



NORTH CAROLINA CHARTER SCHOOL APPLICATION

Entrepreneur High School

Public charter schools opening the fall of 2014

**See Resource Manual for Assistance
(Available late November 2012)**

Due by 12:00 noon, March 1, 2013

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

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6303 Mail Service Center
Raleigh, NC 27699-6303

CHARTER SCHOOL

2013 Application Process

To open a charter school in the 2014-2015 school year

APPLICATION DUE DATE/TIME

January 4, 2013

A letter of intent to apply for the 2014-2015 school year **must** be received in the Office of Charter Schools **no later than 12:00 noon**. If the Letter of Intent is not submitted, an application from this group will not be accepted. You can find the Letter of Intent requirements on the NC Office of Charter School web site.

March 1, 2013

A complete application package, one (1) single-sided, signed, and notarized original hard copy, one (1) PDF electronic version of the narrative, and one (1) PDF electronic version of the appendices (i.e. labeled flash drive) must be received in the Office of Charter Schools **by 12:00 noon**.

March 8, 2013

A copy of the application due to the Local Education Agency in which the proposed charter school will reside in. Applicant must provide evidence to the Office of Charter Schools (i.e. signed letter).

APPLICATION SPECIFICATIONS

Applicants **MUST** submit applications prior to the deadline March 1, 2013 at 12:00 noon; applicants are to use the following specifications:

1. All elements of the proposal must be typed with 1-inch page margins and 12-point font, single-spaced, in Times New Roman font.
2. Each major section (Mission, Purposes and Goals, Education Plan, Governance, Operations and Capacity, and Financial Plan) must begin on a separate page, as indicated in the template document. Do not exceed 50 pages for the proposal narrative. (Title Page, Table of Contents, and Appendices are not included in the narrative page limit.)
3. If a particular question does not apply to your team or proposal, **keep the section heading**, respond "Not Applicable," AND state the reason this question is not applicable to your team or proposal. The questions may be deleted.
4. All narrative content pages should be numbered and the name of school should appear at the top of ALL pages
5. All required Appendices should be clearly titled and include page numbers (i.e. Appendix A and page numbers as- A1, A2, B1...).
6. Review all elements of your application for completeness before submitting. An incomplete application may result in the elimination of the application.
7. Late submissions will not be accepted. No exceptions.
8. Provide confirmation to the Office of Charter Schools that within seven (7) days the applicant has provided one full copy of the application to the LEA in which the proposed charter school will be located.

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I. APPLICATION CONTACT INFORMATION

Name of proposed charter school: Entrepreneur High School

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

Name of non-profit organization under which charter will be organized or operated: *Entrepreneur High School, Inc.*

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

Name of contact person: *Dr. Hans Peter Plotseneder*

Title/Relationship to nonprofit: *CEO and Principal*

Mailing address: 6810 Alanbrook Rd
Charlotte NC 28215

Primary telephone: 704-906-2900 Alternative telephone: 808-780-2540

E-Mail address: DrPlots@DrPlots.com

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

County: MECKLENBURG

LEA: 600-Charlotte-Mecklenburg Schools

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

No:

Yes:

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

No:

Yes:

What is the name of the nonprofit organization that governs this charter school? Entrepreneur High School, Inc.

Grade Levels Served and Total Student Enrollment:

Projected School Opening: Year 2014 Month August

Will this school operate on a year round schedule?

No:

Yes:

Proposed Grade Levels Served and Total Student Enrollment (10 Years)

Academic School Year	Grade Levels	Total Projected Student Enrollment
First Year	09,10	180
Second Year	09,10,11	280
Third Year	09,10,11,12	390

Fourth Year	09,10,11,12	510
Fifth Year	09,10,11,12	600
Sixth Year	09,10,11,12	600
Seventh Year	09,10,11,12	600
Eight Year	09,10,11,12	600
Ninth Year	09,10,11,12	600
Tenth Year	09,10,11,12	600

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

I certify that I have the authority to submit this application and that the founding board members and I were regularly involved in the development of this application. All information contained herein is complete and accurate. I realize that any misrepresentation could result in disqualification from the application process or revocation after award. I understand that incomplete applications may 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 applicant.

drplots
Signature

CEO H.P. Plotseneder
Title

drplots
Printed Name

02/28/2013
Date

II. MISSION and PURPOSES

(No more than three total pages in this section)

Mission:

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

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

The Mission of Entrepreneur High School is to INSPIRE students to UNDERTAKE development of three life changing capabilities that can be demonstrated upon their graduation:

..... Career-READY Work-WILLING and College-ABLE

The "entrepreneurship" mindset taught here is meant to enable young people to pursue future opportunities without being too discouraged by past limitations. With such skills and the determination to use them, our students will be able to follow charted pathways to meaningful success as responsible and self-reliant members of their local community.

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

1. *Provide a description of Targeted Population in terms of demographics. In your description, include how this population will reflect the racial and ethnic composition of the school system in which it is located. Describe the rationale for selecting the location and student body.*

Entrepreneur High School (EHS) will satisfy the EDUCATIONAL NEED for a place where typical students can earn a vocational-technical high school diploma that demonstrates career-readiness for employment after completion and possibly college later. Our 2012 Charter School application, submitted under the same name, expressed such a Mission Statement; however, other sections were found lacking. Enlightened by seminal reports on education reform and workforce development, EHS resubmits one better aimed to satisfy education needs and target populations here and now in North Carolina.

Our initial Charter School application in April 2012 was inspired by the Harvard Graduate School of Education (HGSE)s 2011 publication of "Pathways to Prosperity: Meeting the Challenges of Preparing Young Americans for the 21st Century" (A-1). It challenged the premise that all students should seek a four-year college degree. The report argued that we need to create additional pathways that combine rigorous academics with strong technical education to equip young people with the skills and credentials to succeed in an increasingly competitive labor market. Interest in the Pathways report led to the launch of the Pathways to Prosperity Network, which commits HGSE and six states (including North Carolina) "to ensuring that many more young people complete high school, attain a postsecondary credential with value in

the labor market, and get launched on a career while leaving open the prospect of further education." NC Public Schools News Release, 6/30/2012 (A-2).

The emergence of a North Carolina 'Skills Gap', the mismatch between worker skills and job requirements that cause jobs to go unfilled, while workers remain unemployed, is also more evident. 'Middle-skill jobs', which require more than a traditional high school, but less than a college degree, make up large parts of the US and North Carolina's labor market; according to a National Skills Coalition report re-released in the Fall of 2011. Americas Forgotten Middle-Skills Jobs (A-3). By 2016, 50% of North Carolina's jobs are expected to be in such 'middle-skill' occupations. Yet only 43% of the State's workers are likely to have the appropriate training for these jobs. This report concludes, "To maintain a strong economy, North Carolina must address its middle-skill gap by investing in a skilled workforce." High school vocational-technical education is one way to do this.

Are there reasons to believe that mismatches between education and training outcomes and workplace requirements are adversely affecting young people? Sadly, yes. According to a 2012 report by the Annie E. Casey Foundation (AECF), titled "Youth and Work: Restoring Teen and Young Adult Connections to Opportunity," (A-4), young Americans are increasingly leaving school and unable to find a job, resulting in the highest youth unemployment rate in more than fifty years. Nationwide, unemployment was 7.8% in December 2012; for youth (ages 16-24), it was 16.3%. The unemployment rate for young African-Americans is estimated to be over 20%. In North Carolina, the unemployment rate was 9.2%. Our youth unemployment rate was reported to be 19.6% - 4th highest in the USA. Unemployment in Mecklenburg County edged upward to 9.0% in December 2012. Assuming youth unemployment rates in Charlotte are similar, these conditions are risk factors for declining community health and economic development if left untreated.

So, EDUCATIONAL NEEDS for charter high schools like EHS are eloquently described by acknowledged experts in the field. State and local POPULATION NEEDS for revitalized vocational education programs are as compelling as ever. Given a Charter, EHS can lead the way in exploring new pathways for North Carolina high schools.

For more details concerning the racial and ethnic composition of the LEA in which it is located, please see the next section.

2. What will be the projected enrollment at the charter school and what percentage of the Average Daily Membership (ADM) does that reflect for the local LEA(s) that may be impacted?

The projected enrollment at EHS Charter School is expected to reach 600 in Grades 9-12 by Year Five. Considering the impact of EHS on the entire CMS District (local LEA), the percentage of Average Daily Membership (ADM) would only be 1.5% (600 of 38,716). The TARGETED STUDENT POPULATION for our EHS Charter School will be a demographically representative student body drawn from within the Charlotte-Mecklenburg Schools (CMS) system, so its demographics will be used for comparison purposes. According to its "Fast Facts" publication, CMS has over 38,000 students enrolled in Grades 9-12. The student ethnic population is 42% African-American; 33% White; 18% Hispanic; and 8% Asian / Multiracial. System-wide, 53% of the CMS student population is categorized as "economically disadvantaged". In 2010, CMS

reorganized itself into five decentralized zones (including Project LIFT). The Southwest Zone is the territory that we consider to be optimum for the EHS Charter School.

The CMS Districts Southwest Zone is home to eight high schools, of which five are within the so-called Olympic Community of Schools. Considered to be four high school campus locations (Ardrey Kell, Myers Park, Olympic, and South Mecklenburg) all have over 2,000 students in Grades 9-12. As of January 2013, their enrollment in Grades 9-12 is estimated to be 9,500. So a projected EHS student body of 600 would only be about 6% of the CMS high school enrollment in the Southwest Zone (600 of 9,500), even if all EHS students were drawn only from the CMS student population in this zone. It is noteworthy that a Grades K-12 charter school (Kennedy Charter Public School with 360 students) once operated in this area. However, as a condition for retaining its charter, Kennedy School is being relocated north to the campus of Johnson C. Smith University.

Other characteristics of Southwest Charlotte make it attractive for an EHS site location. It offers many prospects for collaborative relationships (with students and faculty) that would be advantageous to achievement of our Mission, Purposes, and Goals. In this area are a significant number of major employers, a concentration of manufacturing firms, a growing number of new and expanding firms, and many German-owned firms (with occupational training programs) in industries that represent education and employment opportunities for students and graduates (Appendix R-3). Also in the Southwest section of Charlotte are campuses of Central Piedmont Community College (CPC) and ITT Technical Institute. The proximity of these post-secondary schools makes it conceivable for EHS to develop dual enrollment programs with well-established technical colleges.

3. *Explain how the charter school's education plan will compare to or differ from that of the local LEA(s).*

EHS will strategically differentiate its education plan from those being used in the CMS system. EHS could serve as something of a "clinical trial" for different combinations of traditional, CTE, and Entrepreneurship education "treatments" within the body of the CMS District. Periodic comparisons of results achieved in an EHS "experiment" should be possible throughout the first five (5) years of operation. NC School Report Card (ABC) performance measures (student performance on required tests, percentage of students performing at grade level) will be closely monitored. But so too would indicators of progress that are distinctively relevant to the EHS Mission, like: percentage of students achieving a CAREER-Readiness Certification; percentage of Students gaining WORK experience; percentage of students applying who earn COLLEGE admission, compared to local and state peer groups. If EHS students and graduates perform well on all such criteria, then the experiment is succeeding.

EHS's design principle is to creatively assemble, in a pharmaceutical sense to 'compound', elements of currently approved education models into new and innovative formulations. In North Carolina, the new Common Core State Standards and Essential Standards are being implemented State-wide. The high school graduation requirements for the "Future Ready" Courses of Study are now published. The Consortium for Entrepreneurial Education and A-S-K Institute also released content and certification standards. State

participation in the Jobs-for-Future (JFF) network should make other useful resources available over time. EHS could generate catalytic effects by combining the right elements.

In the Charlotte region, CMS (LEA) has a well-established Career and Technical Education (CTE) program that is in alignment with the NC CTE Essential Standards and the underlying 16 "Career Clusters". But CMS only supports CTE Academies with course concentrations in five Clusters (STEM, Finance, Hospitality & Tourism, IT, and Health Sciences). Just two promote Entrepreneurship I and II courses as Career Field course options. Only one high school in the Southwest (Olympic) houses a CTE Academy. "Career Cluster" program groupings especially "Trade and Industrial Education" and "Marketing and Entrepreneurial Education" seem to be underserved in the CMS District. The Southwest Charlotte area has many such employers and post-secondary education options. Therefore, if approved, EHS will locate in the Southwest zone; it will follow a state-approved education plan that satisfies "Future-Ready" graduation requirements; it will differentiate its CTE programs from those established nearby; and it will integrate itself into the neighboring community.

4. *In the appendices (Appendix A), you must provide evidence through a narrative or visual of this educational need through survey data, or times and locations of public meetings discussing this proposed charter school. (Please do not provide more than one sample survey form).*

Purposes of the Proposed Charter School: *In one page or less, describe how the proposed charter school will achieve one or more of the six legislated purposes, as specifically addressed in the NC charter school statute GS 115C-238.29A, and the proposed school's operations.*

The Six Legislative Purposes of a Charter School are:

1. *Create new professional opportunities for teachers, including the opportunities to be responsible for the learning program at the school site.*
2. *Hold schools accountable for meeting measurable student achievement results.*
3. *Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system.*
4. *Improving student learning.*
5. *Increasing learning opportunities for all students, with a special emphasis on at-risk or gifted students.*
6. *Encourage the use of different and innovative teaching methods.*

Entrepreneur High School (EHS) expects that it will achieve all of the six legislated purposes. The Education Plan that follows will provide further justification for this assertion. Summary comments on each purpose will highlight the EHS thought processes at work:

1. **CREATE NEW OPPORTUNITIES FOR TEACHERS:** EHS teaching opportunities should

be reinvigorating for experienced teachers and compelling for new ones. Emphasis will be placed on careers, work, and college, not "teaching to the test".

2. HOLD SCHOOLS ACCOUNTABLE: EHS will challenge itself (students, teachers, and administrators) to be accountable to its community stakeholders (employers, parents, post-secondary educators, and/or future self-employment investors).

3. PROVIDE PARENTS AND STUDENTS WITH EXPANDED CHOICES: EHS believes, if we guide young people along charted pathways to readiness for rewarding professions, then more will be willing to do the work required to succeed.

4. IMPROVING STUDENT LEARNING: EHS expects to provide further evidence that young people focused on learning skills with foreseeable career possibilities will be more motivated and determined to develop them. Experience reinforces this.

5. SPECIAL EMPHASIS ON AT-RISK OR GIFTED STUDENTS: EHS will be mindful that at-risk students need assistance to be successful, and that gifted young people can also get lost if the pace and challenge of skill building is not rewarding.

6. ENCOURAGE DIFFERENT AND INNOVATIVE METHODS: EHS will be known for its willingness to adapt methods proven elsewhere (like German-style dual systems of vocational training) in entrepreneurial (sometimes innovative) ways.

Goals for the Proposed Charter School:

1. *How will the governing board know that the proposed public charter school has attained their mission statement? What metrics will be used to gauge that success, and how often will the metrics be reviewed in your analysis?*

The overarching goal of EHS Charter School is to enable EVERY student to be READY (with skills and credentials) to progress into a respectable job with a career path, start a business, and/or enter post-secondary education that moves him/her further along their own charted path. EHS Charter School will implement, quantify, and publish credible metrics of performance - consistent with its Mission Statement in phases over a five year period. The metrics to be used will be consistent with and comparable to ABC Report Card measures regarding student performance trends.

Evaluations of CAREER-readiness will rely on validated tests and certifications, such as the ACT WorkKeys assessments and National Career Readiness Certificate (NCRC) Plus systems. WORK-willingness will be gauged by the results students achieve in completion of school-based training and community-based training. Paid employment during high school will be encouraged to the extent that it exercises career path skills development in local labor markets. Being COLLEGE-able will be measured by the relative percentage of students meeting all EHS graduation requirements (compared to CMS) and ACT college-readiness benchmarks. Progress measures will be implemented that satisfy tracking and periodic reporting requirements of the LEA and State, as necessary.

In particular, EHS will ensure that the report card issued for it by the State Board of Education receives wide distribution to the local press or is otherwise provided to the public. EHS will ensure that the overall school performance score and its grade earned for the current and previous four

school years is prominently displayed on our web site. If EHS should be awarded a grade of D or F, we will provide notice of the grade in writing to the parent or guardian of all students enrolled.

- 2. Provide specific and measurable student achievement performance goals for the school's educational program and the method of demonstrating that students have attained the skills and knowledge specified for those goals. These goals should include specific and measurable performance objectives over the first five years of the schools existence.*

EHS will become a school in which students are prepared for pursuit of attainable career opportunities, either by graduating from the 5-year Entrepreneur Academy or attending a Community or other college. Milestones of progress on such "Pathways to Prosperity" could be:

End of Year 1 for 9th and 10th Graders:

- > Faculty and Staff evaluate all available ACT EXPLORE test results.
- > At least 60% of EHS Freshman class with performance at grade level.
- > Trade-Specific Programs established for at least two 'Career Clusters'.
- > Outreach for community-based and paid employment opportunities.

End of Year 2 for 9th, 10th, and 11th Graders:

- > Retention of 90%+ enrolled.
- > At least 65% of EHS students with performance at grade level.
- > At least 65% of EHS students proficient on English I EOCs.
- > Outreach yields 1,000 hours of community-based opportunities.

End of Year 3 for 9th, 10th, 11th, and 12th Graders:

- > EHS adds "Entrepreneurship" and other approved courses.
- > At least 70% of EHS students with performance at grade level.
- > At least 70% of EHS students are proficient on Math I EOCs.
- > Entrepreneur Academy (Grade 13) ready for students.

End of Year 4 for 9th, 10th, 11th, and 12th Graders:

- > EHS celebrates first graduating class, with on-time rate of at least 70%.
- > At least 75% of EHS students with performance at grade level.
- > All graduating seniors take WorkKeys tests; 60% or more at Silver level.
- > Outreach yields additional 1,000 hours of community based opportunities.

End of Year 5 for 9th, 10th, 11th, 12th Graders and 5th Year Students in EHS Academy:

- > 80%+ of 4-5 year EHS graduates scheduled for employment and/or in post-secondary education.
- > 80% of 4-year students not graduating transfer to Entrepreneur Academy.
- > 80%+ of seniors at grade level and on path for graduation.
- > EHS achieves ABC status: School of Distinction, Expected Growth

'Entrepreneur Academy': This is one of the different and innovative educational approaches that EHS will put in place by Year 3 of operations. This 'Academy' will be a career counseling, work and management skills coaching, and employment outreach service made available to students who, by choice or necessity, are on a high school education and career path that will turn towards immediate employment or starting their own business. EHS students can enter the Academy in their 3rd year and remain until a 5th year graduation.

The EHS Entrepreneur Academy will adapt methods proven in German- or Austrian-style "Dual Education" school systems (President Obama in 2013 State of the Union Address). Such systems create two broad career paths for young adults by the age of 16. One path leads towards high school graduation by completion of a curriculum that would be called 'College-Readiness' in a US school system. The second path is taken by students whose chances of achieving post-secondary "Career-Readiness" are improved by receiving more hands-on training in school, community, and workplace settings. Increases in hours devoted to such occupational or entrepreneurial courses of study are offset by reductions in hours spent on standard coursework in traditional classrooms. In Germany, certain career pathways require students to experience what is described as Vocational-Technical Education and on-the-job Training (TVET), often in employer-sponsored settings. Qualifications to attend post-secondary schools can certainly be earned in such settings. Still, readiness to enter the workforce is an equally important purpose of such systems, also widely used elsewhere in Europe and in Canada. Research shows that German young people find jobs along their career path at an earlier age. In 2012, German youth (age 16-24) unemployment stabilized at about 8.1%, 50% lower than the comparable American youth unemployment rate of over 16%. We believe, the Entrepreneur Academy will adapt and use global methods and practices that will increase Youth Employment.

III. EDUCATION PLAN

(No more than ten total pages in this section)

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

Instructional Program:

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

EHS's EDUCATION PLAN is predicated on the assumption that many of the important elements needed to create an Instructional Program for this charter school have already been developed, tested, and validated elsewhere. What we are prepared and qualified to do in an innovative and meaningful way is to undertake the educational "compounding" of our own instructional program, then administer a "clinical trial" of EHS effectiveness during an initial 5-year Charter. One would normally find the outlined terms used in a health and safety context. Considering Charlotte's marginal high school graduation rate and high youth unemployment rate, is a diagnosis of a "community health condition" unfair? EHS aims to create a successful model of treatment that the State could copy.

The framework of EHS Charter Schools instructional programs will be as strong and well-designed as any in North Carolina because they will be built around the future-ready high school, Courses of Study, and Credit Requirements. Instructional methods will be focused on the individual needs of our students in 21st-Century-equipped classrooms by at least half of the teachers meeting State licensing requirements. If and when there may be differences between the State and CMS in regards to graduation requirements, EHS will generally expect to meet the higher of the two sets of requirements. For the Class of 2013, CMS has a requirement for 24 credits and the State has a requirement for 22 credits. EHS will require completion of 25 credits with at least two credits earned in Entrepreneurship courses.

School-based methods used to deliver CTE courses will follow the North Carolina Career and Technical Education Essential Standards (CTES). These Standards provide thoroughly prepared explanations of Career Clusters and Programs of Study, course curriculums and aligned assessments, guidelines for program offerings, student achievement and accountability measures, local course options, and work-based learning experiences. EHS does not presume to know better, only to be innovative.

EHS first proposes to select and prioritize four Career Cluster program areas: 1) Architecture and Construction; 2) Manufacturing; 3) Transportation, Distribution, Logistics; and 4) Marketing and Entrepreneurship Education. Next, the EHS Charter School will organize Outreach programs to provide for work-based learning experiences directly related to these career paths. Immediately after the EHS Charter is approved, its Board will begin partnership-building efforts with community

employers for the purpose of pre-arranging apprenticeships, internships, cooperative education spots, and part-time job opportunities in the immediate area. At the same time, EHS will be preparing education plans for prospectivestudents who may be drawn to this Charter School if earning college credits in program area classes is also possible. EHS will follow the NC High School to Community College Articulation Agreement (NCStCCAA)processes in joining together secondary and post-secondary CTE programs of study. Once we check to make sure our instructional program is in place, we will market our Mission and work-based learning opportunities to the targeted student population and begin selective recruitment of students who are capable, motivated, and willing to undertake it.

High School Curriculum and Instructional Design:

Describe the basic learning environment (e.g., classroom-based, independent study), including class size and structure.

The basic learning environment of EHS will be what could be expected of a new high school that will place an emphasis on career technical education and entrepreneurship. The school facilities will include classroom space and hands-on workshops. EHS does not plan to make extensive use of "virtual learning" approaches in the first few years of operation. Some learning content will be available on-line, in particular in the form of computer-assisted instruction, predominantly for remediation and tutoring purposes, and for students who are working part-time to accelerate their career readiness.

EHS will aggressively pursue the formation of partnerships with local employers who can sponsor internships and/or offer access to real-life work experiences (at employer facilities) that significantly enhance student learning. As a practical matter, EHS cannot afford to equip its workshops with ALL the technology that it could put to good use. Our Financial Plan (Section V) is based on the assumption to acquire as much training equipment as is needed to make our students familiar with the latest tools of their Trade and how to use those tools for practical applications. A large part of the initial equipment will be leased or financed over five years. In addition to the on-site training, EHS students will be attending internships arranged for with Charlotte businesses by their Trade-Specific subject teacher, that will provide them with the opportunity to work with other sophisticated equipment.

As for classroom size, structure, and technology planned for our school environment, EHS is planning for average course sizes in core subjects that are comparable to District or State averages reported on NC School Report Cards. Generally speaking, class sizes should be between 18 and 30 students, depending on the course content and whether or not a Teaching Assistant is available, for example to assist with students with disabilities. For hands-on courses in workshops, smaller classes (8-12) will be organized to maximize instruction quality and safety. Internet access will be provided in each classroom. Every student will have his or her own laptop- or tablet-type intelligent terminal.

Provide a synopsis of the planned curriculum, including:

1. One sample course scope and sequence for one core subject (specific to the school's purpose) (Appendix B1).

2. As Appendix B2, provide a visual disseminating what courses (core content and electives) will be offered in year one through year five of the charter high school. Please ensure the projected staff and budget aligns with the course offerings.
3. Identify how this curriculum aligns with the proposed charter school's mission, targeted student population, and North Carolina Accountability Model.

The High School Curriculum and Instructional Design elements that EHS will adapt and "compound" to fit the needs of its students will be proven education and training practices. EHS will be a classroom- and computer/Internet-based learning environment that features CTE programs of study. On-site facilities will be equipped accordingly. Average course sizes and instructional content will be familiar to most EHS teachers and students (expected to be a representative sample of the target population in the CMS Southwest Zone) during the first three years of operation. Compared to CMS high schools, EHS will not seem too revolutionary in its design; instead, it will be evolutionary for its mission and subsequently its benefits.

An EHS graduating class at the end of a third year of operation (2016/17 school year) will be the first real test of "treatment" benefits, like: 1) graduation rates with career-ready credentials; 2) employment rates for those wanting or needing to work; and 3) post-secondary school acceptance rates for those wishing to enter college. By the end of the fifth year of operation (2018/19 school year) there will be additional evidence to evaluate, such as: 4) performance rates of students with all 4-5 years of schooling at EHS; 5) success rates of EHS students in making career path progress at work and/or college. Most of these data measures are in use, so "trial" results should be valid for comparison. EHS is carefully identifying a targeted student population in an LEA district where the symptoms of an education need are evident (insufficient graduation rates; skill gaps between employer requirements and worker capabilities and experience; and high youth unemployment rates). Nearby schools are not treating them. The EHS Board is qualified and willing to undertake this Mission and the accountability for its achievement over time.

EHS is familiar with North Carolina's new Accountability Model - released 10/23/2009. Many of its underlying principles and proposed components are incorporated into EHS's curriculum design. ACREs support for tracking of the 5-year cohort graduation rate, in addition to a 4-year rate, is long overdue recognition that it is necessary to signal inclusion of students whose circumstances require an additional year of high school. EHS has high accountability expectations for tracking the progress of students who age out of our Charter School. To the extent possible, we will track the job-placement rates and/or post-secondary education experience of graduates in the 5-year time frame after they leave EHS. We will also continuously update our research about the local viability of career options and training pathways, so teachers and students will have a clearer sense of what might be expected upon leaving the school or taking up a course of study. Intuitively, this made sense to us. In December 2012, we learned the McKinsey Center of Government released similar findings and recommendations in a report titled "Education to Employment; Designing a System that Works". So we will develop, test, and track such accountability measures. If this

attracts attention as a "best practice" for other schools, then EHS served its Mission and Purposes even more effectively.

Appendix B-1: One Sample Course scope and sequence for one core subject at EHS.

Appendix B-2: Visual depiction of courses to be offered in years one through five at EHS.

Attributions:

The EHS Board prepared its own Charter School application after an extensive review of: education and workforce development publications; federal / state/ and local laws, rules, regulations, policies and procedures pertaining to charter school operations; and specific 'lessons learned' and 'model school' reports (posted on the internet) about charter schools in North Carolina and elsewhere. Attributions of reference materials we used (as quoted, paraphrased, or mentioned) are listed in Appendix R-4, for your consideration.

4. Describe the primary instructional strategies that the school will expect teachers to master and explain why these strategies will result in increased academic achievement for the targeted student population.

The EHS curriculum is based on delivery of the "Future-Ready" CORE course of study with a heavy CTE emphasis in two program areas - in a school environment comparable to other area public high schools. So EHS expects, at a minimum, to engage a high percentage of fully licensed teachers who also have experience (or at least familiarity) with CTE instructional methods. Because we believe work experience outside of the education profession will make our teachers more effective career coaches, EHS will also prefer that all applicants for instructional and administrative positions have a prior work history in business. Of course, "Highly Qualified Teachers" will be recruited to teach core academic subjects. Instructors with relevant work experience in our Career Clusters will be needed for Trade-Specific subjects and school-based hands-on training. We believe implementation of this staffing strategy will result in us gaining the attention and respect of EHS students and parents.

5. Explain how the proposed instructional plan and graduation requirements will ensure student readiness for college or other postsecondary opportunities (trade school, military service, or entering the workforce).

The proposed instructional plan and graduation requirements are entirely consistent with the "Two Courses of Study Leading to One Degree" Future-Ready requirements. Regarding student readiness, what we believe will make EHS unique, is our sense that there are practical phases of career-readiness these days.

Are the career pathways listed above in an implied sequential order? Our point of view is that "readiness" is about: 1) most students entering the workforce; 2) before or later-on going to trade school; 3) then fewer going to college later-on, or 4) a military service enlistment that, for most, would delay such career path decisions for several years. A career path in the military or other enlisted service is certainly worthy of readiness preparations as well. But the future viability of such service is arguably going to be affected by the same readiness considerations (basic education, Trade-specific skills, and work fitness) as well as enlistment demands. EHS means to ensure that our students can realistically consider such paths as

options, not "last resorts."

6. Provide a school academic calendar (minimum of 185 instructional days or 1,025 hours) and a brief narrative on how the calendar coincides with the tenets of the proposed mission and education plan.

EHS intends to follow a slightly modified traditional school calendar with 185 instructional days and 1,025 hours of instruction. As a modification, the Board is considering to start earlier and accelerate the Fall schedules to enable the end of the semester before Year End Holidays recess. The Board reserves its right to revise its calendar at a later date, in keeping with its Bylaws, and to submit an amendment to the State for approval.

To the extent possible, EHS will synchronize its number of instruction days to match the traditional high school calendar eventually adopted by the surrounding CMS (LEA) system. This is for ease of use by EHS staff, students, and parents who may also have other children in the CMS or other local school systems. As CMS has not yet published a 2014-2015 calendar, sample formats for a 185 day calendar obtained from the Alamance-Burlington School Systems are being used as the EHS model. (See Appendix R-1 for Draft Version of School Academic Calendar: EHS for 2014-2015).

Within EHS, there was some discussion of the relative merits of a year-round schedule for a school with our mission and educational plan. After a full and well informed discussion, the EHS Board agreed that a traditional calendar, based on well-established administrative practices, is best suited for this Charter High School for at least the first three (3) years of operation. If the Board should decide wanting to change to a year-round schedule, it will submit an amendment to the State for approval.

Special Programs and "At-Risk" Students

1. Describe the methods and clear systems of prevention and intervention teachers will utilize to provide assistance to students that are not performing at expected levels: ensuring continued progress and academic student growth.

All Entrepreneur High School (EHS) students will be considered "At-Risk" of not progressing along a viable career path until they graduate and make informed choices about the next steps in their work lives. Therefore all students will be assigned to EHS mentors, who may either be teachers or qualified staff members. Each student and mentor pair will develop an Individualized Learning and Training Plan (ILTP) like an IEP, but more - as a means of monitoring progress towards the identified individual goals and identifying at-risk behaviors (like unsatisfactory grades, absenteeism, tardiness, or disruptive behavior). These ILTPs will be periodically reviewed by an EHS Career Development assessment team that will meet regularly to discuss complaints and concerns that teachers, staff, or other students have expressed about particular students. This team will consist of the mentor, another teacher or administrator and the parent. Early intervention which may involve parents and/or employers - will be our first option.

2. Explain how the instructional plan and curriculum will meet the needs of English Language Learner (ELL) students, including the following:

- a) Methods for identifying ELL students.
- b) Specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for these students.
- c) Plans for monitoring and evaluating the progress and success of ELL students, including exiting students from ELL services.

EHS will follow established protocols for identifying and assisting English Language Learners in our Charter School. We are familiar with a 10 Step Checklist of questions that is useful for identifying and then meeting the needs of such students and are mindful of the NC Procedures for the Identification of Limited English Proficient Students, issued in May, 2011. The three considerations above are addressed briefly as follows:

- > How would we identify ELL students? Administer home language survey.
- > When would we administer the W-APT assessment? For "OTEs", start of year.
- > What instructional programs would we use? L-Acquisition-Plan within our ILTP.
- > How would we assess LEP proficiency? ACCESS test currently used by NC.
- > What would we expect students to accomplish? Passing grades on ACCESS test.
- > Anything special about EHS? Spanish (work context) cross teaching to students.

3. Explain how the school will identify and meet the needs of intellectually gifted students, including the following:

- a) Specific instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities.
- b) Plans for monitoring and evaluating the progress and success of intellectually gifted students.

EHS is mindful of its need to identify and meet the needs of intellectually gifted students as well. We view this as a school enrichment opportunity we will welcome when it happens, not a burden we must reluctantly assume. The NC State Board of Education long ago recognized that Academically / Intellectually Gifted (AIG) students require differentiated educational services that are often not found in traditional school systems. The NC AIG Program Standards, issued July 2009, articulate a convincing rationale for the development and administration of AIG program in public schools.

While the EHS curriculum and courses of study are not specifically designed to serve many AIG students, experience tells us that some may nevertheless be attracted to a Charter School environment that promises "hands on" learning and the upside opportunity to really explore "entrepreneurship" as a career pathway. We do not assume that all AIG students have a preordained career path just because of their gifts. Some may thrive in an education and training environment that enables exploration of CTE fields. Yet we also accept that the pace of their learning abilities might challenge teachers and other students. So EHS needs to utilize procedures for the identification and assisting of AIG students too.

The methods that EHS can use to identify AIG students and develop ILTPs for their special circumstances are well established and readily available to our Charter School. So, we will stipulate that the NC AIG Program Standards will be followed.

In the spirit of innovation, EHS will look ahead to the opportunity it might

have to engage AIG students in the development and enrichment of our educational experience. One constraint that EHS will face early in its startup is access to machinery and equipment that would be required for hands-on training. Developing partnerships with local employers will be a partial solution, but our AIG students might help us with another. Technology, in the form of so-called "serious games" and other process simulations, is already being used to offer tailored, detailed, practical experience to more students at a comparatively low cost. The McKinsey report speculated that "serious games" technology could become the apprenticeship of the 21st century. AIG students could also act as tutors for other students.

Exceptional Children

The public charter school cannot deny admission to any child eligible for special education services as identified under the federal legislation *Individuals with Disabilities Education Improvement Act (IDEA)* Amendments of 2004 (20 U.S.C. 1400 et seq.), IDEA regulations, and Article 9 115C of the North Carolina General Statutes, North Carolina Policies *Governing Services for Children with Disabilities*. All public schools are responsible for hiring licensed and 'highly qualified' special educators pursuant to law. Public schools are required to provide a full continuum of services to meet the unique needs of ALL students with disabilities.

Identification and Records

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

Entrepreneur High School (EHS) is aware of its compliance obligations and responsibilities for Special Education services in accordance with the IDEA, Section 504 of the Rehabilitation Act, the ADA, NC statutes, and Policies Governing Services for Children with Disabilities ("Policies"). Soon after receiving notification of its Charter, but long before the school opens to students, EHS will assign a teacher or counselor to coordinate our compliance with laws, rules, and regulations that govern the provision of quality education services. This individual will have important work to do in advance of our opening, but we can assure you that EHS does not consider this an abstract exercise that is divorced from the Mission and Purposes of this Charter School. Instead, we accept that these rules and regulations are, in essence, intended to make sure that our Charter School performs certain functions very carefully:

> Evaluate the capabilities and special needs of students as early as possible, so that individualized education and training plans are right for them, starting with the goals of each particular student.

> Communicate respectfully, constructively, and confidentially with the

parents of students, especially during the first 2-3 years of a student's education at EHS.

> Collaborate with teachers, staff, other students, their employers, and community supporters to constructively monitor student progress and redirect it as needed.

To be compliant as well as effective, such functions must be understood by teachers, staff, and even Board members of EHS Charter School. Our responses to the instructions above are meant to provide you with sufficient evidence of our sense of accountability:

> Identification of students for special education eligibility: EHS will implement a full student evaluation process that requires 100% of new and returning students to be interviewed, tested, and documented regarding any and all information pertinent to joint preparation of a student's Individual Education and Training Plan (IETP). This evaluation process should bring to the surface any questions about a student's mental or physical impairment that might substantially limit one or more major life activities. Such an evaluation will meet all special programs, "at-risk", exceptional children, and course of study development purposes, including Section 504 compliance and IDEA "Child Find" identification and referral protocols.

> Records management for students with disabilities and special accommodation plans - EHS will abide by NC General Statutes and Policies (NC 1505-2) regarding the Confidentiality of Information. The management of records regarding disabilities and accommodations will be treated like medical records. They will be separated from student academic records and staff personnel records. Trained staff will manage these records on-site and control the "chain of custody" with other schools.

Exceptional Children's Education Programming

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

Should it be granted a Charter, EHS will fully shoulder its responsibility for offering a Free and Appropriate Public Education (FAPE) to all students, in accordance with Section 504 of the Rehabilitation Act and all other laws, rules, and regulations. In doing so, it might occasionally find it necessary to differentiate its educational programs and support services from those sometimes associated with Trade-specific programs or vocational rehabilitation services. These answers do so:

Q&A #1 - EHS Charter School will offer educational programs that feature the Future-Ready CORE courses of study and selected CTE offerings. It will provide Outreach and Recruitment services that attract and retain students best suited for such programs.

Q&A #2 - Members of "special populations" will have equal access to information about EHS programs and services. EHS methods and support systems

will be derived from the NCDPIs Guide to CTEs Special Populations Challenge Handbook published April 2011.

Q&A #3 Implementation of the EHS Individual Learning & Training Plan (ILTP) will meet / exceed expectations of IEP processes, as will its monitoring and reporting systems.

Q&A #4 EHSs plan for related student services will satisfy "special population" needs. Again, it will draw upon well-researched guidance made available in NCDPI publications.

Student Performance Standards

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

EHS standards for student performance will be aligned with its Mission Statement and Purposes to meet performance standards in understandable ways:

Q&A #1 EHS will require student adherence to performance standards for career readiness and work skills development, as well as post-secondary qualifications.

Q&A #2 EHS will use any and all evaluation tools or assessments already found to have validity for use in such a secondary school context. The ACT suite of assessment tests, especially WorkKeys, is well suited for our purposes. The ACCUPLACER placement testing system used by CPCC would be a diagnostic tool that EHS would use with students considering "dual enrollment" options. And the MYERS-BRIGGS test has been widely used to assist individuals in matching personality styles with career paths.

Q&A #3 EHS will use policies and standards for student promotion that are consistent with NCDPI guidelines and CMS High School Planning Guide examples. For the sake of our graduating students, an EHS degree must be of at least equivalent value for career and college purposes. EHS standards for the certification of work skills development will be a competitive advantage for students seeking to enter the workplace after graduation.

Q&A # 4 Again, EHS will have exit standards for graduating students that are easily comparable to those established by high schools within the CMS district. Graduation policies and promotion standards have been published for 9th graders entering school in 2012-2013 or later. EHS will not presume to deviate or request exclusion from them. At any time that NC and CMS graduation requirements are different, EHS will likely adopt the higher of the two requirements. For the 2012-2013 academic year, CMS has a High School Graduation Policy that students in either course of study must earn a total of 24 required credits. EHS does not want prospective students (or

their parents) to view this Charter School as a place where lower standards of achievement are accepted.

High School Graduation Requirements

1. If implemented, describe how the proposed charter school will meet the Future-Ready Core requirements. Provide details on how the students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts.
2. Explain the plan for graduating students with special education needs.
3. Explain what systems and structures the school will implement for students at risk of dropping out and/or not meeting the proposed graduation requirements.

To reiterate, EHS Graduation Requirements will be equally, if not more, demanding of our students than those established by the NCDPI and the CMS District:

Q&A #1 - EHS will be organized, staffed, and administered to meet the Future-Ready CORE requirements with all credits earned in CTE program areas. Practices regarding the earning of credits, calculation of grades and grade-point averages, and transcript documentation will be consistent with those followed in the CMS system so as to provide transparency regarding student progress at the secondary level within this LEA as well as commonly understood measures of readiness for post-secondary life.

Q&A # 2 The EHS plan for graduating students with special needs is to support them with all the services provided to others and to make 'reasonable accommodations' for education and training limitations that would also satisfy A.D.A workplace requirements .

Q&A # 3 EHS will use all conventional systems and structures to support the progress of students at risk of dropping out before meeting the graduation requirements of their chosen course of study. Expecting that a significant portion of the student body will look to progress through the CORE Course of Study, EHS intends to establish a previously mentioned 'Entrepreneur Academy' for students who might fall behind the pace of progress needed to meet course requirements. Some students will encounter completion difficulties, despite their best efforts. This Entrepreneur Academy will offer a fifth year of continuing education and work preparation to such students. Extra emphasis will be placed on increasing readiness to pursue entrepreneurial paths to self-employment in a small business. More actionable alternatives like this are needed to reduce drop-outs, unemployment, or failures to meet college admission requirements.

However it responds to such questions, EHS will remind students of our primary Mission: INSPIRE to UNDERTAKE (becoming)Career-Ready.....Work-Willing.....College-Able..... We are applying for a Charter, or grant of authority, to accomplish only these goals.

We will not be a 'Public High School offering solely CTE Courses' - the State has one (1).

We will not be a CMS system initiative to fix achievement gaps - Project LIFT will try.

We will not be a Vocational Rehabilitation program mixed with education - others may.

We will not be a 'High Tech High' copied from a different community -

Olympic can try.

Appendix B-1 (One Sample Course and Core Subject Sequence) and Appendix B-2 (Visual illustrating Years 1-5 Course Offerings, consistent with Staff and Budget projections) have been explained. Expert research findings we considered in formulating the EHS Education Plan are duly noted in Appendix R-4. Please review this in total.

Student Conduct:

Provide a brief narrative that disseminates how student conduct will be governed at the proposed charter school and how this plan **aligns** with the overall mission and proposed Education Plan of the charter school.

Provide a draft copy of the student handbook within the appendices (Appendix C).

Be sure to include:

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

Entrepreneur High School has a written Code of Conduct that it will consistently follow in guiding student behavior towards choices that lead to success in work and life. Board experience with young adult populations in such education, training and work settings has prepared us. In our school (just like at work or home) individuals have responsibilities to each other and actions have consequences. Students will be prepared to take on responsibilities for their education, behavior, and skills training much as they must throughout the rest of their careers. This enables them to become READY and ABLE.

The central goal of EHS is to establish a school culture in which every student is focused on achieving their individual goals. It will be the central task of every EHS teacher and administrator to ensure that every student knows WHY they need to learn and knows WHAT they are being taught. All and every course content needs to be related to achieving the student's individual goals. Under no circumstances will a student be assigned to a course he or she did not elect. Knowing why a student needs to learn and work will create motivated learners and reduce disciplinary problems.

In EHS, the teacher decides disciplinary consequences for disciplinary infractions in or around their class-room. It is the administration's responsibility to assist the teachers in the implementation of disciplinary consequences, for example, In-Facility-Suspension (IFS) programs, or for incidents outside the classrooms. It is both the teacher's and the administration's responsibility to notify and involve the student's parent(s) in any serious violation of the Student Conduct Rules. EHS does not believe in using Out-Of-School-Suspension (OSS) as a regular penalty. If an infraction requires a removal from the premises of EHS, but does not justify an Expulsion of the student, an 'Out-of-School Suspension' needs to

be a suspension to another SUPERVISED facility. Please see the draft of the EHS Student Handbook and Code of Conduct in Appendix C for more details.

IV. GOVERNANCE, OPERATIONS and CAPACITY

(No more than ten total pages in this section)

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

Governance:

Private Nonprofit Corporation:

*The nonprofit corporation must be officially authorized by the NC Secretary of State by the final approval interview date.

Name of Private Nonprofit: Entrepreneur High School, Inc.

Mailing Address: 6810 Alanbrook Rd.

City/State/Zip: Charlotte NC 28215-8587

Street Address: 6810 Alanbrook Rd.

Phone: 704-906-2900

Fax: 704-567-7004

Name of registered agent and address: Dr. Hans Peter Plotseneder
6810 Alanbrook Rd. Charlotte, NC 28215

FEDERAL TAX ID: 45-5003567

Tax-Exempt Status 501 (c)(3)

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

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

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

Governance and Organizational Structure of Private Non-Profit Organization:

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

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

Board Member Name	Board Title	County/State of Residence	Current Occupation
Edgar Tuttle Guy	Founding Member	CLEVELAND	Licensed General Contractor & Realtor-Broker

Michael K. Horrigan	Founding Member	MECKLENBURG	Principal M/H/R Services LLC
Hans Faulstich	Founding Member	MECKLENBURG	CEO Business Solutions International LLC
Baxter Lamar Thomas Jr.	Founding Member	MECKLENBURG	Owner & President T & L Equipment Sales Co. Inc.
Colonel Walter J. Harrison	Founding Member	MECKLENBURG	Retired Assistant Principal from CMS
Maurice Jones	Founding Member	MECKLENBURG	Owner & President MJ Electrical & HVAC Company
Ron Shepherd	Founding Member	MECKLENBURG	Owner of MM&I Construction Services
Dr. Hans Peter Plotseneder	Founder, Chairperson	MECKLENBURG	Retired from CMS in January, 2013

Please provide the following in this location of the APPLICATION: (Do not include as an appendices.)

1. *A description of the governance structure of the proposed charter school, including the governing board's functions, primary duties, roles and responsibilities as it relates to overseeing the charter school. Include how the board will recruit, hire, and supervise the lead administrator.*

Entrepreneur High School, Inc. has patterned its governance system after traditional models of board governance used by non-profit organizations and is drawing upon its Board members experience and "best practices" research. It has a Board of Directors with a structure of officers, by-laws, and delegation of management to a principal and an administrative staff that will grow in size and specialization as student enrollment increases. The Board is responsible for selecting, hiring, and supervising the lead administrator, who will have the job title of Principal. Deliberations and decisions will be carefully made and documented, so that good governance practices are established for such Board actions. Descriptions of our governing Boards functions, primary duties, roles and responsibilities, Checks and Balances / Conflict of Interest regulations, etc. are detailed in the Bylaws of Entrepreneur High School, Inc. (Appendix F).

2. *Describe the size, current and desired composition, powers, and duties of the governing board. Identify key skills, areas of expertise, and constituencies that will be represented on the governing board. Explain how this governance structure and composition will help ensure that a) the school will be an educational and operational success; b) the board will evaluate the success of the school and school leader; and c) there will be active and effective representation of key stakeholders, including parents.*

The current composition of the EHS Board was envisioned to enable a division of powers and to utilize the broad experience of its members. The Boards oversight duties will at first be grouped as follows:

> Leadership and Governance assigned to elected Board President and CEO.

- > School Culture, Academics, and Curriculum assigned to Board experts (2).
- > Compliance and Operations assigned to Board experts (2).
- > Employer, Community, and Parent Relationships assigned to Board experts (2).
- > Management and Financial Integrity assigned to Board experts (2).

The chairperson of the Parent Teacher Student Association (PTSA) is a non-voting member of the Board. Board meetings are open to parents and the general public.

Within the Board, there is mutual respect for the levels of expertise each can contribute to the EHS governance process during its startup phases. Once assignments are made that align these levels of expertise with functional Committee duties, and the appropriate Board members have attended the relevant classes offered by the Office of Charter Schools, the EHS Board will accelerate the development of strategic plans and sound programs for each functional responsibility.

3. *Explain the procedure by which the founding board members have been recruited and selected. If a position is vacant, how and on what timeline will new members be recruited and added to the board?*

EHS was founded by its current CEO, who recruited the other seven Founding Board members. Three positions are still open. For the sake of Board diversity and needed expertise, a female member with legal expertise is being recruited at this time. In the future, vacant positions will be filled by processes deemed appropriate by the President and CEO of Entrepreneur High School, Inc. Candidates will likely be interviewed by other Board members with similar backgrounds, community contacts, and selected by functional orientation. Board policies developed during the training phase of EHS Board members by the Office of Charter Schools and possibly other institutions will determine exactly how future members will be added.

4. *How often will the board meet?*

Starting with a positive Subcommittee recommendation at least once monthly.

5. *What kinds of orientation or training will new board members receive, and what kinds of ongoing professional development will existing board members receive? The plan for training and development should include a timetable, specific topics to be addressed, and requirements for participation (Board Policies Draft: Appendix H).*

Current Board members will continue to study relevant laws and other literature (for example, the Exceptional Childrens Handbook) and seek training well in advance of the start of operations. EHS will first look to the Office of Charter Schools, but it will also avail itself of other resources like North Carolina Exceptional Childrens Regional Consultants or BoardWalk Consulting LLC. New members must agree to participate in Office of Charter Schools Governing Board orientation and training processes and study the relevant laws and regulations as a condition of being formally nominated to serve on the Board.

6. *Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest. Identify any existing relationships that could pose actual or perceived conflicts if the application is approved; discuss specific steps that the board will take to avoid any actual*

conflicts and to mitigate perceived conflicts.

At this stage of the Application process, the Boards ethical standards and procedures for identifying and addressing conflicts are largely a matter of common sense and professional ethics. Beyond this, the following Conflicts of Interest regulation is stated in Article IV, 4. of the Bylaws of Entrepreneur High School, Inc. (Appendix F):

"No member of the Board of Directors or any of its Committees shall derive any personal profit or gain, directly or indirectly, by reasons of his or her participation with the Entrepreneur High School, Inc. Nonprofit. Each individual shall disclose to the organization any personal interest, which he or she may have in any matter pending before the organization and shall refrain from participation in any decision on such matter.

Any member of the Board, any Committee or Staff who is an officer, board member, a committee member or staff member of a client organization or vendor of the Entrepreneur High School, Inc. Nonprofit shall identify his or her affiliation with such agency or agencies; further, in connection with any committee or board action specifically directed to that agency, he/she shall not participate in the decision affecting that agency and the decision must be made and/or ratified by the full board.

Any member of the Board, any Committee, Staff and certain Consultants shall refrain from obtaining any list of clients for personal or private solicitation purposes at any time during the term of their affiliation.

If at any time, any member of the Board feels that a conflict of interest is present with regard to a vote or action by any other member of the Board, the accusing member can request that the accused member be exempted from the vote in question, or be called upon to explain their actions that give the appearance of a conflict of interest. The remaining members of the Board will rule on the merit of the matter and by two thirds majority vote may exclude the accused member from participating in the vote in question, or demand a reversal of the action that was brought before the Board for review. This serves as a measure to ensure that any individual member of the organization will be deterred from exerting excessive control over the organizations activities and/or finances."

7. Explain the decision-making processes the board will use to develop school policies.

Board members, PTSA members (parents, teachers, students), and other stakeholders will be called up to work collaboratively to develop and ensure fair and equitable administration of school policies.

Article IV, 2. of the EHS Bylaws (Appendix F) states: "The Board of Directors shall consist of a minimum of three and not more than eleven members. In addition, the principal of the school, if other than the CEO, and the President of the Parent-Teacher-Student Association (the PTSA) shall be ex-officio members of the Board of Directors. Ex-officio members shall not be eligible to vote."

Article V states: "4. Quorum: Fifty percent (50%) plus one (1) of the members of the Board at a duly announced Board meeting shall constitute a quorum for the transaction of business. The quorum shall be determined at the beginning of the business meeting." Decisions are being made with a simple majority of the members authorized to vote (see Conflict of Interest regulations in Appendix F).

- 8. Describe any advisory bodies, councils, or associations listed in the organization chart or to be formed, including the roles and duties of that body, and the reporting structure as it relates to the school's governing body and leadership.

The Organization Chart of Entrepreneur High School in Appendix R-2 shows that the Board plans to form an Advisory Board to represent all stakeholder interests, in particular representatives of the parents and community leaders. Furthermore, both the Board and the EHS Management Team will actively involve and seek the advice of teacher, parent, and student representatives in the EHS PTSA in all instructional and disciplinary matters.

Adhering to the Sunshine laws, the EHS Board will make meetings, records, votes, deliberations and other official actions available for public observation, participation and/or inspection and announce Board meetings with sufficient advance notice, and hold them at times and places that are convenient and accessible to the public, with exceptions for emergency meetings.

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

Include in the Appendices:

- 9. A well-defined organizational chart showing the relationship of the Board of Directors to the parents and staff of the proposed charter school. This chart should also include lines of authority to and from any outside entity that will play a role in managing or supporting the charter school (such as educational service providers, advisory bodies or parent/teacher councils).
- 10. A one-page resume from each founding board member and responses to the questions found on the Charter School Board Member Form (Appendix E).
- 11. The proposed by-laws, which must include a Conflict of Interest Policy for board members and a stated commitment to the NC Open Meetings Law (Appendix F).
- 12. A copy of the articles of incorporation, if available. If not available, this document must be available prior to interview by SBE, the applicant must demonstrate that it has been applied for prior to submission of the proposed application. (Appendix G)
- 13. Copy of any board policies if adopted already (Appendix H).
- 14. Copies of meeting minutes (if available), relevant to the development of the charter school plan, during the application process (Appendix I).

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

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

X Not Applicable

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

X Not Applicable

Applicable" and follow the direction #3 in the Application Specifications. Understand that the replication means that a new charter school will be governed separately from the charter school the application is modeled after.

X Not Applicable

Projected Staff:

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

Staffing Plans, Hiring, and Management

Include the following information for the proposed charter school:

1. Explain the board's strategy for recruiting and retaining high-performing teachers.

Entrepreneur High School (EHS) Board members are developing an Organization and Staffing strategy that synthesizes "lessons learned" from their many relevant experiences in public and private sector roles. Of course, the Education professions personnel management challenges are well known to our former principals, administrators, and teachers, several with CMS work histories. The practical requirements of CTE Instruction are fully understood by our certified trade instructors and a globally experienced vocational trainer. The needs of an Entrepreneur can be credibly expressed by a successful Small Business Owner and a certified Counselor associated with the local SCORE chapter at the Small Business Administration (SBA). The knowledge and discipline required for compliance with Personnel Management policies are offered to us by a retired Military Officer and Human Resources executive.

EHS's Organization and Staffing (O&S) Strategy is to attract, retain, motivate, and develop high-performing teachers and staff because all will be necessary to achieve our Mission. The means or tactics we will use to implement this Strategy will be based on a model of factors known to have some effect on high-performance, such as: 1. Intrinsic Motivation; 2. Recognition and Prestige; 3. Compensation Differentials; 4. Job Stability; 5. Employment Benefits; 6. Professional Growth; 7. Adequate Facilities and Materials; 8. Mastery of Tasks; and 9. Satisfaction of Stakeholders. Our readiness to implement this strategy and some of its T tactics will be probed further in questions to follow. Reference materials we have collected in our development process are duly noted in Appendix R-4.

2. Provide a description of the relationship that will exist between the charter school employees and the nonprofit board. Provide as Appendix L, a draft of the employment policies to be implemented by the proposed charter school.

While preparing this EHS Charter School Application, Board members realized there are stages of organizational development for a charter school like ours. At each stage of development, relationships between "employees" and the "Board" may change. But the startup of any enterprise, be it a small business or a small school, requires a tremendous commitment of time, energy, and available resources by its founding members. To open Entrepreneur High School, the Board will need to act as a team. Some on the Board will need to work as "employees" in the early stages of operation.

Taking care to avoid conflicts of interest, our By-Laws and Employment Policies will allow qualified Board members to also serve as "employees" ("teachers" or "staff") in a full or part-time capacity for a time. This is embodiment of our Mission. Our startup should be an example of how entrepreneurial approaches - learned in business - can have successful applications in education or other career pathways. Of course, other

"employees" will be hired to fill teaching and other positions. Over time, the Board will evolve into more of a traditional and formal structure - with clearer separation of duties and Board oversight roles. But our Board will always be extraordinarily involved in EHS.

3. *Outline the board's procedures for hiring and dismissing school personnel, including conducting criminal background checks.*

The EHS Board is in the process of developing detailed personnel policies and procedures. In outline form, there are already guidelines for hiring and dismissing school personnel.

Hiring procedures will be fair, equitable, and in accordance with Equal Employment Opportunity policies. EHS will follow established and consistently administered personnel practices in the recruitment, selection, and assignment of EHS faculty and staff. At first, the hiring of school personnel will all be done in the local area. Position descriptions and minimum qualifications will be established for full-time and part-time jobs to be staffed. As EHS will be recruiting from within the CMS district, its practices will be comparable to those used school systems (public and private) in the Charlotte area. If and when coordination is required between EHS and CMS (as in the case of a CMS leave-of-absence transfer to EHS), an assigned EHS personnel specialist will insure procedures are followed. EHS will conduct criminal history checks as authorized by statute and in accordance with NC 115C-238.29K and will verify credentials for employment and references as needed.

Dismissal of school personnel will be administered in keeping with progressive Corrective Action procedures with reasonable expectations for the resolution of performance and/or conduct problems. Each problem will be investigated; action taken will be corrective rather than punitive whenever possible; the action will be appropriate to the problem; and the dignity and confidentiality rights of employees will be respected. Categories will be established to match actions with the severity of unsatisfactory performance or misconduct.

The safety of students and staff will be a deciding factor in personnel management by EHS.

4. *Outline the school's proposed salary range and employment benefits for all levels of employment.*

The compensation and benefits programs at EHS charter school will be designed around small business startup principles, not a large employers Salary and Benefits program. With over 18,000 employees, the CMS system is one of the largest employers in the Charlotte Region. It needs a comprehensive and sophisticated Salary and Benefits program. EHS will start up with 20 employees and will still have less than 70 employees when it reaches its 600 student enrollment goal in Year 5. For now, EHS will have the following:

- > EHS will devise Pay Plans based on "Employer Costs per Hours Worked", not service.
- > EHS will provide Paid Leave and legally required benefits, but not subsidize any others.
- > EHS will not become a participating employer in the Retirement System, per 135-5.3.

Of course, implementing our organization and staffing strategy will require EHS to provide competitive Pay and Benefits Plans in order to recruit, retain, motivate, and develop its staff. So, EHS will consider the NC Public School Employee Salary and Benefits Manual, the CMS salary database and benefits summaries, CPCC Personnel Policies, and other resources in the initial formulation of Pay and Benefits Plans. Further developments regarding NC, CMS, and/or Charter School teacher compensation will be reflected in our policies and procedures.

5. Provide the procedures for employee grievance and/or termination.

EHS will have policies and procedures in place for employee grievance and/or termination before it begins to recruit personnel, although most performance-related problems will be solved via non-renewal of a contract. Most EHS employees will have one-, two- or three-year contracts with automatic renewal if not given 60 days' notice. Conflict Resolution and Grievance Procedure practices commonly used in education and business workplaces will be our guide. As a matter of policy, employees who seek assistance in resolving a conflict or grievance will be afforded the opportunity to have their point of view expressed and will receive fair and timely consideration. Employees will be expected to exhaust internal grievance procedures before taking their grievances to outside third parties. In cases where termination of an employee is deemed necessary by the Principal of EHS, there will be oversight by an independent Board expert. EHS may make provisions for either "Employee Mediation" or "Employee Appeals" within its Grievance Policy, like those in the NC Handbook for State Employees. If settlement of a grievance requires a personnel transaction to be documented in accordance with applicable state or federal laws, then Board oversight may involve legal counsel in the preparation of correspondence and execution of any settlement agreements.

The terms for Board members are regulated in Article IV, 5. of the Bylaws of Entrepreneur High School, Inc. (Appendix F).

6. Identify any positions that will have dual responsibilities (within or without the organization) and the funding source for each position.

In Year 1 of EHS operations, it will be practically necessary for almost all employees in full time equivalent (FTE) and part time (PT) positions to have dual responsibilities. Our combination of job duties into FTE and PT positions will also change each year as student enrollments increase and courses are added to the EHS education program. Our "List of Positions" in Appendix K uses generic Position Titles for ease of comparison. In Section V (FINANCIAL PLAN) our "Personnel Budget: Expenditure Projections 2014-2015 through 2018-2019" illustrates the buildup of FTE and PT positions to provide needed services. Targeted ratios of "Average Course Size" will be maintained within upper and lower control limits through this five year period.

In further review of this Application, know that position titles for 'Instructor' or 'Teacher' roles will be used for dual responsibility positions unless or until other duties constitute over 50% of FTE positions all with 100% EHS Funding.

7. Describe the plans to have qualified staffing adequate for the anticipated special needs

population, means for providing qualified staffing for ELL and gifted students.

Formulations of EHS 'List of Positions' and 'Personnel Budget: Expenditure Projections' anticipate that about 12% of the Year 1 student population (22 of 180) in our Charter School will have special needs of some kind. As the ability to complete CTE courses is an essential graduation requirement, EHS will follow NCDPI's Guide to CTE's Special Populations Challenge Handbook in retaining the services of a qualified "Career Development Counselor and Mentoring Coordinator" as well as an "EC Teacher and Coordinator" to insure special population needs are met as required.

8. *Provide a narrative detailing the roles and responsibilities, qualifications and appropriate licenses that each position must have to be hired by the non-profit organization and effectively perform the job function(s).*

The roles and responsibilities of EHS personnel employed to open a Charter High School in Year One will be properly combined in a mix of FTE (Full Time Equivalent) and PT (Part Time) positions, as explained above. EHS will follow applicable NCSBE Policies on General Licensure Requirements as written and amended, with the assumption these will be enacted into the NC Administrative Code.

The qualifications expected of FTE employees will be based on the requirements of the highest level of work for which the employee will be primarily responsible and the licensure requirement of each type of work assigned. Within the EHS Organization & Staffing program, FTE employees with dual/multiple responsibilities will need to satisfy the licensure requirements of the highest level in the roles they are assigned in order to qualify for the rate of pay earned by hours of such work. Licenses will not indicate Grade Levels.

For ease of assignment and communication to stakeholders, EHS will group its job titles into the three 'types' described in the NCSBE policies cited above: 1) Teacher; 2) Student Services; and 3) Administrator / Supervisor. EHS will use a corresponding 'Job Title' as a way of reflecting an FTE employee's primary and secondary duties in some order of importance. At the beginning of the school year, position descriptions for each "Job Title" will be prepared for all EHS FTE employees. Estimates of job types to be assigned, the consequent licensure requirements to be met, projected hours to be worked in each job type, and salary calculations based on hourly rates of pay per job type will be documented. An EHS 'Job Title' position description will be a dynamic work guide, not a static plan. Especially in the early years of operation, EHS employees will be expected to perform any number of assigned job duties, so long as they are qualified and paid fairly for their work.

As a general statement about EHS's flexible staffing plans, its personnel will be engaged to supplement 'Teacher' services in non-core subjects and/or 'Student Services' in roles for which preparation programs have been completed. As the EHS Charter School increases student enrollment over time, it will recombine PT and FTE job types with work hours as necessary to support student enrollment growth and professional development. PT assignments will be used to provide new developmental opportunities. In

addition, PT assignments will be used to evaluate potential FTE employment prospects and someday to provide a career path on which a few EHS graduates might return as employees.

Staff Evaluation and Professional Development

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

The Principal of EHS will be responsible for maintaining teacher licensure requirements and professional development programs for faculty and staff.

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

Professional Development for the faculty and staff of EHS Charter School will be of high value during our first five years of operation, for enlightened self-interest reasons. In our opinion, Professional Development can generate positive returns on investments in well-managed Charter Schools. EHS believes QUALIFICATIONS improve MOTIVATION, which increases EFFECTIVENESS, which builds REPUTATIONS, which gain RESPECT. RESPECT fuels GROWTH, which earn more RESOURCES for continuous improvements.

However, the humble beginnings of EHS Charter School require us to borrow Professional Development plans, methods, and resources from others until we can assemble our own. Fortunately, the NCDPI provides access to Professional Development standards, training materials, on-line courses, conferences, and a statewide system of support. The NC READY Initiative should be especially helpful in implementing the new Common Core & Essential Standards at startup Charter Schools like EHS. We would also be open to the idea of hosting an early introduction of the Instructional Improvement System (IIS) that NCDPI envisions for a phased rollout. We will also learn from the Jobs for the Future (JFF) projects and initiatives by HGSEs Pathways to Prosperity Network. After all, it was the inspiration for the Mission, Purposes, and Goals we now have for EHS Charter School.

Resource constraints aside, the EHS Board has Professional Development capabilities. Several members with relevant experience might assist in preparation of detailed action plans before assuming Board oversight of their implementation. Board expertise will be available to the "Career Development Counselor and Mentoring Coordinator" that EHS will bring on staff in Year One of our startup. This qualified professional will be assigned certain responsibilities for Professional Development, Student Development and Special Needs Populations. The EHS Budget proposal includes line-item projections for Professional Development expenses that are expected to rise in alignment with scheduled increases in faculty and staff employment.

3. *Discuss the core components of professional development plan and how these components will*

support effective implementation of the educational program. Discuss the extent to which professional development will be conducted internally or externally and will be individualized or uniform.

More than one description of the core components of a professional development plan can be found in the literature on this topic. EHS prefers "A Summary of Core Components" that was published by the Smarter Balanced Assessment Consortium, as it is an assessment system based on the new Common Core Standards. In summary, its core components are: 1) Summative Assessments - mandatory comprehensive accountability measures, including computer adaptive assessments and performance tasks, which are administered in the last 12 weeks of the school year at pre-determined intervals and based on personal objectives agreed-to in last year's assessment or before or at the beginning of the school year for new employees; 2) Interim Assessments - optional comprehensive and content cluster measures administered at locally determined intervals; and 3) Formative tools and processes resources that show teachers how to collect and use information about student development during acquisition of Common Core Standards. At EHS, practical considerations suggest that professional development of faculty and staff will be conducted externally on a relatively uniform basis for the first several years.

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

Imagining the preparation and implementation of a detailed professional development plan prior to a school opening is an ambitious exercise for the EHS Board. If such a plan were to require EHS training expenditures in behalf of prospective employees long before State funds were received for operations, then the EHS Board would need to organize a fund raising campaign for this purpose. We are preparing a School Opening Plan instead.

On the other hand, initiation of an EHS Charter School Board Training Process would be quite appropriate well in advance of the school opening. Any Board training, orientation, or team building sessions offered by the NCDPI would be well attended. In addition, the Board is already evaluating the Charter Professional Enhancement Programs being offered by the NC Alliance of Public Charter Schools. We are also collecting a library of Charter School resource materials that can be made available to Board members at a minimal cost.

Should the Board elect to raise funds for such purposes, it would only involve school administrators and teachers already approved for employment by the Board. Otherwise, the first group of teachers and staff hired by EHS will be experienced professionals who are already prepared to deliver assigned course materials using practiced instructional methods. Professional development will begin in earnest once EHS Charter School opens.

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

Expectations have not yet been established regarding the number of days/hours that will be considered "professional development" for EHS personnel in a given school year. This will be an outcome of our development and implementation of an EHS Organization and Staffing strategy and tactical plan, as described earlier. But it can be said that the Principal of EHS will receive Board direction to prepare and present an O&S strategy and implementation plan for its approval. It is expected that the Principal will have significant prior experience in such matters. As the school calendar to be used by EHS Charter School will be a traditional 185 day schedule and the instruction hours assigned to faculty will be consistent with LEA practices in the area, there should be sufficient time for all sorts of professional development.

As in a small business startup, the formation of mentor & protégé relationships between employees will be encouraged. Board members may be asked to provide such guidance to less experienced school administrators or staff. And, in keeping with its Mission and Brand name, all EHS employees will be encouraged to become more proficient in the instruction of entrepreneurship skills. The Consortium for Entrepreneurship and CPCC's Institute for Entrepreneurship and Small Business Center may be the resources used for such purposes.

Enrollment and Marketing:

Reaching the full capacity for enrollment will be critical to obtain the necessary financial resources to keep your school viable and operating efficiently. In addition, it is required by law that charter schools provide equal access to all students. Read the charter school state statute regarding admissions GS 115C.238.29F(g) (1-7) carefully.

Marketing Plan

Marketing to potential students and parents is vital to the survival of a charter school. Provide a plan indicating how the school will market to potential students and parents in order to reasonably reflect the racial/ethnic and demographic composition of the district in which the charter school will be located or of the special population the school seeks to serve: (G.S.115C-238.29F(g)(5)).

If the EHS Board was going to the private sector to apply for investment capital, it would be drafting a "Business Plan" in seven sections: 1) Executive Summary; 2) Business Description; 3) Marketing Plan; 4) Competitive Analysis; 5) Design / Development Plan; 6) Operations & Management Plan; and 7) Financial Plan. We might be following guidelines made available by the Small Business Administration (SBA) or Entrepreneur magazine, just to be thorough. But since this is a Charter School application, the EHS Board has been trying to answer questions in the order presented. By the time we reached this section, it seems that we have presented in different ways - an Executive Summary and sections 2, 4, 5, and 6 of a "Business Plan". Our Finance Plan will be detailed in the

section to follow. Elements of our EHS Marketing Plan are described throughout. This leads us to elaboration of plans to engage students, parents, community leaders, and stakeholders of other sorts:

ADVERTISING AND PROMOTION: We will start with an Advertising campaign to create awareness of and interest in EHS. Applicants to EHS Charter School could come from as many as 80,000 young people in grades 8-12 (typically ages 14-18) who will be entering or are enrolled in high school (public and private) as residents of North Carolina, living in the CMS school district, and possibly a few from neighboring LEAs. Young people have a voice in where they would like to attend high school, but parents most often make enrollment decisions. Both must be engaged, as we will describe in the next section. An "entrepreneurial" view of this Charter School might lead us to try other marketing approaches as well once we think of students as "PRODUCTS" after they spend time as "CUSTOMERS". Sounds odd, but our students will carry the EHS "BRAND" after all. Promotion takes on new meaning for EHS graduates set on a path.

Since EHS offers a curriculum that focuses on career-readiness by combining practical, hands-on training and internships with traditional, but Trade-specific and entrepreneurial classes, which is fully in line with Governor McCrory's goal of creating a second Pathway, leading to a technical-vocational high school diploma, and President Obama's announcement wanting to establish technical-vocational high schools patterned after schools in Germany, the EHS Board expects significant benefits of free indirect advertising via reports in newspapers, trade journals, radio, and TV. Therefore, press releases will be a major marketing tool. Another marketing effort will focus on informing the counselors in other high schools about the great opportunity EHS offers for students who consider dropping out of school. Finally, we will utilize other marketing channels like informing and presenting to church and community leaders, visiting middle schools, attending public meetings, distributing flyers, utilizing the Social Media, maintaining our web site www.EntrepreneurHighSchool.org, etc.

Parent and Community Involvement

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

Q&A #1: EHS will communicate with and engage parents and community members in a number of ways, beginning soon after the announcement that our Charter is approved. From the beginning, we will also not forget that prospective students have to be recruited as well. Word needs to reach parents about the EHS Mission and its goals for students. We hope a persuasive voice may be that of the student who says, "I want to attend that school. I can go somewhere else with my high school diploma by going there." So marketing to middle-school aged students will begin through school bulletins, advertising in athletic programs, and leaflets at social events. Current EHS students will speak to middle school aged students about the value of our type of curriculum. Social media contacts will be tried too. Parents and community members will be reached where they are found at work and at community, social, or athletic events. Again, more traditional, low cost marketing

means will be used to create EHS 'brand awareness' until the first application period.

Q&A #2: EHS will organize Parent Involvement committees that enable volunteer involvement in student activities that are related to the Mission of EHS. For example, parents with a history of employment in one of our emphasized Career Clusters could be of help in a number of ways. Staging work demonstrations, setting up job shadowing, and maybe even arranging student apprenticeships with local employers will be EHS activities that a parent could support. Parental involvement in teaching the lessons of good citizenship would also be of great value. Board members with prior experience in education outreach programs will be asked to lead these efforts at first.

The PROMOTION of EHS students is a unique aspect of a Marketing Plan that this Charter School will implement over time. By this, we mean 'promotion' in the sense of being an effective advocate for the progress of students along the career paths they chose to pursue while at EHS not just moving up in Grade level. Our responsibility for student progress would not end on the last day of classes each spring and high school graduation for those that achieve it. During the first two years of EHS operations, resources will be assigned to a PROMOTION plan that facilitates connections with prospective employers as well as post-secondary education and training options.

Admissions Policy

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

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

EHS will adhere to the Admission Requirements spelled out in GS 115C-238.29F (g)(1-7) regarding qualifications for admission, determinations of admission, prohibitions against discrimination, enrollment eligibility, and rights to refuse admission to students expelled or suspended from other public schools. Except as otherwise provided for by statute or by the legitimate Mission of EHS, this Charter School shall not limit admission to or discriminate against students on the basis of intellectual or athletic abilities, measures of achievement or aptitude, race, creed, gender, national origin, religion, ancestry, or disability.

Before Year One of operations, EHS will open its application submission timeframe on or about Monday, January 13, 2014 and will end the acceptance of applications on or about Friday, April 11, 2014 approximately 90 days. Notices of the application period will be published and advertised in accordance with written procedures consistent with applicable NC statutes in effect at the time. The EHS Marketing Plan will make provisions for the

distribution of press releases (in English and Spanish) to local newspapers and radio stations, as well as bulletin board postings to be placed with CMS and private middle and high schools with the LEA district boundaries. Before this 90 day application timeframe, EHS will also stage informative meetings to communicate the Mission of the Charter School, as well as to address expectations of students and parents who may wish to apply. Thereafter, an application submission timeframe of about 90 days will begin each January.

Regarding the application process, a written document must be submitted on behalf of each applicant to EHS. This application document will include information necessary to ascertain a student's qualifications for admission, including but not limited to: name; date of birth; address of residence in NC; parent name(s) and address(es), telephone number(s) and e-mail address(es); current and previous school (or home school) enrollment history; explanations of special needs identified and accommodated in prior education settings; and relationships with other students or employees of EHS at the time. This information will be confidentially examined for the purpose of insuring that applicants are qualified for admission. Only if necessary, communications with students and parents will clarify questions of qualification and accommodation before the admission process begins. During this application timeframe, the children of EHS employees may only be given priority consideration for admission if they submit a complete and timely written application that otherwise meets the minimum qualifications properly established for all other EHS student applicants.

Once all applications have been accepted and qualified, a comparison will be made between the number of qualified applicants and the number of student admission slots available. By the beginning of April, EHS will begin accepting enrollment of qualified students with timely applications, unless the number of applications exceeds the capacity of an EHS program, class, grade level, or building. In this case, students will be chosen and admitted by a lottery process. It is expected that students accepted for admission will be so notified by May 1st before the next school year. Once enrolled, students are not required to reapply in subsequent enrollment periods. Policies and procedures for proper administration of student waiting lists, re-enrollments, withdrawals, and transfers will be developed and published prior to the beginning of the Year One application period in January of 2014. Disputes regarding applications, qualifications, lottery selections, or any other aspect of the EHS application, enrollment, and admissions policies will be referred to a designated EHS Board member or executive for resolution in a timely manner. Alternative dispute resolution procedures will be used whenever possible.

PROJECTED ENROLLMENT 2014-15 through 2018-2019

IDENTIFY LEA FROM WHICH STUDENTS WILL PROBABLY COME

LEA #1 Charlotte-Mecklenburg Schools
 LEA #2
 LEA #3

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

	2014-2015			2015-2016			2016-2017			2017-2018			2018-2019		
	LEA 600	LEA 000	LEA 000	LEA 600	LEA 000	LEA 000	LEA 600	LEA 000	LEA 000	LEA 600	LEA 000	LEA 000	LEA 600	LEA 000	LEA 000
Grade 09	120	0		100	0		110	0		180	0		200	0	
Grade 10	60	0		120	0		100	0		110	0		190	0	
Grade 11	0	0		60	0		120	0		100	0		110	0	
Grade 12	0	0		0	0		60	0		120	0		100	0	
	180			280			390			510			600		

Transportation Plan:

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

For cost containment reasons, EHS Charter School will exercise its right to not provide transportation services for enrolled students who live within one and one-half miles of the school, as it is its right in accordance with G.S. 115C-238.29,F,(h).

When its primary location option be secured, EHS may wish to consider contracting with CMS to provide transportation for students living in areas served by bus routes leading past the EHS site on the way to and from South Mecklenburg High School.

Public transportation is another option for high school students. For example, a Light Rail station is within walking distance from our intended location. We expect that approximately one Third of our students will come to school in their own vehicles.

Otherwise, EHS will use a variety of approaches to make provisions for students who would otherwise be precluded from regular attendance for lack of transportation. Such approaches may include the organization of parent carpools, the use of public transportation by older students, and leased services providing point-to-point transportation from fixed pickup points. The Principal of EHS will be given the authority to manage the Transportation Plan and make exceptions to its policies, so long as the cost of all such provisions is maintained within established budget limits.

School Lunch Plan:

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

For cost containment reasons, EHS Charter School is not planning for the construction of a hot food service and staffing of the facility by school employees. Should the primary location for the EHS School become available, it does have a vending machine service and an eating area suitable for student and faculty. EHS would then make arrangements, within budget limits, for free and reduced cost meals, nutrition education and limited on-site provision of healthy food choices. Retaining contracted food services will be EHSs approach to making these provisions. Safe and healthy facilities for the preparation and consumption of self-provided food will be available.

Employment status at EHS will be reserved for professionals in teaching, staff, or administrative positions whose FTE or PT services are directly related to its Mission.

Civil Liability and Insurance (GS 115C-238.29F(c)):

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

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

Area of proposed coverage	Proposed amount of coverage		Cost (Quote)
Comprehensive General Liability	\$1,000,000		\$3,712.00
Officers and Directors/Errors and Omissions	\$1,000,000		\$.00
Property Insurance	\$300,000		\$500.00
Motor Vehicle Liability	\$1,000,000		\$181.00
Bonding Minimum/Maximum Amount	\$250,000	\$250,000	\$332.00
Other	\$1,000,000		\$6,979.00
Total Cost			\$11,704.00

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

Health and Safety Requirements:

All public charter schools are required to follow the regulations regarding health and safety as stated in § 115C238.29F (a).

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

drplots 02/28/2013

(Board Chair Signature)

(Date)

Facility:

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

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

As of March 1, 2013, EHS has identified 'Kennedy Campus', school buildings and gymnasium presently used by Kennedy Charter School (1717 Sharon Road West, near South Mecklenburg High School) as its preferred facility. It is a matter of public record that Kennedy Charter School will relocate its programs to the campus of Johnson C. Smith University as a condition of retaining its charter. EHS has initiated communications with the Kennedy Campus management about the possibility of moving into this facility. Unless or until an EHS Charter is granted, the process of securing this location will proceed only as far as is appropriate in such circumstances.

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

As of March 1 of 2013, EHS has identified the former Cone Mills textile plant facility located in Pineville, NC (near the Carolina Place Mall and Pineville Elementary School) as its Contingency Plan. This location is centrally located within the Southwest Zone of the CMS district and is very near public transportation systems and a large concentration of employers. This plant site has been closed for some years and is presently in use only as a small distribution center. Significant renovations would be required to bring this facility up to standards for occupancy as a High School. However, EHS is encouraged to understand that Raleigh Charter School renovated such facilities for its use when it first opened. So EHS will discretely investigate the availability of this location as well.

V. FINANCIAL PLAN

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

Budget: Revenue Projections from each LEA 2014-15

**SHOW
CALCULATIONS
FOR FIGURING
STATE
AND LOCAL
DOLLARS
FOR THE
PROPOSED
CHARTER
SCHOOL**

*The formula for
figuring these
allotments can be
found in the Resource
Manual Finance
Section.*

See **Charter School Dollars per ADM** on the following link for per pupil allotments by county.

<http://dpi.state.nc.us/fbs/allotments/support/>

- All per pupil amounts are from the 2012-2013 year and would be approximations for 2014-2015.
- Federal funding is based upon the number of students enrolled who qualify. The applicant should use caution when relying on federal funding in year one to meet budgetary goals.
- These revenue projection figures do NOT guarantee the charter school would receive this amount of funding in 2014-2015. For local funding amounts, applicants will need to contact their local offices or LEA.

LEA #1600 - Charlotte-Mecklenburg Schools

Revenue	2012-2013 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2014-2015
State Funds	\$4,438.40	180	\$798,912.00
Local Funds	\$2,262.98	180	\$407,336.40
Federal EC Funds	\$3,743.48	22	\$82,356.56
Totals			\$1,288,604.96

Total Budget: Revenue Projections 2014-15 through 2018-2019

INCOME: REVENUE PROJECTIONS	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
-Exceptional Children Federal Funds	\$82,357	\$127,278	\$175,944	\$235,839	\$269,531
-Local Per Pupil Funds	\$407,336	\$653,094	\$909,667	\$1,212,890	\$1,399,488
-Other Funds*	\$0	\$0	\$0	\$0	\$0
-State ADM Funds	\$798,912	\$1,242,752	\$1,730,976	\$2,307,968	\$2,663,040
-Working Capital*	\$0	\$0	\$0	\$0	\$0
TOTAL INCOME	\$1,288,605	\$2,023,124	\$2,816,587	\$3,756,697	\$4,332,059

***If the applicant is depending on other funding sources or working capital to balance the operating budget, please provide documentation such as signed statements from donors, foundations, bank statements, etc., on the availability of these funds.**

Assurances are needed to guarantee these additional sources of revenue are available. Please include these as Appendix P.

Personnel Budget: Expenditure Projections 2014-15 through 2018-2019

This Personnel list may be amended to meet the needs of the charter school: This list should align with the projected staff located in the Operations Plan (Appendix K).

BUDGET EXPENDITURE PROJECTIONS Personnel	2014-2015			2015-2016			2016-2017			2017-2018			2018-2019		
	# Staff	Salary per	Total salary	# Staff	Salary per	Total salary	# Staff	Salary per	Total salary	# Staff	Salary per	Total salary	# Staff	Salary per	Total salary
Personnel:															
Lead Administrator	1	\$68,000	\$68,000	1	\$71,400	\$71,400	1	\$74,970	\$74,970	1	\$78,720	\$78,720	1	\$82,660	\$82,660
Assistant Administrator	0	\$60,000	\$0	.5	\$63,000	\$31,500	1	\$66,150	\$66,150	1	\$69,460	\$69,460	1	\$72,930	\$72,930
Financial Secretary	.5	\$28,000	\$14,000	.5	\$29,400	\$14,700	1	\$30,870	\$30,870	1	\$32,420	\$32,420	1	\$34,050	\$34,050
Administrative Assistant	1	\$24,000	\$24,000	1	\$25,200	\$25,200	1	\$26,460	\$26,460	1.5	\$27,790	\$41,685	1.5	\$29,180	\$43,770
Career Development Counselor & Mentoring Coord.	1	\$30,000	\$30,000	1	\$31,500	\$31,500	1	\$33,075	\$33,075	1.5	\$34,730	\$52,095	1.5	\$36,470	\$54,705
Core Content Teacher(s)	11	\$45,000	\$495,000	17	\$47,250	\$803,250	23	\$49,620	\$1,141,260	28	\$52,100	\$1,458,800	34	\$54,700	\$1,859,800
Electives/Specialty Teacher(s)	3	\$45,000	\$135,000	4	\$47,250	\$189,000	4	\$49,620	\$198,480	7	\$52,100	\$364,700	8	\$54,700	\$437,600
Exceptional Children Teacher(s)	1	\$45,000	\$45,000	1	\$47,250	\$47,250	2	\$49,620	\$99,240	2	\$52,100	\$104,200	2.5	\$54,700	\$136,750
Teaching Assistant	1.5	\$24,000	\$36,000	5	\$25,200	\$126,000	8	\$26,460	\$211,680	10	\$27,790	\$277,900	12	\$29,180	\$350,160
Custodian	0	\$18,000	\$0	1	\$18,000	\$18,000	1	\$18,900	\$18,900	1	\$19,850	\$19,850	1	\$20,840	\$20,840
Total Personnel	20	\$387,000	\$847,000	32	\$405,450	\$1,357,800	43	\$425,745	\$1,901,085	54	\$447,060	\$2,499,830	63.5	\$469,410	\$3,093,265
Benefits:	# Staff	Cost Per	Total	# Staff	Cost Per	Total	# Staff	Cost Per	Total	# Staff	Cost Per	Total	# Staff	Cost Per	Total
Overhead 30%	14	\$12,458	\$174,412	23	\$12,724	\$292,652	30	\$13,224	\$396,720	38	\$13,887	\$527,706	45	\$14,627	\$658,215
Total Benefits	14	\$12,458	\$174,412	23	\$12,724	\$292,652	30	\$13,224	\$396,720	38	\$13,887	\$527,706	45	\$14,627	\$658,215
Total Personnel Budget	34	\$399,458	\$1,021,412	55	\$418,174	\$1,650,452	73	\$438,969	\$2,297,805	92	\$460,947	\$3,027,536	108.5	\$484,037	\$3,751,480

***Applicants may amend this table and the position titles to fit their Education and Operations Plans.**

Operations Budget: Expenditure Projections 2014-15 through 2018-2019

BUDGET OPERATIONS EXPENDITURE PROJECTIONS		2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Other	Isis & Powerschool Sw	\$7,200	\$15,000	\$20,000	\$25,000	\$30,000
	Audit	\$4,800	\$9,600	\$10,600	\$11,600	\$12,600
	Building & Equipment Lease	\$120,000	\$120,000	\$180,000	\$180,000	\$180,000
	Contingency Under-Enrollment / Cost Overrun	\$10,000	\$35,000	\$50,000	\$60,000	\$55,000
	Contracted Services	\$5,000	\$8,000	\$10,000	\$12,000	\$13,500
	Instructional Equipment (\$126k Part. Leased/Credit)	\$25,200	\$50,200	\$75,200	\$155,200	\$81,200
	Insurances	\$11,700	\$13,700	\$15,700	\$17,700	\$19,700
	Lunches Catered Exceeding Fed. Title I Frl Funds	\$2,700	\$4,200	\$5,820	\$7,750	\$8,950
	Maintenance & Repairs	\$2,400	\$3,000	\$6,000	\$6,000	\$6,000
	Marketing	\$6,000	\$6,000	\$6,000	\$6,000	\$6,000
	Materials & Supplies	\$16,500	\$24,750	\$37,500	\$40,000	\$42,500
	Office/Classr. Furnit/Equipm (\$48k, Part. Leased)	\$9,600	\$19,600	\$6,000	\$8,000	\$6,000
	Other Expenses	\$5,000	\$10,000	\$12,000	\$12,000	\$10,000
	Staff Development	\$1,200	\$3,600	\$6,000	\$16,400	\$6,000
	Student Computer Hw & Sw	\$5,400	\$8,400	\$16,800	\$6,600	\$6,600
	Testing Materials	\$800	\$1,200	\$1,600	\$2,000	\$2,400
	Transportation Third Parties	\$6,000	\$9,000	\$10,000	\$12,000	\$12,000
	Travel Expenses	\$1,200	\$3,000	\$3,600	\$3,600	\$3,600
	Utilities	\$18,000	\$20,000	\$28,000	\$30,000	\$32,000
Total Operations	\$258,700	\$364,250	\$500,820	\$611,850	\$534,050	

***Applicants may amend this table and the position titles to fit their Education and Operations Plans.**

Overall Budget:

BUDGET OPERATIONS EXPENDITURE PROJECTIONS	2014-2015	2014-2015	2015-2016	2016-2017	2017-2018
TOTAL EXPENDITURES (PERSONNEL)	\$1,021,412	\$1,650,452	\$2,297,805	\$3,027,536	\$3,751,480
TOTAL EXPENDITURE (OPERATIONS)	\$258,700	\$364,250	\$500,820	\$611,850	\$534,050
TOTAL EXPENDITURES	\$1,280,112	\$2,014,702	\$2,798,625	\$3,639,386	\$4,285,530
TOTAL REVENUE	\$1,288,605	\$2,023,124	\$2,816,587	\$3,756,697	\$4,332,059
ANNUAL NET PROJECTIONS	\$8,493	\$8,422	\$17,962	\$117,311	\$46,529

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

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

1. *Describe the budgetary projections and explain the analysis utilized to project these specific enrollment figures. If your budget projections are lower than anticipated, how will the school adjust this budget and what is the determined break-even point for student enrollment?*

These EHS budgetary projections are based on the assumption that the total revenue to be received in the first five years of operation will come entirely from State and local sources. Any fundraising done by the EHS Board in advance of its school opening will be for the purpose of defraying one-time start-up expenses (for example, Board training, employee recruiting and employment expenses, faculty and staff orientation, facilities renovations) for which the State will not be providing start-up funding. At best, such fundraising is expected to only cover some of these one-time expenses.

It is more likely that EHS will need to incur borrowing costs which it will need to repay by careful management of cashflow during the first five years of operation. With these expectations, Student Enrollment Projections were developed for the Five Year planning cycle. Then the Personnel and Operations Expenditure Projections were prepared with an emphasis on maximizing the efficient deployment of teachers while minimizing administrative expenses. Consequently, it will be necessary for all EHS staff to serve in multiple roles in the early stages of operations.

2. *Describe the systems and processes by which the school will manage accounting, purchasing, payroll, and audits. Specify any administrative services expected to be contracted for the school, and describe the criteria and procedures for the selection of contractors*

The systems and processes by which EHS Charter School will manage its accounting, purchasing, payroll, and audits functions will be scaled to the size of the employee payroll and revenue stream of a small business during the first two or three years of operation. EHS will establish finance and banking relationships with a reputable firm or credit union, and then ask for its advice on other purchased services like payroll. As it is starting with 20 employees and will not enroll in the Teachers and State Retirement System, EHS will also need to make provisions for employee benefits plans that are appropriate to the size and professional requirements of its employees. Fortunately, EHS Board members have some experience in such

matters and will provide oversight to the selection of service providers and contractors as well. Compliance with conflict of interest policies will be assured by oversight from the principal and independent auditors.

- 3. Explain how the spending priorities align with the school's mission, curricular offerings, transportation plans, and professional development needs. Be able to depict in chart format and discuss in a narrative how the school will maintain a small, contingency reserve and operate using sound fiscal practices. As you construct the budget, include any and all documentation about cash on hand, bonds, real estate, or grants as part of this application package.*

The spending priorities of EHS are simply to assign the best teachers possible to the tasks of educating students in core secondary school subject matter and training them in the use of career-ready skills for thoughtfully chosen career paths. This is a Charter School where funds will be spent first and foremost on instructional processes (curriculum and teacher development) and the tools they require (equipment for the workshops, computers, etc.). Afterwards, administration and "discretionary" programs and services (for example, transportation) will be funded with what is left in the balanced cashflow of the school.

A contingency reserve has been included in the Operating Cost Projections to account for the highly unlikely case of under-enrollment or unexpected additional expenses. At this time, there is nothing more to disclose about cash-on-hand, bonds, real estate, grants, donations, or other revenue sources.

- 4. Indicate the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated, and include evidence of commitment for any funds on which the school's core operation depends.*

At this time, there is also nothing more to disclose regarding prospective sources of investment capital from any other sources. Once an EHS Charter is approved and this becomes public knowledge among our community of potential supporters, financing efforts will focus on securing funds for facilities and equipment. For example, it is our intention to lease and/or finance through vendors over five years the initial investment in equipment. Leasing offers EHS the advantage to always have the latest equipment available for our students.

- 5. Discuss the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated. What is the school's break-even student enrollment figure for each of the first five years?*

First, the EHS Board is convinced... Please see the next question for the continuation of this paragraph.

Second, the financial plan for EHS is to achieve Year One enrollment targets first in the spring of 2014 and then finalize staffing to match levels from

the State.

Third, the EHS Operations Expenditure Projections include a reasonable contingency reserve.

Fourth, the flexible staffing policies of EHS sets the break-even student enrollment figure at approximately 67% of the projected numbers, that is 120, 70, 75, 80, 60 new enrollments in the first five years.

.

6. Year one cash flow contingency, in the event that revenue projections are not met in advance of opening.

First, the EHS Board is convinced that the number of students who want to attend EHS with its new vocational-technical curriculum will far exceed the estimated enrollment. As discussed in other sections of this document, there are three key reasons for that expectation:

- 1) The high demand for career-ready, middle-skilled workers, both as employees or as entrepreneurs. - We prepare our students for that;
- 2) An attractive alternative for students in traditional high schools who consider dropping out. - EHS offers that;
- 3) The political attention such a curriculum got most recently across party lines, for example from NC Governor Pat McCrory (Senate Bill 14 requiring the creation of a vocational-technical diploma for a Second Pathway for high school students) as well as from President Obama suggesting in his State of the Union Address to introduce in the U.S. a technical high school curriculum similar to the very successful vocational-technical schools in Germany (and Austria) to

make high school students career-ready. - EHS offers exactly that. The CEO of EHS attended such a school.

Other assumptions made for the Financial Plan:

- In the Personnel Budget, Expenditure Projections: all salaries show an annual increase for an up to 5% performance bonus, assuming that EHS has achieved or exceeded all goals set for the school year.

- Positions reflect FTE's (Full-Time-Equivalents) - Most employees have more than one assignment, for example, ever administrator committed to teach at least one class (see Articles of Incorporation). In the first year, six certified/highly qualified Board members will teach classes.

- In the Operations Expenditure Projections:

> The Facilities item in the fourth year includes \$60,000 for EHS acquiring the materials for building a 'Habitat for Humanity' house build by our students.

> Instructional equipment for workshops - as mentioned earlier - leased or financed \$126,000.

> Cleaning & Maintenance: First year by staff, students, volunteers, and shared with other tenants; 2nd year onwards supervised by full-time head custodian.

> Lunches: Delta between Federal funding and actual expenditure.

>>> THERE IS A WEALTH OF BUSINESS EXPERIENCE ON OUR BOARD. FROM PAST EXPERIENCE WE ARE CONCERNED THAT WE MIGHT NOT HAVE EVERYTHING DESCRIBED THAT MAY BE IMPORTANT BUT IS UNDERSTOOD IF ONE HAS THEIR OWN BUSINESS. WE WOULD APPRECIATE IF YOU WOULD ASK US. WE HAVE ALL PHYSICAL, INSTRUCTIONAL, AND FINANCIAL DETAIL PLANNED OUT AND ARE READY, INCLUDING HUNDRED'S OF PAGES OF CURRICULA CONTENT. - RUNNING OUT OF SPACE...

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

Describe the procedure and method for conducting an independent financial audit for the proposed charter school.

Once the Charter is approved, the EHS Board will retain an outside audit firm having knowledge of and experience with procedures and methods for conducting independent audits of Charter School operations from the list of three pre-selected qualified firms. Two Board members with school administration and finance experience, not including the Chairperson, will be given the task of interviewing the three candidates, selecting one, and negotiating the terms and conditions of its engagement. Then the audit firm will be tasked with providing EHS a set of requirements for finance administration. The Board will then provide the oversight needed to ensure conformance to its requirements.

Additionally, the Principal of EHS, assisted by the Financial Secretary, later by the CFO, will be accountable for balancing the books at least monthly. The Principal will have to file the outcome of such internal audit by the tenth of the following month with the Board member responsible for EHS Financials in written form. That Board member will have to report this monthly internal audit results to the Board at its next meeting.

Provide the name and contact information of the firm approved by the NC Local Government Commission (LGC) that will conduct the audit. If a firm has yet to be identified please list the firms the board has investigated.

EHS has established contacts to the following three firms that conduct LGC-approved audits and will choose one of them after having been approved as Charter School:

LB&A, 9535 Ardrey Woods Dr., Charlotte, NC 28277
Tel: 980-263-0622, Fax: 704-841-4901

Rives & Associates LLP, 1023 West Morehead St., Charlotte, NC 28208
Tel: 704-372-0963, Fax: 704-372-1458

TJT, 4700 Falls of Neuse Road, Ste. 400, Raleigh, NC27609
Tel: 919-571-7055, Fax: 919-516-0277

