

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

Applicant:



Reviewer Name:



Overview of the NC ACCESS Subgrant Program

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

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

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

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

Ratings and Criteria

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

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

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

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

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

Instructions for Reviewers

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

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

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

Strengths of the application:

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

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- “The curriculum and school calendar do not align with the mission and goals because . . .”
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**Please remember that all documents, including your individual review, will be available to the public.*

Application Scoring Rubric

Section I – Application Contact Information

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

Section II – Assurances

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

Section III – Application Narrative

A. Enrollment Projections	
A.1 Explain the rationale behind the projected enrollment figures; specifically, how the projected numbers are both ambitious and feasible.	
Characteristics of a strong response: <ul style="list-style-type: none"> • Enrollment projections are complete, ambitious, and realistic. • Enrollment projections demonstrate a significant increase of educationally disadvantaged students, including economically disadvantaged, homeless or unaccompanied youth, English learners, students with disabilities, immigrant students, and migrant students. 	
Points Possible:	5
Points Earned:	<input type="text"/> <div style="width: 20px; height: 10px; background-color: #cccccc; margin-left: 5px;"></div> <input type="text"/>
Strengths	
Page	
Weaknesses/Areas of Concern	
Page	

A.2 Describe how the school plans to implement a weighted lottery.	
Characteristics of a strong response: <ul style="list-style-type: none"> • Clear description of the process and mechanism for implementing a weighted lottery. • Clearly articulated subgroup category weights and/or enrollment percentage goals. • Rationale for the applied weights are reasonable and justified. 	
Points Possible:	5
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Strengths	
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Weaknesses/Areas of Concern	
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Section III – Application Narrative (cont.)

B. Education Plan	
B.1 Provide a General Education Provision Act (GEPA) statement demonstrating how the school has or will eliminate any and all barriers to enrollment for educationally disadvantaged students.	
Characteristics of a strong response: <ul style="list-style-type: none"> Statement clearly articulates the school’s desire and plan to eliminate any and all barriers to enrollment for all students, especially educationally disadvantaged students. 	
Points Possible:	2
Points Earned:	<input type="text"/>
Strengths	
Page	
Weaknesses/Areas of Concern	
Page	

B.2 Provide at least three (3) school-specific subgrant program goals. Subgrant goals must be SMART (specific, measurable, achievable, rigorous, and time-bound).	
Characteristics of a strong response: <ul style="list-style-type: none"> All goals are specific, measurable, achievable, rigorous, and time-bound. Goals are aligned to the NC ACCESS Program and activities in the subgrant application. 	
Points Possible:	3
Points Earned:	<input type="text"/>
Strengths	
Page	
Weaknesses/Areas of Concern	
Page	

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

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B.4 Describe the interventions, support services or educational opportunities that will be provided by the school (e.g., extended time, Head Start, extracurricular activities, tutoring, language support, social work services, accelerated learning for advanced students, career and technical education, etc.) and the plan for how the services or educational opportunities will be implemented and evaluated for success. Explain how the charter school's education plan compares to or differs from that of the local LEA(s).

Characteristics of a strong response:

- Clear articulation of the additional services and programs offered by the school that are similar and/or different from offerings in the local LEA to support students, and why each was chosen.
- Detailed description of the current or future implementation progress.
- Clear, formative evaluation process for each program.

Points Possible:	5	Points Earned:	<table border="1" style="width: 100%; height: 20px;"> <tr> <td style="width: 50%;"></td> <td style="width: 50%;"></td> </tr> </table>		
Strengths			Page		
Weaknesses/Areas of Concern			Page		

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

Characteristics of a strong response:

- A clear vision for school culture or climate that will promote a positive and supportive academic environment and is inclusive for a diverse student body.
- Coherent plan for creating and/or sustaining the intended culture for students, teachers, administrators, and parents.
- Discipline plan that has clear policies and procedures and has thoughtful consideration of the needs and rights of educationally disadvantaged students, especially students with disabilities.

Points Possible:	5	Points Earned:	<table border="1" style="width: 100%; height: 20px;"> <tr> <td style="width: 50%;"></td> <td style="width: 50%;"></td> </tr> </table>		
Strengths			Page		
Weaknesses/Areas of Concern			Page		

B.6 Describe the assessment program and related strategies, detailing how assessments connect to the educational program and its goals. Provide a thorough description of how assessment results will be used to improve teaching and learning for all students in all content areas. Describe how the school's calendar supports the development of educationally disadvantaged students.

Characteristics of a strong response:

- Calendar and schedule support implementation of the academic plan, including supporting the development of educationally disadvantaged students and aligning with the mission, vision, and goals of the school. Clear description of all assessments and assessment strategies used, including specific descriptions of why assessments were selected.
- Explanation of how data will be utilized to improve student outcomes.

Points Possible:	5	Points Earned:	
Strengths			Page
Weaknesses/Areas of Concern			Page

Section III – Application Narrative (cont.)

C. Operations Plan			
C.1 Detail any partnerships the charter school maintains or plans to develop to support educationally disadvantaged students, including a description of the roles and responsibilities of the applicant, partner organizations, and CMO/EMO, including the administrative and contractual roles and responsibilities of such partners.			
Characteristics of a strong response: <ul style="list-style-type: none"> • Clear delineation of roles and responsibilities between the school and CMO/EMO. • Articulation of budgetary and decision-making autonomy of the board or directors. • Evidence of contractual agreements provided in appendix A. 			
Points Possible:	2	Points Earned:	<input type="text"/>
Strengths			Page
Weaknesses/Areas of Concern			Page

C.2 Describe how the school’s staffing structure, capacity, and diversity will be sufficient to meet the needs of all students, particularly educationally disadvantaged students.			
Characteristics of a strong response: <ul style="list-style-type: none"> • Staffing levels for each year are robust and aligned with the educational program and conducive to the school’s success. • There is clear capacity to support the specialized needs of students, particularly students with disabilities and English learners. • Comprehensive plan to support student’s non-academic needs, including through counselors, behavior specialists, psychologists, etc. • Clear plan to recruit, retain, and support a diverse teaching staff. 			
Points Possible:	3	Points Earned:	<input type="text"/>
Strengths			Page
Weaknesses/Areas of Concern			Page

C.3 Describe the school’s marketing and recruiting plan, with an emphasis on strategies to provide outreach to the families of educationally disadvantaged students, including efforts to overcome any potential language barriers.			
Characteristics of a strong response: <ul style="list-style-type: none"> • Compelling student outreach plan that includes community, family, and student involvement, and that is realistic and likely to foster student retention and community support. • Emphasis on strategies that will provide equal access to educationally disadvantaged students. 			
Points Possible:	5	Points Earned:	<input type="text"/>

Strengths	Page
Weaknesses/Areas of Concern	Page

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

C.5 Describe how the school currently does or will provide a school lunch plan that accommodates and supports educationally disadvantaged students. Provide information about participation in the National School Lunch Program or a comparable, comprehensive lunch program.			
Characteristics of a strong response:			
<ul style="list-style-type: none"> • A clear description of how the school will offer food service to all students, adhering to all nutritional guidelines. • Specific strategies to ensure educationally disadvantaged students receive daily meals and are not identifiable as qualifying for free or reduced-price lunch. • A plan to collect free and reduced-price lunch information, including procedures to receive reimbursement. 			
Points Possible:	5	Points Earned:	<input type="text"/>
Strengths			Page
Weaknesses/Areas of Concern			Page

C.6 Describe how the school’s professional development plan supports and is tailored to the development of educationally disadvantaged students.			
Characteristics of a strong response:			

<ul style="list-style-type: none"> Professional development standards, opportunities, leadership, and calendar/scheduling effectively support the education program and are likely to maximize success in improving student achievement, particularly for educationally disadvantaged students. Thoughtful plan for professional development in the areas of special education, English learners, and serving low-income students, including implementation of IEP's or personalized learning plans, discipline, and communication with families. 			
Points Possible:	5	Points Earned:	<input type="text"/>
Strengths			Page
Weaknesses/Areas of Concern			Page

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

Application Narrative Total (70 points possible):	<input type="text"/>
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Section III – Application Narrative (cont.)

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

Section IV – Budget, Budget Narrative, and Logic Model

A. Budget	
Complete a proposed budget outlining anticipated costs for the duration of the subgrant period.	
Characteristics of a strong response: <ul style="list-style-type: none"> • Outlines complete, realistic, and viable costs for the duration of the grant period. • All operational costs and major expenditures are accounted for and are realistic. • There is clear alignment between the budget, budget narrative, and the proposed plan to support educationally disadvantaged students. 	
Points Possible:	15
Points Earned:	<input type="text"/>
Strengths	
Page	
Weaknesses/Areas of Concern	
Page	

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

C. Logic Model	
Complete a Logic Model demonstrating how actions and expenditures are expected to lead to specific outcomes.	
Characteristics of a strong response: <ul style="list-style-type: none"> • Clearly articulates how actions and expenditures are expected to lead to specific outcomes. • Aligns clearly and directly to the application narrative. 	
Points Possible:	5
Points Earned:	<input type="text"/>
Strengths	
Page	
Weaknesses/Areas of Concern	
Page	

Applicant:

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Budget, Budget Narrative, and Logic Model Total (30 points possible):	
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Section V – Competitive Preference Standards

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

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

The inclusion of high school (9-12) grade levels.			
Points Possible:	3	Points Earned:	<input type="text"/>
Comments (if applicable)			Page

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

Competitive Preference Standards Total (12 points possible):			<input type="text"/>
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Section VI – Priority Consideration Status

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

Priority Consideration Status Total (4 standards possible):	<div style="width: 100px; height: 15px; background-color: #cccccc;"></div>
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Section VIII – Certification

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

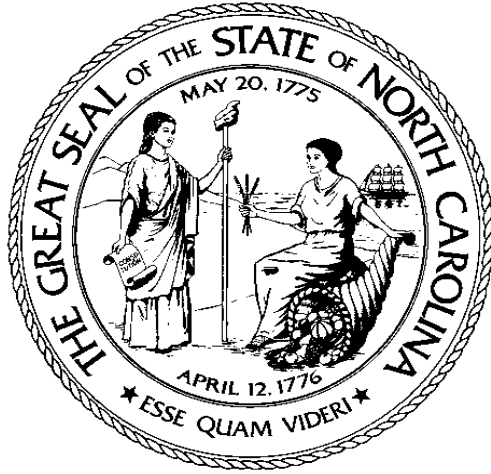
Summary Ratings

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

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

Priority Standards	Standards Possible	Standards Met
Section VI – Priority Consideration Status	4	<input type="checkbox"/>

Overall Application Status	Rating
In order to pass, the application must (a) achieve a rating of “Pass” for the General Standards and (b) score at least eighty (80) points on the Technical Standards. The Priority Standards will be used to determine priority if there are more eligible applications than available awards.	<input type="checkbox"/> Pass with Priority
	<input type="checkbox"/> Pass
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B. Education Plan	
B.1 Provide a General Education Provision Act (GEPA) statement demonstrating how the school has or will eliminate any and all barriers to enrollment for educationally disadvantaged students.	
Characteristics of a strong response: <ul style="list-style-type: none"> Statement clearly articulates the school’s desire and plan to eliminate any and all barriers to enrollment for all students, especially educationally disadvantaged students. 	
Points Possible:	2
Points Earned:	<input type="text"/>
Strengths	
Page	
Weaknesses/Areas of Concern	
Page	

B.2 Provide at least three (3) school-specific subgrant program goals. Subgrant goals must be SMART (specific, measurable, achievable, rigorous, and time-bound).	
Characteristics of a strong response: <ul style="list-style-type: none"> All goals are specific, measurable, achievable, rigorous, and time-bound. Goals are aligned to the NC ACCESS Program and activities in the subgrant application. 	
Points Possible:	3
Points Earned:	<input type="text"/>
Strengths	
Page	
Weaknesses/Areas of Concern	
Page	

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

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<p>B.4 Describe the interventions, support services or educational opportunities that will be provided by the school (e.g., extended time, Head Start, extracurricular activities, tutoring, language support, social work services, accelerated learning for advanced students, career and technical education, etc.) and the plan for how the services or educational opportunities will be implemented and evaluated for success..</p>			
<p>Characteristics of a strong response:</p> <ul style="list-style-type: none"> • Clear articulation of the additional services and programs offered by the school to support students, and why each was chosen. • Detailed description of the current or future implementation progress. • Clear, formative evaluation process for each program. 			
Points Possible:	5	Points Earned:	<input style="width: 50px;" type="text"/>
Strengths			Page
Weaknesses/Areas of Concern			Page

<p>B.5 Describe the school’s discipline and school climate philosophy and how it supports the development of educationally disadvantaged students.</p>			
<p>Characteristics of a strong response:</p> <ul style="list-style-type: none"> • A clear vision for school culture or climate that will promote a positive and supportive academic environment and is inclusive for a diverse student body. • Coherent plan for creating and/or sustaining the intended culture for students, teachers, administrators, and parents. • Discipline plan that has clear policies and procedures and has thoughtful consideration of the needs and rights of educationally disadvantaged students, especially students with disabilities. 			
Points Possible:	5	Points Earned:	<input style="width: 50px;" type="text"/>
Strengths			Page
Weaknesses/Areas of Concern			Page

<p>B.6 Describe the assessment program and related strategies, detailing how assessments connect to the educational program and its goals. Provide a thorough description of how assessment results will be used to improve teaching and learning for all students in all content areas.</p>	
<p>Characteristics of a strong response:</p> <ul style="list-style-type: none"> • Clear description of all assessments and assessment strategies used, including specific descriptions of why assessments were selected. 	

Applicant:

• Explanation of how data will be utilized to improve student outcomes.			
Points Possible:	5	Points Earned:	<input type="text"/>
Strengths			Page
Weaknesses/Areas of Concern			Page

Section III – Application Narrative (cont.)

C. Operations Plan			
C.1 Detail any partnerships the charter school maintains or plans to develop to support educationally disadvantaged students, including a description of the roles and responsibilities of the applicant, partner organizations, and CMO/EMO, including the administrative and contractual roles and responsibilities of such partners.			
Characteristics of a strong response: <ul style="list-style-type: none"> • Clear delineation of roles and responsibilities between the school and CMO/EMO. • Articulation of budgetary and decision-making autonomy of the board or directors. • Evidence of contractual agreements provided in appendix A. 			
Points Possible:	2	Points Earned:	█
Strengths			Page
Weaknesses/Areas of Concern			Page

C.2 Describe how the school’s staffing structure, capacity, and diversity will be sufficient to meet the needs of all students, particularly educationally disadvantaged students.			
Characteristics of a strong response: <ul style="list-style-type: none"> • Staffing levels for each year are robust and aligned with the educational program and conducive to the school’s success. • There is clear capacity to support the specialized needs of students, particularly students with disabilities and English learners. • Comprehensive plan to support student’s non-academic needs, including through counselors, behavior specialists, psychologists, etc. • Clear plan to recruit, retain, and support a diverse teaching staff. 			
Points Possible:	3	Points Earned:	█
Strengths			Page
Weaknesses/Areas of Concern			Page

C.3 Describe the school’s marketing and recruiting plan, with an emphasis on strategies to provide outreach to the families of educationally disadvantaged students, including efforts to overcome any potential language barriers.			
Characteristics of a strong response: <ul style="list-style-type: none"> • Compelling student outreach plan that includes community, family, and student involvement, and that is realistic and likely to foster student retention and community support. • Emphasis on strategies that will provide equal access to educationally disadvantaged students. 			
Points Possible:	5	Points Earned:	█

Strengths	Page
Weaknesses/Areas of Concern	Page

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

C.5 Describe how the school currently does or will provide a school lunch plan that accommodates and supports educationally disadvantaged students. Provide information about participation in the National School Lunch Program or a comparable, comprehensive lunch program.			
Characteristics of a strong response: <ul style="list-style-type: none"> • A clear description of how the school will offer food service to all students, adhering to all nutritional guidelines. • Specific strategies to ensure educationally disadvantaged students receive daily meals and are not identifiable as qualifying for free or reduced-price lunch. • A plan to collect free and reduced-price lunch information, including procedures to receive reimbursement. 			
Points Possible:	5	Points Earned:	<input type="text"/>
Strengths			Page
Weaknesses/Areas of Concern			Page

C.6 Describe how the school’s professional development plan supports and is tailored to the development of educationally disadvantaged students.			
Characteristics of a strong response:			

<ul style="list-style-type: none"> Professional development standards, opportunities, leadership, and calendar/scheduling effectively support the education program and are likely to maximize success in improving student achievement, particularly for educationally disadvantaged students. Thoughtful plan for professional development in the areas of special education, English learners, and serving low-income students, including implementation of IEP's or personalized learning plans, discipline, and communication with families. 			
Points Possible:	5	Points Earned:	<input type="text"/>
Strengths			Page
Weaknesses/Areas of Concern			Page

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

Application Narrative Total (70 points possible):	<input type="text"/>
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Section III – Application Narrative (cont.)

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

Section IV – Budget, Budget Narrative, and Logic Model

A. Budget	
Complete a proposed budget outlining anticipated costs for the duration of the subgrant period.	
Characteristics of a strong response: <ul style="list-style-type: none"> • Outlines complete, realistic, and viable costs for the duration of the grant period. • All operational costs and major expenditures are accounted for and are realistic. • There is clear alignment between the budget, budget narrative, and the proposed plan to support educationally disadvantaged students. 	
Points Possible:	15
Points Earned:	<input type="text"/>
Strengths	
Page	
Weaknesses/Areas of Concern	
Page	

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

C. Logic Model	
Complete a Logic Model demonstrating how actions and expenditures are expected to lead to specific outcomes.	
Characteristics of a strong response: <ul style="list-style-type: none"> • Clearly articulates how actions and expenditures are expected to lead to specific outcomes. • Aligns clearly and directly to the application narrative. 	
Points Possible:	5
Points Earned:	<input type="text"/>
Strengths	
Page	
Weaknesses/Areas of Concern	
Page	

Applicant:

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Budget, Budget Narrative, and Logic Model Total (30 points possible):	
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Section V – Competitive Preference Standards

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

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

The inclusion of high school (9-12) grade levels.			
Points Possible:	3	Points Earned:	<input type="text"/>
Comments (if applicable)			Page

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

Competitive Preference Standards Total (12 points possible):			<input type="text"/>
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Section VI – Priority Consideration Status

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

Priority Consideration Status Total (4 standards possible):	<div style="width: 100px; height: 15px; background-color: #cccccc;"></div>
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Section VIII – Certification

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

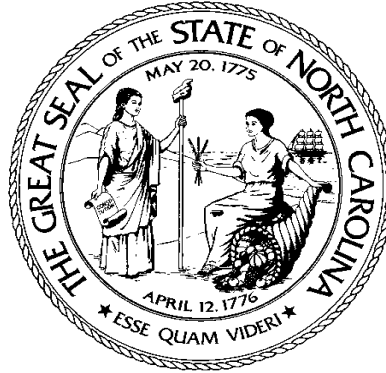
Summary Ratings

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

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

Priority Standards	Standards Possible	Standards Met
Section VI – Priority Consideration Status	4	<input type="checkbox"/>

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



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

Due by 5:00 pm (EST), March 1, 202~~0~~1

North Carolina Department of Public Instruction
Office of Charter Schools
301 N. Wilmington Street
Raleigh NC 27601-2825
[919-807-3491](tel:919-807-3491)(984) 236-2700

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

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NC ACCESS PROGRAM OVERVIEW

In 2018, the North Carolina Department of Public Instruction (NCDPI) was awarded a Public Charter Schools Program (CSP) grant from the U.S. Department of Education (USDOE) of approximately \$26,600,000. In 2019, the Program was awarded an additional \$10 million. The CSP grant will be used to implement the North Carolina Advancing Charter Collaboration and Excellence for Student Success (NC ACCESS) Program to:

- Increase the number of educationally disadvantaged students attending high-quality charter schools and expand the number of high-quality charter schools available to educationally disadvantaged students;
- Develop a cohort of 1690 charter school leaders who can develop and demonstrate best practices in serving educationally disadvantaged students; and
- Broadly disseminate best practices in serving educationally disadvantaged students and foster collaboration in the charter school community and between charter schools and traditional public schools.

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

CHARTER SCHOOL PROGRAM (CSP) DESCRIPTION

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

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

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

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

SUBGRANT APPLICATION AND ELIGIBILITY REQUIREMENTS

GENERAL INFORMATION

Subgrant applications will be due March 1st of each year for implementation starting the following school year. Subgrants will be awarded from school-year 2019-2020 through school year 2023-2024. The number of subgrants awarded each year and within each category will depend on the strength of the applications submitted. ~~Generally, between eight to twelve (8-12) subgrants will be awarded in each subgrant cycle. Fifty-Sixty (560) subgrants will be awarded over the course of five (5) years.~~

ELIGIBILITY

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

- a. In accordance with a specific State statute authorizing the granting of charters to schools, is exempt from significant State or local rules that inhibit the flexible operation and management of public schools, but not from any rules relating to the other requirements of this paragraph;
- b. is created by a developer as a public school, or is adapted by a developer from an existing public school, and is operated under public supervision and direction;
- c. operates in pursuit of a specific set of educational objectives determined by the school’s developer and agreed to by the authorized public chartering agency;
- d. provides a program of elementary or secondary education, or both;
- e. is nonsectarian in its programs, admissions policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious institution;
- f. does not charge tuition;
- g. complies with the Age Discrimination Act of 1975, title VI of the Civil Rights Act of 1964, title IX of the Education Amendments of 1972, section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.), section 444 of the General Education Provisions Act (20 U.S.C. 1232g) (commonly referred to as the “Family Educational Rights and Privacy Act of 1974”), and part B of the Individuals with Disabilities Education Act;
- h. is a school to which parents choose to send their children, and that—
 - a. admits students on the basis of a lottery, consistent with section 4303(c)(3)(A), if more students apply for admission than can be accommodated; or
 - b. in the case of a school that has an affiliated charter school (such as a school that is part of the same network of schools), automatically enrolls students who are enrolled in the immediate prior grade level of the affiliated charter school and, for any additional student openings or student openings created through regular attrition in student enrollment in the affiliated charter school and the enrolling school, admits students on the basis of a lottery as described in clause (i);
- i. agrees to comply with the same Federal and State audit requirements as do other elementary schools and secondary schools in the State, unless such State audit requirements are waived by the State;
- j. meets all applicable Federal, State, and local health and safety requirements;
- k. operates in accordance with State law;
- l. has a written performance contract with the authorized public chartering agency in the State that includes a description of how student performance will be measured in charter schools pursuant to State assessments that are required of other schools and pursuant to any other

assessments mutually agreeable to the authorized public chartering agency and the charter school; and

m. may serve students in early childhood education programs or postsecondary students.

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

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

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

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

Category: Planning and Implementation

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

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

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

Category: Implementation Only

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

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

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

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

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

Category: Expansion

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

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

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

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

Category: Replication

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

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

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

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

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

SUBGRANT AWARDS

GENERAL INFORMATION

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

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

SUBGRANT AWARD AMOUNTS

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

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

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

DATA UNIVERSAL NUMBERING SYSTEM (DUNS) NUMBER & SAM REGISTRATION

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

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

ALLOWABLE USE OF FUNDS

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

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

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

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

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

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

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

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

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

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

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

TIMELINE AND APPLICATION DEADLINE

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

NC ACCESS Application Released	November 15 ³ , 20 19 ²⁰	The NC ACCESS subgrant application is posted online at https://www.dpi.nc.gov/students-families/innovative-school-options/charter-schools/nc-access-program .
Technical Assistance Provided	November 15 , October 1, 20 19 ²⁰ – March 1, 202 0 ¹	A combination of in-person trainings, virtual technical assistance, and scheduled “office hours” are conducted to support applicants.
Letter of Intent Due	January 15, 202 0 ¹	A letter of intent to apply for a subgrant <u>must be received electronically at NCACCESS@dpi.nc.gov no later than 5:00 p.m. (EST)</u> . The letter of intent will be used to determine eligibility. If the letter of intent is not submitted, an application from the sponsor will not be accepted. The letter of intent should be no longer than two (2) pages and must include: <ol style="list-style-type: none"> 1. the specific subgrant category under which the applicant plans to apply; 2. a description of the applicant’s desire and commitment to serve a greater number of educationally disadvantaged students; and 3. a brief summary of the strategies the applicant plans to implement to fulfill their commitment to serve a greater number of educationally disadvantaged students.
Application Due	March 1, 202 0 ¹	If deemed eligible, applicants must submit a complete online application through Epicenter by 5:00 p.m. (EST) .
Subgrant Applications Approved	June 6 , 202 0 ¹	State Board of Education approves subgrant applications and awards are announced. ³
NC ACCESS Subgrant Orientation	June July 202 0 ¹	Subgrantees attend orientation for the NC ACCESS program and NC ACCESS Fellowship.
Subgrant Award Implementation Period	Begins July 1 after final approval	Subgrantees have five (5) years to implement an awarded subgrant. Implementation timelines may vary and are based on the approved budget submitted during the subgrant application process.
NC ACCESS Fellowship Begins	July August 202 0 ¹	Leaders of schools awarded subgrants begin the year-long NC ACCESS Fellowship.

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

NC ACCESS PROGRAM SUBGRANT APPLICATION

Application Deadline

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

APPLICATION SPECIFICATIONS

GENERAL INFORMATION

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

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

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

SUBMISSION REQUIREMENTS

The NC ACCESS Program team will provide technical assistance for applicants throughout ~~November~~ ~~October 2019~~~~20~~ – March 2020~~1~~. Please visit the Office of Charter Schools [website](#) for information about scheduled trainings and support. Applications must be filed electronically through Epicenter no later than 5:00 p.m. (EST) on March 1, 2020~~1~~.

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

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

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

FORMATTING REQUIREMENTS

Please adhere to the following formatting requirements:

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

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

MINIMUM SCORE AND RECOMMENDATION FOR APPROVAL

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

SUBGRANT APPLICATION

I. APPLICATION CONTACT INFORMATION

Charter School Information			
Name of charter school (Approved/Existing):			
Mailing address (Street, City, State, Zip):			
Name of non-profit organization under which charter is/will be organized or operated:			
Name of contact person:		Title/Relationship to approved/existing school:	
Primary telephone:		Alternative telephone:	
E-Mail address:		Website (if applicable):	
Name of county and local education agency (LEA) in which charter school is/will reside: County: LEA:			
Is or will the charter school be operated by an Education Management Organization (EMO) or Charter Management Organization (CMO): Yes <input type="checkbox"/> No <input type="checkbox"/>			
If so, please provide the name and list of all schools managed by the organization.			
Please indicate the subgrant category for which you are applying:			
Planning and Implementation <input type="checkbox"/>	Implementation Only <input type="checkbox"/>	Expansion <input type="checkbox"/>	Replication <input type="checkbox"/>

II. ASSURANCES

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

Signature of Charter School Authorized Representative

Date

Assurances

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

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

11. Recipients shall maintain accounting records and other evidence pertaining to costs incurred, with the provision that the records shall be kept available by the grantee during the grant period and thereafter for five full years from the date of final payment. The North Carolina Department of Public Instruction must be permitted to audit, review, and inspect the grantee's activities, books, documents, papers and other records relating to the expenditures of grant proceeds. The recipient further agrees to comply with all federal and state audit requirements and ensures that arrangements have been made to finance those mandatory audits.
12. Recipients are required to keep and maintain all equipment purchased with grant funds in accordance with federal law and regulations.
13. Recipients will ensure equitable program participation, as required under section 427 of the *General Education Provision Act*.
14. Recipients will comply with the lower-tier certification covering lobbying and debarment/suspension in 34 CFR Parts 82 and 85.
15. Recipients understand that if any findings of misuse of grant funds are discovered, project funds must be returned to the North Carolina Department of Public Instruction and that the North Carolina Department of Public Instruction may terminate a grant award upon 30 days' notice if it deems that the recipient is not fulfilling the funded program as specified in the approved grant application.
16. Recipients shall attend all mandatory meetings/trainings required by the North Carolina Department of Public Instruction.
17. Recipients agree that the lead administrator and a board member of the charter school will participate fully in all required activities of the NC ACCESS Fellowship program.
18. Recipients agree to onsite monitoring by the North Carolina Department of Public Instruction as necessary to ensure that the subgrant is used for authorized purposes, in compliance with Federal statutes, regulations, and the terms and conditions of the subgrant; and that subgrant performance goals are achieved.
19. Recipients agree to use financial management systems, including records documenting compliance with Federal statutes, regulations, and the terms and conditions of the Federal award, that are sufficient to permit the preparation of reports required by general and program-specific terms and conditions; and the tracing of funds to a level of expenditures adequate to establish that such funds have been used according to the Federal statutes, regulations, and the terms and conditions of the Federal award.
20. The applicant understands that, as articulated in the charter agreement, the renewal or revocation of the charter is based on the academic, operational, and financial performance of the school as outlined and reported through the NC Charter School Performance Framework.
21. The applicant understands that, as stated in the charter agreement, it has autonomy and flexibility in the planning, development, and implementation of the education program, including over budgetary and financial decisions.

III. APPLICATION NARRATIVE

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

A. Enrollment Projections (10 points)

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

Subgrant Year	Grade Levels Served	Total Student Enrollment	Number of ED* Students	Percentage of ED* Student Population
2020-2021**				
2021-2022				
2022-2023				
2023-2024				
2024-2025				
2025-2026				

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

**For existing schools only, provide the current grade level(s) served and enrollment figures.

A.1 Explain the rationale behind the projected enrollment figures above; specifically, how the projected numbers are both ambitious and feasible. (5 points)
A.2 Describe how the school plans to implement a weighted lottery. (5 points)

B. Education Plan (30 points)

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

B.1 Provide a General Education Provision Act (GEPA) statement demonstrating how the school has or will eliminate any and all barriers to enrollment for educationally disadvantaged students. (2 points)
B.2 Provide at least three (3) school-specific subgrant program goals. Subgrant goals must be SMART (specific, measurable, achievable, rigorous, and time-bound). (3 points)
B.3 Describe how the school’s academic program is or will be specifically tailored to meet the needs of educationally disadvantaged students. Include specific strategies the charter school currently uses or plans to use to serve educationally disadvantaged students. (10 points)
B.4 <u>Describe the interventions, support services or educational opportunities that will be provided by the school (e.g., extended time, Head Start, extracurricular activities, tutoring, language support, social work services, accelerated learning for advanced students, career and technical education, etc.) and the plan for how the services or educational opportunities will be implemented and evaluated for success.</u> Explain how the charter school’s education plan compares to or differs from that of the local LEA(s). (5 points)
B.5 Describe the school’s discipline and school climate philosophy and how it supports the development of educationally disadvantaged students. (5 points)
B.6 <u>Describe the assessment program and related strategies, detailing how assessments connect to the educational program and its goals. Provide a thorough description of how assessment results will be used to improve teaching and learning for all students in all content areas.</u> Describe how the school’s calendar supports the development of educationally disadvantaged students. (5 points)

C. Operations Plan (30 points)

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

C.1 Detail any partnerships the charter school maintains or plans to develop to support educationally disadvantaged students, including a description of the roles and responsibilities of the applicant, partner organizations, and CMO/EMO, including the administrative and contractual roles and responsibilities of such partners. ⁴ (2 points)
C.2 Describe how the school’s staffing structure, capacity, and diversity will be sufficient to meet the needs of all students, particularly educationally disadvantaged students. (3 points)
C.3 Describe the school’s marketing and recruiting plan, with an emphasis on strategies to provide outreach to the families of educationally disadvantaged students, including efforts to overcome any potential language barriers. (5 points)
C.4 Describe how the school currently does or will provide a transportation plan that accommodates and supports educationally disadvantaged students. (5 points)
C.5 Describe how the school currently does or will provide a school lunch plan that accommodates and supports educationally disadvantaged students. Provide information about participation in the National School Lunch Program or a comparable, comprehensive lunch program. (5 points)
C.6 Describe how the school’s professional development plan supports and is tailored to the development of educationally disadvantaged students. (5 points)
C.7 Describe the school’s plan to engage families and implement a parent/community advisory council. ⁵ (5 points)

⁴ Provide any contractual agreements as part of Appendix B.

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

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

D. Student Transition Planning

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

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

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

--

IV. BUDGET, BUDGET NARRATIVE, AND LOGIC MODEL

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

A. Budget

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

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

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

This application section is worth fifteen (15) points.

B. Budget Narrative

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

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

This application section is worth ten (10) points.

Please outline the budget narrative below.

C. Logic Model

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

V. COMPETITIVE PREFERENCE STANDARDS

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

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

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

VI. PRIORITY CONSIDERATION STATUS

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

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

VII. CERTIFICATION

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

Signature of Charter School Authorized Representative

Date

VIII. SUBGRANT APPLICATION APPENDICES

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

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

APPENDIX A – GRANT BUDGET LINE-ITEM DEFINITIONS

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

Salaries: compensation, fees, salaries, and wages paid to ~~officers~~administrators, directors, and employees (in the planning year only).

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

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

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

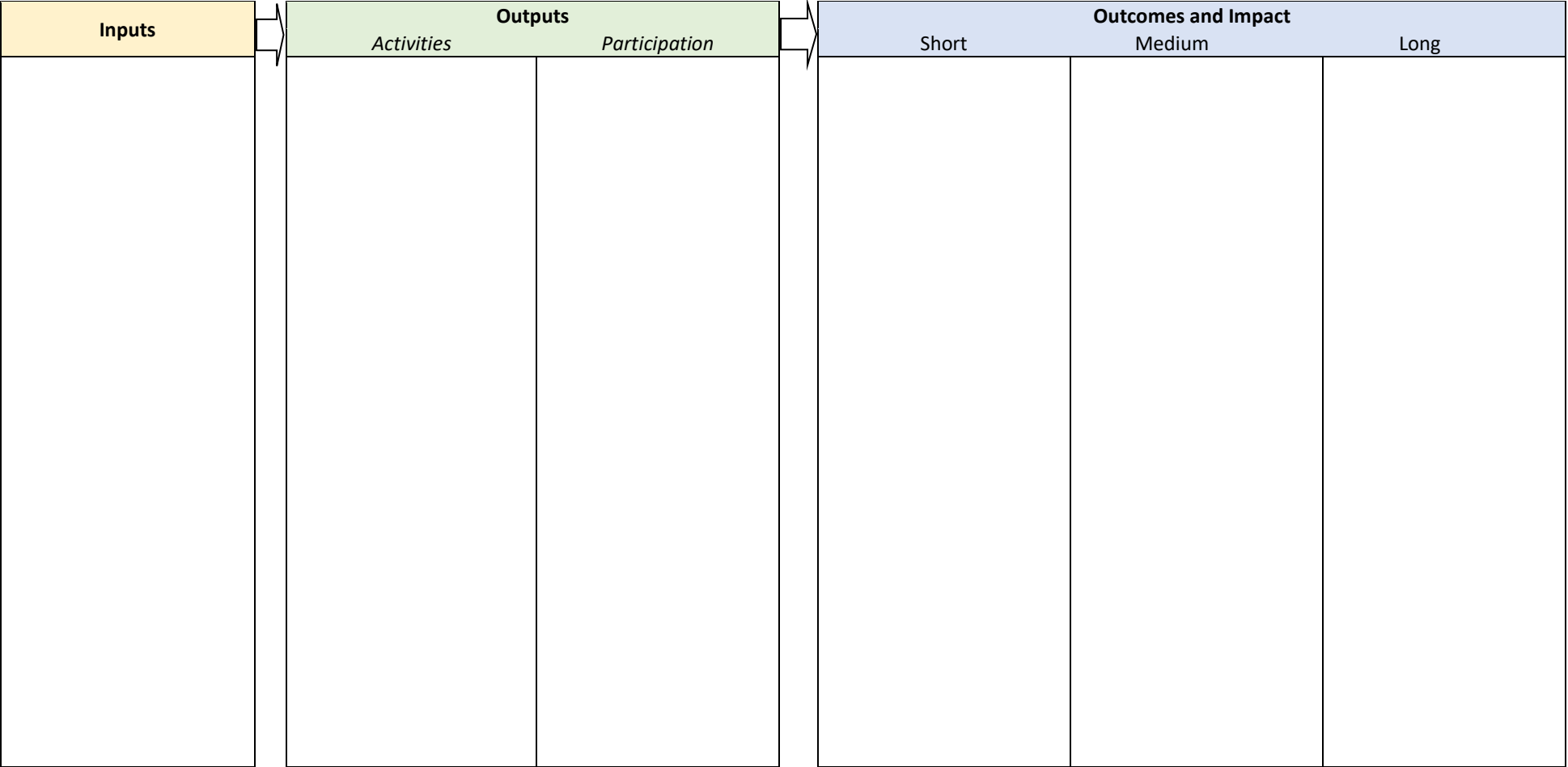
Technology and Equipment: Education technology such as laptops, projectors, internet connectivity ~~installation~~equipment. Equipment is any item that must be inventoried and/or has a per unit cost of more than \$5000.

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

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

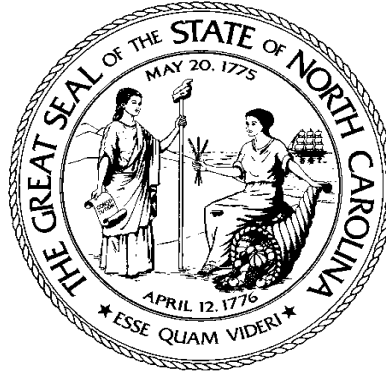
APPENDIX B – LOGIC MODEL TEMPLATE

Objectives



Assumptions

External Factors



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

Due by 5:00 pm (EST), March 1, 2021

North Carolina Department of Public Instruction
Office of Charter Schools
301 N. Wilmington Street
Raleigh NC 27601-2825
(984) 236-2700

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

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NC ACCESS PROGRAM OVERVIEW

In 2018, the North Carolina Department of Public Instruction (NCDPI) was awarded a Public Charter Schools Program (CSP) grant from the U.S. Department of Education (USDOE) of approximately \$26,600,000. In 2019, the Program was awarded an additional \$10 million. The CSP grant will be used to implement the North Carolina Advancing Charter Collaboration and Excellence for Student Success (NC ACCESS) Program to:

- Increase the number of educationally disadvantaged students attending high-quality charter schools and expand the number of high-quality charter schools available to educationally disadvantaged students;
- Develop a cohort of 160 charter school leaders who can develop and demonstrate best practices in serving educationally disadvantaged students; and
- Broadly disseminate best practices in serving educationally disadvantaged students and foster collaboration in the charter school community and between charter schools and traditional public schools.

The NC ACCESS Program and CSP define “educationally disadvantaged” students as students who are economically disadvantaged, students experiencing homelessness, English learners, students with disabilities, immigrant students, and migrant students.

CHARTER SCHOOL PROGRAM (CSP) DESCRIPTION

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

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

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

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

SUBGRANT APPLICATION AND ELIGIBILITY REQUIREMENTS

GENERAL INFORMATION

Subgrant applications will be due March 1st of each year for implementation starting the following school year. Subgrants will be awarded from school-year 2019-2020 through school year 2023-2024. The number of subgrants awarded each year and within each category will depend on the strength of the applications submitted. Sixty (60) subgrants will be awarded over the course of five (5) years.

ELIGIBILITY

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

- a. In accordance with a specific State statute authorizing the granting of charters to schools, is exempt from significant State or local rules that inhibit the flexible operation and management of public schools, but not from any rules relating to the other requirements of this paragraph;
- b. is created by a developer as a public school, or is adapted by a developer from an existing public school, and is operated under public supervision and direction;
- c. operates in pursuit of a specific set of educational objectives determined by the school’s developer and agreed to by the authorized public chartering agency;
- d. provides a program of elementary or secondary education, or both;
- e. is nonsectarian in its programs, admissions policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious institution;
- f. does not charge tuition;
- g. complies with the Age Discrimination Act of 1975, title VI of the Civil Rights Act of 1964, title IX of the Education Amendments of 1972, section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.), section 444 of the General Education Provisions Act (20 U.S.C. 1232g) (commonly referred to as the “Family Educational Rights and Privacy Act of 1974”), and part B of the Individuals with Disabilities Education Act;
- h. is a school to which parents choose to send their children, and that—
 - a. admits students on the basis of a lottery, consistent with section 4303(c)(3)(A), if more students apply for admission than can be accommodated; or
 - b. in the case of a school that has an affiliated charter school (such as a school that is part of the same network of schools), automatically enrolls students who are enrolled in the immediate prior grade level of the affiliated charter school and, for any additional student openings or student openings created through regular attrition in student enrollment in the affiliated charter school and the enrolling school, admits students on the basis of a lottery as described in clause (i);
- i. agrees to comply with the same Federal and State audit requirements as do other elementary schools and secondary schools in the State, unless such State audit requirements are waived by the State;
- j. meets all applicable Federal, State, and local health and safety requirements;
- k. operates in accordance with State law;
- l. has a written performance contract with the authorized public chartering agency in the State that includes a description of how student performance will be measured in charter schools pursuant to State assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the authorized public chartering agency and the charter school; and

m. may serve students in early childhood education programs or postsecondary students.

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

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

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

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

Category: Planning and Implementation

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

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

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

Category: Implementation Only

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

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

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

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

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

Category: Expansion

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

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

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

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

Category: Replication

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

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

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

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

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

SUBGRANT AWARDS

GENERAL INFORMATION

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

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

SUBGRANT AWARD AMOUNTS

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

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

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

DATA UNIVERSAL NUMBERING SYSTEM (DUNS) NUMBER & SAM REGISTRATION

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

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

ALLOWABLE USE OF FUNDS

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

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

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

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

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

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

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

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

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

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

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

TIMELINE AND APPLICATION DEADLINE

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

NC ACCESS Application Released	November 13, 2020	The NC ACCESS subgrant application is posted online at https://www.dpi.nc.gov/students-families/innovative-school-options/charter-schools/nc-access-program .
Technical Assistance Provided	October 1, 2020 – March 1, 2021	A combination of in-person trainings, virtual technical assistance, and scheduled “office hours” are conducted to support applicants.
Letter of Intent Due	January 15, 2021	A letter of intent to apply for a subgrant <u>must be received electronically at NCACCESS@dpi.nc.gov no later than 5:00 p.m. (EST)</u> . The letter of intent will be used to determine eligibility. If the letter of intent is not submitted, an application from the sponsor will not be accepted. The letter of intent should be no longer than two (2) pages and must include: <ol style="list-style-type: none"> 1. the specific subgrant category under which the applicant plans to apply; 2. a description of the applicant’s desire and commitment to serve a greater number of educationally disadvantaged students; and 3. a brief summary of the strategies the applicant plans to implement to fulfill their commitment to serve a greater number of educationally disadvantaged students.
Application Due	March 1, 2021	If deemed eligible, applicants must submit a complete online application through Epicenter by 5:00 p.m. (EST) .
Subgrant Applications Approved	June 2021	State Board of Education approves subgrant applications and awards are announced. ³
NC ACCESS Subgrant Orientation	July 2021	Subgrantees attend orientation for the NC ACCESS program and NC ACCESS Fellowship.
Subgrant Award Implementation Period	Begins July 1 after final approval	Subgrantees have five (5) years to implement an awarded subgrant. Implementation timelines may vary and are based on the approved budget submitted during the subgrant application process.
NC ACCESS Fellowship Begins	August 2021	Leaders of schools awarded subgrants begin the year-long NC ACCESS Fellowship.

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

NC ACCESS PROGRAM SUBGRANT APPLICATION

Application Deadline
5:00 p.m. (EST) March 1, 2021

APPLICATION SPECIFICATIONS

GENERAL INFORMATION

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

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

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

SUBMISSION REQUIREMENTS

The NC ACCESS Program team will provide technical assistance for applicants throughout October 2020 – March 2021. Please visit the Office of Charter Schools [website](#) for information about scheduled trainings and support. Applications must be filed electronically through Epicenter no later than 5:00 p.m. (EST) on March 1, 2021.

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

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

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

FORMATTING REQUIREMENTS

Please adhere to the following formatting requirements:

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

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

MINIMUM SCORE AND RECOMMENDATION FOR APPROVAL

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

SUBGRANT APPLICATION

I. APPLICATION CONTACT INFORMATION

Charter School Information			
Name of charter school (Approved/Existing):			
Mailing address (Street, City, State, Zip):			
Name of non-profit organization under which charter is/will be organized or operated:			
Name of contact person:		Title/Relationship to approved/existing school:	
Primary telephone:		Alternative telephone:	
E-Mail address:		Website (if applicable):	
Name of county and local education agency (LEA) in which charter school is/will reside: County: LEA:			
Is or will the charter school be operated by an Education Management Organization (EMO) or Charter Management Organization (CMO): Yes <input type="checkbox"/> No <input type="checkbox"/>			
If so, please provide the name and list of all schools managed by the organization.			
Please indicate the subgrant category for which you are applying:			
Planning and Implementation <input type="checkbox"/>	Implementation Only <input type="checkbox"/>	Expansion <input type="checkbox"/>	Replication <input type="checkbox"/>

II. ASSURANCES

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

Signature of Charter School Authorized Representative

Date

Assurances

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

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

11. Recipients shall maintain accounting records and other evidence pertaining to costs incurred, with the provision that the records shall be kept available by the grantee during the grant period and thereafter for five full years from the date of final payment. The North Carolina Department of Public Instruction must be permitted to audit, review, and inspect the grantee's activities, books, documents, papers and other records relating to the expenditures of grant proceeds. The recipient further agrees to comply with all federal and state audit requirements and ensures that arrangements have been made to finance those mandatory audits.
12. Recipients are required to keep and maintain all equipment purchased with grant funds in accordance with federal law and regulations.
13. Recipients will ensure equitable program participation, as required under section 427 of the *General Education Provision Act*.
14. Recipients will comply with the lower-tier certification covering lobbying and debarment/suspension in 34 CFR Parts 82 and 85.
15. Recipients understand that if any findings of misuse of grant funds are discovered, project funds must be returned to the North Carolina Department of Public Instruction and that the North Carolina Department of Public Instruction may terminate a grant award upon 30 days' notice if it deems that the recipient is not fulfilling the funded program as specified in the approved grant application.
16. Recipients shall attend all mandatory meetings/trainings required by the North Carolina Department of Public Instruction.
17. Recipients agree that the lead administrator and a board member of the charter school will participate fully in all required activities of the NC ACCESS Fellowship program.
18. Recipients agree to onsite monitoring by the North Carolina Department of Public Instruction as necessary to ensure that the subgrant is used for authorized purposes, in compliance with Federal statutes, regulations, and the terms and conditions of the subgrant; and that subgrant performance goals are achieved.
19. Recipients agree to use financial management systems, including records documenting compliance with Federal statutes, regulations, and the terms and conditions of the Federal award, that are sufficient to permit the preparation of reports required by general and program-specific terms and conditions; and the tracing of funds to a level of expenditures adequate to establish that such funds have been used according to the Federal statutes, regulations, and the terms and conditions of the Federal award.
20. The applicant understands that, as articulated in the charter agreement, the renewal or revocation of the charter is based on the academic, operational, and financial performance of the school as outlined and reported through the NC Charter School Performance Framework.
21. The applicant understands that, as stated in the charter agreement, it has autonomy and flexibility in the planning, development, and implementation of the education program, including over budgetary and financial decisions.

III. APPLICATION NARRATIVE

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

A. Enrollment Projections (10 points)

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

Subgrant Year	Grade Levels Served	Total Student Enrollment	Number of ED* Students	Percentage of ED* Student Population
2020-2021**				
2021-2022				
2022-2023				
2023-2024				
2024-2025				
2025-2026				

*Educationally Disadvantaged (ED) includes students who are economically disadvantaged, students experiencing homelessness, English learners, students with disabilities, immigrant students, and migrant students.

**For existing schools only, provide the current grade level(s) served and enrollment figures.

A.1 Explain the rationale behind the projected enrollment figures above; specifically, how the projected numbers are both ambitious and feasible. (5 points)
A.2 Describe how the school plans to implement a weighted lottery. (5 points)

B. Education Plan (30 points)

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

B.1 Provide a General Education Provision Act (GEPA) statement demonstrating how the school has or will eliminate any and all barriers to enrollment for educationally disadvantaged students. (2 points)
B.2 Provide at least three (3) school-specific subgrant program goals. Subgrant goals must be SMART (specific, measurable, achievable, rigorous, and time-bound). (3 points)
B.3 Describe how the school’s academic program is or will be specifically tailored to meet the needs of educationally disadvantaged students. Include specific strategies the charter school currently uses or plans to use to serve educationally disadvantaged students. (10 points)
B.4 Describe the interventions, support services or educational opportunities that will be provided by the school (e.g., extended time, Head Start, extracurricular activities, tutoring, language support, social work services, accelerated learning for advanced students, career and technical education, etc.) and the plan for how the services or educational opportunities will be implemented and evaluated for success. (5 points)
B.5 Describe the school’s discipline and school climate philosophy and how it supports the development of educationally disadvantaged students. (5 points)
B.6 Describe the assessment program and related strategies, detailing how assessments connect to the educational program and its goals. Provide a thorough description of how assessment results will be used to improve teaching and learning for all students in all content areas. (5 points)

C. Operations Plan (30 points)

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

C.1 Detail any partnerships the charter school maintains or plans to develop to support educationally disadvantaged students, including a description of the roles and responsibilities of the applicant, partner organizations, and CMO/EMO, including the administrative and contractual roles and responsibilities of such partners. ⁴ (2 points)
C.2 Describe how the school’s staffing structure, capacity, and diversity will be sufficient to meet the needs of all students, particularly educationally disadvantaged students. (3 points)
C.3 Describe the school’s marketing and recruiting plan, with an emphasis on strategies to provide outreach to the families of educationally disadvantaged students, including efforts to overcome any potential language barriers. (5 points)
C.4 Describe how the school currently does or will provide a transportation plan that accommodates and supports educationally disadvantaged students. (5 points)
C.5 Describe how the school currently does or will provide a school lunch plan that accommodates and supports educationally disadvantaged students. Provide information about participation in the National School Lunch Program or a comparable, comprehensive lunch program. (5 points)
C.6 Describe how the school’s professional development plan supports and is tailored to the development of educationally disadvantaged students. (5 points)
C.7 Describe the school’s plan to engage families and implement a parent/community advisory council. ⁵ (5 points)

⁴ Provide any contractual agreements as part of Appendix B.

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

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

D. Student Transition Planning

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

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

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

--

IV. BUDGET, BUDGET NARRATIVE, AND LOGIC MODEL

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

A. Budget

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

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

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

This application section is worth fifteen (15) points.

B. Budget Narrative

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

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

This application section is worth ten (10) points.

Please outline the budget narrative below.

C. Logic Model

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

V. COMPETITIVE PREFERENCE STANDARDS

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

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

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

VI. PRIORITY CONSIDERATION STATUS

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

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

VII. CERTIFICATION

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

Signature of Charter School Authorized Representative

Date

VIII. SUBGRANT APPLICATION APPENDICES

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

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

APPENDIX A – GRANT BUDGET LINE-ITEM DEFINITIONS

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

Salaries: compensation, fees, salaries, and wages paid to administrators, directors, and employees (in the planning year only).

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

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

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

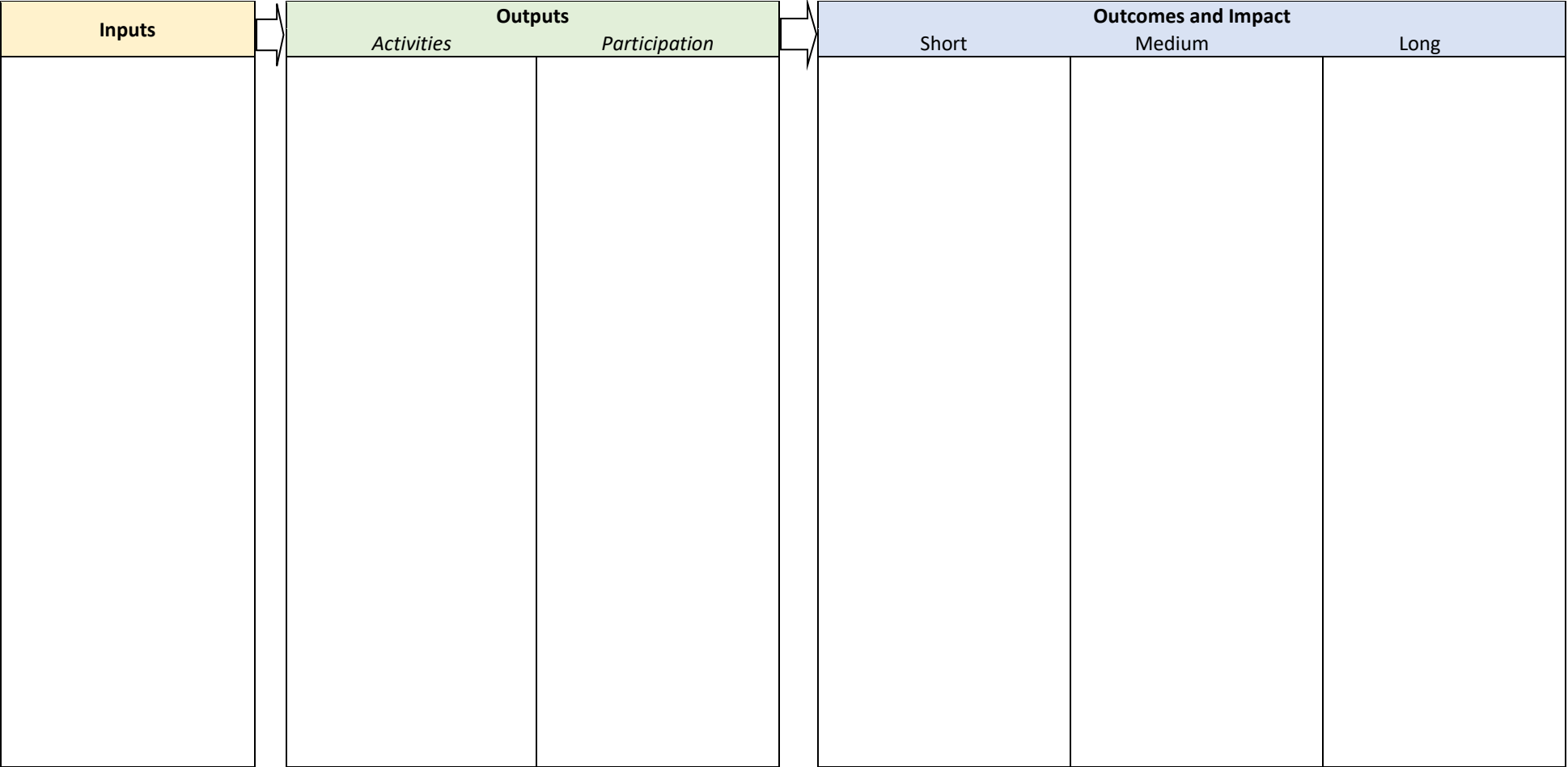
Technology and Equipment: Education technology such as laptops, projectors, internet connectivity equipment. Equipment is any item that must be inventoried and/or has a per unit cost of more than \$5000.

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

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

APPENDIX B – LOGIC MODEL TEMPLATE

Objectives



Assumptions

External Factors



NC ACCESS Program Subgrant Application Timeline and Review Process

Year ~~2-3~~ (~~2019~~~~2020~~-~~2020~~~~2021~~)

November

- The subgrant RFA, eligibility and program requirements, and application timeline and process will be approved by the SBE on November ~~7th~~~~5th~~.
- 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 November ~~15th~~~~13th~~. 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: Program staff will provide on-going technical assistance to prospective applicants, including in-person technical assistance, if possible, sessions in the western, central, and eastern regions of the state as well as virtual technical assistance sessions. Program staff will advertise and offer at least 10 hours of technical assistance “office hours” to provide an additional layer of technical assistance and support to prospective applicants.

December

- Technical Assistance: Program staff will provide on-going technical assistance to prospective applicants, including in-person technical assistance sessions, if possible, in the western, central, and eastern regions of the state as well as virtual technical assistance sessions. Program staff will advertise and offer at least 10 hours of technical assistance “office hours” to provide an additional layer of technical assistance and support to prospective applicants.

January

- Leaders from interested applicants will be required to submit a letter of intent (LOI) by January 15th. 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, 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 prospective applicant that outlines the reasons for their eligibility designation. Those deemed eligible will be invited to submit a subgrant application by March 1st.
- Program staff will recruit and contract with a group of peer reviewers consisting of charter school leaders, state and national charter organization leaders, and other individuals with charter school expertise.
- Technical Assistance: Program staff will provide on-going technical assistance to prospective applicants, including in-person technical assistance sessions, if possible, in the western, central, and eastern regions of the state as well as virtual technical assistance sessions. Program staff will advertise and offer at least 10 hours of technical assistance “office hours” to provide an additional layer of technical assistance and support to prospective applicants.

February

- **Technical Assistance:** Program staff will provide on-going technical assistance to prospective applicants, including in-person technical assistance sessions, if possible, in the western, central, and eastern regions of the state as well as virtual technical assistance sessions. Program staff will advertise and offer at least 10 hours of technical assistance “office hours” to provide an additional layer of technical assistance and support to prospective applicants.
- The NC ACCESS Program team will conduct training for external evaluators 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.

March – April

- Applicants must submit their application by 5:00 pm (EST) on March 1st.
- Following submission of the applications, program staff will distribute applications to review committees for evaluation.

May

- Applications will be submitted for consideration and recommendation at the CSAB’s monthly meeting. The meeting will be properly noticed through the existing process and applicants will be encouraged to inform their stakeholders of 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~~July. The recommendations will be presented to the State Board for discussion in June.
- Subgrant applicants selected to receive a subgrant will be notified about their award by mid-~~June~~July. Included in the notification will be a request to attend a required pre-subgrant orientation to be held in ~~mid~~late-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. 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 expending money once their final budget is approved ~~on or after July~~ 1st.



NC ACCESS Program Subgrant Application Timeline and Review Process

Year 3 (2020-2021)

November

- The subgrant RFA, eligibility and program requirements, and application timeline and process will be approved by the SBE on November 5th.
- 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 November 13th. 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: Program staff will provide on-going technical assistance to prospective applicants, including in-person technical assistance, if possible, sessions in the western, central, and eastern regions of the state as well as virtual technical assistance sessions. Program staff will advertise and offer at least 10 hours of technical assistance “office hours” to provide an additional layer of technical assistance and support to prospective applicants.

December

- Technical Assistance: Program staff will provide on-going technical assistance to prospective applicants, including in-person technical assistance sessions, if possible, in the western, central, and eastern regions of the state as well as virtual technical assistance sessions. Program staff will advertise and offer at least 10 hours of technical assistance “office hours” to provide an additional layer of technical assistance and support to prospective applicants.

January

- Leaders from interested applicants will be required to submit a letter of intent (LOI) by January 15th. 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, 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 prospective applicant that outlines the reasons for their eligibility designation. Those deemed eligible will be invited to submit a subgrant application by March 1st.
- Program staff will recruit and contract with a group of peer reviewers consisting of charter school leaders, state and national charter organization leaders, and other individuals with charter school expertise.
- Technical Assistance: Program staff will provide on-going technical assistance to prospective applicants, including in-person technical assistance sessions, if possible, in the western, central, and eastern regions of the state as well as virtual technical assistance sessions. Program staff will advertise and offer at least 10 hours of technical assistance “office hours” to provide an additional layer of technical assistance and support to prospective applicants.

February

- Technical Assistance: Program staff will provide on-going technical assistance to prospective applicants, including in-person technical assistance sessions, if possible, in the western, central, and eastern regions of the state as well as virtual technical assistance sessions. Program staff will advertise and offer at least 10 hours of technical assistance “office hours” to provide an additional layer of technical assistance and support to prospective applicants.
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March – April

- Applicants must submit their application by 5:00 pm (EST) on March 1st.
- Following submission of the applications, program staff will distribute applications to review committees for evaluation.

May

- Applications will be submitted for consideration and recommendation at the CSAB’s monthly meeting. The meeting will be properly noticed through the existing process and applicants will be encouraged to inform their stakeholders of 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 July. The recommendations will be presented to the State Board for discussion in June.
- Subgrant applicants selected to receive a subgrant will be notified about their award by mid-July. Included in the notification will be a request to attend a required pre-subgrant orientation to be held in late-July.

July

- Program staff will plan a required orientation for subgrant recipients focused on the monitoring schedule, reporting requirements, financial processes and NC ACCESS Fellowship program expectations. 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 expending money once their final budget is approved.