

North Carolina Advancing Charter Collaboration

and Excellence for Student Success (NC ACCESS) Program

Subgrant Application Rubric

Applicant:

Reviewer Name:

**Overview of the NC ACCESS Subgrant Program**

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

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

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

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

Ratings and Criteria

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

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

Recommendations for approval or denial will be based on the completed application which includes school information, signed assurances, enrollment projections, application narrative, budget, budget narrative, logic model, and appendices. The enrollment projections, application narrative, budget, budget narrative, and logic model are scored out of a possible one hundred (100) points. Applicants must score are least eighty (80) points to meet the standard.

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

Instructions for Reviewers

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

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

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

Strengths of the application:

* “The plan aligns with the overall mission and goals because…”
* “The education and discipline plans are research based and proven effective with the targeted population of students because…”
* “The lunch program is comparable to the National School Lunch Program and will support an educationally disadvantaged population by...”
* “The marketing plan clearly outlines how the school will recruit and enroll a higher educationally disadvantaged population by…”
* “The budget uses sound assumptions and is consistent with the goals of the proposed plan.”

Weaknesses/areas of concern of the application:

* “The curriculum and school calendar do not align with the mission and goals because . . .”
* “The discipline plan does not include provisions for students with disabilities.”
* “The budget assumptions include the unallowable use of funds for construction.”
* “The plan proposes two buses, but there is no accompanying line item in the budget that allocates funds for purchasing buses.”

Once all seven (7) rating sections are scored individually, the evaluator should complete the summary ratings page with all final ratings and scores. In order to pass the review, applicants must (a) meet all criteria in sections (I), (II), and (VII); and (b) score at least eighty (80) combined points between sections (III), (IV), and (V). Section (VI) will be used to determine priority if there are more eligible applications than subgrant awards. The CSAB will make a final recommendation to the State Board on subgrant awards. The State Board will determine the final approval of all subgrant awards.

*\*Please remember that all documents, including your individual review, will be available to the public.*

**Application Scoring Rubric**

**Section I – Application Contact Information**

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| Characteristics of a strong response:   * All applicant contact information is complete and accurate. | |
| **Status:** | Complete  Incomplete |
| **Comments (if applicable)** | |
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**Section II – Assurances**

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| Characteristics of a strong response:   * Assurances are signed. | |
| **Status:** | Complete  Incomplete |
| **Comments (if applicable)** | |
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**Section III – Application Narrative**

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| **A. Enrollment Projections** | | | | |
| A.1 Explain the rationale behind the projected enrollment figures; specifically, how the projected numbers are both ambitious and feasible. | | | | |
| Characteristics of a strong response:   * Enrollment projections are complete, ambitious, and realistic. * Enrollment projections demonstrate a significant increase of educationally disadvantaged students, including economically disadvantaged, homeless or unaccompanied youth, English learners, students with disabilities, immigrant students, and migrant students. | | | | |
| **Points Possible:** | 5 | **Points Earned:** |  | |
| **Strengths** | | | | **Page** |
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| **Weaknesses/Areas of Concern** | | | | **Page** |
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| A.2 Describe how the school plans to implement a weighted lottery. | | | | |
| Characteristics of a strong response:   * Clear description of the process and mechanism for implementing a weighted lottery. * Clearly articulated subgroup category weights and/or enrollment percentage goals. * Rationale for the applied weights is reasonable and justified. | | | | |
| **Points Possible:** | 5 | **Points Earned:** |  | |
| **Strengths** | | | | **Page** |
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**Section III – Application Narrative (cont.)**

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| **B. Education Plan** | | | | |
| B.1 Provide a General Education Provision Act (GEPA) statement demonstrating how the school has or will eliminate any and all barriers to enrollment for educationally disadvantaged students. | | | | |
| Characteristics of a strong response:   * Statement clearly articulates the school’s desire and plan to eliminate any and all barriers to enrollment for all students, especially educationally disadvantaged students. | | | | |
| **Points Possible:** | 2 | **Points Earned:** |  | |
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| B.2 Provide at least three (3) school-specific subgrant program goals. Subgrant goals must be SMART (specific, measurable, achievable, rigorous, and time-bound). | | | | |
| Characteristics of a strong response:   * All goals are specific, measurable, achievable, rigorous, and time-bound. * Goals are aligned to the NC ACCESS Program and activities in the subgrant application. | | | | |
| **Points Possible:** | 3 | **Points Earned:** |  | |
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| **Weaknesses/Areas of Concern** | | | | **Page** |
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| B.3 Describe how the school’s academic program is or will be specifically tailored to meet the needs of educationally disadvantaged students. Include specific strategies the charter school currently uses or plans to use to serve educationally disadvantaged students. | | | | |
| Characteristics of a strong response:   * Clear and comprehensive description of the strategies being utilized to serve educationally disadvantaged students, especially intervention, differentiation, and support services. * A robust and quality curriculum overview, supported by research, with a plan for implementation. * Evidence the proposed academic plan will be appropriate and effective for growing all students while at the same time closing achievement gaps. | | | | |
| **Points Possible:** | 10 | **Points Earned:** |  | |
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| B.4 Describe the interventions, support services or educational opportunities that will be provided by the school (e.g., extended time, Head Start, extracurricular activities, tutoring, language support, social work services, accelerated learning for advanced students, career and technical education, etc.) and the plan for how the services or educational opportunities will be implemented and evaluated for success. | | | | |
| Characteristics of a strong response:   * Clear articulation of the additional services and programs offered by the school to support students, and why each was chosen. * Detailed description of the current or future implementation progress. * Clear, formative evaluation process for each program. | | | | |
| **Points Possible:** | 5 | **Points Earned:** |  | |
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| B.5 Describe the school’s discipline and school climate philosophy and how it supports the development of educationally disadvantaged students. | | | | |
| Characteristics of a strong response:   * A clear vision for school culture or climate that will promote a positive and supportive academic environment and is inclusive for a diverse student body. * Coherent plan for creating and/or sustaining the intended culture for students, teachers, administrators, and parents. * Discipline plan that has clear policies and procedures and has thoughtful consideration of the needs and rights of educationally disadvantaged students, especially students with disabilities. | | | | |
| **Points Possible:** | 5 | **Points Earned:** |  | |
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| B.6 Describe the assessment program and related strategies, detailing how assessments connect to the educational program and its goals. Provide a thorough description of how assessment results will be used to improve teaching and learning for all students in all content areas. | | | | |
| Characteristics of a strong response:   * Clear description of all assessments and assessment strategies used, including specific descriptions of why assessments were selected. * Explanation of how data will be utilized to improve student outcomes. | | | | |
| **Points Possible:** | 5 | **Points Earned:** |  | |
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**Section III – Application Narrative (cont.)**

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| **C. Operations Plan** | | | | | | |
| C.1 Detail any partnerships the charter school maintains or plans to develop to support educationally disadvantaged students, including a description of the roles and responsibilities of the applicant, partner organizations, and CMO/EMO, including the administrative and contractual roles and responsibilities of such partners. | | | | | | |
| Characteristics of a strong response:   * Clear delineation of roles and responsibilities between the school and CMO/EMO. * Articulation of budgetary and decision-making autonomy of the board or directors. * Evidence of contractual agreements provided in appendix A. | | | | | | |
| **Points Possible:** | 2 | **Points Earned:** |  | | | |
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| C.2 Describe how the school’s staffing structure, capacity, and diversity will be sufficient to meet the needs of all students, particularly educationally disadvantaged students. | | | | | | |
| Characteristics of a strong response:   * Staffing levels for each year are robust and aligned with the educational program and conducive to the school’s success. * There is clear capacity to support the specialized needs of students, particularly students with disabilities and English learners. * Comprehensive plan to support student’s non-academic needs, including through counselors, behavior specialists, psychologists, etc. * Clear plan to recruit, retain, and support a diverse teaching staff. | | | | | | |
| **Points Possible:** | 3 | **Points Earned:** |  | | | |
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| C.3 Describe the school’s marketing and recruiting plan, with an emphasis on strategies to provide outreach to the families of educationally disadvantaged students, including efforts to overcome any potential language barriers. | | | | | | |
| Characteristics of a strong response:   * Compelling student outreach plan that includes community, family, and student involvement, and that is realistic and likely to foster student retention and community support. * Emphasis on strategies that will provide equal access to educationally disadvantaged students. | | | | | | |
| **Points Possible:** | 5 | **Points Earned:** |  | | | |
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| C.4 Describe how the school currently does or will provide a transportation plan that accommodates and supports educationally disadvantaged students. | | | | | | |
| Characteristics of a strong response:   * Clear description of transportation plan that includes anticipated routes, extracurricular activities, before- and after-school care, etc. * Description of how the school will arrange transportation for special needs students where necessary. * Clear articulation of how the proposed plan will eliminate transportation barriers for educationally disadvantaged students. | | | | | | |
| **Points Possible:** | 5 | **Points Earned:** |  | | | |
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| C.5 Describe how the school currently does or will provide a school lunch plan that accommodates and supports educationally disadvantaged students. Provide information about participation in the National School Lunch Program or a comparable, comprehensive lunch program. | | | | | | |
| Characteristics of a strong response:   * A clear description of how the school will offer food service to all students, adhering to all nutritional guidelines. * Specific strategies to ensure educationally disadvantaged students receive daily meals and are not identifiable as qualifying for free or reduced-price lunch. * A plan to collect free and reduced-price lunch information, including procedures to receive reimbursement. | | | | | | |
| **Points Possible:** | 5 | **Points Earned:** |  | | | |
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| C.6 Describe how the school’s professional development plan supports and is tailored to the development of educationally disadvantaged students. | | | | | | |
| Characteristics of a strong response:   * Professional development standards, opportunities, leadership, and calendar/scheduling effectively support the education program and are likely to maximize success in improving student achievement, particularly for educationally disadvantaged students. * Thoughtful plan for professional development in the areas of special education, English learners, and serving low-income students, including implementation of IEP’s or personalized learning plans, discipline, and communication with families. | | | | | | |
| **Points Possible:** | 5 | **Points Earned:** |  | | | |
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| C.7 Describe the school’s plan to engage families and implement a parent/community advisory council. | | | | | | |
| Characteristics of a strong response:   * Clear plan for informing and educating parents on school policies, procedures, and programming. * A sound and compelling plan for engaging parents and community partners in the design and life of the school through the advisory council, including recruitment strategies, duties, and authority. | | | | | | |
| **Points Possible:** | 5 | **Points Earned:** |  | | | |
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| **Application Narrative Total** *(70 points possible)*: | | | |  | |

**Section III – Application Narrative (cont.)**

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| **D. Student Transition Planning** | | |
| Outline the proposed Student Transition Committee and Student Transition Plan. | | |
| Characteristics of a strong response:   * Clear and specific plan to recruit, develop, and retain a Student Transition Committee. * Comprehensive Student Transition Plan that outlines timelines, communication strategies, clear transition and closure plans, and strategies for informing families of their options. | | |
| **Status:** | Complete  Incomplete | |
| **Strengths** | | **Page** |
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| **Weaknesses/Areas of Concern** | | **Page** |
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**Section IV – Budget, Budget Narrative, and Logic Model**

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| **A. Budget** | | | | | | |
| Complete a proposed budget outlining anticipated costs for the duration of the subgrant period. | | | | | | |
| Characteristics of a strong response:   * Outlines complete, realistic, and viable costs for the duration of the grant period. * All operational costs and major expenditures are accounted for and are realistic. * There is clear alignment between the budget, budget narrative, and the proposed plan to support educationally disadvantaged students. | | | | | | |
| **Points Possible:** | 15 | **Points Earned:** |  | | | |
| **Strengths** | | | | | **Page** | |
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| **Weaknesses/Areas of Concern** | | | | | **Page** | |
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| **B. Budget Narrative** | | | | | | |
| Complete a budget narrative explaining anticipated costs for the duration of the subgrant period. | | | | | | |
| Characteristics of a strong response:   * Clearly explains reasonable, well-supported cost assumptions anticipated for the duration of the grant. * Demonstrates financial viability beyond the expiration of the grant period. * There is clear alignment between the budget, budget narrative, and the proposed plan to support educationally disadvantaged students. | | | | | | |
| **Points Possible:** | 10 | **Points Earned:** |  | | | |
| **Strengths** | | | | | **Page** | |
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| **Weaknesses/Areas of Concern** | | | | | **Page** | |
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| **C. Logic Model** | | | | | | |
| Complete a Logic Model demonstrating how actions and expenditures are expected to lead to specific outcomes. | | | | | | |
| Characteristics of a strong response:   * Clearly articulates how actions and expenditures are expected to lead to specific outcomes. * Aligns clearly and directly to the application narrative. | | | | | | |
| **Points Possible:** | 5 | **Points Earned:** |  | | | |
| **Strengths** | | | | | **Page** | |
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| **Budget, Budget Narrative, and Logic Model Total** *(30 points possible)*: | | | |  | |

**Section V – Competitive Preference Standards**

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| Opening, expanding, or replicating a school in a rural or underserved urban area (i.e. without a high-quality school within fifteen (15) miles). | | | | | | |
| **Points Possible:** | 3 | **Points Earned:** |  | | | |
| **Comments (if applicable)** | | | | | **Page** |
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| Increasing the racial and ethnic diversity in their new, expanded, or replicated school. | | | | | | |
| **Points Possible:** | 3 | **Points Earned:** |  | | | |
| **Comments (if applicable)** | | | | | **Page** |
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| The inclusion of high school (9-12) grade levels. | | | | | | |
| **Points Possible:** | 3 | **Points Earned:** |  | | | |
| **Comments (if applicable)** | | | | | **Page** |
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| Develop or manage a charter school focused on dropout recovery and academic reentry. | | | | | | |
| **Points Possible:** | 3 | **Points Earned:** |  | | | |
| **Comments (if applicable)** | | | | | **Page** |
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| **Competitive Preference Standards Total** *(12 points possible)*: | | | |  | |

**Section VI – Priority Consideration Status**

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| Currently serve a forty percent (40%) or higher economically disadvantaged population. | | Yes  No |
| **Comments (if applicable)** | | **Page** |
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| Economically disadvantaged, English learners, and students with disabilities have proficiency rates higher than the state average for their subgroup. | | Yes  No |
| **Comments (if applicable)** | | **Page** |
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| As evidence of participation in applicable federal programs, have Title I status. | | Yes  No |
| **Comments (if applicable)** | | **Page** |
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| Maintained an “A” or “A+NG” SPG, as determined by the NCDPI, and met or exceeded growth, as determined by EVAAS, for three consecutive years prior to the application. | | Yes  No |
| **Comments (if applicable)** | | **Page** |
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| **Priority Consideration Status Total** *(4 standards possible)*: |  | |

**Section VII – Certification**

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| Characteristics of a strong response:   * Application is signed and certified. | |
| **Status:** | Complete  Incomplete |
| **Comments (if applicable)** | |
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**Summary Ratings**

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| **General Standards** | **Status** | | |
| Section I – Application Contact Information | Complete Incomplete | | |
| Section II – Assurances | Complete Incomplete | | |
| Section VII – Certification | Complete Incomplete | | |
| **Total** *(all sections must be* ***complete*** *to pass)* | **Pass Fail** | | |
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| **Technical Standards** | **Points Possible** | | **Points Earned** |
| Section III – Application Narrative | 70 | |  |
| Section III (D) – Student Transition Plan | Complete Incomplete | | |
| Section IV – Budget, Budget Narrative, and Logic Model | 30 | |  |
| Section V – Competitive Preference Standards | Up to 12 | |  |
| **Total** *(must receive at least* ***80 points*** *to pass)* | **100** | |  |
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| **Priority Standards** | **Standards Possible** | | **Standards Met** |
| Section VI – Priority Consideration Status | **4** | |  |
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| **Overall Application Status** | | **Rating** | |
| In order to pass, the application must (a) achieve a rating of “Pass” for the General Standards and (b) score at least eighty (80) points on the Technical Standards.The Priority Standards will be used to determine priority if there are more eligible applications than available awards. | | **Pass with Priority** | |
| **Pass** | |
| **Fail** | |