for facilities, equipment, or operations.

Access to public facilities

Per NCGS 115C-218.35, charter schools may lease any available building or land from the LEA of the school administrative unit in which the school is located, unless the board demonstrates that the lease is not practical or that the LEA does not have adequate classroom space to meet its enrollment needs. The same statute includes the requirement that “the local board of education shall make a decision on the charter's request to lease a building or land within 90 days of the request. If the local board of education does not make a decision within 90 days of the request of the charter school, the local board of education shall provide a written explanation of its reasons for not acting on the request within the 90-day time period to the North Carolina Charter Schools Advisory Board and the Joint Legislative Education Oversight Committee.” In the event of a dispute, charter schools may appeal to the board of county commissioners in which the building or land is located. The statute also includes a provision wherein “a local board of education may provide a school facility to a charter school free of charge; however, the charter school is responsible for the maintenance of and insurance for the

school facility.”

Competitive Preference Priority 4: Best Practices to Improve Struggling Schools and LEAs

The Office of Charter Schools annually plans and facilitates four, day-long training opportunities to assist charter schools that have received a low-performing or continually low-performing designation. These training opportunities are hosted within the context of successful schools as a way of showcasing best practices in action and are facilitated by charter school leaders and staff who have significant experience operating high quality charter schools. A sample agenda from a 2017 training is provided in Appendix F.2.

In addition, in an effort to foster collaboration around best practices and encourage networking between charter schools, OCS plans and facilitates two, one-day charter school “huddles” designed to highlight best practices in charter school academics, finances and operations. Schools that have a low-performing or continually low-performing designation receive targeted letters informing them of these opportunities, which are offered at no cost and are open to any charter school staff member. OCS also hosts an annual statewide charter school leadership institute where charter school staff have the opportunity to learn best practices from and network with leaders and staff of successful charter schools, as well as annually facilitates five professional development sessions and a New Charter School Leader Institute for schools in their planning year.

Beyond the Office of Charter Schools, the Educator Support Services department within DPI provides leadership, technical assistance, professional development, resources, and consultative services to both traditional public and charter schools. A Service Support Coordinator within this department provides these services to both charter and traditional public

schools, particularly those who have a low-performing or continually low-performing designation.

Another department within DPI, Federal Program Monitoring and Support, supports schools, particularly those with a low-performing or continually low performing designation, as they develop and implement school improvement plans. Schools with these designations integrate their school improvement plans into an online system, NCStar, where they, and the Federal Program Monitoring and Support department, can track their progress towards their school improvement goals, which assists in identifying specific areas of need and risk.

Competitive Preference Priority 5: Serving At-Risk Students

In 1985, the NC General Assembly passed legislation establishing a state dropout prevention fund aimed at increasing the number and range of services to at-risk students. NC SBE policy DROP-001 (2004) mandates that dropout prevention and at-risk student services be a part of the educational program at every local education agency (LEA), including charter schools. Each school and LEA must develop and maintain an identifiable and targeted dropout prevention and at-risk program to meet the needs of students at risk of school failure. Prospective charter schools must include their detailed plans to serve at-risk students in the charter application. At-risk programs are evaluated for thoroughness and effectiveness during the application review and charter renewal process.

Additionally, the Integrated Academic and Behavior Systems division, located within DPI, assists schools in the implementation of a Multi-Tiered System of Support (MTSS) to help drive school improvement through the use of data-driven and research-based academic and behavioral strategies. The system is designed to support growth for all students, especially those who are at risk of failure or dropping out due to academic or behavioral issues. The division has

a charter school-focused working group consisting of regional consultants who assist charter schools in the planning for and implementation of the MTSS model. Through their intensive marketing and technical assistance efforts, the division has thus far guided 139 charter schools (80% of the charter schools in the state) in the adoption of the MTSS model.

Competitive Preference Priority 6: Best Practices for Charter School Authorizing

As evidenced by the SBE-approved charter school application process and timeline (see Appendix F.3) and in line with best practices in charter school authorizing, the State has a clear, criterion-based, multi-tiered process for review and approval of new charter applications. NC statute (NCGS 115C-218.5, see Appendix F.1) and SBE policy (CHTR-013, see Appendix F.4) also provide for a required “planning year,” during which approved schools must demonstrate their “readiness to open” before they are approved to begin serving students.

Each nonprofit corporation seeking a charter must submit their application (see Appendix F.5) to OCS through a standard online application system. Each application then undergoes a thorough, multi-stage review by OCS, other DPI staff (e.g., in Finance, EC Services) and paid external evaluators with expertise in various areas of charter school operations, and the CSAB, which reviews and makes recommendations on applications. Finally, the SBE reviews all application materials and documentation from the DPI/OCS and CSAB reviews and recommendations, and makes a final decision regarding whether to grant a charter. The following sections describe this multi-tiered review and approval process in further detail.

Review Tier One: Completeness Check

OCS conducts the first stage of application review, which includes a basic check for completeness. Applicants with incomplete applications are notified by OCS staff and given five business days (required by statute) to submit any missing elements.

Review Tier Two: Rubric-based Evaluation of Application

In the second stage of the review process, OCS and other DPI staff and paid external expert evaluators review each application using a standard CSAB and SBE-approved criterion-based rubric (see Appendix F.6) to provide feedback to applicants and decision-makers. External evaluators include individuals with extensive knowledge of opening and operating successful charter schools. These reviewers use the rubric to evaluate the degree to which each application for a charter does each of the following:

- (a) meets all statutory requirements (NCGS 115C-218; Appendix F.1);
- (b) meets one of the six purposes of charter schools outlined in the Charter Schools Act (NCGS 115C-218);
- (c) contains viable governance (active participation of a large, diverse, and locally-based board), business (budgeting, financing, and accounting), and education plans;
- (d) reflects the applicant's planning, research, and understanding of educational issues;
- (e) contains proper articles of incorporation and by-laws;
- (f) contains a sound budget that accurately reflects anticipated revenues and costs, including costs associated with maintenance of the school facilities and projected growth;
- (g) describes student admission requirements and lottery system that comply with existing policy;
- (h) describes a sound plan for acquisition and utilization of an adequate facility; and
- (i) describes a sound five-year marketing plan that promotes a diverse learning environment.

In addition to providing specific feedback on each section of the application, external reviewers make initial recommendations on the extent to which each section of the application meets the desired criteria listed in the rubric. Once the external reviews are complete, OCS

compiles the list of items identified by reviewers as being less than clear (and therefore not ratable) and forwards the list to each applicant. Applicants are then provided a 30-minute clarification opportunity with the CSAB to respond to questions and providing clarifying information on their application.

Review Tier Three: CSAB Interview and Recommendation

Following the clarification opportunity, CSAB offers applicant groups with strong applications a one-hour interview, during which each school’s board of directors and contracted service providers (if applicable) give a brief presentation on their proposed school plan, and answer questions from CSAB. CSAB members discuss each application in depth, with OCS staff present to answer questions. After a standard amount of time for discussion of each applicant, the CSAB then votes regarding whether or not to recommend that the SBE grant the applicant a charter contingent upon the successful completion of the planning year process.

Review Tier Four: SBE Review and Approval

The fourth and final step in the review and approval process comes when the SBE receives the CSAB’s votes/recommendations regarding each school, reviews all materials compiled over the course of the application process, and then votes whether or not to grant a charter to each school. The SBE may request additional information from applicants, the CSAB, or OCS/DPI staff before making a decision.

Final review before school opens

When the SBE grants initial approval to a charter school, it does so, consistent with NCGS 115C-218.5 and CHTR-013, “contingent upon the completion of a planning year program.” This means that each nonprofit board receiving a new charter must participate in a SBE-adopted yearlong planning program, known as “Ready-to-Open,” prior to opening the

charter school to serve students. This OCS-led program consists of regular face-to-face trainings for the boards of directors and school leaders (if identified) to provide them with critical information regarding planning for school opening, staff development, finance, governance, board training, marketing, policies and procedures, securing a school site, and hiring a school administrator. In addition, each school must submit two “Ready-to-Open” reports to OCS. These reports document that the charter school board has taken certain required actions that research has shown to be associated with successful school opening and early operation. Final approval of each school’s charter is contingent upon the school successfully completing all of the planning year program requirements. OCS provides the CSAB and the SBE with updates regarding each school’s readiness to open. These two bodies have the authority, respectively, to recommend and direct that a school that does not appear ready either delay its opening for a year or not receive a charter.

Fast Track Replication

In NC, OCS, CSAB, and the SBE have implemented a differentiated review process, known as “Fast-Track,” to allow for the expedited replication (i.e., with a truncated planning year) of high quality charter schools. To guide this process, the SBE has adopted a policy, entitled “Fast Track Replication of High Quality Charter Schools” (CHTR-016, see Appendix F.7), which guides the process to assess whether, and the extent to which, charter applicants wishing to “fast-track” replicate an existing school or model have sufficient prior experience and success establishing and operating high quality schools. Under this policy, a nonprofit currently operating a public charter school may request an expedited review of its application for an additional charter or charters that replicate the existing school and its successful model.

A nonprofit board seeking replication must demonstrate to the CSAB’s and SBE’s

satisfaction that the nonprofit board’s current school(s) have a consistent record of financial and academic success. If the nonprofit board oversees more than one charter school, each school within the network must be reviewed. The review also looks at whether the nonprofit board has the organizational capacity to expand its portfolio.

Acceleration

Per CHTR-013 (Appendix F.4), “the State Board of Education, in its discretion, may accelerate the mandatory planning year to increase the number of high quality charter schools. In considering whether to accelerate the planning year, the applicant must meet the following requirements:

1. Demonstrate a clear and compelling need for the accelerated planning year;
2. Partner with a two or four-year institution of higher education in North Carolina;
3. Verify the absence of a charter school in the proposed county of location; and
4. Agree to participate in the planning year while the charter application is being reviewed without any guarantee of charter award.”

Processes to measure performance of chartering agency

OCS, CSAB, and the SBE regularly assess the performance of the authorized public chartering agency (i.e., these bodies self-assess the SBE/CSAB/DPI/OCS’s performance, as the SBE is the sole chartering agency in NC). This self-evaluation focuses on review of the academic proficiency and growth of each individual charter school and the degree to which its academic performance is comparable to or exceeding that of the school district in which it is located. Data reflecting the statewide performance of the system of charter schools is reported on and disseminated through several information products: the Annual Performance Framework (described in *Selection Criteria: State Plan*; see Appendix F.8), School Report Cards (described

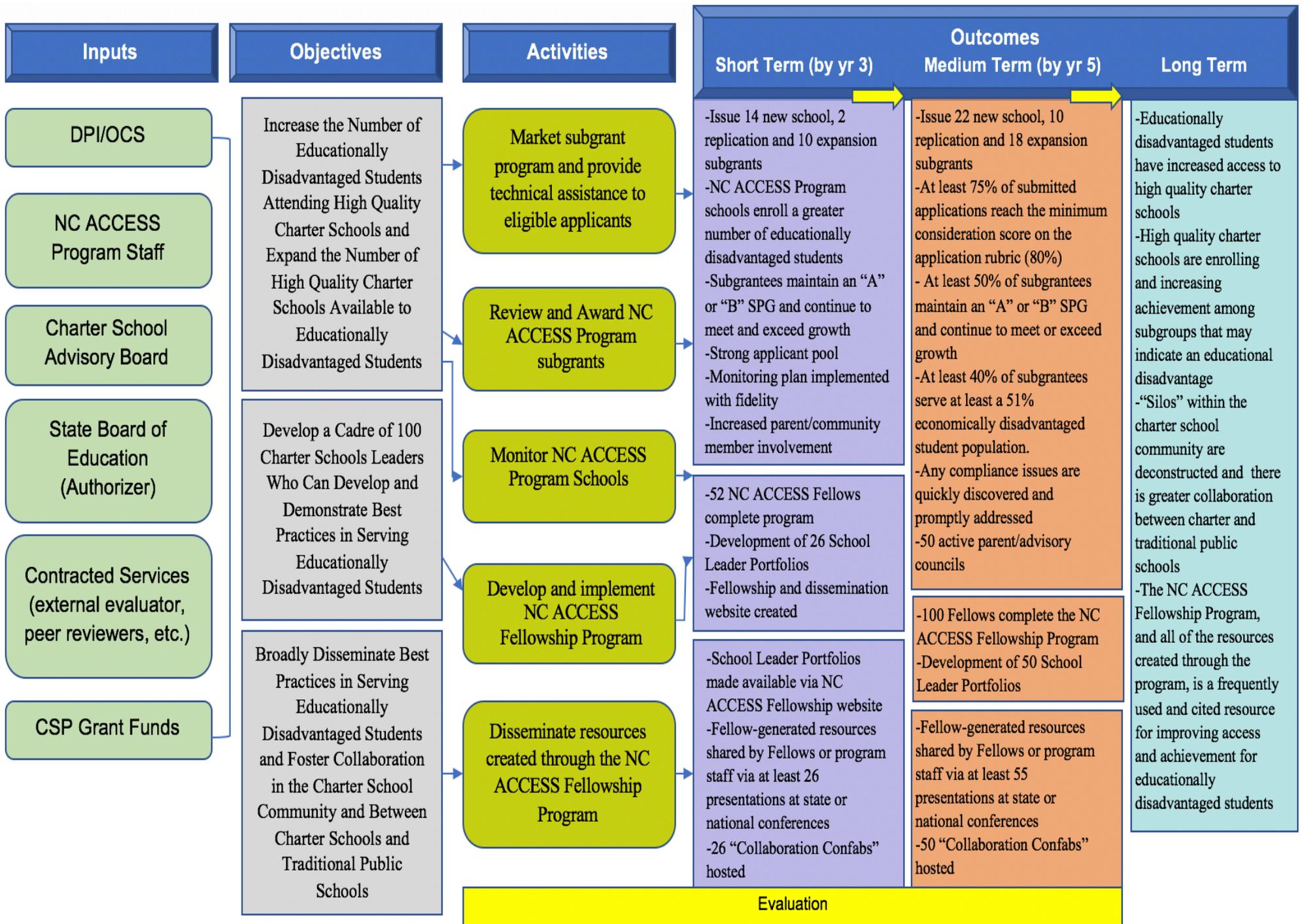
in *Selection Criteria: State Plan*) and a legislatively mandated (NCGS 115C-218.100) annual report that is presented to the CSAB and the SBE for review and approval before submission to the NC General Assembly and posting on the DPI website (see Appendix F.9 for 2016-2017 Charter Schools Annual Report).

The SBE's strategic plan includes a goal explicitly calling for increasing the number of high quality charter schools. Through annual evaluation of progress toward achieving this goal, the SBE holds itself accountable, in a very public way, for its performance as both a charter school authorizer and the body responsible for ensuring that all NC children have the opportunity to receive, free of charge, a sound, basic education.

As part of the proposed NC Advancing Charter Collaboration and Excellence for Student Success (ACCESS) Program (outlined in the sections below), DPI/OCS plans to continue engaging stakeholders with a broad and diverse perspective on the charter schools sector to confirm the degree to which the State's authorizing process and practices are consistent with nationally-recognized best practices and as a means of continuous improvement. Results of this on-going monitoring will further inform the SBE, DPI/OCS, the CSAB, and the General Assembly in making any adjustments to charter schools authorizing, oversight, and monitoring statute, policy, and practice.

Selection Criteria (a): Quality of the Project Design

Below is the NC ACCESS Program logic model which illustrates the mechanism by which the US Department of Education's (USED) targeted investment in NC ultimately will produce the meaningful results described in the logic model and sections below. In addition to the information provided in the logic model, a rationale for each objective is provided in *Selection Criteria: Objectives*.



The NC ACCESS Program is committed to the objective of increasing the number of educationally disadvantaged students who attend high quality charter schools and expanding the number of high quality charter schools available to educationally disadvantaged students. The rigorous application and selection process outlined in the sections below illustrate the State's commitment to ensuring that subgrant awards are only afforded to those schools that meet the definition of a high-quality school (as defined in the NIA) and that demonstrate the desire and capacity to more effectively serve a greater number of educationally disadvantaged students (explained in the application scoring and rubric section below). To that end, we propose to award subgrants in three categories (New School, Expansion and Replication) under the multi-phased and transparent application timeline and review process outlined below, which build on current OCS, CSAB, and SBE procedures and leverage the individual and collective expertise of many individuals currently involved in NC charter school approval and oversight.

Application Timeline and Review Process

October-December

- The project director (Dave Machado) will recruit, interview and select additional program staff (as described in the *Selection Criteria: State Plan*).
- In an effort to ensure transparency, the project director will work through established procedures to seek final and public CSAB and SBE approval of all NC ACCESS Program application materials, timeline and processes.
- The subgrant RFA will be posted on the Office of Charter Schools website, sent through an existing weekly charter school newsletter and distributed to statewide charter school associations on December 1st. The RFA will include all relevant information related to the NC ACCESS Program, including objectives, eligibility and program requirements and

application timeline and process.

- Technical Assistance: At the OCS leadership conference held in mid-October, the project director/program staff will provide five, one-hour NC ACCESS Program technical assistance sessions. The statewide conference is open to both existing and prospective charter school operators. The project director/program staff will also advertise and offer 10 technical assistance “office hours” wherein applicants can call or visit with the project director to receive specific and individualized technical assistance in an informal environment without having to make an appointment.

January

- Technical Assistance: Program staff will provide on-going technical assistance to prospective applicants, including facilitating three regional technical assistance sessions in the western, central and eastern regions of the state. Program staff will advertise and offer 10 hours of technical assistance “office hours” to provide an additional layer of technical assistance and support to prospective applicants.

February

- Interested leaders from existing and recently approved charter schools will be required to submit a letter of intent (LOI) by February 1st. In the LOI, interested parties must 1) indicate the specific subgrant category under which they plan to apply; 2) outline their desire and commitment to serve a greater number of educationally disadvantaged students; and 3) provide a short summary of the strategies they plan to implement to fulfill their commitment to serve a greater number of educationally disadvantaged students.
- Upon receipt of the letters of intent, the program staff will review the submitted letters to determine if prospective applicants meet the eligibility requirements for the selected subgrant

category (outlined below), including working with other departments in DPI to determine the academic, financial and operational fitness of the prospective applicant. To ensure transparency, the program staff will present a summary of the groups that submitted letters of intent at the CSAB meeting in early February. Included in the presentation will be a summary of findings for each group that either confirms or presents concerns related to eligibility. The CSAB will make final recommendations on the eligibility of applicants. Those deemed eligible will be invited to submit a subgrant application by March 31st.

- Program staff will recruit and contract with a group of five peer reviewers consisting of charter school leaders, state and national charter organization leaders and other individuals with charter school expertise. Reviewers may not be DPI employees.
- Technical Assistance: Program staff will provide two face-to-face technical assistance sessions in late February as part of an effort to provide on-going support to applicants. Program staff will also advertise and offer 10 technical assistance “office hours.”

March

- Applicants must submit their application by 5:00 pm (EST) on March 31st.
- Technical Assistance: Program staff will provide one informational webinar and an additional face-to-face technical assistance session in early March. Program staff will also offer 10 hours of “office hours.”

April

- Following submission of the applications, program staff will facilitate a two-day on-site application review in mid-April. The first day will include a two-hour orientation and training session that will focus on the goals of the federal CSP grant, the NC ACCESS Program’s objectives, application guidelines and scoring rubric, NC charter law and relevant

federal laws. Reviewers will be required to sign a form indicating that they understand that any potential conflicts of interest must be disclosed to program staff before reviewing applications.

- Those applications receiving the minimum score for selection (80 points) will move on to the third phase of the application process which includes a review to ensure the budget is reasonable and that all projected expenditures match the stipulations of the CSP grant competition, mission of the NC ACCESS program and the school's stated goals in the application. In addition, budgets must comply with all federal and state government regulations for allowable use of grant funds. Program staff will conduct the financial review by the end of April in collaboration with staff members in the DPI's Financial and Business Services (FBS) department who have experience with federal grants.

May

- In the fourth phase of the process, applications will be submitted for consideration and recommendation at the CSAB's monthly meeting. Similar to the existing new charter school application process, the CSAB will have the ability to request a subgrant applicant group attend the meeting to provide clarification on any aspect of the subgrant application. The agenda will also provide an allotted time for parents and community members to share their feedback on any subgrant application. The meeting will be properly noticed through the existing process and applicants will be encouraged to inform their stakeholders of the opportunity. Stakeholders who are not able to attend the meeting in person may submit a letter with their feedback to the Office of Charter Schools no later than three days prior to the meeting. The CSAB will make recommendations to the SBE regarding the final approval of subgrant awards.

June

- Utilizing the recommendations from the CSAB, the SBE will grant final approval of subgrant awards in early June.
- Subgrant applicants selected to receive an subgrant will be notified about their award by mid-June. Included in the notification will be a request to attend a required pre-subgrant orientation to be held in mid-July.

July

- Program staff will plan a required day-long orientation for subgrant recipients focused on the monitoring schedule, reporting requirements, financial processes and NC ACCESS Fellowship program expectations (described in detail below). These topics and expectations will be covered in the RFA and discussed in technical assistance sessions offered earlier in the process, but the orientation will offer an additional level of technical assistance by covering these topics in more depth.
- Subgrant recipients may begin submitting reimbursement requests on July 31st.

Eligibility Requirements

New School subgrants will be available to charter operators in their planning year through year 3 of operation. Since new schools will have limited data to support their potential for success, applicants must demonstrate a strong commitment to and comprehensive plan for recruiting and effectively serving a large population of educationally disadvantaged students, as well as a desire to share best practices with both charter schools and traditional public schools. If a new school is managed by a charter management organization (CMO) or education management organization (EMO), the school will need to submit an analysis of the performance of the other schools managed by the broader organization. The analysis will not solely determine

eligibility, but it will be considered as part of the application review process.

Expansion and replication subgrants will be available to high quality charter schools that exhibit academic, financial and operational success and a desire to expand or replicate their successful school model to serve a greater number of educationally disadvantaged students. Eligible applicants must have maintained at least a “B” School Performance Grade (SPG) and met or exceeded growth (as determined by EVAAS) for at least two out of the three years prior to their application and, when applicable, have a graduation rate higher than the state average.

Application Requirements

The NC ACCESS Program application (see Appendix F.10) requires that interested parties submit the following information: 1) an aggressive plan to recruit and enroll a greater number of educationally disadvantaged students (which include the implementation of a weighted lottery); 2) three SMART (specific, measurable, achievable, rigorous, time-based) school-specific subgrant goals; 3) A General Education Provision Act (GEPA) statement demonstrating how they have or will eliminate any and all barriers to enrollment for ED students; 4) a statement on how their educational program is or will be specifically tailored to meet the needs of ED students; 5) a discipline and school climate philosophy; 6) their plan to implement the parent/community advisory council; 7) a budget and associated narrative that describes anticipated costs for the duration of the grant period, as well as a plan that demonstrates financial viability beyond the grant period; 8) a marketing and recruiting plan focused on providing outreach to the families of educationally disadvantaged students, including strategies to overcome any potential language barriers; 9) a logic model demonstrating how actions and expenditures are expected to lead to specific outcomes; 10) a plan to provide transportation; and 11) a plan to participate in the Free and Reduced Lunch Program (FRLP) or

offer a comprehensive lunch program.

In addition to the required application information outlined above, NC ACCESS program applicants for new school and replication subgrants must submit a school closure plan with their application (ideally in conjunction with the local education agency in which the school is located) to assist with the reassignment of students to other high-quality schools in the event of a school closure. Student reassignment plans are not currently required for traditional NC charter school applicants; however, this type of contingency plan is critical for charter school students and their families, particularly those who are educationally disadvantaged. Exemplary plans will utilize the following best practices established by NACSA and scholarship on charter school closure:

-Form a Student Transition Committee (STC). This school-level 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, 1-2 members of the LEA. The NC ACCESS Program staff member will be responsible for facilitating the outreach and collaboration with the LEA. This committee will plan activities related to family and student support during the closure process. The committee will also 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). Student Transition Plans 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.

Some of the application requirements outlined above may require additional approval through an existing charter amendment process. SBE policy (CHTR-014; see Appendix F.11) stipulates that schools must receive approval from the SBE prior to implementing material changes to the original charter application, including enrollment growth beyond what is allowed by statute, altering the targeted student population and any change related to participation in the National School Lunch Program. As such, final approval of NC ACCESS Program applications and access to reimbursement funds will be contingent on completion of all relevant and necessary processes (i.e. amendment request process) as stipulated by SBE policy and state statute. Additionally, applicants for the replication subgrant category must be eligible for replication under the criteria outlined in SBE policy CHTR-016 (provided in appendix F.7).

Application Scoring and Rubric

The NC ACCESS Program will use a comprehensive standards-based application rubric (see Appendix F.12) to evaluate the fitness and potential of schools to effectively serve a greater number of educationally disadvantaged students. Within the rubric, applicants can earn up to 100 points and are eligible to receive additional points based on competitive preference standards. Applications must receive at least 80 points in order to be considered eligible to receive a subgrant. The application rubric is divided into three categories: general (up to 40 points), technical (up to 60 points) and competitive preference standards.

Competitive preference standards allow applicants to earn an additional three points per the following standards: 1) the opening, expansion or replication of a school in rural or underserved urban areas (without a high quality school within 15 miles); 2) increasing the racial and ethnic diversity in their new, expanded or replicated school; 3) the inclusion of high school grade levels; and/or 4) a proposal to develop or manage a charter school focused on dropout recovery and academic reentry.

In the event the number of applicants receiving the minimum consideration score far exceeds the number of subgrants available, applicants meeting any two of the following characteristics will receive priority consideration status when being considered for recommendation by the CSAB and approval by the SBE: 1) currently serve a 40% or higher economically disadvantaged population; 2) if applicable, have a graduation rate higher than the state average; 3) economically disadvantaged, English language learners and students with disabilities have proficiency rates higher than the state average for their subgroup; 4) as evidence of participation in applicable federal programs, have Title 1 status; or 5) have maintained an “A” or “A+NG” School Performance Grade and met or exceeded growth, as determined by EVAAS data, for three consecutive years prior to the application. These data points will be available to NC ACCESS Program staff via existing reporting systems, so, in an effort to avoid duplication of work, applicants won’t be required to provide this information in their application. Eligibility for priority consideration status will be determined by program staff after submission of the application.

Overall, applications will be evaluated on their plan to enroll and serve a greater number of educationally disadvantaged students. Recognizing that schools have different baselines for the number of educationally disadvantaged students enrolled in the school, applications won’t be

evaluated on a standard percentage expectation but instead will be assessed on the ambitiousness and feasibility of the proposed increased enrollment relative to an applicant's current baseline and state average for all NC public schools. Additionally, when evaluating applicant proposed increases to an educationally disadvantaged student population, this includes economically disadvantaged students, students receiving exceptional children services and English language learners. It is important to note that at times throughout this proposal, especially the performance measures in *Selection Criteria: Objectives*, the economically disadvantaged subgroup is used a proxy for educationally disadvantaged students.

NC ACCESS Fellowship Program

In addition to the commitment to increasing access to high quality charter schools, the NC ACCESS Program maintains the objective to develop a cadre of charter school leaders who can effectively develop and demonstrate best practices in serving educationally disadvantaged students and foster collaboration within the charter school community and between charter and traditional public schools. To meet this objective, the State intends to develop the NC ACCESS Fellowship Program. This program will be designed to support the director or principal and a board member (preferably the chairperson) from each NC ACCESS school in the first year of a school's subgrant. The program will be designed using best practices from other nationally-recognized education fellowship programs and will provide NC ACCESS school leaders with the support and technical assistance they need in order to effectively develop, expand and replicate their school. Also, the fellowship program will create resources and provide informal mentorship to aspiring school leaders.

NC ACCESS Fellows will attend monthly Professional Learning Community (PLC) sessions in the first year of their subgrant. PLC sessions will be conducted as both face-to-face

(4) and virtual (8) sessions. PLC sessions will include opportunities to build supportive and collaborative networks, share best practices and engage in critical conversations with state and national experts who have experience developing, expanding and replicating successful high-quality schools and working with educationally disadvantaged populations.

During the first fall that a subgrant award, Fellows will attend a four-day, residential NC ACCESS Fellows Institute. Attendees will participate in both concurrent and general sessions focused on developing their leadership capacity and equipping them to create and lead a learning environment that promotes learning for all students, especially those who are educationally disadvantaged. Additionally, training will be provided on the operational, fiscal, and academic components of a successful school implementation, expansion and replication. NC ACCESS Fellows will be asked to utilize the information provided during the institute to develop a structured action plan for the implementation of their subgrant. In the first year of the fellowship program, program staff will contract with state and national experts whose expertise relate to successful charter school operation and serving educationally disadvantaged students. In subsequent years, in an effort to cultivate a sustainable program model that will persist beyond the project period, the NC ACCESS Fellows Institute will also leverage the expertise and experience of Fellows from previous cohorts to assist in delivering content.

In the spring of their first subgrant year, Fellows will attend a two-day NC ACCESS Fellowship Policy Summit. The policy summit will allow Fellows to conduct an in-depth analysis of current policies and statutes to promote full understanding of allowed flexibility in academics and charter school operation, as well as provide input into the development of new statutes and policies that would promote increased local flexibility and student achievement, particularly among ED student populations, in both charter and traditional public schools.

As a culminating activity, NC ACCESS Fellows will work with the other fellow from their school to develop a School Leader Portfolio (SLP). The portfolio will contain best practices, new strategies and lessons learned during the fellowship program and subgrant implementation. The portfolio will be structured based on a rubric developed by NC ACCESS program staff in collaboration with a contracted content curator (explained in *Selection Criteria: Quality of Management Plan*). Continued access to subgrant funds is contingent upon completion of all fellowship requirements, including development of a SLP.

In an effort to provide resources and technical assistance to potential NC ACCESS Program applicants and school leaders in NC, and beyond, the NC ACCESS Program will develop a dedicated fellowship website that will serve as a repository for the School Leader Portfolios. New resources and portfolios will be added to the website each year, which will result in a robust online portal through which aspiring and current school leaders can find resources to help develop the quality of their school's programs and services, especially as it relates to serving educationally disadvantaged students.

In an effort to disseminate best practices from the subgrant program and share information about the resources contained on the fellowship website, following the formal fellowship experience, NC ACCESS Fellows will be required to present at least one state or national conference. The Fellows from the same school (principal/director and board member) will be encouraged to present as a team. Fellows will also be expected to host at least one "Collaboration Confab" wherein they will invite leaders and staff from other charter schools and traditional public schools to initiate conversations about how to best collaborate and share best practices for serving all students. Fellows will have autonomy in developing the exact format of their Collaboration Confab; however, Fellows will be encouraged to consider the format used in

the OCS training opportunity for schools with a low-performing or continually low-performing designation (see Appendix F.2). NC ACCESS Program staff will also submit at least one proposal to present at a state or national education conference each year of the project period. Fellows will also be expected to provide informal mentorship and professional development to future cohorts of NC ACCESS Fellows. These programmatic expectations will ensure that NC ACCESS Fellows and program staff are leaders in disseminating best practices and resources for developing, expanding and replicating high quality schools. This will also help foster collaboration and the sharing of resources beyond the state and charter school sector.

Table 1: *Timeline of NC ACCESS Fellowship Program Activities*

NC ACCESS Fellowship Activity	Timeline
Orientation	July
NC ACCESS Fellowship PLC Sessions	August, September (face-to-face), October (included in the NC ACCESS Fellows Institute), November, December, January, February (face-to-face), March, April, May, June (included in policy summit)
NC ACCESS Fellows Institute	October
NC ACCESS Fellows Policy Summit	June
NC ACCESS Fellows School Leader Portfolio Due and End of Fellowship Year	August
Fellows Present at a State or National Education Conference	Fall following submission of the School Leader Portfolios
Host “Collaboration Confabs”	Fall following fellowship year
Provide Informal Mentorship and Professional Development to Future Cohorts	Following fellowship year

NC ACCESS Program Evaluation

The NC ACCESS Program will contract with an independent evaluator (University or private organization) to provide formative and summative quantitative and qualitative evaluation

of the program's implementation and activities. Formative feedback from this evaluation would inform any needed adjustments to the programmatic components in years 2-5, including the NC ACCESS Fellowship Program, and provide general feedback on the effectiveness of the implementation of subgrants as it relates to the goals of the individual schools and overall program. Additionally, the independent evaluator will assess the effectiveness of current authorizing practices in the state and provide recommendations on how to improve authorizing to ensure alignment to national standards. Summative data would inform DPI senior management, the CSAB, the SBE, the General Assembly, the US Department of Education, and other potential funders regarding the efficiency and effectiveness of potential future funding for similar charter school subgrant programs. The evaluator will compile the program evaluation information into an annual report that will be shared with policy-makers and stakeholders via a variety of methods, including the NC ACCESS Fellowship Program website mentioned above.

Selection Criteria (b): Objectives

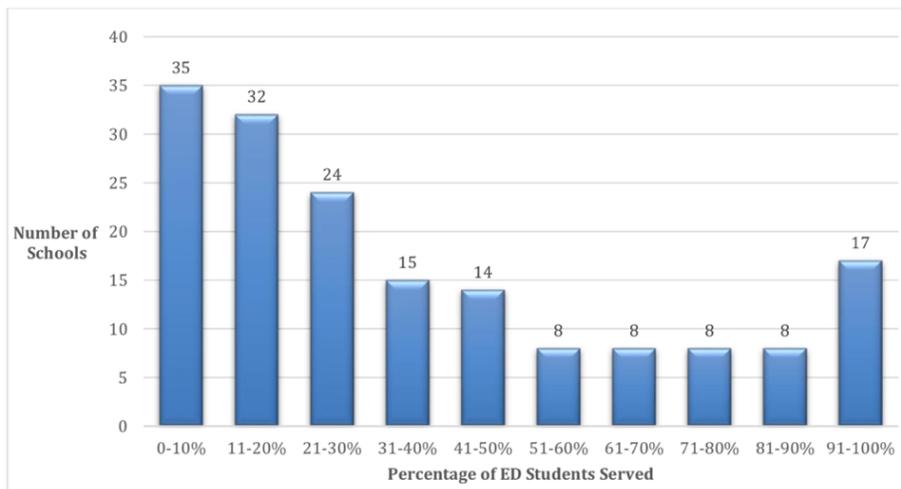
The NC ACCESS Program seeks to leverage Charter Schools Program (CSP) funding to pursue three ambitious and critically important objectives: 1) Increase the number of educationally disadvantaged students served by high quality charter schools and expand the number of high quality charter schools available to educationally disadvantaged students; 2) Develop a cadre 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 within the charter school community and between charter schools and traditional public schools. A rationale for the objectives, an explanation of the strategies that will be employed to meet the objectives and the ambitious nature of each objective are provided below.

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.

Rationale

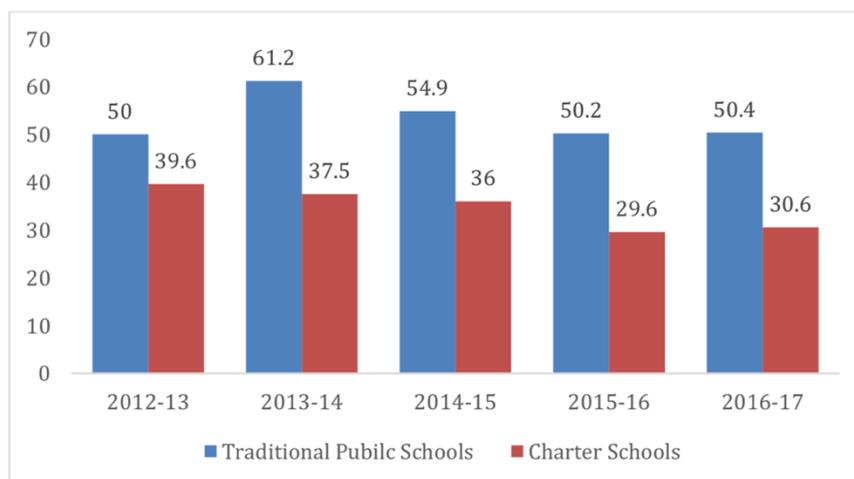
An in-depth review of NC charter school enrollment data indicates that educationally disadvantaged students, particularly those in underserved and low-income areas, need greater access to high quality schools. More than 50% of the charter schools in North Carolina serve student populations with fewer than 20% economically disadvantaged students. *Chart 1* below shows the distribution of charter schools by percentage of economically disadvantaged students being served in 2017-2018, and *Chart 2* shows the percentage of economically disadvantaged students served in North Carolina’s charter schools compared to traditional public schools.

Chart 1: *Distribution of Charter Schools by Percentage of Economically Disadvantaged Students Served in 2017-18*



Source: *NCDPI Accountability Services, 2017-18. Chart includes 169 of 173 schools; 4 schools did not report ED student numbers and therefore are not included in this distribution.*

Chart 2: *Percentage of Overall Student Population that is Economically Disadvantaged (ED)*



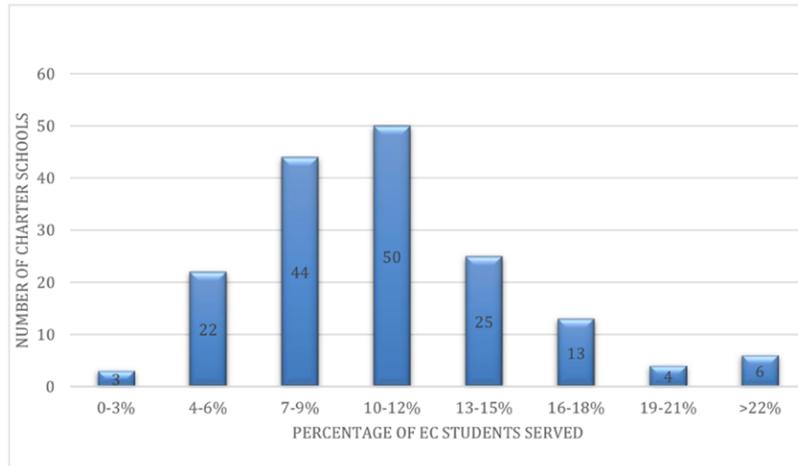
Source: *2016-17 Charter Schools Annual Report, NCDPI Accountability Services Division*

As the charts above demonstrate, gaps remain between the percentage of economically disadvantaged students served by charter schools and traditional public schools. It is important to note that the economically disadvantaged student data (collected through DPI Testing and Accountability Services) is self-reported by charter schools. While charter schools do certify to DPI that the numbers they report are accurate, some schools have expressed concern that, since they in turn must ask families to self-report income information to verify economically disadvantaged status, the figures may under-represent the true economically disadvantaged population in a given school and across all charter schools. Charter schools that do not participate in the National Free and Reduced Lunch program, and therefore do not have that participation rate to use as a proxy for economically disadvantaged student status, may be most likely to report figures that under-represent the true economically disadvantaged population at their schools. Improvements to this data collection process are being mitigated through collaboration with the National School Lunch Program and the Direct Certification System.

The Exceptional Children's Division within DPI collects exceptional children headcount

data. Based on data from 2017, the median percentage of charter school students requiring exceptional children services was 11%, compared to 13% in traditional public schools. *Chart 3* below illustrates the distribution of charter schools by percentage of ED students.

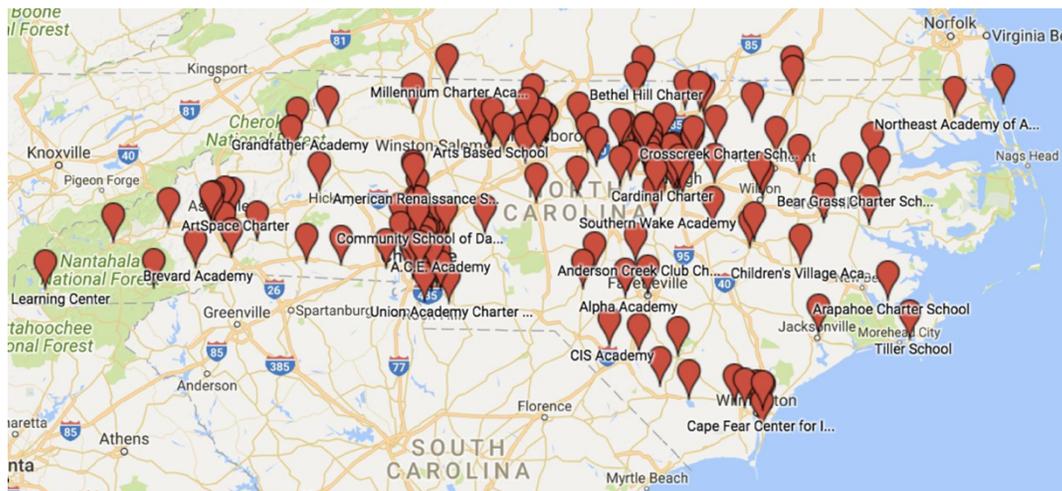
Chart 3: *Distribution of Charter Schools by Percentage of EC Students Served in 2016-17*



Source: *Exceptional Children Services Division*

Also, despite the fact that NC has seen substantial growth in the number of charter schools (discussed in more detail below), there are still underserved areas in the state (see *Figure A* below). In many of these underserved areas, students are performing below the state average on EOC/EOG tests and lack access to high quality schools.

Figure A: *2017-18 currently operating schools*



Source: <http://www.ncpublicschools.org/charterschools/schools/map>

The NC ACCESS Program will leverage knowledge and experience in the NC charter community regarding effective educational models for ED students, infuse new and developing ED-focused schools with funding to overcome some of the most significant start-up challenges associated with ED-focused schools, and, in so doing, increase dramatically the number of charter schools across the state demonstrating strong ED student performance. Based on recent history of charter school applications and the anticipated “stimulation” effect of securing CSP grant funds, NC proposes to provide the following number of subgrants over the five-year project period:

Table 2: *Year-by-Year Estimate of Subgrants*

Subgrant Type	Year 1	Year 2	Year 3	Year 4	Year 5	Project Total	Average Size of Subgrant Award
Planning and Implementation	3	3	3	3	0	12	\$400,000
Implementation Only	2	2	2	2	2	10	\$250,000
Expansion	3	3	4	4	4	18	\$600,000
Replication	2	2	2	2	2	10	\$600,000

Strategies

- Provide technical assistance to prospective and current charter school operators interested in opening, expanding or replicating a high quality school focused on serving educationally disadvantaged students.
- Facilitate a comprehensive and rigorous application and review process.
- Award 50 (32 new and replication and 18 expansion subgrants) over the project period.
- Consistently monitor subgrantees to ensure they are meeting their school-specific goals and

NC ACCESS Program objectives.

Performance Measures

Objective 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
Performance Measures
<p>1(a) - Competitive applicant pool for subgrants</p> <p>1(b) - % of NC ACCESS Program applicants who reach the minimum consideration score of 80% on the application rubric</p> <p>1(c) - % of subgrantees that serve an economically disadvantaged student population of at least 51%</p> <p>1(d) - % of subgrantees receiving an “A+NG”, “A” or “B” School Performance Grade (SPG) and meeting or exceeding growth, as determined by EVAAS data</p>
Baseline Data
<p>1(a) - No baseline data available for applicant pool for subgrant opportunities. Baseline will be established in the first year of the CSP grant.</p> <p>1(b) - No baseline data available for performance measure. Baseline will be established in the first year of the CSP grant.</p> <p>1(c) - In 2016-17, charter schools and traditional public schools served an average economically disadvantaged population of 30.6% and 50.4%, respectively. According to NCDPI Accountability Services data, approximately 29% of charter schools report economically disadvantaged enrollments higher than 51% in the 2017-18 school year.</p> <p>1(d) - Baseline for the subgrantee subgroup will be established in the first year of the CSP grant. However, more broadly, the 2016 -17 data indicates that 43.5% of charter schools earned an “A+NG”, “A” or “B” School Performance Grade and roughly 70% met or exceeded growth. In 2016-17, approximately 34% of charter schools received an “A+NG”, “A” or “B” School Performance Grade and met or exceeded growth.</p>
Performance Target
<p>1(a) - The NC ACCESS Program is striving for ratio of applications to awards of at least 3:1 for new school grants and at least 2:1 for expansion and replication grants.</p> <p>1(b) - This measure seeks to evaluate the clarity of subgrant information (including RFA) and accessibility and utility of the technical assistance provided to eligible applicants. The target for this measure is that at least 75% of applicants will meet the minimum consideration score of 80 points.</p> <p>1(c) - The NC ACCESS Program aims to expand the number of high quality charter schools that serve a greater number of educationally disadvantaged students. As such, the target for this measure is that at least 35% of subgrantees will serve an economically disadvantaged population of at least 51% in years 1-2 and at least 40% will do so in years 3-5. Students who are economically disadvantaged will serve as a proxy for educationally disadvantaged students in this measure.</p> <p>1(d) - The NC ACCESS Program seeks to promote and maintain quality through a rigorous application and review process. The target for this measure is that, while adding a greater number of educationally disadvantaged students, at least 40% of subgrantees will maintain an</p>

“A+ ^{NG} ”, “A” or “B” School Performance Grade and will meet or exceed growth in years 1-2 and at least 50% will do so in years 3-5.	
Data Collection	Time Frame
1(a) - NC ACCESS Program applications will be collected through an existing online application tracking system 1(b) - Data will be collected through an existing application tracking system 1(c) - Enrollment data related to economically disadvantaged populations is collected by NCDPI Accountability Services 1(d) - School performance grades and academic growth are calculated through existing processes in the NCDPI Accountability Services	1(a) - Will be reported annually by August 1 st (2019-2023) 1(b) - Will be reported annually by August 1 st (2019-2023) 1(c) - Will be reported annually by December 1 st (2019-2023) 1(d) - Will be reported annually by December 1 st (2019-2023)

Ambitiousness of Objective

The ambitious nature of this objective is found in the commitment to supporting 32 new schools, which includes schools that have received approval to open or replicate and those schools in their first three years of operation, and expanding 18 high quality schools for a total of 50 subgrants over the project period. As indicated in the table below, since 2011-12, the number of charter schools operating in the state has grown by over 70%. As such, the addition of 32 new or replicated schools would reflect over an 18% increase in the number of schools in operation.

In terms of student population, assuming an additional 400 students (based on an estimate from an OCS annual survey of charter schools), the additional new, expanded and replicated schools supported through the CSP grant would result in an increased enrollment of over 20,000 students in NC charter schools over the project period, which reflects roughly a 20% increase over the current charter school population (100,508). This is only an estimate based on averages and we expect most schools to enroll more than the waitlist average. This anticipated level of growth driven by the objective to enroll a greater number of educationally disadvantaged students would make significant strides in closing the gap between the number of educationally

disadvantaged students served by charter and traditional public schools.

Table 3: *Growth in the Number of Charter Schools Operating in NC since 2011*

Year	Total # Charter Schools in Operation	Planning Allotted ADM
2011-12	100	44,829
2012-13	107	48,795
2013-14	127	53,655
2014-15	148	64,186
2015-16	159	81,943
2016-17	167	92,273
2017-18	173	101, 508

Source: *2016-17 Charter Schools Annual Report*

2. Develop a Cadre of 100 Charter School Leaders Who Can Develop and Demonstrate Best Practices in Serving Educationally Disadvantaged Students

Rationale

As state above, North Carolina charter schools currently serve a lower percentage of educationally disadvantaged students than traditional public schools; however, charter schools are increasing the achievement of the educationally disadvantaged students they serve (more details provided in *Selection Criteria: Quality of Eligible Applicants*). As such, it is critical that 1) the charter school community has leaders who continue to develop and research new and innovative strategies for serving educationally disadvantaged students; 2) those leaders have ample time and space to explore innovative implementation strategies; and 3) have the necessary resources and relevant technical assistance to effectively implement best practices.

Additionally, this objective points to the desire to see programmatic features, particularly the NC ACCESS Fellowship Program, extend beyond the project period. Those who complete

the NC ACCESS Fellowship will be able to support the fellowship experience after the culmination of the project. The initial cohorts of NC ACCESS Fellows will have access to technical assistance provided by NC ACCESS Program staff and state and national experts in charter school operation and working with educationally disadvantaged students. In the final years of the grant and after the project period, the initial cohorts will assist in providing professional development and mentorship to those who participate in future cohorts. In building a cadre of school leaders who can develop and demonstrate best practices, the NC ACCESS Program sets in motion a programmatic aspect that will ensure that the investment of CSP funds in North Carolina will create a long-term, sustainable impact in the state.

Strategies

- Develop a new, year-long fellowship program that will provide a total of 100 charter school leaders (2 per grant; principal/director and board member) with the resources and technical assistance they need to more effectively serve a greater number of educationally disadvantaged students.

Performance Measures

Objective 2: Develop a Cadre of 100 Charter School Leaders Who Can Develop and Demonstrate Best Practices in Serving Educationally Disadvantaged Students
Performance Measures
<p>2(a) - % of NC ACCESS Fellows who indicate that they feel more prepared and confident to develop and implement strategies that will improve educational outcomes for all students.</p> <p>2(b) - % of economically disadvantaged students in subgrant schools who perform at grade level proficiency (score a level 3 or higher) on the following state assessments: Math (grades 4 and 8) and Reading (grades 4 and 8). The economically disadvantaged subgroup will serve as a proxy for educationally disadvantaged students.</p>
Baseline Data
<p>2(a) - No baseline data available. Baseline will be established after the first cohort of NC ACCESS Fellows.</p> <p>2(b) - No baseline data available for this measure as it relates to the performance of subgrantees as a subgroup. Baseline data will be established using prior year performance data once the schools receiving subgrants have been selected. In 2016-17, the state average for</p>

economically disadvantaged students who scored a level 3 or higher on the grade 4 and 8 Math EOG was approximately 45% and 29%, respectively. The state average for the percentage of economically disadvantaged students who scored a level 3 or higher on the grade 4 and 8 Reading EOG was approximately 43% and 38%, respectively.	
Performance Target	
<p>2(a) – The NC ACCESS Fellowship program strives to equip charter school leaders with the confidence, resources and technical assistance to more effectively serve educationally disadvantaged students. Though no baseline has been established, the target for this performance measure is that, by the end of the fellowship experience, at least 90% of NC ACCESS Fellows will report a greater confidence to develop and implement best practices and effectively serve educationally disadvantaged students.</p> <p>2(b) – This serves as a measure of the effectiveness of the practices and implementation strategies developed and employed during the fellowship experience to improve academic achievement for educationally disadvantaged students. The target for this performance measure is that subgrant schools, when calculated as a subgroup, will report a percentage of economically disadvantaged students who score a level 3 or higher on the Math (grades 4 and 8) and Reading (grades 4 and 8) EOG at least 5% higher than the state average for all NC schools.</p>	
Data Collection	Time Frame
<p>2(a) - NC ACCESS Fellowship Program evaluation data will be collected via a program evaluation process that will be developed and facilitated by an external evaluator</p> <p>2(b) - Performance on state assessments, including specific subgroup data, is collected through existing processes by NCDPI Accountability Services</p>	<p>2(a) - Will be reported annually by December 31st following the completion of the first NC ACCESS Fellowship cohort (2020-2023)</p> <p>2(b) - Will be reported annually by December 31st following the completion of the first NC ACCESS Fellowship cohort (2020-2023)</p>

Ambitiousness of Objective

North Carolina currently doesn't have a fellowship program. As such, starting a comprehensive fellowship experience is an important and ambitious endeavor, especially considering that the fellowship will host cohorts ranging from 16 to 22 participants each year and a total of 100 Fellows over the project period. Also, the fellowship experience is not designed to allow fellows to simply consume information as they are expected to develop best practices that will be disseminated for the benefit of the broader education community.

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

Rationale

Through the NC ACCESS Fellowship Program described above, leaders from schools that receive subgrants will receive the relevant technical assistance and resources they need to develop and demonstrate best practices in serving educationally disadvantaged students. An equally important part of their fellowship experience is the expectation that they will share what they've learned. In addition to sharing best practices, Fellows will be able to share their implementation story, including the process they used to figure out what worked well and which strategies didn't prove as effective. The dissemination of resources informs an on-going and critical state and national conversation around how to best serve educationally disadvantaged students.

The NC ACCESS Program also aims to foster collaboration in the charter school community and between charter schools and traditional public schools. Through surveys conducted at each of the professional development opportunities offered by the Office of Charter Schools in 2017, including the statewide Charter School Leadership Institute, attendees indicated that one of the primary issues facing charter schools is feeling "siloeed" and one of the main requests for future professional development opportunities is more time to network and collaborate with other schools.

Beyond the expressed need for collaboration in the charter school community, it is critical that consistent collaboration occur between charter and traditional public schools in an effort to better serve all students. The NC ACCESS Program, specifically the NC ACCESS Fellowship, focuses on broadly disseminating resources and fostering collaboration throughout the education community.

Strategies

- NC ACCESS Fellows will be required to create resources, including a School Leader Portfolio (SLP), that can be disseminated to other charter schools and traditional public schools.
- Fellows will be required to deliver at least one presentation on their fellowship, SLP and implementation experience at a state or national education conference that attracts a significant number of attendees from both charter and traditional public schools. NC ACCESS Program staff will also submit at least one proposal each year of the grant to present project data and share fellow-generated resources at a state or national education conference.
- Resources developed through the fellowship program will be featured and made accessible via a NC ACCESS Fellowship website created as part of the CSP opportunity.
- In an effort to foster collaboration with the broader education community, Fellows will be required to host a “Collaboration Confab” for charter and traditional public schools.

Performance Measures

Objective 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
Performance Measures
<p>3(a) - # of NC ACCESS Program-specific presentations at state and national conferences</p> <p>3(b) - # of unique monthly visits to the resources section of the NC ACCESS Fellowship Program website (created through the CSP grant) and # of School Leader Portfolio downloads</p>
Baseline Data
<p>3(a) - No baseline data available as this will be a requirement of a new program. Baseline will be established after the first cohort of NC ACCESS Fellows.</p> <p>3(b) - No baseline data available as this is tied to the creation of a new website and the implementation of a new fellowship program. Baseline data will be established after the first cohort of NC ACCESS Fellows and creation of portfolios and through discussions with nationally-recognized education fellowship programs that similarly disseminate resources via</p>

a website.	
Performance Target	
<p>3(a) – The NC ACCESS Fellowship Program strives to develop resources that can provide best practices and strategies for improving the educational outcomes for all students. Moreover, it is the goal that the resources and website will become a nationally-recognized repository for information on this topic. In order to achieve this goal, both NC ACCESS Program fellows and staff will submit proposals to facilitate presentations at state and national conferences. Though no baseline data is available, the target for this measure is that fellows and staff will deliver at least 20 presentations at national conferences and 35 at statewide conferences by the end of the project period.</p> <p>3(b) – NC ACCESS Fellows will be required to create portfolios with best practices for improving outcomes for educationally disadvantaged students and strategies for implementation. This performance target is that the portfolios will become a frequently used and cited resource for school leaders (current and aspiring), researchers and by all school models (charter, traditional public schools and private).</p>	
Data Collection	Time Frame
<p>3(a) – Data related to presentations delivered at state and national conferences will be collected via a database established at the beginning of the fellowship. Fellows and staff will self-report the data and reminders will be sent quarterly.</p> <p>3(b) – Data will be tracked by NC ACCESS Program staff via website analytics.</p>	<p>3(a) - Will be collected quarterly following completion of the first NC ACCESS Fellowship cohort. Progress toward the goal will be shared annually by December 31st, but final data regarding total number of presentations will reported at the end of the project period (2020-2023)</p> <p>3(b) - Will be reported annually following development of the fellowship website and completion of the first NC ACCESS Fellowship cohort (2020-2023)</p>

Ambitiousness of Objective

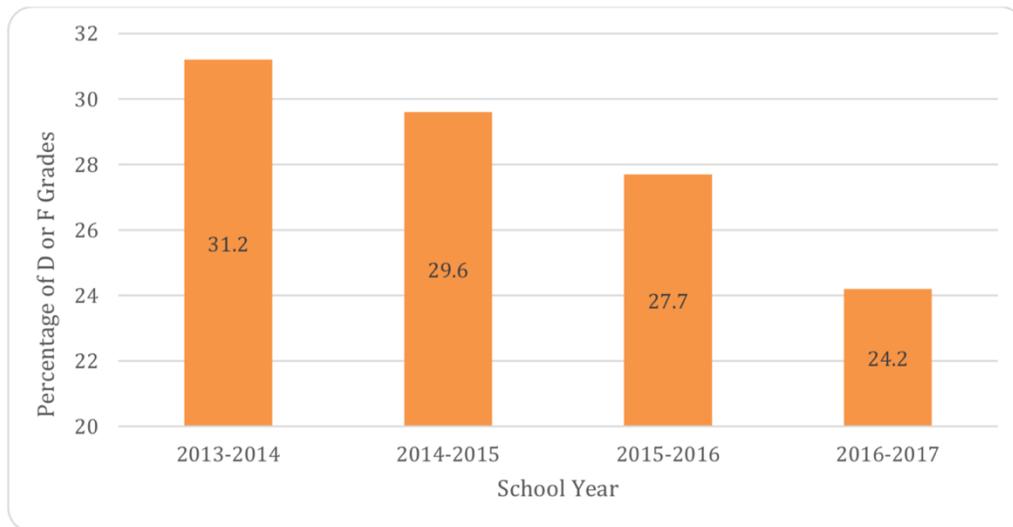
This ambitious nature of this objective is found in its intent to 1) manage the development and packaging of resources, including 50 School Leader Portfolios (one per school team) that will be made available to the broader education community; 2) create an interactive platform (website) for disseminating resources; 3) contribute to the critical conversation on how to best serve educationally disadvantaged students through the active participation in state and national education conferences; and 4) deconstruct long-held perceptions of silos within the charter school community and between charter and traditional public schools.

Selection Criteria (c): Quality of Eligible Subgrant Applicants

As noted throughout this application, the NC ACCESS Program is committed to developing, expanding and replicating high quality schools that can effectively serve educationally disadvantaged students. The State will demonstrate this commitment through the implementation of quality-focused programmatic features, including a rigorous application and review process, supportive technical assistance plan, fellowship program and comprehensive monitoring and evaluation process. Detailed information on these programmatic aspects can be found in selection criteria sections A (*Quality of Project Design*), B (*Objectives*) and D (*State Plan*).

This ambitious plan is made feasible as it builds on academic growth and progress in the state's charter school community. For example, as outlined in the 2016-17 charter schools annual report (see Appendix F.9), charter schools appear to be strengthening in performance overall, with more schools earning As or Bs than in the prior year. In 2015-2016, 39.9% of charter schools earned an A+^{NG}, A or B School Performance Grade, while 43.5% of charters earned the same School Performance Grades in 2016-2017. *Table 4* indicates that a high percentage of charter schools (70%) either met or exceeded growth in the 2016-17 school year. In 2016-17, 57 charter schools received an A+^{NG}, A, or B and met or exceed growth. Also, as evidenced by *chart 4* below, there has been a year-to-year decrease in the percentage of charter schools receiving a D or F school performance grade, despite steady growth in the number of new charter schools.

Chart 4: *Percentage of Charter Schools Earning D or F from 2013-14 to Present*



Source: *2016-17 Charter Schools Annual Report*

Table 4: *EVAAS Growth Status (2016-17)*

Growth Category	Number/Percent of Charters
Exceeded Expected Growth	36 (22.4%)
Met Expected Growth	77 (47.8%)
Did Not Meet Growth	48 (29.8%)
Total	161

Source: *2016-17 Charter Schools Annual Report*

Similarly, as the table below indicates, NC charter schools are showing capacity to enhance student achievement, specifically within those subgroups that would indicate an educational disadvantage. It should be noted that NC Charter Schools served a lower percentage of students in these subgroups in 2016-17; however, in recognizing this disparity, the NC ACCESS Program seeks to close this gap and increase the number of educationally disadvantaged students served by high performing charter schools.

Table 5: Performance of subgroups on state assessments

	EOG Math Grade 3	EOG Math Grade 8	EOG Math 1
Average Percentage of Students Scoring a Level 3 or Above on Math – Economically Disadvantaged (2016-17)			
Charter	50.6	35.9	53
Traditional	55.0	30.4	46.3
Average Percentage of Students Scoring a Level 3 or Above on Math – Students Receiving Exceptional Children Services (2016-17)			
Charter	36.9	16.2	29.8
Traditional	32.9	11.2	17.3
Average Percentage of Students Scoring a Level 3 or Above on Math – Students with Limited English Proficiency (2016-17)			
Charter	47.6	16.8	32.6
Traditional	50.1	11.5	21.5

Source: 2016-17 Charter Schools Annual Report

These data points can be further contextualized through a case study of some of the existing high quality charters in the state that are demonstrating tremendous success while serving large populations of educationally disadvantaged students. In 2016-17, Henderson Collegiate Charter School, which is NC’s first charter school to be named a Title I Distinguished School by USED, served a student population that was >95% economically disadvantaged (based on State definition and data collection), received a A^{+NG} school performance grade (the school does not demonstrate significant gaps between subgroups on achievement rates), and exceeded EVAAS growth status. In the same year, the school also maintained proficiency rates for students receiving exceptional children services and English language learners significantly higher than the state average for those subgroups.

Another school, Gaston College Preparatory, in the same year served a >95%

economically disadvantaged population, exceeded EVAAS growth status and maintained a graduation rate more than five percentage points higher than the state average for all NC schools. It is important to note that these and several other schools have been able to meet or exceed EVAAS growth status while also serving a racially and ethnically diverse student population. Their ability to achieve this kind of annual academic growth with a diverse student population, both in terms of background and level of need, demonstrates the skills necessary to close achievement gaps.

In addition to the high quality schools serving significant populations of educationally disadvantaged students, North Carolina has a number of high quality schools that have expressed and acted on a desire to increase the percentage of educationally disadvantaged students in their school, primarily through the use of a weighted lottery. As an example, Community School of Davidson, an A^{+NG} school located in Mecklenburg County, sought and received SBE approval in 2016 to conduct a weighted lottery based on economic disadvantage. Similarly, the Central Park School for Children, currently a B school located in Durham County, received approval to implement a weighted lottery in 2014 and has since seen a significant increase in the number of economically disadvantaged students they serve.

These examples showcase a willingness among existing high quality school operators to initiate and complete necessary processes to increase the diversity of their student population in order to serve a greater number of educationally disadvantaged students. As an representation of interest, three of the schools mentioned above, and others, have submitted letters indicating their interest in participating in the NC ACCESS Program, if awarded (see Appendix C). With the support of CSP funds and the programmatic structures contained in the NC ACCESS Program, these schools, and others like them, would have the resources and technical assistance they need

to effectively expand and replicate their successful models to serve more educationally disadvantaged students.

Beyond the existence of a pipeline of high quality schools in the state, NC has experienced significant interest in opening new schools. Since the statutory cap of 100 schools was lifted in 2011, 367 non-profit groups have submitted applications to open a new charter school and the CSAB and SBE have reviewed and considered these applications through an ever-increasingly efficient and transparent review process. *Table 7* reflects the number of new charter school applications received and approved in the past three years.

Table 6: *Applications received and approved since 2014-15 application cycle*

Year (Application Cycle)	# of New Charter School Applications Received	# of New Charter Schools receiving SBE approval
2014-15	40	14
2015-16	38	14
2017-18	29	<i>*Still in progress</i>

*Not all of the approved schools have opened due to delay requests and other factors

Despite the addition of over 70 new charter schools since 2011, many charter schools are still reporting significant waitlists for admission. OCS annually surveys charter schools to gather data on the number of students on waitlists statewide. At the time the survey was administered in 2017, 134 charter schools (77.5%) reported that a total of 55,156 NC students were on waitlists for charter schools. When taken as an average across the number of charter schools that responded, the average waitlist is over 400 students. However, on a more local level, some high quality schools boast waitlists significantly higher than the survey average. As an example, Community School of Davidson, the school described above, has a waitlist of approximately 3,500 students.

Based on the data points shared above, NC, through the NC ACCESS Program structure,

is positioned to effectively leverage CSP funding to support the development, expansion and replication of high quality schools and increase the number of educationally disadvantaged students they serve.

Selection Criteria (d): State Plan

Plan to monitor eligible applicants

North Carolina currently utilizes several processes to review and evaluate charter school success, and, in an effort to avoid duplication of work for subgrantees, the NC ACCESS Program monitoring plan will leverage the State’s existing annual performance framework and program-specific monitoring strategies to gather information about school progress.

The SBE reviews annually the extent to which each charter school meets academic, financial, and governance standards. Goal 2.4 of the SBE’s Strategic Plan is to “increase the number of charter schools meeting academic, operational, and financial goals (see Appendix F.13). In 2014-15, DPI’s OCS created the Annual Performance Framework to serve as the standard mechanism for reporting on progress toward achievement of this goal. By providing a consolidated view of each charter school’s performance relative to a list of academic, operational and financial requirements, the Framework augments the academic data already provided by the NC School Report Cards (which report annually on all NC public schools’ state- and school-level performance on State assessments) and School Performance Grades (which, per NCGS 115C-83.15, provide an “A-F” grade based on proficiency and growth on state assessments). The operational and financial elements in the Framework are all required by statute, SBE policy and the Charter Agreement. Examples of the operational elements of the Framework include meeting the required number of instructional hours or days in accordance with State law, adhering to all testing and accountability policies for state assessments and ensuring that at least 50% of a

school's teachers are licensed by the State. Examples of financial elements in the Framework include adherence to Uniform Education Reporting System (UERS) data reporting requirements and receiving no material findings as part of a school's annual certified financial audit. The Framework serves the dual purpose of providing schools with clear, standardized feedback to fuel improvement, and providing the SBE and public with data needed for rigorous oversight and decision-making.

OCS also monitors schools directly for compliance with charter school governance requirements, such as following open-meetings laws and maintaining a conflict of interest policy that is consistent with current statute. OCS also coordinates with various other state monitoring activities related to charter schools. For example, OCS works with other DPI programs to coordinate and conduct site visits to schools exhibiting risk factors, such as non-compliance with student accounting, finance or EC policy or procedures.

OCS incorporates information gathered by other DPI programs into its ongoing consolidated risk assessment for charter schools. Based on this risk assessment, OCS and/or other DPI programs determine which charter schools require more intensive monitoring and technical assistance. Through this coordinated effort, the periodic and *ad hoc* monitoring conducted by programs such as EC Services, Title I and Career and Technical Education (CTE) contribute to the accumulation of data that will become part of a school's annual Performance Framework. Depending upon the timing and intensity of the monitoring activity, OCS may raise school-specific risks to the CSAB and SBE, who may, depending on the severity of the issue, call the school to appear before them to address the identified risks and/or may direct the school to create a corrective action plan. In cases where a school exhibits extreme risk factors, such as significant non-compliance, the CSAB may recommend to the SBE to initiate revocation.

Through the State's existing monitoring plan and reporting requirements, NC ACCESS Program Staff will be able to quickly identify subgrantees who are not performing to standard in the areas of academics, finance, governance and operations. This will allow program staff more time to focus on monitoring the specific requirements of the NC ACCESS Program and prevent potential duplication in reporting for subgrantees. The NC ACCESS Program-specific monitoring plan is outlined in more detail below.

Prior to the availability of CSP subgrant reimbursement funds, subgrantees will participate in an initial orientation with other subgrant recipients focused on NC ACCESS Program guidelines, including processes for reimbursements, program expectations, accountability measures and programmatic information related to the NC ACCESS Fellowship experience. This initial orientation, planned and conducted by program staff, will also serve as an opportunity for program participants to become acquainted with one another and begin building communities of practice.

Following the orientation, in the first year of their subgrant, each subgrantee will receive quarterly desk reviews, a mid-year site visit and end-of-year (EOY) site visit. Quarterly desk reviews will primarily leverage the existing program-specific monitoring activities described above to ensure that subgrantees are compliant and not at risk of potentially becoming non-compliant in the areas of academics, finances and operations. Though most of the quarterly desk reviews will occur using data collected through existing monitoring activities, which prevents duplication of effort on the part of subgrantees, NC ACCESS Program schools will be required to submit quarterly budgets reflecting their subgrant-related expenditures (actual and projected). In addition to the quarterly reviews, program staff will conduct mid-year site visits which will consist of monitoring progress toward the school-specific NC ACCESS Program goals, a review

of the activities of the required parent/community advisory council and a general survey of the strategies being implemented to serve educationally disadvantaged students. As a way of gathering a variety of perspectives on the progress of the subgrant, the mid-year site visit will also include informal group interviews with school staff, administration and parents/community members focused on any concerns or measures of progress related to the implementation of the subgrant.

In addition to the quarterly desk reviews and mid-year site visits, subgrantees will also receive an EOY visit. The EOY site visit will include a review of the school's performance framework, progress toward school-specific goals and prior year subgrant-related expenditures and projected expenditures. Similar to the quarterly desk reviews and mid-year site visit, the EOY visit will utilize information that is collected through existing data collection efforts, thereby avoiding duplication in subgrantee reporting and allowing program staff and schools to focus on subgrant-specific information.

The monitoring plan outlined above encompasses the first year of a subgrant. In subsequent years, subgrantees will receive two desk reviews and one EOY site visit. The exception to the monitoring plan in the first year are those subgrantees who are in the planning phase of a new school subgrant. Since the subgrantee won't be in operation in the first year of the subgrant, they will be primarily monitored based on their progress toward completing the planning year "Ready-to-Open" process, but they will be required to meet with program staff at least twice in their planning year to discuss their progress toward the goals and objectives included in their subgrant application. Once the school becomes operational, the school will transition to the comprehensive monitoring plan outlined above.

Throughout the life of the subgrant, subgrantees will work with program staff to ensure

that budget expenditures are aligned with NC ACCESS Program standards and all state and federal regulations. Expenditure reports will be reviewed quarterly as part of the desk reviews and during the EOY visit. Schools must be in compliance on all financial measures in order to continue receiving reimbursements.

Schools receiving an unfavorable (non-compliance) review, as part of the existing performance framework process and/or NC ACCESS program monitoring efforts, will receive additional technical assistance from program staff and any relevant departments within NCDPI, and the school will be placed on probationary status. Schools placed on probationary status will receive a suspension in subgrant reimbursements until the school submits and acts on a corrective action plan to remedy deficiencies. Continual non-compliance (two consecutive reviews and/or site visits showing non-compliance) will result in immediate termination of the subgrant award.

NC ACCESS program staff will be responsible for working with the external evaluator to measure and report the impact and progress of the NC ACCESS Program. In an effort to promote transparency and accountability, program staff will present program updates and the results of monitoring activities to the CSAB bi-monthly and to the SBE as requested. As an accountability measure on the NC ACCESS Program's efficiency and efficacy, subgrantees will be asked to complete annual surveys on the NC ACCESS Program, including the quality and utility of the resources and technical assistance provided and the function of monitoring activities.

Work with the authorized public chartering agencies involved to avoid duplication of work for the charter schools and authorized public chartering agencies

As outlined above, the NC ACCESS Program will leverage existing school monitoring and review processes to collect data on a school's academic, financial and operational status. In

doing so, subgrantees avoid the duplication of submitting information that is already available to program staff through existing monitoring systems, thus allowing program staff and subgrantees to focus on the review of NC ACCESS Program-related data and reports.

Additionally, in order to avoid the duplication of work for both charter schools and the authorized public chartering agency, subgrant applications will be submitted and reviewed using an existing online application portal. This system allows for the tracking of applicants through their review life cycle. Utilizing this approach encourages efficiency since reviewers and subgrant applicants will use an existing statewide system, thereby promoting a more efficient subgrant application submission and review process.

Additionally, consideration and recommendations for subgrant awards will be presented to CSAB and the SBE using existing protocols and in regularly scheduled meetings, thus eliminating the need to develop new and potentially duplicative approval processes.

Provide technical assistance and support for eligible applicants and quality authorizing efforts in the State

The project director and NC ACCESS Program staff will provide ample technical assistance opportunities to support eligible applicants throughout the application process. As described in *Selection Criteria: Quality of Project Design*, in each year of the grant, project director and/or program staff will provide five one-hour sessions focused on the NC ACCESS Program at the annual charter school leadership institute held in mid-October. This institute attracts a significant number of attendees from existing charter schools as well as prospective charter school operators. Technical assistance will also be provided through an existing monthly webinar schedule, including one extended webinar focused exclusively on the NC ACCESS Program. Prior to the application submission deadline, program staff will plan and facilitate six

face-to-face technical assistance sessions, including three that will be offered regionally to accommodate prospective applicants across the state. Also, as another and ongoing level of support, program staff will advertise and offer a total of 40 hours of technical assistance “office hours” between the RFA’s release and application due date to allow applicants an opportunity to call or meet with program staff in an informal environment without making an appointment. All of the technical assistance opportunities will be featured on the OCS website, NC ACCESS Fellowship website (once created) and marketed through an existing weekly charter school newsletter.

Post award, subgrantees will receive intensive technical assistance through their participation in the NC ACCESS Fellowship Program. The fellowship program will develop school leaders’ capacity to serve educationally disadvantaged students and, ultimately, create a repository of information and resources that will assist aspiring school leaders in NC, and beyond.

Additionally, as it relates to supporting quality authorizing efforts in the state, one program staff member (described in the section below) will attend the annual National Association for Charter School Authorizers (NACSA) conference each year of the project. Upon their return, the program staff member will be responsible for planning and facilitating two one-day workshops annually for members of the CSAB and representatives from the SBE to help encourage and implement the most up-to-date best practices and strategies for authorizing high quality schools.

Selection Criteria (e): Quality of Management Plan

The program described in the sections above will be implemented by one project director and four full-time NC ACCESS Program staff. The project director, Dave Machado (see resume

in Appendix B), serves as the Director of the Office of Charter Schools. Mr. Machado will provide overall leadership to the project and will assist with processes that require departmental leadership approval (i.e. hiring NC ACCESS staff, processing contracts, etc.). Mr. Machado will contribute 5% of his time to the project and is not included as a personnel request in the budget, though he is included in the travel category (see budget narrative).

Program staff, operating under the guidance and supervision of the project director will devote their time strictly to planning, implementing and monitoring the NC ACCESS Program. As noted in the timeline in *Selection Criteria: Quality of Project Design*, NC ACCESS Program staff will be hired between October and December 31st in the first year of the project. One program administrator will be hired based on their experience with 1) grant and project/program management; 2) monitoring and compliance reviews; 3) analyzing evaluation data for the purposes of program improvement; and 4) serving as the spokesperson for a program or initiative. One program coordinator will be hired based on their experience with 1) tracking program/project activities; 2) generating and submitting grant reports; and 3) serving as the primary contact for a program/initiative. One technical assistance specialist will be selected primarily based on their ability to 1) plan and facilitate comprehensive technical assistance and professional development programs; 2) provide exemplary customer service; and 3) effectively manage large-scale projects. The final member of the NC ACCESS Program team, a budget specialist, will be selected based on their 1) experience with federal grant financial management; 2) knowledge of allowable expenses in federal grant programs and reimbursement processes; and 3) ability to provide exemplary customer service and technical assistance on financial-related matters.

In addition to the project director and full-time NC ACCESS Program staff, the project

will be supported by several contractors. The project director and program staff will contract with an external evaluator, website/database developer, content curator and application peer reviewers. The external evaluator will be responsible for creating and executing a comprehensive evaluation program that measures the efficiency and performance of the program and its implementation. This contractor will be a university entity or private organization and must have extensive experience evaluating federal grant programs. The website/database developer must have significant experience developing and maintaining websites and databases. This contractor will complete the majority of their work (i.e. building the website and database) in the first year of the project, but will continue to provide maintenance during the remainder of the project period. The content curator will be responsible for working alongside the NC ACCESS Program staff and Fellows to develop and ultimately publish the School Leader Portfolios on the fellowship website. This contractor must have experience designing and preparing content for broad dissemination, preferably via an online platform. The application peer reviewers will be recruited based on their experience with and knowledge of charter school operation. The project director and program staff will process all contracts in accordance with all applicable state procurement processes, including requesting bids for contract amounts above the state's established limit.

Understanding the magnitude of this project in terms of scope, impact and necessary effort, the NC ACCESS Program will utilize a strategic approach (see management plan below) to managing the grant and its various activities to ensure that program objectives are met within the limitations of the project period and proposed budget.

Dept. of Public Inst. (DPI); Office of Charter Schools, specifically referring to the Project Director, Dave Machado (DM); NC ACCESS Program Staff (PS); Charter School Advisory Board (CSAB); State Board of Ed. (SBE); Contracted Peer Reviewers (PR); Contracted External Evaluator (EE); Contracted Content Curator (CC); Contracted Website/Database Developer (WD)

Objective 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

Key Activity	Milestones	Responsibility	Activity Year				
			18-19	19-20	20-21	21-22	22-23
Hire necessary staff	Hire one program administrator, one program coordinator, one budget specialist and one technical assistance specialist	DPI, DM,	X				
Market NC ACCESS Program subgrant opportunity	Create subgrant RFA	DM,	X				
	Seek approval of RFA	DM, PS, CSAB, SBE	X				
	Share through existing webinar offerings. weekly charter school newsletter and post to OCS website	DM, PS	X	X	X	X	X
	Distribute RFA to statewide charter school organizations (i.e. NC Charter School Association)	DM	X	X	X	X	X
Provide technical assistance to eligible applicants	Schedule subgrant program-specific technical assistance webinars	DM, PS	X	X	X	X	X
	Deliver technical assistance presentations at NC Charter School Leadership institute and schedule face-to-face technical assistance sessions	DM, PS	X	X	X	X	X
	Schedule 10 technical assistance “office hours” every month between RFA release and submission date	PS	X	X	X	X	X
Evaluate interest in subgrant program	Process letters of intent (LOI)	PS	X	X	X	X	X
	Determine eligibility	PS, DPI	X	X	X	X	X
	Share LOI report with CSAB	DM, PS	X	X	X	X	X
Facilitate an application process for new, expansion and replication subgrants	Create subgrant application and rubric	DM, PS,	X				
	Seek approval of application and rubric	DM, PS, CSAB, SBE	X				

	Integrate application and rubric into existing application tracking system	DM, PS	X	X	X	X	X
Review submitted applications	Recruit and contract with peer reviewers	PS, DPI DM	X	X	X	X	X
	Conduct on-site peer review process	PS, PR	X	X	X	X	X
Consideration and recommendation for awards	Present applicants who meet minimum consideration score (80%) to CSAB	PS	X	X	X	X	X
	Consideration and recommendation of subgrant applications	PS, CSAB	X	X	X	X	X
	Final approval of subgrant applications	PS, SBE	X	X	X	X	X
Monitor subgrantees	Schedule meeting with other DPI departments to coordinate data collection efforts	PS	X				
	Create monitoring documentation	PS	X				
	Facilitate orientation for subgrantees on program expectations and monitoring processes	PS	X	X	X	X	X
	Conduct quarterly desk reviews and mid-year and EOY site visits	PS	X	X	X	X	X
Evaluate NC ACCESS Program design, processes and efficacy	Contract with external evaluator	DPI, DM, PS	X				
	Develop and implement comprehensive evaluation	EE, PS	X	X	X	X	X
Objective 2: Develop a Cadre of 100 Charter School Leaders Who Can Develop and Demonstrate Best Practices in Serving Educationally Disadvantaged Students							
Develop NC ACCESS Fellowship Program	Research and integrate best practices from existing education fellowships	PS	X				
	Create fellowship documentation (i.e. timeline, expectations, etc.)	DM, PS	X	X	X	X	X
	Create rubric for the School Leader Portfolio	PS, CC	X				
Create fellowship website	Contract with website/database developer	DPI, DM, PS	X				
	Design website and resources database	PS, DPI	X				

	Maintain and update website	PS, WD	X	X	X	X	X
Provide technical assistance opportunities for fellows	Create timeline of fellowship activities, including dates, locations and agendas	PS	X	X	X	X	X
	Contract with facilities, speakers and presenters	DPI, DM, PS	X	X	X	X	X
	Facilitate technical assistance opportunities	PS	X	X	X	X	X
Monitor to ensure completion of all fellowship activities and requirements	Create and maintain checklist of fellowship activities and requirements	PS	X	X	X	X	X
Evaluate NC ACCESS Fellowship Program design, processes and efficacy	Contract with external evaluator *Included with contract in objective 1	DPI, DM, PS	X	X	X	X	X
	Create fellowship-specific evaluation plan, including a method for participants to evaluate the utility of the fellowship experience	EE, PS	X	X	X	X	X
Objective 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							
Create platform for dissemination of fellowship products	Contract with website/database developer *included with contract in objective 2	DPI, DM, PS	X				
	Create and user-friendly resources page on fellowship website	PS, WD	X				
Facilitate the creation of Fellows' School Leader Portfolios (SLPs)	Contract with content curator	DPI, DM, PS	X	X	X	X	X
	Develop and implement technical assistance plan and timeline for merging and curating portfolios in preparation for dissemination via fellowship website	PS, CC	X	X	X	X	X
Establish requirement for fellows to present at state and national conferences	Create and share list of state and national conferences with proposal due dates on fellowship website	PS	X	X	X	X	X
	Develop a system to track proposals and presentations	PS	X				
Establish requirement for fellows to host "collaboration confabs" for the broader education community	Provide technical assistance on how to market and facilitate a collaborative event for the broader education community	PS	X	X	X	X	X

Selection Criteria (f): Parent and Community Involvement

All NC ACCESS Program subgrantees will be required to create and maintain a Parent/Community Advisory Council focused on increasing and improving services for educationally disadvantaged populations and soliciting feedback regarding potential improvements on the operational aspects of charter schools. Minutes from these meetings will be provided to NC ACCESS Program staff on an annual basis, and suggestions and feedback from minutes will be included in the annual NC Charter Schools Report, which is delivered to the CSAB, the SBE, and NC General Assembly. Membership on this advisory council can be no fewer than six members, must reflect the diversity of the local area and parents of students in the school cannot represent over 50% of the advisory council's membership. NC ACCESS Program schools will have autonomy to develop the mechanisms through which parent/community members are recruited and appointed or elected to the advisory council. Advisory councils must meet at least three times annually and have met at least once within the first three months after receiving the notification of a subgrant award.

Additionally, during the application and review process (described in *Selection Criteria: Quality of Project Design*), time will be reserved during the February CSAB meeting, when subgrant applications will be considered for recommendation, to allow parents and community members to share their feedback on any of the subgrant applications. To promote transparency and access, the subgrant applications will be uploaded to the CSAB's publicly accessible e-board website at least one week before the February meeting. The e-board platform is the standard mechanism through which meeting agendas, charter school applications and any presentations or documents are shared with the public. Those who are not able to attend the February CSAB meeting will be able to submit a letter to the Office of Charter Schools up to three days prior to

the meeting. These letters will be shared with the CSAB via the e-board website.

Also, as outlined in the *Selection Criteria: State Plan*, parents and community members will participate in informal group interviews as part of the mid-year site visit during the first-year monitoring process. This will provide stakeholders an opportunity to share their perspectives on any progress or concerns they have with the subgrant implementation and/or charter school operation.

Selection Criteria (g): Flexibility

Per NCGS 115C-218.10, “except as provided in this Article and pursuant to the provisions of its charter, a charter school is exempt from statutes and rules applicable to a local board of education or local school administrative unit.” The only significant restrictions that are “provided in [the] article” relate to use of targeted state funding associated with Students with Special Needs and Students with Limited English Proficiency, and adherence to health and safety standards for children.

Also, per NCGS 115C-218.15, “a charter school shall operate under the written charter signed by the SBE and the applicant. A charter school is not required to enter into any other contract. The charter shall incorporate the information provided in the application, as modified during the charter approval process, and any terms and conditions imposed on the charter school by the SBE. No other terms may be imposed on the charter school as a condition for receipt of local funds. A charter school's specific location shall not be prescribed or limited by a local board or other authority except a zoning authority. The board of directors of a charter school shall decide matters related to the operations of the school, including budgeting, curriculum, and operating procedures.”

Autonomy over budget, expenditures, staffing, procurement, and curriculum.

As noted above, NC law stipulates that, with the exception of annual reporting requirements, charter school boards of directors have complete autonomy over budget, curriculum and operating procedures (which include procurement and most personnel policies; see below for limited exceptions). When applying for a charter, nonprofit boards are required to submit a proposed budget and evidence that the financial plan is viable. While each nonprofit board may receive feedback or suggestions from OCS, DPI's Division of School Business, the CSAB, and the SBE on the school's proposed budget, the board has broad latitude to craft a budget in a manner that best suits the school context and mission. Each school may also design its own instructional programs, as long as the school provides instruction for at least 185 days or 1,025 hours. Charter schools' autonomy over school operations includes staffing and personnel management with the only limitation being that each school must employ at least three teachers, maintain a teaching staff of which at least 50% is fully certified and, as dictated by the charter agreement, may not employ teachers with revoked or suspended licenses.

To maximize understanding of the flexibility provided to charter schools under state statute and SBE policy, program staff will plan and implement an annual two-day policy summit as part of the NC ACCESS Fellowship program. The policy summit will allow representatives from the charter school community to conduct an in-depth analysis of the allowances for flexibility and provisions for fiscal, operational and academic oversight in current statutes and policies. Additionally, the policy summit will allow charter school representatives an opportunity to learn about and contribute to the decision-making process on the public school system in NC through the drafting of recommendations for improving local flexibility for the benefit of both charter and traditional public schools. The summit will be held in each year of the grant and following each summit a formal report will be developed by program staff, including clarifying

information and insights on existing policies and statutes. These reports will be shared with the CSAB as a way of considering the practicality and feasibility of the suggestions.

Following existing procedures, if the CSAB believes any of the recommendations from the summit to be expedient, they will have the ability to make a recommendation that the SBE consider amending or developing a policy and/or adding the recommendations to DPI’s list of legislative priorities.

Application Requirements

(I) Description of Program - A description of the State entity’s objectives in running a quality charter school program and how the objectives of the program will be carried out, including--

<i>(A) A description of how the state entity will -</i>
(1) Located in Selection Criteria A (Quality of Project Design) and B (Objectives)
(2) Located in Selection Criteria A (Quality of Project Design)
(3) Section and subsections addressed in Selection Criteria A (Quality of Project Design)
(4) Located in Selection Criteria A (Quality of Project Design)
(5) Applying as a SEA
(6) A. Monitoring of NC ACCESS subgrant funds is outlined in Selection Criteria D (State Plan) B. Charter applicants are required to demonstrate financial viability and solvency in order to gain state approval. NC ACCESS program subgrant applicants must have state approval prior to applying for subgrant and must submit detailed financial plans for the project period and beyond when applying for a subgrant.
(7) Support - A. ACCESS subgrant applicants proposing to locate in high needs areas are eligible to receive additional points in their application review, as outlined in Selection Criteria A (Quality of Project Design) B. The ACCESS program incorporates broad dissemination requirements as outlined in Selection Criteria A (Quality of Project Design) and B (Objectives)
(8) NC ACCESS subgrant applicants are required to create a comprehensive plan to recruit,

enroll, and retain ED students. In addition, they will receive professional development on school climate and culture.
(9) Dissemination activities are described in Selection Criteria A (Quality of Project Design) and B (Objectives)
(10) Monitoring efforts are described in Selection Criteria D.1. (Plan to Monitor Eligible Applicants)
(11) Located in Selection Criteria A (Quality of Project Design)
(12) The Office of Charter Schools currently oversees technical assistance for charter school applicants and conducts annual reviews of charter school academic, financial, and operations records to ensure oversight and accountability of authorizing activity.
(13) ACCESS subgrant applicants planning to open high schools are eligible to receive additional points in their subgrant application review.

<i>(B) A description of the extent to which the state entity -</i>
(1) Addressed in Competitive Preferences 1-6.
(2) Located in Selection Criteria A (Quality of Project Design)
(3) Located in Selection Criteria A (Quality of Project Design) and B (Objectives)

<i>(C) A description of how the State entity will award subgrants, on a competitive basis, including -</i>
(1) Description of the NC ACCESS Program subgrant application process is located in Selection Criteria A (Quality of Project Design)
(2) Description of the subgrant application review process is located in Selection Criteria A (Quality of Project Design)

(D) N/A
(E) Located in Selection Criteria A (Quality of Project Design). Subgrant applicants are required to submit their plans to provide transportation.
(F) Per NCGS 115C-218.25 “Open meetings and public records,” charter schools and the board

of directors of the private nonprofit corporation that operates the charter school are subject to the Public Records Act, Chapter 132 of the General Statutes, and the Open Meetings Law, Article 33C of Chapter 143 of the General Statutes.

(G) Located in Selection Criteria A (Quality of Project Design). Applicants desiring to open, expand or replicate a school in rural areas or urban areas without a high performing school within 15 miles are eligible to receive additional points on their application review.

(II) Assurances

- A. ACCESS subgrantees will maintain control over governance, staffing, school operations, and curriculum.
- B. Located in Selection Criteria A (Quality of Project Design)
- C. Monitoring processes are outlined in Selection Criteria D (State Plan)
- D. Located in Selection Criteria A Quality of Project Design
- E. Monitoring processes are outlined in Selection Criteria D (State Plan)
- F. Subgrantees will participate in a yearly policy summit wherein they offer feedback on policies that affect both charter and traditional public schools.
- G. Subgrantees will be required to post the same information currently required for all charter schools on their school website. NC ACCESS Program staff will check for this public reporting of data during quarterly desk reviews.

(III) Requests for information about waivers, including -

(A) N/A

(B) N/A

Other Attachment File(s)

* Mandatory Other Attachment Filename:

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

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View Optional Other Attachment

APPENDIX A

EXPANDING OPPORTUNITY THROUGH QUALITY CHARTER SCHOOLS PROGRAM (CSP)

GRANTS TO STATE ENTITIES

ASSURANCES

Pursuant to section 4303(f)(2) of the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act (ESEA), and sections 200.302(a) and 200.331(d) of the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance), recipients of Grants to State Entities must provide the assurances described below.

As the duly authorized representative of the grantee, I certify to the following:

- (A) Each charter school receiving funds through the State entity's program will have a high degree of autonomy over budget and operations, including autonomy over personnel decisions;
- (B) The State entity will support charter schools in meeting the educational needs of their students, including children with disabilities and English learners;
- (C) The State entity will ensure that the authorized public chartering agency of any charter school that receives funds under the State entity's program adequately monitors each charter school under the authority of such agency in recruiting, enrolling, retaining, and meeting the needs of all students, including children with disabilities and English learners;
- (D) The State entity will provide adequate technical assistance to eligible applicants to meet the objectives described in section 4303(f)(1)(A)(viii) and (f)(2)(B) of the ESEA;
- (E) The State entity will promote quality authorizing, consistent with State law, such as through providing technical assistance to support each authorized public chartering agency in the State to improve such agency's ability to monitor the charter schools authorized by the agency, including by--
 - 1) Assessing annual performance data of the schools, including, as appropriate, graduation rates, student academic growth, and rates of student attrition;
 - 2) Reviewing the schools' independent, annual audits of financial statements prepared in accordance with generally accepted accounting principles, and ensuring that any such audits are publically reported; and
 - 3) Holding charter schools accountable to the academic, financial, and operational quality controls agreed to between the charter school and the authorized public chartering agency involved, such as through renewal, non-renewal, or revocation of the school's charter;
- (F) The State entity will work to ensure that charter schools are included with the traditional public schools in decisionmaking about the public school system in the State; and
- (G) The State entity will ensure that each charter school receiving funds under the State entity's program makes publicly available, consistent with the dissemination requirements of the annual State report card under section 1111(h) of the ESEA, including on the website of the school, information to help parents make informed decisions about the education options available to their children, including--
 - 1) Information on the educational program;
 - 2) Student support services;

- 3) Parent contract requirements (as applicable), including any financial obligations or fees;
- 4) Enrollment criteria (as applicable); and
- 5) Annual performance and enrollment data for each of the subgroups of students, as defined in section 1111(c)(2) of the ESEA, except that such disaggregation of performance and enrollment data shall not be required in a case in which the number of students in a group is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student.

(H) For a State entity that is a State educational agency, State charter school board or Governor of a State, the State entity will expend and account for the Federal award in accordance with State laws and procedures for expending and accounting for the State's own funds. In addition, for all State entities, the State entity's and other non-Federal entity's financial management systems, including records documenting compliance with Federal statutes, regulations, and the terms and conditions of the Federal award, 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.

(I) The State entity will monitor the activities of the subrecipient as necessary to ensure that the subaward is used for authorized purposes, in compliance with Federal statutes, regulations, and the terms and conditions of the subaward, and that subaward performance goals are achieved.

[REDACTED]

NAME OF AUTHORIZED OFFICIAL

Director, Office of Charter School

TITLE

[REDACTED]

SIGNATURE OF AUTHORIZED OFFICIAL

4-19-18

DATE

NC DPI

APPLICANT ORGANIZATION

4-19-18

DATE SUBMITTED

APPENDIX B

Dave Machado

Education

BUSINESS ADMINISTRATION/MARKETING | 1977 | WESTERN CAROLINA UNIVERSITY

Experience

EXECUTIVE DIRECTOR | NC OFFICE OF CHARTER SCHOOLS | JUNE, 2016 TO PRESENT

- Ensure the policies and goals of the State Board of Education are implemented and met.
- Support charter schools across the state and monitor each school's academic, financial, and governance compliance.
- Oversee the day to day operations of OCS including the application process for new schools.
- Provide support for newly approved schools during their Ready to Open Planning Year.
- Manage the charter school renewal process
- Monitor charter school's performance against State and Federal requirements
- Provide professional development for all stakeholders including training for Boards, school leaders and teachers.
- Participate in risk management assessments and manages school closure procedures.

CHIEF ADMINISTRATOR | LINCOLN CHARTER SCHOOL | JULY, 2002 TO JUNE 2016

Lincoln Charter School, Lincolnton, NC

- Presided over an exemplary charter school of 1900+ students, 205 total staff including 155 teachers with a thirteen- million dollar yearly budget, grades K- 12 and 2 campuses.
- Upheld the school's mission to facilitate the development of college ready individuals through emphasis on rigorous academics and our community expectations: honesty, respect, empathy, responsibility, service and preparedness.
- Developed systems, procedures and appeal process to assure all discipline and attendance policies both local and state are followed.
- Oversaw hiring of staff and faculty, new hire orientation and conduct quarterly meetings with immediate subordinates to discuss expectations and performance.
- Meet regularly with department heads to discuss, formulate and implement programs to assure student success.
- Worked with site administrators and Curriculum Coordinators to implement timely and accurate teacher observations and provide immediate feedback.
- Designed a "Lincoln Charter School" specific evaluation model to assure staff met the needs of school's culture.
- Oversaw the construction of 4 building projects totaling \$19 million.

General Manager / Alray Tire and Service Center/ July 1994 – July 2002

- Reviewed financial statements, sales activity reports, and performance data to measure productivity and identify areas needing cost reduction or program improvement.
- Directed and coordinated sales campaigns and customer services programs to increase sales and ensure repeat customer business,
- Directed administrative and personnel duties and activities directly related to profitability of the business.
- Prepared staff work schedules and assign specific duties.
- Monitored inventory to ensure supplies and inventory were on-hand to provide needed goods and services within budgetary limits

Owner, General Manager Metro Tire Company, Lenoir, NC 1980-1994

- Owned and operated automotive sales and services business with increasing profitability.
- Hired and supervised mechanics, sales and clerical staff.

APPENDIX C



STATE OF NORTH CAROLINA
OFFICE OF THE LIEUTENANT GOVERNOR

DANIEL J FOREST LIEUTENANT GOVERNOR

April 3, 2018

Secretary Betsy DeVos
United States Department of Education

RE: North Carolina's CSP Grant Proposal

Dear Secretary DeVos,

I am writing to you today to express my support for the North Carolina Department of Public Instruction's (NCDPI) application for a 2018 US Department of Education Charter School Program (CSP) SEA Grant. By funding North Carolina's charter schools through the CSP SEA grant, all students in North Carolina will continue to receive quality education, especially those who are educationally and economically disadvantaged.

The public charter schools in North Carolina have consistently provided excellent education to our students across all demographic groups. Among students who are economically disadvantaged and students with disabilities, our charter schools have steadily outperformed the traditional public schools. For new charter schools, some of the most difficult financial times occur at the beginning while enrollment is still growing, but the needed expenditures to make the school excellent are not fully met.

The CSP SEA grant can make an enormous difference in that instance. By providing charter schools that meet subgrant qualifications with additional funds, these schools will be able to overcome financial barriers during the first years of operation and successfully replicate the models that have worked well in our state. North Carolina's public charter schools have been leaders in innovation, technology use, and academic performance in the classroom. It is my hope that you will award North Carolina this grant so that we can continue to make substantial progress in our charter schools.

Sincerely,

A large black rectangular redaction box covering the signature of Daniel J. Forest.

Daniel J. Forest
Lieutenant Governor of North Carolina



Office of the Speaker
North Carolina House of Representatives

TIM MOORE
SPEAKER

March 28, 2018

Ms. Betsy DeVos, Secretary of Education
US Department of Education
400 Maryland Ave, SW
Washington, DC 20202

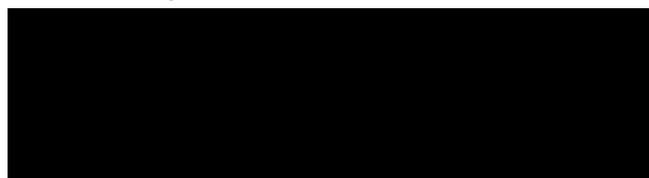
Dear Secretary DeVos:

It is my great pleasure to offer support for North Carolina's CSP SEA grant to aid in the development of effective public charter schools. It has become clear during North Carolina's time as a charter-supporting state that these schools offer an alternative to many students who have found traditional public schools to not be a good fit for them. The flexibility offered to charters affords them the opportunity to create innovative, tailored educational approaches to suit the diverse populations they serve. With a variety of different formulations of the charter idea being practiced across North Carolina, we have the exciting opportunity to explore cutting-edge educational strategies and techniques, and learn lessons that could be applied to other schools, both charter and traditional, who are working hard to ensure that all students are successful.

The support of the federal government is critical to our being able to achieve our goal of growing the presence and efficacy of charter schools serving educationally disadvantaged students in our state. Individuals with the experience and leadership skills we need to operate these schools successfully are often daunted by high cost and other resource challenges associated with opening a new and/or developing an emerging school. The availability of these CSP SEA Grant funds would help address the financial challenges these community-based leaders face, and enable them to bring tremendous educational opportunities to children in our state who need them most.

Your consideration is greatly appreciated as you make these important investment decisions. Please know that a decision to fund our CSP SEA Grant application would provide great value for many of North Carolina's most vulnerable children.

Sincerely Yours,



Tim Moore
Speaker of the House



North Carolina General Assembly
House of Representatives

REPRESENTATIVE D. CRAIG HORN
68TH DISTRICT

April 2, 2018

Ms. Betsy DeVos, Secretary of Education
US Department of Education
400 Maryland Ave, SW
Washington, DC 20202

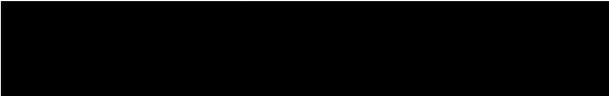
Dear Secretary DeVos:

It is my great pleasure to enthusiastically support North Carolina's CSP SEA Grant to aid in the development of effective public charter schools and support our state's educationally disadvantaged students. It has become clear during North Carolina's time as a charter-supporting state that these schools offer an excellent alternative to many students who have found traditional public schools to not fit for them. The flexibility offered to charters affords them the opportunity to create innovative, tailored educational approaches to suit the diverse populations they serve. With a variety of different examples of the charter idea being practiced across North Carolina, we have the opportunity to explore cutting-edge educational strategies and techniques and benefit from lessons learned that can be applied to other schools, both charter and traditional, that are working hard to ensure that all students are successful.

The support of the federal government is critical in order to achieve our goal of growing the presence and efficacy of charter schools serving educationally disadvantaged students in our state. Individuals with the experience and leadership skills we need to successfully operate these schools are often derailed by their high cost and other resource challenges associated with opening a new and/or developing an emerging school. The availability of these CSP SEA Grant funds provide the necessary help to address the financial challenges these community-based leaders face and enable them to bring educational opportunities to the children in our state who need them most.

Your consideration is both solicited and greatly appreciated. Please know that a decision to fund our CSP SEA Grant application would provide great value for many of North Carolina's most vulnerable children.

Best regards,


D. Craig Horn



May 5, 2017

Ms. Betsy DeVos, Secretary of Education
US Department of Education
400 Maryland Ave, SW
Washington, DC 20202

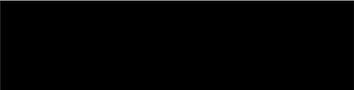
Dear Secretary DeVos:

We are writing to offer support for North Carolina's CSP SEA grant application to aid in the development of effective public charter schools, especially to support our state's educationally disadvantaged students. It has become clear during North Carolina's time as a charter-supporting state that these schools offer an excellent alternative to many students who have found that traditional public schools do not meet their needs. The flexibility offered to charters affords them the opportunity to create innovative and tailored educational approaches to suit the diverse populations they serve. With a variety of different high-quality charter school models being practiced across North Carolina, we have the opportunity to explore cutting-edge educational strategies and techniques and apply best practices to other schools that are working hard to ensure that all students are successful.

The support of the federal government is critical to achieving our goal of growing the presence and efficacy of charter schools serving educationally disadvantaged students in our state. Individuals with the experience and leadership skills we need to operate these schools successfully are often daunted by high costs associated with either opening a new school or developing an emerging school. The availability of these CSP SEA grant funds would help address the financial challenges these schools face and enable them to offer tremendous educational opportunities to children in our state who need them the most.

Your consideration is greatly appreciated as you make these important investment decisions. Please know that a decision to fund our CSP SEA grant application would provide great value for many of North Carolina's students.

Best regards,


Senator Michael Lee
Co-Chair Senate Education/Higher Education Committee


Senator David Curtis
Co-Chair Senate Education/Higher Education Committee


Senator Chad Barefoot
Co-Chair Senate Education/Higher Education Committee



PUBLIC SCHOOLS OF NORTH CAROLINA

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

WWW.NCPUBLICSCHOOLS.ORG

April 17, 2018

Ms. Betsy DeVos, Secretary of Education
US Department of Education
400 Maryland Ave, SW
Washington, DC 20202

Dear Secretary DeVos:

With great pleasure, I enthusiastically offer support for North Carolina's CSP SEA grant to aid in the development of effective public charter schools. We have seen during North Carolina's time as a charter-supporting state that these schools can offer excellent alternatives to many students who have found their traditional public schools may not be the right choice for them. The flexibility offered to charters affords them the opportunity to create innovative, tailored educational approaches to suit the diverse populations they serve. With a variety of different formulations of the charter idea being practiced across North Carolina, we have the exciting opportunity to explore cutting-edge educational strategies and techniques and learn lessons that could be applied to other schools, both charter and traditional, to ensure that all students are successful.

The support of the federal government is critical to achieve our goal of growing the presence and efficacy of charter schools serving economically disadvantaged students in our state. High costs and other resource challenges associated with opening or developing an emerging school can often deter leaders with the skills required to successfully operate an effective charter school. The availability of these CSP SEA Grant funds would help address the financial challenges these community-based leaders face, and enable them to bring tremendous educational opportunities to children in our state who need them most.

Your consideration is greatly appreciated as you make these important investment decisions. Please know that a decision to fund our CSP SEA Grant application would provide great value for many of North Carolina's most vulnerable children.

Best regards,


Mark Johnson
NC Superintendent of Public Instruction

OFFICE OF THE NORTH CAROLINA SUPERINTENDENT

Mark Johnson, *Superintendent of Public Instruction* | mark.johnson@dpi.nc.gov

6301 Mail Service Center, Raleigh, North Carolina 27699-6301 | (919) 807-3430 | Fax (919) 807-3445

AN EQUAL OPPORTUNITY AND AFFIRMATIVE ACTION EMPLOYER



PUBLIC SCHOOLS OF NORTH CAROLINA

STATE BOARD OF EDUCATION William W. Cobey Jr., Chairman
DEPARTMENT OF PUBLIC INSTRUCTION Mark Johnson, Superintendent of Public Instruction
WWW.NCPUBLICSCHOOLS.ORG

April 12, 2018

Ms. Betsy DeVos, Secretary of Education
US Department of Education
400 Maryland Ave, SW
Washington, DC 20202

Dear Secretary DeVos:

It is our great pleasure to enthusiastically offer the North Carolina State Board of Education's enthusiastic support to the North Carolina Department of Public Instruction's efforts to secure the Charter School Program State Educational Agencies (SEA) grant to aid in the development of effective public charter schools, especially to support our state's educationally disadvantaged students. It has become clear during North Carolina's time as a charter-supporting state that these schools offer an excellent alternative to many students who have found traditional public schools not to be a good fit for them. The flexibility offered to charters affords them the opportunity to create innovative, tailored educational approaches to suit the diverse populations they serve. With a variety of different formulations of the charter idea being practices across North Carolina, we have the exciting opportunity to explore cutting-edge educational strategies and techniques, and learn lessons that could be applied to other schools, both charter and traditional, that are working hard to ensure that all students are successful.

The support of the federal government is critical to our ability to achieve our goal of growing the presence and efficacy of charter schools serving educationally disadvantaged students in our state. Individuals with the experience and leadership skills needed to operate these schools successfully are often daunted by high cost and other resource challenges associated with opening a new and/or developing an emerging school. The availability of these SEA Grant funds would help address the financial challenges these community-based leaders face, and enable them to bring tremendous educational opportunities to children in our state who need them most.

Your consideration is greatly appreciated as you make these important investment decisions. Please know that a decision to fund our SEA Grant application would provide great value for many of North Carolina's most vulnerable children.

Sincerely,


William W. Cobey, Jr.

OFFICE OF THE NORTH CAROLINA SUPERINTENDENT

Mark Johnson, *Superintendent of Public Instruction* | mark.johnson@dpi.nc.gov
6301 Mail Service Center, Raleigh, North Carolina 27699-6301 | (919) 807-3430 | Fax (919) 807-3445
PR/Award # U282A180024
Page 692

AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER



April 14, 2018

Secretary Betsy DeVos
United States Department of Education

Dear Secretary Devos,

I currently serve as the State Board of Education designee and Chair for the North Carolina Charter Schools Advisory Board. In addition, I am the Principal of Healthy Start Academy, a K-8 charter school in Durham, NC that serves a predominantly low-income population. Over 95% of our students qualify for the federal free or reduced price lunch program. We believe in high-expectations for all children and provide rigorous academic and character education in a small, safe, and structured environment.

Today I ask you to carefully consider the North Carolina Department of Public Instruction's application for the CSP SEA grant and award a grant to North Carolina. This grant will ensure that the over 40,000 students on waitlist, and many other students who are currently trapped in low-performing traditional public schools with no reasonable alternative option, will have a meaningful choice in their educational path.

In my capacity as the leader of charter school that serves low-income students, I frequently interact and work with families who have no resources to attend private school or homeschool, but desperately want to have a choice in their children's education. I believe that ALL children deserve an excellent education, regardless of race or income level, and all parents should have freedom to choose the school that best serves their needs. Parents of wealth and privilege have been making these choices for hundreds of years by either choosing to attend private schools or buying houses in expensive neighborhoods that have the largest tax base and best schools. Charter schools, particularly charter schools that serve low-income children, are the best hope for leveling the playing field for kids.

The CSP grant will ensure that we can meet the needs of more children by providing much needed resources to replicate the state's best charter school. I feel confident that this grant will move us one step closer to closing the achievement gap in our state and elevate all schools by allowing us to replicate excellence.

I encourage you and the Department to award a grant to North Carolina and thank you for your support.

Sincerely,



Chair, NC Charter Schools Advisory Board



STATE OF NORTH CAROLINA
OFFICE OF THE LIEUTENANT GOVERNOR
DANIEL J FOREST LIEUTENANT GOVERNOR

April 3, 2018

Secretary Betsy DeVos
United States Department of Education

Dear Secretary DeVos,

I currently serve as the Lieutenant Governor's designee and Vice Chair of the North Carolina Charter Schools Advisory Board. Today I ask you to carefully consider the North Carolina Department of Public Instruction's application for the CSP SEA grant and award a grant to North Carolina.

In accordance with the statutory duties of the Charter Schools Advisory Board, we review applications for new charter schools and supervise existing charter schools. Over the past several years, we have seen many schools develop great ideas, great governance, and great education plans. Our mission is to encourage excellent charter schools in North Carolina, including the expansion and replication of high-quality schools. While these schools do well academically and financially, additional funding from the CSP SEA grant would propel them to excellence. The grant would allow them to reach more students, especially those that are educationally disadvantaged.

Charter schools are continuing to grow rapidly in North Carolina. The number of students on waiting lists increases daily, and our estimates put the current number at well over 40,000 students. This grant program would make the programs, offerings, and opportunities a reality for these students. Simply put, any grant money awarded to North Carolina for disbursement to qualifying schools will be put to good use and will be immensely helpful in reaching our goal of excellence in each child's education.

I encourage you and the Department to award a grant to North Carolina as we continue to reach an ever growing population with more quality choice in education.

Sincerely,

A large black rectangular redaction box covering the signature of Steven Walker.

Steven Walker
Vice Chair, NC Charter Schools Advisory Board



April 17, 2018

To Whom It May Concern:

Please accept this letter of support for the North Carolina Advancing Charter Collaboration and Excellence for Student Success (ACCESS) Program application.

As the cofounder of a successful charter school in Rutherford County, North Carolina, and the school's Headmaster for these past 19 years, and as a long-serving member of the state's Charter School Advisory Board, I have been deeply involved in the growth and expansion of successful schools in our state. I can say with absolute confidence that the inability of our state to receive these crucial grant funds in the past has greatly hampered our ability to open and support excellent schools of choice in our state. Several schools originally approved to open after a lengthy and rigorous application process ended up having to turn their charters in for lack of essential startup and facilities funding that is so crucial for early success.

Even with these challenges, we have grown from 100 schools in 2011 to over 170 schools in 2018, and it is even more critical now that our Office of Charter Schools in Raleigh receive these essential funds to help to support the success of these new programs.

I hope that you will find the many hours of work put into this 2018 application is worthy of federal approval, and that access to these funds will be a critical component to the future success of existing and new charter schools in North Carolina.

Sincerely,

[REDACTED]
Joe Maimone, Headmaster
Thomas Jefferson Classical Academy
[REDACTED] x1505
[REDACTED]

April 17, 2018

Mrs. Betsy DeVos, Secretary of Education
US Department of Education
400 Maryland Ave., S.W.
Washington, DC 20202

Dear Secretary DeVos,

Currently I am serving an appointment by the NC Speaker of the House to the NC Charter School Advisory Board. This Board advises the NC State Board of Education on approval of charter applications and renewals. We also review policies regarding all aspects of charter school operation. It is my pleasure to strongly offer support for North Carolina's CSP SEA grant to aid in the development of effective public charter schools. Since removing the cap of 100 charter schools in 2011, the growth has greatly expanded. We currently have 173 schools operating with over 100,000 students enrolled. However, according to the 2018 Annual Report on NC Charter Schools there are over 55,000 students on waiting lists.

Charter Schools are the ONLY option for families with limited financial means. The demand is obviously present in our state. We need assistance to expand high quality programs and provide these seats.

The availability of these CSP SEA Grant funds would help address the financial challenges these community-based leaders face and enable them to bring tremendous educational opportunities to children in our state who need them most.

Your consideration is greatly appreciated. Please know a decision to fund our CSP SEA Grant would provide more opportunity for many of North Carolina's most vulnerable children.

Sincerely,

Lindalyn Kakadelis

April 12, 2018

To Whom It May Concern:

On behalf of Henderson Collegiate, Inc., a public charter school currently serving 1,000 students in grades K-1 and 4-11 in rural Vance County, NC, we are writing this letter to declare our endorsement for the North Carolina Office of Charter Schools to be awarded the ACCESS Grant.

Now in our 8th year of operation, Henderson Collegiate serves a student population of which 86% of students are eligible for free or reduced-price meals and 95% are students of color. For the past three consecutive years, our school has earned the distinction of performing in the top 3.8% of all NC public schools, along with earning the state's highest school performance grade of A^{+NG} each year. Every year since its inception, Henderson Collegiate has exceeded its expected growth. Further, Henderson Collegiate has earned the distinction of being the only public charter school in North Carolina to ever earn the National Title I Distinguished Schools recognition, which it earned in 2015 in the category of high student progress.

We believe that if awarded the ACCESS Grant, North Carolina will be empowered to fund and support more schools who, like Henderson Collegiate, are providing a pathway out of poverty through a high-quality educational for the most historically underserved students in our state.

In the past year, Henderson Collegiate has given great consideration to the possibility of replicating to serve more underserved students with a high-quality education. To date, when considering that avenue, we have felt some reservations due to concerns about funding. If North Carolina receives the ACCESS Grant, then this would cause Henderson Collegiate to strongly consider the possibility of replicating to serve more students in additional communities, and to apply to the State for the funding that would be essential to making that replication feasible and successful.

We appreciate your consideration of this recommendation.

Sincerely,



Eric E. Sanchez
Co-Founder, Executive Director
esanchez@hendersoncollegiate.org

HIGH SCHOOL
404 Armour Street
Davidson, NC 28036

704.897.8061 PHONE (HS)
704.896.6262 PHONE (ES & MS)
704.896.2025 FAX



COMMUNITY
SCHOOL OF
DAVIDSON

ELEMENTARY/MIDDLE SCHOOLS
565 Griffith Street
Davidson, NC 28036

 www.csdspartans.org

March 29, 2018

To Whom It May Concern:

I am the Executive Director of Community School of Davidson, a K-12 charter School serving almost 1400 K-12 students in North Carolina. I understand the North Carolina Office of Charter Schools is applying the ACCESS Grant. Our school is particularly interested in replicating to allow us to serve a more diverse and economically disadvantaged population of students in the Mecklenburg area and if North Carolina is awarded this grant, we would definitely be interested in participating in the NC Advancing Charter Collaboration and Excellence for Student Success (ACCESS) Program.

Thank you for supporting education for the students of North Carolina.

Sincerely,



Joy Warner

Joy Warner
Executive Director
Community School of Davidson
jwarner@csdspartans.org



Central Park School for Children

March 29, 2018

To Whom it May Concern,

On behalf of Central Park School for Children in Durham, NC we endorse North Carolina's Office of Charter School submission for the ACCESS Grant. Currently we serve 595 students in K-8th grade in downtown Durham, NC. Our interest in replicating our school's model of innovative and high achieving learning and instruction is motivated by reaching more economically disadvantaged students to increase their opportunities and pathways for success now and for a lifetime. If North Carolina is awarded the Advancing Charter Collaboration and Excellence for Student Success (ACCESS) Grant we would be very interested in participating in the program to advance our model and replicate our school program.

Sincerely,



John Heffeman

John Heffeman
Director, Central Park School for Children
john@cpsfc.org

From: Admin SCCS [REDACTED] 
Subject: Scanned image from Sugar Creek Charter School
Date: March 29, 2018 at 4:00 PM
To: Turner, Cheryl [REDACTED]

AS



SUGAR CREEK CHARTER SCHOOL

"Where strong minds and strong character are valued and nurtured."

March 29, 2018

To Whom It May Concern:

I am the School Director of Sugar Creek Charter School in Charlotte, NC. Sugar Creek serves 1600 K-12 students. 100% of our student body are members of ethnic minority groups and 94% qualify for free and reduced lunch. We have been fortunate to be considerably more successful with these groups than any other school in our county. Unfortunately, we have reached full capacity and leave 300-400 students on our waiting list each year. Of the 50 largest metro areas in the country, Charlotte was named as the least likely to provide opportunities for upward mobility. The need in our community is great.

I understand that the North Carolina Department of Public Instruction Office of Charter Schools is applying for an ACCESS grant. The Advancing Charter Collaboration and Excellence for Student Success Program (ACCESS) would allow schools like ours to replicate to serve more of the underserved students in our community. This is an opportunity Sugar Creek would love to have. I wholly support this application and the opportunity it could provide to advance strong academic opportunities for North Carolina children.

Sincerely,


Cheryl D. Turner
School Director

4101 North Tryon Street, Charlotte, NC 28206
Phone: (704) 509-5470 * Fax: (704) 921-1034 * www.thesugarcreek.org

PR/Award # U282A180024

Page e100



NORTH CAROLINA ASSOCIATION FOR PUBLIC CHARTER SCHOOLS

May 5, 2017

Ms. Betsy DeVos, Secretary of Education
US Department of Education
400 Maryland Ave, SW
Washington, DC 20202

Dear Secretary DeVos:

We are writing to express our organization's strong support for North Carolina's Charter School Program (CSP) SEA Grant application. We believe that the CSP SEA Grant funds could significantly improve the options and opportunities for children throughout our state.

Twenty-one years ago, our state passed its first charter school law. It permitted public charters the flexibility to determine the teaching and learning methods best suited to provide the maximum benefit to the student populations they serve. As a result, we have seen many great successes, and are proud of the accomplishments of our strong public charter schools. According to *US News & World Report*, four of the top ten high schools in our state are charter schools.

Unsurprisingly, there is demand for more charter schools in North Carolina. A cap on the number of charter schools was part of the 1996 law. Since the cap was removed in 2011, the number of students educated in charter schools has doubled, with many thousands more on waiting lists.

In the years since the Legislature eased the restrictions on the number of charter schools, not enough of the new schools have been successful at meeting the needs of educationally disadvantaged students. Several such targeted schools failed to even get off the ground. That is why it is so crucial that North Carolina increase the support it provides to new and "young" existing public charter schools who are committed to serving educationally disadvantaged students in both urban and rural areas of the state. The Charter School Program Grant funds would enable North Carolina to better support these schools as they begin and expand their operations.

Again, we would like to express our strong support for North Carolina's CSP Grant application. We believe these funds will make a big difference in the lives of many of our state's most disadvantaged students. Thank you for your consideration.

Best regards,



Rhonda Dillingham, Executive Director
NC Public Charter Schools Association

Appendix D

Not Applicable

Appendix E

Not Applicable

APPENDIX F

Appendix F

Appendices to Project Narrative

- F.1. NC General Statute 115C-218
- F.2. Training Camp Agenda
- F.3. Charter School Application Process and Timeline
- F.4. SBE Policy CHTR-013
- F.5. Charter School Application
- F.6. Charter School Application Rubric
- F.7. SBE Policy CHTR-016
- F.8. 2018 Performance Framework
- F.9. 2016-17 Charter Schools Annual Report
- F.10. NC ACCESS Program Subgrant Application (Draft)
- F.11. SBE Policy CHTR-014
- F.12. NC ACCESS Program Subgrant Application Rubric (Draft)
- F.13. SBE Strategic Plan
- F.14. Indirect Cost Rate Agreement

F.1
NC General Statute
115C-218

Article 14A.

Charter Schools.

§ 115C-218. Purpose of charter schools; establishment of North Carolina Charter Schools Advisory Board and North Carolina Office of Charter Schools.

(a) Purpose of Charter Schools. – The purpose of this Article is to authorize a system of charter schools to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently of existing schools, as a method to accomplish all of the following:

- (1) Improve student learning;
- (2) Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are identified as at risk of academic failure or academically gifted;
- (3) Encourage the use of different and innovative teaching methods;
- (4) Create new professional opportunities for teachers, including the opportunities to be responsible for the learning program at the school site;
- (5) Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system; and
- (6) Hold the schools established under this Article accountable for meeting measurable student achievement results, and provide the schools with a method to change from rule-based to performance-based accountability systems.

(b) North Carolina Charter Schools Advisory Board. –

- (1) Advisory Board. – There is created the North Carolina Charter Schools Advisory Board, hereinafter referred to in this Article as the Advisory Board. The Advisory Board shall be located administratively within the Department of Public Instruction and shall report to the State Board of Education.
- (2) Membership. – The State Superintendent of Public Instruction, or the Superintendent's designee, shall be the secretary of the Advisory Board and a nonvoting member. The Chair of the State Board of Education shall appoint a member of the State Board to serve as a nonvoting member of the Advisory Board. The Advisory Board shall consist of the following 11 voting members:
 - a. Three members appointed by the Governor, including the chair of the Advisory Board.
 - b. Three members appointed by the General Assembly upon the recommendation of the President Pro Tempore of the Senate, in accordance with G.S. 120-121.
 - c. Three members appointed by the General Assembly upon the recommendation of the Speaker of the House of Representatives, in accordance with G.S. 120-121.
 - d. One member appointed by the State Board of Education who is not a current member of the State Board of Education and who is a charter school advocate in North Carolina.
 - e. The Lieutenant Governor or the Lieutenant Governor's designee.
- (3) Covered board. – The Advisory Board shall be treated as a board for purposes of Chapter 138A of the General Statutes.

- (4) Qualifications of members. – Members appointed to the Advisory Board shall collectively possess strong experience and expertise in public and nonprofit governance, management and finance, assessment, curriculum and instruction, public charter schools, and public education law. All appointed members of the Advisory Board shall have demonstrated an understanding of and a commitment to charter schools as a strategy for strengthening public education.
 - (5) Terms of office and vacancy appointments. – Appointed members shall serve four-year terms of office beginning on July 1. No appointed member shall serve more than eight consecutive years. Vacancy appointments shall be made by the appointing authority for the remainder of the term of office.
 - (6) Presiding officers and quorum. – The Advisory Board shall annually elect a vice-chair from among its membership. The chair shall preside over the Advisory Board's meetings. In the absence of the chair, the vice-chair shall preside over the Advisory Board's meetings. A majority of the Advisory Board constitutes a quorum.
 - (7) Presiding officers and quorum. – Meetings. – Meetings of the Advisory Board shall be held upon the call of the chair or the vice-chair with the approval of the chair.
 - (8) Expenses. – Members of the Advisory Board shall be reimbursed for travel and subsistence expenses at the rates allowed to State officers and employees by G.S. 138-6(a).
 - (9) Removal. – Any appointed member of the Advisory Board may be removed by a vote of at least two-thirds of the members of the Advisory Board at any duly held meeting for any cause that renders the member incapable or unfit to discharge the duties of the office.
 - (10) Powers and duties. – The Advisory Board shall have the following duties:
 - a. To make recommendations to the State Board of Education on the adoption of rules regarding all aspects of charter school operation, including time lines, standards, and criteria for acceptance and approval of applications, monitoring of charter schools, and grounds for revocation of charters.
 - b. To review applications and make recommendations to the State Board for final approval of charter applications.
 - c. To make recommendations to the State Board on actions regarding a charter school, including renewals of charters, nonrenewals of charters, and revocations of charters.
 - d. To undertake any other duties and responsibilities as assigned by the State Board.
 - (11) Duties of the chair of the Advisory Board. – In addition to any other duties prescribed in this Article, the chair of the Advisory Board, or the chair's designee, shall advocate for the recommendations of the Advisory Board at meetings of the State Board upon the request of the State Board.
- (c) North Carolina Office of Charter Schools. –
- (1) Establishment of the North Carolina Office of Charter Schools. – There is established the North Carolina Office of Charter Schools, hereinafter referred

to in this Article as the Office of Charter Schools. The Office of Charter Schools shall be administratively located in the Department of Public Instruction, subject to the supervision, direction, and control of the State Board of Education. The Office of Charter Schools shall consist of an executive director appointed by the State Board of Education and such other professional, administrative, technical, and clerical personnel as may be necessary to assist the Office of Charter Schools in carrying out its powers and duties.

- (2) Executive Director. – The Executive Director shall report to and serve at the pleasure of the State Board of Education at a salary established by the State Board within the funds appropriated for this purpose. The duties of the Executive Director shall include presenting the recommendations of the Advisory Board at meetings of the State Board upon the request of the State Board.
- (3) Powers and duties. – The Office of Charter Schools shall have the following powers and duties:
 - a. Serve as staff to the Advisory Board and fulfill any task and duties assigned to it by the Advisory Board.
 - b. Provide technical assistance and guidance to charter schools operating within the State.
 - c. Provide technical assistance and guidance to nonprofit corporations seeking to operate charter schools within the State.
 - d. Provide or arrange for training for charter schools that have received preliminary approval from the State Board.
 - e. Assist approved charter schools and charter schools seeking approval from the State Board in coordinating services with the Department of Public Instruction.
 - f. Other duties as assigned by the State Board.
- (4) Agency cooperation. – All State agencies and departments shall cooperate with the Office of Charter Schools in carrying out its powers and duties as necessary in accordance with this Article. (1995 (Reg. Sess., 1996), c. 731, s. 2; 2013-355, s. 1(a); 2014-101, s. 7; 2015-248, s. 1(a).)

§ 115C-218.1. Eligible applicants; contents of applications; submission of applications for approval.

(a) Any nonprofit corporation seeking to establish a charter school may apply to establish a charter school. If the applicant seeks to convert a public school to a charter school, the application shall include a statement signed by a majority of the teachers and instructional support personnel currently employed at the school indicating that they favor the conversion and evidence that a significant number of parents of children enrolled in the school favor conversion.

(b) The application shall contain at least the following information:

- (1) A description of a program that implements one or more of the purposes in G.S. 115C-218.
- (2) A description of student achievement goals for the school's educational program and the method of demonstrating that students have attained the skills and knowledge specified for those student achievement goals.

- (3) The governance structure of the school including the names of the initial members of the board of directors of the nonprofit, tax-exempt corporation and the process to be followed by the school to ensure parental involvement. A teacher employed by the board of directors to teach in the charter school may serve as a nonvoting member of the board of directors for the charter school.
- (4) The local school administrative unit in which the school will be located.
- (5) Admission policies and procedures.
- (6) A proposed budget for the school and evidence that the financial plan for the school is economically sound.
- (7) Requirements and procedures for program and financial audits.
- (8) A description of how the school will comply with G.S. 115C-218.20, 115C-218.25, 115C-218.30, 115C-218.40, 115C-218.45, 115C-218.50, 115C-218.55, 115C-218.60, 115C-218.65, 115C-218.70, 115C-218.75, 115C-218.80, 115C-218.85, and 115C-218.90.
- (9) Types and amounts of insurance coverage, including bonding insurance for the principal officers of the school, to be obtained by the charter school.
- (10) The term of the charter.
- (11) The qualifications required for individuals employed by the school.
- (12) The procedures by which students can be excluded from the charter school and returned to a public school. Notwithstanding any law to the contrary, any local board may refuse to admit any student who is suspended or expelled from a charter school due to actions that would lead to suspension or expulsion from a public school under G.S. 115C-390.5 through G.S. 115C-390.11 until the period of suspension or expulsion has expired.
- (13) The number of students to be served, which number shall be at least 80, and the minimum number of teachers to be employed at the school, which number shall be at least three. However, the charter school may serve fewer than 80 students or employ fewer than three teachers if the application contains a compelling reason, such as the school would serve a geographically remote and small student population.
- (14) Information regarding the facilities to be used by the school and the manner in which administrative services of the school are to be provided.
- (15) The process for conducting a weighted lottery that reflects the mission of the school if the school desires to use a weighted lottery.

(c) The State Board shall establish reasonable fees of no less than five hundred dollars (\$500.00) and no more than one thousand dollars (\$1,000) for initial and renewal charter applications, in accordance with Article 2A of Chapter 150B of the General Statutes. No application fee shall be refunded in the event the application is rejected or the charter is revoked. (1995 (Reg. Sess., 1996), c. 731, s. 2; 1997-430, s. 1; 2011-282, s. 8; 2013-355, s. 1(b); 2014-101, ss. 1, 7; 2015-248, ss. 2, 3(a).)

§ 115C-218.2. Opportunity to correct applications; opportunity to address Advisory Board.

(a) The State Board of Education and the Advisory Board shall provide timely notification to an applicant of any format issues or incomplete information in the initial

application and provide the applicant at least five business days to correct those issues in the initial application. If the applicant submits the corrections within the five business days, equal consideration shall be given to that application.

(b) Before taking action regarding a charter school or charter school applicant, including recommendations on preliminary or final approval of charter applications, renewals of charters, nonrenewals of charters, and revocations of charters, the Advisory Board or a committee of the Advisory Board shall provide an opportunity for the applicant or charter board member to address the Advisory Board or its committee, if present, at a meeting. (2015-248, s. 4(a).)

§ 115C-218.5. Final approval of applications for charter schools.

- (a) The State Board may grant final approval of an application if it finds the following:
- (1) The application meets the requirements set out in this Article and such other requirements as may be adopted by the State Board of Education.
 - (2) The applicant has the ability to operate the school and would be likely to operate the school in an educationally and economically sound manner.
 - (3) Granting the application would achieve one or more of the purposes set out in G.S. 115C-218.

In reviewing applications for the establishment of charter schools within a local school administrative unit, the State Board is encouraged to give preference to applications that demonstrate the capability to provide comprehensive learning experiences to students identified by the applicants as at risk of academic failure.

(b) The State Board shall make final decisions on the approval or denial of applications by August 15 of a calendar year on all applications it receives prior to a date established by the Office of Charter Schools for receipt of applications in that application cycle. The State Board may make the final decision for approval contingent upon the successful completion of a planning period prior to enrollment of students.

(c) The State Board of Education may authorize a school before the applicant has secured its space, equipment, facilities, and personnel if the applicant indicates the authority is necessary for it to raise working capital. The State Board shall not allocate any funds to the school until the school has obtained space.

(d) The State Board of Education may grant the initial charter for a period not to exceed 10 years. The State Board of Education shall renew the charter upon the request of the chartering entity for subsequent periods of 10 years, unless one of the following applies:

- (1) The charter school has not provided financially sound audits for the prior three years.
- (2) The charter school's student academic outcomes for the past three years have not been comparable to the academic outcomes of students in the local school administrative unit in which the charter school is located.
- (3) The charter school is not, at the time of the request for renewal of the charter, substantially in compliance with State law, federal law, the school's own bylaws, or the provisions set forth in its charter granted by the State Board of Education.

The State Board of Education shall review the operations of each charter school at least once every five years to ensure that the school is meeting the expected academic, financial, and governance standards.

(e) A material revision of the provisions of a charter application shall be made only upon the approval of the State Board of Education.

Except as provided in subsection (f) of this section, enrollment growth shall be considered a material revision of the charter application, and the State Board may approve such additional enrollment growth of greater than twenty percent (20%) only if the State Board finds all of the following:

- (1) The actual enrollment of the charter school is within ten percent (10%) of its maximum authorized enrollment.
- (2) The charter school has commitments for ninety percent (90%) of the requested maximum growth.
- (3) The charter school is not currently identified as low-performing.
- (4) The charter school meets generally accepted standards of fiscal management.
- (5) The charter school is, at the time of the request for the enrollment increase, substantially in compliance with State law, federal law, the charter school's own bylaws, and the provisions set forth in its charter granted by the State Board.

(f) It shall not be considered a material revision of a charter application and shall not require prior approval of the State Board for a charter school to do any of the following:

- (1) Increase its enrollment during the charter school's second year of operation and annually thereafter by up to twenty percent (20%) of the school's previous year's enrollment.
- (2) Increase its enrollment during the charter school's second year of operation and annually thereafter in accordance with planned growth as authorized in its charter.
- (3) Expand to offer one grade higher or lower than the charter school currently offers if the charter school has (i) operated for at least three years, (ii) has not been identified as having inadequate performance as provided in G.S.115C-218.95(b), and (iii) has been in financial compliance as required by the State Board of Education.
- (4) Expired pursuant to Session Laws 2014-101, s. 2.5(b), effective September 1, 2015. (1995 (Reg. Sess., 1996), c. 731, s. 2; 1997-430, s. 3; 2000-67, s. 8.23; 2001-424, s. 28.26; 2003-354, s. 2; 2004-203, s. 45(a); 2011-164, ss. 1, 2(a), 3; 2013-355, s. 1(d); 2013-359, s. 2; 2014-101, ss. 1.5, 2, 2.5(a), 7; 2015-248, s. 5.)

§ 115C-218.10. Charter school exemptions.

Except as provided in this Article and pursuant to the provisions of its charter, a charter school is exempt from statutes and rules applicable to a local board of education or local school administrative unit. (1995 (Reg. Sess., 1996), c. 731, s. 2; 1997-430, s. 4; 2013-355, s. 1(e); 2014-101, s. 7.)

§ 115C-218.15. (Effective until March 1, 2016) Charter school operation.

(a) A charter school that is approved by the State shall be a public school within the local school administrative unit in which it is located. All charter schools shall be accountable to the State Board for ensuring compliance with applicable laws and the provisions of their charters.

(b) A charter school shall be operated by a private nonprofit corporation that shall have received federal tax-exempt status no later than 24 months following final approval of the application.

(c) A charter school shall operate under the written charter signed by the State Board and the applicant. A charter school is not required to enter into any other contract. The charter shall incorporate the information provided in the application, as modified during the charter approval process, and any terms and conditions imposed on the charter school by the State Board of Education. No other terms may be imposed on the charter school as a condition for receipt of local funds.

(d) The board of directors of the charter school shall decide matters related to the operation of the school, including budgeting, curriculum, and operating procedures. (1995 (Reg. Sess., 1996), c. 731, s. 2; 1997-430, s. 4; 2013-355, s. 1(e); 2014-101, s. 7.)

§ 115C-218.15. (Effective March 1, 2016) Charter school operation.

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(b) A charter school shall be operated by a private nonprofit corporation that shall have received federal tax-exempt status no later than 24 months following final approval of the application. The board of directors of the charter schools shall adopt a conflict of interest and anti-nepotism policy that includes, at a minimum, the following:

- (1) The requirements of Chapter 55A of the General Statutes related to conflicts of interest.
- (2) A requirement that before any immediate family, as defined in G.S. 115C-12.2, of any member of the board of directors or a charter school employee with supervisory authority shall be employed or engaged as an employee, independent contractor, or otherwise by the board of directors in any capacity, such proposed employment or engagement shall be (i) disclosed to the board of directors and (ii) approved by the board of directors in a duly called open-session meeting. The burden of disclosure of such a conflict of interest shall be on the applicable board member or employee with supervisory authority. If the requirements of this subsection are complied with, the charter school may employ immediate family of any member of the board of directors or a charter school employee with supervisory authority.
- (3) A requirement that a person shall not be disqualified from serving as a member of a charter school's board of directors because of the existence of a conflict of interest, so long as the person's actions comply with the school's conflict of interest policy established as provided in this subsection and applicable law.

(c) A charter school shall operate under the written charter signed by the State Board and the applicant. A charter school is not required to enter into any other contract. The charter shall incorporate the information provided in the application, as modified during the charter approval process, and any terms and conditions imposed on the charter school by the State Board of Education. No other terms may be imposed on the charter school as a condition for receipt of local funds.

(d) The board of directors of the charter school shall decide matters related to the operation of the school, including budgeting, curriculum, and operating procedures.

(e) The board of directors of the private nonprofit corporation operating the charter school may have members who reside outside of the State. However, the State Board of Education may require by policy that a majority of the board of directors and all officers of the board of directors reside within the State. (1995 (Reg. Sess., 1996), c. 731, s. 2; 1997-430, s. 4; 2013-355, s. 1(e); 2014-101, s. 7; 2015-248, s. 6(a).)

§ 115C-218.20. Civil liability and insurance requirements.

(a) The board of directors of a charter school may sue and be sued. The State Board of Education shall adopt rules to establish reasonable amounts and types of liability insurance that the board of directors shall be required by the charter to obtain. The board of directors shall obtain at least the amount of and types of insurance required by these rules to be included in the charter. Any sovereign immunity of the charter school, of the organization that operates the charter school, or its members, officers, or directors, or of the employees of the charter school or the organization that operates the charter school, is waived to the extent of indemnification by insurance.

(b) No civil liability shall attach to the State Board of Education, or to any of their members or employees, individually or collectively, for any acts or omissions of the charter school. (1995 (Reg. Sess., 1996), c. 731, s. 2; 1997-430, s. 5; 1997-443, s. 8.19; 1997-456, s. 55.4; 1998-212, s. 9.14A(a); 1999-243, s. 8; 2001-462, s. 1; 2004-118, s. 3; 2004-203, s. 45(b); 2006-69, s. 3(e); 2006-137, s. 2; 2007-59, s. 2; 2007-126, s. 2; 2007-323, s. 28.22A(o); 2007-345, s. 12; 2009-239, s. 1; 2009-563, s. 2; 2010-10, s. 2(a); 2011-93, s. 2(a); 2011-145, s. 7.29(b); 2011-164, s. 4; 2011-282, s. 9; 2012-142, ss. 7A.1(f), 7A.3(c), 7A.11(b); 2012-145, s. 2.5; 2012-179, s. 1(c); 2013-307, s. 1.1; 2013-355, s. 1(f); 2013-359, s. 1; 2013-360, ss. 8.43(a), 9.7(q); 2014-101, s. 7.)

§ 115C-218.25. Open meetings and public records.

The charter school and board of directors of the private nonprofit corporation that operates the charter school are subject to the Public Records Act, Chapter 132 of the General Statutes, and the Open Meetings Law, Article 33C of Chapter 143 of the General Statutes. Notwithstanding the requirements of Chapter 132 of the General Statutes, inspection of charter school personnel records for those employees directly employed by the board of directors of the charter school shall be subject to the requirements of Article 21A of this Chapter. The charter school and board of directors of the private nonprofit corporation that operates the charter school shall use the same schedule established by the Department of Natural and Cultural Resources for retention and disposition of records of local school administrative units. (1995 (Reg. Sess., 1996), c. 731, s. 2; 1997-430, s. 5; 1997-443, s. 8.19; 1997-456, s. 55.4; 1998-212, s. 9.14A(a); 1999-243, s. 8; 2001-462, s. 1; 2004-118, s. 3; 2004-203, s. 45(b); 2006-69, s. 3(e); 2006-137, s. 2; 2007-59, s. 2; 2007-126, s. 2; 2007-323, s. 28.22A(o); 2007-345, s. 12; 2009-239, s. 1; 2009-563, s. 2; 2010-10, s. 2(a); 2011-93, s. 2(a); 2011-145, s. 7.29(b); 2011-164, s. 4; 2011-282, s. 9; 2012-142, ss. 7A.1(f), 7A.3(c), 7A.11(b); 2012-145, s. 2.5; 2012-179, s. 1(c); 2013-307, s. 1.1; 2013-355, s. 1(f); 2013-359, s. 1; 2013-360, ss. 8.43(a), 9.7(q); 2014-101, ss. 5, 7; 2015-241, s. 14.30(s).)

§ 115C-218.30. Accountability; reporting requirements to State Board of Education.

(a) The school is subject to the financial audits, the audit procedures, and the audit requirements adopted by the State Board of Education for charter schools. These audit requirements may include the requirements of the School Budget and Fiscal Control Act.

(b) The school shall comply with the reporting requirements established by the State Board of Education in the Uniform Education Reporting System.

(c) The school shall report at least annually to the State Board of Education the information required by the State Board. (1995 (Reg. Sess., 1996), c. 731, s. 2; 1997-430, s. 5; 1997-443, s. 8.19; 1997-456, s. 55.4; 1998-212, s. 9.14A(a); 1999-243, s. 8; 2001-462, s. 1; 2004-118, s. 3; 2004-203, s. 45(b); 2006-69, s. 3(e); 2006-137, s. 2; 2007-59, s. 2; 2007-126, s. 2; 2007-323, s. 28.22A(o); 2007-345, s. 12; 2009-239, s. 1; 2009-563, s. 2; 2010-10, s. 2(a); 2011-93, s. 2(a); 2011-145, s. 7.29(b); 2011-164, s. 4; 2011-282, s. 9; 2012-142, ss. 7A.1(f), 7A.3(c), 7A.11(b); 2012-145, s. 2.5; 2012-179, s. 1(c); 2013-307, s. 1.1; 2013-355, s. 1(f); 2013-359, s. 1; 2013-360, ss. 8.43(a), 9.7(q); 2014-101, s. 7.)

§ 115C-218.35. Charter school facilities.

A charter school's specific location shall not be prescribed or limited by a local board or other authority except a zoning authority. The school may lease space from a local board of education or as is otherwise lawful in the local school administrative unit in which the charter school is located. If a charter school leases space from a sectarian organization, the charter school classes and students shall be physically separated from any parochial students, and there shall be no religious artifacts, symbols, iconography, or materials on display in the charter school's entrance, classrooms, or hallways. Furthermore, if a charter school leases space from a sectarian organization, the charter school shall not use the name of that organization in the name of the charter school.

At the request of the charter school, the local board of education of the local school administrative unit in which the charter school will be located shall lease any available building or land to the charter school unless the board demonstrates that the lease is not economically or practically feasible or that the local board does not have adequate classroom space to meet its enrollment needs. Notwithstanding any other law, a local board of education may provide a school facility to a charter school free of charge; however, the charter school is responsible for the maintenance of and insurance for the school facility. If a charter school has requested to lease available buildings or land and is unable to reach an agreement with the local board of education, the charter school shall have the right to appeal to the board of county commissioners in which the building or land is located. The board of county commissioners shall have the final decision-making authority on the leasing of the available building or land. (1995 (Reg. Sess., 1996), c. 731, s. 2; 1997-430, s. 4; 2013-355, s. 1(e); 2014-101, s. 7.)

§ 115C-218.40. Charter school transportation.

The charter school may provide transportation for students enrolled at the school. The charter school shall develop a transportation plan so that transportation is not a barrier to any student who resides in the local school administrative unit in which the school is located. The charter school is not required to provide transportation to any student who lives within one and one-half miles of the school. At the request of the charter school and if the local board of the local school administrative unit in which the charter school is located operates a school bus system, then that

local board may contract with the charter school to provide transportation in accordance with the charter school's transportation plan to students who reside in the local school administrative unit and who reside at least one and one-half miles of the charter school. A local board may charge the charter school a reasonable charge that is sufficient to cover the cost of providing this transportation. Furthermore, a local board may refuse to provide transportation under this section if it demonstrates there is no available space on buses it intends to operate during the term of the contract or it would not be practically feasible to provide this transportation. (1995 (Reg. Sess., 1996), c. 731, s. 2; 1997-430, s. 5; 1997-443, s. 8.19; 1997-456, s. 55.4; 1998-212, s. 9.14A(a); 1999-243, s. 8; 2001-462, s. 1; 2004-118, s. 3; 2004-203, s. 45(b); 2006-69, s. 3(e); 2006-137, s. 2; 2007-59, s. 2; 2007-126, s. 2; 2007-323, s. 28.22A(o); 2007-345, s. 12; 2009-239, s. 1; 2009-563, s. 2; 2010-10, s. 2(a); 2011-93, s. 2(a); 2011-145, s. 7.29(b); 2011-164, s. 4; 2011-282, s. 9; 2012-142, ss. 7A.1(f), 7A.3(c), 7A.11(b); 2012-145, s. 2.5; 2012-179, s. 1(c); 2013-307, s. 1.1; 2013-355, s. 1(f); 2013-359, s. 1; 2013-360, ss. 8.43(a), 9.7(q); 2014-101, s. 7.)

§ 115C-218.45. Admission requirements.

(a) Any child who is qualified under the laws of this State for admission to a public school is qualified for admission to a charter school.

(b) No local board of education shall require any student enrolled in the local school administrative unit to attend a charter school.

(c) Admission to a charter school shall not be determined according to the school attendance area in which a student resides, except that any local school administrative unit in which a public school converts to a charter school shall give admission preference to students who reside within the former attendance area of that school.

(d) Admission to a charter school shall not be determined according to the local school administrative unit in which a student resides.

(e) Except as otherwise provided by law or the mission of the school as set out in the charter, the school shall not limit admission to students on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, or disability. A charter school shall not limit admission to students on the basis of race, creed, national origin, religion, or ancestry. A charter school whose mission is single-sex education may limit admission on the basis of sex. Within one year after the charter school begins operation, the charter school shall make efforts for the population of the school to reasonably reflect the racial and ethnic composition of the general population residing within the local school administrative unit in which the school is located or the racial and ethnic composition of the special population that the school seeks to serve residing within the local school administrative unit in which the school is located. The school shall be subject to any court-ordered desegregation plan in effect for the local school administrative unit.

(f) The charter school may give enrollment priority to any of the following:

- (1) Siblings of currently enrolled students who were admitted to the charter school in a previous year. For the purposes of this section, the term "siblings" includes any of the following who reside in the same household: half siblings, stepsiblings, and children residing in a family foster home.
- (2) Siblings of students who have completed the highest grade level offered by that school and who were enrolled in at least four grade levels offered by the charter school or, if less than four grades are offered, in the maximum number of grades offered by the charter school.

- (3) Limited to no more than fifteen percent (15%) of the school's total enrollment, unless granted a waiver by the State Board of Education, the following:
 - a. Children of the school's full-time employees.
 - b. Children of the charter school's board of directors.
- (4) A student who was enrolled in the charter school within the two previous school years but left the school (i) to participate in an academic study abroad program or a competitive admission residential program or (ii) because of the vocational opportunities of the student's parent.
- (g) Lottery procedures for siblings:
 - (1) If siblings apply for admission to a charter school and a lottery is needed under subsection (h) of this section, the charter school may enter one surname into the lottery to represent all of the siblings applying at the same time. If that surname of the siblings is selected, then all of the siblings shall be admitted to the extent that space is available and does not exceed the grade level capacity.
 - (2) If multiple birth siblings apply for admission to a charter school and a lottery is needed under subsection (h) of this section, the charter school shall enter one surname into the lottery to represent all of the multiple birth siblings applying at the same time. If that surname of the multiple birth siblings is selected, then all of the multiple birth siblings shall be admitted.

(g1) If a procedure for a weighted lottery reflecting the mission of the school has been approved by the State Board as part of the charter, and a lottery is needed under subsection (h) of this section, the lottery shall be conducted according to the procedure in the charter.

(h) During each period of enrollment, the charter school shall enroll an eligible student who submits a timely application, unless the number of applications exceeds the capacity of a program, class, grade level, or building. In this case, students shall be accepted by lot. Once enrolled, students are not required to reapply in subsequent enrollment periods.

(i) Notwithstanding any law to the contrary, a charter school may refuse admission to any student who has been expelled or suspended from a public school under G.S. 115C-390.5 through G.S. 115C-390.11 until the period of suspension or expulsion has expired. (1995 (Reg. Sess., 1996), c. 731, s. 2; 1997-430, s. 5; 1997-443, s. 8.19; 1997-456, s. 55.4; 1998-212, s. 9.14A(a); 1999-243, s. 8; 2001-462, s. 1; 2004-118, s. 3; 2004-203, s. 45(b); 2006-69, s. 3(e); 2006-137, s. 2; 2007-59, s. 2; 2007-126, s. 2; 2007-323, s. 28.22A(o); 2007-345, s. 12; 2009-239, s. 1; 2009-563, s. 2; 2010-10, s. 2(a); 2011-93, s. 2(a); 2011-145, s. 7.29(b); 2011-164, s. 4; 2011-282, s. 9; 2012-142, ss. 7A.1(f), 7A.3(c), 7A.11(b); 2012-145, s. 2.5; 2012-179, s. 1(c); 2013-307, s. 1.1; 2013-355, s. 1(f); 2013-359, s. 1; 2013-360, ss. 8.43(a), 9.7(q); 2014-101, ss. 4, 4.5, 7; 2015-248, s. 3(b), (c).)

§ 115C-218.50. Charter school nonsectarian.

(a) A charter school shall be nonsectarian in its programs, admission policies, employment practices, and all other operations. A charter school shall not be affiliated with a nonpublic sectarian school or a religious institution.

(b) A charter school shall not charge tuition or fees except as follows:

- (1) A charter school may charge any fees that are charged by the local school administrative unit in which the charter school is located.
- (2) A charter school, upon approval by the board of directors of the charter school, may establish fees for extracurricular activities, except those fees shall

not exceed the fees for the same extracurricular activities charged by a local school administrative unit in which forty percent (40%) or more of the students enrolled in the charter school reside. (1995 (Reg. Sess., 1996), c. 731, s. 2; 1997-430, s. 5; 1997-443, s. 8.19; 1997-456, s. 55.4; 1998-212, s. 9.14A(a); 1999-243, s. 8; 2001-462, s. 1; 2004-118, s. 3; 2004-203, s. 45(b); 2006-69, s. 3(e); 2006-137, s. 2; 2007-59, s. 2; 2007-126, s. 2; 2007-323, s. 28.22A(o); 2007-345, s. 12; 2009-239, s. 1; 2009-563, s. 2; 2010-10, s. 2(a); 2011-93, s. 2(a); 2011-145, s. 7.29(b); 2011-164, s. 4; 2011-282, s. 9; 2012-142, ss. 7A.1(f), 7A.3(c), 7A.11(b); 2012-145, s. 2.5; 2012-179, s. 1(c); 2013-307, s. 1.1; 2013-355, s. 1(f); 2013-359, s. 1; 2013-360, ss. 8.43(a), 9.7(q); 2014-101, s. 7; 2015-248, s. 7.)

§ 115C-218.55. Nondiscrimination in charter schools.

A charter school shall not discriminate against any student on the basis of ethnicity, national origin, gender, or disability. (1995 (Reg. Sess., 1996), c. 731, s. 2; 1997-430, s. 5; 1997-443, s. 8.19; 1997-456, s. 55.4; 1998-212, s. 9.14A(a); 1999-243, s. 8; 2001-462, s. 1; 2004-118, s. 3; 2004-203, s. 45(b); 2006-69, s. 3(e); 2006-137, s. 2; 2007-59, s. 2; 2007-126, s. 2; 2007-323, s. 28.22A(o); 2007-345, s. 12; 2009-239, s. 1; 2009-563, s. 2; 2010-10, s. 2(a); 2011-93, s. 2(a); 2011-145, s. 7.29(b); 2011-164, s. 4; 2011-282, s. 9; 2012-142, ss. 7A.1(f), 7A.3(c), 7A.11(b); 2012-145, s. 2.5; 2012-179, s. 1(c); 2013-307, s. 1.1; 2013-355, s. 1(f); 2013-359, s. 1; 2013-360, ss. 8.43(a), 9.7(q); 2014-101, ss. 3, 7.)

§ 115C-218.60. Student discipline.

The school is subject to and shall comply with Article 27 of Chapter 115C of the General Statutes, except that a charter school may also exclude a student from the charter school and return that student to another school in the local school administrative unit in accordance with the terms of its charter after due process. (1995 (Reg. Sess., 1996), c. 731, s. 2; 1997-430, s. 5; 1997-443, s. 8.19; 1997-456, s. 55.4; 1998-212, s. 9.14A(a); 1999-243, s. 8; 2001-462, s. 1; 2004-118, s. 3; 2004-203, s. 45(b); 2006-69, s. 3(e); 2006-137, s. 2; 2007-59, s. 2; 2007-126, s. 2; 2007-323, s. 28.22A(o); 2007-345, s. 12; 2009-239, s. 1; 2009-563, s. 2; 2010-10, s. 2(a); 2011-93, s. 2(a); 2011-145, s. 7.29(b); 2011-164, s. 4; 2011-282, s. 9; 2012-142, ss. 7A.1(f), 7A.3(c), 7A.11(b); 2012-145, s. 2.5; 2012-179, s. 1(c); 2013-307, s. 1.1; 2013-355, s. 1(f); 2013-359, s. 1; 2013-360, ss. 8.43(a), 9.7(q); 2014-101, s. 7.)

§ 115C-218.65. North Carolina School Report Cards.

A charter school shall ensure that the report card issued for it by the State Board of Education receives wide distribution to the local press or is otherwise provided to the public. A charter school shall ensure that the overall school performance score and grade earned by the charter school for the current and previous four school years is prominently displayed on the school Web site. If a charter school is awarded a grade of D or F, the charter school shall provide notice of the grade in writing to the parent or guardian of all students enrolled in that school. (1995 (Reg. Sess., 1996), c. 731, s. 2; 1997-430, s. 5; 1997-443, s. 8.19; 1997-456, s. 55.4; 1998-212, s. 9.14A(a); 1999-243, s. 8; 2001-462, s. 1; 2004-118, s. 3; 2004-203, s. 45(b); 2006-69, s. 3(e); 2006-137, s. 2; 2007-59, s. 2; 2007-126, s. 2; 2007-323, s. 28.22A(o); 2007-345, s. 12; 2009-239,

s. 1; 2009-563, s. 2; 2010-10, s. 2(a); 2011-93, s. 2(a); 2011-145, s. 7.29(b); 2011-164, s. 4; 2011-282, s. 9; 2012-142, ss. 7A.1(f), 7A.3(c), 7A.11(b); 2012-145, s. 2.5; 2012-179, s. 1(c); 2013-307, s. 1.1; 2013-355, s. 1(f); 2013-359, s. 1; 2013-360, ss. 8.43(a), 9.7(q); 2014-101, s. 7.)

§ 115C-218.70. Driving eligibility certificates.

In accordance with rules adopted by the State Board of Education, the designee of the school's board of directors shall do all of the following:

- (1) Sign driving eligibility certificates that meet the conditions established in G.S. 20-11.
- (2) Obtain the necessary written, irrevocable consent from parents, guardians, or emancipated juveniles, as appropriate, in order to disclose information to the Division of Motor Vehicles.
- (3) Notify the Division of Motor Vehicles when a student who holds a driving eligibility certificate no longer meets its conditions. (1995 (Reg. Sess., 1996), c. 731, s. 2; 1997-430, s. 5; 1997-443, s. 8.19; 1997-456, s. 55.4; 1998-212, s. 9.14A(a); 1999-243, s. 8; 2001-462, s. 1; 2004-118, s. 3; 2004-203, s. 45(b); 2006-69, s. 3(e); 2006-137, s. 2; 2007-59, s. 2; 2007-126, s. 2; 2007-323, s. 28.22A(o); 2007-345, s. 12; 2009-239, s. 1; 2009-563, s. 2; 2010-10, s. 2(a); 2011-93, s. 2(a); 2011-145, s. 7.29(b); 2011-164, s. 4; 2011-282, s. 9; 2012-142, ss. 7A.1(f), 7A.3(c), 7A.11(b); 2012-145, s. 2.5; 2012-179, s. 1(c); 2013-307, s. 1.1; 2013-355, s. 1(f); 2013-359, s. 1; 2013-360, ss. 8.43(a), 9.7(q); 2014-101, s. 7.)

§ 115C-218.75. General operating requirements.

(a) Health and Safety Standards. – A charter school shall meet the same health and safety requirements required of a local school administrative unit. The Department of Public Instruction shall ensure that charter schools provide parents and guardians with information about meningococcal meningitis and influenza and their vaccines at the beginning of every school year. This information shall include the causes, symptoms, and how meningococcal meningitis and influenza are spread and the places where parents and guardians may obtain additional information and vaccinations for their children.

The Department of Public Instruction shall also ensure that charter schools provide parents and guardians with information about cervical cancer, cervical dysplasia, human papillomavirus, and the vaccines available to prevent these diseases. This information shall be provided at the beginning of the school year to parents of children entering grades five through 12. This information shall include the causes and symptoms of these diseases, how they are transmitted, how they may be prevented by vaccination, including the benefits and possible side effects of vaccination, and the places where parents and guardians may obtain additional information and vaccinations for their children.

The Department of Public Instruction shall also ensure that charter schools provide students in grades seven through 12 with information annually on the preventable risks for preterm birth in subsequent pregnancies, including induced abortion, smoking, alcohol consumption, the use of illicit drugs, and inadequate prenatal care.

The Department of Public Instruction shall also ensure that charter schools provide students in grades nine through 12 with information annually on the manner in which a parent may lawfully abandon a newborn baby with a responsible person, in accordance with G.S. 7B-500.

The Department of Public Instruction shall also ensure that the guidelines for individual diabetes care plans adopted by the State Board of Education under G.S. 115C-12(31) are implemented in charter schools in which students with diabetes are enrolled and that charter schools otherwise comply with the provisions of G.S. 115C-375.3.

The Department of Public Instruction shall ensure that charter schools comply with G.S. 115C-375.2A. The board of directors of a charter school shall provide the school with a supply of emergency epinephrine auto-injectors necessary to carry out the provisions of G.S. 115C-375.2A.

(b) School Risk Management Plan. – Each charter school, in coordination with local law enforcement and emergency management agencies, is encouraged to adopt a School Risk Management Plan (SRMP) relating to incidents of school violence. In constructing and maintaining these plans, charter schools may utilize the School Risk and Response Management System (SRRMS) established pursuant to G.S. 115C-105.49A. These plans are not considered a public record as the term "public record" is defined under G.S. 132-1 and shall not be subject to inspection and examination under G.S. 132-6.

Charter schools are encouraged to provide schematic diagrams and keys to the main entrance of school facilities to local law enforcement agencies, in addition to implementing the provisions in G.S. 115C-105.52.

(c) Policy Against Bullying. – A charter school is encouraged to adopt a policy against bullying or harassing behavior, including cyber bullying, that is consistent with the provisions of Article 29C of this Chapter. If a charter school adopts a policy to prohibit bullying and harassing behavior, the charter school shall, at the beginning of each school year, provide the policy to staff, students, and parents as defined in G.S. 115C-390.1(b)(8).

(d) School Safety Exercises. – At least once a year, a charter school is encouraged to hold a full school-wide lockdown exercise with local law enforcement and emergency management agencies that are part of the charter school's SRMP.

(e) School Safety Information Provided to Division of Emergency Management. – A charter school is encouraged to provide the following: (i) schematic diagrams, including digital schematic diagrams, and (ii) emergency response information requested by the Division for the SRMP. The schematic diagrams and emergency response information are not considered public records as the term "public record" is defined under G.S. 132-1 and shall not be subject to inspection and examination under G.S. 132-6.

(f) Access for Youth Groups. – Charter schools are encouraged to facilitate access for students to participate in activities provided by any youth group listed in Title 36 of the United States Code as a patriotic society, such as the Boy Scouts of America, and its affiliated North Carolina groups and councils, and the Girl Scouts of the United States of America, and its affiliated North Carolina groups and councils. Student participation in any activities offered by these organizations shall not interfere with instructional time during the school day for the purposes of encouraging civic education. (1995 (Reg. Sess., 1996), c. 731, s. 2; 1997-430, s. 5; 1997-443, s. 8.19; 1997-456, s. 55.4; 1998-212, s. 9.14A(a); 1999-243, s. 8; 2001-462, s. 1; 2004-118, s. 3; 2004-203, s. 45(b); 2006-69, s. 3(e); 2006-137, s. 2; 2007-59, s. 2; 2007-126, s. 2; 2007-323, s. 28.22A(o); 2007-345, s. 12; 2009-239, s. 1; 2009-563, s. 2; 2010-10, s. 2(a); 2011-93, s. 2(a); 2011-145, s. 7.29(b); 2011-164, s. 4; 2011-282, s. 9; 2012-142, ss. 7A.1(f),

7A.3(c), 7A.11(b); 2012-145, s. 2.5; 2012-179, s. 1(c); 2013-307, s. 1.1; 2013-355, s. 1(f); 2013-359, s. 1; 2013-360, ss. 8.43(a), 9.7(q); 2014-100, ss. 8.23(b), 8.32(b); 2014-101, s. 7; 2015-241, s. 8.26(h); 2015-249, s. 3.)

§ 115C-218.80. Display of the United States and North Carolina flags and the recitation of the Pledge of Allegiance.

A charter school shall (i) display the United States and North Carolina flags in each classroom when available, (ii) require the recitation of the Pledge of Allegiance on a daily basis, and (iii) provide age-appropriate instruction on the meaning and historical origins of the flag and the Pledge of Allegiance. A charter school shall not compel any person to stand, salute the flag, or recite the Pledge of Allegiance. If flags are donated or are otherwise available, flags shall be displayed in each classroom. (1995 (Reg. Sess., 1996), c. 731, s. 2; 1997-430, s. 5; 1997-443, s.

8.19; 1997-456, s. 55.4; 1998-212, s. 9.14A(a); 1999-243, s. 8; 2001-462, s. 1; 2004-118, s. 3; 2004-203, s. 45(b); 2006-69, s. 3(e); 2006-137, s. 2; 2007-59, s. 2; 2007-126, s. 2; 2007-323, s. 28.22A(o); 2007-345, s. 12; 2009-239, s. 1; 2009-563, s. 2; 2010-10, s. 2(a); 2011-93, s. 2(a); 2011-145, s. 7.29(b); 2011-164, s. 4; 2011-282, s. 9; 2012-142, ss. 7A.1(f), 7A.3(c), 7A.11(b); 2012-145, s. 2.5; 2012-179, s. 1(c); 2013-307, s. 1.1; 2013-355, s. 1(f); 2013-359, s. 1; 2013-360, ss. 8.43(a), 9.7(q); 2014-101, s. 7.)

§ 115C-218.85. Course of study requirements.

(a) Instructional Program. –

- (1) The school shall provide instruction each year for at least 185 days or 1,025 hours over nine calendar months.
- (2) The school shall design its programs to at least meet the student performance standards adopted by the State Board of Education and the student performance standards contained in the charter.
- (3) A charter school shall conduct the student assessments required by the State Board of Education.
- (4) The school is subject to and shall comply with Article 9 of Chapter 115C of the General Statutes and The Individuals with Disabilities Education Improvements Act, 20 U.S.C. § 1400, et seq., (2004), as amended.

(b) Reading Proficiency and Student Promotion. –

- (1) Students in the third grade shall be retained if the student fails to demonstrate reading proficiency by reading at or above the third grade level as demonstrated by the results of the State-approved standardized test of reading comprehension administered to third grade students. The charter school shall provide reading interventions to retained students to remediate reading deficiency, which may include 90 minutes of daily, uninterrupted, evidence-based reading instruction, accelerated reading classes, transition classes containing third and fourth grade students, and summer reading camps.
- (2) Students may be exempt from mandatory retention in third grade for good cause but shall continue to receive instructional supports and services and reading interventions appropriate for their age and reading level. Good cause exemptions shall be limited to the following:

- a. Limited English Proficient students with less than two school years of instruction in an English as a Second Language program.
 - b. Students with disabilities, as defined in G.S. 115C-106.3(1), and whose individualized education program indicates (i) the use of the NCEXTEND1 alternate assessment, (ii) at least a two school year delay in educational performance, or (iii) receipt of intensive reading interventions for at least two school years.
 - c. Students who demonstrate reading proficiency appropriate for third grade students on an alternative assessment of reading comprehension. The charter school shall notify the State Board of Education of the alternative assessment used to demonstrate reading proficiency.
 - d. Students who demonstrate, through a student reading portfolio, reading proficiency appropriate for third grade students.
 - e. Students who have (i) received reading intervention and (ii) previously been retained more than once in kindergarten, first, second, or third grades.
- (3) The charter school shall provide notice to parents and guardians when a student is not reading at grade level. The notice shall state that if the student's reading deficiency is not remediated by the end of third grade, the student shall be retained unless he or she is exempt from mandatory retention for good cause. Notice shall also be provided to parents and guardians of any student who is to be retained under this subsection of the reason the student is not eligible for a good cause exemption, as well as a description of proposed reading interventions that will be provided to the student to remediate identified areas of reading deficiency.
- (4) The charter school shall annually publish on the charter school's Web site and report in writing to the State Board of Education by September 1 of each year the following information on the prior school year:
- a. The number and percentage of third grade students demonstrating and not demonstrating reading proficiency on the State-approved standardized test of reading comprehension administered to third grade students.
 - b. The number and percentage of third grade students not demonstrating reading proficiency and who do not return to the charter school for the following school year.
 - c. The number and percentage of third grade students who take and pass the alternative assessment of reading comprehension.
 - d. The number and percentage of third grade students retained for not demonstrating reading proficiency.
 - e. The number and percentage of third grade students exempt from mandatory third grade retention by category of exemption as listed in subdivision (2) of this subsection. (1995 (Reg. Sess., 1996), c. 731, s. 2; 1997-430, s. 5; 1997-443, s. 8.19; 1997-456, s. 55.4; 1998-212, s. 9.14A(a); 1999-243, s. 8; 2001-462, s. 1; 2004-118, s. 3; 2004-203, s. 45(b); 2006-69, s. 3(e); 2006-137, s. 2; 2007-59, s. 2; 2007-126, s. 2; 2007-323, s. 28.22A(o); 2007-345, s. 12; 2009-239, s. 1; 2009-563, s.

2; 2010-10, s. 2(a); 2011-93, s. 2(a); 2011-145, s. 7.29(b); 2011-164, s. 4; 2011-282, s. 9; 2012-142, ss. 7A.1(f), 7A.3(c), 7A.11(b); 2012-145, s. 2.5; 2012-179, s. 1(c); 2013-307, s. 1.1; 2013-355, s. 1(f); 2013-359, s. 1; 2013-360, ss. 8.43(a), 9.7(q); 2014-5, s. 9; 2014-101, s. 7.)

§ 115C-218.90. Employment requirements.

(a) Employees. –

- (1) An employee of a charter school is not an employee of the local school administrative unit in which the charter school is located. The charter school's board of directors shall employ and contract with necessary teachers to perform the particular service for which they are employed in the school; at least fifty percent (50%) of these teachers shall hold teacher licenses. All teachers who are teaching in the core subject areas of mathematics, science, social studies, and language arts shall be college graduates.

The board also may employ necessary employees who are not required to hold teacher licenses to perform duties other than teaching and may contract for other services. The board may discharge teachers and nonlicensed employees.

- (2) No local board of education shall require any employee of the local school administrative unit to be employed in a charter school.
- (3) **(Effective until June 30, 2018)** If a teacher employed by a local school administrative unit makes a written request for a leave of absence to teach at a charter school, the local school administrative unit shall grant the leave for one year. For the initial year of a charter school's operation, the local school administrative unit may require that the request for a leave of absence be made up to 45 days before the teacher would otherwise have to report for duty. After the initial year of a charter school's operation, the local school administrative unit may require that the request for a leave of absence be made up to 90 days before the teacher would otherwise have to report for duty. A local board of education is not required to grant a request for a leave of absence or a request to extend or renew a leave of absence for a teacher who previously has received a leave of absence from that school board under this subdivision. A teacher who has career status under G.S. 115C-325 prior to receiving a leave of absence to teach at a charter school may return to a public school in the local school administrative unit with career status at the end of the leave of absence or upon the end of employment at the charter school if an appropriate position is available. If an appropriate position is unavailable, the teacher's name shall be placed on a list of available teachers and that teacher shall have priority on all positions for which that teacher is qualified in accordance with G.S. 115C-325(e)(2).
- (3) **(Effective June 30, 2018)** If a teacher employed by a local school administrative unit makes a written request for a leave of absence to teach at a charter school, the local school administrative unit shall grant the leave for one year. For the initial year of a charter school's operation, the local school administrative unit may require that the request for a leave of absence be made up to 45 days before the teacher would otherwise have to report for

duty. After the initial year of a charter school's operation, the local school administrative unit may require that the request for a leave of absence be made up to 90 days before the teacher would otherwise have to report for duty. A local board of education is not required to grant a request for a leave of absence or a request to extend or renew a leave of absence for a teacher who previously has received a leave of absence from that school board under this subdivision. A teacher who has received a leave of absence to teach at a charter school may return to a public school in the local school administrative unit at the end of the leave of absence or upon the end of employment at the charter school if an appropriate position is available.

- (4) The employees of the charter school shall be deemed employees of the local school administrative unit for purposes of providing certain State-funded employee benefits, including membership in the Teachers' and State Employees' Retirement System and the State Health Plan for Teachers and State Employees. The State Board of Education provides funds to charter schools, approves the original members of the boards of directors of the charter schools, has the authority to grant, supervise, and revoke charters, and demands full accountability from charter schools for school finances and student performance. Accordingly, it is the determination of the General Assembly that charter schools are public schools and that the employees of charter schools are public school employees. Employees of a charter school whose board of directors elects to become a participating employer under G.S. 135-5.3 are "teachers" for the purpose of membership in the North Carolina Teachers' and State Employees' Retirement System. In no event shall anything contained in this Article require the North Carolina Teachers' and State Employees' Retirement System to accept employees of a private employer as members or participants of the System.
 - (5) Education employee associations shall have equal access to charter school employees as provided in G.S. 115C-335.9.
- (b) Criminal History Checks. –
- (1) If the local board of education of the local school administrative unit in which a charter school is located has adopted a policy requiring criminal history checks under G.S. 115C-332, then the board of directors of each charter school located in that local school administrative unit shall adopt a policy mirroring the local board of education policy that requires an applicant for employment to be checked for a criminal history, as defined in G.S. 115C-332. Each charter school board of directors shall apply its policy uniformly in requiring applicants for employment to be checked for a criminal history before the applicant is given an unconditional job offer. A charter school board of directors may employ an applicant conditionally while the board is checking the person's criminal history and making a decision based on the results of the check.
 - (2) There shall be no liability for negligence on the part of the State Board of Education or the board of directors of the charter school, or their employees, arising from any act taken or omission by any of them in carrying out the provisions of this subsection. The immunity established by this subsection

shall not extend to gross negligence, wanton conduct, or intentional wrongdoing that would otherwise be actionable. The immunity established by this subsection shall be deemed to have been waived to the extent of indemnification by insurance, indemnification under Articles 31A and 31B of Chapter 143 of the General Statutes, and to the extent sovereign immunity is waived under the Tort Claims Act, as set forth in Article 31 of Chapter 143 of the General Statutes. (1995 (Reg. Sess., 1996), c. 731, s. 2; 1997-430, s. 5; 1997-443, s. 8.19; 1997-456, s. 55.4; 1998-212, s. 9.14A(a); 1999-243, s. 8; 2001-462, s. 1; 2004-118, s. 3; 2004-203, s. 45(b); 2006-69, s. 3(e); 2006-137, s. 2; 2007-59, s. 2; 2007-126, s. 2; 2007-323, s. 28.22A(o); 2007-345, s. 12; 2009-239, s. 1; 2009-563, s. 2; 2010-10, s. 2(a); 2011-93, s. 2(a); 2011-145, s. 7.29(b); 2011-164, s. 4; 2011-282, s. 9; 2012-142, ss. 7A.1(f), 7A.3(c), 7A.11(b); 2012-145, s. 2.5; 2012-179, s. 1(c); 2013-307, s. 1.1; 2013-355, s. 1(f); 2013-359, s. 1; 2013-360, ss. 8.43(a), 9.7(q); 2014-101, s. 7.)

§ 115C-218.95. Causes for nonrenewal or termination; disputes.

(a) The State Board of Education may terminate, not renew, or seek applicants to assume the charter through a competitive bid process established by the State Board upon any of the following grounds:

- (1) Failure to meet the requirements for student performance contained in the charter;
- (2) Failure to meet generally accepted standards of fiscal management;
- (3) Violations of law;
- (4) Material violation of any of the conditions, standards, or procedures set forth in the charter;
- (5) Two-thirds of the faculty and instructional support personnel at the school request that the charter be terminated or not renewed; or
- (6) Other good cause identified.

(b) The State Board shall adopt criteria for adequate performance by a charter school and shall identify charter schools with inadequate performance. The criteria shall include a requirement that a charter school which demonstrates no growth in student performance and has annual performance composites below sixty percent (60%) in any two years in a three-year period is inadequate.

- (1) If a charter school is inadequate in the first five years of the charter, the charter school shall develop a strategic plan to meet specific goals for student performance that are consistent with State Board criteria and the mission approved in the charter school. The strategic plan shall be reviewed and approved by the State Board. The State Board is authorized to terminate or not renew a charter for failure to demonstrate improvement under the strategic plan.
- (2) If a charter school is inadequate and has had a charter for more than five years, the State Board is authorized to terminate, not renew, or seek applicants to assume the charter through a competitive bid process established by the State Board. The State Board shall develop rules on the assumption of a charter by a new entity that include all aspects of the operations of the charter school, including the status of the employees. Public assets would transfer to

the new entity and not revert to the local school administrative unit in which the charter school is located pursuant to G.S. 115C-218.100(b).

(c) The State Board of Education shall develop and implement a process to address contractual and other grievances between a charter school and the local board of education during the time of its charter.

(d) The State Board and the charter school are encouraged to make a good-faith attempt to resolve the differences that may arise between them. They may agree to jointly select a mediator. The mediator shall act as a neutral facilitator of disclosures of factual information, statements of positions and contentions, and efforts to negotiate an agreement settling the differences. The mediator shall, at the request of either the State Board or a charter school, commence a mediation immediately or within a reasonable period of time. The mediation shall be held in accordance with rules and standards of conduct adopted under Chapter 7A of the General Statutes governing mediated settlement conferences but modified as appropriate and suitable to the resolution of the particular issues in disagreement.

Notwithstanding Article 33C of Chapter 143 of the General Statutes, the mediation proceedings shall be conducted in private. Evidence of statements made and conduct occurring in a mediation are not subject to discovery and are inadmissible in any court action. However, no evidence otherwise discoverable is inadmissible merely because it is presented or discussed in a mediation. The mediator shall not be compelled to testify or produce evidence concerning statements made and conduct occurring in a mediation in any civil proceeding for any purpose, except disciplinary hearings before the State Bar or any agency established to enforce standards of conduct for mediators. The mediator may determine that an impasse exists and discontinue the mediation at any time. The mediator shall not make any recommendations or public statement of findings or conclusions. The State Board and the charter school shall share equally the mediator's compensation and expenses. The mediator's compensation shall be determined according to rules adopted under Chapter 7A of the General Statutes. (1995 (Reg. Sess., 1996), c. 731, s. 2; 1997-430, s. 6; 2011-164, s. 5; 2013-355, s. 1(g); 2014-100, s. 8.34(c); 2014-101, s. 7.)

§ 115C-218.100. Dissolution of a charter school.

(a) Funds Reserved for Closure Proceedings. – A charter school that has elected to participate in the North Carolina Retirement System pursuant to G.S. 135-5.3 shall, for as long as the charter school continues to participate in the North Carolina Retirement System, maintain for the purposes of ensuring payment of expenses related to closure proceedings in the event of a voluntary or involuntary dissolution of the charter school, one or more of the options set forth in this subsection. The minimum aggregate value of the options chosen by the charter school shall be fifty thousand dollars (\$50,000). The State Board of Education shall not allocate any funds under G.S. 115C-218.105 to a charter school unless the school has provided documentation to the State Board that the charter school has met the requirements of this subsection. Permissible options to satisfy the requirements of this subsection include one or more of the following:

- (1) An escrow account.
- (2) A letter of credit.
- (3) A bond.
- (4) A deed of trust.

(a1) In the event of a voluntary or involuntary dissolution of the charter school, the funds reserved for closure proceedings in subsection (a) of this section shall be used to pay wages owed to charter school employees, funds owed to the North Carolina Retirement System

pursuant to G.S. 135-8, and funds owed to the State Health Plan, in that order. Other expenses shall be paid from the remaining balance in the funds reserved for closure proceedings in subsection (a) of this section.

(b) Distribution of Assets. – Upon dissolution of a charter school, all net assets of the charter school purchased with public funds shall be deemed the property of the local school administrative unit in which the charter school is located. (2014-100, s. 8.34(b); 2014-101, s. 7; 2015-168, s. 4; 2015-248, s. 8(a).)

§ 115C-218.105. State and local funds for a charter school.

(a) The State Board of Education shall allocate to each charter school:

- (1) An amount equal to the average per pupil allocation for average daily membership from the local school administrative unit allotments in which the charter school is located for each child attending the charter school except for the allocation for children with disabilities and for the allocation for children with limited English proficiency;
- (2) An additional amount for each child attending the charter school who is a child with disabilities; and
- (3) An additional amount for children with limited English proficiency attending the charter school, based on a formula adopted by the State Board.

In accordance with G.S. 115C-218.5(d), the State Board shall allow for annual adjustments to the amount allocated to a charter school based on its enrollment growth in school years subsequent to the initial year of operation.

In the event a child with disabilities leaves the charter school and enrolls in a public school during the first 60 school days in the school year, the charter school shall return a pro rata amount of funds allocated for that child to the State Board, and the State Board shall reallocate those funds to the local school administrative unit in which the public school is located. In the event a child with disabilities enrolls in a charter school during the first 60 school days in the school year, the State Board shall allocate to the charter school the pro rata amount of additional funds for children with disabilities.

(b) Funds allocated by the State Board of Education may be used to enter into operational and financing leases for real property or mobile classroom units for use as school facilities for charter schools and may be used for payments on loans made to charter schools for facilities, equipment, or operations. However, State funds shall not be used to obtain any other interest in real property or mobile classroom units. No indebtedness of any kind incurred or created by the charter school shall constitute an indebtedness of the State or its political subdivisions, and no indebtedness of the charter school shall involve or be secured by the faith, credit, or taxing power of the State or its political subdivisions. Every contract or lease into which a charter school enters shall include the previous sentence. The school also may own land and buildings it obtains through non-State sources.

(c) If a student attends a charter school, the local school administrative unit in which the child resides shall transfer to the charter school an amount equal to the per pupil share of the local current expense fund of the local school administrative unit for the fiscal year. The per pupil share of the local current expense fund shall be transferred to the charter school within 30 days of the receipt of monies into the local current expense fund. The local school administrative unit and charter school may use the process for mediation of differences between the State Board and a charter school provided in G.S. 115C-218.95(d) to resolve differences on calculation and

transference of the per pupil share of the local current expense fund. The amount transferred under this subsection that consists of revenue derived from supplemental taxes shall be transferred only to a charter school located in the tax district for which these taxes are levied and in which the student resides.

(d) The local school administrative unit shall also provide each charter school to which it transfers a per pupil share of its local current expense fund with all of the following information within the 30-day time period provided in subsection (c) of this section:

- (1) The total amount of monies the local school administrative unit has in each of the funds listed in G.S. 115C-426(c).
- (2) The student membership numbers used to calculate the per pupil share of the local current expense fund.
- (3) How the per pupil share of the local current expense fund was calculated.
- (4) Any additional records requested by a charter school from the local school administrative unit in order for the charter school to audit and verify the calculation and transfer of the per pupil share of the local current expense fund.

(e) Prior to commencing an action under subsection (c) of this section, the complaining party shall give the other party 15 days' written notice of the alleged violation. The court shall award the prevailing party reasonable attorneys' fees and costs incurred in an action under subsection (c) of this section. The court shall order any delinquent funds, costs, fees, and interest to be paid in equal monthly installments and shall establish a time for payment in full that shall be no later than one year from the entry of any judgment. (1995 (Reg. Sess., 1996), c. 731, s. 2; 1997-430, s. 7; 1998-212, s. 9.20(f); 2003-423, s. 3.1; 2006-69, s. 3(f); 2013-355, s. 1(h); 2014-101, ss. 5.2, 5.6, 7.)

§ 115C-218.110. Notice of the charter school process; review of charter schools.

(a) The State Board of Education shall distribute information announcing the availability of the charter school process described in this Article to each local school administrative unit and public postsecondary educational institution and, through press releases, to each major newspaper in the State.

(b) The State Board of Education shall review and evaluate the educational effectiveness of the charter schools authorized under this Article and the effect of charter schools on the public schools in the local school administrative unit in which the charter schools are located. The Board shall report annually no later than January 15 to the Joint Legislative Education Oversight Committee on the following:

- (1) The current and projected impact of charter schools on the delivery of services by the public schools.
- (2) Student academic progress in the charter schools as measured, where available, against the academic year immediately preceding the first academic year of the charter schools' operation.
- (3) Best practices resulting from charter school operations.
- (4) Other information the State Board considers appropriate. (1995 (Reg. Sess., 1996), c. 731, s. 2; 1997-18, s. 15(i); 1997-430, s. 8, 9; 1999-27, s. 1; 2013-355, s. 1(i); 2014-101, s. 7; 2014-115, s. 85.)

F.2

Training Camp

Agenda

AGENDA

- 8:30-8:45 (8-12 Campus)** Office of Charter Schools Welcome and Community School of Davidson policies
- 8:45-9:45** Building Success Through Student Interventions
- 9:45-10:30** Observation/Tour (8-12 Campus)
- 10:30-10:45** Networking Break
- 10:45-12:00** Building Community with Students
- 12:00-12:45** Networking Lunch
- 12:45-1:00** Travel to K-7 Campus
- 1:00-1:45** Observation/Tour (K-7 Campus)
- 1:45-2:00** Return to 8-12 Campus
- 2:00-3:15** Building Community with Parents and Colleagues
- 3:15-3:45** Team reflection activity
- 3:45-4:00** Report out/Q&A

Thank You for Attending!

SESSION DESCRIPTIONS

Topic 1: Building Success Through Student Interventions

Staff members from the Community School of Davidson will share and discuss a variety of student interventions the school uses to build student success. The strategies that will be covered include literacy labs, EC resources, inclusion, OT/Speech services, high school OCS and life skills program and a co-teaching model. This session will give teams a chance to evaluate their current student intervention strategies and the opportunity to consider ways to expand their current services.

Topic 2: Building Community with Students

It is critically important for a school to develop a sense of community with and among its students. This session will examine the strategies used by the Community School of Davidson to achieve community with their students, including looping, class meetings, practicum experiences, internships, service-learning and purposeful instruction. This will be a practical examination of these strategies which will give attendees an opportunity to think through the logistics and implementation within their own school context.

Topic 3: Building Community with Parents and Colleagues

Building community with parents and colleagues can not only alleviate some of the burden on the leaders of a school; it can also push colleagues to become great leaders and parents to become more involved. This session will examine the various strategies used by the Community School of Davidson to build community among parents and colleagues, including parent education opportunities, parent advisory roles, new staff training, building trust, having difficult conversations and a variety of community outreach and communication efforts.

F.3

Charter School Application Process and Timeline

2017 Charter Application Timeline

Adopted May 4, 2017 by the State Board of Education

<p><u>June 23, 2017</u></p>	<p><u>2017 Application Accessible to New Applicant Groups (Fast Track schools opening 2018 & schools opening 2019-20)</u></p> <ul style="list-style-type: none"> • Application link posted on Office of Charter Schools (OCS) website • Potential applicant registers for NCID to access application (https://ncid.nc.gov) • Potential applicant uses NCID Credentials created to access Application
<p><u>September 22, 2017</u></p>	<p>Online Application due – 5:00 pm Eastern Standard Time</p> <ul style="list-style-type: none"> • Non-refundable \$1,000 application fee and Application Fee Payment Form must have been received by the Office of Charter Schools by this time • Application link goes to <u>Read Only</u> Status at 5:00:01 pm (EST) <p>NOTE: Applicants are strongly encouraged to submit the application and non-refundable fee prior to <u>September 22, 2017</u></p> <p>*An application submitted without the non-refundable fee or submitted after 5:00 pm EST will be considered <i>incomplete</i>*</p>
<p><u>September 2017 - November 2017 -</u> (tentative schedule)</p>	<p>Application Initial and CSAB Committee Review</p> <p>External evaluators and Department of Public Instruction (DPI)/Office of Charter Schools (OCS) staff use an evaluation rubric to provide feedback on each application</p> <ul style="list-style-type: none"> • OCS compiles the list of clarification items and forwards the list to each applicant <p>Clarification Request - within five working days of receiving the written notification of items for clarification, applicant may provide clarifying information to OCS <u>via the online applications system only</u> - <u>should not exceed 5 pages</u></p> <p>In-Person Clarification – <u>the CSAB may offer an in-person 30 minute clarification opportunity in lieu of written communication for each applicant, the Board of Directors (BOD) and contracted service providers for the proposed school make themselves available to address questions/concerns posed by the committee</u></p>
<p><u>December 2017- May 2018</u> (tentative schedule)</p>	<p>CSAB Committee Review/Interview of Application</p> <ul style="list-style-type: none"> • All information from the Initial Application Review (external comments plus the responses from the applicants; and completed evaluation rubrics, which <u>may</u> include initial recommendations regarding whether application should move forward) submitted to the CSAB committees • CSAB committee members discuss each application in depth • Staff presents the information from the initial review, answers questions

	<ul style="list-style-type: none"> • Interview – for each applicant, the Board of Directors (BOD) for the proposed school makes themselves available to address questions/concerns posed by the committee/CSAB • CSAB conducts in-depth one hour interviews of each invited applicant Board of Directors (BOD) in front of the full CSAB • The full CSAB deliberates following each applicant interview • The full CSAB votes to recommend whether or not the State Board of Education (SBE) should grant approval/initiate the Planning Year for each applicant • Applicant receives official written notification (<i>via the online application system</i>) of the CSAB recommendation <p><i>*Note:</i></p> <ul style="list-style-type: none"> • <i>Any applicant group being considered for Fast Track Replication or <u>Acceleration</u> will receive a priority review</i> • <i>Should an applicant apply for Fast Track Replication or <u>Acceleration</u> and not meet the criteria in the established policy, the group will be considered for the 2019-20 opening</i>
<u>January 2018</u>	CSAB Fast Track Applicant Recommendations forwarded to SBE
<u>February 2018</u>	<p>SBE considers Fast Track Applicant CSAB recommendations for each Fast Track applicant and may grant approval of the charter contingent upon successful completion of the Planning Year (also known as “Ready to Open” Process)</p> <p>Applicant notified in writing (<i>via the online application system</i>) of the SBE decision</p>
<u>April 2018</u>	<u>CSAB recommendations for schools to open in 2019-20 forwarded to the SBE</u>
<u>May 2018</u>	<u>SBE considers CSAB recommendations for each applicant opening in 2019-20 and may grant approval of the charter contingent upon successful completion of the Planning Year (also known as “Ready to Open” Process)</u>
<u>August 2018</u>	<p>Fast Track Approved Schools Open upon the SBE approval of the successful completion of the Planning Year (also known as “Ready to Open” Process)</p> <p>Applicant notified in writing (<i>via the online application system</i>) of the SBE decision</p>
<u>June 2018</u>	CSAB reconsiders SBE initially denied applications
<u>August 2019</u>	<p>Approved Schools for 2019 – 20 Open upon the SBE approval of the successful completion of the Planning Year (also known as “Ready to Open” Process)</p> <p>Applicant notified in writing (<i>via the online application system</i>) of the SBE decision</p>

F.4

SBE Policy CHTR-013

Planning Year for New Preliminary Charter Schools

Item	Description
Policy Title	Planning Year for New Preliminary Charter Schools
Policy Category	Public School Employee Charter Schools Administration (CHTR)
Policy ID	CHTR-013
Policy Date	2017-06-01
Previous Policy Dates	11/02/2006, 10/03/2013, 11/06/2014

Formerly TCS-U-013

I. Planning Year for New Charter School

All new nonprofit boards receiving a charter must participate in a year-long planning program prior to the charter school's opening for students. The planning year provides an applicant time to prepare for the implementation of the school's curricular, financial, marketing, and facility plans. During this planning year, regular meetings are held with the Board of Directors and consultants from the Office of Charter Schools to provide information on the following topics: school opening plans, staff development, finance, governance, board training, marketing, policies and procedures, securing a school site, and hiring a school administrator.

Final approval of the charter will be contingent upon successfully completing all of the planning program requirements.

II. Acceleration

- A. The State Board of Education, in its discretion, may accelerate the mandatory planning year to increase the number of high quality charter schools. In considering whether to accelerate the planning year, the applicant must meet the following requirements:
1. Demonstrate a clear and compelling need for the accelerated planning year;
 2. Demonstrate an exceptional need for the charter school in the proposed location;
 3. Agree to participate in the planning year while the charter application is being reviewed without any guarantee of charter award; and
 4. Demonstrate that there is a facility identified by the applicant that is feasible for opening on an accelerated schedule.
- B. Once evidence for the requirements has been verified, the State Board will also consider the presence or absence of the following factors in making its determination:
1. Unique mission and educational program.
 2. Local, state, and national nonprofit partnerships committed to assisting the school.
 3. Potential for economic and educational development of the region.
 4. Mentoring by a successful organization that has experience in creating public schools.
 5. Obstacles to educational reform efforts that leave chartering as an available option.
 6. Commitment to work with a successful charter school board as a guiding mentor.
 7. The length of time the nonprofit corporation has existed.
 8. Whether the proposed board has previously or currently operates a successful public charter school.
- C. The above list is not exclusive or controlling and is intended to guide the exercise of the State Board's discretion. An applicant requesting acceleration must submit the request to the State Board of Education prior to the application due date for consideration.

F.5

Charter School Application



NORTH CAROLINA CHARTER SCHOOL APPLICATION

2017 Sample Application

Public charter schools opening the fall of 2017

Due 5:00 pm EST, September 25, 2015

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

Mailing Address:
6303 Mail Service Center
Raleigh, NC 27699-6303

CHARTER SCHOOL

2016 Application Process

To open a charter school in the 2017-2018 school year

APPLICATION DUE DATE/TIME

September 25, 2015 A complete **online** application package, in the Office of Charter Schools **by 5:00 pm EST.**

Non-Refundable \$1000 Application fee due to the Office of Charter Schools

Application Fee Payment Details can be found on the Office of Charter Schools Website

APPLICATION SPECIFICATIONS

Applicants can submit applications prior to the deadline September 25, 2015 at 5:00 pm EST. **All applications must be submitted using the online portal** and applicants are to use the following specifications:

1. All required Appendices should be clearly titled, include page numbers (i.e. Appendix A and page numbers as- A1, A2, B1...), and submitted in the appropriate places within the application.
2. **Any** answer given within the application which is not original to the applicant, the applicant must provide a citation to the source of the answer.
3. Review all elements of your application for completeness before submitting. **An incomplete application will result in the elimination of the application.**
4. **Any** document attached to the application or within the online system **must be** in PDF format.
5. Late submissions **will not** be accepted. No exceptions.



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I. APPLICATION CONTACT INFORMATION

Name of proposed charter school: 2017 Sample Application

Has the organization applied for 501(c)(3) non-profit status: Yes No X

Name of non-profit organization under which charter will be organized or operated: *Sample Application 2017 Schools*

Provide the name of the person who will serve as the primary contact for this Application. The primary contact will serve as the contact for follow-up, interviews, and notices regarding this Application.

Name of contact person: *Deanna Townsend-Smith*

Title/Relationship to nonprofit: *Owner*

Mailing address: 301 N. Wilmington Street
27614

Primary telephone: [redacted] Alternative telephone: [redacted]

E-Mail address: [redacted]

Name of county and local education agency (LEA) in which charter school will reside:

County: ALAMANCE

LEA: 010-Alamance-Burlington Schools

Was this application prepared with the assistance of a third party person or group?

No:

Yes: X

If so, provide the name of the third party person or group. **xxx**

List the fee provided to the third party person or group. **xxx**

Provide a **full** detailed response of the assistance provided by the third party person or group while preparing this application and when the assistance will end.

xxx

Is this application a Conversion from a traditional public school or private school?

No:

Yes: X

If so, Public or Private: X

If a private school, give the name of the private school being converted: **xxx**

If a traditional public school, give the name and six-digit identifier of the traditional public school being converted:

Submit the following evidences to support the conversion of the traditional public to a charter school:

- Statement of Support signed by the majority of the teachers and instructional support personnel currently employed at the school

If you have questions regarding the application process, please contact the Office of Charter Schools via email at

[redacted]



- Current school enrollment
- Parent support of the conversion

Outline the 3 year financial history of the proposed converted charter school in the chart below and attach the past 3 year tax returns.

Financial History YR2012	Financial History YR2013	Financial History YR2014
xx	xx	xx

Is this application being submitted as a replication of a current charter school model?

No:

Yes: X

If replication, please provide the name of the charter school and the state that charter school has been authorized to operate in. Socrates Academy NC

What is the name of the nonprofit organization that governs this charter school? Sample Application 2017 Schools

Is this application for Virtual charter school: Yes: No: X

Grade Levels Served and Total Student Enrollment:

Projected School Opening: Year Month

Will this school operate on a year round schedule?

No: X

Yes:

Proposed Grade Levels Served and Total Student Enrollment (5 Years)

Academic School Year	Grade Levels	Total Projected Student Enrollment
First Year		
Second Year		
Third Year		
Fourth Year		

The State Board of Education provides funds to charter schools, approves the original members of the boards of directors of the charter schools, has the authority to grant, supervise, and revoke charters, and demands full accountability from charter schools for school governance, operations, finances and student performance.

I certify that I have the authority to submit this application, that the initial board members and I were regularly involved in the development of this application, and that no part of this application is plagiarized. All information contained herein is complete and accurate. I realize that any misrepresentation will result in disqualification from the application process or revocation after 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 non-profit organization.



Signature

Title

Printed Name

Date



II. MISSION and PURPOSES

(No more than three total pages in this section)

Mission:

State the Mission of the proposed charter school in **thirty-five words or less**. The mission statement defines the organization's purpose and primary objectives, describing why it exists. The mission statement provides the foundation for the entire proposal.

The mission statement of the proposed charter school is as follows:

Clearly describe the mission of the proposed charter school:

Educational need and Targeted Student Population of the Proposed Charter School:

- 1. Provide a description of Targeted Population in terms of demographics. In your description, include how this population will reflect the racial and ethnic composition of the school system in which it is located. Describe the rationale for selecting the location and student body.*
- 2. What will be the total projected enrollment at the charter school and what percentage of the Average Daily Membership (ADM) does that reflect when compared to the Local Education Agency (LEA) of the same offered grade levels? (i.e. If the proposed school will be grades 9-12, only compare the total enrollment to the total enrollment of the LEA is grades 9-12).*
- 3. Explain how the charter school's education plan will compare to or differ from that of the local LEA(s).*
- 4. In the appendices (Appendix A1), you must provide evidence through a narrative or visual of this educational need through survey data, or times and locations of public meetings discussing this proposed charter school. (Please do not provide more than one sample survey form).*

Purposes of the Proposed Charter School: *In one page or less, describe how the proposed charter school will achieve one or more of the six legislated purposes, as specifically addressed in the NC charter school statute GS 115C-218, and the proposed school's operations.*

The Six Legislative Purposes of a Charter School are:

- 1. Create new professional opportunities for teachers, including the opportunities to be responsible for the learning program at the school site.*
- 2. Hold schools accountable for meeting measurable student achievement results.*
- 3. Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system.*



5. *Increasing learning opportunities for all students, with a special emphasis on at-risk or gifted students.*
6. *Encourage the use of different and innovative teaching methods.*

Goals for the Proposed Charter School:

1. *Provide specific and measurable goals for the proposed school for the first 5 years of operation outlining expectations for the proposed school's operations, academics, finance, and governance. Address how often, who, and when the information will be communicated to the governing board and other stakeholders.*
2. *How will the governing board know that the proposed public charter school is working toward attaining their mission statement?*

III. EDUCATION PLAN

(No more than ten total pages in this section)

NOTE: *All sections of the Education Plan should align with all other sections of this application. The State Board of Education shall give priority consideration to the applicants who demonstrate potential for significant, meaningful innovation in education. Provide precise and clear explanations. Lack of response to any question or proper documentation will deem the application incomplete.*

Instructional Program:

Provide a detailed description of the overall instructional program of the proposed charter school, including major instructional methods, assessment strategies, and explain how this instructional program and model meet the needs of the targeted student population.

Curriculum and Instructional Design:

Describe the basic learning environment (e.g., classroom-based, independent study), including class size and structure for each grade span (i.e. elementary, middle, high) the school would ultimately serve.

Provide a synopsis of the planned curriculum, including:

1. *One sample curriculum outline (in graph form) in the Appendices (Appendix B) for one core subject (specific to the school's purpose) for each grade span (i.e. elementary, middle, high) the school would ultimately serve.*
2. *If you are proposing a high school, as Appendix B2, provide a visual disseminating what courses (core content and electives) will be offered at the charter high school to ensure students meet the proposed charter school's graduation requirements. Please ensure the projected staff and budget aligns with the course offerings.*
3. *Identify how this curriculum aligns with the proposed charter school's mission, targeted student population, and North Carolina Accountability Model.*
4. *Describe the primary instructional strategies that the school will expect teachers to master and explain why these strategies will result in increased academic achievement for the targeted student population for each grade span (i.e. elementary, middle, high) the school would ultimately serve.*
5. *Explain how the proposed instructional plan and graduation requirements will ensure student readiness to transition from grade to grade and to the next grade span upon program completion.*
6. *If you are proposing a high school, describe how the proposed charter school will meet the Future-Ready Core requirements. Provide details on how the students will earn credit hours and how grade-point averages will be calculated?*
7. *Provide a school academic calendar in Appendix C (minimum of 185 instructional days or 1,025 hours).*

8. *Describe in a brief narrative below on how the calendar coincides with the tenets of the proposed mission and education plan.*

Special Programs and "At-Risk" Students

1. *Describe the methods and clear systems of prevention and intervention teachers will utilize to provide assistance to students that are not performing at expected levels: ensuring continued progress and academic student growth.*
2. *Explain how the instructional plan and curriculum will meet the needs of English Language Learner (ELL) students, including the following:*
 - a) *Methods for identifying ELL students.*
 - b) *Specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for ELL students.*
 - c) *Plans for monitoring and evaluating the progress and success of ELL students, including exiting students from ELL services.*
3. *Explain how the school will identify and meet the needs of intellectually gifted students, including the following:*
 - a) *Specific instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities.*
 - b) *Plans for monitoring and evaluating the progress and success of intellectually gifted students.*

Exceptional Children

*The public charter school cannot deny admission to any child eligible for special education services as identified under the federal legislation Individuals with Disabilities Education Improvement Act (IDEA), IDEA regulations, and Article 9 115C of the North Carolina General Statutes, North Carolina Policies Governing Services for Children with Disabilities. **All public schools are responsible for hiring licensed and 'highly qualified' special educators pursuant to law.** Public schools are required to provide a full continuum of services to meet the unique needs of ALL students with disabilities.*

Identification and Records

1. *Explain how you will identify students who are enrolled within the charter school that have previously been found to be eligible for special education services or are protected under Section 504 of the Rehabilitation Act.*
2. *Provide the process for identifying students who may be eligible for special education services as identified in the federal 'Child Find' mandate. Be sure to include how student evaluations and assessments will be completed.*
3. *Provide a plan detailing how the records of students with disabilities and 504 Accommodation plans will be properly managed.*
 - a) *Requesting Records from previous schools*
 - b) *Record Confidentiality (on site)*
 - c) *Record Compliance (on site)*

Exceptional Children's Education Programming

1. *Describe the educational programs, strategies, and additional supports the school will*



2. Describe the methods and support systems that will be in place to ensure students with disabilities receive a Free and Appropriate Public Education (FAPE).
3. Describe how implementation of the Individualized Education Plan (IEP) will be monitored and reported to the student, parents and relevant staff.
4. Describe the proposed plan for providing related services.

Student Performance Standards

1. Describe the student performance standards for the school as a whole.
2. Explain the use of any evaluation tool or assessment that the proposed charter school will use in addition to any state or federally mandated tests. Describe how this data will be used to drive instruction and improve the curriculum over time for the benefit of students.
3. Explain the policies and standards for promoting students, including students with special needs, from one grade level to the next. Discuss how and when promotion criteria will be communicated to parents and students.
4. Provide the public charter school's exit standards for graduating **ALL** students. These standards should set forth what students in the **last grade served** will know and be able to do. Be sure to include plans for the "At-Risk" population.

Student Conduct:

Provide a brief narrative that disseminates 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.

Provide a draft copy of the student handbook specific to the proposed charter school within the appendices (Appendix D).

Be sure to include:

1. Practices the school will use to promote effective discipline.
2. A preliminary list and definitions of the offenses which may result in suspension or expulsion of students.
3. An explanation of how the school will take into account the rights of students with disabilities in regards to these actions that may or must lead to suspension and expulsion.
4. Policies and procedures disseminating due process rights, including grievance procedures, for when a student is suspended or expelled.

IV. GOVERNANCE and CAPACITY

(No more than ten total pages in this section)

NOTE: Please answer all sections completely. Do not use "same as LEA" or "whatever the law states". Lack of proper documentation could deem the application incomplete.

Governance:

Private Nonprofit Corporation:

*The nonprofit corporation must be officially authorized by the NC Secretary of State upon application submission.

Name of Private Nonprofit: Sample Application 2017 Schools

Mailing Address:

City/State/Zip:

Street Address:

Phone:

Fax:

Name of registered agent and address:

FEDERAL TAX ID:

Tax-Exempt Status 501 (c)(3)

The private nonprofit listed as the responsible organization for the proposed charter school has received 501 (c)(3) status:

Yes (copy of letter from federal government attached: Appendix E)
 No

NOTE: If the non-profit organization has yet to obtain the 501(c)(3) status, the tax-exempt status must be obtained from the Internal Revenue Service within twenty-four (24) months of the date the Charter Application is given final approval.

Governance and Organizational Structure of Private Non-Profit Organization:

The private nonprofit corporation is the legal entity that has responsibility for all aspects of the proposed charter school. Its members should reflect the ability to operate a charter school from both business and education perspectives.

Please complete the table provided depicting the initial members of the nonprofit organization.

Board Member Name	Board Title	County/State of Residence	Current Occupation	Past or Present Professional Licenses(s) Held	Has any disciplinary action been taken against any of these professional licenses?



Please provide the following in this location of the APPLICATION:

1. *A description of the governance structure of the proposed charter school, including the governing board's functions, primary duties, roles and responsibilities as it relates to overseeing the charter school. Include how the board will recruit, hire, and supervise the lead administrator.*
2. *Describe the size, current and desired composition, powers, and duties of the governing board. Identify key skills, areas of expertise, and constituencies that will be represented on the governing board. Explain how this governance structure and composition will help ensure that a) the school will be an educational and operational success; b) the board will evaluate the success of the school and school leader; and c) there will be active and effective representation of key stakeholders, including parents.*
3. *Explain the procedure by which the founding board members have been recruited and selected. If a position is vacant, how and on what timeline will new members be recruited and added to the board?*
4. *Outline below the strategic board calendar detailing how often the board will meet according to the bylaws established.*
5. *What kinds of orientation or training will new board members receive, and what kinds of ongoing professional development will existing board members receive? The plan for training and development should include a timetable, specific topics to be addressed, and requirements for participation (Board Policies Draft: Appendix J).*
6. *Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest. Identify any existing relationships that could pose actual or perceived conflicts if the application is approved; discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts.*
7. *Explain the decision-making processes the board will use to develop school policies.*
8. *Describe any advisory bodies, councils, or associations listed in the organization chart or to be formed, including the roles and duties of that body, and the reporting structure as it relates to the school's governing body and leadership.*
9. *Discuss the school's grievance process for parents and staff members.*

Governance and Organizational Structure of Private Non-Profit Organization (continued)

Include in the Appendices:

1. *A well-defined organizational chart showing the relationship of the Board of Directors to the parents and staff of the proposed charter school. This chart should also include lines of authority to and from any outside entity that will play a role in managing or supporting the charter school (such as educational service providers, advisory bodies or parent/teacher councils). (Appendix F)*
2. *A one-page resume from each founding board member and responses to the questions found on the Charter School Board Member Form (Appendix G).*



3. *The proposed by-laws, which must include a Conflict of Interest Policy for board members and a stated commitment to the NC Open Meetings Law (Appendix H).*
4. *A copy of the articles of incorporation from the NC Department of the Secretary of State. (Appendix I)*
5. *Copy of any board policies if adopted already (Appendix J).*
6. *Copies of meeting minutes (if available), relevant to the development of the charter school plan, during the application process (Appendix K).*

Proposed Management Organization (Educational Management Organization or Charter Management Organization)

If the proposed school does not intend to contract with an education service provider, mark "Not Applicable" and follow the direction #3 in the Application Specifications.

Not Applicable

If the Charter School plans to contract for services with an educational management organization (EMO) or charter management organization (CMO), please specify the contact information below.

Name of the Company:

Address:

NC

Website:

Phone Number:

Contact Person:

Fax:

Email:

1. *Explain how the contract with the specified EMO or CMO will be in the best educational and financial interest of the charter school. Please include an executed copy of the management agreement as Appendix L of the specified EMO or CMO.*
2. *What other EMO/CMOs were pursued and why did the applicant select this particular one? Please include information regarding other management organization's fees and financial/academic records that led to the selection of the proposed EMO/CMO as the best fit for this proposed school.*
3. *Provide and discuss student performance, governance performance and financial data from other schools managed by the management company to demonstrate how this organization is a good fit for the targeted student population. Nationally, what is the highest and lowest performing school of the EMO/CMO? Why are these two schools so different in overall achievement?*
4. *Describe how the governance structure will be affected; if at all, by the EMO/CMO and particularly discuss how the board of directors of the charter school will govern the school independently of the EMO/CMO.*
5. *Provide a description of the relationship that will exist between the charter school employees and the Management Organization.*
6. *Explain how the contract includes measurable objectives whereby the charter school board can evaluate annually the performance of the EMO/CMO; and if necessary, terminate the contract without significant obstacles.*
7. *Is the facility provided by the EMO/CMO?*
 - If yes, include as Appendix M a detail of the buyout formula for the nonprofit board of*



directors to purchase the facility if a buyout formula or process exists.

8. List the fund balance and surpluses for each school managed by the EMO/CMO over the last three years in North Carolina.
9. Provide as Appendix N the financial history and statements of the EMO/CMO over the last three years. Specifically, if contracting with an EMO provides confirmation that the EMO is in good financial standing with either financial statements, bank letter, D & B report or credit rating.

Private School Conversions: complete *ONLY* if the proposed charter is a private school conversion. Otherwise, mark "Not Applicable" and follow the direction #3 in the Application Specifications.

Not Applicable

1. Describe the rationale for converting from a private entity to a public school. Include information regarding how the proposed charter school will be nonsectarian in nature and will be open for all students (not just those currently attending the private school).
2. Provide a detailed description of the existing private school's financial status, including the process in which these financial assets or deficits will be transferred to the non-profit organization. Provide a copy of the organization's IRS Form 990 for the last three years as Appendix T. If the current organization does not have a FORM 990, tax information for the last three years along with financial statements must be included as Appendix T.
3. Depict and analyze the current enrollment trends and student demographics of the private school over the past three academic years.
4. Document and expound upon evidence that the existing private school is successful in student achievement. Base this explanation upon academic data available through state and national summative assessments.
5. Explain the process by which the current private school staff will be considered for teaching at the proposed charter school staff. What is the projected turnover due to the statutory requirements for teacher licensure and highly qualified status?

Charter School Replication: complete *ONLY* if the proposed charter is a replication of an existing charter school. Otherwise, mark "Not Applicable" and follow the direction #3 in the Application Specifications. Understand that the replication means that a new charter school will be governed separately from the charter school the application is modeled after.

Not Applicable

1. The proposed charter school will be governed by
2. Describe the rationale for replicating the application based upon the success of another charter school. Include documentation and evidence that the existing charter school model is successful in student achievement, charter school governance, and fiscal responsibility. Base this explanation upon academic data available through state and national summative assessments, financial audits, and state compliance reports.
3. Depict and analyze the current enrollment trends and student demographics of the replicated charter school model over the past three academic years.
4. Explain why the governing board of the proposed charter school is a good fit for the proposed student population as noted in Section II Mission and Purposes.
5. Provide a copy of the organization's IRS Form 990 for the last three years as Appendix T

Projected Staff:

Outline below, a list of positions anticipated for the charter school; (e.g., principal or director; finance officer, administrative support staff; teachers (part-time and full-time); paraprofessionals/teaching assistants, clerical, and maintenance.). Be mindful that your predicted administration and staff match the projected enrollment noted in Section I, course offerings and align with the proposed budget.

Staffing Plans, Hiring, and Management

Include the following information for the proposed charter school:

- 2. Provide a description of the relationship that will exist between the charter school employees and the nonprofit board. Provide as Appendix O, a draft of the employment policies to be implemented by the proposed charter school.*
- 4. Outline the board's procedures for hiring and dismissing school personnel, including conducting criminal background checks.*
- 5. Outline the school's proposed salary range and employment benefits for all levels of employment.*
- 6. Provide the procedures for employee grievance and/or termination.*
- 7. Identify any positions that will have dual responsibilities (within or without the organization) and the funding source for each position.*
- 8. Describe the plans to have qualified staffing adequate for the anticipated special needs population, means for providing qualified staffing for ELL and gifted students.*
- 9. Provide a narrative detailing the roles and responsibilities, qualifications and appropriate licenses that each position must have to be hired by the non-profit organization and effectively perform the job function(s).*

Staff Evaluation and Professional Development

- 1. Identify the positions responsible for maintaining teacher licensure requirements and professional development.*
- 2. Provide a detailed plan noting how the school will mentor, retain, and evaluate staff in a format that matches the school's mission, educational program, and meet the teacher certification and licensure requirements for teachers as prescribed by state law and No Child Left Behind. Be sure this overview matches with the projected staff and funding of the proposed budget section.*
- 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.*
- 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.*
- 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.*

Enrollment and Marketing:

If you have questions regarding the application process, please contact the Office of Charter Schools via email at

PR/Award # U282A180024

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2017 Sample Application

Reaching the full capacity for enrollment will be critical to obtain the necessary financial resources to keep your school viable and operating efficiently. In addition, it is required by law that charter schools provide equal access to all students. Read the charter school state statute regarding admissions GS 115C.218.45(a-i) carefully.

Marketing Plan

Marketing to potential students and parents is vital to the survival of a charter school. Provide a plan indicating how the school will market to potential students and parents in order to reasonably reflect the racial/ethnic and demographic composition of the district in which the charter school will be located or of the special population the school seeks to serve: (G.S.115C-218.45(e)).

Parent and Community Involvement

- 1. Describe how you will communicate with and engage parents and community members from the time that the school is approved through opening.*
- 2. Describe how you will engage parents in the life of the public charter school. Explain the plan for building engaging partnerships between the family and school that strengthen support for student learning.*

Admissions Policy

Provide the school's proposed policies and the procedures for admitting students to the proposed charter school, including:

- 1. 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.*
- 2. Clear policies and procedures detailing the open enrollment lottery plan including policies regarding statutory permitted student enrollment preferences.*
- 3. Clear policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers.*
- 4. Explanation of the purpose of any pre-admission activities (if any) for students or parents.*
- 5. Clear policies and procedures for student withdraws and transfers.*

PROJECTED ENROLLMENT 2017-18 through 2021-2022

IDENTIFY LEA FROM WHICH STUDENTS WILL PROBABLY COME

LEA #1
LEA #2
LEA #3

In the following tables, please list for each year and grade level, the numbers of students that the school reasonably expects to enroll. In addition, please indicate any plans to increase the grade levels offered by the school over time and be sure these figures match those on the initial cover page.

	2017-2018			2018-2019			2019-2020			2020-2021			2021-2022		
	LEA	LEA	LEA												



V. OPERATIONS

Transportation Plan:

Describe in detail the transportation plan that will ensure that no child is denied access to the school due to lack of transportation. The details of this plan should align with the Mission, identified need for the charter school, targeted student population, and the budget proposal.

School Lunch Plan:

Describe in detail the school lunch plan that will ensure that no child is lacking a daily meal. The details of this plan should align with the targeted student population and school budget proposal.

Civil Liability and Insurance (GS 115C-218.20):

The Charter School shall obtain and maintain insurance at a minimum in the following amounts:

1. Errors and omissions: one million dollars (\$1,000,000) per claim;
2. General liability: one million dollars (\$1,000,000) per occurrence;
3. Boiler and machinery: the replacement cost of the building;
4. Real and personal property: the appraised value of the building and contents;
5. Fidelity bonds: no less than two hundred fifty thousand dollars (\$250,000) to cover employee dishonesty;
6. Automobile liability: one million dollars (\$1,000,000) per occurrence; and
7. Workers' compensation: as specified by Chapter 97 of the General Statutes.

Area of proposed coverage	Proposed amount of coverage		Cost (Quote)
Comprehensive General Liability			
Officers and Directors/Errors and Omissions			
Property Insurance			
Motor Vehicle Liability			
Bonding Minimum/Maximum Amount			
Other			
Total Cost			

*The applicant must provide a quote from an insurance provider as part of this application (as Appendix P) to demonstrate the levels of insurance coverage and projected cost.

Health and Safety Requirements:

All public charter schools are required to follow the regulations regarding health and safety as stated in § 115C218.75.

We, the Board members at (Charter School Name) will develop a written safety plan and policies to be shared with staff, parents and students and be available upon inspection from the Department of Public Instruction and local Health Departments.

(Board Chair Signature)

(Date)

Facility:

Note that the SBE may approve a charter school prior to the school's obtaining a facility; however, students may not attend school and no funds will be allocated until the school has obtained a valid Certificate of Occupancy for Educational use to the Office of Charter Schools.

What is your plan to obtain a building? Identify the steps that the board will take to acquire a facility and obtain the Educational Certificate of Occupancy. If a facility has been identified please fill out the Facility Form (Appendix Q).

Please attach copies of Facilities Inspections as Appendix R.

What is the breakdown of cost per square foot for the proposed facility? Outline how this cost is comparable to the commercial and educational spaces for the proposed school location.

Facility Contingency Plan: *Describe the method of finding a facility if the one the board has identified will not be ready by the time the public charter school will be opening. Include information regarding the immediate spatial needs of the school and identify any programs that will not be immediately offered because a permanent facility has yet to open.*



VI. FINANCIAL PLAN

In the following sections present a detailed description of assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. The narrative should specifically address the degree to which the school budget will rely on variable income.

Budget: Revenue Projections from each LEA 2017-18

<p>SHOW CALCULATIONS FOR FIGURING STATE AND LOCAL DOLLARS FOR THE PROPOSED CHARTER SCHOOL</p> <p><i>Refer to the Resource Manual Finance Section for guidance on estimated funding amounts</i></p>	<p>State Funds: Charter schools receive an equivalent amount per student as the local education agency (LEA) receives per student receives from the State. Funding is based on the 1st month average daily membership.</p> <ul style="list-style-type: none"> <input type="checkbox"/> In year 1 – Base state allotments are determined by the LEA in which <u>the student</u> resides <input type="checkbox"/> In year 2 and beyond- Base State allotments are determined by the LEA in which <u>the school</u> is located. <p>Local Funds: Charter schools receive a per pupil share of the local current expense of the LEA in which the student resides.</p> <p>Federal Funds: Charter schools must qualify and apply for the individual federal grants based on their population of students.</p> <p>REFER TO RESOURCE GUIDE FOR ADDITIONAL INFORMATION AND SOURCE DOCUMENTS</p> <p>LEA #1 –</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">Revenue</th> <th style="width: 25%;">2015-2016 Per Pupil Funding</th> <th style="width: 25%;">Projected LEA ADM</th> <th style="width: 35%;">Approximate funding for 2017-2018</th> </tr> </thead> <tbody> <tr> <td>State Funds</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Local Funds</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Federal EC Funds</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Totals</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>LEA #2 –</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">Revenue</th> <th style="width: 25%;">2015-2016 Per Pupil Funding</th> <th style="width: 25%;">Projected LEA ADM</th> <th style="width: 35%;">Approximate funding for 2017-2018</th> </tr> </thead> <tbody> <tr> <td>State Funds</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Local Funds</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Federal EC Funds</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Totals</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>LEA #3 –</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">Revenue</th> <th style="width: 25%;">2015-2016 Per Pupil Funding</th> <th style="width: 25%;">Projected LEA ADM</th> <th style="width: 35%;">Approximate funding for 2017-2018</th> </tr> </thead> <tbody> <tr> <td>State Funds</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Local Funds</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Federal EC Funds</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Totals</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Revenue	2015-2016 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2017-2018	State Funds				Local Funds				Federal EC Funds				Totals				Revenue	2015-2016 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2017-2018	State Funds				Local Funds				Federal EC Funds				Totals				Revenue	2015-2016 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2017-2018	State Funds				Local Funds				Federal EC Funds				Totals			
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Total Budget: Revenue Projections 2017-18 through 2021-2022

INCOME: REVENUE PROJECTIONS	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
-State ADM Funds	\$0	\$0	\$0	\$0	\$0
-Local Per Pupil Funds	\$0	\$0	\$0	\$0	\$0
-Exceptional Children & Federal Funds	\$0	\$0	\$0	\$0	\$0
-Other Funds*	\$0	\$0	\$0	\$0	\$0
-Working Capital*	\$0	\$0	\$0	\$0	\$0
Z - TOTAL REVENUE	\$0	\$0	\$0	\$0	\$0

***If the applicant is depending on other funding sources or working capital to balance the operating budget, please provide documentation such as signed statements from donors, foundations, bank documents, etc., on the commitment of these funds. If these figures are loans, the repayment needs to be explained in the narrative and found within the budget projections.**

Assurances are needed to confirm the commitment of these additional sources of revenue. Please include these as Appendix S.

Personnel Budget: Expenditure Projections 2017-18 through 2021-2022

The personnel list below may be amended to meet the staffing of individual charter schools: This list should align with the projected staff located in the Operations Plan.

BUDGET EXPENDITURE PROJECTIONS Personnel	2017-2018			2018-2019			2019-2020			2020-2021			2021-2022		
	Num Staff	Avg Salary	Total salary	FTE	Avg Salary	Total salary									
Administrative & Support Personnel:															
Lead Administrator	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Assistant Administrator	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Finance Officer	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Clerical	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Food Service Staff	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Custodians	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Transportation Staff	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
A - Total Admin and Support:	0		\$0	0		\$0	0		\$0	0		\$0	0		\$0
Instructional Personnel:															
Core Content Teacher(s)	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Electives/Specialty Teacher(s)	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Exceptional Children Teacher(s)	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Instructional Support	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Teacher Assistants	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
B - Total Instructional Personnel:	0		\$0	0		\$0	0		\$0	0		\$0	0		\$0

A+B = C - Total Admin, Support and Instructional Personnel:	0		\$0	0		\$0	0		\$0	0		\$0	0		\$0
Administrative & Support Benefits															
Health Insurance	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Retirement Plan--NC State	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Retirement Plan--Other	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Life Insurance	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Disability	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Medicare	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Social Security	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
D - Total Admin and Support Benefits:	0		\$0	0		\$0	0		\$0	0		\$0	0		\$0
Instructional Personnel Benefits:															
Health Insurance	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Retirement Plan--NC State	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Retirement Plan--Other	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Social Security	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Disability	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Medicare	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
Life Insurance	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0	0	\$0	\$0
E - Total Instructional Personnel Benefits:	0		\$0	0		\$0	0		\$0	0		\$0	0		\$0
D+E = F - Total Personnel Benefits	0		\$0	0		\$0	0		\$0	0		\$0	0		\$0
A+D = G - Total Admin and Support Personnel (Salary & Benefits)	0		\$0	0		\$0	0		\$0	0		\$0	0		\$0
B+E = H - Total	0		\$0	0		\$0	0		\$0	0		\$0	0		\$0

Instructional Personnel (Salary & Benefits)														
G+H = J - TOTAL PERSONNEL	0		\$0	0		\$0	0		\$0	0		\$0	0	\$0

Operations Budget: Expenditure Projections 2017-18 through 2021-2022

BUDGET OPERATIONS EXPENDITURE PROJECTIONS		2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
	Administrative & Support:					
Office:	Office Supplies	\$0	\$0	\$0	\$0	\$0
	Paper	\$0	\$0	\$0	\$0	\$0
	Computers & Software	\$0	\$0	\$0	\$0	\$0
	Communications & Telephone	\$0	\$0	\$0	\$0	\$0
	Copier leases	\$0	\$0	\$0	\$0	\$0
Management Company	Contract Fees	\$0	\$0	\$0	\$0	\$0
Professional Contract	Legal Counsel	\$0	\$0	\$0	\$0	\$0
	Student Accounting	\$0	\$0	\$0	\$0	\$0
	Financial	\$0	\$0	\$0	\$0	\$0
	Other Professional	\$0	\$0	\$0	\$0	\$0
Facilities	Facility Lease/Mortgage	\$0	\$0	\$0	\$0	\$0
	Maintenance	\$0	\$0	\$0	\$0	\$0
	Custodial Supplies	\$0	\$0	\$0	\$0	\$0
	Custodial Contract	\$0	\$0	\$0	\$0	\$0
	Insurance (pg19)	\$0	\$0	\$0	\$0	\$0
	Other	\$0	\$0	\$0	\$0	\$0
Utilities	Electric	\$0	\$0	\$0	\$0	\$0
	Gas	\$0	\$0	\$0	\$0	\$0
	Water/Sewer	\$0	\$0	\$0	\$0	\$0
	Trash	\$0	\$0	\$0	\$0	\$0
Transportation	Buses	\$0	\$0	\$0	\$0	\$0
	Gas	\$0	\$0	\$0	\$0	\$0
	Oil/Tires & Maintenance	\$0	\$0	\$0	\$0	\$0
Other	Marketing	\$0	\$0	\$0	\$0	\$0
	Child nutrition	\$0	\$0	\$0	\$0	\$0
	Travel	\$0	\$0	\$0	\$0	\$0
	Other	\$0	\$0	\$0	\$0	\$0
	K - TOTAL Administrative & Support Operations	\$0	\$0	\$0	\$0	\$0
	Instructional:					
Instructional Contract	Staff Development	\$0	\$0	\$0	\$0	\$0

If you have questions regarding the application process, please contact the Office of Charter Schools via email at [REDACTED]

Classroom Technology	Software	\$0	\$0	\$0	\$0	\$0
Books and Supplies	Instructional Materials	\$0	\$0	\$0	\$0	\$0
	Curriculum/Texts	\$0	\$0	\$0	\$0	\$0
	Copy Paper	\$0	\$0	\$0	\$0	\$0
	Testing Supplies	\$0	\$0	\$0	\$0	\$0
	Other	\$0	\$0	\$0	\$0	\$0
	L - TOTAL Instructional Operations	\$0	\$0	\$0	\$0	\$0
	K+L = M - TOTAL OPERATIONS	\$0	\$0	\$0	\$0	\$0

Overall Budget:

BUDGET OPERATIONS EXPENDITURE PROJECTIONS	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
J - TOTAL PERSONNEL	\$0	\$0	\$0	\$0	\$0
M - TOTAL OPERATIONS	\$0	\$0	\$0	\$0	\$0
J+ M =N TOTAL EXPENDITURES	\$0	\$0	\$0	\$0	\$0
Z - TOTAL REVENUE	\$0	\$0	\$0	\$0	\$0
Z - N = SURPLUS / (DEFICIT)	\$0	\$0	\$0	\$0	\$0

Budget Narrative: (No more than one and a half pages)

Please include additional information that showcases all assumptions for your budgetary calculations.

1. *How was the student enrollment number projected?*

Provide an explanation as to why you believe there is a demand for the school that will meet this enrollment projection.

Provide the break-even point of student enrollment.

Discuss the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.

Does the budget rely on sources of funds other than state, county, and federal (e.g. loans, donations etc.)? If so, please provide the source and amount. Be sure that the appropriate assurances documentation is provided in the appendices

Provide the student to teacher ratio that the budget is built on.

2. *Does the school intend to contract for services such as student accounting and financial services, exceptional children instructional support, custodial etc. Describe the criteria and procedures for the selection of contractors and large purchases.*

3. *Explain how the budget aligns with the school's mission, curricular offerings, transportation plans, and facility needs.*

4. *What percentage of expenditures will be the school's goal for a general fund balance? Describe how the school will develop the fund balance.*

5. *Provide a description of proposed financing structure. Include financing of facilities, other asset financing and leases.*

6. *Will the school have assets from other sources (e.g. building, furniture, chairs, computers, etc.)? If yes, please provide a list. Note which are secured and which are anticipated, and include evidence of commitment for any assets on which the school's core operation depends.*

Financial Compliance: (No more than a half of a page)

How will the school ensure adequate internal controls, including segregation of duties, safeguarding of assets, accurate and adequate recording keeping?

Provide any known or possible related party transactions (relationship, description of transaction and estimated dollars involved)

Provide the name and contact information of the independent audit firm who will conduct the annual financial statement audit. If a firm has yet to be identified please list the firms the board has investigated.

VII AGREEMENT PAGE

Application Fee:

Pursuant to § 115C-218.1(c) the charter school applicant must submit a \$1000 application fee to the Office of Charter Schools. The applicant must submit their application fee by the September 25, 2015 5:00 pm EST deadline. Payments will be accepted in the form of a certified check. Cash is not accepted.

**Application Note: The applicant must mail the certified check along with a letter indicating the name of the proposed charter school, contact information and the enclosed payment amount to be received before or on the due date of September 25, 2015 5:00 pm EST. Failure to submit payment by the stipulated timeline to the Office of Charter Schools will deem the application incomplete.*

Payments should be made payable to North Carolina Department of Public Instruction

*North Carolina Department of Public Instruction
Office Of Charter Schools
6303 Mail Service Center
Raleigh, NC 27699-6303*

I understand the requirements pursuant to G.S. 115C-218.1(c).

Date:

Applicant Signature:

The foregoing application is submitted on behalf of 2017 Sample Application (name of non-profit corporation or individuals submitting application). The undersigned has read the application and hereby declares that the information contained in it is true and accurate to the best of his/her information and belief. The undersigned further represents that the applicant has read the Charter School Law and agrees to be governed by it, other applicable laws, and SBE regulations.

Print/Type Name:

Board Position:

Signature: _____

Date:

Sworn to and subscribed before me this
_____ day of _____, 20____.

Notary Public _____ Official Seal
My commission expires: _____, 20____.

F.6

Charter School Application Rubric

Proposed School:

Reviewer:

Date:



Sample Application Preliminary Evaluation Packet

For each section, please rate the response then explain your rating by specifying strengths and weaknesses in the space provided. Where applicable, you should elaborate on concerns by specifying additional information you would request or follow-up questions that you have.

- **Pass:** The response demonstrates an understanding of key issues and the ability to start a charter school successfully although minimal clarification may be needed in places. It addresses the topic with clear, specific and accurate information that reflects thorough preparation. The application meets the minimum components as evidenced by the check boxes of the rubric.
- **Fail:** The response either fails to entirely address the selection criteria or addresses some of the criteria. The responses lack adequate detail and/or raise substantial concerns about the applicant's preparation for and ability to start or operate a charter school successfully. The application fails to address all of the minimum components as evidenced by the check boxes of the rubric.

Subcommittee Members:

Date of Review:

Section I: Application Cover Page

Cover Page

- **Evaluation Criteria**

All questions are adequately addressed and complete.

Section Comments

Grade Levels Served and Total Student Enrollment:

- **Evaluation Criteria**

Projected enrollment figures are tactical and realistic for the proposed region.

Application is signed to signify the founding board members and lead contact were regularly involved in the overall development of the application.

Section Comments

<u>Section I: Application Cover Page</u> <u>Concerns and Additional Questions</u>	Page Reference

Section I: Application Cover Page Overall Rating

Pass	Fail
<input type="checkbox"/>	<input type="checkbox"/>

School Name:

Section II: Mission and Purposes

Mission Statement

- Evaluation Criteria

Section includes a clear, compelling mission statement that defines the organization's purpose.

Section Comments

Educational Need and Targeted Student Population

- Evaluation Criteria

- Response includes a description of the targeted student population and a clear rationale for selecting the location and targeted student population.
- Applicant has adequately addressed questions two and three.
- Applicant provided substantial evidences of this educational need (as noted within the appropriate question: evidences in Appendix A).
- Target population aligns with the proposed school mission.

Section Comments

Purposes of Proposed Charter School

- Evaluation Criteria

- Applicant clearly describes how the proposed charter school will achieve one or more of the six legislated purposes.
- Identified purpose(s) is/are meaningful, manageable and focused on improving student outcomes.
- Purposes are clearly aligned to the proposed mission.

Section Comments

Goals for the Proposed Charter School

- Evaluation Criteria

- A clear process is outlined defining how the governing board will monitor the progress of these performance goals at least annually is included.
- Performance goals, academic or other, are clear, specific, measurable, attainable, time specific, and focus on improving student outcomes.
- Goals are clearly aligned to the mission and purposes.

Section Comments

School Name:

Section II: Mission and Purposes Strengths	Page Reference

Concerns and Additional Questions	Page Reference

Section II: Mission and Purpose

Pass	Fail
<input type="checkbox"/>	<input type="checkbox"/>

SAMPLE

School Name:

Section III. Education Plan

Instructional Program

- Evaluation Criteria

- A clear and coherent description of the instructional program and instructional methods are provided.
- The proposed assessment strategies align with the proposed instructional program.
- Documented evidence regarding the proposed approach will lead to improved student performance for the school's targeted population.

Section Comments

Curriculum and Instructional Design

- Evaluation Criteria

- The instructional design offers clear and specific details that describes the basic learning environment, class size, and structure were provided.
- The curriculum framework and sample course scope and sequence (Appendix B) should be:
 - o clearly presented and specific to the school's purpose,
 - o aligned with the school's mission,
 - o concentrated to support the targeted student population, and
 - o compatible with the North Carolina Accountability Model.
- An academic calendar and narrative that clearly demonstrates how this plan coincides with the tenets of the proposed mission and education plan. (Appendix C)
- A sound plan for educating students is evident that reflects a full range of programs and services required to provide all students with a high quality education for all proposed grades (Appendix B).

Additional High School Components

- A sound plan for educating high school students is evident that reflects a full range of programs and services required to provide all students with a high quality education for all proposed grades (Appendix B2).
- The section includes a clear description of how students will earn credit hours, grade point averages are calculated, and the information on transcripts is provided.
- Clear criteria for graduation standards for ALL students based on high expectations are evident.

Section Comments

Special Programs and "At-Risk" Students

- Evaluation Criteria

School Name:

- A sound plan and clear systems for identification, prevention, and intervention to provide all students with a high quality education are evident.
- The plan demonstrates the school’s capacity to meet state and federal requirements regarding the education of English language learners.
- A sound plan is evident to enhance the academic opportunities to meet the needs of academically gifted students.

Section Comments

Exceptional Children – Identification and Records

- Evaluation Criteria

- Section demonstrates understanding of state and federal requirements regarding the identification and record keeping of students with disabilities and students with 504 accommodation plans.

Section Comments

Exceptional Children –Education Programming

- The educational plan for serving exceptional children is clear and aligned with the overall proposed curriculum, instructional methods, and the school’s mission.
- Responses exhibit a solid plan for implementing a full range of exceptional children’s programs and services that clearly indicates a commitment that all students will receive a Free and Appropriate Education (FAPE).

Section Comments

Student Performance Standards

- Evaluation Criteria

- Responses included are clear, specific, measurable, attainable, time specific, and focus on improving student outcomes that set high standards for student performance (Goals should expound upon the overall academic goals given in response to question 2 in Mission, Purpose and Goals section).
- Evidence that the evaluation tool or assessments will result in assessment data that will drive instruction, improve the curriculum over time for the benefit of students.
- Clear policies and standards are provided for promotion from one grade level to the next and exit standards for ALL students.

Section Comments

School Name:

Student Conduct and Discipline

- Evaluation Criteria

- The section includes a narrative that disseminates how student conduct will be governed and how this plan aligns with the overall mission and proposed education plan.
- A well designed plan and approach to student discipline that creates and sustains a safe and orderly learning environment.
- Legally sound policies for student discipline, suspension, dismissal and recommendation for expulsion for ALL students.
- A draft of the handbook is provided and is aligned with the school’s mission and purpose (Appendix D).

Section Comments

<u>Section III: Education Plan</u> Strengths	Page Reference

Concerns and Additional Questions	Page Reference

Section III: Education Plan

Pass	Fail
<input type="checkbox"/>	<input type="checkbox"/>

School Name:

Section IV. Governance and Capacity

Private Non-Profit Corporation

- Evaluation Criteria

This section is complete and meets all statutory requirements.

Note: The nonprofit corporation must be officially authorized by the NC Secretary of State upon submitting application.

Section Comments

Tax-Exempt Status 501 (c)(3)

- Evaluation Criteria

This section is complete and meets all statutory requirements.

NOTE: If the non-profit organization has yet to obtain the 501(c)(3) status, the tax-exempt status must be obtained from the Internal Revenue Service within twenty-four (24) months of the date the Charter Application is given final approval.

Section Comments

Governance and Organizational Structure of Private Nonprofit Organization

- Evaluation Criteria

Documentation of a clear structure of the governing board is outlined in an organization chart.

A clear, sensible delineation of the governance structure, governing board's functions, primary duties, roles and responsibilities in regards to overseeing a public charter school.

The description of the size, composition, powers, duties, orientation and professional development of the board are evident. This description includes an explanation of how this board will ensure operational and academic success.

Section includes a description of selection and removal procedures, term limits, meeting schedules, and powers and duties of board members (including a conflict of interest policy).

Section includes criteria regarding the evaluation of the governing board, board members, lead administrator, and Education Management Organization (if applicable).

Evidence that the proposed governing board members will contribute to the wide range of knowledge and skill to govern a public charter school (Appendix G).

Adequate bylaws, policies and procedures for North Carolina public charter school governing board operation are included (Appendix H & J).

Section Comments

School Name:

Proposed Management Organization (EMO/CMO)

- Evaluation Criteria

- The rationale for contracting with an EMO/CMO provider is evident.
- A persuasive explanation that the proposed relationship with the EMO/CMO will further the school’s mission and educational programming.
- A clear delineation of the roles, relationships, and responsibilities between the EMO/CMO, the governing board, lead administrator, and public charter school employees.
- The rationale includes detailed information regarding the financial and academic performance of other charter schools managed by the EMO/CMO.
- A copy of the executed management agreement (Appendix L) was included in the application.

N/A	Section Comments
<input type="checkbox"/>	

Private School Conversions

- Evaluation Criteria

- The application contains a strong explanation of the reasons for converting to a charter school.
- The rationale includes detailed information regarding the financial and academic performance of the private school.
- The application contains evidence that the existing private school is successful in student achievement.
- Evidences are included that explains the process in which the private school staff will be considered.
- The applicant provided a copy of the organization’s IRS Form 990 for the last three years (Appendix T).

N/A	Section Comments
<input type="checkbox"/>	

Charter School Replication

- Evaluation Criteria

- The application contains a strong rational of the reasons for replicating an existing charter school, including evidence this model will be effective in the proposed setting, and the governing board is a good fit for the proposed charter school.
- The rationale includes detailed information regarding the financial and academic performance of the existing charter school model.
- The applicant provided a copy of the organization’s IRS Form 990 for the last three years (Appendix T).

N/A	Section Comments
-----	------------------

School Name:

<input type="checkbox"/>	
--------------------------	--

Section IV: Governance and Capacity Strengths	Page Reference

Concerns and Additional Questions	Page Reference

Section IV: Operations Overall Rating

Pass	Fail
<input type="checkbox"/>	<input type="checkbox"/>

School Name:

Section V. Operations

Staffing Plans, Hiring, and Management

- **Evaluation Criteria**

- The section provided evidence of a sound plan to recruit and retain high-performing staff members for ALL staff needs including special populations.
- The applicant included a draft of the policies and procedures that hold staff to high professional standards (Appendix O).
- The section included information regarding:
 - hiring and dismissal of employees,
 - proposed salary ranges and benefits,
 - the roles and responsibilities of staff members,
 - qualifications and appropriate licenses for each position,
 - and the procedure for employee grievances.

Section Comments

Staff Evaluation and Professional Development

- **Evaluation Criteria**

- Detailed evidence that all school staff will receive ongoing focused professional development to effectively implement the school's mission, instructional methodologies, and education program are included.
- A plan for the development, mentorship, and regular evaluation of staff that is manageable and is clearly linked to the school's mission and educational program, including a timeline, and a lead contact.
- Details in this section align with proposed budget.

Section Comments

Marketing Plan

- **Evaluation Criteria**

- An effective student marketing and recruitment plan is presented that will enable the board and staff to attract its targeted population and reasonably reflect the racial/ethnic and demographic composition of the district.
- Details in this section align with proposed budget.

Section Comments

School Name:

Parent and Community Involvement

- Evaluation Criteria

The application includes a descriptive and practical communication plan to develop meaningful partnerships with parents and the community that further the school’s mission and programs.

Section Comments

Admissions Policy

- Evaluation Criteria

An enrollment and admissions process and policies that are clear and in accordance with North Carolina charter school law.

Section Comments

Projected Student Enrollment (Table)

- Evaluation Criteria

The table is complete and displays a realistic projected enrollment growth chart over the first five years.

Section Comments

Transportation Plan

- Evaluation Criteria

The transportation plan provides a thorough explanation of how the board will ensure no child is denied access to school due to lack of transportation.

Plan aligns with the targeted student population, proposed budget and regional logistics/resources.

Section Comments

School Lunch Plan

- Evaluation Criteria

The school lunch plan provides an explanation of how the board and staff will ensure no child is lacking a daily meal and aligns with the proposed budget.

Section Comments

School Name:

Civil Liability and Insurance

- Evaluation Criteria

- Evidences that the school will meet applicable insurance requirements are included in the application (Appendix P).
- Details in this section align with proposed budget.

Section Comments

Healthy and Safety Requirements

- Evaluation Criteria

- Section is recognized and signed by founding board chair.

Section Comments

Facility and Facility Contingency Plan

- Evaluation Criteria

- A realistic plan for securing a facility that is appropriate and adequate for the school program and targeted population.
- The section includes a detailed contingency plan describing the plan to locate a temporary facility.

Section Comments

<u>Section V: Operations Strengths</u>	Page Reference

Concerns and Additional Questions	Page Reference

Section V: Operations Overall Rating

School Name:

Pass	Fail
<input type="checkbox"/>	<input type="checkbox"/>

SAMPLE

School Name:

Section VI. Financial Plan

Budget Revenue Projections from Each LEA (Table)

- Evaluation Criteria

- Applicant has identified one or more LEA and outlined a ***realistic*** revenue projection (state, local, and federal) over the next five years.
- This enrollment projection aligns with the Total Student Enrollment projections located in Section I of the application.

Section Comments

Total Budget Revenue Projections 2014-2019 (Table)

- Evaluation Criteria

- Applicant has provided a ***realistic*** outline of the total revenue projections (state, local, and EC federal) over the first five years.
- Applicant has provided assurances of identified “other funds” or “working capital” (Appendix S *i.e. commitment letters, bank statements, ***if applicable****).
- This enrollment projection aligns with the Total Student Enrollment projections located in Section I of the application.

Section Comments

Personnel Budget: Expenditures 2017-2021 (Table)

- Evaluation Criteria

- The applicant has provided a ***realistic*** budgetary projection in regards to Personnel.
- This projection is consistent and aligns with **ALL** proposed **Sections** of the application.

Section Comments

Operations Budget: Expenditures 2017-2021 (Table)

- Evaluation Criteria

- The applicant has provided a ***realistic*** budgetary projection in regards to Operations.
- This projection is consistent and aligns with **ALL** proposed **Sections** of the application.

School Name:

Section Comments

Total Expenditure Projections (Table)

- Evaluation Criteria

The applicant has provided a ***realistic*** assessment of projected source of revenue and expenses that ensure the financial viability of the public charter school.

Section Comments

Budget Narrative

- Evaluation Criteria

- The applicant provided a detailed description of the systems and processes by which the school’s fiscal fidelity will be maintained (question 1 and 2).
- The applicant has provided a realistic plan regarding the projected sources of revenue and projected expenses that ensure the financial viability of the public charter school (question 3).
- The applicant has described a financial contingency plan to ensure the financial viability of the public charter school (question 4, 5, & 6).

Section Comments

Financial Audits

- Evaluation Criteria

- The application thoroughly describes the procedures and methods for conducting an independent financial audit.
- The applicant identifies a firm approved by the NC Local Government Commission to conduct the audit.

Section Comments

<u>Section VI: Financial Plan</u>	Page Reference
Strengths	

School Name:

Concerns and Additional Questions	Page Reference

Section VI: Financial Plan Overall Rating

Pass	Fail
<input type="checkbox"/>	<input type="checkbox"/>

SAMPLE

School Name:

OVERALL ASSESSMENT

Would you, as an evaluation team, recommend an interview for this application? Remember that an evaluation team has no authority to bind the Board to a particular recommendation. This rubric, and the following recommendation, is simply a starting point for deliberations regarding which applicants to invite back for an interview.

Total External Evaluator Votes	
No	Yes

Total Subcommittee Votes	
No	Yes

Total CSAB Votes	
No	Yes

Summary comments are to be provided in the appropriate section detailing the findings and/or concerns of the Charter School Advisory Board evaluation team.

Summary Comments	
Mission, Purposes, and Goals	
Education Plan	

School Name:

Governance and Capacity	
Operations	
Financial Plan	
OVERALL	

*Please note this Evaluation Rubric is a “Sample

SAMPLE

School Name:

F.7

SBE Policy CHTR-016

Fast Track Replication of High Quality Charter Schools

Item	Description
Policy Title	Fast Track Replication of High Quality Charter Schools
Policy Category	Public School Employee Charter Schools Administration (CHTR)
Policy ID	CHTR-016
Policy Date	2017-09-07
Previous Policy Dates	09/04/2014, 04/02/2015, 04/07/2016

Formerly TCS-U-016

A. Purpose and Definitions

1. Overview

A charter school model that has been successfully implemented in North Carolina or elsewhere should serve as a platform on which additional schools could and should operate. Accordingly, the State Board of Education (SBE) may, in certain well-defined instances, grant permission for a non-profit corporation board of directors (board) to replicate either its own successful model, or to employ an educational management company (EMO) or a charter management organization (CMO) to replicate a successful model currently being operated under the management of the EMO or CMO. The SBE may also, in certain well-defined instances, grant permission for a non-profit corporation board to "fast track" such a replication by foregoing the planning year normally required for newly-approved charter applicants. This Policy outlines the criteria and process by which the SBE may authorize fast-track replication.

Nothing in this policy shall be construed to prohibit a North Carolina non-profit corporation board that seeks to replicate another charter school from doing so through the regular application process and, upon approval, receiving the planning year trainings from NCDPI.

2. Definitions

a. "Replication" is the act of copying, recreating, or repeating, in this case a successful charter school model. A "model" would include components such as the mission, curriculum, governance, policies and procedures inherent in the operation of the charter school. A "replication" would require the utilization of one charter school "model" to form the creation of a new charter school.

b. "Model" constitutes components such as the core mission and function of a charter school, including its governance, its curriculum, its organizational structure, its targeted population, and other characteristics of the school, such as small class size, thematic academics, extended day, etc.

c. "Fast-Track Replication" is a special form of replication in which the approved applicant foregoes the planning year normally required of new charter school applicants. The "fast-track" applicant will still be required to participate in a one-day basic training workshop that will be provided by the NCDPI. The State Board of Education shall make final decisions regarding "fast track" replication applications in less than 120 days from the application submission date.

B. Eligibility Criteria

1. A non-profit corporation board that currently operates a charter school in NC is eligible to apply to replicate its currently existing model only if the non-profit corporation board's current school or

schools demonstrate a consistent track record of academic, financial, and operational success. If the board operates more than one school, each school must meet this standard. To meet this standard, the non-profit corporation board must meet each of the following conditions:

- a. Each school operated by the non-profit corporation must have academic outcomes at least comparable to those of the students enrolled in the LEAs in which they are located. In addition, each school operated by the non-profit corporation must meet or exceed student growth consistent with State standards, for the three years immediately preceding the application, and maintain that growth throughout the application period.
- b. Each school operated by the non-profit corporation must have unqualified audits for the three years immediately preceding the application and must maintain that fiscal standard throughout the application period.
- c. Each school operated by the non-profit corporation must have resolved any noncompliance issues cited by NCDPI during the three years immediately preceding the application and must maintain this standard throughout the application period.
- d. A majority of the non-profit corporation board members and 50% or greater of the board officers must be North Carolina residents.

2. A non-profit corporation board that does not currently operate a charter school in NC is eligible to apply to replicate through fast-track replication an existing model operated by an EMO/CMO. The non-profit corporation board is eligible to apply only if the schools operated by the EMO/CMO have a consistent track record of academic, financial, and operational success. The non-profit corporation board is eligible to replicate an existing model operated by the EMO/CMO only if the non-profit corporation board meets each of the following conditions:

- a. The non-profit corporation board must demonstrate that each of the schools being managed by the EMO/CMO in North Carolina (1) have an academic proficiency comparable to the LEAs in which the current schools are located; or (2) meet or exceed growth for the three years immediately preceding the application at issue. If the EMO/CMO does not currently manage any schools in NC or the schools it manages in NC do not yet have the data listed above, the non-profit corporation board must demonstrate to the SBE that the schools operated in other states by the EMO/CMO meet similarly rigorous standards for academic performance. The EMO/CMO must continue to meet these standards throughout the application period.
- b. The non-profit corporation board must demonstrate that each of the schools in North Carolina managed by the EMO/CMO have unqualified audits without fiscal compliance issues for three years immediately preceding the application. If the EMO/CMO does not currently manage any schools in NC or the schools it manages in NC do not yet have the data listed above, the non-profit corporation board must demonstrate to the SBE that the schools operated in other states by the EMO/CMO meet similarly rigorous standards for financial performance. The non-profit corporation board must maintain this standard throughout the application period.
- c. A majority of the non-profit corporation board members and 50% or greater of the board officers must be North Carolina residents.

C. General Requirements

1. In addition to the specific requirements set forth above, the SBE may impose reasonable requirements both in the review and application stages as well as in the approval process. The SBE's obligation and responsibility to ensure quality charter schools supersedes an applicant's opportunity to apply for fast-track replication.
2. In addition to considering growth and proficiency and financial audits, the SBE may consider any other relevant factors in determining whether to grant a fast-track replication request, including the needs of the particular geographical area proposed to be served by the replicated model; the ability of the non-profit corporation board to manage additional schools; the abilities and strengths of the non-profit corporation board that seeks to employ the EMO/CMO; and the community support for the replicated model.

D. Accountability

1. For purposes of accountability, each school within a network of schools operated by a non-profit corporation board or an EMO/CMO is a separate and distinct charter school and will be assessed based upon its own separate academic, financial, and operational performance.
2. The strengths or weaknesses of other schools are not factors in determining whether the SBE should take action against an individual school; however, the strengths and weaknesses of all schools in a network may influence the SBE's decision regarding whether or not to allow fast-track replication of a school in that network.
3. The SBE, DPI, and the OCS will observe and evaluate schools that are replications to the same extent and in the same manner as the State monitors all charter schools.
4. The non-profit corporation board shall ensure that, with respect to each of the schools in the EMO/CMO's network, the public will have open access to board members and meetings of the board.

F.8

2018 Performance Framework

2018 Charter School Performance Framework

SCHOOL NAME:

LEA CODE:

GRADE SPAN:

A. Operational Annual Monitoring Criteria

MEASURE	CRITERIA	STATUS
A1	The NC Report Card and Letter Grade are prominently displayed on the school’s website and schools with D/F have sent letter to notify parents.	
A2	The school has an assigned administrator in the Education Value-Added Assessment System (EVAAS).	
A3	The school meets the required number of instructional hours or days in accordance with State law.	
A4	The school adheres to all testing and accountability policies for state assessments.	
A5	The school implements mandated programming as a result of state or federal requirements.	
	Title I	
	Title II	
	EC	
	School Nutrition	
	ELL	
A6	The school follows student admissions and lottery requirements as stated in North Carolina General Statute, State Board of Education Policy, and the signed charter agreement.	
A7	The school’s official funded ADM is within 10% of the projected ADM.	
A8	The non-profit board has a current grievance policy.	
A9	The non-profit board has a current conflict of interest policy that complies with G.S. 115C-218.15.	
A10	The non-profit board has a current nepotism policy.	
A11	A quorum of the non-profit board of directors meets no less than 8 times a year (including annual meeting).	
A12	The majority of the non-profit board members have primary residence in North Carolina.	
A13	There is evidence of current fire inspections and related records.	
A14	The school has a viable certificate of occupancy or other required building use authorization.	

MEASURE	CRITERIA	STATUS
A15	The non-profit board holds current, active civil and liability insurance with the minimum coverage as defined in the signed charter agreement.	
A16	The non-profit board has a criminal history check policy that mirrors the LEA in which the school is located.	
A17	The school is compliant with all student health and safety requirements as defined in General Statute, SBE Policy, or the signed charter agreement.	
A18	The school is compliant with teacher licensure percentage requirements by maintaining at least 50% of teachers licensed from December 31 through the end of the school calendar year in accordance with SBE Policy.	
A19	The charter school is compliant with the annual EMO/CMO public records request.	
A20	The charter school is compliant with maintaining the required dissolutions funds as required by G.S. 115C-218.100.	
A21	The school is compliant with the implementation of a School Improvement Plan submitted through NCStar.	

B. Operational Renewal Monitoring Criteria

MEASURE	CRITERIA	STATUS
B1	The school has graduation requirements that match the approved charter application or approved charter application amendments.	
B2	The school has student promotion requirements that match the approved charter application or approved charter application amendments.	
B3	The school is consistently implementing the mission and educational program in the approved charter application or approved charter application amendments.	
B4	The non-profit board operates in accordance with the approved charter application by-laws or approved charter application amended by-laws.	
B5	The non-profit board is compliant with Open Meetings Law.	
B6	The non-profit board is compliant with Public Records Requests.	
B7	The school maintains a discipline policy that is compliant with state and federal law and that is consistent with the approved charter application and approved charter application amendments.	

C. Financial Compliance

MEASURE	CRITERIA	STATUS	DATA
C1	The State Board policy CHTR-006 outlines the charter school noncompliance levels. This policy details the following three levels of financial non-compliance under which a charter school may be placed by the Division of School Business.		

D. Academic Outcomes

MEASURE	CRITERIA	STATUS	DATA
D1	The charter school has a School Performance Grade (SPG) of a C or better. ¹		
D2	The charter school met or exceeded expected growth.		
D3	The charter school is identified as a Low-Performing school.		
D4	The charter school is identified as a Continually Low-Performing school.		
D5	The charter school's Performance Composite GLP is comparable ² to the LEA.		
D6	The charter school's Performance Composite CCR is comparable ² to the LEA.		
D7	Female Subgroup Grade Level Proficiency		
D8	Male Subgroup Grade Level Proficiency		
D9	Black Subgroup Grade Level Proficiency		
D10	White Subgroup Grade Level Proficiency		
D11	Hispanic Subgroup Grade Level Proficiency		
D12	American Indian Subgroup Grade Level Proficiency		
D13	Economically Disadvantaged Subgroup Grade Level Proficiency		
D14	Exceptional Children Subgroup Grade Level Proficiency		
D15	Reading Performance Grade		
D16	Math Performance Grade		

¹Schools receiving a D or F rating are at-risk of Low Performing designation and must notify parents of School Performance Grade.

²Comparable as defined by the Charter School Advisory Board (CSAB) as being no more than 5% below the LEA on proficiency ratings.

F.9

2016-17 Charter Schools
Annual Report



Public Schools of North Carolina
State Board of Education
Department of Public Instruction

Report to the North Carolina General Assembly

Charter Schools Annual Report
S.L. 2013-335; S.L. 2014-115

Date Due: February 15, 2018
Report # 46
DPI Chronological Schedule, 2016-2017

STATE BOARD OF EDUCATION

SBE VISION: Every public school student will graduate ready for post-secondary education and work, prepared to be a globally engaged and productive citizen.

SBE MISSION: The State Board of Education will use its constitutional authority to lead and uphold the system of public education in North Carolina.

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EXECUTIVE SUMMARY

Since the first charter school was opened in North Carolina in 1997, the state has implemented a number of rules and regulations to ensure that charter schools were serving all students well. One such regulation was the requirement that the State Board provide an annual reporting of charter school performance, impact on traditional public schools, best practices, etc. The current year report describes the state of North Carolina's charter schools, and provides a more in-depth reporting of academic performance than in years past. OCS and the State Board of Education intend to continue in-depth investigation of charter school performance in future annual reports.

The State Board is pleased to report that, overall, charter schools are becoming more racially diverse, and the overall percentage of economically disadvantaged students enrolling in charter schools has increased from the previous year. In addition, the percentage of charter schools earning Ds or Fs has decreased over the past four years. With continued monitoring and oversight, and strong authorization processes, OCS is confident that the strength of the charter sector will continue to grow. To that end, the Charter Schools Advisory Board has implemented a number of measures to increase transparency and rigor in the charter school application process. These changes, and others, are discussed in greater detail in the body of the report.

LEGISLATION AND HISTORICAL BACKGROUND

In 1996, the North Carolina General Assembly passed the Charter School Act, thereby authorizing the establishment of “a system of charter schools to provide opportunities for teachers, parents, pupils, and the community to create and sustain schools that operated independently of existing schools, as a method to accomplish all the following:

1. Improve student learning;
2. Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are identified as at risk of academic failure or academically gifted;
3. Encourage the use of different and innovative teaching methods;
4. Create new professional opportunities for teachers, including the opportunities to be responsible for the learning at the school site;
5. Provide parents and students with expanded choices in the types of educational opportunities that are available within the public-school system;
6. Hold the schools established under this Part accountable for meeting measurable student achievement results, and provide the schools with a method to change from rule-based to performance-based accountability systems.

Codified in NC General Statute as Article 14A of Chapter 115C (115C-218, *et al.*), the charter schools law assigns the State Board of Education the sole authority to grant approval of applications for charters.

Statute originally capped at 100 the number of charter schools that could operate in the State in each school year, but the General Assembly removed that ceiling in August 2011. Thirty-four charter schools opened in the inaugural year of 1997. There are 173 charter schools operating in the 2017-18 school year, including 20 of the original 34 schools. Since 1997, 44 schools that have been open at some time have closed.

Current statute sets the parameters for how the system of charter schools must operate. The law includes the following sections:

- Purpose of charter schools; establishment of North Carolina Charter Schools Advisory Board and North Carolina Office of Charter Schools
- Eligible applicants, contents of applications; submission of applications for approval
- Final approval of applications for charter schools

- Charter school exemptions
- Charter school operation
- General requirements
- Accountability; reporting requirements to the State Board of Education
- Charter School Facilities
- Charter School Transportation
- Admission Requirements
- Employment Requirements
- Funding for charters
- Causes for nonrenewal or termination; disputes

Finally, G.S. 115C-218.110 directs that the State Board “shall report annually no later than January 15 to the Joint Legislative Education Oversight Committee on the following:

- 1) The current and projected impact of charter schools on the delivery of services by the public schools.
- 2) Student academic progress in the charter schools as measured, where available, against the academic year immediately preceding the first academic year of the charter schools' operation.
- 3) Best practices resulting from charter school operations.
- 4) Other information the State Board considers appropriate.

This report addresses this legislated reporting requirement.

CURRENT STATE OF CHARTER SCHOOLS IN NC

School & Student Population

Schools

Between 1997 and 2011, the number of charter schools in NC first grew rapidly, then slowly, but steadily until it reached the legislative maximum of 100 schools. Since the restriction on the number of charter schools allowed was lifted in 2011, 367 applicants have submitted complete applications for charters, and the State Board has approved 110.

Over the past several years, the Charter Schools Advisory Board and the Office of Charter Schools have implemented many processes through which to provide additional supports for charter applicants. This includes an initial review of applications for completeness by OCS, and notification for any applicants whose applications have been deemed incomplete. These applicant groups are then given five business days to make necessary additions prior to being forwarded to external reviewers. Previously, incomplete applications were automatically disqualified from consideration for the current application cycle.

In 2016-17, the CSAB made additional significant changes to the application review process to increase transparency and rigor in recommending applicants for State Board approval. An additional opportunity for in-person clarification was established for applicants, thereby removing the unwelcome burden of responding in writing to external reviewers. In addition, initial application reviews were divided into two committees to allow CSAB members to focus deeply on a subset of applications during the first review.

In 2016, 38 applications were submitted to open schools in 2018-2019. Of those, 15 were approved by the State Board. Pending completion of a successful planning year, these schools will open in 2018-19.

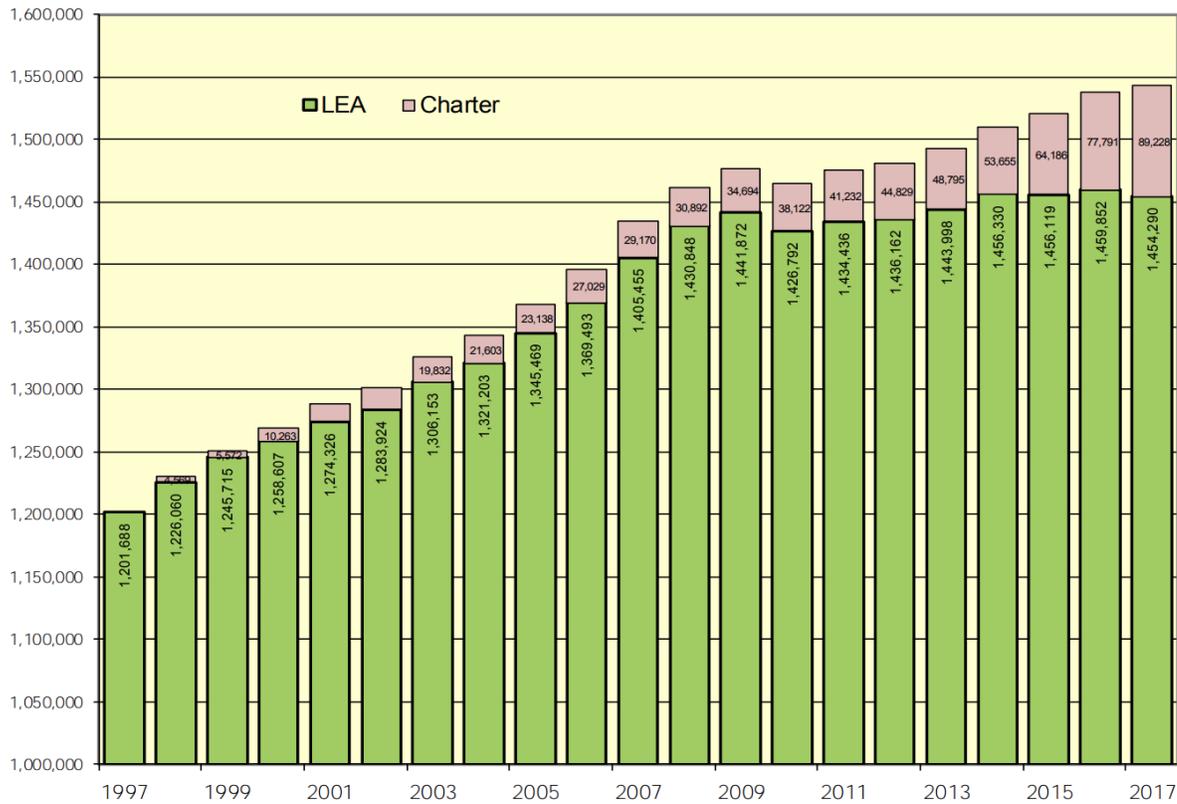
In the most recent application cycle, 29 nonprofit boards submitted complete applications. Of those 29, twenty were applications for schools to open in 2019-2020, five were for Acceleration and one for Fast Track Replication (to open in 2018), three were new or repeat applicants requesting an accelerated open, and two were conversion applicants requesting an accelerated open. These applications are currently under review.

173 charter schools are operating in 2017-18.

Students

The charter schools' student population has grown steadily since 1997, with larger annual increases occurring in the years since the cap on schools was lifted in 2011. The graph below illustrates the increase in allotted charter school student enrollments from 1997 to 2017. According to second month Average Daily Membership (ADM) figures certified in December 2017, 100,508 students are now being served by charter schools. This represents 6.56% of the total public-school population (1,533,180).

Figure 1. Allotted Average Daily Membership 1997 – 2017



Data Source: Highlights of the North Carolina Public School Budget, February 2017, Information Analysis, Division of School Business, North Carolina Department of Public Instruction

In addition to current charter schools’ student population, many students have applied to enroll in charter schools, but have not be able to enroll due to limited space. The NCDPI Office of Charter Schools surveys charter schools annually to gather data regarding the number of students on “waitlists” statewide. In the 2017 survey (closed December 2017), 134 charter schools (77.5% of the 173 schools in operation) responded and indicated that a total of 55,165 students are on waitlists. This figure reflects a point in time (waitlists could change daily), and cannot be verified as an unduplicated count of students (as a student could be on multiple school waitlists), but is the best information available regarding the number of students who have indicated interest in attending charter schools but are not currently enrolled.

Admissions and Student Demographics

Background

NC’s charter schools are not subject to school district geographic restrictions and often have student populations drawn from multiple local school districts. Charter schools are directed in G.S. 115C-218.45(e) to “make efforts [to have] the population of the school reasonably reflect the racial and ethnic composition of the general population residing within the local school administrative unit in which the [charter] school is located or the racial and ethnic composition of the specific

population that the school seeks to serve residing within the local school administrative unit in which the [charter] school is located.” There is no mechanism by which schools can guarantee racial and ethnic balance, however, nor is there an official consequence for not achieving it.

Charter schools may target certain students through admissions set-asides, if the student population being given priority for admission is identified as such through the school’s State Board-approved mission and admissions process. As of this writing, four charter schools have received approval to institute weighted lotteries to work towards a more diverse student body:

- Central Park School for Children, located in Durham County;
 - 2014-15: 15.2% ED
 - 2015-16: 15.83% ED
 - 2016-17: 22.11% ED
 - 2017-18: 23.4% ED
- Community School of Davidson, located in Mecklenburg County;
 - 2017-18: <5% ED
- GLOW Academy, located in New Hanover County; and
 - 2017-18: 71% ED
- Charlotte Lab School, located in Mecklenburg County
 - 2017-18: 6.6% ED

The ability to conduct a weighted lottery was codified in the 2015 long session in HB 334 and provides for charter schools to have additional controls to enroll underserved populations if supported by the school’s mission.

Charter schools may not discriminate in their admissions process based on race, creed, national origin, religion, or ancestry. Charter schools may target certain students through their marketing, but “any child who is qualified under the laws of [NC] for admission to a public school is qualified for admission to a charter school.” General Statute does offer a provision for single-gender schools. The Girls Leadership Academy of Wilmington (GLOW), approved for operation beginning in 2016, was the first single-gender charter school.

Each charter school has an authorized maximum funded enrollment. If a school receives more applications from qualified applicants than there are funded slots at the school, the school must conduct a lottery and establish a waitlist. Students who are not enrolled through the lottery must re-apply for admission each year. Students who are enrolled do not need to re-apply and may retain enrollment in subsequent years.

Demographics: Race, Ethnicity, Sex

Based on data from 2016-17, overall student populations in the NC charter schools and traditional public schools remain largely like trends established in the past several years. In terms of overall percentages, charter school demographics largely mirror those of traditional public-school districts. As has been reported in previous annual reports, there remains a larger discrepancy between the percentage of White and Hispanic students in charter and traditional public schools. The percentage of male and female students enrolled in charter schools is quite similar to the percentage enrolled in traditional public schools.

In 2016, a task force was created by Lieutenant Governor Dan Forest to examine charter school outreach to Hispanic families. A poll of several hundred Hispanic parents across the state found that only 12% knew what a charter school was or were aware that they existed, and only 5% had attempted to enroll their student in a charter school. The task force concluded that this is not an issue unique to North Carolina, and suggested that charter school officials consult with states such as Florida- who have larger enrollments of Hispanic students- for solutions. The task force also found that many charter schools do not have applications in Spanish, and there exists no English to Spanish translation for the term “charter school.” To increase Hispanic participation, charter schools should be referred to as “public charter schools.” The percentage of Hispanic students served by charter schools in 2016-17 increased .8% from the previous year, and the percentage of White students served by charter schools decreased by 1.3%.

Figure 2. Overall Traditional Public Schools and Charter Schools Racial Demographics

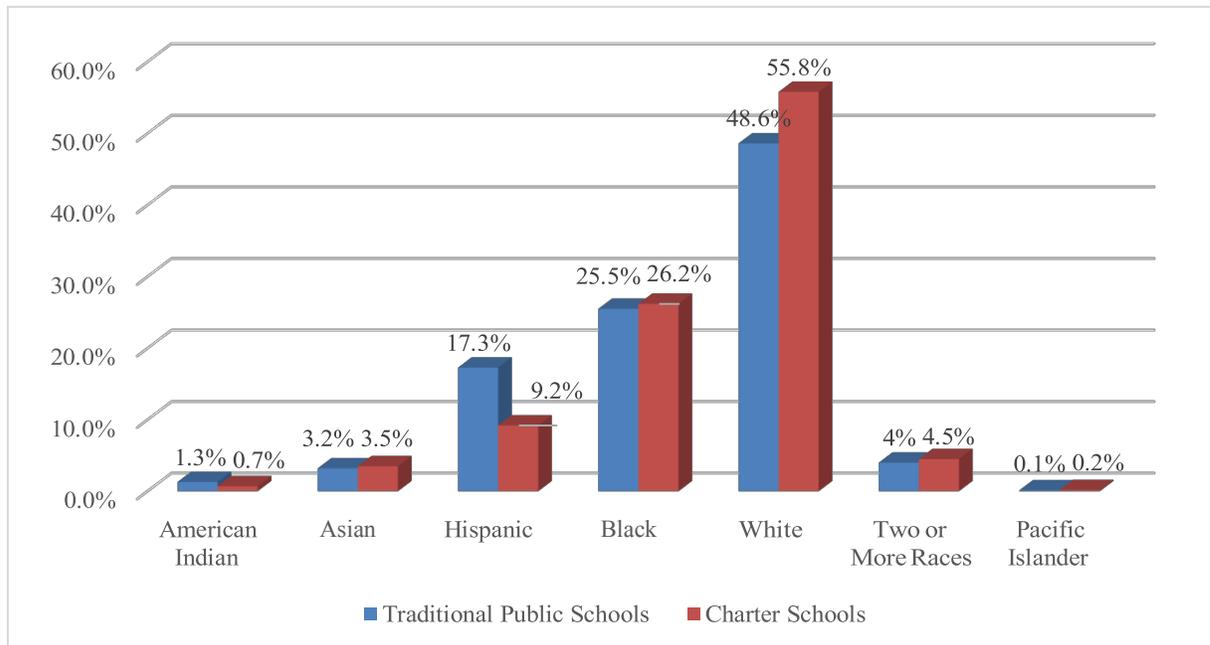
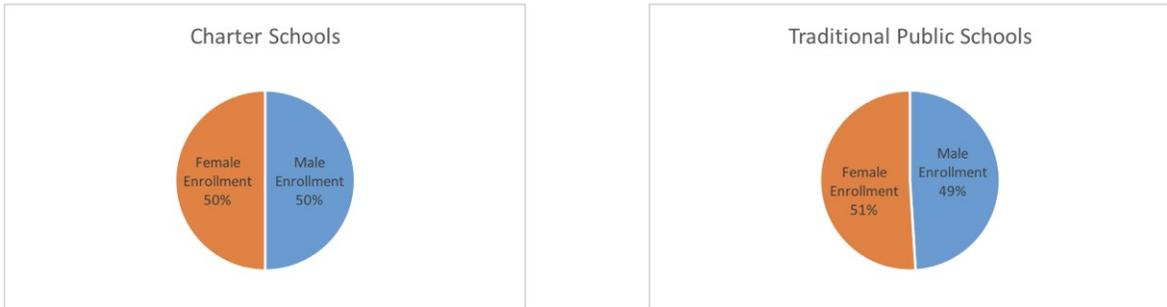


Figure 3. Overall Traditional Public Schools and Charter Schools Sex Demographics



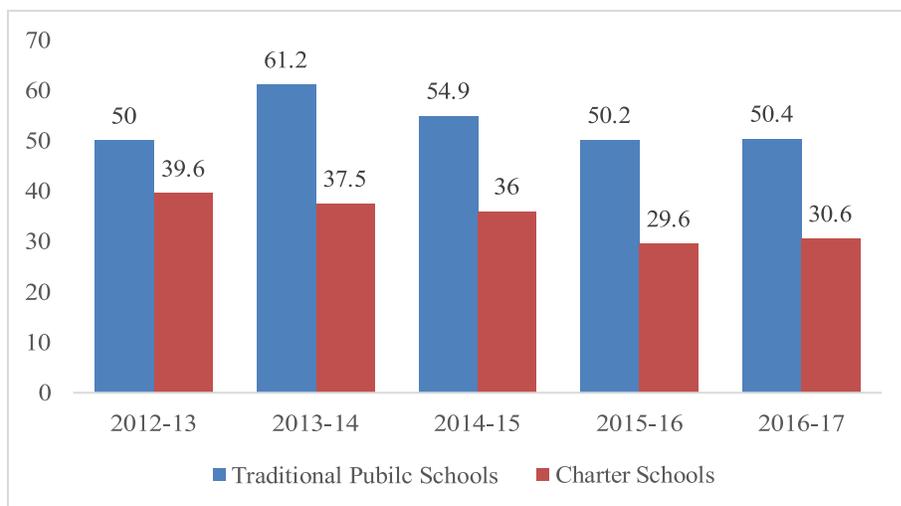
Source: 2016-17 Grade, Race, Sex Report <http://www.dpi.state.nc.us/fbs/resources/data/>

Demographics: Socioeconomic Status

In previous years, ED student data was self-reported by charter schools and concerns regarding the accuracy of the data arose. To mitigate these concerns, improvements to the data collection process were implemented, and ED student data for the 2017-18 school year was compiled via collaboration between the National School Lunch Program and the Direct Certification System.

Overall, NC’s charter schools and traditional public schools differ in terms of the percentage of Economically Disadvantaged (ED) students (e.g., students from families with lower income) they serve. As illustrated in the chart below, the percentage of ED students in traditional public schools and charter schools has fluctuated over the past three years, but the overall percentage of ED students in charter schools in 2016-17 increased 1% from the previous year. The percentage of ED students in charter schools was approximately 19.8% lower than in traditional schools.

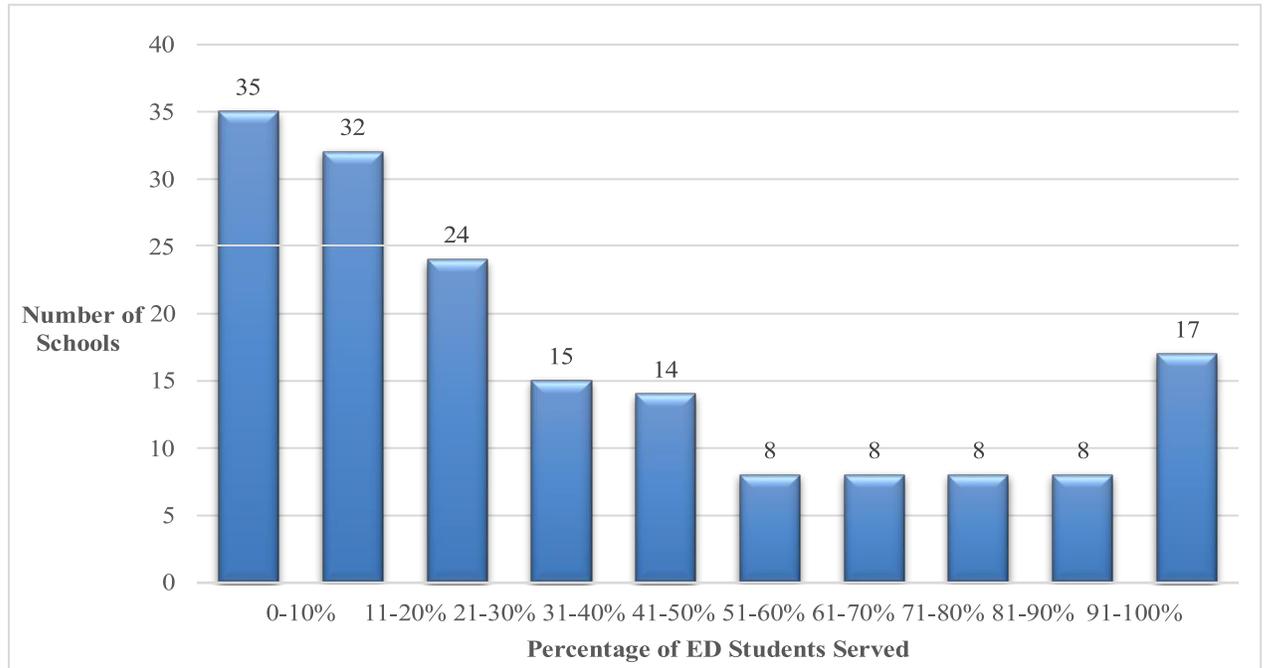
Figure 4. Percentage of Overall Student Population that is Economically Disadvantaged



Source: 2016-17 Annual Report, NCDPI Accountability Services Division

The chart on the following page displays the distribution of charter schools based on percentage of ED students served in 2017.

Figure 5. Distribution of Charter Schools by Percentage of ED Students Served in 2017-18



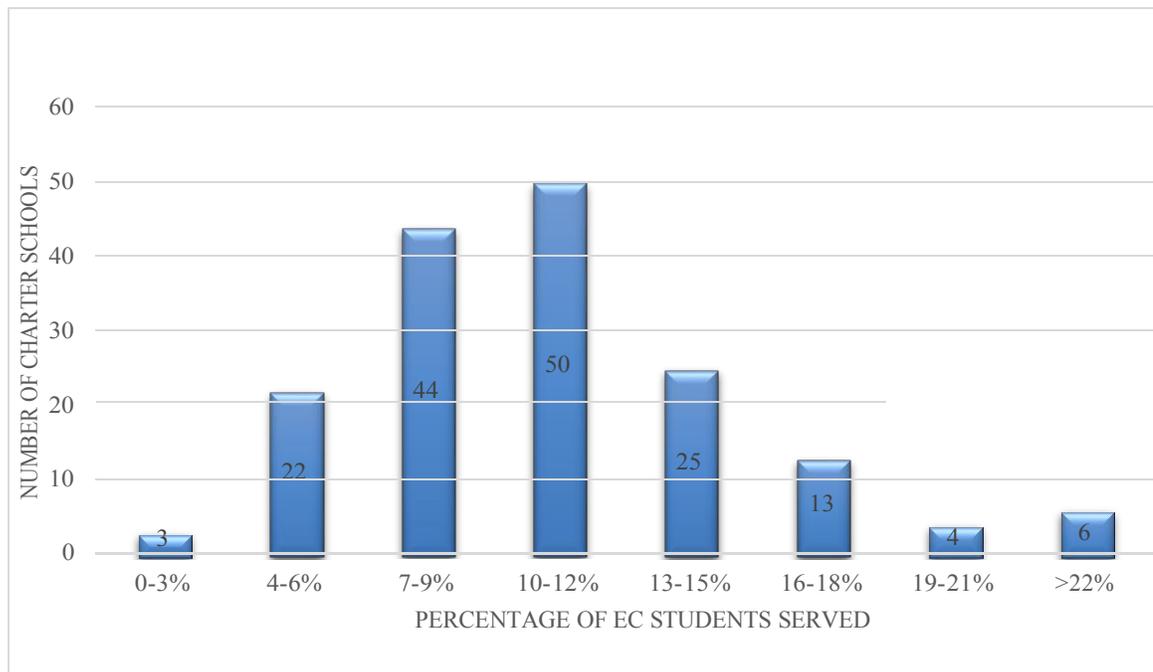
Data Source: NCDPI Accountability Services, 2017-2018. Chart includes 169 of 173 schools; 4 schools did not report ED student numbers and therefore are not included in this distribution.

Demographics: Exceptional Children

The Exceptional Children’s Division collects exceptional children headcount data twice annually. The last reported headcount was April 2017. The median percentage of charter school students requiring Exceptional Children’s services was 11% (almost one percentage point higher than 2016), compared to 13% of traditional public-school students. The overall median percentage of EC students served is 2% lower than the percentage served in traditional public schools, compared to a difference of 2.4% in 2016.

School-level data indicates that the median percentage of EC students served in charter schools is 11%, with most of charter schools serving between 7-12% EC students.

Figure 6. Distribution of Charter Schools by Percentage of EC Students Served in 2016-17



**Includes two virtual charter schools; NC Connections Academy serves 10.94% EC students, and NC Virtual Charter serves 11.27% EC students.*

Charter Schools Operating Requirements

Charter schools, once approved, must complete a planning year and meet “Ready to Open” criteria that focus on ensuring quality charter board-approved policies to guide the following:

- Sound fiscal management
- Effective governance and operations
- Hiring of high quality staff
- Ensuring student health and safety
- Compliance with Testing and Accountability requirements
- Compliance with Exceptional Children’s requirements

Each charter school has significant flexibility in how it operates, however, once opened, the school must meet financial, governance, and academic standards set by the State through statute, State Board of Education policy, its approved charter application, and the terms of the Charter Agreement signed by each school when the State Board grants final approval of the charter. The

Office of Charter Schools helps the State Board monitor each school’s financial, academic, and operational performance annually, and does a comprehensive review, assisted by the Charter Schools Advisory Board, as part of considering whether to grant charter renewals.

In addition to these monitoring mechanisms, each individual charter school undergoes a yearly audit in compliance with the North Carolina Local Government Budget and Fiscal Control Act (LGBFCA). This external audit is extremely comprehensive in nature and required of every charter school. While individual traditional public schools are not required to produce an audit, each LEA is required to produce an audit on behalf of the entire district.

Charter Schools Performance

Academic Performance: School Performance Grades

Because of G.S. 115C-83.15, beginning with the 2013-2014 school accountability data, all public schools are assigned School Performance Grades (A-F) based on test scores, and, for high schools, additional indicators that measure college and career readiness. School Performance Grades (SPG) are based on student achievement (80%) and growth (20%). In 2014-2015 a letter grade of A^{+NG} was added to represent schools that received an A rating and that did not have significant achievement and/or graduation gaps.

The NC Report Card website was recently redesigned to provide a more user-friendly platform, and now separates charter school performance data for the general public in a more efficient and easy-to-use manner.

2016-2017 School Performance Grades for All Public Schools

Figure 7. Performance Grades by Public Schools and by Public Charter Schools*

Overall Grade	District Schools		Charter Schools	
	Number	Percent	Number	Percent
A ^{+NG}	76	3.3	11	6.7
A	89	3.8	5	3.1
B	651	28.1	55	33.7
C	979	42.3	51	31.3
D	435	18.8	28	17.2
F	85	3.7	13	8.0
Total	2,315		163	

*Due to rounding, the percent of schools may not total 100%.

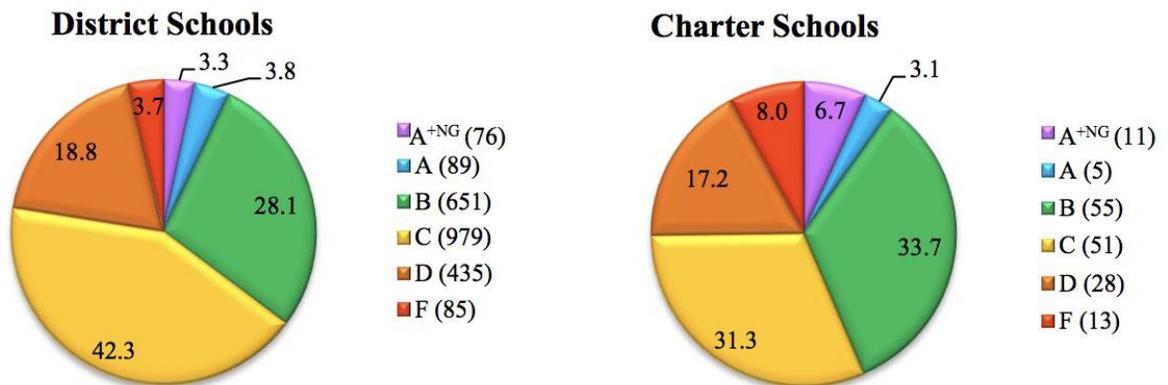
**Figure 7 includes performance grades for North Carolina’s two virtual charter schools

Figure 7b. Performance Grades by Public Schools and by Public Charter Schools*

Overall Grade	District Schools		Charter Schools	
	Number	Percent	Number	Percent
A+NG	76	3.3	11	6.8
A	89	3.8	5	3.1
B	651	28.1	55	34.1
C	979	42.3	51	31.7
D	435	18.8	26	16.1
F	85	3.7	13	8.1
Total	2,315		161	

*Figure 7b does not include performance grades for virtual charter schools.

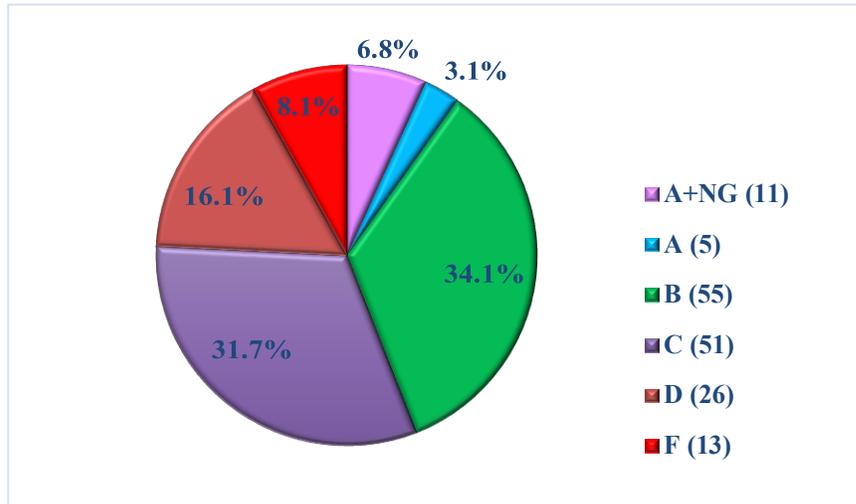
Figure 8. Performance Grades for District Schools and Charter Schools



Data Source:

<http://www.ncpublicschools.org/docs/accountability/reporting/2017/documentation/exsumm17.pdf>

Figure 8b. Performance Grades for Charter Schools, Excluding Virtual Charters

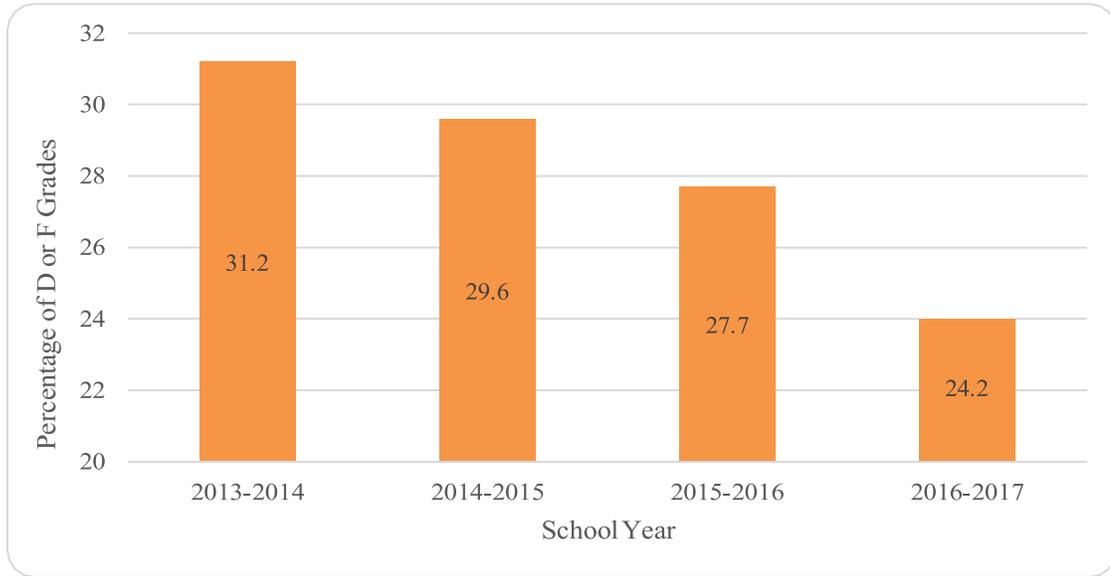


The 2016-2017 data indicate that charter schools had higher percentages of both A/A^{+NG} and B ratings, and D and F ratings than traditional public schools. 43.5% of charter schools earned an A/A^{+NG} or B, compared to 35.2% of district schools. 25.2% of charter schools earned a D or F, compared to 22.5% of district schools.

With virtual charter school grades eliminated, the statistics change slightly. The number and percentage of charters earning Ds decreases to 26 and 16.1%. The percentage of charter schools earning a D or F decreases to 24.2%, compared to 22.5% of district schools.

Charter schools appear to be strengthening in performance overall, with more schools earning As or Bs than the prior year, and fewer schools earning Ds or Fs than the prior year. In 2015-2016, 39.9% of charter schools earned an A/A^{+NG} or B, while 43.5% of charters earned an A/A^{+NG} or B in 2016-2017. 27.7% of charter schools earned a D or F in 2015-2016, while only 25.2% of charter schools earned Ds or Fs in 2016-2017. As demonstrated in the chart below, the percentage of charter schools earning grades of D or F has decreased for the past four consecutive years.

Figure 9. Percentage of Charter Schools Earning D or F from 2013-2014 to Present*



*2016-17 percentage does not include performance grades from virtual charter schools. With virtual charter school performance grades included, 25.2% of charter schools earned a D or F in 2016-2017

Figure 10. EVAAS Growth Status

Growth Category	Number of Charters 2016-17	Percent of Charters 2016-17
Exceeded Expected Growth	36	22.4%
Met Expected Growth	77	47.8%
Did Not Meet Growth	48	29.8%
Total	161	

Figure 10 illustrates the overall EVAAS growth status of North Carolina’s public charter schools. As the chart shows, more than 70% of public charter schools met or exceeded expected growth.

Academic Performance: Performance by Subgroup

Preliminary data indicates that some charter school subgroups may be outperforming their traditional public school peers on certain performance measures. Analyses should be conducted to determine whether or not these differences in averages are statistically significant. In addition, more in-depth analysis using student-level data should be conducted in order to make definitive assertions or comparisons regarding subgroup performance.

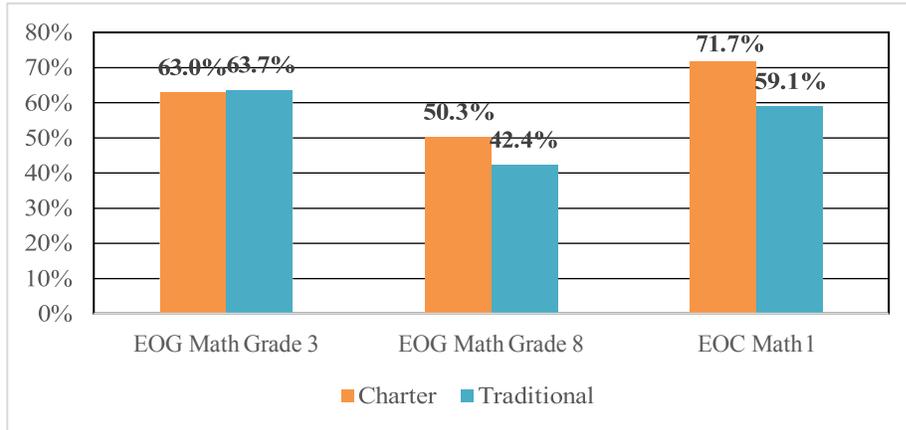
The following graphs depict Math and English Language Arts performance overall as well as in subgroup comparisons, and were created using publicly available LEA-level data from NCDPI

Accountability Services. English Language Arts proficiency is not represented for students with Limited English Proficiency due to a lack of data.

EOG/EOC Mathematics
Traditional Public Schools and Charter Schools

All Students Comparisons 2016-17

Figure 10. Average Percentage of Students Scoring a Level 3 or Above on Math
Charter Schools and Traditional Public Schools (LEA)
All Students



Subgroup Comparisons 2016-2017

Figure 11. Average Percentage of Students Scoring a Level 3 or Above on Math
Charter Schools and Traditional Public Schools (LEA)
White Students

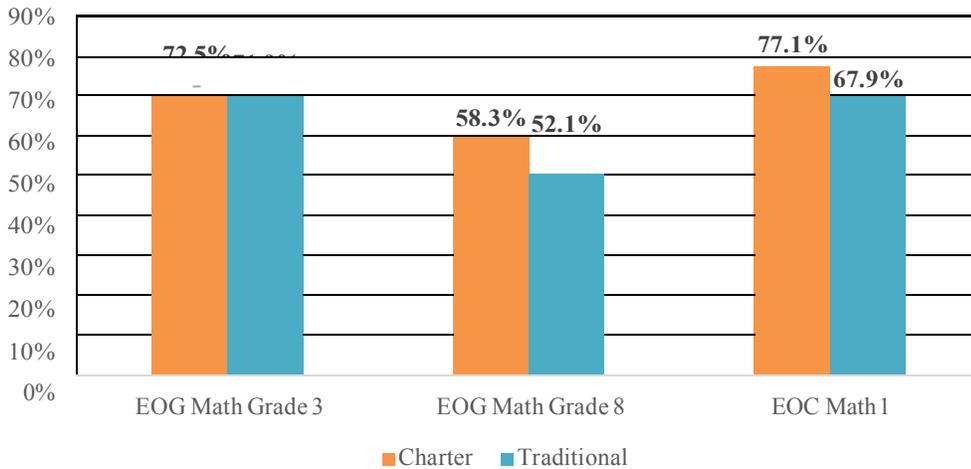


Figure 12. Average Percentage of Students Scoring a Level 3 or Above on Math
Charter Schools and Traditional Public Schools (LEA)
African-American Students

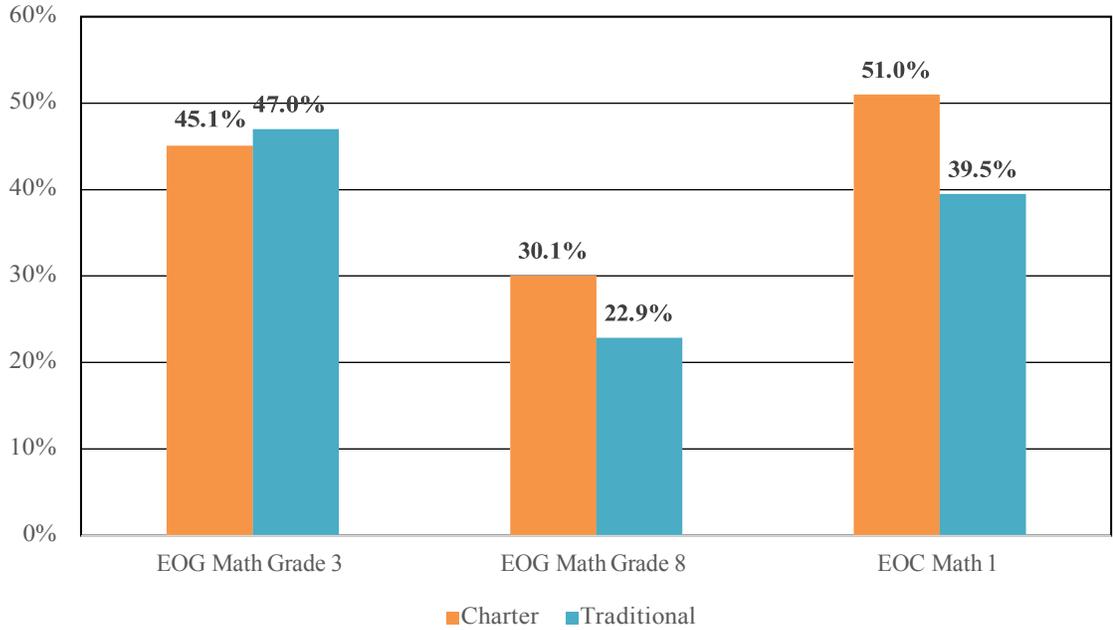


Figure 13. Average Percentage of Students Scoring a Level 3 or Above on Math
Charter Schools and Traditional Public Schools (LEA)
Hispanic Students

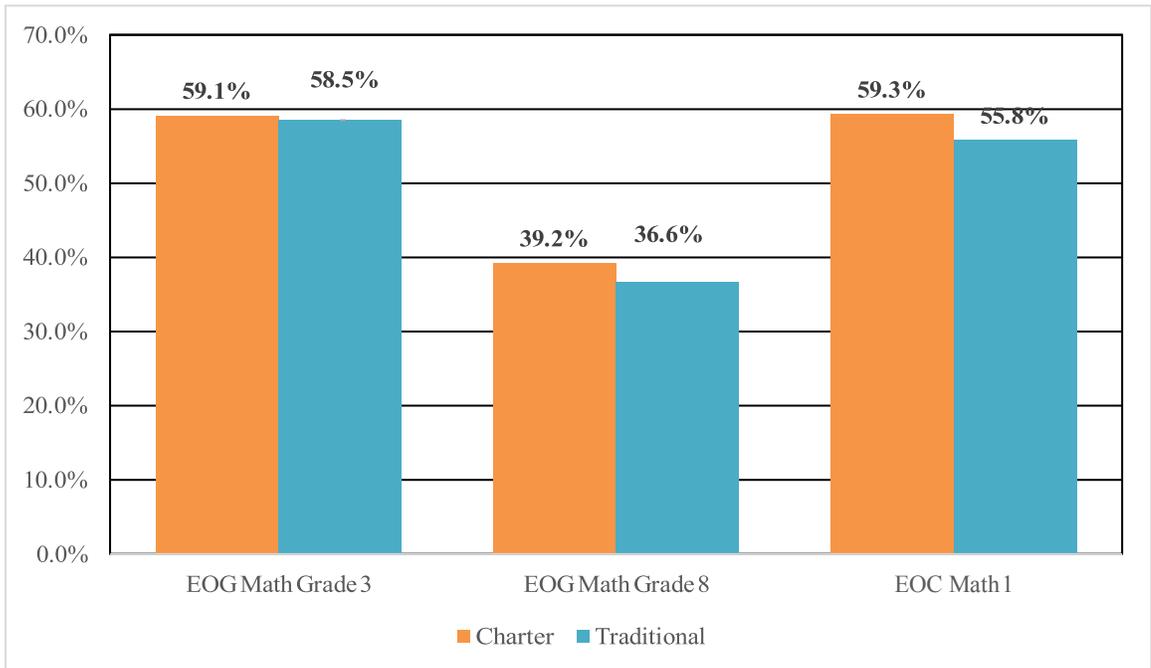


Figure 14. Average Percentage of Students Scoring a Level 3 or Above on Math
 Charter Schools and Traditional Public Schools (LEA)
 Economically Disadvantaged Students

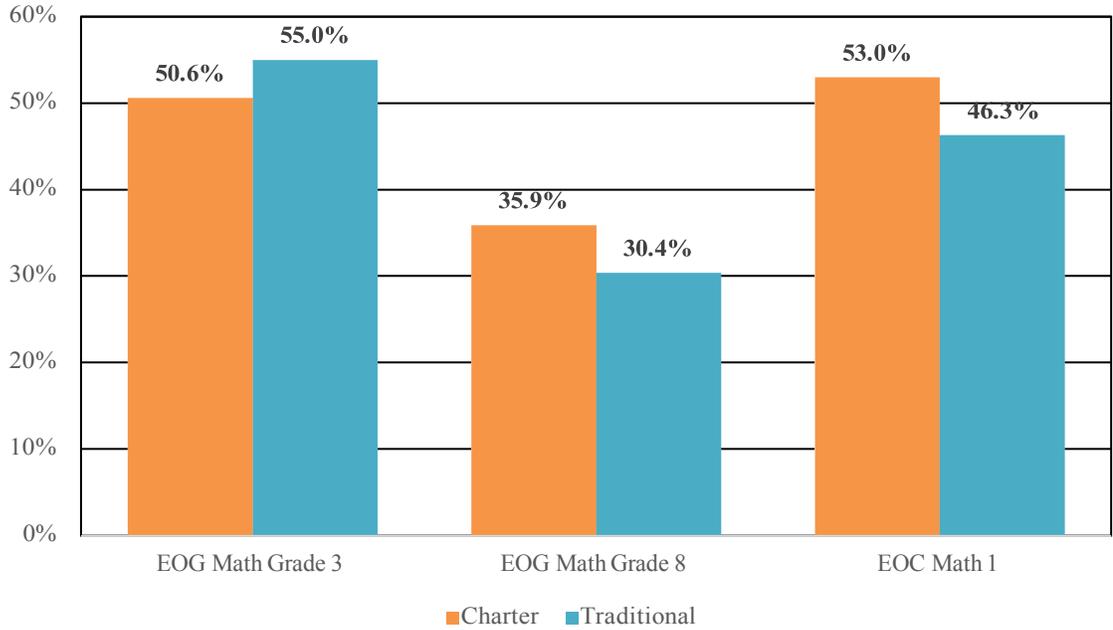


Figure 15. Average Percentage of Students Scoring a Level 3 or Above on Math
 Charter Schools and Traditional Public Schools (LEA)
 Students Receiving Exceptional Children Services

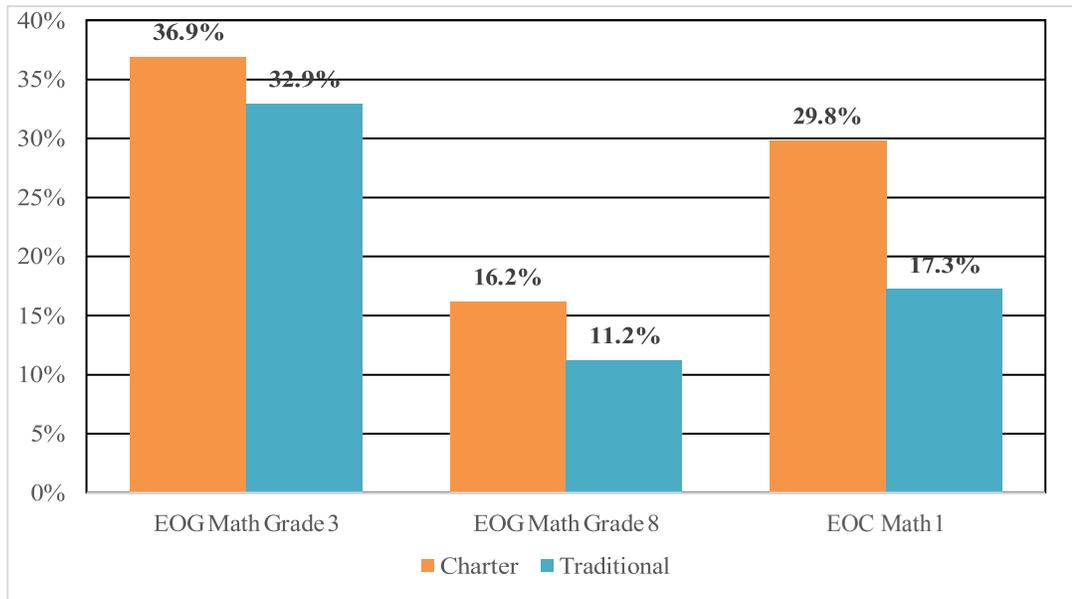
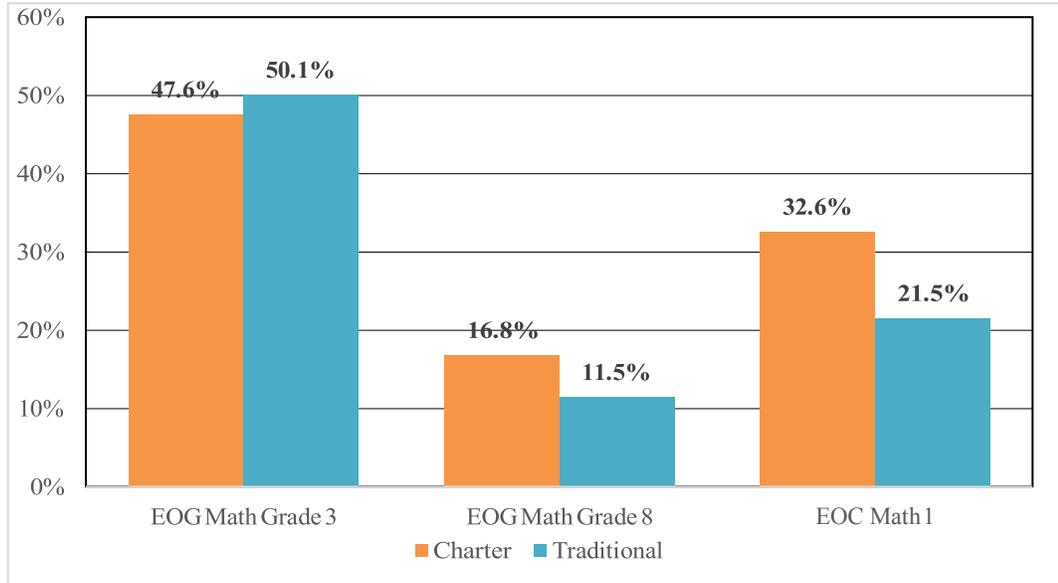


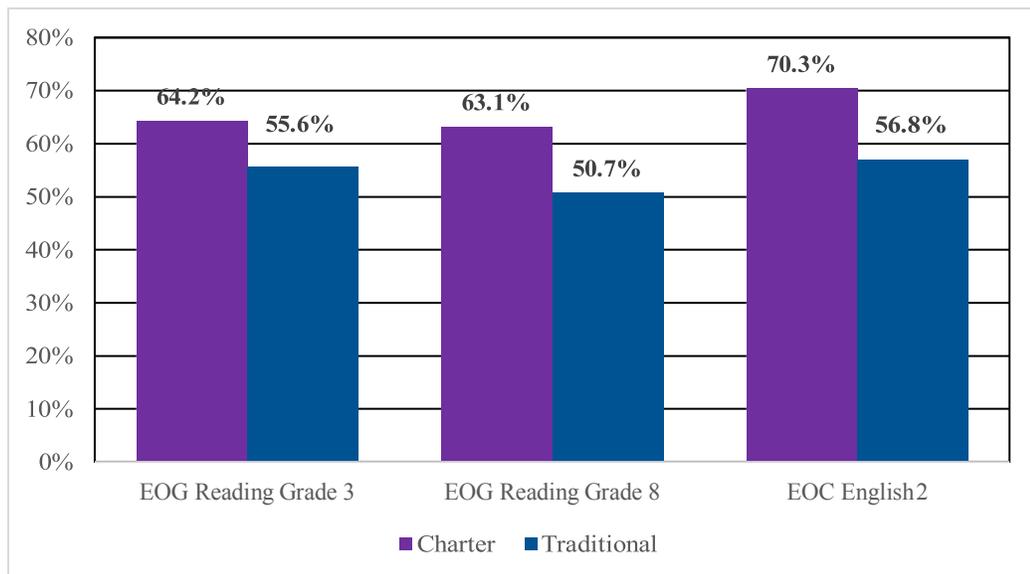
Figure 16. Average Percentage of Students Scoring a Level 3 or Above on Math
 Charter Schools and Traditional Public Schools (LEA)
 Students with Limited English Proficiency



EOG/EOC English Language Arts
 Traditional Public Schools and Charter Schools

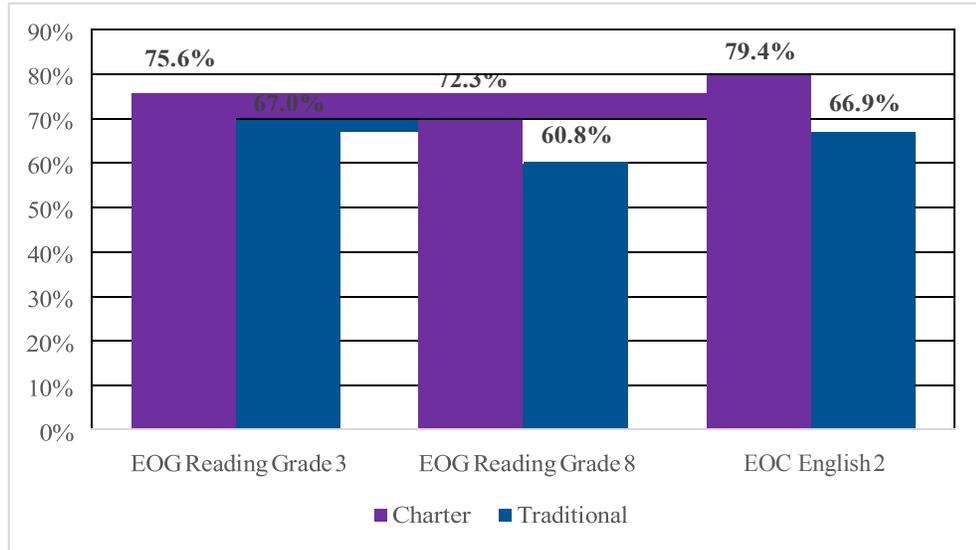
All Students Comparisons 2016-17

Figure 17. Average Percentage of Students Scoring a Level 3 or Above on English Language Arts
 (ELA)
 Charter Schools and Traditional Public Schools (LEA)
 All Students



Subgroup Comparisons 2016-2017

**Figure 18. Average Percentage of Students Scoring a Level 3 or Above on ELA
Charter Schools and Traditional Public Schools (LEA)
White Students**



**Figure 19. Average Percentage of Students Scoring a Level 3 or Above on English Language Arts
Charter Schools and Traditional Public Schools (LEA)
African-American Students**

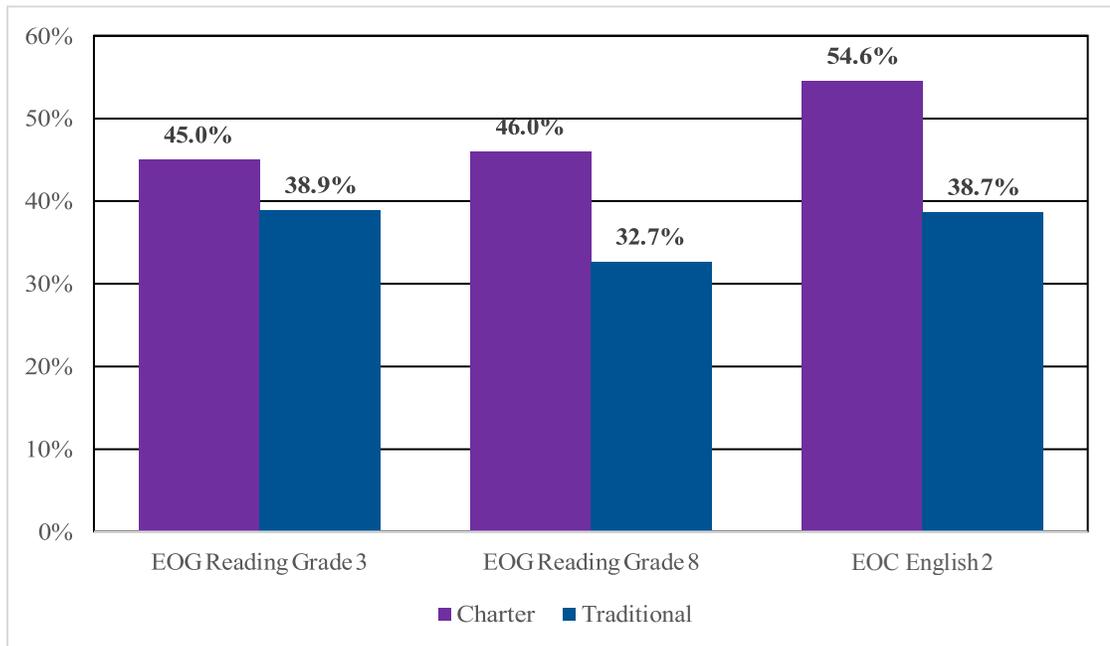


Figure 20. Average Percentage of Students Scoring a Level 3 or Above on English Language Arts
 Charter Schools and Traditional Public Schools (LEA)
 Hispanic Students

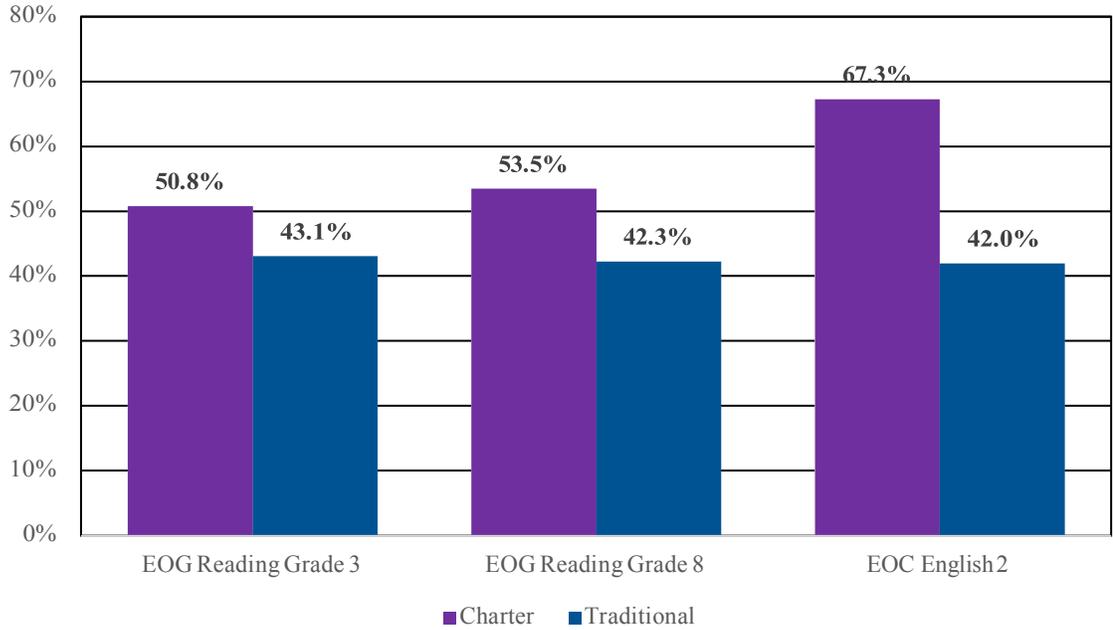


Figure 21. Average Percentage of Students Scoring a Level 3 or Above on English Language Arts
 Charter Schools and Traditional Public Schools (LEA)
 Economically Disadvantaged Students

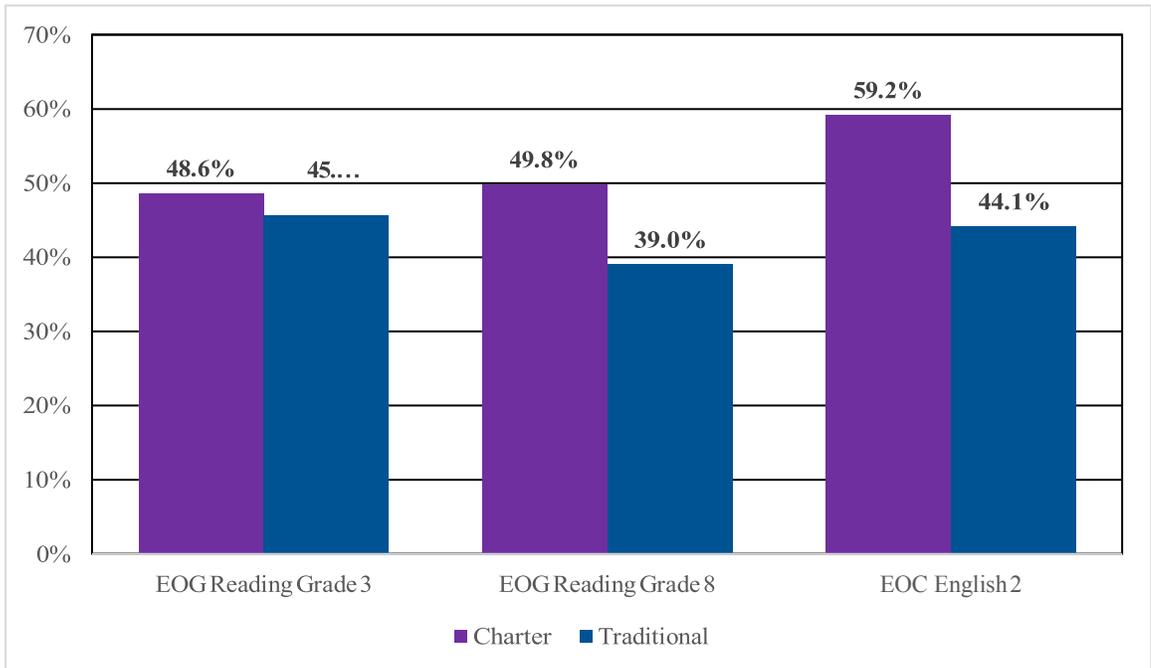
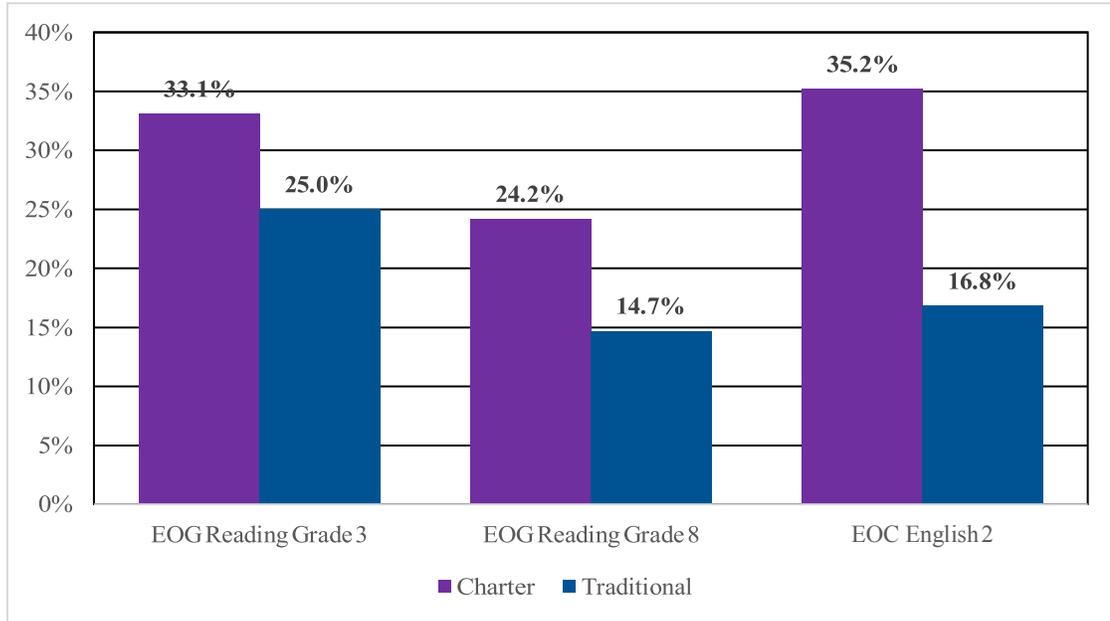


Figure 22. Average Percentage of Students Scoring a Level 3 or Above on English Language Arts
Charter Schools and Traditional Public Schools (LEA)
Students Receiving Exceptional Children Services



Academic Performance: Relative to State Board of Education Goals

As part of its strategic planning initiative, the State Board of Education created a series of goals for charter school performance over time. Specifically, Goals 2.4.1a, 2.4.1b, and 2.4.2 set targets for charter school academic performance, as measured through percentage of students proficient on State tests, and school growth, as defined by the Education Value Added Assessment System (EVAAS). The following chart shows the charter schools’ actual results relative to the State Board’s goals and targets:

Figure 23. State Board of Education Strategic Plan: Goals and Measures for Charter Schools

Measure	2013-2014		2014-2015		2015-2016		2016-2017	
	Targeted	Actual	Targeted	Actual	Targeted	Actual	Targeted	Actual
2.4.1a Percentage of charter schools at or above 60% on EOG and EOC assessments (Students scoring Levels 4 & above: College-and-career- ready (CCR) standard)	49.2%	32.0%	51.7%	39.9%	43.0%	38.3%	45.0%	33.7%
2.4.1b Percentage of charter schools at or above 60% on EOG and EOC assessments (Students scoring Levels 3 & above: Grade Level Proficiency (GLP) standard)	49.2%	54.4%	51.7%	55.9%	58.0%	59.7%	60.0%	58.4%
2.4.2 Percentage of charter schools meeting or exceeding expected annual academic growth	73.0%	75.6%	75.0%	73.4%	75%	70.1%	75.0%	70.1%

Data Source: State Board of Education Strategic Plan (<http://stateboard.ncpublicschools.gov/strategic-plan/strategic-plan-full.pdf>)

It is important to note that these State Board measures, which align with statutory language delineating a floor for “academic adequacy,” are above and beyond what the Board uses to measure school performance for *all* public schools (see Objective 1.5/measures 1.5.1a-b, 1.5.2, and 1.5.3 in the State Board Strategic Plan, linked above). The charter schools’ performance on

additional measures 2.4.1a and 2.4.1b that are only for charter schools (illustrated above), while not reaching the State Board’s targets, is higher than the average school performance against these measures and higher than the average for traditional schools only. The chart below illustrates this comparison.

Figure 24. Number and Percentage of NC Public Schools scoring above 3 or 4 on EOG/EOC Assessments

Percent of NC Public Schools At/Above 60% CCR (Level 4 or 5) on 2016-2017 EOG and EOC Assessments				
Type of School	# LEAs/Charters Under 60%	# LEAs/Charters Over 60%	% Over 60%	SBE Target
Charter	110	56	33.7%	45.0%
Traditional	110	5	4.3%	N/A

Percent of NC Public Schools At/Above 60% GLP (Level 3, 4, or 5) on 2016-2017 EOG and EOC Assessments				
Type of School	# LEAs/Charters Under 60%	# LEAs/Charters Over 60%	% Over 60%	SBE Target
Charter	69	97	58.4%	60.0%
Traditional	65	50	43.5%	N/A

Data Source: NCDPI Accountability Services Division

<http://www.ncpublicschools.org/docs/accountability/reporting/2017/documentation/exsumm17.pdf>

Academic Performance: Low-Performing and Continually Low-Performing Schools

House Bill 242 approved in 2016 removed the language defining academic inadequate schools from 60% or growth in two of three years. The new language defined Low-Performing and Continually Low-Performing Charter Schools.

- Low performing charter schools are those that received a school performance grade of D or F and a school growth score of “met expected growth” or “not met expected growth.”
- A continually low-performing charter school is a charter school that has been designated by the State Board as low-performing for at least two of three consecutive years.
- In October 2017, 37 schools were on academic notice.
 - 1 closed at the end of the 2016-17 school year. (Community Charter School)
 - 17 were designated as Low-Performing
 - 12 within first 5 years of charter
 - 5 have been operating >5 years
 - 19 designated as Continually Low-Performing
 - 13 within first 5 years of charter

- 6 have been operating >5 years

Charter School Closure

Between 1997 and 2017, 60 charter schools closed. This total number includes schools that were not able to open, schools that relinquished their charters, and schools that either had their charters revoked or not renewed by the State Board of Education.

Most of charter school closures have been the result of financial or financially-related issues – low enrollment, fiscal noncompliance, excessive debt, etc. Out of the 46 schools that opened for operation, but then closed, 35 (or 80%) of those schools closed due to financial reasons.

Since 2011, 16 schools have closed. These 16 schools account for 26.7% of all school closures since the charter school law was first instituted in North Carolina. Since August of 2014, 12 charter schools have closed. Two of those schools relinquished the charter prior to opening and five schools were in the first year of operation. One of those schools was revoked due to non-compliance with requirements for services for Exceptional Children. Since 2012, four schools have closed due to low academic performance.

IMPACT OF CHARTER SCHOOLS ON THE PUBLIC-SCHOOL SYSTEM

Historical Overall Fiscal Impact

Growth in the number of charter schools combined with increased population at existing charter schools has increased the financial impact charter schools have on the overall system of public schools. The growing enrollments in charter schools mean an increase in State Public School Fund dollars allotted to them. As the chart on the next page shows, State funding for charter schools has increased from just over \$16 million in 1997 to more than \$513 million in 2016-2017.

Figure 25. Charter Schools Status Report 1997 – 2017

Year	Total in Operation	Planning Allotted ADM	% of Total ADM	Total of State Funds Allotted to Charters	Total State Funding (Charters and TPS)
1996-97	0				
1997-98	33	4,106	0.3%	\$16,559,947	\$4.7b
1998-99	56	5,572	0.4%	\$32,143,691	\$5.1b
1999-00	75	10,257	0.8%	\$50,104,210	\$5.5b
2000-01	86	14,230	1.1%	\$64,213,491	\$5.74b
2001-02	91	19,492	1.5%	\$77,177,902	\$5.8b
2002-03	93	19,832	1.5%	\$87,233,744	\$5.92b
2003-04	93	21,578	1.6%	\$94,286,726	\$6.1b
2004-05	97	24,784	1.8%	\$110,888,050	\$6.52b
2005-06	96	28,733	2.1%	\$132,089,910	\$6.86b
2006-07	93	29,170	2.0%	\$144,299,621	\$7.37b
2007-08	98	30,892	2.1%	\$169,871,326	\$7.91b
2008-09	97	34,694	2.3%	\$191,751,412	\$8.19b
2009-10	96	38,449	2.6%	\$187,726,898	\$7.35b
2010-11	99	41,314	2.8%	\$200,058,046	\$7.15b
2011-12	100	44,829	3.0%	\$228,291,552	\$7.5b
2012-13	107	48,795	3.3%	\$255,396,318	\$7.74b
2013-14	127	53,655	3.6%	\$304,459,644	\$7.81b
2014-15	148	64,186	4.2%	\$366,455,982	\$8.09b
2015-16	159	81,943	5.3%	\$444,131,335	\$8.44b
2016-17	167	92,112	6.0%	\$513,450,126	\$8.64b

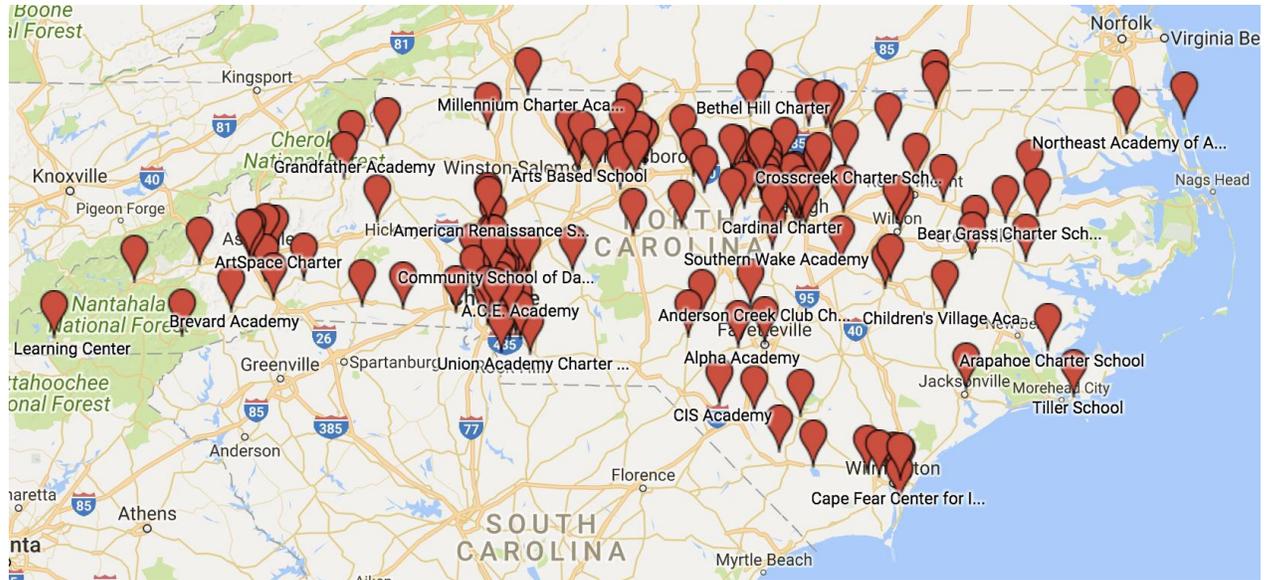
Data Source: Highlights of the North Carolina Public School Budget, February 2017, Information Analysis, Division of School Business, North Carolina Department of Public Instruction
<http://www.ncpublicschools.org/docs/fbs/resources/data/highlights/2017highlights.pdf>

Current School Year (2017-2018) Specific Fiscal Impact

For the current academic year, over half of the 115 local school districts in North Carolina have charter schools located within them. Even though a charter may be located in a specific school

district, charter schools are not bound to only serve students from the district in which they are located. Many charter schools serve students from multiple school districts, in which cases the charter schools’ impact extends across school district boundaries. The specific fiscal impact of a given charter school on its “home district” and those around it will vary, depending on the number of students from the various districts who attend the charter school.

Figure 26. 2017-2018 Currently Operating Charter Schools



Data Source: <http://www.ncpublicschools.org/charterschools/schools/map>

173 charter schools, located in 62 school districts and 60 counties, are currently open and serving 100,508 students (second month ADM for 2017 – 2018). The projected enrollment for 2017-2018 was 101,689 students. Statewide, charter schools are at 100% of projected enrollment for 2017 – 2018.

Prior to 2013, the State Board of Education was required by legislation to solicit impact statements from LEAs when new applications for charters were being considered or when existing charter schools wanted to grow beyond what was normally allowed within the statute. The General Assembly removed the requirement that LEAs submit impact statements, but the State Board has continued to consider comments from school districts in situations involving charter school enrollment growth.

Other Considerations: Other Fiscal and Non-Fiscal Impact

Discussion of the impact of charter schools upon the overall system of public schools typically focuses on the amount of operational (also known as “current expense”) funding shifting from each school district to charter school(s) in or near the district; however, there are several other impacts, though perhaps harder to document, that are worth considering. For example, another

potential fiscal impact in urban school districts facing overcrowding is that they might have less immediate needs to expand facilities if significant numbers of students choose charter schools instead.

Charter schools may also have non-fiscal impacts on the system of public schools. Where charters exist, they typically do create alternative education options for parents to consider for their students, though the accessibility of these alternative options may be limited for some families in cases where a charter does not provide the same level of transportation or school nutrition services as the local school district. Presence of “competitive” charters in a district may create greater urgency and/or focus for all the schools – traditional and charters — to experiment in order to find what will work best to improve student outcomes for their particular student populations. Similarly, the presence of charter school options for parents may lead parents to engage more deeply with the public schools – traditional or charter – in order to better understand the options available for students.

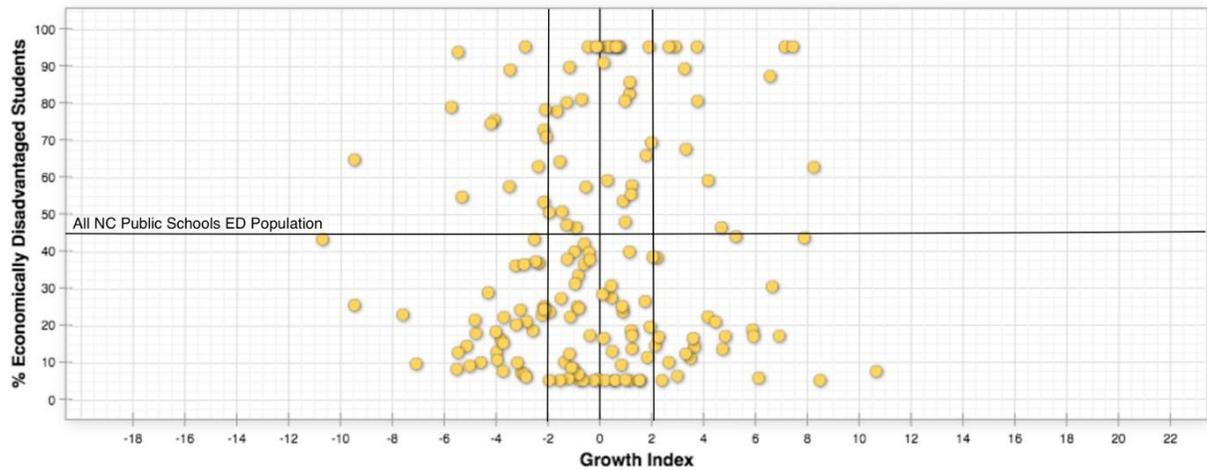
In addition to these considerations, there is much to be said for inequity in charter school funding. For example, students attending public schools in low-wealth counties receive low-wealth county funding. If a child living in a county with low-wealth funding attends a charter school in a different county, the low-wealth funding does not follow the child to their school. State policymakers may want to consider these and other state funding allotments that do not follow students to their respective charter schools. Moreover, charter schools do not receive funding for facilities nor are they eligible to participate in lottery facility funding. Facilities costs must be paid from each school’s operations budget, and this may consume a considerable share of the school’s available funds.

BEST PRACTICES RESULTING FROM CHARTER SCHOOL OPERATIONS

High Academic Growth with Disadvantaged Student Population

One measure of excellence for charter (and traditional) schools is achieving high academic growth, as measured by the Education Value Added Assessment System (EVAAS) with a student population that is economically disadvantaged. As illustrated below, eight charter schools exceeded growth expectations with student populations that were 70% or greater Economically Disadvantaged, and 3 of these schools achieved extremely high growth.

Figure 28. 2016-2017 Charter Schools Percentage of Economically Disadvantaged Students and Academic (EVAAS) Growth



Source: NCDPI School Report Card Online Platform

Based on this 2016-17 data, the following eight schools with an ED population over 70% exceeded expectations for student growth by achieving an EVAAS growth score of greater than +2:

- Maureen Joy Charter (32A)*
- Global Scholars Academy (32M)
- KIPP Halifax College Preparatory (42A)*
- Guilford Preparatory Academy (42C)
- KIPP Charlotte (60L)
- Gaston College Preparatory (66A)
- Henderson Collegiate (91B)*
- Torchlight Academy (92L)

*These schools achieved extremely high growth with indices of 6 or greater.

The following four charter schools with an ED population over the state average (all public schools) of 45.3% similarly exceeded expectations for student growth:

- Williams Academy (06B)
- Columbus Charter (24N)

- CIS Academy (78A)
- Sallie B. Howard School for the Arts (98A)

Charter Schools Receiving Special Awards and Recognition

North East Carolina Preparatory School, located in Edgecombe County, was awarded \$36,000 via the new Coding and Mobile App Development Grant Program. The grants support partnerships with local businesses to help students develop computer science, coding, and mobile app development programs for middle and high school students.

Metrolina Regional Scholars Academy was named a 2017 National Blue-Ribbon School by the U.S. Secretary of Education. The school was selected as an Exemplary High Performing School, as it was among the state’s highest performing schools as measured by state assessments or nationally normed tests.

Raleigh Charter High School was ranked #56 in *US News and World Report’s* Best High Schools National Rankings. Additionally, twelve charter schools in NC were ranked in the top 50 high schools in the country by *US News and World Report*.

Envision Science Academy was named the 2017 STEM School of the Year at the second annual STEMmy Awards. This event was sponsored by STEM in the Park, and honorees were recognized for outstanding achievements in the STEM fields.

OTHER INFORMATION

NCDPI Support of Charter Schools

As discussed in the Academic Performance section above, the State Board of Education has set a goal of increasing the number of charter schools that meet or exceed all operational, financial, and academic performance expectations. To this end, NCDPI, through the Office of Charter Schools (OCS) and other areas of the agency, provides a broad range of services to charter schools to help ensure that they understand how to meet all State and federal laws and policies and the promises they have made in their charter applications/agreements. In addition, though charter schools are not required to use the curricular, instructional, and technological resources provided for all public schools, NCDPI works to ensure that charter school leadership is fully informed about State-provided resources that could provide charters with cost effective, high quality materials and infrastructure if they so choose. OCS has implemented many initiatives to support charter school efforts and to monitor performance, including training camps for low performing charter schools, charter school regional huddles, an annual charter schools Leadership Institute, Ready-to-Open and Planning Year sessions, renewal site visits, quarterly reviews of school board minutes, quarterly compliance reviews, and other mechanisms through which struggling schools are identified and receive additional support. Finally, NCDPI responds almost daily to requests from charter school leaders and their contractors, charter school advocates, parents, and public officials for information about charter schools and/or technical assistance.

Highlights of the services that NCDPI provides to NC charter schools include the following:

- Office of Charter Schools (OCS)
 - Conducts Application Process training for prospective applicants for charters;
 - Hosts Planning Year training for new charter school boards and school leaders on topics including governance, state and federal law, SBE policies, and the Charter Agreement;
 - Delivers periodic refresher training for charter school board members and school leaders;
 - Maintains efficient, user-friendly online Application, Renewal, and Grade Enrollment & Expansion Request systems;
 - Maintains a website with OCS- and NCDPI-created resources, and links to externally created resources (such as those provided by the National Association of Charter School Authorizers);
 - Provides daily technical assistance through phone and email communication with school staff, parents, charter advocacy organization representatives, vendors, et al;
 - Processes individual schools' amendments to their charters (some amendments can be approved by OCS, while many require approval through State Board deliberations);
 - Staffs the State Board of Education's Education Innovation and Charter Schools Committee (to present charter school policy items and amendments that schools have requested) and the Charter Schools Advisory Board;
 - Meets with groups of charter school leaders periodically to hear their concerns and identified needs and discuss with these leaders how OCS can better serve them; and
 - Hosts annual charter school leadership institute where charter leaders can receive technical assistance from a variety of NCDPI experts and share with other charter school leaders.

- Academic Support Services and Curriculum & Instruction Divisions
 - Provide a range of training, technical assistance, and both face-to-face and online professional development opportunities, including the following:
 - Inviting all charter schools to participate in Summer Institutes and other statewide and regional professional development gatherings supported with Race to the Top funding between 2010-11 and 2015-16;

- Inviting all charter schools to participate in the Principal READY meetings (professional development specifically for principals and assistant principals) across the State;
 - Inviting all charter schools to participate in regionally-delivered professional development regarding standards and curriculum (i.e., instructional strategies);
 - Encouraging all charter schools to use the online professional development modules available through Home Base (and providing training for how to do so); and
 - Offering webinars on a variety of topics (such as how to use Home Base tools and the Statewide Educator Evaluation System) specifically targeted to charter school administrators.
- K-3 Literacy Division
 - Provides charter schools statewide with a dedicated consultant to conduct professional development for teachers and principals regarding literacy instruction and the State’s formative, diagnostic assessment system (required for use as part of the Excellent Schools Act/Read to Achieve legislation); and
 - Trains master literacy trainers (including charter schools’ representatives) across the state to provide ongoing support regionally to schools regarding early literacy instruction.
- Exceptional Children’s Division
 - Assists charter schools in accessing federal funds for students with special learning needs;
 - Provides a range of technical assistance services to help charter schools meet the needs of children with special learning needs;
 - Invites all charter schools to annual conference designed to provide professional development across a broad range of topics related to serving students with special learning needs;
 - Provide support in the new charter application evaluation process;
 - Provides support staff specific to Charter Schools; and
 - Supports the Office of Charter Schools and the Charter School Advisory Board by providing detailed school compliance information.

- Finance and Business Divisions
 - Advocate for adequate funding for State Public School Fund, which is the source of funds for both traditional and charter school funds (which rise and fall in concert, as the State funds for each charter are based on the funding to the district in which the charter is located);
 - Allot State funds to charter schools;
 - Provide efficient, user-friendly online Charter School Average Daily Membership (CSADM) system for schools to enter their projected enrollments;
 - Monitor and reports on charter school expenditures (in response to oversight by the General Assembly);
 - Process (with OCS) schools' requests for school enrollment and grade expansion;
 - Provide support in the new charter application evaluation process; and
 - Supports the Office of Charter Schools and the Charter School Advisory Board by providing detailed school compliance information.

- Information Technology Area and Digital Teaching & Learning Division
 - Enable charter schools to benefit from State economies of scale for technology solutions to set up to serve every school – traditional and charter – Statewide;
 - Provide all charter schools with cloud-based accounting system with many school management features, including scheduling and producing customized student transcripts;
 - Provide all charter schools with opportunity to use cloud-based professional development and instructional/classroom management tools (through Home Base); and
 - Provide charter schools with the opportunity to participate in and earn grant opportunities.

- Child Nutrition Division
 - Assists charter schools in accessing federal funding to support free and reduced price lunch; and
 - Provide technical support to ensure compliance with reporting requirements.

- Transportation Division
 - Provides free inspections and detailed reports regarding safety of charter school buses; and
 - Provides free replacement of school buses at retirement threshold when school has purchased a new bus.

Update on Legislation Affecting Charter Schools

Appropriations Bill (S.B. 257/S.L. 2017-57)

Charter School Transportation Grant \$2,500,000 (R)

- Grant program for charter school transportation to reimburse up to 65% of transportation costs;
- Eligible schools shall have at least 50% of the students eligible for free or reduced-price lunch;
- DPI shall establish the criteria by Aug 1;
- Maximum award \$100,000, and
- DPI shall report on the details of the grant by March 15, 2018.

Office of Charter Schools/Web-based Record and Data Management

- Mandated that up to \$200,000 per year from 2017-2019 be used to support the purchase of a Web-based electronic records and data management system to automate and streamline reporting and accountability requirements to assist OCS in complying with annual reporting obligations.

House Bill 800/S.L. 2017-173: Various Changes to Charter School Laws

- Allows education management organizations and charter management organizations to employ and provide teacher staffing for charter schools;
- Mandates that decisions on fast-track replication applications be made less than 120 days from the application submission date;
- Stipulates that enrollment growth of greater than 20% be considered a material revision of the charter if the charter is currently identified as low-performing. The State Board will not approve material revisions for enrollment growth of greater than 20% for charters currently identified as low-performing;

- Stipulates that, effective July 1, 2017, enrollment growth of greater than 25% will be considered a material revision for any charter school not currently identified as low-performing. Effective July 1, 2018, this enrollment threshold will increase to 30%;
- Allows charter schools to give enrollment priority to any student who was enrolled in another charter school in the state the previous year as well as to any student who was enrolled in a preschool program operated by the charter school in the prior year;
- Tasks the Office of Charter schools with assisting certain charter schools seeking to participate in the NC Pre-K program; and
- Allows charter schools to apply to a local contracting agency to participate in the NC Pre-K program.

House Bill 159/S.L. 2017-98: Charter School TSERS Election

- Extends the amount of time a charter school has to elect to participate in the Teachers' and State Employees' Retirement System

Senate Bill 599 / S.L. 2017-189: Excellent Educators for Every Classroom

- Mandates that charter school boards must indicate the reason of an employee's termination or dismissal, upon inquiry by any other local board of education, charter school, or regional school in the state; and
- Charter school boards must indicate if an employee's criminal history was relevant to the employee's resignation or dismissal. If a teacher's criminal history is relevant to a teacher's resignation, the board must report the reason to the State Board of Education.

Update on 2017 Charter Renewals

Thirty-two charter schools completed the renewal process in 2017. The Charter School Advisory Board utilized the same framework for determining recommendations for the number of years for each renewed charter terms from 2015. The State Board of Education approved all of the CSAB's 2017 renewal recommendations. Of the 32 renewals, 22 received a ten-year term, 2 received a seven-year term, 2 received a five-year term, and four received a three-year term.

One school, Community Charter, was recommended for assumption and ultimately closed, and another, Kestrel Heights, received a three-year renewal with highly specific recommendations due to reporting issues in its high school.

The State Board of Education approved 100% of the CSAB's 2017 renewal recommendations.

Update on 2016 Charter Applications

Thirty-eight charter applicants submitted applications for the 2018 – 19 school year through NCDPI's automated system in September 2016. The Office of Charter Schools reviewed the

applications, and the applicant groups with incomplete applications were given five days to submit or clarify incomplete items. Of the seventeen applicants whose applications were deemed incomplete, fourteen submitted missing information within the five days stipulated by law. Two applicants submitted information after the five-day period, and one applicant failed to respond. Of the 38 total applicants, 24 (63%) were recommended for a full interview with the CSAB. Of the 24 applicants who received full interviews with the CSAB, fifteen were recommended as Ready to Open, and all fifteen were approved for a charter by the State Board of Education.

Trends in the 2016 applications included the following:

- Continuing the trend from previous years, Mecklenburg County and surrounding counties continued to be the area with the most applicants.
 - Mecklenburg County (6 applicants)
 - Union County (3 applicants)
 - Gaston County (1 applicant)
- Urban areas received a significant proportion of charter applicants. Including Mecklenburg and surrounding counties, almost 2 out of 3 applications were for schools in urban districts.
 - Wake County (7 applicants)
 - Guilford County (6 applicants)
 - Durham (2 applicants)

Updates on 2017 Charter Applications

Twenty-nine applicants submitted applications in September 2017 for schools to open in 2019-20. Eight applicants submitted incomplete applications, and five submitted missing information by the legislatively-mandated deadline of five business days. Twenty-six applications were deemed complete and moved forward for substantive review. Applicant groups are currently being interviewed by the CSAB as part of the formal review process. The CSAB will then make recommendations to the State Board of Education for applications to move into the Planning Year/Ready to Open process. The SBE will make final decisions regarding approval by August 15. Due to legislative changes mandating that fast track replication decisions be made within 120 days from the application submission deadline, the State Board has already voted on (and approved) one Fast Track Replication for Cardinal Charter Academy West Campus.

Eighteen of the 29 applicants were for schools in urban districts and surrounding areas.

- Mecklenburg County (7 applicants)
- Gaston, Union, and Iredell Counties each had one applicant (3 total applicants)
- Wake County (4 applicants)
- Guilford County (2 applicants)
- Forsyth County (2 applicants)

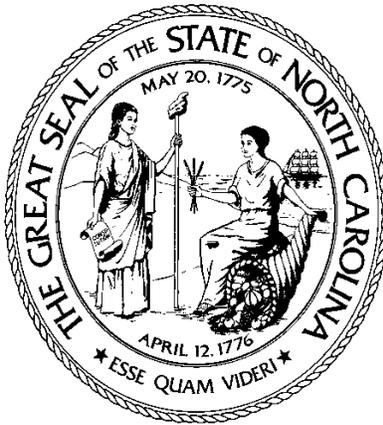
Charter School Teacher Absentee Rates

A report released by the Fordham Institute found that approximately 13% of charter school teachers and 35% of traditional public-school teachers in North Carolina missed more than ten days of school due to sick or personal leave. The views and findings expressed in this report are those of the Fordham Institute, and have not been verified or validated by the Office of Charter Schools or NCDPI Office of Accountability Services.

The State Board of Education is in the process of defining “chronic absenteeism” among students and considering adding this metric to the strategic plan. Nationally, 37 states have added this metric to their Every Student Succeeds Act (ESSA) reporting plan and now report numbers of chronically absent students. OCS hopes to report the percentages of chronically absent students in charter schools and traditional public schools in future annual reports.

F.10

NC ACCESS Program
Subgrant Application (Draft)



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

Due by 5:00 pm, May 1st, 2019

North Carolina Department of Public Instruction
NCDPI/Office of Charter Schools
301 N. Wilmington Street
Raleigh NC 27601-2825

Mailing Address:
6303 Mail Service Center
Raleigh, NC 27699-6303

NC ACCESS PROGRAM INFORMATION

The NC ACCESS Program is an subgrant program developed to achieve following objectives:

- Increase the Number of Educationally Disadvantaged Students Attending High Quality Charter Schools and Expand the Number of High Quality Charter Schools Available to Educationally Disadvantaged Students
- Develop a Cadre of 100 Charter School Leaders Who Can Develop and Demonstrate Best Practices in Serving Educationally Disadvantaged Students
- 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

CSP PROGRAM DESCRIPTION

The NC ACCESS Program subgrant opportunity is made possible by a Charter School Program (CSP) grant for the Department of Education (DOE). More information about this program is provided below:

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

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

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

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

SUBGRANT APPLICATION TIMELINE AND ELIGIBILITY REQUIRMENTS

Minimum Score

Applications must receive at least 80 points on the application rubric to be considered for a subgrant award.

Eligibility

The NC ACCESS Program will award grants in three categories. Below are the eligibility requirements for each category. Prospective applicants may only apply for one grant type:

Category: New School

New School subgrants will be available to charter operators in their planning year through year 3 of operation. Since new schools will have limited data to support their potential for success, applicants must demonstrate a strong commitment to and comprehensive plan for recruiting and effectively serving a large population of educationally disadvantaged students, as well as a desire to share best practices with both charter schools and traditional public schools. If a new school is managed by a charter management organization (CMO), the school will need to submit an analysis of the performance of the other schools managed by the CMO. The analysis will not solely determine eligibility, but it will be considered as part of the application review process. This subgrant allows both planning and implementation activities but planning activities may not last more than 18 months.

Category: Expansion

Expansion subgrants will be available to high quality schools interested in expanding access for ED students through the addition of grade levels and/or a substantial increase in student enrollment. In order to maintain a commitment to quality, eligible applicants must have maintained at least a “B” School Performance Grade (SPG) and met or exceeded academic growth (as determined by EVAAS) for at least two out of the three years prior to their application and, when applicable, have a graduation rate higher than the state average. Eligible applicants must not have any unresolved academic, financial or operational issues.

Category: Replication

Replication subgrants will be available to high quality charter schools that exhibit academic, financial and operational success and a desire to replicate their successful school model to serve a greater number of educationally disadvantaged students. Eligible applicants must have maintained at least a “B” School Performance Grade (SPG) and met or exceeded growth (as determined by EVAAS) for at least two out of the three years prior to their application and, when applicable, have a graduation rate higher than the state average. Eligible applicants must not have any unresolved academic, financial or operational issues.

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

Timeline

February 1, 2019

A letter of intent to apply for a subgrant **must** be received electronically by NC ACCESS Program staff **no later than 5:00 p.m. at [REDACTED]**. If the Letter of Intent is not submitted, an application from this group will not be accepted. The letter of intent must include the following: 1) the specific subgrant category under which the applicant plans to apply, 2.) description of an applicant’s desire and commitment to serve a greater number of educationally disadvantaged students; and 3) a brief summary of the strategies they plan to implement to fulfill their commitment to serve a greater number of educationally disadvantaged students. The letter of intent will be used to determine eligibility.

March 31, 2019

If deemed eligible, applicants must submit a complete online application **by 5:00 p.m.**

June-July, 2019

Anticipated final approval of subgrant applications.

APPLICATION SPECIFICATIONS

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

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

BASIC INFORMATION

I. APPLICATION CONTACT INFORMATION

Please indicate the subgrant category for which you're applying: New School Expansion Replication

Name of charter school (Approved/Existing):

Name of non-profit organization under which charter is/will be organized or operated:

Provide the name of the person who will serve as **the primary contact** for this application. **The primary contact** should serve as the contact for notices regarding this Application.

Name of contact person:

Title/Relationship to approved/existing school:

Mailing address:

Primary telephone:

Alternative telephone:

E-Mail address:

Name of county and local education agency (LEA) in which charter school is/will reside:

County:

LEA:

What is the name of the nonprofit organization that governs this charter school?

Is or will the charter school be operated by an Education Management Organization (EMO) or Charter Management Organization (CMO): Yes No

If so, please provide the name and list of all schools managed by the organization.

GENERAL STANDARDS (up to 40 points: see application rubric)

Grade Levels and Student Enrollment:

Subgrant Year	Grade Levels Served	Projected Grade Levels	Current Student Enrollment	Projected Student Enrollment
Year One				
Year Two				
Year Three				
Year Four				
Year Five				

Educationally Disadvantaged Students:

Subgrant Year	Current ED Student Population (#) Format: Economically Disadvantaged/ELL/Students with Disabilities	Projected ED Student Population (#) Format: Economically Disadvantaged /ELL/Students with Disabilities
Year One		
Year Two		
Year Three		
Year Four		
Year Five		

Subgrant Year	Current ED Student Population (%) Format: Economically Disadvantaged/ELL/Students with Disabilities	Projected ED Student Population (%) Format: Economically Disadvantaged /ELL/Students with Disabilities
Year One		
Year Two		
Year Three		
Year Four		
Year Five		

Explain the rationale behind the projected numbers. Specifically, explain how the projected numbers are both ambitious and feasible.

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

What strategies does the charter school currently use (plan to use) to serve educationally disadvantaged students?

What, if any, partnerships does the charter school maintain (or plan to develop) to support educationally disadvantaged students?

How does the governing body of the school (i.e. Board of Directors) contribute to the recruitment and development of educationally disadvantaged students?

Briefly describe how the school's calendar supports the development of educationally disadvantaged students?

Briefly describe how the school's professional development plan supports the development of educationally disadvantaged students?

Does the school currently offer transportation? Yes No

If yes, please describe how the transportation plan currently accommodates and supports educationally disadvantaged students:

If not, please describe the school's plan to provide transportation to accommodate and support educationally disadvantaged students:

Does the school currently provide lunch or other meals? Yes No

If yes, please describe the school's meal plan, including, if applicable, information about participation in the Free and Reduced Lunch Program

If not, please describe the school's plan to provide lunch or other meals for students, including, if planned, participation in the Free and Reduced Lunch Program or a similar comprehensive lunch program.

TECHNICAL STANDARDS (up to 60 points: see application rubric)

Provide three school-specific subgrant program goals. Subgrant goals must be SMART (specific, measurable, achievable, rigorous, time-bound).

Provide a General Education Provision Act (GEPA) statement demonstrating how the school has or will eliminate any and all barriers to enrollment for ED students.

Provide a statement on how the school's educational program is or will be specifically tailored to meet the needs of ED students.

Describe the school's discipline and school climate philosophy.

Describe the school's plan to implement the parent/community advisory council (a requirement of the NC ACCESS Program).

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.

New School and Replication Subgrant Applicants Only: Provide a school closure plan. 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, 1-2 members of the LEA district student reassignment office in which the school is located. The NC ACCESS staff member will be responsible for working to facilitate the outreach and collaboration with the LEA. 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.

Technical Standards Appendix Requirements:

- Budget and budget narrative that describes anticipated costs for the duration of the grant period, as well as a plan that demonstrates financial viability beyond the grant period.
- Logic model demonstrating how actions and expenditures are expected to lead to specific outcomes.

COMPETITIVE PREFERENCE STANDARDS (up to 3 points per item)

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

- Opening, expanding or replicating a school in a rural or underserved urban area (without a high quality school within 15 miles)
- Increasing the racial and ethnic diversity in their new, expanded or replicated school
- The inclusion of high school grade levels
- Develop or manage a charter school focused on dropout recovery and academic reentry.

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 awards

when the number of applications receiving at least a minimum score (80 points) on the application rubric exceeds the number of grants to be awarded:

- Currently serve a 40% or higher economically disadvantaged population
- If applicable, have a graduation rate higher than the state average
- Economically disadvantaged, English language learners and students with disabilities have proficiency rates higher than the state average for their subgroup
- As evidence of participation in applicable federal programs, have Title 1 status
- Maintained an “A” or “A+NG” School Performance Grade and met or exceeded growth, as determined by EVAAS data, for three consecutive years prior to the application.

CERTIFICATION

I certify that I have the authority to submit this application on behalf of [**School Name**]. 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 [**School Name**]

Electronic Signature

Date

F.11

SBE Policy CHTR-014

Charter Amendments for Existing Public Charter Schools

Item	Description
Policy Title	Charter Amendments for Existing Public Charter Schools
Policy Category	Public School Employee Charter Schools Administration (CHTR)
Policy ID	CHTR-014
Policy Date	2017-06-01
Previous Policy Dates	04/05/2012

Formerly TCS-U-014

A material revision of the provisions of a charter application shall be made only upon the approval of the State Board of Education (Board).

I. Amendment Approval Process

- A. The following are amendments that must receive Board approval prior to implementation
1. Enrollment growth beyond the approved percentage outlined in G.S. 115C-218.5 or grade expansion not in the approved charter;
 2. Relocation outside a 5-mile radius or approved Local Education Agency (LEA);
 3. Transferring the charter to another non-profit entity;
 4. Altering the mission or targeted student population;
 5. Employing or terminating a management company; and
 6. Change to the charter application with respect to the National School Lunch program
- B. The following proposed amendments to a charter may be approved by Department of Public Instruction staff without the necessity of Board action; moreover, the charter school must seek approval prior to implementation of the change. Further, the Board must be notified by the Department of any approved amendments in the following areas:
1. Bylaws;
 2. The name of the charter school;
 3. The Articles of Incorporation;
 4. Relocation within a 5-mile radius or an approved Local Education Agency (LEA)
 5. Class sizes as stated in the application;
 6. Length of school day and/or academic year;
 7. Curriculum changes;
 8. Change to the charter application with respect to student transportation;
 9. Change to the charter application with respect to changing its food service plan; and
 10. One year delay requests and/or using year 2 enrollment as outlined in the approved charter.
- C. Any proposed amendments not contained in Section 2 above must be reviewed and approved by the State Board of Education and are subject to the Charter Schools Advisory Board's review/recommendation. Notwithstanding the foregoing, the Department may carry any proposed amendment to the Board for its review.

II. Documentation Needed to Process Amendment Requests

No amendment will be processed without the needed documentation. Documentation needed to process amendment requests include, but are not limited to the following:

1. Board meeting minutes reflecting the vote of the Board of Directors for the charter school;
2. Cover letter fully explaining/justifying the request signed by the board chair and lead administrator of the charter school;
3. Strikethrough version of the original charter application/document; and
4. Clean version of the original charter/document to include the new language.

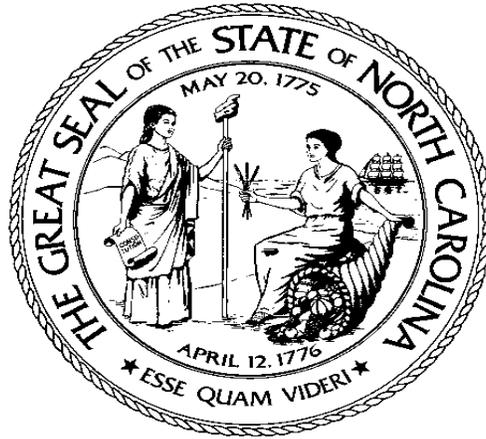
F.12

NC ACCESS Program
Subgrant Application Rubric
(Draft)

Applicant:

Reviewer:

Date:



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

Applicant:

Reviewer:

Date:

Sections should be evaluated using the following rubric

Exceeds Standard (4)	Meets Standard (3)	Approaching Standard (2)	Far Below Standard (1)
<p>Response is concise, clear and comprehensive</p> <p>Response has little to no spelling or grammatical errors</p> <p>Response provides substantial detail, including relevant data points</p> <p>Any projections included in the response appear ambitious yet realistic. Projections are strategically and/or data-driven.</p>	<p>Response is adequately concise, clear and comprehensive</p> <p>Response has only minor spelling or grammatical errors</p> <p>Response provides adequate detail, including relevant data points</p> <p>Any projections included in the response seem adequately ambitious and mostly realistic. Projections include evidence of adequate strategic and/or data-driven planning.</p>	<p>Response is somewhat concise, clear and comprehensive</p> <p>Response has some spelling or grammatical errors</p> <p>Response provides some detail, including some relevant data points</p> <p>Any projections included in the response seem promising but not sufficiently rigorous or realistic. Projections include evidence of some strategic and/or data-driven planning.</p>	<p>Response is not concise, clear or comprehensive</p> <p>Response has significant spelling or grammatical errors</p> <p>Response provides no detail and lacks relevant data points</p> <p>Any projections included in the response lack ambition and/or practicality. Projections provide no evidence of strategic and/or data-driven planning.</p>

Applicant:

Reviewer:

Date:

GENERAL STANDARDS

- **Evaluation Criteria**

-Grade Levels and Student Enrollment (Current-Projected)

-4 -3 -2 -1

Reviewer Comments

- **Evaluation Criteria**

-# and % of Educationally Disadvantaged Students (Current-Projected)

-4 -3 -2 -1

Reviewer Comments

- **Evaluation Criteria**

-Applicant's description of how the school's education plan compares to/differs from that of the LEA(s)

-4 -3 -2 -1

Reviewer Comments

- **Evaluation Criteria**

-Applicant's description of the strategies the school currently uses or plans to use to serve educationally disadvantaged students.

-4 -3 -2 -1

Reviewer Comments

- **Evaluation Criteria**

-Applicant's description of the partnerships, if any, the school plans to maintain or develop to support educationally disadvantaged students.

-4 -3 -2 -1

Reviewer Comments

- **Evaluation Criteria**

-Applicant's description of how the school's governing body (i.e. Board of Directors) contributes to the recruitment and development of educationally disadvantaged students.

-4 -3 -2 -1

Reviewer Comments

- **Evaluation Criteria**

-Applicant's description of how the school's calendar supports the development of educationally disadvantaged students.

-4 -3 -2 -1

Reviewer Comments

- **Evaluation Criteria**

-Applicant's description of how the school's professional development plan supports the development of educationally students.

-4 -3 -2 -1

Reviewer Comments

School Name:

- **Evaluation Criteria**
-Description of the school’s transportation plan.

-4 -3 -2 -1

Reviewer Comments

- **Evaluation Criteria**
-Description of the school’s plan to participate in the Free and Reduced Lunch Program or a similar comprehensive lunch program

-4 -3 -2 -1

Reviewer Comments

GENERAL STANDARDS SCORE	
COMMENTS	TOTAL POINTS
	/40

TECHNICAL STANDARDS

- **Evaluation Criteria**
- Applicant’s three school-specific subgrant. Subgrant goals must be SMART (specific, measureable, achievable, rigorous, time-bound). Evaluate each goal individually.

Goal 1

-4 -3 -2 -1

Reviewer Comments

School Name:

Goal 2

-4 -3 -2 -1

Reviewer Comments

Goal 3

-4 -3 -2 -1

Reviewer Comments

- **Evaluation Criteria**

-Applicant's General Education Provision Act (GEPA) statement demonstrating how the school has or will eliminate any and all barriers to enrollment for ED students.

-4 -3 -2 -1

Reviewer Comments

- **Evaluation Criteria**

-Applicant's statement on how the school's educational program is or will be specifically tailored to meet the needs of ED students.

-4 -3 -2 -1

Reviewer Comments

School Name:

- **Evaluation Criteria**

- Applicant's description of the school's discipline and school climate philosophy.

-4 -3 -2 -1

Reviewer Comments

- **Evaluation Criteria**

- Description of the school's plan to implement the parent/community advisory council (a requirement of the NC ACCESS Program).

-4 -3 -2 -1

Reviewer Comments

- **Evaluation Criteria**

- Description of 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.

-4 -3 -2 -1

Reviewer Comments

- **Evaluation Criteria**

-Applicant's budget and budget narrative (appendix items) that describes anticipated costs for the duration of the grant period, as well as a plan that demonstrates financial viability beyond the grant period.

-4 -3 -2 -1

Reviewer Comments

School Name:

-The budget and budget narrative are aligned to other sections of the application

-4 -3 -2 -1

Reviewer Comments

- **Evaluation Criteria**

-Evaluate the following within the applicant's logic model demonstrating how actions and expenditures are expected to lead to specific outcomes.

-The logic model demonstrates how actions and expenditures are designed to lead to specific outcomes.

-4 -3 -2 -1

Reviewer Comments

-The logic model includes a formative and summative evaluation component.

-4 -3 -2 -1

Reviewer Comments

-The logic model includes aspects of sustainability beyond the project period

-4 -3 -2 -1

Reviewer Comments

-The logic model has measurable, ambitious and feasible outcomes

-4 -3 -2 -1

Reviewer Comments

School Name:

-The logic model reflects strategic and data-driven planning

-4 -3 -2 -1

Reviewer Comments

TECHNICAL STANDARDS SCORE	TOTAL POINTS
COMMENTS	/60

COMPETITIVE PREFERENCE STANDARDS (if applicable)

- **Evaluation Criteria**

-Applicant's plan to open, expand or replicate a school in a rural or underserved urban area (without a high quality school within 15 miles).

-4 -3 -2 -1

Reviewer Comments

- **Evaluation Criteria**

-Applicant's plan to increase the racial and ethnic diversity in their new, expanded or replicated school

-4 -3 -2 -1

Reviewer Comments

- **Evaluation Criteria**

-Applicant's plan to include high school grade levels

School Name:

-4 -3 -2 -1

Reviewer Comments

- **Evaluation Criteria**

- Applicant's plan to develop or manage a charter school focused on dropout recovery and academic reentry.

-4 -3 -2 -1

Reviewer Comments

COMPETITIVE PREFERENCE STANDARDS SCORE	TOTAL POINTS
COMMENTS	3 PTS PER CRITERIA
	/12

School Name:

F.13

SBE Strategic Plan

State Board of Education Strategic Plan

Approved by the SBE May 5, 2016

Vision: Every public school student will graduate ready for post-secondary education and work, prepared to be a globally engaged and productive citizen.

Mission: The State Board of Education will use its constitutional authority to lead and uphold the system of public education in North Carolina.

GOAL 1: Every student in the NC Public School System graduates from high school prepared for work, further education, and citizenship

Objective 1.1

Increase the cohort graduation rate

Measure 1.1.1

Percentage of graduates receiving a diploma within four (4) years

Measure Values	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Proposed Targets	82.0%	84.5%	86.0%	87.5%	89.0%	90.5%
Actual Results	82.5%	83.9%	85.6%			

Measure 1.1.2

Percentage of graduates receiving a diploma within five (5) years

Measure Values	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Proposed Targets	NA	85.1%	86.6%	88.1%	89.6%	91.1%
Actual Results	83.1%	84.9%	86.3%			

Objective 1.2

Graduate students prepared for post-secondary education

Measure 1.2.1

Percentage of the junior class scoring at or above the minimum requirement score on the American College Test (ACT) for admission into the UNC System (composite score of 17)

Measure Values	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Proposed Targets	NA	62.7%	66.9%	71.1%	75.3%	79.5%
Actual Results	58.5%	59.3%	59.7%			

Measure 1.2.2

Average American College Test (ACT) Composite Score for graduating class

Measure Values	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Proposed Targets	NA	18.5	18.6	18.8	18.9	19.0
Actual Results	18.4	18.6	18.7			

Measure 1.2.3

Percentage of Advanced Placement (AP) exams taken on which students scored 3 or above

Measure Values	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Proposed Targets	64%	66%	68%	55%	55%	55%
Actual Results	59.2%	55.7%	50.9%			

Note: Numbers of exams taken were 94,198 for 2012-13, 105,469 for 2013-14 and 126,351 for 2014-15. The number of students who took at least one AP exam were 50,434 for 2012-13, 56,988 for 2013-14 and 67,850 for 2014-15

Objective 1.3

Graduate students pursuing a Career and Technical Education {CTE} concentration prepared for careers

Measure 1.3.1

Percentage of graduates who are Career and Technical Education {CTE} Concentrators who earned a Silver or better on the ACT WorkKeys assessment

Measure Values	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Proposed Targets	NA	68.3%	69.3%	73.6%	75.1%	76.6%
Actual Results	67.3%	67.6%	72.1%			

Measure 1.3.2

Number of credentials earned by CTE students who complete industry certification programs

Measure Values	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Proposed Targets	NA	125,000	131,250	137,800	144,700	151,900
Actual Results	104,375	115,005	130,611			

Measure 1.3.3

Percentage of graduating students receiving a Career endorsement

Measure Values	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Proposed Targets	NA	NA	NA	23%	25%	27%
Actual Results	NA	NA	NA	Due Sept. 2016 Based on Gen Assembly		

Measure 1.3.4

Percentage of graduating students receiving a Career and College/UNC endorsement

Measure Values	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Proposed Targets	NA	NA	NA	NA	NA	NA
Actual Results	NA	NA	NA	Due Sept. 2016 Based on Gen Assembly		

Objective 1.4

Reduce the percentage of students needing remediation in post-secondary education

Measure 1.4.1

Percentage of graduates needing remediation in the University of North Carolina (UNC) System in their freshman year following graduation from high school (i.e. - taking remedial coursework)

Measure Values	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Proposed Targets	7.0%	6.0%	5.0%	4.0%	3.0%	2.0%
Actual Results	9.54%	8.12%	4.96%			

Measure 1.4.2

Percentage of graduates meeting the *new* remediation-free standards in the NC Community College System in their freshman year following graduation from high school and graduates not meeting the remediation-free standards but passing the placement exam(s)

Measure Values	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Proposed Targets	NA	NA	50%	52%	54%	56%
Actual Results	NA	NA	Due June 2016			

Measure 1.4.3

Percentage of graduating students receiving a College or College/UNC endorsement

Measure Values	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Proposed Targets	NA	NA	NA	62%	64%	66%
Actual Results	NA	NA	NA	Due Sept. 2016		

Based on Gen Assembly

Objective 1.5

Increase student performance on the state's End of Grade (EOG) and End of Course (EOC) Assessments and on the National Assessment of Educational Progress (NAEP)

Measure 1.5.1a

Percentage of students' test scores at or above the proficient level on the EOG and EOC Assessments (Students scoring Levels 4 & above: College- and career-ready [CCR] standard}

Measure Values	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Proposed Targets	NA	49.2%	51.7%	47.3%	47.7%	48.1%
Actual Results (CCR}	44.7%	46.2%	46.9%			

Measure 1.5.1b

Percentage of students' test scores at or above the proficient level on the EOG and EOC Assessments (Students scoring Levels 3 & above: Grade Level Proficiency [GLP] standard}

Measure Values	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Proposed Targets	NA	49.2%	51.7%	56.9%	57.2%	57.5%
Actual Results (GLP}	NA	56.3%	56.6%			

Measure 1.5.2

Percentage of schools meeting or exceeding annual academic growth

Measure Values	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Proposed Targets	NA	73%	75%	75%	75%	75%
Actual Results	71.3%	74.7%	72.3%			

Measure 1.5.3

Percentages of students scoring at or above proficient in grades 4 and 8 on the National Assessment of Educational Progress (NAEP) in Reading and Mathematics (NAEP administered in odd-number years)

Measure Values	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
NAEPGr.4 Read Target	NA	NA	35.5%	NA	40%	NA
NAEP Gr.4 Read Actual	35%	NA	38%	NA		NA
NAEPGr.8 Read Target	NA	NA	33.5%	NA	32%	NA
NAEP Gr.8 Read Actual	33%	NA	30%	NA		NA
NAEP Gr.4 Math Target	NA	NA	45.5%	NA	46%	NA
NAEP Gr.4 Math Actual	45%	NA	44%	NA		NA
NAEP Gr.8 Math Target	NA	NA	36.5%	NA	35%	NA
NAEP Gr.8 Math Actual	36%	NA	33%	NA		NA

GOAL2: Every student has a personalized education

Objective 2.1

Increase the number of students who graduate from high school with post secondary credit

Measure 2.1.1

Percentage of high school students who earn college credit prior to graduating from high school

Measure Values	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Proposed Targets	NA	NA	TBD	47%	48%	49%
Actual Results	NA	NA	35%			

Measure 2.1.2

Number of high school students who earn an associate's degree prior to graduating from high school through the Cooperative Innovative High School Program

Measure Values	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Proposed Targets	NA	NA	NA	1,625	1,788	1,967
Actual Results	NA	1,166	1,477			

Measure 2.1.3

Number of students who participate in at least one Advanced Placement course

Measure Values	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Proposed Targets	NA	71,638	76,652	82,017	87,382	92,747
Actual Results	66,393	71,655	74,758			

Objective 2.2

Increase the number of teachers and students using online learning tools

Measure 2.2.1

Number of students successfully completing one or more online NC Virtual Public School courses

Measure Values	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Proposed Targets	NA	NA	34,000	35,700	37,485	39,359
Actual Results	28,301	28,985	30,682			

Measure 2.2.2

Percentage of LEAs/Charters using a Learning Management System (LMS) for student instruction

Measure Values	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Proposed Targets	NA	NA	NA	NA	TBD	TBD
Actual Results	NA	NA	NA			

Note: Baseline data will be collected in 2015-16

Objective 2.3

Increase the number of schools designated as STEM- or Global Education-ready

Measure 2.3.1

Number of STEM- or Global Education-ready schools (Rubric for Global Education-ready schools was approved by the SBE at its January 2015 meeting.)

Measure Values	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Proposed Targets	NA	NA	NA	17	20	25
Actual Results	NA	6	8			

NOTE: Baseline data will be collected in 2015-16; data for 2013-14 and 2014-15 are STEM-ready only

Measure 2.3.2

Number of teachers earning badges or microcredentials

Measure Values	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Proposed Targets	NA	NA	NA	TBD	TBD	TBD
Actual Results	NA	NA	NA			

NOTE: Baseline data will be collected in 2015-16

Objective 2.4

Increase the number of charter schools meeting academic, operational, and financial goals

Measure 2.4.1a

Percentage of charter schools at or above 60% on EOG and EOC assessments (Student scoring Levels 4 & above: College- and career-ready [CCR] standard)

Measure Values	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Proposed Targets	NA	49.2%	51.7%	43.0%	45.0%	47.0%
Actual Results (CCR)	30.8%	32.0%	39.9%			

Measure 2.4.1b

Percentage of charter schools at or above 60% on EOG and EOC assessments (Students scoring Levels 3 & above: Grade Level Proficiency [GLP] standard)

Measure Values	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Proposed Targets	NA	49.2%	51.7%	58.0%	60.0%	62.0%
Actual Results (GLP)	NA	54.4%	55.9%			

Measure 2.4.2

Percentage of charter schools meeting or exceeding expected annual academic growth

Measure Values	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Proposed Targets	NA	73%	75%	75%	75%	75%
Actual Results	82.7%	75.6%	73.4%			

Measure 2.4.3

Percentage of charter schools meeting or exceeding all financial and operational goals as measured by the Office of Charter School's performance framework

Measure Values	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Proposed Targets	NA	NA	NA	TBD	TBD	TBD
Actual Results	NA	NA	32.1%			

NOTE: The 32.1% excludes items that we anticipate removing or revising in 2015-16; with those items included, the 2014-15 total is 26%.

Objective 2.5

Decrease the percentage of Low-Performing Schools and Low-Performing School Districts in the State

Measure 2.5.1

Percentage of Low-Performing Schools using the new definition from the General Assembly {September 2015}: Schools that receive a school performance grade of D or F and a school growth score of "met expected growth" or "not met expected growth." {Baseline is the 2014-15 school year}

Measure Values	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Proposed Targets	NA	NA	NA	23.6%	22.6%	21.6%
Actual Results	NA	NA	24.6%			

Measure 2.5.2

Percentage of Low-Performing School Districts using the new definition from the General Assembly {September 2015}: School Districts in which the majority of the schools in that district have been identified as Low-Performing Schools {Baseline is the 2014-15 school year}

Measure Values	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Proposed Targets	NA	NA	NA	9.6%	5.2%	0.0%
Actual Results	NA	NA	13.0%			

Measure 2.5.3

Percentage of third grade students scoring proficient or higher {Levels 3 & above} on the reading beginning of grade, end of grade, portfolio, or alternative assessment

Measure Values	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Proposed Targets	NA	NA	60%	80%	83%	86%
Actual Results	NA	79.2%	76%			

GOAL3: Every student, every day has excellent educators

Objective 3.1

Develop and support highly effective teachers

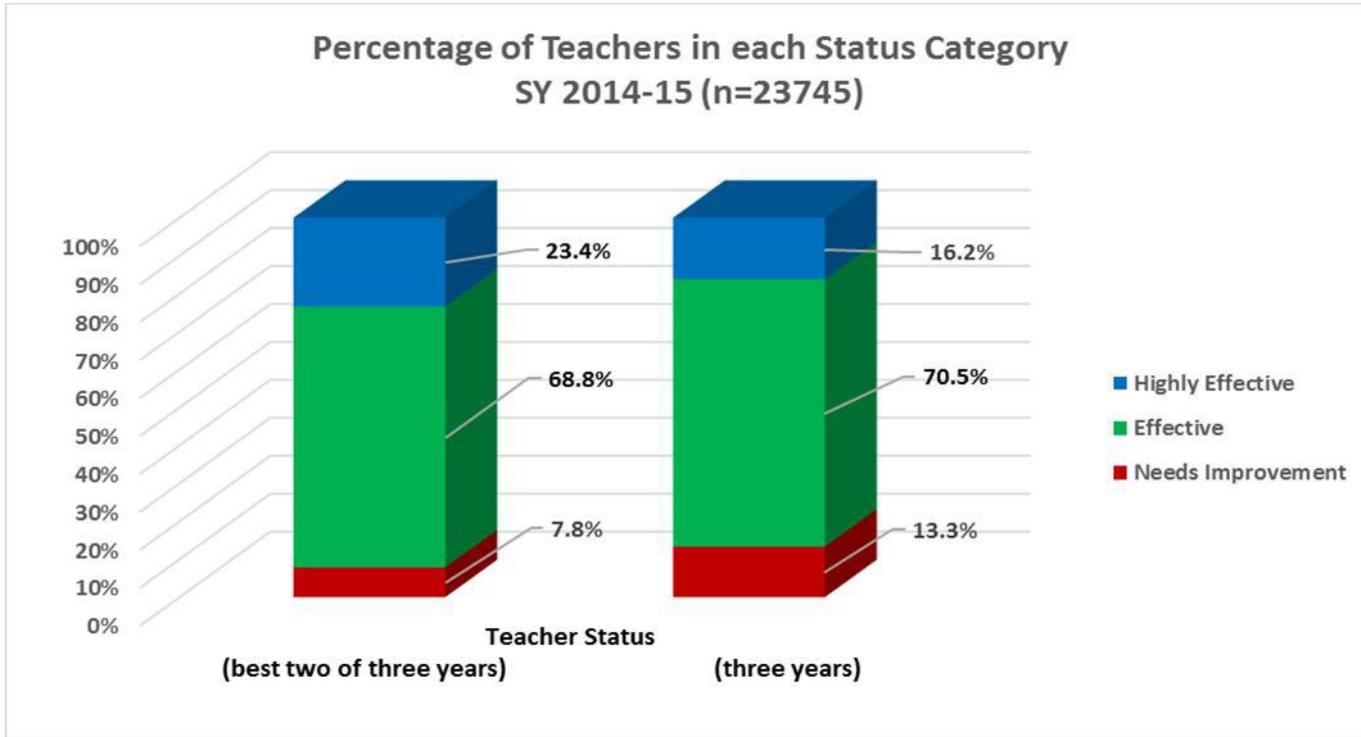
Measure 3.1.1

Percentage of teachers moving from "in need of improvement" or "effective" to a higher status on the educator evaluation system

Measure Values	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Proposed Targets	NA	NA	NA	TBD	TBD	TBD
Actual Results	NA	NA	NA			

For this measure, DPI reports the number and percentage of teachers in each of the status rating categories for the 2014-15 school year. This will serve as the basis for calculating the percentage of teachers who move from "in need of improvement" or "effective" status to a higher status at the end of the 2015-16 school year.

Below is a chart showing the status of teachers in the 2014-15 school year. The column on the left shows the official status of the teacher given the "best two of three years" policy. The column on the right shows the status of teachers were this policy not implemented. NCDPI recommends that the SBE use the right column for these analyses so that the comparison in teachers' growth scores from 2014-15 to 2015-16 is comparable across years.



Measure 3.1.2

Percentage of teachers with a status of effective or highly effective on the educator evaluation system

Measure Values	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Proposed Targets	NA	NA	NA	TBD	TBD	TBD
Actual Results	NA	NA	86.7%			

Measure 3.1.3

Percentage of teachers who respond, "agree" to follow-up survey item, "DPI-sponsored professional development activities have increased my understanding of instructional best practices"

Measure Values	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Proposed Targets	NA	92%	93%	94%	95%	96%
Actual Results	91%	93%	92%			

Objective 3.2

Develop and support highly effective principals

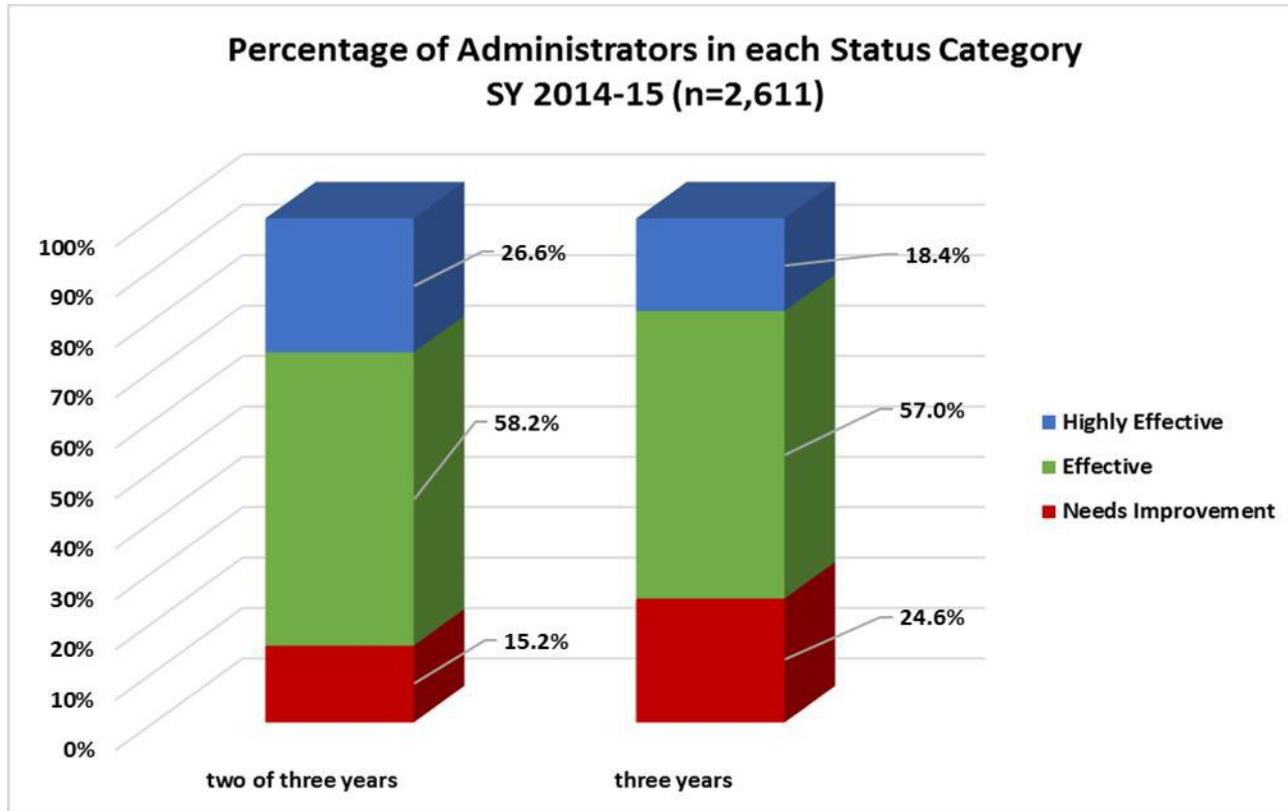
Measure 3.2.1

Percentage of principals moving from "in need of improvement" or "effective" to a higher status on the school executive evaluation system

Measure Values	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Proposed Targets	NA	NA	NA	TBD	TBD	TBD
Actual Results	NA	NA				

For this measure, DPI reports the number and percentage of administrators in each of the status rating categories for the 2014-15 school year. This will serve as the basis for calculating the percentage of teachers who move from "in need of improvement" or "effective" status to a higher status at the end of the 2015-16 school year.

Below is a chart showing the status of administrators in the 2014-15 school year. The column on the left shows the official status of the administrator given the "best two of three years" policy. The column on the right shows the status of administrators were this policy not implemented. NCDPI recommends that the SBE use the right column for these analyses so that the comparison in administrators' growth scores from 2014-15 to 2015-16 is comparable across years.



Measure 3.2.2

Percentage of principals (school leadership) for whom teachers answer "yes" to the question "The school leadership consistently supports teachers." on the Teacher Working Conditions Initiative (administered in even-number years; question 7.1d.) [Response Rates for TWC Survey are also listed.]

Measure Values	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Proposed Targets	NA	80.0%	NA	84.0%	NA	86.0%
Actual Results	NA	79.0%	NA		NA	
TWC Response Rates		89%				

Objective 3.3

Increase the number of teachers graduating from quality traditional and alternative educator preparation programs

Measure 3.3.1

Percentage of teachers passing required licensure exams

Measure Values		2014-15	2015-16	2016-17	2017-18
Proposed Target	Foundations of Reading	NA	77%	80%	82%
Actual Results	Foundations of Reading	74%			
Proposed Target	Gen. Curriculum Multi-Subjects	NA	81%	83%	85%
Actual Results	Gen. Curriculum Multi-Subjects	79%			
Proposed Target	Gen. Curriculum Math	NA	69%	73%	78%
Actual Results	Gen. Curriculum Math	66%			

Measure 3.3.2

Percentage of first year teachers who graduated from a NC teacher of education program responding favorably to the quality of their preparation on the common graduate survey.

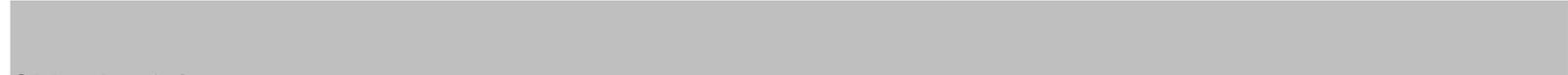
Measure Values	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Proposed Targets	NA	NA	NA	75%	75%	75%
Actual Results	NA	71%	73%			

Measure 3.3.3

Percentage of second, third and fourth year teachers for whom higher ratings on Standards 3 and 4 are associated with higher levels of yearly student growth outcomes.

Measure Values	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Proposed Targets	NA	NA	TBD	TBD	TBD	TBD
Actual Results	NA	NA	31.8%			

Note: NCDPI recommends identifying second, third, and fourth year teachers in Measure 3.3.3 as first year teachers do not have a comparison year. In the 2014-15 school year, there were 4,706 beginning teachers who had evaluation data (including student growth) in both the 2013-14 and 2014-15 school years. Of these teachers, 1,498 (31.8%) showed an increase in evaluation ratings on either Standard 3 or 4 and an increase in student growth from the 2013-14 to the 2014-15 school years.



Objective 3.4

Increase the number of principals graduating from quality traditional and alternative educator preparation programs

Measure 3.4.1

Percentage of first year school administrators who graduated from a NC principal education program responding favorably to the quality of their preparation on the common graduate survey.

Measure Values	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Proposed Targets	NA	NA	NA	NA	TBD	TBD
Actual Results	NA	NA	NA			

NOTE: The common graduate survey for principals will be updated and administered during the 2015-16 academic year.

Measure 3.4.2

Percentage of second and third year school administrators for whom higher ratings on Standards 2, 4, and 5 are associated with higher levels of school-level student growth.

Measure Values	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Proposed Targets	NA	NA	TBD	TBD	TBD	TBD
Actual Results	NA	NA	46.4%			

Note: NCDPI recommends identifying second and third year administrators in Measure 3.4.2 as first year administrators do not have a comparison year. In the 2014-15 school year, there were 207 second or third year administrators who showed an increase in the Standard 2, 4, or 5 rating. Of these administrators, 96 (46.4%) also showed a positive difference in their school-growth (educator effectiveness) rating from the 2013-14 to the 2014-15 school year.

Objective 3.5

Increase the access to effective and highly-effective teachers for students in low-achieving and high-poverty schools relative to their higher-achieving and lower-poverty peers.

Measure 3.5.1

The equity gap in the percentage of highly effective teachers serving low-poverty versus high-poverty schools. (Measured in percentage point difference.)

Measure Values	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Proposed Targets	NA	NA	NA	8.11%	6.61%	5.11%
Actual Results	NA	NA	9.61%			

Measure 3.5.2

The equity gap in the percentage of highly effective teachers serving low-minority versus high-minority schools. (Measured in percentage point difference.)

Measure Values	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Proposed Targets	NA	NA	NA	5.39%	4.39%	3.39%
Actual Results	NA	NA	6.39%			

Measure 3.5.3

The percentage of effective or highly effective teachers leaving high-poverty schools due to teacher mobility (teachers transfer within the state).

Measure Values	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Proposed Targets	NA	NA	NA	TBD	TBD	TBD
Actual Results	NA	NA	45.1%			

Note: There were 16,761 teachers in the 2013-14 school year for whom we were able to generate a teacher status (observational data and 3 years of student growth data). Of those teachers, 13,198 (78.7%) received an evaluation status in the 2014-15 school year. There were 3,563 teachers with a status in 2013-14 who did not receive an evaluation status in the 2014-15 school year. The vast majority of teachers who had an evaluation status in both years worked in the same school for the 2013-14 and 2014-15 school years (12,600, or 95.5%). Of the 598 teachers with an evaluation status in both years and moved schools for the 2014-15 school year, 474 received a status of effective or highly effective (EHE).

In the 2013-14 school year, there were 244 EHE teachers serving schools with high economically disadvantaged student (EDS) populations (greater than 54.5%) who transferred to another school in the 2014-15 school year. Of these 244 teachers, 110 teachers (45.1%) transferred to schools with low EDS populations. By contrast, of the 230 EHE teachers who served in low EDS schools and transferred in the 2014-15 school year, only 53 (23.0%) moved to schools with high EDS populations.

Measure 3.5.4

The percentage of effective or highly effective teachers leaving high-minority schools due to teacher mobility (teachers transfer within the state).

Measure Values	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Proposed Targets	NA	NA	NA	TBD	TBD	TBD
Actual Results	NA	NA	26.9%			

Note: There were 260 EHE teachers serving in schools with high minority populations (greater than 42.5%) who transferred schools in the 2014-15 school year. Of these 260 teachers, 70 EHE teachers (26.9%) went to schools with low minority student populations. By contrast, of the 214 EHE teachers who were serving in schools with low minority populations, 40 teachers (18.7%) transferred to schools with high minority populations in the 2014-15 school year.

GOAL 4: Every school district has up-to-date financial, business, and technology systems to serve its students, parents and educators

Objective 4.1

Provide all schools with sufficient wireless coverage to support 1:1 computing initiatives

Measure 4.1.1

Percentage of schools with a sufficient level of wireless coverage to implement 1:1 programs campus wide

Measure Values	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Proposed Targets	NA	25%	50%	60%	70%	80%
Actual Results	20%	Not Available	50%			

NOTE: Results in future should increase dramatically with infusion of new money for this initiative

Measure 4.1.2

Percentage of schools implementing 1:1 or Bring Your Own Device (BYOD) programs for students

Measure Values	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Proposed Targets	NA	NA	25%	30%	40%	50%
Actual Results	NA	NA	27.5%			

Measure 4.1.3

Percentage of teachers reporting sufficient access to instructional technology

Measure Values	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Proposed Targets	NA	NA	60%	75%	80%	90%
Actual Results	NA	NA	78.7%			

Objective 4.2

Use Home Base as an essential resource for instructional delivery and communications with parents and students

Measure 4.2.1

Percentage of school districts using the Instructional Improvement System {Schoolnet) within Home Base

Measure Values	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Proposed Targets	NA	NA	NA	100%	100%	100%
Actual Results	NA	NA	100%			

Measure 4.2.2

Percentage of schools using the Power School parent portal to allow parents to access information online regarding their children

Measure Values	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Proposed Targets	NA	NA	NA	100%	100%	100%
Actual Results	NA	NA	95.5%			

Objective 4.3

Use all State and federal funding according to State and federal laws and State Board of Education policies

Measure 4.3.1

Percentage of recipients maintaining their funds in systems in compliance with the Uniform Education Reporting System

Measure Values	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Proposed Targets	100%	100%	100%	100%	100%	100%
Actual Results	100%	100%	100%			

Measure 4.3.2

Percentage of recipients having outstanding salary audit exceptions as of September 30 of each year.

Measure Values	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Proposed Targets	NA	24%	19%	17%	15%	13%
Actual Results	29%	21%	30%			

GOAL 5: Every student is healthy, safe, and responsible

Objective 5.1

Create and maintain safe and respectful school environments

Measure 5.1.1

Percentage of schools implementing a Multi-Tiered System of Support (MTSS)

Measure Values	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Proposed Targets	NA	NA	NA	30%	40%	50%
Actual Results	NA	NA	NA			

NOTE: Baseline data will be collected in 2015-16 and reported in August 2016

Measure 5.1.2

Percentage of high school students who agreed or strongly agreed that their teachers really care about them and give them a lot of encouragement as measured by the Youth Risk Behavior Survey (YRBS) administered in the spring of odd number years

Measure Values	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Proposed Targets	70%	NA	65%	NA	67%	NA
Actual Results	58.8%	NA	55.4%	NA		NA

Measure 5.1.3

Percentage of students who have been bullied on school property during the past 12 months as measured by the YRBS

Measure Values	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Proposed Targets	15%	NA	15%	NA	14%	NA
Actual Results	19.2%	NA	15.6%	NA		NA

Objective 5.2

Promote healthy, active lifestyles for students

Measure 5.2.1

Percentage of local school districts reporting implementation of each component of the Healthy Active Children Policy (local school health advisory council, physical education, recess/physical activity, and coordinated school health program)

Measure Values	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Proposed Targets	NA	NA	100%	100%	100%	100%
Actual Results	NA	NA	90%			

Measure 5.2.2

Percentage of high school students who are overweight or obese as reported on the YRBS administered in the spring of odd number years

Measure Values	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Proposed Targets	26%	NA	22%	NA	20%	NA
Actual Results	27.7%	NA	32.3%	NA		NA

Measure 5.2.3

Number of schools participating in the innovative school breakfast program

Measure Values	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Proposed Targets	NA	240	340	675	700	725
Actual Results	205	338	641			

Objective 5.3

Decrease the number of students who are chronically absent, dropout, or suspended out of school

Measure 5.3.1

Percentage of students with 10 or more absences annually

Measure Values	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Proposed Targets	NA	NA	NA	27%	25%	23%
Actual Results	NA	27.6%	30.5%			

Measure 5.3.2

Annual 9-12 dropout rate

Measure Values	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Proposed Targets	NA	2.8%	2.2%	2.1%	2.0%	2.0%
Actual Results	2.45%	2.28%	2.39%			

Measure 5.3.3

Number (percentage) of K-12 students suspended out of school short-term (10 days or less)

Measure Values	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Proposed Targets	131,000	126,000	121,000	109,000	104,000	99,000
Actual Results (#)	130,444	109,018	113,974			
Actual Results (%)	8.84%	7.31%	7.59%			

Objective 5.4

Decrease school violence and crime in schools

Measure 5.4.1

Number of reportable acts of school violence and crime per 1,000 K-12 students

Measure Values	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Proposed Targets	7.3	7.0	6.7	6.4	6.1	5.8
Actual Results	7.20	6.79	6.89			

F.14
Indirect Cost Rate
Agreement

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UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF THE CHIEF FINANCIAL OFFICER
AUG 31 2017



Chief Financial Officer
North Carolina Department of Public Instruction

Raleigh, NC 27699-6326

Reference: Agreement No. 2017-117

Dear Mr. Levinson:

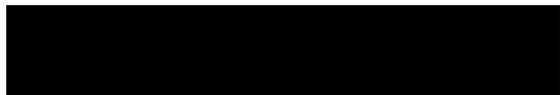
The original and one copy of the Indirect Cost Rate Agreement are enclosed. These documents reflect an understanding reached by your organization and the U.S. Department of Education. The rates agreed upon should be used for computing indirect cost grants, contracts and applications funded by this Department and other Federal Agencies.

After reviewing the Rate Agreement, please confirm acceptance by having the original signed by a duly authorized representative of your organization and returned within thirty (30) calendar days from the date of this letter to:

U.S. Department of Education
OCFO / FIO / ICG
Attention: Frances Outland, Rm. 6059
550 12th Street, SW
Washington, DC 20202-4450

The enclosed copy of this agreement should be retained for your files. If there are any questions, please contact Damien Williams at [REDACTED] or Damien Williams [REDACTED] v.

The next indirect cost rate proposal based on actual data for the year ended June 30, 2017 is due by December 31, 2017. This proposal should be sent to the above address.



Frances Outland
Director, Indirect Cost Group
Financial Improvement Operations

Enclosures

INDIRECT COST RATE AGREEMENT
STATE EDUCATION AGENCY

Organization

North Carolina Department of Public Instruction
6326 Mail Service Center
Raleigh, NC 27699-6326

Date: AUG 31 2017

Agreement No: 2017-117

Filing Reference: Replaces previous
Agreement No. 2016-119
Dated: 1/23/2016

The approved indirect cost rates herein are for use on grants, contracts, and other agreements with the Federal Government. The rates are subject to the conditions included in Section II of this Agreement and regulations issued by the Office of Management and Budget (OMB) Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards under 2 CFR200.

Section I - Rates and Bases

	<u>From</u>	<u>To</u>	<u>Rate</u>	<u>Base</u>	<u>Applicable To</u>
Fixed	07/01/2017	06/30/2018	██████████	MTDC	APwR

Distribution Base:

MTDC Modified Total Direct Cost - Total direct costs excluding equipment, capital expenditures, participant support costs, pass-through funds and the portion of each subaward (subcontract or subgrant) above \$25,000 (each award; each year).

Applicable To:

APwR The rates herein are applicable to All Programs including those that require restricted rate per 34 CFR 75.563 and 34 CFR 76.563.

Treatment of Fringe Benefits:

Fringe benefits applicable to direct salaries and wages are treated as direct costs. Pursuant to 2 CFR 200.431, (b), (3), Paragraph (i), unused leave costs for all employees are allowable in the year of payment. The treatment of unused leave costs should be allocated as an indirect cost except for those employee salaries designated as a direct cost for the restricted rate calculation.

Capitalization Policy: Items of equipment are capitalized and depreciated if the initial acquisition cost is equal to or greater than \$5,000.

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

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

[Add Optional Budget Narrative](#)

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NC ACCESS Program Budget Narrative

North Carolina plans to award 50 total subgrants through the NC Advancing Charter Collaboration and Excellence for Student Success (ACCESS) Program. Below is a narrative of the anticipated expenditures.

	Project Year 1 2018-19	Project Year 2 2019-2020	Project Year 3 2020-2021	Project Year 4 2021-2022	Project Year 5 2022-2023
NC ACCESS Program Administrator (1 FTE @ \$70,000)	\$				
NC ACCESS Program Coordinator (1 FTE @ \$50,000)	\$				
NC ACCESS Budget Specialist (1 FTE @ \$60,000):	\$				
NC ACCESS Technical Assistance Specialist (1 FTE @ \$45,000)	\$				
<i>Subtotal Personnel</i>	\$				
2. Fringe Benefits					
FICA - 7.65%	\$ 17,212	\$ 17,729	\$ 18,261	\$ 18,808	\$ 19,373
State Retirement System - 17.13%	\$ 38,543	\$ 39,699	\$ 40,890	\$ 42,117	\$ 43,380
State Health Insurance - \$5,869 per FTE	\$ 23,476	\$ 23,476	\$ 23,476	\$ 23,476	\$ 23,476
<i>Subtotal Fringe Benefits</i>	\$ 79,231	\$ 80,904	\$ 82,627	\$ 84,401	\$ 86,229

Personnel

As outlined above, we are requesting funds to support four full time equivalent professional staff members to implement and support the NC Advancing Charter Collaboration and Excellence for Student Success (ACCESS) program. The project director, (Dave Machado, Director of the Office of Charter Schools), are not included in personnel budget, though they anticipate dedicating roughly 10% of their time to project. The program administrator, under the direction and supervision of the project director, will be responsible

NC ACCESS Program Budget Narrative

for administering the program. Primary responsibilities will include overseeing the subgrant application and approval process, technical assistance to applicants and subgrantees, and coordinating the efforts of the contracted services. The program coordinator will be responsible for contributing to the technical assistance plan, serving as the primary program contact for subgrantees, monitoring subgrantee data and report development, submission and assisting the program administrator as needed. **Roughly 90% of the program administrator and program coordinator's time will be dedicated to providing technical assistance while approximately 10% of their work will be administrative.**

The NC ACCESS Program Budget Specialist will work with the Finance & Business Service area of DPI to coordinate all NC ACCESS program subgrant budget and finance activities, including budgeting, accounting, expenditure monitoring/reporting, processing reimbursements and IT procurement. Additionally, this position will provide phone and email-based technical assistance, scheduling, logistics/purchasing/contract coordination, record keeping, filing, and data entry support. The Budget Specialist will spend **approximately 80% of their time on technical assistance and support while spending 20% of their time in an administrative function.**

Funds are also requested to hire a Technical Assistance Specialist. This position will provide technical assistance and support to potential applicants and subgrantees. This position will serve as the primary contact and coordinator for the NC ACCESS Fellowship Program and will coordinate logistics and facilitate all aspects of the fellowship institute, policy summit and PLC meetings. This individual will also help coordinate the NC ACCESS program application trainings for prospective applicants. Lastly,

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this position will assist the program administrator and coordinator with monitoring activities as needed. The Technical Assistance Specialist will spend approximately **90% of their time on providing technical assistance** to potential applicants and subgrantees while spending **10% of their time in an administrative capacity**.

Every proposed position includes a year-to-year 3% cost of living adjustment (COLA).

Travel

	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5
	2018-19	2019-2020	2020-2021	2021-2022	2022-2023
Project Director - Medium					
Program Administrator (1 FTE) Medium - Heavy					
Program Coordinator (1 FTE) Medium - Heavy					
Budget Specialist (1 FTE) - Light					
Technical Assistance Specialist - Medium					
<i>Subtotal Travel</i>					

Project Director (Dave Machado) - Travel funds are requested for technical assistance, monitoring, dissemination of best practices; travel out-of-state for annual USED CSP Grant meeting and one other convening of charter school authorizers or school leaders to present on project data, progress, and, when applicable, outcomes.

500 miles per month (34 cents per mile) \$170/month - \$2,040/year; USED grant meeting – (flight, lodging, ground transportation, meals) \$1,200 per year; one additional state or national education conference/Meeting

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(flight or mileage, lodging, registration, ground transportation, meals) \$1,200 per year

Program Administrator (1 FTE) - Travel funds are requested for technical assistance, recruiting, monitoring, dissemination of best practices and NC ACCESS Fellowship Program activities; travel out-of-state for at least one convening of charter school authorizers or school leaders for the presentation of project data, progress and, when applicable, outcomes.

750 miles per month (34 cents per mile) \$255/month - \$3060/year; 1 overnight stay per month (\$75 per night x 12 stays)

\$900/year; Meals (\$50 per person/stay x 12 overnight trips) \$600/year/person; state or national education conference (flight or mileage, registration, lodging, ground transportation, meals not covered by conference) \$1,200/year

Program Coordinator (1 FTE) - Travel funds are requested for technical assistance, monitoring, dissemination of best practices and NC ACCESS Fellowship Program activities; travel to at least one convening of charter school authorizers or school leaders for the presentation of project data, progress and, when applicable, outcomes.

750 miles per month (34 cents per mile) \$255/month - \$3060/year; 1 overnight stay per month (\$75 per night x 12 stays)

\$900/year; Meals (\$50 per person/stay x 12 overnight trips) \$600/year/person; state or national education conference (flight or mileage, registration, lodging, ground transportation, meals not provided) \$1,200/year

Budget Specialist (1 FTE) - Travel funds are requested for site visits to schools as part of technical assistance and monitoring efforts and to support NC ACCESS program meetings/events.

2500 per year (34 cents per mile) \$800/year; 3 overnight stays per year (\$75 per night) \$225/year; Meals (\$50 per person/stay x 3 overnight trips) \$600/person/year

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Technical Assistance Specialist (1 FTE) - Travel funds are requested for site visits to schools as part of technical assistance and monitoring efforts and to support NC ACCESS Program meetings/events. Also, funds are requested for the Technical Assistance Specialist to attend the annual NACSA Leadership Conference.

2500 per year (34 cents per mile) \$800/year; 3 overnight stays per year (\$75 per night) \$225/year; Meals (\$50 per person/stay x 3 overnight trips) \$600/year; annual three-day NACSA Leadership Conference (flight or mileage, registration, lodging, ground transportation, meals) \$2,000/year

Technical Assistance: \$107,050 (100%)

Equipment

	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Program Administrators (1 FTE)	\$ 1,500	\$ 200	\$ 200	\$ 200	\$ 200
Program Coordinator (1 FTE)	\$ 1,500	\$ 200	\$ 200	\$ 200	\$ 200
Budget & Administrative Support Associate (1 FTE)	\$ 1,500	\$ 200	\$ 200	\$ 200	\$ 200
Technical Assistance Specialist (1 FTE)	\$ 1,500	\$ 200	\$ 200	\$ 200	\$ 200
<i>Subtotal Equipment</i>	\$ 6,000	\$ 800	\$ 800	\$ 800	\$ 800

\$1,500 is requested per FTE for computers and accessories (i.e. monitors, docking stations, etc.). \$200 is requested each year per FTE following the initial purchase of computers and accessories for hardware and software updates.

Administrative: \$9,200 (100%)

Supplies

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	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Program Administrators (1 FTE)	\$ 740	\$ 740	\$ 740	\$ 740	\$ 740
Program Coordinator (1 FTE)	\$ 740	\$ 740	\$ 740	\$ 740	\$ 740
Budget & Administrative Support Associate (1 FTE)	\$ 1,960	\$ 1,960	\$ 1,960	\$ 1,960	\$ 1,960
Technical Assistance Specialist (1 FTE)	\$ 1,960	\$ 1,960	\$ 1,960	\$ 1,960	\$ 1,960
Program PD and Technical Assistance Events	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000
<i>Subtotal Travel</i>	\$ 7,400	\$ 7,400	\$ 7,400	\$ 7,400	\$ 7,400

Funds are requested for office supplies (e.g., pens, paper, clips, notebooks, toner, flash drives) and as well as \$40/month for a phone line per FTE. We estimate that the Budget and Administrative Support Associate and Technical Assistance Specialist will more frequently need office supplies, thus explaining the higher amount for those positions.

Related to program PD and technical assistance events, we estimate \$2,000 will be needed annually.

Administrative: \$37,000 (100%)

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Contractual

	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
External Evaluator					
NC ACCESS Program Subgrant Application Peer Reviewers					
Content Curator/Portfolio Development					
Website/Database Developer					
Conference/Retreat Center for NC ACCESS Fellows residential institute. Amount is an estimate provided by the North Carolina Center for the Advancement of Teaching (NCCAT) – a potential venue					
Speakers/Presenters (at least 10 per year)					
NC ACCESS Fellowship Policy Summit					
<i>Subtotal Contractual</i>					

Funds are requested for an independent evaluator (University or private firm) to provide on-going formative and summative quantitative and qualitative evaluation of the program implementation and activities. Formative feedback from this evaluation would inform any needed adjustments to the programmatic components in years 2-5, including the NC ACCESS Fellowship program, and provide general feedback on the effectiveness of the implementation of subgrants as it relates to the goals of the individual schools and overall program. Additionally, the independent evaluator will assess the effectiveness of current authorizing practices in the state and provide recommendations on how to improve authorizing activities to ensure the approval of high quality charter schools. Summative

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data would inform DPI senior management, the CSAB, the SBE, the General Assembly, the US Department of Education, and other potential funders regarding the efficiency and effectiveness of potential future funding for similar charter school subgrant programs.

The amount is calculated based on a projected 250 hours at \$100/hour

Additionally, funds are requested to support five external reviewers paid \$100 per application reviewed (each application reviewed twice) for an estimated 20 applications in years 1-5.

To ensure the dissemination of best practices and resources created by NC ACCESS Fellows, funds are requested to contract with a website/database developer to build, update, and maintain a website and database of resources. The first request for these funds is in year 2 following the first cohort of the NC ACCESS Fellowship Program. The website will serve as a repository for the school leadership portfolios developed as part of the NC ACCESS Fellowship Program. New resources and portfolios will be added to the website each year, which will result in a robust online portal through which potential NC ACCESS program applicants and aspiring and current school leaders in NC, and beyond, can find resources to help develop the quality of their school's programs and services, especially as it relates to serving educationally disadvantaged students. The amount is calculated at \$100/hour.

Funds are requested to contract with a content curator for the duration of the project period. One of the objectives of the NC ACCESS Program is to disseminate resources (School Leader Portfolios) created by NC ACCESS Fellows and ultimately create a frequently used resource and repository to assist aspiring school leaders and schools serving educationally disadvantaged students. The content curator will work with program staff to develop the portfolio's design and development process in such a way that results in a product that is designed for broad dissemination on a virtual platform. The content curator will work alongside the Fellows and

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attend all NC ACCESS Fellowship Program events to provide presentations and working sessions for Fellows. The content curator will also be responsible to for copy editing and doing final designs on the portfolios. The amount is calculated at \$60/hour for 500 hours.

Included in this fellowship experience is a four-day intensive NC ACCESS Fellows Institute held in the summer following the subgrant award notification. This professional development institute will be held at conference/retreat center. The line item amount was provided by a potential venue - the North Carolina Center for the Advancement of Teaching (NCCAT) in Cullowhee, NC, which provides lodging, meals and certain programmatic components as part of a comprehensive contract. Funds are also requested to for facility/equipment rentals and lodging for NC ACCESS Fellows as part of a two-day policy summit occurring in the spring following the subgrant award notification.

Funds are also requested to provide honorariums to at least ten speakers/presenters (in each year of the grant) with extensive experience developing, expanding, and replicating high quality schools and working with educationally disadvantaged students and families. Speakers/presenters will be used to support NC ACCESS Fellowship Program events.

Technical Assistance: \$487,500

Administrative: \$16,000 (Website/Database Developer)

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Construction

	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Construction	-	-	-	-	-
<i>Subtotal Construction</i>	-	-	-	-	-

No funds are requested for construction activities.

Other

	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Planning and Implementation	3 - \$400,000 \$ 1,200,000				
Implementation Only	2 - \$250,000 \$ 500,000				
Subgrants to Expansion Schools	3 - \$600,000 \$ 1,800,000	3 - \$600,000 \$ 1,800,000	4 - \$600,000 \$ 2,400,000	4 - \$600,000 \$ 2,400,000	4 - \$600,000 \$ 2,400,000
Subgrants to Replication Schools	2 - \$600,000 \$ 1,200,000				
<i>Subtotal Other</i>	\$ 4,700,000	\$ 4,700,000	\$ 5,300,000	\$ 5,300,000	\$ 4,100,000

Funds are requested for the subgrant awards outlined in the table above. Anticipated number of awards and maximum subgrant amounts are provided below:

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Subgrant Type	Year 1	Year 2	Year 3	Year 4	Year 5	Project Total	Average Size of Subgrant Award
Planning and Implementation	3	3	3	3	0	12	\$400,000
Implementation Only	2	2	2	2	2	10	\$250,000
Expansion	3	3	4	4	4	18	\$600,000
Replication	2	2	2	2	2	10	\$600,000

Average award amounts reflect the differences in activities and evidence of success and the anticipated costs associated with operating schools in underserved and low-income areas, including the challenge of providing transportation in an underserved and/or rural area and developing additional services to accommodate a larger population of educationally disadvantaged students.

Total

	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Total Direct Costs					
Indirect Costs					
Training Stipends					
Total Costs					

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Indirect costs are calculated at a rate of 15.1%. The indirect rate applies to all categories, except equipment, "other," and any contract amount beyond the first \$25,000.

The total amount requested is [REDACTED]