



**North Carolina State Board of Education Charter School
Application Rubric**

Applicant: PEAK Academy

Reviewers: #1 Shannon Stein, #2 Ellenois Watkins, #3 Claire Porter; #4 Lynn Metcalf (EC), #5 Marshall Foster (EL)

Charter Application Evaluation Rubric

Evaluations and Criteria

The NC charter application review process is designed to ensure that all students in the state have access to a high-quality charter school. Each application will be reviewed by a team of internal and external evaluators, and reviewer comments will be forwarded to the Charter School Advisory Board (CSAB). The CSAB will review applications, conduct interviews of applicants, and make a recommendation to the State Board of Education (SBE), which will then make a final decision to approve or deny the application.

Strong applications will have a clear and compelling mission, a strong educational program, a solid financial plan, effective governance and management structures, and a diverse board of directors with the capacity to execute the plan for the proposed school. In addition to meeting the criteria that are specific to each section, each part of the application should align.

Instructions to Evaluators

Reviewers should complete each rubric section based on the evidence provided in the application. There are five (5) total sections to complete:

- I. Mission, Purposes, and Goals
- II. Education Plan
- III. Governance
- IV. Operations
- V. Financial Plan

Please note that there may be appendices to support information provided in the above sections. When reviewing an application, evaluators should assess the major strengths and areas of concern and provide comments/questions. Reviewers should look for responses that reflect a thorough understanding of key issues and barriers for operating a successful charter school. Responses should clearly align across each section of the application. Each response should include specific and accurate information that shows thorough preparation and understanding of school operations and serving all students. Reviewers should use objective language and complete sentences in their comments on the strengths and concerns/questions of each section of the application. Additional pages should be used as necessary. For example,

Strengths of the academic plan

“The plan aligns with the overall mission and vision because...”

“The chosen curriculum is research based and proven effective with the targeted population of students because...”

Concerns/Questions of the academic plan

“The curriculum and daily schedule do not align with the mission and vision because...” “The discipline plan does not include provisions for students with disabilities.”

Strengths of the governance plan

“The governing board has a diverse skill set and will be able to support the school effectively.” “The plan to recruit school leaders and teachers is robust and aligns with the mission of the school.”

Concerns/Questions of the governance plan

“The governing board is comprised of only two people who do not have sufficient credentials to support school leadership.”

Strengths of the financial plan

“The financial plan is sound, and the assumptions are consistent with the mission and vision of the proposed school.”

“The budget includes contingencies for high dollar special needs students and funds are allocated in the budget document for such contingencies.”

Concerns/Questions of the financial plan

“The budget includes a line of credit from ABC Bank, but no assurances were provided to support such an agreement.”

“The proposed school assumes two buses in the first year, but there is no accompanying line item in the budget that allocates funds for purchasing buses nor is there any indication of salary and training for bus drivers.”

Complete the summary page for each major section (Mission, Purposes and Goals, Education Plan, Governance, Operations, Financial Plan) after you have completed all of the subsections within the section. Type a summary of your analysis of each section into the box provided; it will expand as needed. This should be a paragraph outlining the overall strengths or concerns/questions of the application section as a whole. It should summarize your findings and not simply be cut and pasted from your subsection analysis.

Please also remember that all documents, including your individual review, will likely at some time be available to the public.

Application Contact Information

Application Contact Information		
Characteristics of a strong response: <ul style="list-style-type: none"> ● All questions are adequately addressed and complete ● Projected enrollment figures are tactical and realistic for the proposed region ● Strong rationale provided for year one enrollment and growth plan 		
Initial Application Review		
Strengths		Page
Reviewer #1	<ul style="list-style-type: none"> ● All information is appropriately addressed 	<ul style="list-style-type: none"> ● 4-8
Reviewer #2	<ul style="list-style-type: none"> ● The applicant adequately answered questions relating to the contact information as requested. The projected enrollment figures are realistic based on the student population in the county and city school districts. The strong rationale provided for year one of enrollment is based on facts presented for the need to educate their students beginning in the lower grades and growing towards quality academic achievement in the upper grades. The applicant provides the number of classes per grade levels and the number of students in each class, which is based on the extensive waiting list for charter schools within the districts. 	<ul style="list-style-type: none"> ●
Reviewer #3	<ul style="list-style-type: none"> ● Thorough and everything is addressed/answered ● Y1 projected enrollment is realistic at 128 (K-2) ● Foundation in literacy is crucial to academic achievement, start small & focused ● Asheville & Buncombe populations and charter wait lists drove enrollment projections 	<ul style="list-style-type: none"> ● 6
Concerns/Questions		Page
Reviewer #1	<ul style="list-style-type: none"> ● N/A 	<ul style="list-style-type: none"> ●
Reviewer #2	<ul style="list-style-type: none"> ● 	<ul style="list-style-type: none"> ●
Reviewer #3	<ul style="list-style-type: none"> ● None 	<ul style="list-style-type: none"> ●

Charter Application Special Request

Application Addendum: Proposed Management Organization (EMO or CMO)		
Characteristics of a strong response: <ul style="list-style-type: none"> ● The rationale for contracting with an EMO/CMO is evident. ● A persuasive explanation that the proposed relationship with the EMO/CMO will further the school’s mission and educational programming. ● A clear delineation of the roles, relationships, and responsibilities between the EMO/CMO, the governing board, lead administrator, and public charter school employees. ● The rationale includes detailed information regarding the financial and academic performance of other charter schools managed by the EMO/CMO. ● A copy of the executed management agreement was included in the application. ● Evidence that the management company has the capacity to support the proposed school in finances, academics, and operations. 		
Strengths		Page
Reviewer #1	● N/A	●
Reviewer #2	● The applicant will not employ the management of an EMO/CMO.	●
Reviewer #3	● Not applicable	●
Concerns/Questions		Page
Reviewer #1	● N/A	●
Reviewer #2	●	●
Reviewer #3	● Not applicable	●

Charter Application Special Request

Application Addendum: Replication		
Characteristics of a strong response: <ul style="list-style-type: none"> ● The application contains a strong rationale for replicating an existing charter school, including evidence that this model will be effective in the proposed setting, and the governing board is a good fit for the proposed charter school. ● The rationale includes detailed information regarding the financial and academic performance of the existing charter school model. ● The applicant provided all required evidences ● If requesting fast-track replication, applicant meets all requirements outlined in SBE policy. 		
Strengths		Page
Reviewer #1	<ul style="list-style-type: none"> ● N/A 	
Reviewer #2	<ul style="list-style-type: none"> ● The applicant plan will not include the replication of an existing charter school. 	
Reviewer #3	<ul style="list-style-type: none"> ● Not applicable 	
Concerns/Questions		Page
Reviewer #1	<ul style="list-style-type: none"> ● N/A 	
Reviewer #2	<ul style="list-style-type: none"> ● 	
Reviewer #3	<ul style="list-style-type: none"> ● Not applicable 	

Section 1 Mission, Purposes, and Goals

Section 1.1 Mission and Vision		
<p>Characteristics of a strong response:</p> <ul style="list-style-type: none"> ● The mission statement defines the purpose of the proposed charter school ● The mission statement is clear, concise, compelling, and measurable. ● The vision provides a clear description of what the school will look like when it is achieving its mission. ● Response includes a compelling description and clear rationale for selecting the location and target student population. ● Completed enrollment summary and anticipated demographics charts with reasonable enrollment projections. ● Response fully justifies the projected student enrollment and the percentage of the ADM when compared to the LEA. ● Substantial evidence is provided to demonstrate educational need. ● Target population aligns with the proposed school mission. 		
Initial Application Review		
	Strengths	Page
Reviewer #1	<ul style="list-style-type: none"> ● The school is specifically targeting a historically underserved population that has shown a wide achievement gap ● They will be offering an extended school day which would be beneficial for students that struggle academically 	<ul style="list-style-type: none"> ● 10 ● 15
Reviewer #2	<ul style="list-style-type: none"> ● The mission and vision statements presented for the charter school clearly defines the purpose to educate the target population on high academic levels that are needed for their unlimited potential to exceed. The applicant presents compelling evidence throughout that focuses on the disparity in achievement levels between the targeted population and their cohorts. The charter school intends to close the gap in opportunities to the targeted students and families, because they are currently not reaching high levels of academic achievement, based on the disparities in state test scores, limited participation in high level courses, discipline disparities and having the largest achievement gap according to national data. There appears to be no efforts from the districts to adequately educate the targeted population and no plans to address the inequities. ● The applicant intends to offer options for the students and families who are unable to benefit from other charter schools in the area. The enrollment projections seem reasonable based on the fact that the other area charter schools have less than 5% of the lower income 	<ul style="list-style-type: none"> ●

Section 1 Mission, Purposes, and Goals

	<p>student population and the total number of students projected to attend the charter school reflects 7.9% of the total enrollment in the district schools.</p> <ul style="list-style-type: none"> ● The applicant presents an enormous amount of information to validate the educational needs of the targeted students. The evidence presented shows that investing in instructional plans and planned models for educating these students, providing additional support, remediation, and opportunities for enriched learning can result in positive outcomes. ● The target population of students aligns with the school’s mission and vision to provide opportunities for learning through specifically designed resources and information that supports the needs of the targeted students. 	
<p>Reviewer #3</p>	<ul style="list-style-type: none"> ● Need for school that serves this population is demonstrable (“overwhelming disparity in achievement levels between African American and white students.” Asheville City School’s achievement gap has widened since the 29009-10 school year, despite having the second highest funding at over 16k per student ● Discipline/behavior management discrepancy between AA representing 22% of the student population and receiving 64% of discipline referrals in 17/18 school year ● Dearth of AA role model teachers in Asheville City Schools (5%) ● Asheville City Schools is not addressing inequities ● Other charter schools in the county do not use weighted lottery and are overwhelmingly white plus lengthy weight lists ● Only 15% of AA 3-8 students showed 3,4, or 5 on EOG ● 5th largest achievement gap in the nation ● Target population aligns with school mission of culturally relevant instruction and limitless expectations for students who will demonstrate academic excellence, community stewardship. scholarship, leadership, life-long learning and character ● Ladson-Billings (culturally relevant pedagogy); AVID is solid; partnerships with families; 5 guiding principles form USDOE/Successful Charters: mastery, goal driven instruction; inquiry based learning; culturally relevant instruction; dedication to developing character; parents as partners ● Extended day (8 hours) is a plus for this targeted population, allowingf or remediation, acceleration in math/literacy ● Acknowledgment that they will need to pay to attract the best teachers, exceed LEA average 	<ul style="list-style-type: none"> ● 9-13

Section 1 Mission, Purposes, and Goals

Concerns/Questions		Page
Reviewer #1	<ul style="list-style-type: none">• The mission seems to lack clarity as to how PEAK will specifically be different than other traditional schools and charters in the Asheville area.• They have an ambitious pay goal for teaching staff that will be above the local LEA, but the budget does not seem be realistic given the other demands.	<ul style="list-style-type: none">• 9• 16
Reviewer #2	<ul style="list-style-type: none">•	<ul style="list-style-type: none">•
Reviewer #3	<ul style="list-style-type: none">• 128 for Y1 may be achievable but consider budget for paying teaching staff	<ul style="list-style-type: none">• 16

Section 1 Mission, Purposes, and Goals

Section 1.2 Purposes of the Proposed Charter School		
Characteristics of a strong response: <ul style="list-style-type: none"> ● Clearly describes how the proposed charter school will achieve one or more of the six legislative purposes. ● Identified purpose(s) is/are meaningful, manageable, and focused on improving student outcomes. ● Purposes are clearly aligned to the proposed mission. 		
Initial Application Review		
Strengths		Page
Reviewer #1	<ul style="list-style-type: none"> ● The school plans on providing multiple movement breaks for students throughout the day, which will be critical for both best practice and the extended day plan 	<ul style="list-style-type: none"> ● 18
Reviewer #2	<ul style="list-style-type: none"> ● The applicant details three specific ways that the charter school intends to achieve the legislative purposes within the school’s operation. The plan includes details for creating new professional opportunities to support teachers that includes, education driven by specific curriculums, allowing their abilities to create innovative instructional programs, implementing practical ideas and best practices and participation in leadership roles. The plan to provide parents expanded choices in the educational opportunities for their children is expected to improve the learning environment and meet the needs in a positive environment. The scope of meeting the needs of the targeted population is presented through multiple opportunities that prioritize rigorous instruction, built in remediation, service-based learning, daily break time, and assessing progress, which are expected to ensure students meet their academic potential. ● The charter school purposes clearly align to the proposed mission to provide multiple resources and efforts to elevate the academics of the targeted population of students. The applicant states that based on progress, the academic goals will be measured and updated at regular intervals. 	<ul style="list-style-type: none"> ●
Reviewer #3	<ul style="list-style-type: none"> ● Articulates 3 of the 6 legislative purposes (create new professional opps. for teachers; provide parents expanded choices; improve student learning) ● PEAK Resource Library created by Henderson Collegiate ● Strong coaching role for Principal ● 2.5 hour literacy block ● Differentiated remediation/acceleration ● 60 minutes daily outside time plus PE every other day ● Proposed mission aligns with purpose 	<ul style="list-style-type: none"> ● 17-18

Section 1 Mission, Purposes, and Goals

Concerns/Questions		Page
Reviewer #1	<ul style="list-style-type: none">• The demands on the Head of School do not seem to be realistic (i.e. weekly feedback to every staff members, multiple calls to families, etc.) given the multiple demands and hats that position will be responsible for.	<ul style="list-style-type: none">• 17
Reviewer #2	<ul style="list-style-type: none">•	<ul style="list-style-type: none">•
Reviewer #3	<ul style="list-style-type: none">• No concerns	<ul style="list-style-type: none">•

Section 1 Mission, Purposes, and Goals

Section 1.3 Goals for the Proposed Charter School		
Characteristics of a strong response: <ul style="list-style-type: none"> ● Performance goals (academic or other) are clear, specific, measurable, attainable, time-specific, and focused on improving student outcomes. ● Clear and compelling process for setting, monitoring, and/or revising goals at least annually. ● Goals are clearly aligned to the mission and purposes. 		
Initial Application Review		
Strengths		Page
Reviewer #1	<ul style="list-style-type: none"> ● Operation and Governance goals are strong and achievable 	<ul style="list-style-type: none"> ● 19-20
Reviewer #2	<ul style="list-style-type: none"> ● The applicant outlines goals focus on four specific areas that include the scope and sequences of instruction delivery, diagnostic and benchmark assessments, tracking tools, unit plans, lesson plans, and aligned student practices. The expectations that are clearly specified for the performance goal results can meet or exceed the academic growth outcomes of the students. The goals are ambitious, however, the expected performance results and be determined successful through daily observations, monthly progress reports, and annual reviews. 	<ul style="list-style-type: none"> ●
Reviewer #3	<ul style="list-style-type: none"> ● SMART goals for operations ● Scope & Sequence; formative feedback loops built in ● ADA of 90% 	<ul style="list-style-type: none"> ● 19
Concerns/Questions		Page
Reviewer #1	<ul style="list-style-type: none"> ● NWEA does not accurately assess student performance at the younger ages; may need different assessment tool ● If the goal is to have 65% of students to be proficient, they will not also reach a “B” level on the SRC ● No students receiving a “1” on EOG is not realistic 	<ul style="list-style-type: none"> ● 19
Reviewer #2	<ul style="list-style-type: none"> ● 	<ul style="list-style-type: none"> ●
Reviewer #3	<ul style="list-style-type: none"> ● Goals are ambitious but may not be realistic at outset of school (there will likely be some 1 and 2 EOG scores) 	<ul style="list-style-type: none"> ●

Section 1 Mission, Purposes, and Goals Summary

Each part of your summary comments should, in a few sentences, provide a clear understanding of your overall evaluation of the proposal as well as the most significant strengths and/or Concerns/Questions. The summary comments for each section should support your rating for the section and should not be simply cut and pasted from your subsection analysis.

Evaluation Summary for Entire Mission, Purposes, and Goals Section
Initial Application Review
<p>Reviewer #1 Strengths/Concerns/Comments Summary Overall, there is a lot of good research to support the need for a school to address the specific population that PEAK is targetting, however, the application & this section specifically, seems to have a lot of “overreaches” in expectations. I believe that there can still be success, but with some moderation of what can be expected of teachers, Head of Schools and student performance.</p>
<p>Reviewer #2 Strengths/Concerns/Comments Summary The opportunities that will be offered by the charter school to the targeted population can close the achievement gaps, provide teachers who understand the students, encourage parent’s involvement and provide a positive school culture environment.</p>
<p>Reviewer #3 Strengths/Concerns/Comments Summary Ambitious goals; successful charter school goals (mastery learning, inquiry based, culturally relevant instruction, character development, parent partners); extended day will work well for targeted demographic. No concerns overall</p>

Section 2 Education Plan

Section 2.1 Instructional Program		
<p>Characteristics of a strong response:</p> <ul style="list-style-type: none"> ● A clear and comprehensive explanation of the school’s academic focus that is aligned with the school’s mission and vision. ● A clear and coherent description of the instructional program and instructional methods are provided. ● The proposed assessment strategies align with the proposed instructional program. ● Includes documented evidence that the proposed approach will lead to improved student performance for the school’s target student population. ● Instructional design offers clear and specific details that describe the basic learning environment, class size, and structure. ● Curriculum framework and sample course scope and sequence are clearly presented and specific to the school’s purpose, aligned with the school’s mission, concentrated to support the target student population, and compatible with the North Carolina Accountability Model. ● School calendar and student schedules meet NC requirements of 185 school days or 1025 hours or instruction. ● Calendar and schedule support implementation of the academic plan and align with stated mission and vision. ● Description of a typical day for teachers and students align with key priorities of the academic plan and the overall mission and vision of the school. 		
Initial Application Review		
Strengths		Page
Reviewer #1	<ul style="list-style-type: none"> ● Clear, consistent accountability model ● Complete and research based literacy and writing program ● Good partnership plan (Youth Transformed for Life; YMCA) 	<ul style="list-style-type: none"> ● 21-22 ● 27
Reviewer #2	<ul style="list-style-type: none"> ● The charter school schedule presents flexibility that includes an extended day which is intended to allow for small group remediation, individualized instruction or acceleration learning that reflects the student’s needs. The instructional program and instructional methods are clearly defined with a variety of strategies for teacher-directed content delivery; use of packaged curriculums as pacing guides; use of teacher created materials; culturally-relevant instruction hands-on problem applications; and integration of technology. This structured academic program design can contribute to the success in closing achievement gaps with the targeted population. ● The applicant includes multiple teaching and assessment tools that are used in all subject areas which will be continuous and ongoing. The formative assessments are focused around weekly benchmarks, tracking for 	<ul style="list-style-type: none"> ●

Section 2 Education Plan

	<p>meeting individual goals, and monitoring progress to determine students in need of remediation and additional support. The curriculum and instructional design is extensively detailed and describes the basic learning environment, instruction that aligns with the NC Standard Course of Study, enrichment electives and the incorporated AVID elective that can be applied across all subject. There is a vast amount of instructional time that incorporates the End of Grade assessments to ensure that students are mastering grade-level subject content.</p> <ul style="list-style-type: none"> • The charter school calendar aligns with the district schools and the schedule has extended time for additional instructional programs. The schedule allows more hours mandated of instructional time and includes allotted professional days, scheduled conferences and early dismissal days. The typical teacher and student day is outlined in detail and reflects a highly structured and organized schedule that includes rigorous instructional time which is expected to improve the academic growth and outcome for their students. 	
Reviewer #3	<ul style="list-style-type: none"> • Partnerships are strategic and solid; • Research based, standards-aligned, research-based literacy and math programs; • Awareness that the demographic they propose to serve will arrive with a literacy skills gap- focused on balanced literacy block (phonics, phonemics, vocab, comprehension & fluency); Lee & Low’s multicultural leveled library; • Paideia seminars; • Eureka Math (hands-on, differentiated, scaffolded) (What Works Clearinghouse?) does this work with a demographic that is similar to those you are proposing to serve <p>Specials of art, music, dance, theatre 80 minutes of planning</p>	<ul style="list-style-type: none"> • 13,16, 17 • 28
Concerns/Questions		Page
Reviewer #1	<ul style="list-style-type: none"> • The student promotion plan talks about portfolios and data tracking systems, but seems to be unclear about the actual standard needed to promote • Will there be enough teaching staff to cover the number of electives that they planning on (creative art, theatre, dance, and music)? 	<ul style="list-style-type: none"> • 26 • 28
Reviewer #2	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •
Reviewer #3	<ul style="list-style-type: none"> • Staffing for specials 	<ul style="list-style-type: none"> •

Section 2 Education Plan

Section 2.2 Special Populations and “At-Risk” Students		
<p>Characteristics of a strong response:</p> <ul style="list-style-type: none"> ● An identified founding board member or school administrator with experience working with special populations. ● A clear process for identifying “at-risk” students, English Learner students, and intellectually gifted students. ● A realistic plan for hiring licensed and highly qualified personnel including service providers, nursing, and educational assistants. ● Articulated plan for how the school will utilize and evaluate data to inform instruction and evaluate academic progress for “at-risk” students, English learners, and intellectually gifted students. ● A sound, compelling plan is evident to enhance the academic opportunities to meet the needs of “at-risk” students, EL students, and intellectually gifted students. 		
Initial Application Review		
Strengths		Page
Reviewer #1	<ul style="list-style-type: none"> ● Strong MTSS intervention/referral plan ● Articulated a plan to effectively implement differentiated instruction which will provide similar instructional opportunities as all students. 	<ul style="list-style-type: none"> ● 29-31 ● 31-32
Reviewer #2	<ul style="list-style-type: none"> ● There are board members identified who have extensive experience working with special needs and at-risk students. The board member’s experience working with the special population of students is impressive and significant in getting the expected outcome results from the targeted population. ● The described plan for identifying at-risk students follows the 3-Tier support steps that will address different strengths, weaknesses and areas of need. The steps includes working with an intervention team, consisting of teachers, parents and school support staff who will monitor weekly progress, address any behavioral concerns and make referrals for SE testing, if intensive interventions are not successful. ● The details are outlined for identifying ESL students through guidelines set by the NCBOE, the HLS which is completed before the school year begins and the use of the ELP21 screening assessment. The use of these tools can determine the degree to which ELL services are needed by the students, what instructional strategies and modified assignments are needed and to determine what in-class supports are offered. ● The applicant contends that all teachers will be charged with accelerating learning within the classroom and to 	<ul style="list-style-type: none"> ●

Section 2 Education Plan

	provide a challenging, inquiry based learning environment. The charter school will attempt to hire teaching candidates with gifted teaching certification to address the needs of gifted students, since there will be classroom inclusion of all students. The applicant presents plans to regularly assess the targeted students for academic strengths and weaknesses and to evaluate their academic progress to determine the needs for more challenging and intellectual instruction.	
Reviewer #3	<ul style="list-style-type: none"> ● MTSS understood and robust plan; progress monitor every 6 weeks; use of diagnostic data; progress monitoring; Tier II and Tier III support interventions clear; individuals who are responsible clear; timeline/frequency clear 	●
Reviewer #4	<ul style="list-style-type: none"> ● School has an understanding of the MTSS process and a plan in place that outlines the different tier levels ● School has at least 3 board members with experience working with special populations primarily in a teaching role. 	● 29-30
Reviewer #5	<ul style="list-style-type: none"> ● If the parent does not speak English, PEAK Academy will ensure all written communication sent home is translated and that a bilingual staff member or volunteer is always present during parent/teacher conferences to create an inclusive environment for that family. (This is a good start in meeting the federal Title VI 1964 Civil Rights Act requirements) 	● 31
Concerns/Questions		Page
Reviewer #1	●	●
Reviewer #2	<ul style="list-style-type: none"> ● The plan to not focused on ELL students outside the regular classroom environment is a concern and may not result in effectively identifying and addressing their difficulties. It is often quite difficult to monitor and measure the ELL student’s progress in an inclusive environment if the teacher has limited familiarity with their language and the student has none or limited familiarity with English language. 	●
Reviewer #3	<ul style="list-style-type: none"> ● Are there plans for an EL coordinator/EL teacher to be hired? What about twice exceptional/twice-identified students ● WIDA, not ELPA 	●
Reviewer #4	●	●
Reviewer #5	<ul style="list-style-type: none"> ● The HLS must be completed during enrollment ● Review of the HLS leads to a final determination of whether or not the student has a primary language other 	● 31

Section 2 Education Plan

	<p>than or in addition to English</p> <ul style="list-style-type: none">● NC is a WIDA state and not an ELPA21 state, so all screening and annual assessments must use WIDA.● See: https://sites.google.com/dpi.nc.gov/ncels/el-data/el-identification● If a final determination has been made for another primary language other than English, then:<ul style="list-style-type: none">○ Either:<ul style="list-style-type: none">▪ 1) the school must determine if the student is an NC transfer or coming from another WIDA state<ul style="list-style-type: none">● if NC transfer, then transfer the test and EL data via PowerSchool● If from another WIDA state, obtain prior test results and enter data in PowerSchool▪ 2) If the student is not a NC transfer or from another WIDA state, then the school must use of either the WAPT or WIDA Screener. Those scores must be entered into PowerSchool● The degree of EL services are determined by completing the mandatory Language Instruction Educational Program (LIEP) document that is a part of the Consolidated Grants platform, the CCIP. If the Charter doesn't have a Title III grant in the CCIP, then they must still complete the LIEP as part of Charter compliance. The LIEP is required as part of the Charter Performance Framework. See A5 -EL component.● See:https://sites.google.com/dpi.nc.● Monitoring the student's progress in English acquisition must be based on the NC English Language Development Standards or WIDA Standards and not the ELPA21 standards as NC is not an ELPA21 state.● The teachers' skills and competency needs to be able to	
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Section 2 Education Plan

	<p>meet the EL student's needs are not addressed here. If pull out is not to be used by an EL teacher, then a thorough PD plan should be in place to build the capacity and necessary skills of the staff to meet the EL student's needs.</p> <ul style="list-style-type: none">● As you have no dedicated staff for ELs at this time, consider adding an all-staff PD targeted to English Learners e.x. Sheltered Instruction such as SIOP.● Students will take the WIDA ACCESS for ELs annually, not the ELP21 Summative Assessment biannually.● Students will only be exited from EL identification when the student meets the NC exit criteria set in SBOE policy TEST-011.● The plan doesn't fiscally address parental/family interpreting needs nor the translation of any document, that goes out to English speaking families, to non-English speaking families.	
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Section 2 Education Plan

Section 2.3 Exceptional Children		
Characteristics of a strong response: <ul style="list-style-type: none"> ● A clear process for identifying students with disabilities. ● A viable plan to provide students with special needs with instructional programs, practices, and strategies that ensure access to the general education program and academic success. ● Requirements and processes for monitoring services to students in need and plans to exit students that attain sufficient progress. ● An understanding of, and capacity to fulfill, State and federal obligations and requirements pertaining to students with disabilities. ● A realistic plan for hiring licensed and highly qualified personnel including service providers, nursing, and educational assistants. ● Evidence of adequate resources and staff to meet the needs of all students, including professional development for teachers. ● Articulated plan for how the school will utilize and evaluate data to inform instruction and evaluate academic progress for students with disabilities. 		
Initial Application Review		
Strengths		Page
Reviewer #1	●	●
Reviewer #2	<ul style="list-style-type: none"> ● The applicant presents a viable plan to address the special needs of students with disabilities that includes collaborative efforts between teachers, supportive staff and parents. There are extensive plans for working with the classroom teacher and the EC teacher to ensure that materials the EC student use are appropriate and on the correct academic levels. The documented evidence that is gathered from goal setting, progress monitoring and services provided, is expected to provide the IEP team with what is needed for appropriate modifications. The applicant will also allocate additional funding, to solicit outside service providers to ensure the appropriate services are available for the student. 	●
Reviewer #3	<ul style="list-style-type: none"> ● Progress monitoring; collaboration between EC and classroom teacher; outside service providers 	●
Reviewer #4	<ul style="list-style-type: none"> ● The applicant has a plan in place to provide related services to meet IEPs through contracting. ● The inclusion model they plan to implement is described in detail. 	● 33-36
Concerns/Questions		Page
Reviewer #1	<ul style="list-style-type: none"> ● Based on the at-risk nature of the desired student population, there is a high likelihood that many will need related service provider interventions; the budgeted amount of \$10,000 is insufficient ● Stated that related services will be found through Asheville City school connections; has this been established/agreed upon already since it is unlikely they will cooperate? 	<ul style="list-style-type: none"> ● 34 ● 35
Reviewer #2	<ul style="list-style-type: none"> ● It is questionable how a teacher is able to comply with 	●

Section 2 Education Plan

	<p>the requirements of inclusion of students with disabilities and can meet the challenges at appropriate levels.</p>	
<p>Reviewer #3</p>	<ul style="list-style-type: none"> ● \$10k for contracted services if very low; likelihood that you will need to contract with 3party private vendors to provide OT, PT, SLP ● How will the school comply with the Child Find mandate, specifically, how will this be communicated to stakeholders ● Not all students will have the LRE in an inclusion setting. Can you speak to whether you have the staffing/budget for a 1:1, separate setting/resource/general setting (the continuum of alternative placements)thought through? ● IDEA does not use the word inclusion, but requires that students be placed in the Least Restrictive Environment; thoughts on how the staffing/budget and space needed for a resource and separate setting room? LRE does not mean that all EC students should be in the general classroom, it means that to the extent possible, they should be educated with their non-disabled peers using supplementary aids and services. 	<ul style="list-style-type: none"> ●
<p>Reviewer #4</p>	<ul style="list-style-type: none"> ● How do you plan to offer the full continuum of Regular setting, resource setting, separate setting, self contained, and homebound? ● What is going to be your process to provide comparable services of student's unique needs IEP? For example: If a student comes in with a homebound setting in their IEP what is your process to determine, provide and review comparable services? Or, if the student comes in and requires a self contained setting? ● Will the inclusion teacher basically act as an assistant or will co-teaching be a part of the duties? 	<ul style="list-style-type: none"> ●

Section 2 Education Plan

Section 2.4 Student Performance Standards		
<p>Characteristics of a strong response:</p> <ul style="list-style-type: none"> ● Academic achievement goals are rigorous, measurable, and realistic and set high standards and expectations for student learning. ● Academic goals contribute to the stated mission and vision of the school. ● Clear and compelling process for setting, monitoring, and/or revising academic achievement goals. ● Assessment selection will provide sufficiently rich data for evaluation of the academic program and align with state standards. ● Assessment plan details the collection and analysis of individual students, student cohorts, and school level performance throughout the school year, at the end of the academic year, and for the term of the charter. ● A process for using data to support instruction is clearly articulated, with detailed plans to provide adequate training for teachers and school leaders. ● Evidence of clear, rigorous promotion/retention and exit policies and standards. ● Student attendance goals are realistic and plans to ensure high rates of student attendance and address chronic absenteeism are clearly outlined. 		
Initial Application Review		
Strengths		Page
Reviewer #1	<ul style="list-style-type: none"> ● Culminating project to complete a Cultural Area of Focus seems to be a good plan that is in-line with the mission. 	<ul style="list-style-type: none"> ● 38
Reviewer #2	<ul style="list-style-type: none"> ● The academic achievement goals are measurable and align with rigorous instructional tools that are used for curriculum delivery, for measuring academic achievement and to assess meeting or exceeding academic growth. The applicant presents realistic benchmarks for the highest possible performance standards that are determined by multiple evaluative tools relating to all subject content and the NC EOG assessment. ● The detailed assessment plan will utilize multiple tools on an ongoing basis, such as exist tickets, spot checks, and rubric, which are used to determine gaps in student knowledge and skills. The plan also allows for teachers to assess students on an ongoing basis, input the results in a tracking system and allows for targeting reteaching, remediation and support to better serve the students. ● The applicant includes a clearly defined plan to ensure student readiness to transition from grade to grade upon program completion. The plan contends that the student must demonstrate mastery of a subject matter, successfully complete the assessments and be able to practice the skills in different ways. The student's 	<ul style="list-style-type: none"> ●

Section 2 Education Plan

	portfolio of assessments, work samples, observations and the use of a school-wide data system, can further provide evidence that the student has mastered the subject contents and their growth.	
Reviewer #3	<ul style="list-style-type: none"> ● Ambitious goals; AP courses; formative assessments that will drive instruction; exit tickets; benchmark assessments aligned to CC and NCSCOS&ES and aligned to EOG question stems; ● Promotion standards clearly articulated; ● Awareness of EL, EC and RtA vis a vis promotion protocols; ● Cultural Area of Focus as a culminating presentation 	<ul style="list-style-type: none"> ● 36-38
Concerns/Questions		Page
Reviewer #1	<ul style="list-style-type: none"> ● There is a plan to utilize MAP's to monitor student progress, but 4x's a year again seems excessive unless there is a developed plan for exactly how the data will be utilized by teachers as you will not see enough growth to warrant the loss of instruction. 	<ul style="list-style-type: none"> ● 37
Reviewer #2	<ul style="list-style-type: none"> ● The plan lacks strategies and processes to ensure high rates of student attendance and to address chronic absenteeism. 	<ul style="list-style-type: none"> ●
Reviewer #3	<ul style="list-style-type: none"> ● Ambitious goals..are they attainable (85% in K-2 will grow 1.5 grade levels); no students will receive a 1; never receive below a B ● What is the plan for attendance/absenteeism 	<ul style="list-style-type: none"> ●

Section 2 Education Plan

Section 2.5 School Culture and Discipline		
<p>Characteristics of a strong response:</p> <ul style="list-style-type: none"> ● A clear vision for school culture or ethos that will promote a positive academic environment and will reflect high levels of academic expectation and support. ● Coherent plan for creating and sustaining the intended culture for students, teachers, administrators, and parents from the school’s inception, and for integrating new students and families as they arrive. ● Plan for how school culture will embrace students with special needs. ● Student discipline plan that provides for effective strategies to support a safe, orderly school climate and strong school culture while respecting student rights. ● Evidence of a legally sound school discipline plan that outlines discipline procedures, suspension and expulsion procedures, and appeals processes. ● Thoughtful consideration of how the discipline policies protect the rights of students with disabilities. 		
Initial Application Review		
Strengths	Page	
Reviewer #1	<ul style="list-style-type: none"> ● Strong school culture and disciplinary plan (i.e. Discipline with Love and Logic, student mentor for new students to learn culture, etc.) 	<ul style="list-style-type: none"> ● 39-40
Reviewer #2	<ul style="list-style-type: none"> ● The applicant details multiple tools for classroom management and to be used in reducing problem behavior and emotional difficulties. The teachers will participate in several behavioral training sessions that focuses on strategies in creating a safe and supportive climate for each child. The training is directed to using problem behavior as a learning tool to build character, create an orderly school climate, a strong school climate and not solely of punishment and rewards. Each teacher is expected to create a management plan in the beginning of the school year, which will comply with the school wide discipline policy, and use it during private conferences, morning meetings, orientation meetings or during discussions of the IBP. ● The discipline plan outlines stringent procedures for a suspension or expulsion that follows the NC Statue. The applicant uses multiple steps to resolve misconduct and unfavorable behavior with all students and the student with disabilities. The plan demonstrates thoughtful consideration of how discipline procedures are handled to protect the rights of students with disabilities. The applicant states that disciplinary actions will be determined by the Intervention Team and parents, based on certain infractions and the procedures followed can produce the same consequences as all students. 	<ul style="list-style-type: none"> ●
Reviewer #3	<ul style="list-style-type: none"> ● Love & Logic is research-based; 	<ul style="list-style-type: none"> ● 39

Section 2 Education Plan

	<ul style="list-style-type: none"> ● Trauma informed approach (UCSF HEARTS) recognizes target demographic and students’ needs and backgrounds; ● Clear expectations, structure, smooth transitions, efficient procedures and systems will be implemented to minimize behavior issues; ● School cultural expectations will be visible throughout the school; ● Acculturation plan includes student mentor, orientation meeting and time for students to adapt to expectations; ● Clearly aware of behavior management/discipline of students with IEPs, discussion of MD/FBA and BIP; clear, logical, and progressive consequences; ● Clearly aware of NC law on student discipline. 	
Concerns/Questions		Page
Reviewer #1	●	●
Reviewer #2	<ul style="list-style-type: none"> ● It is questionable if teachers will actually be able to incorporate the multiple steps with students who display behavioral problems in the classroom. 	●
Reviewer #3	<ul style="list-style-type: none"> ● Assume your policy/procedures will also address EC students who are suspended for more than 10 days in a school year and how they will continue to receive services if they are in an interim alternative educational setting. 	●

Section 2 Education Plan Summary

Each part of your summary comments should, in a few sentences, provide a clear understanding of your overall evaluation of the proposal as well as the most significant strengths and/or Concerns/Questions. The summary comments for each section should support your rating for the section and should not be simply cut and pasted from your subsection analysis.

Evaluation Summary for Entire Education Plan
Initial Application Review
<p>Reviewer #1 Strengths/Concerns/Comments Summary</p> <p>Again, there are some very strong parts of the application as they revolved around best practice instruction and culture building, however, those ideas will need the appropriate support either through funding (i.e. support service providers or necessary teachers to carry out the plan)</p>
<p>Reviewer #2 Strengths/Concerns/Comments Summary</p> <p>The applicant outlines in details a comprehensive academic program that will focus on providing a school that offers rigorous instruction this is demonstrated by the specific academic curriculums, high academic expectations driven by individualized goals for student achievement and the opportunities to close the achievement between the targeted population and their cohorts.</p>
<p>Reviewer #3 Strengths/Concerns/Comments Summary</p> <p>Very well thought through curriculum, instruction, and assessment plan for the targeted demographic, including culturally relevant pedagogy, trauma informed classrooms, Love & Logic, strong alignment with curriculum and the NCSCOS & ES, frequent formative assessment to drive instruction, ambitious goals and character building & structure. Only question is the EC population and the need to budget/staff for and be aware of all possible contingencies as you will serve all students and may attract a high population of exceptional and at-risk children. 10K for contracted services is very far below the mark. Adjust budget accordingly</p>

Section 3 Governance and Capacity

Section 3.1 School Governing Body/Section 3.2 Governance		
<p>Characteristics of a strong response:</p> <ul style="list-style-type: none"> ● Evidence the proposed board members will contribute the wide range of knowledge, skills, and commitment needed to oversee a successful charter school, including but not limited to educational, financial, legal, and community experience and expertise. ● Strong understanding of the roles and responsibilities of a governing board, including structure, size, powers, duties, and expertise that aligns with the school’s mission and vision. ● Proposed structure is likely to ensure effective governance and meaningful oversight of school performance, operations, and finances. ● Clear, appropriate plans for the board to evaluate the success of the school and school leader. ● Documentation of a clear structure of the governing board is outlined in an organization chart. ● Section includes description of selection and removal procedures, term limits, meeting schedules, and powers and duties of board members, including a conflict of interest policy. ● Plans for meaningful board training. ● Clear, compelling plans to ensure parents have access to the governing board, including a grievance policy that is fair, transparent, and a plan for communicating the process. ● Sound plan and timeline for board recruitment, expansion, and orientation of new members. 		
Initial Application Review		
	Strengths	Page
Reviewer #1	<ul style="list-style-type: none"> ● The board has some strong backgrounds and are connected to agencies/organizations that will greatly assist PEAK to be success with planning. One example is the ability to advertise for the founding Head of School through multiple agencies (Teach for America, New Leaders, KIPP, etc.) ● New Board members will be purposely recruited to fill the needs of the school & the strategic plan ● There is a clear plan for Board governance training and for retreat work. ● There is sound plan to have all stakeholders have “voice” in the school (i.e. School Advisory Council) 	<ul style="list-style-type: none"> ● 45 ● 49 ● 50 ● 52
Reviewer #2	<ul style="list-style-type: none"> ● The founding board members are committed community members and are stated to be passionate about education equality. The board members bring a multitude of high level skills and expertise, which can be a contributing factor to the charter school success. ● New board member requirements will directly align with the school’s strategic plan and their expertise will be considered as a factor in the selection. There is an entire process for selecting board member outlined in the plan and priority focus is the perspectives and skills the board needs and their common belief that all children can achieve at a high level. 	<ul style="list-style-type: none"> ●
Reviewer #3	<ul style="list-style-type: none"> ● Founding BOD includes 3 licensed teachers, one admin, one general contractor (facility) license, counselor, YWCA, loss mitigation experience. 	<ul style="list-style-type: none"> ● 44

Section 3 Governance and Capacity

	<ul style="list-style-type: none"> ● Great plan for hiring and evaluating school leader (QSL) and New Leader’s Principal Evaluation Rubric; would suggest going for a licensed principal ● 7-11 is a robust size for BOD; ● Awareness that they will need to recruit: legal, finance, PR, fundraising, facility/real estate for a well balanced BOD; ● Succession plan is strategic ● Outcomes Based BOD meeting calendar (Appendix O); ● Partnership with Acadia Northstar and Lisa Gordon-Stella outlines professional learning for BOD; ● Plan for succession and transition of founding BOD to sustaining BOD ● School Advisory Council & Parent Association 	
Concerns/Questions		Page
Reviewer #1	<ul style="list-style-type: none"> ● The amount of time that families have to submit a grievance (15 days) seems too long, especially in comparison with how quickly the Board governance committee will have to get back to the family 	<ul style="list-style-type: none"> ● 53
Reviewer #2	<ul style="list-style-type: none"> ● 	<ul style="list-style-type: none"> ●
Reviewer #3	<ul style="list-style-type: none"> ● 10 days to submit a grievance may be advisable ● 	<ul style="list-style-type: none"> ●

Section 3 Governance and Capacity

Section 3.4 Staffing Plans, Hiring, and Management		
Characteristics of a strong response: <ul style="list-style-type: none"> ● Compensation packages, system, and strategy that are likely to attract and retain strong staff. ● Recruitment and hiring strategy, criteria, timeline, and procedures that are likely to result in a strong staff that are likely to result in a strong staff and are well suited to the school. ● Effective planning for unsatisfactory leadership/teacher performance and turnover. 		
Initial Application Review		
Strengths		Page
Reviewer #1	●	●
Reviewer #2	<ul style="list-style-type: none"> ● The applicant presents thoroughly defines processes and procedures for recruiting and hiring qualified teachers who meet all teaching licensure requirements, scheduling professional development opportunities for continued improvement, and staff evaluations based on student achievement and teacher input. The recruitment and hiring of staff is the responsibility of the school director and the plan outlines the expectations, qualifications, experiences and teacher responsibilities that are required in order to be hired by the charter school. The compensation package aligns with the local district that includes a health insurance package and retirement saving plan and the salary range is slightly higher and the school will budget for salary increases throughout the years. ● The plan provides procedures for handling grievance and or terminations which are handled by the school director within a reasonable time period. 	●
Reviewer #3	<ul style="list-style-type: none"> ● Very lean and thoughtful staffing for Y1; may need an additional EC teacher Y1, just plan for contingency ● Hiring package (health, retirements savings and salary) 	● 54
Concerns/Questions		Page
Reviewer #1	<ul style="list-style-type: none"> ● While high expectations for the Head of School is to be expected, the statement that they are solely responsible (“no excuses”)for student achievement is discounting the necessity to have all stakeholders to have some ownership ● Board members should not feel that it is appropriate to conduct annual walkthroughs; this is operational and not a sign of a healthy balance or trust. ● The planned increases of salary are not at cost of living (less than 1% for Head of School) and will result in leadership transition 	<ul style="list-style-type: none"> ● 56 ● 57 ● 58
Reviewer #2	<ul style="list-style-type: none"> ● The applicant states that no fewer than 50% of teachers employed will be certified with the state of NC, which is 	●

Section 3 Governance and Capacity

	<p>a concern, and there are no plans discussed for the 50% to participate in the teacher licensure program.</p> <ul style="list-style-type: none">• The plan did not clearly define an effective plan for handling unsatisfactory leadership situations or teacher performance and turnover.	
Reviewer #3	<ul style="list-style-type: none">• Walk throughs (operational/formative feedback or evaluative) are not appropriate for BOD members, 'visits' to the school and classrooms, on the other hand, as long as announced prior and non-evaluative, would be appropriate• Salaries are on lower side of scale; robust salary will attract and maintain quality leadership and teachers• What is the plan for teachers who are unlicensed to move them towards licensure• BTSP ?	<ul style="list-style-type: none">• 54-58

Section 3 Governance and Capacity

Section 3.5 Staff Evaluations and Professional Development		
<p>Characteristics of a strong response:</p> <ul style="list-style-type: none"> ● Professional development standards, opportunities, and calendar/scheduling effectively support the education program and are likely to maximize success in improving student achievement. ● Thoughtful plan for professional development in the areas of special education and EL students, including the implementation of IEPs, discipline of students with disabilities, and communication with EL families. ● Detailed evidence that all school staff will receive ongoing focused professional development to effectively implement the school’s mission, instructional methodologies, and education program are included. ● Details in this section align with proposed budget. ● Plan for supporting, developing, and annually evaluating school leadership and teachers that is likely to produce and retain a successful staff. 		
Initial Application Review		
	Strengths	Page
Reviewer #1	<ul style="list-style-type: none"> ● The majority of professional development opportunities for staff are planned to be individual which allows for staff choice and best use of their time. 	<ul style="list-style-type: none"> ● 63
Reviewer #2	<ul style="list-style-type: none"> ● The applicant states that the professional development for teachers will be based on weaknesses in student outcomes and identified needs, developing practical ideas to be demonstrated successfully in the classroom and best practices that can immediately be implemented. The teachers will be offered opportunities to take on leadership roles in the school; give workshops on teaching methods; help shape the curriculum, policies and program implementation; and participate in off-site professional days. The teacher observations and critical feedback will help shape successful content delivery and classroom management. The thoroughly developed professional development plan will likely maximize success in improving student achievement, produce competent teachers and retain a successful staff. ● There is a budget line-item amount request for staff development. 	<ul style="list-style-type: none"> ●
Reviewer #3	<ul style="list-style-type: none"> ● Professional development has been well thought through and will be based on specific/identified ● Budget line item for PD supports this goal and intent 	<ul style="list-style-type: none"> ●
	Concerns/Questions	Page
Reviewer #1	<ul style="list-style-type: none"> ● The Year 0 planning and Head of School duties during that time seem to be highly dependant on the Board identifying and being awarded grant monies; what is the 	<ul style="list-style-type: none"> ● 64

Section 3 Governance and Capacity

	back up plan if the board is not successful?	
Reviewer #2	•	•
Reviewer #3	•	•

Section 3 Governance and Capacity

Section 3.6 Enrollment and Marketing		
Characteristics of a strong response: <ul style="list-style-type: none"> • Articulated student recruitment and marketing plan, timeline, and enrollment policy that will provide equal access to all interested students and families, including those in poverty, academically low-achieving students, students with disabilities, and English Language Learners. • Details in the section align with proposed budget. 		
Initial Application Review		
Strengths		Page
Reviewer #1	<ul style="list-style-type: none"> • The marketing and recruitment plan seems like a strong plan and in-line with the targeted population the school is trying to serve. 	<ul style="list-style-type: none"> • 66-68
Reviewer #2	<ul style="list-style-type: none"> • The marketing strategies for the charter school consisted of the board members attending two Black Town hall meetings in order to target a certain demographic population in the district. The applicant focuses on providing information to the community members regarding the new school, meeting with the housing authority executives, partnering with community members and circulating parent surveys to express interest in the charter school. The applicant utilized several methods to inform the community about the school and the variety of sources to distribute the information can ensure that all students and families are made aware of the opportunities available. The recruiting and outreach will be a continuous process to identify neighborhoods and encourage enrollment of students and families interested in an alternative for school choice. • There is a budget line-item that aligns with the enrollment processes to make all marketing materials, social media pages, email blasts and media outlets available throughout the targeted community. 	<ul style="list-style-type: none"> •
Reviewer #3	<ul style="list-style-type: none"> • Budget supports marketing plan which is well thought through and designed to meet enrollment goals 	<ul style="list-style-type: none"> •
Concerns/Questions		Page
Reviewer #1	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •
Reviewer #2	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •
Reviewer #3	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •

Section 3 Governance and Capacity

Section 3.7 Parent and Community Involvement		
Characteristics of a strong response: <ul style="list-style-type: none"> ● Compelling outreach plan that includes community, family, and student involvement, and that is realistic and likely to foster student retention and community support. ● Description of existing community resources and partnerships already formed that will benefit students and parents and that include a description of the nature, purposes, terms, and scope of services of any such partnerships; and evidence of commitment from identified community partners including documentation of pledged support, if available. 		
Initial Application Review		
	Strengths	Page
Reviewer #1	●	●
Reviewer #2	<ul style="list-style-type: none"> ● The strong presence of the school’s website is intended to be the main source for informing the community, families and students about charter school. The applicant describes other methods of outreach that includes partnerships with local community organizations to schedule presentations and public meetings for spreading the news about the school opening. The detailed outreach plan covers multiple strategies to inform parents and community members on school progress, important dates and a chance to attend upcoming events. ● The applicant describes the relationship with existing organizations that offers resources and partnerships to help reach the targeted population. These partnerships are intended to easily market to families, invite them to information sessions, and direct them to the school website and to help distribute documented brochures. ● The plan includes notable documentation of pledged support from community partnerships that includes other private school administrators, neighborhood organizations, higher education institutions and community leaders. 	●
Reviewer #3	<ul style="list-style-type: none"> ● Website, social media, local partnerships, “personal phone call from the School Director”, Orientation Night and Ribbon Cutting will all serve to keep momentum and excitement going as the school approaches the first day of school. After School begins, goals and expectations for parents as contributing members of school community, two-way communication with classroom teacher, MOnthly Family Nights will support and enable them to reach ambitious goals. 	● 70

Section 3 Governance and Capacity

	<ul style="list-style-type: none"> Plan and support is compelling 	
Concerns/Questions		Page
Reviewer #1	<ul style="list-style-type: none"> Also a pro...the number of personal connections/calls that the school aspires to conduct is good to engage families, but seems excessive for both the Head of School (2 calls) and teachers (3 calls) to conduct in a small amount of time. 	<ul style="list-style-type: none"> 71-72
Reviewer #2	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
Reviewer #3	<ul style="list-style-type: none"> None 	<ul style="list-style-type: none">

Section 3 Governance and Capacity

Section 3.8 Admissions Policy		
Characteristics of a strong response: <ul style="list-style-type: none"> ● Enrollment policy that complies with NC state law, SBE policy, and the Charter Agreement. 		
Initial Application Review		
Strengths		Page
Reviewer #1	<ul style="list-style-type: none"> ● There is a detailed and complete list of lottery/admissions procedures and preferences 	<ul style="list-style-type: none"> ● 73
Reviewer #2	<ul style="list-style-type: none"> ● The application process complies with NC state law, SBE policy and the signed Charter agreement is submitted in the plan. The applicant expects that the approval will be based on successful completion of the planning program requirements. 	<ul style="list-style-type: none"> ●
Reviewer #3	<ul style="list-style-type: none"> ● May save priority enrollment space for children of full-time staff in Y1; may use sibling priority in Y2 	<ul style="list-style-type: none"> ● 74
Concerns/Questions		Page
Reviewer #1	<ul style="list-style-type: none"> ● By enrolling per family on one application, you can keep a family together and enhance family buy-in, but what if you exceed the number of openings per grade depending on the make-up of the family? (i.e. you accept a family with a K, 2, & 3 grade child, but Kindergarten is full?) ● How does the Asheville desegregation order effect potential wait-lists for the lottery? (does state law or the court order trump?) 	<ul style="list-style-type: none"> ● 74 ● 75
Reviewer #2	<ul style="list-style-type: none"> ● 	<ul style="list-style-type: none"> ●
Reviewer #3	<ul style="list-style-type: none"> ● No sibling preference in Y1 ● Enrollment priority must specify “full-time” employee ● Enrollment priority must rank priorities in order the school wishes ● Use language ‘enrollment priority’, not priority admission ● Multiple birth siblings as a lottery procedure ? “ If multiple birth siblings apply for admission and a lottery is needed, one surname shall be entered into the lottery to represent all multiples birth siblings applying at the same time. . . “ G.S. 115C-218-45(g)(2) ● Make sure there is a good faith effort to contact waitlisted families; no negative consequences may flow from failure to submit an intent to return form 	<ul style="list-style-type: none"> ● 75

Section 3.8b Weighted Lottery (If Applicable)

Characteristics of a strong response:

- The applicant outlines a weighted lottery process that does not illegally discriminate against a student on the basis of race, religion, ethnicity, gender, or disability.
- The weighted lottery process is not based on geographic boundaries, such as zip code or current public school zones.
- The weighted lottery or limited lottery process is unique to the school’s unique mission and provides a thorough explanation of why the school is choosing to use the process.
- Applicant provides a thorough description of the processes and procedures it intends to use to implement the lottery.
- Applicant provides underlying research, pedagogical, educational, psychometric and legal, that supports the request and the procedures the applicant is requesting.

Initial Application Review

Strengths		Page
Reviewer #1	<ul style="list-style-type: none"> ● The plan for executing a weighted lottery and the percentage of students that will be affected is clear. 	<ul style="list-style-type: none"> ● 77
Reviewer #2	<ul style="list-style-type: none"> ● The applicant explains in great detail the necessity to utilize a weighted lottery on socio economic status. The charter school will be available to all students, however, the 50% weighted lottery will ensure that targeted students are given equitable opportunity to receive an excellent education. The description of the processes and procedures used to implement the weighted lottery, thoroughly supports the outlined request of the applicant, and can ensure that a large portion of the spots at the school are reserved for the targeted children. 	<ul style="list-style-type: none"> ●
Reviewer #3	<ul style="list-style-type: none"> ● Weighted lottery (115c-218.45(g)(1) aligns with the mission of the school ● ● 	<ul style="list-style-type: none"> ●
Concerns/Questions		Page
Reviewer #1	<ul style="list-style-type: none"> ● 	<ul style="list-style-type: none"> ●
Reviewer #2	<ul style="list-style-type: none"> ● 	<ul style="list-style-type: none"> ●
Reviewer #3	<ul style="list-style-type: none"> ● Use the term ‘Economically Disadvantaged’ consistently ● A school must assess eligibility for a weighted lottery using an optional form which gives consent for the school to verify eligibility. Verification should not take place until a student has been enrolled through selection in the weighted lottery ● Weighted lottery application should be separate from the standard lottery application and clearly marked as optional with language that states the information obtained will not go beyond eligibility and information will not be retained ● If a family is selected for enrollment through a weighted lottery, family must provide supporting documentation of eligibility during the school’s regular enrollment process; if family is unable to do so the applicant should be returned to the general waiting list 	<ul style="list-style-type: none"> ● 75

	<ul style="list-style-type: none">● Conducting the weighted lottery prior to the general lottery? Students who qualify for the weighted lottery are randomly chosen until the target (50%) is filled. Remaining students, who qualified but were not selected, are returned to the general lottery to fill the remaining 50% of seats● No negative consequences may flow from a student/family failing to complete an Intent to Return Form	
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Section 3 Governance and Capacity Summary

Each part of your summary comments should, in a few sentences, provide a clear understanding of your overall evaluation of the proposal as well as the most significant strengths and/or Concerns/Questions. The summary comments for each section should support your rating for the section and should not be simply cut and pasted from your subsection analysis.

Evaluation Summary for Entire Governance and Capacity Plan
Initial Application Review
<p>Reviewer #1 Strengths/Concerns/Comments Summary</p> <p>There seems to be a lot of uncertainty and questions in this section that would need to be explored in greater depth (i.e. what is the plan if the Board is unable to hire the Head of School in Year 0...the back up plan of hiring in July seems like there is a little chance of success for that leader and the school without the necessary planning time) Additionally, there needs to be clarity about the desegregation ruling and how that could effect the lottery, if at all since other charters do not seem to be affected.</p>
<p>Reviewer #2 Strengths/Concerns/Comments Summary</p> <p>The applicant describes in the plan how the board will provide governance and ensure proper oversight, planning and support to the school by working with the school leadership. There is a well designed capacity plan that includes progress reports used to dictate how the board will review enrollment and determine how close the school is to maximum occupancy.</p>
<p>Reviewer #3 Strengths/Concerns/Comments Summary</p> <p>This is a very well developed, thoughtful and realistic plan. Weighted lottery supports mission and targeted demographic. Henderson Collegiate as a strategic partner and supporter is a strength.</p> <p>More research into charter and Asheville City's desegregation order: https://www2.ed.gov/offices/OCR/archives/charterqa/charorder.html</p>

Section 4 Operations

Section 4.1 Transportation Plan		
<p>Characteristics of a strong response:</p> <ul style="list-style-type: none"> ● Clear description of a transportation plan that supports daily transportation, extracurricular activities, field trips, etc. ● A comprehensive oversight plan that identifies school staff responsible for this oversight. ● Description of how the school will arrange transportation for special needs students where necessary ● Demonstrated familiarity with state and federal regulations relating to provision of transportation services to students. 		
Initial Application Review		
Strengths		Page
Reviewer #1	<ul style="list-style-type: none"> ● Strong commitment to trying to provided transportation to those in need 	<ul style="list-style-type: none"> ● 78
Reviewer #2	<ul style="list-style-type: none"> ● The applicant states that they will ensure that free bus transportation is available to all students with several community bus stops within the targeted neighborhoods through a contracted local complete. For students who live more than 10 miles outside the targeted area, the school will coordinate a carpooling program for the families. Parents will be able to complete a transportation survey indicating their needs, which will assist in creating viable bus stops and adjusting transportation zones as needed. The applicant will provide all transportation for any student with an IEP and will meet the required needs of the child. The applicant plans to partner with other nonprofits to provide after school care and arranged transportation for students who participate in sport teams through the county recreational programs. 	<ul style="list-style-type: none"> ●
Reviewer #3	<ul style="list-style-type: none"> ● Contracting with local bus company; concentrating location search strategically to serve communities; transportation as a related service (IEP); surveying and facilitating carpooling 	<ul style="list-style-type: none"> ● 79
Reviewer #4	<ul style="list-style-type: none"> ● It is stated that the school will “The school will comply with all regulations and provide transportation for any student with an IEP that specifically states the child requires transportation in order to access education” 	<ul style="list-style-type: none"> ● 79
Concerns/Questions		Page
Reviewer #1	<ul style="list-style-type: none"> ● How will priority be given to non-SES families interested in transportation? 	<ul style="list-style-type: none"> ● 79
Reviewer #2	<ul style="list-style-type: none"> ● There is no staff identified who is stated to be responsible for the oversight plan that supports a transportation plan. 	<ul style="list-style-type: none"> ●
Reviewer #3	<ul style="list-style-type: none"> ● EC and transportation as a related service needs to be fleshed out 	<ul style="list-style-type: none"> ●
Reviewer #4	<ul style="list-style-type: none"> ● Who will be responsible for ensuring transportation in 	<ul style="list-style-type: none"> ●

Section 4 Operations

	IEPs are enforced or provided?	
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Section 4 Operations

Section 4.2 School Lunch Plan		
Characteristics of a strong response: <ul style="list-style-type: none"> ● A clear description of how the school will offer food service to all students, adhering to all nutritional guidelines. ● A plan to collect free and reduced-price lunch information, including procedures to receive reimbursement. ● Adequate funds allocated for school nutrition, aligned with the target student population. ● A plan to ensure compliance with applicable state and federal regulations. 		
Initial Application Review		
Strengths		Page
Reviewer #1	<ul style="list-style-type: none"> ● Seems like a sound plan to find a good partner to meet this need 	<ul style="list-style-type: none"> ● 80
Reviewer #2	<ul style="list-style-type: none"> ● The applicant describes several methods for identifying students who will participate in the free and reduced price lunch program and they have intentions to service all students to ensure nutritional meals are provided, by hiring a part-time child nutrition coordinator. There is a guaranteed certification process that can be utilized to determine free/reduced lunch program. The applicant is in the process of exploring several options to contract out the food service options based on compliance with the National School Lunch and breakfast program. 	<ul style="list-style-type: none"> ●
Reviewer #3	<ul style="list-style-type: none"> ● Dedicated part-time child nutrition coordinator; third party vendor/contracting for lunches; Community Eligibility Program for ALL students; Rainbow in My Tummy Program 	<ul style="list-style-type: none"> ●
Concerns/Questions		Page
Reviewer #1	<ul style="list-style-type: none"> ● 	<ul style="list-style-type: none"> ●
Reviewer #2	<ul style="list-style-type: none"> ● The applicant provides limited information relative to the food service options which is a necessity for the charter school program. The plan did not provide any alternative options that can be considered for the delivery of meals to the student population. 	<ul style="list-style-type: none"> ●
Reviewer #3	<ul style="list-style-type: none"> ● Needs more detail; specify which companies/vendors you are working with to get meals delivered/prepared 	<ul style="list-style-type: none"> ● 80

Section 4 Operations

Section 4.3 Civil Liability and Insurance		
Characteristics of a strong response: <ul style="list-style-type: none"> ● Plan to secure comprehensive and adequate insurance coverage, including worker's compensation, liability, property, indemnity, directors and officers, automobile, crime, errors and omissions, and any other required coverage. ● Insurance quote provided aligns with budget assumptions. 		
Initial Application Review		
Strengths		Page
Reviewer #1	<ul style="list-style-type: none"> ● A plan to provide adequate insurance coverage is provided 	<ul style="list-style-type: none"> ● 81
Reviewer #2	<ul style="list-style-type: none"> ● The applicant includes a signed guaranteed statement to meet the requirements to develop a written safety plan and policies to be shared with staff, parents and students. The insurance coverage policy is required to be inspected by the Department of Public Instruction and local health Department. ● The applicant includes insurance quotes for several types and the proposed amount of coverage, which is a requirement to purchase civil liability insurances. ● There is a budget line-item amount request for insurance coverage. 	<ul style="list-style-type: none"> ●
Reviewer #3	<ul style="list-style-type: none"> ● Coverages are complete and in required minimum amounts; Appendix L reflects quotes ● Budget reflects insurance line ● Health & Safety requirements 	<ul style="list-style-type: none"> ● 82
Concerns/Questions		Page
Reviewer #1	<ul style="list-style-type: none"> ● 	<ul style="list-style-type: none"> ●
Reviewer #2	<ul style="list-style-type: none"> ● 	<ul style="list-style-type: none"> ●
Reviewer #3	<ul style="list-style-type: none"> ● None 	<ul style="list-style-type: none"> ●

Section 4 Operations

Section 4.4b Start-Up Plan		
Characteristics of a strong response: <ul style="list-style-type: none"> ● Compelling plan for leading the development of the school from post-approval to opening, including identification of a capable individual or team to lead the planning and start-up. ● Adequately addresses potential challenges ● Detailed start-up plan specifying tasks and timelines (which are aligned with a sound start-up budget, if applicable) 		
Initial Application Review		
Strengths		Page
Reviewer #1	●	●
Reviewer #2	<ul style="list-style-type: none"> ● The applicant details the main task during the start-up process that includes the hiring and development of a school director, who along with the board will lead the planning and start-up. The detailed start-up plan includes specific task for organization and implementation, responsible individuals and the projected timelines for successful outcomes relating to the open application period, lottery and enrollment, which aligns with the budget. One of the top academic performing charter schools in the state have agreed to provide support and resources to help through the ready to open phase, which includes replication of their best practices. 	●
Reviewer #3	<ul style="list-style-type: none"> ● Start up plan is comprehensive; Financing section details possible grants such as NC ACCESS grant; BOD committed to being proactive and aggressive in courting local non-profits to make sure sufficient funds are available; Henderson Collegiate will provide guidance and support/replication of best practices 	● 84-86
Concerns/Questions		Page
Reviewer #1	<ul style="list-style-type: none"> ● There is a sound start-up plan provided, however, it again is contingent upon foundation or grant funds. The back-up plan of hiring the Head of Schools in July of 2021 will leave a lot of tasks unmet; what is the plan to achieve those absent a leader? 	● 84
Reviewer #2	●	●
Reviewer #3	<ul style="list-style-type: none"> ● Lots of work to do without a hired administrator 	●

Section 4 Operations

Section 4.5 Facility		
Characteristics of a strong response: <ul style="list-style-type: none"> ● Facility plans are reasonable and adequately meet the requirements of the educational program and anticipated student population. ● A sound plan and timeline for identifying, financing, renovating, and ensuring code compliance for a facility. 		
Initial Application Review		
Strengths		Page
Reviewer #1	<ul style="list-style-type: none"> ● There is a likelihood that since one of the Board members has a leadership position in the Housing Authority, that the school will find a facility at no cost 	<ul style="list-style-type: none"> ● 87
Reviewer #2	<ul style="list-style-type: none"> ● There is a facility committee who are responsible for finalizing location plans within one of the housing authority facilities. The applicant defines the potential space and determines the number of content classrooms, operational spaces, and what recreational spaces are needed. The applicant details the steps for inspection of the space, identifying potential problems, delivering the lease proposal, overseeing the occupancy requirements and obtaining the final occupancy certification for educational, within a timeline. The applicant states that the school should be in position to build a permanent school on a dedicated campus within five years is there is a community demand and community partnership and a budget surplus. 	<ul style="list-style-type: none"> ●
Reviewer #3	<ul style="list-style-type: none"> ● BOD experience (Gene Bell) and connection with HA is a plus ● Projected ability to construct in 5 years ● Facility contingency identifies HA vacant land and modulares 	<ul style="list-style-type: none"> ● 87
Concerns/Questions		Page
Reviewer #1	<ul style="list-style-type: none"> ● The alternative plans if the Housing Authority property needs upfit or does not happen (i.e. modulares) is not realistic about the potential costs and timing. Modular rental is significantly more than \$10,000 with land, set-up, ramps, zoning, etc. 	<ul style="list-style-type: none"> ● 88
Reviewer #2	<ul style="list-style-type: none"> ● 	<ul style="list-style-type: none"> ●
Reviewer #3	<ul style="list-style-type: none"> ● Budget projections/consideration may need tweaking to reflect greater cost if contingency plan comes to pass ● Consider that you may need more EC space/rooms 	<ul style="list-style-type: none"> ●

Section 4 Operations Plan Summary

Each part of your summary comments should, in a few sentences, provide a clear understanding of your overall evaluation of the proposal as well as the most significant strengths and/or Concerns/Questions. The summary comments for each section should support your rating for the section and should not be simply cut and pasted from your subsection analysis.

Evaluation Summary for Entire Operations Plan
Initial Application Review
<p>Strengths:</p> <p>Evaluator #1: The educational plan, proposed pedagogy, and purpose for the school are very strong. There is a clear shared vision and “call to action” by the Board and applicant. The applicants have leaned into other charters with similar vision who have been successful with this specific mission.</p> <p>Reviewer #2: The education plan that is outlined in the application details multiple facets of the entire operation of the charter school. There are high expectations demonstrated in the strategies, processes and procedures that are documented for closing the student achievement gap, employing understanding teachers and presenting a curriculum to meet the needs of the targeted population.</p> <p>Evaluator #3</p> <p>This is an ambitious, laudable, and well developed application. All facets of operations, educational plan, governance and financial plan are well explained, detailed and thought through, with contingency/back up plans in place. Partnership with Henderson Collegiate, wide-ranging expertise of this BOD will prove to be strong supports. Mission, purpose and goals for this charter are very clear.</p>
<p>Concerns/Questions:</p> <p>Evaluator #1: While the educational plan is strong, there are a lot of potential issues that seem to be “lurking” throughout the application that could ultimately cause the school to have difficulty. (i.e. insufficient funds for facility, service providers & hiring Head of School, confusion over court case, goals that are lofty)</p>

Section 5 Financial Plan

Section 5.1 Charter School Budget		
<p>Characteristics of a strong response:</p> <ul style="list-style-type: none"> ● Applicant has identified one or more LEA(s) and outlined a realistic revenue projection (state, local, federal) over the next five years. ● The enrollment projection aligns with the Total Student Enrollment projections located in Section 1 of the application. ● Applicant has provided assurances of identified “other funds” or “working capital.” ● Applicant provides a realistic budgetary projection in regard to personnel. ● Budget worksheet contains assumptions and reasonable budget numbers that reflect rent, utilities, maintenance, insurance, and build-out costs. ● Detailed budget assumptions that include the impact of the anticipated number of students who receive free or reduced-price lunches. ● Complete, realistic, and viable five-year operating budget ● Applicant has provided a realistic assessment of projected source of revenue and expenses that ensure the financial viability of the proposed school. ● The projection is consistent and aligns with all proposed sections of the application. 		
Initial Application Review		
	Strengths	Page
Reviewer #1	●	●
Reviewer #2	<ul style="list-style-type: none"> ● The applicant outlines revenue projections that are based on potential student enrollment. The demand for the school is determined from evidence of the enormous achievement gap, the parent survey and the community interest to provide an opportunity to receive an excellent education for the most at-risk students. The projected student enrollment is not expected to impact or disrupt the enrollment of the LEA. The budget relies on state, county and federal funds and the applicant describes a detailed list of potential grants and foundations that can provide financial support and potential donations for additional funding. The is a budget worksheet included in the plan that details line-items that covers operational expenses, facilities, school programs and projected personnel cost. The budget seems complete and reasonable for the projected cost to ensure the financial needs of the school and aligns with the proposed school programs. 	●
Reviewer #3	<ul style="list-style-type: none"> ● BOD has significant financial expertise; awareness of potential EC high needs student and built into budget; 5% carry over each year for fund balance; surplus from the county as well as donations from other schools ● Auditing firm/auditor identified for annual audit 	● 91
Reviewer #4	<ul style="list-style-type: none"> ● The applicant has planned for the hire of 1 EC teacher in year one and a second one in year 4. Allowed \$10000 to help offset unexpected cost. 	●
	Concerns/Questions	Page
Reviewer #1	<ul style="list-style-type: none"> ● Are there enough funds set aside to purchase necessary hardware and software for technology needed to 	● 91

Section 5 Financial Plan

	<p>complete periodic testing (NWEA)</p> <ul style="list-style-type: none"> • The breakeven student count is dangerously close to needed budget. A 10% miss in enrollment would put them below the needed funds. • 	
Reviewer #2	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •
Reviewer #3	<ul style="list-style-type: none"> • Break even of 119 to enrollment target of 128 is very close; budget? EC budget 	<ul style="list-style-type: none"> •
Reviewer #4	<ul style="list-style-type: none"> • What are your plans should you not get Special State Reserve or PRC 29 Funding to cover cost? For example if a student requires a nurse it could cost the school over \$100,000 or a student with VI/HI needs could be cost \$80,000, how will you provide the funds needed? Just want to make sure there is a plan for the unexpected. 	<ul style="list-style-type: none"> •

Section 5 Financial Plan

Section 5.2 Budget Narrative		
Characteristics of a strong response: <ul style="list-style-type: none"> ● Sound contingency plan to meet financial needs if anticipated revenues are lower than expected. ● Individual and collective qualifications for implementing the financial plan successfully, including capacity in areas such as financial management, fundraising and development, and accounting. ● Detailed budget narrative that clearly explains reasonable, well-supported revenue and cost assumptions, including grant/fundraising assumptions, identification of the amounts and sources of all anticipated funds, property, or other resources (noting which are secured vs. anticipated and including evidence of firm commitments where applicable). 		
Initial Application Review		
Strengths		Page
Reviewer #1	●	●
Reviewer #2	<ul style="list-style-type: none"> ● The applicant present a contingency plan to meet any unexpected shortfall in revenue and to make adjustments based on cash flow projections. There are numerous ways defined in the plan that determines how to offset any revenues that are lower than estimated. The areas for expense reductions are clearly identified and are not anticipated to impact student outcomes. 	●
Reviewer #3	<ul style="list-style-type: none"> ● Contingency plans are in place and realistic 	●
Concerns/Questions		Page
Reviewer #1	<ul style="list-style-type: none"> ● Extensive discussion about grants and foundations for coverage of budget. 	● 91
Reviewer #2	<ul style="list-style-type: none"> ● The plan did not define firmly commitments from other sources for anticipated funding. 	●
Reviewer #3	<ul style="list-style-type: none"> ● Would like to see MOU/MOA or commitment 	●

Section 5 Financial Plan

Section 5.3 Financial Compliance		
Characteristics of a strong response: <ul style="list-style-type: none"> Detailed financial procedures, policy, or other reasonable assurance that the proposed school will have sound systems and processes in place for accounting, payroll, and independent annual school level financial and administrative audits. 		
Initial Application Review		
Strengths		Page
Reviewer #1	<ul style="list-style-type: none"> Working with Acadia for accounting practices 	<ul style="list-style-type: none"> 91
Reviewer #2	The board details individuals who are financial professionals with extensive experiences in financial planning and financial controls to ensure long term fiduciary responsibility. The board will outsource the financial management areas to a firm with charter school financial experience. The board will oversee their activities to ensure reliability and compliance.	
Reviewer #3	<ul style="list-style-type: none"> BOD has significant financial expertise and Acadia Northstar has charter expertise 	<ul style="list-style-type: none">
Concerns/Questions		Page
Reviewer #1	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
Reviewer #2	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
Reviewer #3	<ul style="list-style-type: none"> None 	<ul style="list-style-type: none">

Section 5 Financial Plan Summary

Each part of your summary comments should, in a few sentences, provide a clear understanding of your overall evaluation of the proposal as well as the most significant strengths and/or Concerns/Questions. The summary comments for each section should support your rating for the section and should not be simply cut and pasted from your subsection analysis.

Evaluation Summary for Entire Financial Plan
Initial Application Review
<p>Reviewer #1 Strengths/Concerns/Comments Summary The breakeven point is very close to the max enrollment, leaving little room for reduction and still being successful. There is strong support from Acadia to help manage the day-to-day bookkeeping and state reporting, but the estimates of costs only work if there are little to no extra cost and grants come through.</p>
<p>Reviewer #2 Strengths/Concerns/Comments Summary The applicant intends to work with financial revenue allocated from state and local funds along with some anticipated in-kind donations. The budgeted line-items seem realistic and the amounts are viable for a five-year operating budget.</p>
<p>Reviewer #3 Strengths/Concerns/Comments Summary Breakeven very close to enrollment sought in Y1; grants will need to be pursued, particularly promising would be the NC ACCESS grant. Contingency planning has been done.</p>