

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

Due by 5:00 pm (EDT), March 31, 2019

North Carolina Department of Public Instruction
Office of Charter Schools
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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. The CSP grant will be used to implement the North Carolina Advancing Charter Collaboration and Excellence for Student Success (NC ACCESS) Program to:

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

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

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 31st of each year for implementation starting the following school year. Maximum subgrant award amounts vary based on the category of subgrant. See the Eligibility section below for specific subgrant award amounts. Subgrants will be awarded from school-year 2018-19 through school year 2022-2023. The number of subgrants awarded each year will be based on the following schedule.

Subgrant Category	Year 1 (2019)	Year 2 (2020)	Year 3 (2021)	Year 4 (2022)	Year 5 (2023)
Planning and Implementation	3	3	3	3	0
Implementation Only	2	2	2	2	2
Expansion	3	3	4	4	4
Replication	2	2	2	2	2

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:

Categories: New School Planning and Implementation or New School Implementation Only

New School subgrants will be available to charter operators in their planning year through year three (3) of operation. Since new schools will have limited data to support their potential for success, applicants must demonstrate a strong commitment to and comprehensive plan for recruiting and effectively serving a large population of educationally disadvantaged students, as well as a desire to share best practices with both charter schools and traditional public schools.

If state accountability data is available for a school applying for a Planning and Implementation or Implementation Only subgrant, data from up to the previous three (3) years will be evaluated. Eligible applicants must have maintained at least a “B” School Performance Grade (SPG), as determined by the NCDPI; met or exceeded growth, as determined by EVAAS, for at least two (2) out of the three (3) years prior to their application cycle; and have a graduation rate higher than the state average, if applicable. If less than 3 years of data is available, eligible applicants must have maintained at least a “B” SPG, as determined by the NCDPI; met or exceeded growth, as determined by EVAAS, in each year; and have a graduation rate higher than the state average, if applicable. Additionally, eligible applicants must not have any unresolved academic, financial, or operational issues.

If a new school is managed by a CMO or EMO, the school must submit an analysis of the performance of the other schools managed by the CMO/EMO. The analysis will not solely determine eligibility, but it will be considered as part of the application review process.

Schools may apply for the Planning and Implementation subgrant, or the Implementation Only subgrant. A school cannot apply for both. The Planning and Implementation subgrant allows both planning and implementation activities but **planning activities may not last more than eighteen (18) months**. The average award amount for planning and implementation subgrants is \$400,000. The average award amount for implementation only subgrants is \$250,000.

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 have maintained at least a “B” School Performance Grade (SPG), as determined by the NCDPI, and 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, when applicable, have a graduation rate higher than the state average. Eligible applicants must not have any unresolved academic, financial, or operational issues. If an applicant has received a previous subgrant under this funding, 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. The average award amount for expansion subgrants is \$600,000.

Category: Replication

Replication subgrants will be available to high quality charter schools that exhibit academic, financial and operational success and a desire to replicate their successful school model to serve a greater number of educationally disadvantaged students. Eligible applicants must have maintained at least a “B” SPG, as determined by the NCDPI, and met or exceeded growth, as determined by EVAAS, for at least two (2) out of the three (3) years prior to their application cycle and, when applicable, have a graduation rate higher than the state average. Eligible applicants must not have any unresolved academic, financial, or operational issues. The average award amount for replication subgrants is \$600,000.

*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.

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.

The use of a subgrant award may not exceed five (5) years. Funding will be provided on a reimbursement-only basis.

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.
 - 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.

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

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.

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	January 15, 2019	The NC ACCESS subgrant application is posted online at http://www.ncpublicschools.org/charterschools/ncaccess/ .
Technical Assistance Provided	January 15, 2019 – March 31, 2019	A combination of in-person trainings, virtual technical assistance, and scheduled “office hours” are conducted to support applicants.
Letter of Intent Due	February 15, 2019	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 31, 2019	If deemed eligible, applicants must submit a complete online application through Epicenter by 5:00 p.m. (EDT) .
Subgrant Applications Approved	June 6, 2019	State Board of Education approves subgrant applications and awards are announced. ³
NC ACCESS Subgrant Orientation	June 2019	Subgrantees attend orientation for the NC ACCESS program and NC ACCESS Fellowship.
Subgrant Award Implementation Period	July 1, 2019 – June 30, 2024	Subgrantees have 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 1, 2019	Leaders of schools awarded subgrants begin the year-long NC ACCESS Fellowship.
First Reimbursement Requests Accepted	July 31, 2019	Subgrantees may begin submitting reimbursements to the NCDPI.

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. (EDT) March 31, 2019

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 January – March 2019. 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. (EDT) on March 31, 2019.

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

- I. Completed Application (pages 12 – 20 of this document)
 - a. Applicant Contact Information
 - b. Signed Assurances
 - c. Enrollment Projections

- d. Priority Consideration Status
- e. Certification
- II. Application Narrative (no more than fifteen (15) pages)
 - a. If applicable, include a school closure plan (no more than five (5) pages)
- III. Budget, Budget Narrative (no more than five (5) pages), and Logic Model
- IV. Appendices

FORMATTING REQUIREMENTS

Number all pages of the application narrative and any supporting documents. Use one-inch margins and a 12-point font for the narrative. Heed all page limits. Only those parts of the application within the page limits will be judged as part of the subgrant competition.

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.

MINIMUM SCORE AND RECOMMENDATION FOR APPROVAL

To pass the application review, applicants must (a) meet all criteria in sections (I), (II), and (VIII); and (b) score at least 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.

GENERAL STANDARDS

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.

TECHNICAL STANDARDS

III. ENROLLMENT PROJECTIONS

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

Grade Levels and Student Enrollment

Subgrant Year	Current Grade Levels Served	Projected Grade Levels Served	Current Student Enrollment	Projected Student Enrollment
2019-2020				
2020-2021				
2021-2022				
2022-2023				
2023-2024				

Educationally Disadvantaged Students (Including those who are economically disadvantaged, homeless or unaccompanied youth, English learners, and students with disabilities)

Subgrant Year	Current ED Student Population		Projected ED Student Population	
	Number of Students	Percent of Total Enrollment	Number of Students	Percent of Total Enrollment
2019-2020				
2020-2021				
2021-2022				
2022-2023				
2023-2024				

IV. APPLICATION NARRATIVE

In fifteen (15) 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 D to this grant application. This application section is worth up to sixty (60) points.

1. Explain the rationale behind the projected enrollment figures in Section III. Specifically, explain how the projected numbers are both ambitious and feasible, including the implementation of a weighted lottery.
2. Describe how the school’s educational program is or will be specifically tailored to meet the needs of educationally disadvantaged students.
3. Provide at least three (3) school-specific subgrant program goals. Subgrant goals must be SMART (specific, measurable, achievable, rigorous, and time-bound).
4. Explain how the charter school’s education plan compares to or differs from that of the local LEA(s).
5. 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.
6. Describe the strategies the charter school currently uses or plans to use to serve educationally disadvantaged students.

7. 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
8. Describe how the governing body of the school (i.e. Board of Directors) will contribute to the recruitment and development of educationally disadvantaged students.
9. Briefly describe how the school's calendar supports the development of educationally disadvantaged students.
10. Briefly describe how the school's professional development plan supports the development of educationally disadvantaged students.
11. Briefly describe the school's discipline and school climate philosophy and how it supports the development of educationally disadvantaged students.
12. 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.
13. Describe how the school currently does or will provide a transportation plan that accommodates and supports educationally disadvantaged students.
14. 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.
15. Describe the school's plan to implement a parent/community advisory council.⁵

Planning and Implementation, Implementation Only, and Replication Subgrant Applicants Only: In five (5) pages or less (single-spaced), please provide a school closure plan. Exemplary plans will utilize the following best practices established by NACSA and scholarship on charter school closure:

- Form a Student Transition Committee (STC) – This committee will consist of one NC ACCESS program staff member (in an advisory capacity), at least two members of the school's administrative team, at least three parents from the school, at least two members of the charter school's board, and if possible, 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.

⁴ Provide any contractual agreements as part of Appendix C.

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

V. 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. Include:

1. A budget, using the [template](#) provided, outlining anticipated costs for the duration of the grant period;
2. In five (5) pages or less (single-spaced), 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.
3. A Logic Model (see appendix B for template) demonstrating how actions and expenditures are expected to lead to specific outcomes.

VI. COMPETITIVE PREFERENCE STANDARDS

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

1. Opening, expanding, or replicating a school in a rural or underserved urban area (i.e. without a high-quality school within fifteen (15) miles).
2. Increasing the racial and ethnic diversity in their new, expanded, or replicated school.
3. The inclusion of high school (9-12) grade levels.
4. Develop or manage a charter school focused on dropout recovery and academic reentry.

VII. 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. Provide any evidences to support each selected status in Appendix E:

- Currently serve a forty percent (40%) or higher economically disadvantaged population.
- Economically disadvantaged, English learners, and students with disabilities have proficiency rates higher than the state average for their subgroup.
- As evidence of participation in applicable federal programs, have Title I status.
- 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.

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. Up to the last three years of financial audits
- C. Contractual Agreements with Partner Organizations (See item 7 of the application narrative)
- D. Evidence of Competitive Preference Standards
- E. Evidence of Priority Consideration Status
- F. Additional Supplementary Documentation

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

APPENDIX A – GRANT BUDGET LINE-ITEM DEFINITIONS

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

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

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

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

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

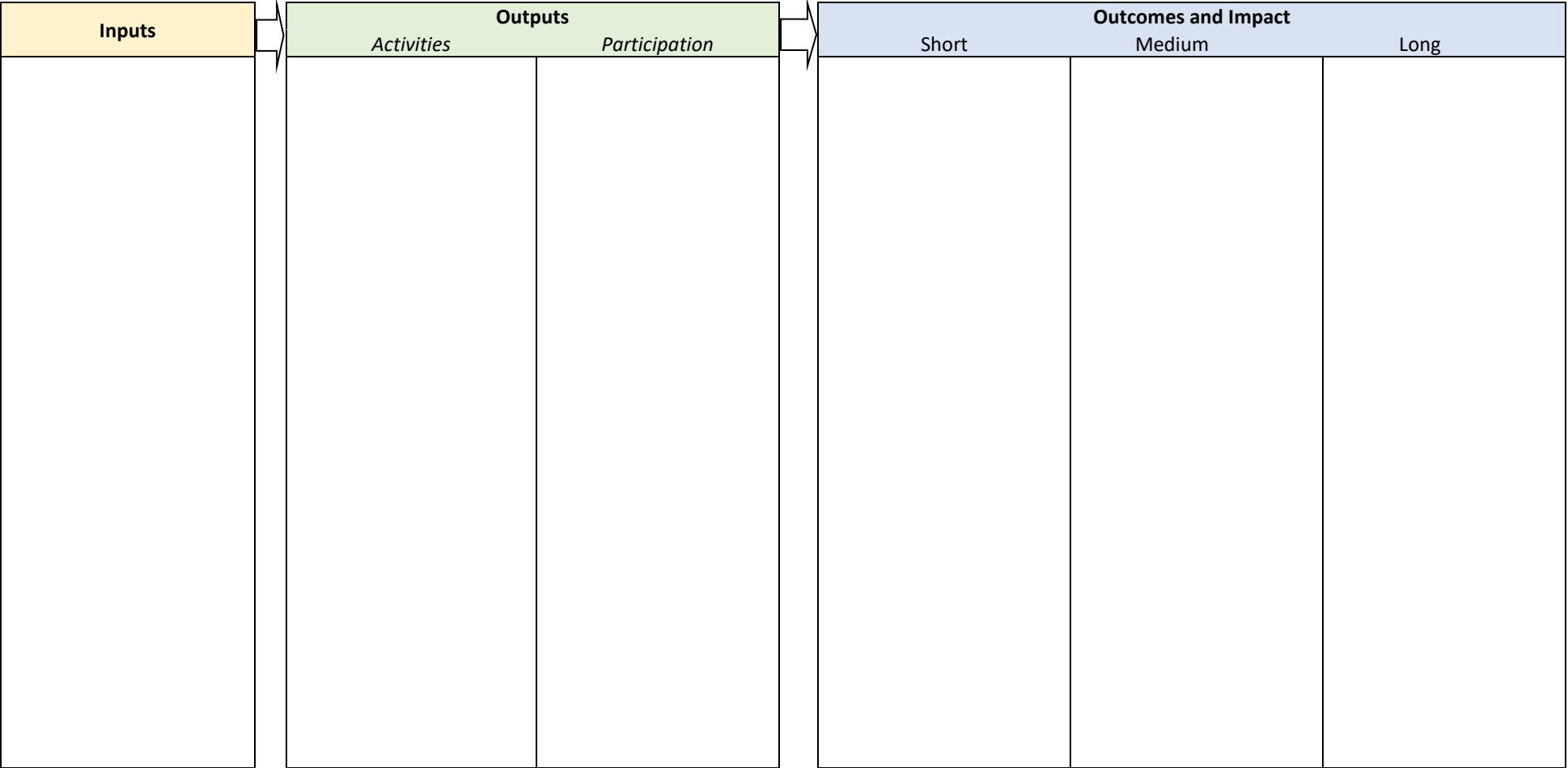
Technology and Equipment: Education technology such as laptops, projectors, internet connectivity installation. Equipment is any item with a per unit cost of more than \$5000.

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