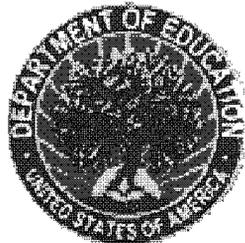


U.S. Department of Education

Washington, D.C. 20202-5335



APPLICATION FOR GRANTS UNDER THE

**CHARTER SCHOOLS PROGRAM NON-SEA PLANNING, PROGRAM DESIGN, AND
IMPLEMENTATION**

CFDA # 84.282B

PR/Award # U282B090027

OMB No. 1894-0006, Expiration Date:

Closing Date: AUG 26, 2009

****Table of Contents****

Forms

1. <i>Application for Federal Assistance (SF-424)</i>	e1
2. <i>Standard Budget Sheet (ED 524)</i>	e5
3. <i>SF 424B - Assurances Non-Construction Programs</i>	e7
4. <i>Disclosure of Lobbying Activities</i>	e9
5. <i>CSP Assurances(84.282B)--Non-SEA Applicants for Planning, Program Design, and Implementation</i>	e10
6. <i>ED 80-0013 Certification</i>	e11
7. <i>427 GEPA</i>	e12
<i>HC Narrative for GEPA 427</i>	e14
8. <i>Dept of Education Supplemental Information for SF-424</i>	e17

Narratives

1. <i>Project Narrative - (ED Abstract Narrative Form...)</i>	e18
<i>HC Abstract</i>	e19
2. <i>Project Narrative - (Project Narrative Attachment Form...)</i>	e20
<i>HC Project Narrative</i>	e21
3. <i>Project Narrative - (Competitive Preference Priority...)</i>	e68
<i>HC Competitive Preference Priority</i>	e69
4. <i>Project Narrative - (Other Attachments...)</i>	e70
<i>HC CSP Application Other Attachments</i>	e71
5. <i>Budget Narrative - (Budget Narrative Attachment...)</i>	e98
<i>HC Budget Narrative</i>	e99

This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

Version 02

* 1. Type of Submission	* 2. Type of Application:* If Revision, select appropriate letter(s):	
<input type="checkbox"/> Preapplication	<input checked="" type="checkbox"/> New	
<input checked="" type="checkbox"/> Application	<input type="checkbox"/> Continuation	* Other (Specify)
<input type="checkbox"/> Changed/Corrected Application	<input type="checkbox"/> Revision	

* 3. Date Received:	4. Applicant Identifier:
8/26/2009	

5a. Federal Entity Identifier:	* 5b. Federal Award Identifier:
NA	NA

State Use Only:

6. Date Received by State:	7. State Application Identifier:
----------------------------	----------------------------------

8. APPLICANT INFORMATION:

* a. Legal Name: Henderson Collegiate, Inc.

* b. Employer/Taxpayer Identification Number (EIN/TIN):	* c. Organizational DUNS:
264206516	831547695

d. Address:

* Street1:	PO Box 2183
Street2:	
* City:	Henderson, NC 27536
County:	Vance County
State:	NC
Province:	
* Country:	USA
* Zip / Postal Code:	27536

e. Organizational Unit:

Department Name:	Division Name:
------------------	----------------

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:	Mr.	* First Name:	Eric
Middle Name:	E		

* Last Name: Sanchez

Suffix:

Title: Project Director

Organizational Affiliation:

Henderson Collegiate

* Telephone
Number:

(252)578-7053

Fax Number:

* Email: SCHOOLPLANNER.HC@GMAIL.COM

Application for Federal Assistance SF-424

Version 02

9. Type of Applicant 1: Select Applicant Type:

N: Nonprofit without 501C3 IRS Status (Other than Institution of Higher Education)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

10. Name of Federal Agency:

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.282B

CFDA Title:

Charter Schools Program Non-SEA Planning, Program Design, and Implementation

*** 12. Funding Opportunity Number:**

84.282B

Title:

NA

13. Competition Identification Number:

NA

Title:

Charter Schools Program

14. Areas Affected by Project (Cities, Counties, States, etc.):

The school will be located in downtown Henderson, NC which is located in Vance

County. Although the school will predominately enroll students from Vance County, students from Warren, Franklin, and Granville Counties are expected to be a part of the student body as well.

*** 15. Descriptive Title of Applicant's Project:**

Henderson Collegiate - Creating a path out of poverty

Attach supporting documents as specified in agency instructions.

Attachment:

Title :

File :

Attachment:

Title :

File :

Attachment:

Title :

File :

Application for Federal Assistance SF-424

Version 02

16. Congressional Districts Of:

* a. Applicant: NC-1

* b. Program/Project: NC-1

Attach an additional list of Program/Project Congressional Districts if needed.

Attachment:

Title :

File :

17. Proposed Project:

* a. Start Date: 10/1/2009

* b. End Date: 9/30/2012

18. Estimated Funding (\$):

a. Federal	\$ 165535
b. Applicant	\$
c. State	\$
d. Local	\$
e. Other	\$ 0
f. Program Income	\$
g. TOTAL	\$ 165535

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on .

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes", provide explanation.)**

Yes No

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: Mr. * First Name: Eric

Middle Name: E

* Last Name: Sanchez

Suffix:

Title: Project Director

* Telephone Number: (252)578-7053 Fax Number:

* Email: SCHOOLPLANNER.HC@GMAIL.COM

* Signature of Authorized Representative:

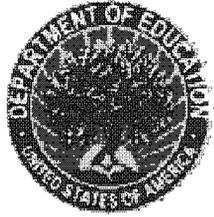
* Date Signed:

Application for Federal Assistance SF-424

Version 02

*** Applicant Federal Debt Delinquency Explanation**

The following field should contain an explanation if the Applicant organization is delinquent on any Federal Debt. Maximum number of characters that can be entered is 4,000. Try and avoid extra spaces and carriage returns to maximize the availability of space.



U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization: Henderson Collegiate, Inc.

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS

Table with 7 columns: Budget Categories, Project Year 1(a), Project Year 2 (b), Project Year 3 (c), Project Year 4 (d), Project Year 5 (e), Total (f). Rows include Personnel, Fringe Benefits, Travel, Equipment, Supplies, Contractual, Construction, Other, Total Direct Costs, Indirect Costs, Training Stipends, and Total Costs.

*Indirect Cost Information (To Be Completed by Your Business Office):

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? [] Yes [X] No

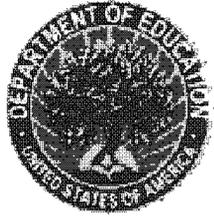
(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: ___/___/___ To: ___/___/___ (mm/dd/yyyy)

Approving Federal agency: [] ED [] Other (please specify): _____ The Indirect Cost Rate is 0%

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

[] Is included in your approved Indirect Cost Rate Agreement? or, [] Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 0%



U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
Henderson Collegiate, Inc.

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION B - BUDGET SUMMARY

NON-FEDERAL FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
2. Fringe Benefits	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
3. Travel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
6. Contractual	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
9. Total Direct Costs (lines 1-8)	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
10. Indirect Costs	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Standard Form 424B (Rev.7-97)

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. "4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. "1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. '794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act
9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. "276a to 276a-7), the Copeland Act (40 U.S.C. '276c and 18 U.S.C. "874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. " 327-333), regarding labor standards for federally assisted construction sub-agreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. "1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. "7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. "1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance

of 1975, as amended (42 U.S.C. " 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) " 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. " 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. ' 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. "1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. '470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. "469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. "2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. "4801 et seq.) which prohibits the use of lead- based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

Signature of Authorized Certifying Representative:

Name of Authorized Certifying Representative: Eric E. Sanchez

Title: Project Director

Date Submitted: 08/25/2009

CHARTER SCHOOLS PROGRAM ASSURANCES

NON-SEA APPLICANTS FOR PLANNING, PROGRAM DESIGN, AND IMPLEMENTATION

Pursuant to Section 5202(b) of the ESEA, an applicant for CSP funds that is not a State educational agency (SEA) must provide the following assurances.

As the duly authorized representative of the applicant, I certify that the applicant will submit to the Secretary:

- (a) All items described in the application requirements;
- (b) An assurance that the eligible applicant will annually provide the Secretary such information as may be required to determine if the charter school is making satisfactory progress toward achieving the objectives described in section 5203(b)(3)(C)(i) of the ESEA;
- (c) An assurance that the applicant will cooperate with the Secretary in evaluating the program assisted under this subpart;
- (d) A description of how a charter school that is considered a local educational agency under State law, or a local educational agency in which a charter school is located, will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education Act;
- (e) Proof that the applicant has applied to an authorized public chartering authority to operate a charter school and provided to that authority adequate and timely notice, and a copy, of this application; or an assurance that this application is for a precharter planning grant and the authorized public chartering authority to which a charter school proposal will be submitted has not been determined;
- (f) A copy of proof of applicant's non-profit status;
- (g) The applicant's DUNS and TIN numbers;
- (h) A statement as to whether or not an applicant for planning and implementation funding has previously received funding for this program either through a State subgrant or directly from the Department;
- (i) Such other information and assurances as the Secretary may require;
- (j) An assurance that the eligible applicant will use the funds to plan and implement a charter school in accordance with the Charter Schools Program; and
- (k) Assurances that the State educational agency will (i) grant, or will obtain, waivers of State statutory or regulatory requirements; and (ii) will assist each subgrantee in the State in receiving a waiver under section 5204(e) of the ESEA.

NAME OF AUTHORIZED OFFICIAL: Eric Sanchez

TITLE: Project Director

SIGNATURE OF AUTHORIZED OFFICIAL:

APPLICANT ORGANIZATION: Henderson Collegiate, Inc.

DATE SUBMITTED: 08/25/2009

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements.

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal Loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance.

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee or any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

APPLICANT'S ORGANIZATION

Henderson Collegiate, Inc.

PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: First Name: Eric

Middle Name: E

Last Name: Sanchez

Suffix:

Title: Project Director

Signature: _____

Date:

08/25/2009

ED 80-0013

03/04

Section 427 of GEPA

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P. L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is **1894-0005**. The time required to complete this information collection is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-4537.

Applicants should use this section to address the GEPA provision.

Attachment:

Title : HC Narrative for GEPA 427

File : C:\Users\esanchez\Desktop\Fundraising\Federal Grant Application\Attachments for the application\PDF Version\HC Narrative for GEPA 427.pdf

NARRATIVE ADDRESSING GEPA SECTION 427

The CSP grant applicant Henderson Collegiate is an approved new charter school to be located in the town of Henderson, in Vance County in the state of North Carolina. The school has been approved to begin its planning year, and should open for students in the 2010-2011 academic year. The proposed charter school will open with 100 students in fourth grade, and add the next higher grade level each year, so as to serve grades 4-8 by the year 2014-2015.

The Board of Directors of the nonprofit corporation Henderson Collegiate, Inc. will establish, manage, and operate the charter school. The Board will have governing and policy-making authority for the school. The current 10-member Board of Directors, including the CSP Project Director Eric Sanchez, consists of 5 African Americans, 1 Latino, 7 females, and a wide range of ages. The Board will take steps to ensure employment policies, admissions policies, discipline policies, and other policies of the charter school provide equitable access to, and participation in, the charter school program by students, families, and employees as regards such possible barriers as gender, race, national origin, color, disability, or age.

Henderson Collegiate seeks to educate students primarily from Vance County, but will be open to any student in the state. The school will be targeting economically disadvantaged students who have not been achieving up to state academic standards. The high school graduation rate in Vance County is less than 50%. The students of Vance County are over 80% free/reduced lunch, with 70% African American and 15% Hispanic. Our student demographics will reflect the overall student population of Vance County as to economics, race, and gender.

Admission to the charter school will be open to any child who lives within the state. The school will recruit and admit students without regard to prior academic or behavioral performance, or any disability. Marketing materials will be available in English and Spanish.

The educational practices at Henderson Collegiate will begin with the understanding that **all** children can learn. The educational program at Henderson Collegiate will be a demanding, college-prep curriculum for grades 4 through 8 that empowers students with the skills necessary to be prepared for a rigorous high school curriculum and eventual college success. Students will be supported in their achievement in these rigorous courses through the use of differentiated instructional strategies that provide all students with appropriate levels of challenge and support, with a primary focus on innovative teaching of the North Carolina Standard Course of Study (NCSCOS) and an emphasis on critical thinking and integrated learning.

The academic needs of all students, particularly English Language Learners (ELLs) and low-performing learners, will be met. These students will be served in the regular classroom through differentiated instruction. They will be held to the same high standards as other students. To help them achieve the standards, the school will provide remediation and enrichment.

Students who enter the school with below grade-level skills will find the school's curriculum and pace of learning challenging. To ensure that all students can meet the school's academic goals, the school will have a broad array of programs to enable students to access curriculum and instruction designed to meet their particular needs during the charter school day which includes extended time. Students who are performing below grade-level in reading and mathematics will participate in intervention coursework designed to bring them up to grade-level proficiency.

All courses at the school will utilize instructional techniques that have proven to be successful at providing Limited English Proficiency students with access to rigorous content and instruction while simultaneously building English language proficiency. In addition, the school

will place significant emphasis on bridging the school-home gap with families whose first language is not English, including providing materials in Spanish.

All students with disabilities attending Henderson Collegiate will be given a free and appropriate public education. To the maximum extent appropriate within each student's IEP, and in accord with applicable laws including the IDEA, Henderson Collegiate will educate students with disabilities in the least restrictive environment with their non-disabled peers. Students with disabilities will be fully integrated into the programs of Henderson Collegiate with the necessary materials, mandated services, and equipment to support their learning. The school will have elements that support educating students with disabilities within the regular program. For example, the nine-hour school day provides ample time for special education services such as one-on-one instruction or in-class supervision. Teachers will use unique and innovative instruction to meet the needs of all learners.

The Henderson Collegiate Board of Directors will encourage employment applications from all types of persons, including members of underrepresented groups, for the charter school program. The Board will seek to engage the community's educators in the charter school, as well as educators from across the state and nation. The faculty and staff of the charter school will be given extensive training in the North Carolina Standard Course of Study and the state academic achievement standards, the English Language Proficiency standards, the charter school's diagnostic and assessment methods and tools, effective instructional strategies for all types of students, classroom management, unit planning, and leadership. The school will employ several specialized individuals such as a Reading Teacher and a Special Education Coordinator to help meet the needs of the students.

**SUPPLEMENTAL INFORMATION
REQUIRED FOR
DEPARTMENT OF EDUCATION GRANTS**

1. Project Director:

Prefix: * First Name: Middle Name: * Last Name: Suffix:
Mr. Eric E Sanchez

Address:

* Street1: 227 Lake Shore Dr.
Street2:
* City: Littleton
County: Halifax County
* State: NC* Zip / Postal Code: 27850 * Country: USA

* Phone Number (give area Fax Number (give area
code) code)
(252)578-7053

Email Address:

SCHOOLPLANNER.HC@GMAIL.COM

2. Applicant Experience

Novice Applicant Yes No Not applicable

3. Human Subjects Research

Are any research activities involving human subjects planned at any time during the proposed project period?

Yes No

Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

Please attach an explanation Narrative:**Attachment:**

Title :

File :

Project Narrative

ED Abstract Narrative Form

Attachment 1:

Title: **HC Abstract** Pages: **1** Uploaded File: **C:\Users\esanchez\Desktop\Fundraising\Federal Grant Application\Attachments for the application\HC Abstract.doc**

Project Title: **Henderson Collegiate - Creating a path out of poverty**

Henderson Collegiate is a newly approved charter school to be located in North Carolina in the town of Henderson, in the heart of Vance County, which is the state's leader in the percentage of students receiving free and reduced lunch (86.25%). Less than 50% of the county's students graduate from high school, usually dropping out in ninth grade. Because of the county's failing public school system and a lack of available alternatives for economically disadvantaged students, a number of families from Henderson have been transporting their children 50 miles away to a KIPP charter school in another county, every day, for many years. This act of desperation indicated the need for a better way to educate the economically disadvantaged children of Vance County. The State Board of Education approved Henderson Collegiate's charter application to begin its planning year in July 2009, with the goal of providing a college-preparatory education program in grades 4-8, including multiple interventions for at-risk students. However, North Carolina public education agencies do not provide start-up or planning funds for charter schools. Therefore, the Henderson Collegiate CSP grant project will use the federal grant funds for the purposes and objectives of: planning, designing, and implementing the college-prep curriculum and the multiple interventions; professional development of faculty and staff to use best practices; refinement of appropriate assessment methods; informing the community about the school; and start-up acquisitions of necessary equipment, educational materials, and supplies. The school will open with fourth grade in 2010-2011, and add a higher grade level each year. The interventions for at-risk students will include a summer session before classes begin, accelerated reading and math programs to bring students up to grade level, extended school hours with tutorials, encouraging parent involvement, and instructional strategies for LEP students. The expected outcomes of the project for each cohort of students includes: increasing the percentage who meet or exceed state academic standards with goal of 95% for eighth graders; improve their ranking on a national test by 5% per year; completing Algebra 1 and Spanish 1; matriculating to selective high schools with the study skills, learning strategies, and academic knowledge to succeed; and graduating from high school, beginning with the Pride of 2019. Henderson Collegiate expects to make an important contribution in assisting economically disadvantaged students to achieve to state standards and higher, and to be a model that can be replicated in other schools in the county and state.

Name of Organization:
Henderson Collegiate

Address:
PO Box 2183
Henderson, NC 27536

Contact Person:
Eric Sanchez

Phone Number:
(252) 578 – 7053

E-Mail Address:
schoolplanner.HC@gmail.com

Project Narrative

Project Narrative Attachment Form

Attachment 1:

Title: **HC Project Narrative** Pages: **47** Uploaded File: **C:\Users\esanchez\Desktop\Fundraising\Federal Grant Application\Attachments for the application\PDF Version\HC Project Narrative.pdf**

Henderson Collegiate

Henderson Collegiate

***Application For Grants Under
The Charter School Program***

Submitted by:
Eric Sanchez
252-578-7053

Submitted to:
U.S. Department of Education
Office of Innovation and Improvement
Washington, DC 20202

TABLE OF CONTENTS

I. Grant Application Summary Sheet..... 3

II. Henderson Collegiate’s Educational Program..... 4

 A. Grade Levels..... 4

 B. Curriculum and Instructional Practices 4

 C. Meeting State Academic Achievement Standards 9

III. Management Structure of Henderson Collegiate..... 17

IV. Henderson Collegiate’s Objectives and Progress 22

V. Administrative Relationship with Chartering Agency..... 25

VI. Parent and Community Involvement 26

VII. Continued Operation After Grant Expiration 29

VIII. Use of Federal Grant Funds..... 31

 A. How CSP Project Grant Funds Will Be Used..... 31

 B. Other Federal Programs..... 37

IX. Henderson Collegiate’s Marketing Plan 38

X. Individuals with Disabilities Education Act Compliance 40

XI. Selection Criteria 45

I. GRANT APPLICATION SUMMARY SHEET

Name of School: Henderson Collegiate

Primary Contact: Eric Sanchez

Telephone Number(s): 252-578-7053

Fax: 252-438-4831

E-mail Address(s): 33esanchez@gmail.com, schoolplanner.HC@gmail.com

Street Address: PO Box 2183, Henderson, NC 27536

Local Education Agency: Vance County Schools

Grade Span for 2010-11: 4th

Projected Enrollment for 2010-11: 100

Targeted Population: Henderson Collegiate seeks to educate students from economically disadvantaged homes primarily in Vance County. Our demographic goals reflect the overall population of Vance County both economically (at least 80% free/reduced lunch) and racially (70% African American, 15% Hispanic, 14% White, and 1% other).

Summary of Educational Mission: The mission of Henderson Collegiate is to empower students with the academic skills, social experiences, and love of learning necessary for them to shape their own destinies, attend the college of their choice, and become world-changing problem solvers.

(i) Describe the educational program to be implemented by the proposed charter school, including how the program will enable all students to meet challenging State student academic achievement standards, the grade levels or ages of students to be served, and the curriculum and instructional practices to be used;

II. HENDERSON COLLEGIATE'S EDUCATIONAL PROGRAM

A. GRADE LEVELS (i.e., K-3, K-4, etc.)

2010-11: 4
2011-12: 4-5
2012-13: 4-6
2013-14: 4-7
2014-15: 4-8

Henderson Collegiate will begin with fourth grade in 2010-2011, and add a higher grade level each year as the above chart shows. Therefore, the charter school will have additional start-up costs each year that it adds a grade level.

B. CURRICULUM AND INSTRUCTIONAL PRACTICES

The educational practices at Henderson Collegiate will begin with the understanding that **all** children can learn. The school's curriculum framework has the explicit purpose of helping all students reach grade-level proficiency as measured by North Carolina End of Grade Exams (EOG) by the end of eighth grade. The school model pulls together curricular and instructional practices proven most effective with predominantly low-income students and students of color who are struggling academically. All teaching and learning will be directed toward student mastery of the North Carolina State Standards, as well as key study skills, learning strategies, and work habits crucial for long-term academic success.

The educational program at Henderson Collegiate will be a demanding, college-prep curriculum for grades 4 through 8 that empowers students with the skills necessary to be prepared for a rigorous high school curriculum and eventual college success. Research suggests that students who are assigned to higher-level, challenging curriculums are more successful in

high school. Ninth graders who are placed in higher-level courses have a lower failure rate than students with similar characteristics who are placed in lower-level courses.¹ Since Henderson Collegiate is targeting at-risk students, it is crucial that we provide students with a college-preparatory curriculum in order to prepare them for success.

Teachers will work with the School Leader (principal) to supplement the school's curriculum with their own innovations, research, and expertise to best match student needs. Incoming student needs and performance levels will determine the weight that teachers place on different elements of the curriculum. The school's expectation is to accelerate student learning to ensure that mastery of state standards is achieved at a faster pace, preparing students for the rigorous and challenging curriculum of high school Honors and Advanced Placement programs.

Educational Program/Philosophy

Research in education suggests that one way to maintain the upward trend of student performance and thereby close the achievement gap is to implement Lezotte's *Correlates of Effective Schools*.² Lezotte, through his research on effective schools, found that successful schools have unique characteristics and processes that evolve over time. The presence of these characteristics correlated with high student achievement, hence the term *Correlates of Effective Schools*. The seven correlates are:

1. Clear and Focused Mission;
2. High Expectations for Success;
3. Instructional Leadership;
4. Opportunity to Learn and Time on Task;
5. Safe and Orderly Environment;
6. Positive Home-School Relations; and
7. Frequent Monitoring of Student Progress

¹ Cooney, S., Bottoms, G. (2005) Middle Grades to High School: Mending a Weak Link. Southern Regional Education Board.

² Lezotte, Lawrence W. (1991). *Correlates of Effective Schools: The First and Second Generation*. Effective Schools Products, Ltd., Okemos, MI.

The following table gives examples of how Henderson Collegiate will incorporate Lezotte's findings into its design:

Best Practices	Rationale	Henderson Collegiate
Clear and Focused Mission	<p>In the effective school there is a clearly articulated school mission through which the staff shares an understanding of and commitment to the instructional goals, priorities, assessment procedures, and accountability. Staff accepts responsibility for students' learning of the school's essential curricular goals.</p>	<p>The school environment will clearly reinforce our mission to prepare all students for a rigorous high school curriculum and eventual college success. Banners of colleges, famous quotes, and photos of accomplished people will adorn the walls and halls.</p> <p>Each grade level will be referred to as the year they graduate from high school. Our first class of fourth graders will be referred to as the Pride of 2019.</p> <p>Students will take trips each year to visit college campuses.</p> <p>There will be no blame or excuses for student failure. Instead there will be analysis. Staff development and planning will focus on students needs and will be solution oriented.</p>
High Expectations for Success	<p>In the effective school there is a climate of expectation in which the staff believe and demonstrate that all students can attain mastery of the essential school skills, and the staff also believes that they have the capability to help all students achieve that mastery.</p>	<p>The academic needs of all students, particularly English Language Learners (ELLs) and low-performing learners, will be met. These students will be served in the regular classroom through differentiated instruction. They will be held to the same high standards as other students. To help them achieve the standards, the school will provide remediation and enrichment.</p>

<p>Instructional Leadership</p>	<p>In the effective school the principal acts as an instructional leader and effectively and persistently communicates that mission to the staff, parents, and students. The principal understands and applies the characteristics of instructional effectiveness in the management of the instructional program.</p>	<p>The role of the School Leader will not be a leader of followers, but a leader of leaders. The functions will include creating a community of shared values.</p> <p>A primary goal of the School Leader will be to train and empower Grade Level Chairs to run effective grade-level teams.</p> <p>The School Leader will provide professional development to the staff members from 2:00 pm until 4:30 pm every Friday. This time will also be used to analyze data and make instructional decisions to meet the needs of students.</p>
<p>Opportunity to Learn and Time on Task</p>	<p>In the effective school, teachers allocate a significant amount of classroom time to instruction in the essential skills. For a high percentage of this time students are engaged in whole class or large group, teacher-directed, planned learning activities.</p>	<p>Three weeks prior to the school year, all students will attend a Summer School Program that will prepare them for a successful school year and build the culture of the school. The Henderson staff will deliver lessons on school routines and expectations.</p> <p>Students will attend school from 7:30 am until 5:00 pm. With an established school culture that promotes teamwork and work ethic, time will not be wasted on management issues, but instead focused on learning.</p> <p>Teachers will deliver lessons to reach all learning modalities to engage <u>all</u> students. For example, students will learn basic multiplication and division facts through chants and rhymes.</p> <p>From 4 to 5 pm students will receive individual guided practice and homework assistance from teachers and tutors. The No Excuses Tutorial period will be designed to respond to student data and target student areas of difficulty.</p>
<p>Safe and Orderly Environment</p>	<p>In the effective school there is an orderly, purposeful, businesslike atmosphere, which is free from the</p>	<p>Students will wear uniforms to eliminate distractions and to create a professional environment.</p> <p>Students will take ownership of the school by giving tours to visitors, maintaining the cleanliness of the facility, and tutoring younger teammates.</p>

<p>Safe and Orderly Environment</p>	<p>In the effective school there is an orderly, purposeful, businesslike atmosphere, which is free from the threat of physical harm. The school climate is not oppressive and is conducive to teaching and learning.</p>	<p>Students will wear uniforms to eliminate distractions and to create a professional environment.</p> <p>Students will take ownership of the school by giving tours to visitors, maintaining the cleanliness of the facility, and tutoring younger teammates.</p>
<p>Frequent Monitoring of Student Progress</p>	<p>In the effective school student academic progress is measured frequently through a variety of assessment procedures. The results of these assessments are used to</p>	<p>After disaggregating data, teachers will use the data to guide their classroom instruction, and to provide students with remediation or enrichment programs.</p> <p>Various assessment techniques and instruments will be used daily, including verbal questioning, teacher observations, evaluation of homework, informal and formal assessments and benchmarks. End-of-Grade testing will be an important measure of student</p>

College-Preparatory Curriculum

In fourth, fifth, and sixth grade, Henderson Collegiate students will move through a college-preparatory curriculum for English-Language Arts (Reading and Writing), Math, Nonfiction Studies (Social Studies), and Science. In seventh grade, students will move through a rigorous curriculum for English-Language Arts (Reading and Writing), Math, History, and Science. In seventh grade, students will take Beginning Spanish, followed by Spanish I in eighth grade. The eighth grade curriculum will also include English-Language Arts, Algebra 1, History, Science, and Technology. It is our goal to provide eighth grade students with more project-based and hands-on writing assignments, such as yearbook, school newsletter, etc.

The extended daily and yearly schedule will allow for additional academic programming and culture-building, personalized support systems, and activities to help students develop the personal skills and resilience they will need for college success.

The following table helps illustrate the curriculum:

Grade Level	College-Prep Curriculum in the Academic Subjects
4	Reading, Writing, Math, Nonfiction Studies
5	Reading, Writing, Math, Nonfiction Studies, and Science
6	Reading, Writing, Math, Nonfiction Studies, and Science
7	Reading, Writing, Math, History, Science, and Beginning Spanish
8	English-Language Arts, Project-Based Writing, Algebra 1, History, Science, Spanish I, and Technology

C. MEETING STATE ACADEMIC ACHIEVEMENT STANDARDS

At Henderson Collegiate, students will reach academic success as a result of the school’s dual delivery: 1) an academically rigorous college-prep curriculum directed at mastering the North Carolina grade-level standards, and 2) intensive intervention courses, additional remediation programs, and the summer session before school begins.

The interdisciplinary core courses are taken by all students and will be heterogeneously grouped. Students will be supported in their achievement in these rigorous courses through the use of differentiated instructional strategies that provide all students with appropriate levels of challenge and support, with a primary focus on innovative teaching of the North Carolina Standard Course of Study (NCSCOS) and an emphasis on critical thinking and integrated learning.

Teachers will use differentiated strategies to meet the students varying instructional levels. Within heterogeneously grouped core classes, teachers will provide extensive opportunities for modeling and guided practice so that students are given the support they need to master grade-level content and skills.

In addition, students who are performing below grade-level in reading and mathematics will participate in intervention coursework designed to bring them up to grade-level proficiency. Reading and math intervention courses will be homogeneously grouped, based on ability. Students will remain enrolled in reading and math intervention until they have reached grade-level proficiency. In reading, grade level proficiency will be determined by Reading Benchmarks that are based on the NCSCOS and a system such as the Fountas & Pinnell Benchmark Assessment Systems. In math, grade level proficiency will be determined by Math Benchmarks that are based on the NCSCOS and a system such as the Accelerated Math Program.

Extended Learning Time

More time on task will be central to the success of the students at Henderson Collegiate. The educational program at Henderson Collegiate will require students and teachers to attend school from 7:30 am to 5:00 pm during the week and for three weeks during the summer. All of these hours will be focused on addressing the academic, intellectual, and character skills of our students. This requires the School Leader and staff to maximize the 570 minutes they have with their students each day. Regardless of whether the students are in the classroom or in the hallways, the goal is to constantly take advantage of the 570 “teachable minutes” in a school day.

Students who enter the school with below grade-level skills will find the school’s curriculum and pace of learning challenging. To ensure that all students can meet the school’s academic goals, the school will have a broad array of support programs and structures to enable students to access curriculum and instruction designed to meet their particular needs.

The school’s target student, who has significant gaps in his or her learning, needs extra time in order to become fully ready for grade-appropriate curriculum. To ensure that all students have ample opportunity for guided practice, individualized coaching, and additional instruction, the

school day, week, and year will be significantly extended to allow for the implementation of several programs targeted at the needs of low-achieving students. The school's extended day, week, and year will take shape in the following ways:

- ***Summer Session***, a set of programs that will teach the cultural/academic expectations of the school. Before the school year begins, students will be introduced to the routines, procedures, and high expectations of the school to set them up for success. Students will participate in activities that are designed to refine their basic skills so they are prepared for the start of the year. During this time staff will administer the necessary assessments, and students will be involved in creating individual goals for the upcoming school year.
- ***No Excuses Tutorial Program***, a class from 4 to 5 pm where students receive individual guided practice and homework assistance from teachers and tutors. The Tutorial period will be designed to respond to student achievement data and target student areas of difficulty. Students will be coached and given the opportunity to practice the learning strategies and work habits that they encounter in their regular course work.
- ***Reading/Math Intervention***, a program that provides small group, differentiated instruction to students who are identified as below grade level.

Intervention Programs:

It is estimated that the average child from a low-income family enters kindergarten with a listening vocabulary of 3,000 words, while a child from a middle-income family enters with a listening vocabulary of 20,000 words.³ In order for low-income students to avoid playing catch up their entire educational career, they need the opportunity to build a solid foundation of basic language skills.

The Henderson Collegiate curriculum will be developed to enable students who are academically low-achieving to accelerate to grade-level proficiency by the time they enter high school. The school will define “academically low-achieving” as students who are below grade-level proficiency in English-Language Arts and/or Math as reflected by their EOG scores.

³ Hart, B. & Risely, T. (1997). Meaningful Differences in the Everyday Experience of Young American Children. *Journal of Applied Behavioral Analysis*, 30(3), 599–600.

Every school day will include a Reading Intervention block and a Math Intervention block for students needing remediation. Upon enrolling at Henderson Collegiate, all students will be given Reading and Math diagnostics and assessment tests to precisely gauge their achievement level. Any students not reading or computing at grade level will be enrolled in the intervention courses, using diagnostic performance to determine their particular starting point. Formative and summative assessments will be conducted regularly in the intervention blocks to chart progress toward grade-level proficiency and to give teachers and tutors the data they will need to build and refine class curricula as well as the *No Excuses Tutorial Program* throughout the school year.

Plan for Reading Intervention:

African American, Hispanic, limited-English speaking students, and those from impoverished homes fall behind significantly and stay behind in far greater proportion than their white, middle-class counterparts. The rate of reading failure in these groups is 60 to 70 percent according to the National Assessment of Educational Progress. This figure explains much about the poor academic achievement of minority students and why they are under-represented in professions that depend on higher education.⁴

Students who lack the prerequisite awareness of sounds, symbols, and word meanings can overcome their initial disadvantage if teachers incorporate critical skills into lessons directly and systematically. Thus, the school's Reading Intervention Block will use the research conducted by the National Reading Panel Report⁵ to support the school's reading intervention

⁴ Moats, L. (1999). Teaching Reading is Rocket Science: What Expert Teachers of Reading Should Know and Be Able To Do.

⁵ National Reading Panel. (2000). Teaching Children to Read: An Evidence Based Assessment of the Scientific Literature on Reading and its Implications for Reading Instruction.

curriculum. Several decades of scientific research clearly show effective reading instruction addresses five critical areas that will be used during this block:

- Phonemic awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

The staff at Henderson Collegiate will understand how fluency facilitates comprehension and will use research-based strategies for helping students become fluent readers. Monthly fluency assessments such as those provided by Reading A-Z.com will be used. Vocabulary instruction will explore the relationships among words and the relationships among word structures, origin and meaning. The Henderson Collegiate staff will know that comprehension is the ultimate goal of reading instruction, and will help students learn to apply appropriate comprehension strategies as they read.

Henderson Collegiate will employ a Reading teacher who will work closely with the other English-Language Arts teachers so together they can create an environment for low-performing students that is consistent and differentiated based on individual needs. Since Henderson Collegiate is targeting a student population two to three grades below level, this intervention program will demonstrate success in bringing students up to grade level through teacher-directed, scaffolded, cumulative, systematic and explicit literacy instruction.

Students will be grouped by reading levels determined by the benchmark assessments such as those provided by Fountas and Pinnell. Students will participate in guided reading groups, where they will engage in leveled texts that are on their instructional level. Ongoing diagnostic assessment will take place in the form of content mastery and fluency tasks, and summative tests. The benchmark assessments will track student comprehension, fluency,

reading rate, and word recognition skills. This assessment will help teachers to determine student growth and provide a baseline for exit of remediation reading programs.

Plan for Math Intervention:

The Math Intervention Block course will be based on the *North Carolina Standard Course of Study Resources: Week by Week Essentials* and *Classroom Strategies*. The instruction will focus on:

- A balance of numeracy skills, conceptual understanding, and problem-solving techniques
- Clear identification of the most important concepts and skills to be taught to ensure effective use of time
- Extensive diagnostic and assessment tools to identify student needs and track student growth
- Tasks that support students in developing mathematical reasoning and problem-solving strategies

Another instructional tool that will be used for the Math Intervention Block is individual math practice and progress-monitoring data such as that provided by the Accelerated Math Program. The program will provide immediate feedback and record student progress. This will allow students to set goals for their individualized plans and track their growth. The program will assist teachers in identifying which mathematics objectives students have mastered and which objectives are giving them difficulty.

Students will be grouped by skills using the North Carolina standards and the individual math progress assessment data will help teachers determine student growth and provide a baseline for exit of the remediation math programs. To ensure that all students receive appropriate instruction to support them in the mastery of grade-level standards, differentiated instruction will be part of the design in all classes.

English Language Learners

Based on the overall Vance County student population, Henderson Collegiate expects to serve a significant number (approximately 5-10% of all enrolled students) of English Language

Learners (ELLs). This will necessitate that the school provides these students with effective, research-based educational programs and practices for increased linguistic and academic achievement. All courses at the school will utilize instructional techniques that have proven to be successful at providing ELL students access to rigorous content and instruction while simultaneously building English language proficiency. In addition, the school will place significant emphasis on bridging the school-home gap with families whose first language is not English.

Foreign students whose first language is not English, and whose former educational records cannot be located, will be assessed both formally and informally so that the school can obtain a profile for each student. Henderson Collegiate will use both norm-referenced and criterion-referenced instruments to assess the students in the following areas:

- English language skills
- Mathematics skills and reasoning ability
- Native language level, both oral and written when appropriate
- General knowledge in other subject areas
- Socialization skills

To ensure that the needs of ELLs are met, English Language Proficiency Standard Course of Study (ELP SCOS) standards will be integrated into each course and teachers will employ instructional strategies in their classrooms that have proven successful at enabling learning for ELLs. Students who exhibit the need for additional support will be placed in the Reading or Math Intervention Blocks, along with supplementary instruction provided by the Language Arts teachers and intensive one-on-one tutoring provided by teachers and trained volunteer tutors during Henderson Collegiate's *No Excuses Tutorial Program*.

The overall model for English Language Learners (ELL) at Henderson Collegiate will be the inclusion model of ELL. ELLs will participate in a regular course of study along with all

Henderson Collegiate

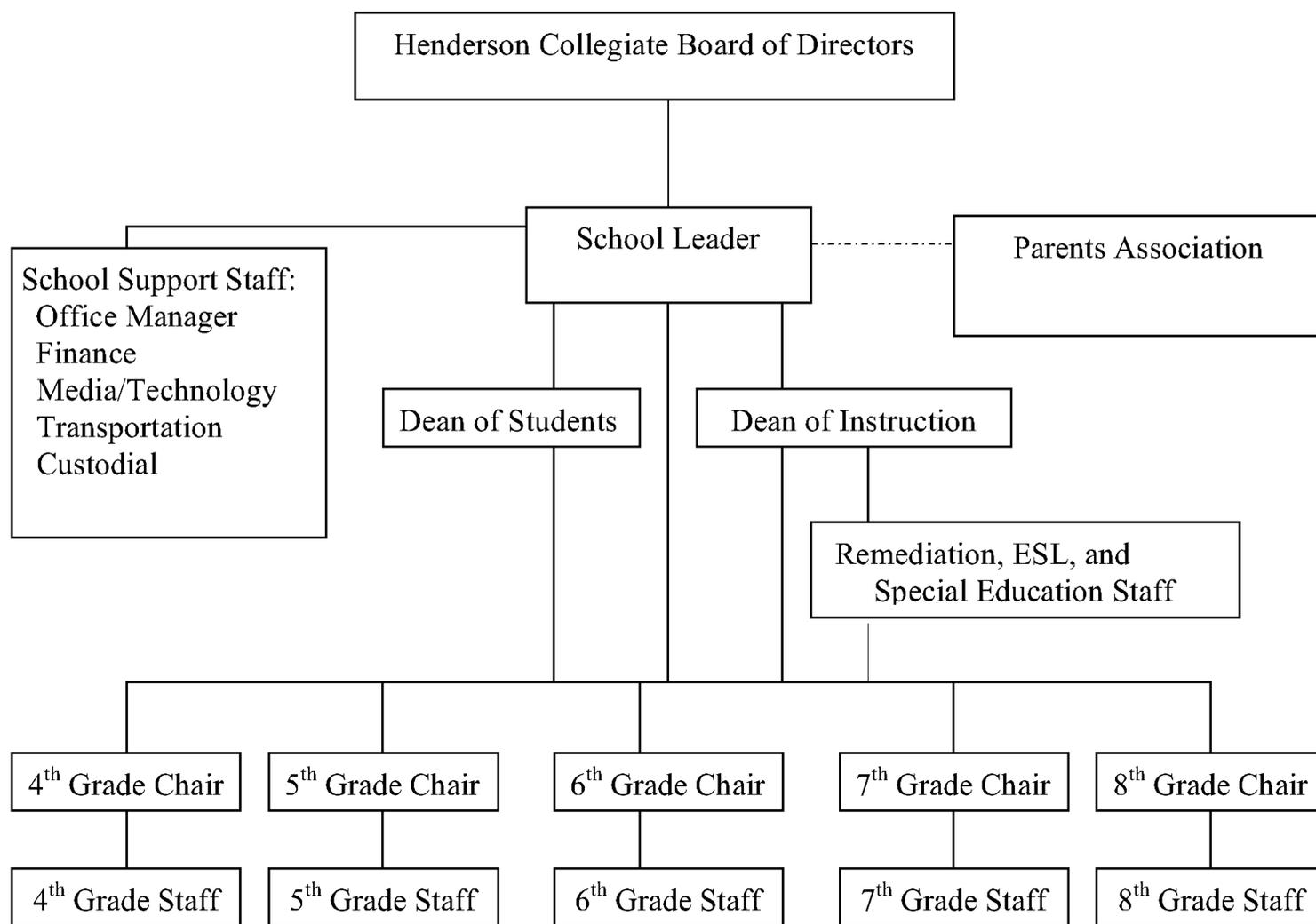
other students. ELLs will be held to the same high expectations as all students, while being provided with accommodations that assist them in reaching the expected standards and competencies. All courses will be taught in English. The English Language Proficiency Standard Course of Study will be integrated into the curriculum for each course. Second language acquisition, strategies for providing effective instruction for ELLs, the ELP standards, and the integration of those standards into each course curricula will be a major emphasis of Henderson Collegiate's professional development program.

(ii) Describe how the charter school will be managed:

III. MANAGEMENT STRUCTURE OF HENDERSON COLLEGIATE

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

In the following organizational chart, the corporation structure is represented by the top box and includes the Board of Directors and its officers and committees. The school structure is represented by all the other boxes.



Explanations for Chart:

1. The first year will consist of 4th grade only, and a grade level will be added each year.
2. Most boxes represent different people or sets of people as well as different positions or functions. However, in some cases one person will serve the functions of more than one box. The Grade Chairs and the Dean of Students functions will be filled by grade level teachers (Grade Staff). In the first year of operation, the School Leader will serve the Dean of Instruction function.

Henderson Collegiate

The Henderson Collegiate, Inc. Board of Directors will operate the charter school according to the organizational chart. The chart illustrates the relationships between the Board of Directors, the School Leader (principal), teachers, other school staff, and the Parents Association.

Board of Directors

List of the Current Board of Directors of Henderson Collegiate, Inc.

Name	Profession / Experience
Eric E. Sanchez	Education / Instruction & Leadership
Caroline S. Burnette	Attorney / Boards, Child-related Law, & Instruction experience
Gary W. Morgan	CPA, Real Estate Broker / Finance & School Facilities experience
Carice R. Cantelupe	Educator / Curriculum & Instruction
Netasha S. McLawhorn	Doctor / Boards, Leadership, & Fundraising
Nancy Jo Smith	Nurse, Business manager / Board, Management & Fundraising
Erica Staine-Shoulders	Educator / Board, Curriculum, Instruction, Administration, Fundraising
Sherrie C. Evans	Business, Education / Administration, Instruction, Business
Delphia Renaee Terry	Nurse, Administrator / Leadership & Administration
Cornelius F. Cathcart	Doctor (Pediatrician) / Leadership & Administration

The charter school will be governed by the nonprofit corporation Henderson Collegiate, Inc. Board of Directors with the primary mission of ensuring that the school performs according to the terms and conditions of its charter and in compliance with the school's educational philosophy. Initial directors will serve a two-year term. Subsequently, directors will be elected to serve one-year, two-year, or three-year terms as a staggered tract is established, to ensure continuity of operations of the corporation and to ensure rotation of persons serving as directors.

The Board is forming authorized Committees to assist in the various areas necessary to establish, manage, and operate the school. Committees will involve a broader cross-section of the school community and provide additional expertise and support to the Board to accomplish its purposes. It is expected that the Committees will include the following:

- (a) Executive Committee, for day-to-day management;
- (b) Budget and Finance, to ensure accurate accounting and adequate funding;
- (c) Facilities, to locate, develop, and oversee the School facilities;
- (d) Personnel, to develop and review personnel policies and procedures, including qualifications, compensation, training, and professional development;
- (e) Public Relations and Marketing, to communicate and to recruit, including teacher recruitments and parent-student outreach; and
- (f) Programs (several committees), to develop and review various programs such as Curriculum and Instruction, Student Testing and Assessment, Transportation, Fundraising/Grants, etc.

Board Oversight of Charter School

The Henderson Collegiate, Inc. Board of Directors will establish, manage, and operate the charter school. The Board will have governing and policy-making authority for the school.

The Board will fulfill its duties in accordance with the Henderson Collegiate, Inc. Bylaws, including the Conflict of Interest Policy, and applicable North Carolina open meetings and public records laws. The Board of Directors with its officers and committees will be empowered to:

- Define and refine the school's mission and vision;
- Set policies for the school;
- Set the annual budget for the school;
- Oversee the formulation of and review of the evaluative criteria for the school;
- Oversee the academic and financial management and accountability of the school;
- Ensure the school adheres to its charter, state and federal guidelines, and school policies;
- Coordinate the various people and entities involved with operating the school;
- Employ and evaluate the School Leader;
- Employ and contract with teachers and other personnel to perform school services;
- Hold the school employees accountable for academic and fiscal responsibility;
- Discharge certificated and non-certificated employees;
- Act as a court of appeal for students, parents, and staff when conflicts are unresolved;
- Decide upon recommended student expulsions;
- Provide support for fundraising, marketing and other services as needed for the school; and

- Advocate on behalf of the school by working to establish partnerships with other organizations, such as community organizations, institutes of higher learning, nonprofit foundations, and corporate entities supporting education in noncommercial relationships.

Henderson Collegiate, Inc. will take steps to ensure employment policies, admissions policies, discipline policies, and other policies of the charter school provide equitable access to, and participation in, the charter school program as regards such possible barriers as gender, race, national origin, color, disability, or age.

School Leader

The Board of Directors will employ a qualified, experienced School Leader (principal). The School Leader will ensure that the mission, goals, and objectives of the school are being fulfilled. The Board expects to delegate significant operational authority and many day-to-day operational decisions to the School Leader, within the guidelines and policies set by the Board for the school's operation and within the confines of the annual budget.

The School Leader will be responsible for most operational details such as designating grade level chairs, working with teachers to select high-quality curriculum and to set up teaching schedules, coordinating vendors with the financial support staff, performing teacher assessments, arranging student testing, and meeting with the Parents Association. The School Leader's responsibilities will include but are not limited to:

- Managing and evaluating instructional and non-instructional staff;
- Maintaining school budget records;
- Writing, signing, or co-signing school checks;
- Facilitating parent involvement in the school; and
- Serving as a leader for cultivating community partnerships.

The School Leader will be given authority within the guidelines and policies set by the Board so that the School Leader's ability to manage the school is not impeded, and so that he or she may act upon matters in a timely manner. For example, the School Leader will be authorized

to temporarily suspend staff or students if a problem arises. The Board of Directors will work closely with the School Leader and meet regularly with him or her to guide the implementation of the school according to the charter. It is expected that the Board will appoint the School Leader as a non-voting member of the Board, according to provisions of the corporation's Bylaws, to facilitate a close working relationship.

School Staff

The Board of Directors shall require that all employees of the school will agree to the Code of Ethics for Educators as prepared by the Professional Standards Commission. In addition to the Code of Ethics, all personnel will be in compliance with the Drug Free Public Work Force Act of 1990.

Parents Association

The School Leader and staff will be expected to communicate and work closely with parents. Please see Section VII of this document.

(iii) Describe the objectives of the charter school and the methods by which the charter school will determine its progress toward achieving those objectives;

IV. HENDERSON COLLEGIATE'S OBJECTIVES AND PROGRESS

By achieving the highest of expectations for student performance and creating an accessible, open environment, we intend to create in Henderson Collegiate a model that can be replicated by or created collaboratively with other schools in Vance County, rural northeast North Carolina, and even nationwide. We will pursue the following academic outcomes and use the following methods of measuring progress.

(Note: In this section, and throughout this document, "cohort" shall be defined as a specific set of students who remain at the school from year to year, thus excluding students who enter the school in the upper grades.)

Academic Subjects:

Objective: Students will acquire the knowledge and skills in the core academic subjects of reading, writing, math, science, social studies, and foreign language to succeed in rigorous college-preparatory high schools.

Measuring Progress: North Carolina End of Grade Tests (EOGs) and End of Course Tests, nationally norm-referenced test such as the Stanford 10, and grade-level projects.

Specific goals for Henderson Collegiate students include:

- Each year, the percentage of Henderson Collegiate students who meet or exceed standards in all subjects, and at all grade levels, will exceed the average percentage of students in the district, and the percentage of students in the state, who meet or exceed standards as measured by the EOGs.
- Each year, the percentage of students in the cohort who meet or exceed standards on the EOGs will increase, starting with a goal of 80% of fourth graders and reaching 95% for eighth graders.

Henderson Collegiate

- At least 95% of eighth graders completing Algebra 1 will pass the NC End of Course test.
- Each cohort of students at Henderson Collegiate will improve its average national percentile ranking in reading, math, science, and social studies as measured by the Stanford 10 or a similar nationally norm-referenced test, an average of five percentile points per year over the course of four years.

Other methods of measuring progress toward objectives for academic subjects will include grade-level projects such as:

- Reading - Students in each grade level will read at least four novels;
- Writing - Every eighth grader will write a research paper of at least 2,000 words that: (a) includes a title page, outline, bibliography, and endnotes; (b) clearly states a central idea that is supported with specific evidence drawn from a variety of sources; and (c) cites sources appropriately using both direct quotes and summarization.
- Science - Every sixth and seventh grader will write a well-organized lab report, demonstrating that he or she has successfully: (a) formed a hypothesis about a scientific question; (b) designed a scientific experiment to test the hypothesis; (c) conducted the experiment; (d) gathered, organized, and analyzed data; and (e) drawn appropriate conclusions.
- Social Studies - Each year, all students will earn a score of 90% or higher on a geography test, consisting of a blank map that the students must label, as follows: (a) in fifth grade, a map of all fifty states and their capital cities; (b) in sixth grade, a map of all countries, major rivers, and mountain ranges, in North America, South America, and Europe; (c) in seventh grade, a map of all countries, major rivers, and mountain ranges, in Asia, Africa, and Australia; and (d) in eighth grade, a map of all major cities, rivers, lakes, mountains, and historic sites in the state of North Carolina.

Attendance and Participation Objectives:

Objective: Students will actively participate in their education at Henderson Collegiate by attending school regularly and completing required assignments.

Measuring Progress: Attendance rates and homework completion rates

Goals for participation as measured by attendance and homework include:

Henderson Collegiate

- Average daily attendance at Henderson Collegiate will be 90% in the first year of operation and will remain at or above that level throughout the life of the charter.
- For each day that school is in session, an average of 90% of students will complete and turn in all homework assignments.

The Ultimate Measure:

While the above evaluations and assessments are necessary to ensure Henderson Collegiate is meeting its objectives annually, the ultimate evaluation of the school will not occur until 2019, when the first Henderson Collegiate grade level will be on track for high school graduation and college matriculation. The percentage of students meeting this standard will provide an overall assessment of the long-range effectiveness and success of the school.

The consummate goal is to prepare our students for top-quality high schools and colleges. Therefore, Henderson Collegiate's matriculation rates to highly selective high schools and colleges will be the ultimate measure of our compliance with our mission and of our success.

(iv) Describe the administrative relationship between the charter school and the authorized public chartering agency;

V. ADMINISTRATIVE RELATIONSHIP WITH CHARTERING AGENCY

The authorized public chartering agency is the North Carolina State Board of Education (SBE). The SBE granted Henderson Collegiate planning-year approval in July 2009, with final approval to be granted in March 2010. The charter becomes effective July 2010 and continues for ten years. The SBE provides technical assistance and workshops for charter school directors. The SBE authorizes the school before equipment, facilities, and personnel are secured, but does not allocate any state funds until the school obtains space in a building safe for educational occupancy. The SBE may terminate the charter earlier than ten years for good cause, but in the past it has worked with schools to try to remedy situations.

In North Carolina, the charter school is operated by the board of directors of the non-profit corporation, in accordance with N.C.G.S. 115C-238.29A et seq. and other applicable laws. Other than making required reports to SBE, following state laws such as attendance and discipline, and administering state End-of-Grade tests to students, the school is given complete flexibility to follow the mission of its charter.

The charter school employs its own staff, including teachers and administrators. The school is required to do background checks and cannot employ any individual whose license has been suspended or revoked by the SBE or any other licensing agency.

Charter school reporting to the SBE includes the total number of teachers, the number who hold valid professional teaching licenses, the identifying data of all students enrolled, and the number of children with special needs. The school also reports the data of its students from each county to that county's local board of education (LEA). The charter school is sent funds from the SBE and the LEA based on the student headcount of Average Daily Membership (ADM).

(v) Describe how parents and other members of the community will be involved in the planning, program design, and implementation of the charter school;

VI. PARENT AND COMMUNITY INVOLVEMENT

Henderson Collegiate will operate with the premise that teachers, parents, and students must work together in a partnership to provide a quality education at the school. Parents are a vital part of this partnership.

Board of Directors and Committees

Parents and community volunteers will be encouraged to participate as members of the Henderson Collegiate, Inc. Board of Directors and its many Committees in the planning, design, and implementation of the charter school.

Parents Association

The school's parents will be encouraged to organize a Parents Association (PA) consisting of several parents from each grade level, for the purposes of promoting and supporting the school's mission, being involved in the development of the culture of the school, and extending school communication with all families. The School Leader will meet at least once a quarter with the PA to discuss the needs of the school and the families from a parental perspective.

Other Parental and Community Involvement

Supporting greater school involvement for all parents and the community is an important strategy for helping to close the achievement gap for at-risk students and ELLs. Ongoing opportunities will be provided for parents to support the school's educational mission and to be involved in the success of the students, such as ensuring that homework is complete, assisting the child in contacting the teacher regarding an assignment, Family Literacy Nights, and field trips. Community members will be encouraged to participate in appropriate ongoing volunteer roles

such as tutors. The following table shows recommended practices in the area of parent and community involvement, and examples of ways in which Henderson Collegiate will incorporate these findings into its design:

Best Practice	Rationale	Henderson Collegiate
Encourage positive Home-School relationships	In the effective school parents understand and support the school’s basic mission and are given the opportunity to play an important role in helping the school to achieve this mission.	<p>Family meetings before Summer Session begins will enable staff to meet with families and incoming students. In the meetings, the staff will discuss the school’s values and policies, as well as learn about the student’s past academic experiences, strengths, needs, and interests.</p> <p>A weekly newsletter will be sent home to inform parents about resources, weekly updates, and important dates and events.</p> <p>Home visits by teachers and School Leader will help to develop closer connections with families of struggling students.</p> <p>Staff will hold semester meetings called Family Literacy Night, and other workshops, where teachers will share best practices and strategies with the families to increase student learning.</p> <p>Parent Pride Night will be an event where the school community shows their gratitude to parents by having grade-level performances.</p>
Provide parent outreach programs	Parents are a crucial component in the academic achievement of their children. The more they know about the expectations, challenges, and opportunities facing their children, the more able they are to be effective partners in their children’s success in school.	<p>Regular community exhibitions of student work, with school staff, families and community members using school-developed rubrics to assess student work.</p> <p>Informational meetings with the whole family to encourage families and students to commit to the multi-step process of preparing for college success.</p> <p>Discipline process will include school-family meetings and student behavior contracts.</p> <p>Regular teacher communication to families (letters and phone calls) to keep families abreast of student successes and problems.</p>

Henderson Collegiate

		All tests, quizzes, Homework Planners, weekly and monthly progress reports will be sent home and will require a parent signature so they are constantly updated about their child's homework and grades.
Communicate with families in native language	By eliminating the language barrier, parents are more able to participate in their children's education.	All written communication will be made available in Spanish. The school will seek out bilingual faculty and staff to facilitate communication between families and school.
Encourage native language use at home	Being bilingual is an asset for students, promoting healthy family and community relationships and is a source of cultural identity and pride.	Henderson Collegiate will encourage and celebrate native language use at home.
Accommodate parents' schedules	Scheduling and transportation may be a barrier for participation in the life of the school for some parents.	Henderson Collegiate will vary times or offer events at multiple times, and assist in coordinating transportation, so that parents may participate in school activities to the greatest extent possible.

(v) Describe how the authorized public chartering agency will provide for continued operation of the charter school once the Federal grant has expired, if that agency determines that the charter school has met its objectives;

VII. CONTINUED OPERATION AFTER GRANT EXPIRATION

The authorized public chartering agency, the North Carolina State Board of Education (SBE), reviews and evaluates the charter school at least once every five years to ensure that the school is meeting the expected academic, financial, and governance standards. The SBE may renew the charter for periods up to ten years each. The SBE provides technical assistance and workshops to charter school directors, and provides special assistance to schools that request it or that the SBE has determined may need it, in order to support the continued operation of charter schools. Henderson Collegiate expects that the educational results for students during and after the period of the CSP federal grant will result in continued renewal of the charter.

Each academic year, beginning with 2010-2011, the charter school will report to the SBE the identifying data of all students enrolled, including the number of children with special needs. The school will also report the data of its students from each county to that county's local education agency (LEA). The charter school is sent funds from the SBE and the LEA based on the student headcount of Average Daily Membership (ADM).

Henderson Collegiate will begin with fourth grade in 2010-2011, and add a higher grade level each year. Therefore, the charter school will continue to have additional start-up costs for each new grade level, including curriculum, equipment, supplies, and professional development of more teachers and staff.

Henderson Collegiate has completed a five-year enrollment budget. The biggest start-up cost will be acquiring a facility in 2010. We expect that after a couple of years of student enrollment, the facility cost will become a more manageable portion of the annual budget of the

Henderson Collegiate

school. We fully expect that the state and local ADM funds, and any federal funds based on specific needs of enrolled students, will be sufficient for the continued operation of the charter school after the expiration of the initial start-up and implementation 3-year Henderson Collegiate CSP Project being funded by the CSP federal grant.

(viii) Describe how the grant funds will be used, including how these funds will be used in conjunction with other Federal programs administered by the Secretary;

VIII. USE OF FEDERAL GRANT FUNDS

A. HOW THE CSP PROJECT GRANT FUNDS WILL BE USED

The North Carolina State Board of Education (SBE) granted Henderson Collegiate planning-year approval in July 2009, with final approval to be granted in March 2010. The charter becomes effective July 2010 and continues for ten years. The SBE authorizes the school before equipment, facilities, and personnel are secured, but does not allocate any state funds until the school obtains space in a building safe for educational occupancy. There are no state or local education agency funds provided for charter school planning and start-up costs. State and local operational funds are provided per enrolled student based on Average Daily Membership.

The 3-year Henderson Collegiate CSP Project of planning, development, education program design, initial implementation, and refinement of methods for measuring progress, as described below, will use the CSP grant funds during the planning year and the first two years of charter school's operation, when start-up expenses will be highest.

Henderson Collegiate will take steps to ensure equitable access to, and participation in, the charter school program by students, families, and employees as regards such possible barriers as gender, race, national origin, color, disability, or age.

All Henderson Collegiate material estimates are averages from two or more vendors or standard industry costs. Contractual costs are based on market rates. In addition, it is necessary to understand that the school will add a grade level every year, and as a result, Henderson Collegiate will essentially have start-up costs throughout the entire project. The CSP Project Year 1 will start October 1, 2009 and end September 30, 2010; Project Year 2 will begin October

1, 2010 and end September 30, 2011; and Project Year 3 will begin October 1, 2011 and end September 30, 2012.

Following is more detailed information for each expense category.

Expense Category: Travel

Total Cost: \$42,530

Purpose for Grant Funds: *Professional development of teachers and other staff who will work in the charter school*

Administrative Staff Development:

While Henderson Collegiate will hire an administrative staff with the experience and credentials needed to perform proficiently, the charter school's unique format, culture, and objectives require specific training. The office staff will receive training in: specific state, local, and federal compliance procedures for charter schools, including organization of student records and financial records, and reporting; organization of student materials; and understanding of the school's cultural vision.

The School Leader (principal) will receive training in all administrative duties mentioned above, Exceptional Children (EC) and Individuals with Disabilities Education Act (IDEA) policy and procedures, curricular programs used by the school, and accountability procedures as they pertain to assessments and diagnostics.

Instructional Staff Development:

Although Henderson Collegiate will follow the North Carolina Standard Course of Study, we understand that effective teaching is about "rapport and repertoire", which must be constantly expanded to effectively match instructional methods with the needs of each individual student.

To expand the instructional repertoire and continue strengthening our teachers' understanding of how to create culture consistent with our vision for incoming students, we will

provide some relevant training in the Knowledge is Power Program known as KIPP, a charter organization which has been very successful in combating the national achievement gap that exists within our schools. Our teachers will benefit tremendously from the workshops and overall conversation that takes place at a KIPP School Summit. Faculty will observe at the highest performing school in New York City, KIPP: Infinity. We have chosen the NYC school because they are similar to us in that they are literacy-based and use the model of extra hours. We also chose this school because they begin classes almost a month before Henderson Collegiate. This will provide teachers with time to plan ways for implementing their findings.

Additionally, it will be essential to train staff on the diagnostic and assessment material the school purchases.

Each year, new instructional staff hired for the new grade level will need to be trained.

Expense Category: Equipment

Total Cost: \$180,495

Purposes for Grant Funds:

- 1) *Acquiring necessary equipment and educational materials and supplies*
- 2) *Acquiring or developing curriculum materials*

Office Equipment:

Henderson Collegiate's mission and objectives will be facilitated through the organization of the school. We believe that a well-trained and well-equipped office staff will pay huge dividends when it comes to the cultivation of student achievement. Purchasing of office equipment during the planning year will enable us to hire office personnel in June 2010 for a headstart in organizing the school.

Since our office needs will grow with increasing student enrollment, we will need to purchase additional startup materials in subsequent years.

Instructional Equipment:

Henderson Collegiate' learning environment will be designed to be safe, orderly, and full of educational resources for children. We plan to equip the teachers with all necessary tools, and to purchase instructional technology for every classroom. We will supply the classrooms not only with desks, chairs, chalkboards, and bulletin boards, but also with computer centers, bookshelves for texts, and LCD projectors to save paper and to meet to the needs of visual learners. Lockers and file cabinets will help keep hallways and classrooms orderly.

Expense Category: Supplies

Total Cost: \$98,900

Purposes for Grant Funds:

- 1) *Acquiring necessary equipment and educational materials and supplies*
- 2) *Acquiring or developing curriculum materials*
- 3) *Refinement of the desired educational results and of the methods for measuring progress toward achieving those results*

Office Supplies:

Henderson Collegiate's administrative team will need software that enables them to input data for school records and for compliance purposes. Purchasing office supplies during the planning year will enable us to hire office personnel in June 2010 to get a jump in organizing the school.

Photocopies are an immense expense that comes with the freedom and flexibility afforded to our teachers. On a daily basis, they will need to make copies for each student which may consist of class work, homework, and in many cases, the introduction to new material.

As student enrollment increases with each new grade level added per year, the amount of office supplies needed will increase.

Instructional Supplies:

It is important for Henderson Collegiate to supply the teachers with the materials and supplies necessary to educate their students. The teachers will have the autonomy to choose the textbooks they feel will best support the lessons they create. The teachers for Reading and for Non-Fiction Studies will have the autonomy to create their own classroom libraries and to choose class novels.

As described in our educational plan, Henderson Collegiate will provide structured remediation for “academically low-achieving” students who are below grade-level proficiency in English-Language Arts and/or Math as reflected by their state End-of-Grade scores, English Language Learners (ELL), students with disabilities, and any other students who are struggling in the areas of reading and math. It will be essential to have the appropriate diagnostic and assessment materials, texts, instructional software, and technology in order for teachers to assist every child to succeed.

Expense Category: Contractual

Total Cost: \$53,500

Purposes for Grant Funds:

- 1) *Refinement of the desired educational results and of the methods for measuring progress toward achieving those results*
- 2) *Informing the community about the school*
- 3) *Other initial operational costs that cannot be met from State or local sources*

The basic infrastructure of the school will be created in the first year of the 3-year Henderson Collegiate CSP Project, during the state's planning year for charter schools. This will include work on the development of the school’s curriculum, acquisition of technical capabilities, methods for reporting and compliance with state and local education agencies, legal consultation,

website design for communication purposes, and the organization necessary to be a financially responsible entity.

In subsequent years, the school will need to upgrade and refine the diagnostics/assessments and the web communication abilities as new grade levels are added.

Expense Category: Other

Total Cost: \$14,250

Purpose for Grant Funds: *Informing the community about the school*

Marketing the School:

Henderson Collegiate will offer a unique education experience and plans to market the charter school to the entire community. Since many families from low-income homes may have limited access to various recourses, it will be necessary to use a wide-range of media outlets in order to explain our educational plan and admission application deadlines, and to clarify any misconceptions people may have about charter schools. We plan to make all marketing materials available in both English and Spanish.

As the school grows, it will also be important to notify the community about our progress by distributing our student testing and parent survey results through the web, pamphlets, and the local newspaper/radio.

Expense Category: Training Stipends

Total Cost: \$13,860

Purpose for Grant Funds: *Professional development of teachers and other staff who will work in the charter school*

Please refer to the "Expense Category: Travel" information above for an explanation of training.

B. OTHER FEDERAL PROGRAMS

Henderson Collegiate expects to be applying for, receiving, and using funds from other Federal programs administered by the Secretary and available to new or expanding charter schools in North Carolina. These other Federal funds would be used for their respective program purposes at the charter school during the second and/or third year of the 3-year period of the CSP grant project, when students have been enrolled. These Federal programs are those in which states sub-allocate funds to LEAs and other eligible applicants. The three Federal programs for which Henderson Collegiate expects to qualify to receive funds include: ESEA Title I; IDEA Part B; and Safe and Drug-Free Schools and Communities. These Federal program funds would be used to assist disadvantaged students to achieve state academic standards in a safe school environment. We do not expect that these other Federal funds would be allowable or available, nor budgeted and used, for any of the same purposes or expenses of planning, development, education program design, and initial implementation as the CSP grant project funds.

(ix) Describe how students in the community will be informed about the charter school and be given an equal opportunity to attend the charter school;

IX. HENDERSON COLLEGIATE'S MARKETING PLAN

To reach our diverse and representative target population, Henderson Collegiate will maintain consistent messaging to potential parents and students while employing multiple communication vehicles in multiple communities. Marketing will provide equal access to all students.

Transparency

Henderson Collegiate's marketing message will include the school's mission and North Carolina's six legislated purposes of a charter school. With a school name explicitly tied to eventual college success, we intend to support all marketing claims with measurable data. Prior to completion of the first school year 2010-2011, Henderson Collegiate's marketing message will focus on the previous education results achieved by the founding members of the Board of Directors, and the School Leader they employ. After the first school year, the marketing message will transparently share data results from student tests and parent surveys.

Competition

Henderson Collegiate aims to create a collaborative, mutually-beneficial relationship with local educational agencies. We do not seek to replace public schools or private schools but to be a committed partner in creating solutions to better serve all students. Our marketing messages will always support this intention and will never disparage the students, families, educators, and staff of any other educational institution.

Recruiting Vehicles

There is no more powerful communication vehicle than word-of-mouth, especially in small town North Carolina. To reach our target population, we will enroll supporters to:

Henderson Collegiate

- Recruit door-to-door throughout low-income and communities of color, canvassing the neighborhood to make sure that all residents are reached and have access to an application;
- Leverage partnerships with community-based organizations, especially those with a particular focus on serving families and youth;
- Bring diverse staff on all recruiting visits, including relevant foreign language-speaking teachers;
- Develop easy-to-read marketing materials in multiple languages;
- Conduct open information sessions in public spaces, such as libraries;
- Promote the school at neighborhood gatherings and festivals;
- Speak at civic organization meetings;
- Place advertisements in local publications;
- Speak on popular local radio stations; and
- Invite local television and print media reporters to report on the school.

Henderson Collegiate will also provide and maintain a website that contains the marketing message and other important information about the charter school such as admission application deadlines. The website will be designed to allow for easy communication with the school by community members, parents, and members of the media.

(x) Describe how a charter school that is considered an LEA under State law, or an LEA in which a charter school is located, will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education Act;

X. INDIVIDUALS WITH DISABILITIES EDUCATION ACT COMPLIANCE

North Carolina charter schools are treated similar to local education agencies (LEAs) by the North Carolina State Board of Education (SBE) for purposes of granting sub-allocations of Individuals with Disabilities Education Act (IDEA) federal funds based on the number of children with disabilities enrolled in the school, and requiring the school's compliance with IDEA and state laws in providing special education and related services to enrolled children.

Henderson Collegiate will accept children with disabilities in accordance with IDEA and with state laws N.C.G.S. 115C Article 9 and 115C-238.29F(g)(5). Identification, evaluation, and placement of all students with disabilities will be conducted in accordance with applicable federal and state laws. The school will comply with policies of the North Carolina State Board of Education (SBE) for charter schools relating to the education of children with disabilities.

Recruitment

Admission to the charter school will be open to any child who lives within the state. The school will recruit and admit students without regard to prior academic or behavioral performance. Marketing materials will clearly explain the high academic and behavioral expectations of the charter school, and the school's capacity and plan to serve students with special needs. Marketing materials will be available in English and Spanish.

Identification

Henderson Collegiate will establish an identification and evaluation process that brings together the parent/guardian, student, and school personnel to determine the needs of every new student. The School Leader will be responsible for visiting parents and for requesting student

files from the child's previous school. During the school's Summer Session, before classes begin, all students will be tested to determine if a referral for assessment is needed.

If a parent, teacher, other faculty member, or outside agency has concerns based on a student's records, observation of the student, or test results, then School-Based Problem Solving will be initiated. In discussion with the student, parent, and Special Education Coordinator, the faculty may implement an intervention strategy, such as individual tutoring or classroom modifications, to enable the student to be successful in the school. If such strategies are not sufficient to help the student to be successful, the student will be referred for an individual assessment. Also, the following individuals may make a referral: school personnel, local community service agency, parents, or any person having care/custody of the child.

Individual Assessment

The school's Special Education Coordinator will be responsible for gathering information to determine the student's disability, eligibility for services, and the nature and extent of required services. Assessment procedures will be conducted in the student's primary language, unless an interpreter is provided. The types of assessments that may be used include: individual testing; observations; interviews; and review of school records, reports, and work samples.

Henderson Collegiate will follow the following assessment guidelines:

- Parents or guardians of any student referred for assessment must give their consent for the school to administer the assessment;
- The student must be evaluated in all areas related to his/her suspected disability;
- Multiple assessments will be delivered by a qualified professional to measure the student's strengths and needs;
- Assessments will be delivered without cultural, racial or gender bias;
- Assessments will be delivered in the student's primary language, unless a qualified interpreter is provided;
- Assessments will be adapted as necessary for students with impaired sensory, physical or speaking skills; and
- A multidisciplinary team will be assembled to assess the student, including a teacher knowledgeable in the disability.

The Special Education Coordinator will be responsible for processing and presenting the assessment data for the Individualized Education Program (IEP) meeting.

Development of the IEP

Every child who is assessed by the school will have an IEP meeting that discusses assessment results and determines eligibility for special education services. An IEP team will oversee the implementation and progress of the student's IEP. At Henderson Collegiate the IEP team will consist of:

- The parent or guardian of the student for whom the IEP was developed;
- The Special Education Coordinator;
- The School Leader;
- At least one teacher who is familiar with the student's educational performance; and
- A District representative, as appropriate.

Henderson Collegiate views the parent as a key stakeholder in these meetings and will make every effort to accommodate parents' schedules so that they will be able to participate effectively on the IEP team. The school will provide an interpreter if necessary. If a parent cannot attend, the school will ensure his/her participation in the IEP meeting using other methods, such as conferencing by telephone or meeting at the parent's home. Parents will be informed of their rights and given the Procedural Safeguards handbook.

Upon the parent/guardian's consent, Henderson Collegiate will implement the IEP. A copy of the IEP will be given to the parent. The IEP will consist of:

- The rationale for placement decisions;
- The services the student will receive and the means for delivering those services;
- A description of when services will begin, how often the student will receive them, who will provide them, and where they will be delivered;
- Annual goals and short-term objectives focusing on the student's current level of performance;
- A description of how the student's progress will be measured and monitored; and
- Transition goals for work-related skills.

If the student is eligible for services, the school will provide those services according to the student's IEP. Students at Henderson Collegiate who have IEP's will continue to attend the school, unless the IEP recommends otherwise and states why.

If the IEP concludes that Henderson Collegiate is unable to offer the most appropriate placement in the least restrictive environment within the school, it will be recommended that the student be considered for a change in placement to a program that will best fit his/her needs. The student's parent must be in agreement with any change of placement.

Least Restrictive Environment

All students with disabilities attending Henderson Collegiate will be given a free and appropriate public education. To the maximum extent appropriate within each student's IEP, and in accord with applicable laws including the IDEA, Henderson Collegiate will educate students with disabilities in the least restrictive environment with their non-disabled peers. Students with disabilities will be fully integrated into the programs of Henderson Collegiate with the necessary materials, mandated services, and equipment to support their learning. The school will have elements that support educating students with disabilities within the regular program. For example, the nine-hour school day provides ample time for special education services such as one-on-one instruction or in-class supervision. Teachers will use unique and innovative instruction to meet the needs of all learners.

IEP Review

The IEP team will formally review the student's IEP at least once a year to determine how the IEP is meeting the student's needs. Parents will be informed four times a year (which is the same frequency as formal progress is reported to all students and parents) of the student's progress toward meeting annual goals and whether the student is expected to meet his/her annual

goals. A completed IEP report will be an attachment to the general progress report. The IEP team will also conduct a formal review of the IEP once every three years, in which the student is reassessed and the IEP is reviewed as part of an overall comprehensive reevaluation of the student's progress. If a parent or faculty member feels the student's educational needs are not being met, they may request a reassessment or a review at any time.

Staffing, Case Management, and Reporting

Henderson Collegiate expects that the number of special education students will not warrant full-time providers for specialized services. Instead the charter school expects to work with Vance County Schools to contract with independent providers to provide speech therapy, counseling, occupational therapy, and any other related special services that the students' IEPs require. The school will collect and maintain data/information on disabled students as required by IDEA. The school will employ a qualified Special Education Coordinator who will be responsible for individual case management of enrolled students with disabilities, for arranging provision of services required by their IEPs, and for accurate/timely reporting of information as required by IDEA and by the SBE.

XI. SELECTION CRITERIA

(i) The quality of the proposed curriculum and instructional practices. (20 points)

Henderson Collegiate (HC) will use a college-prep curriculum, including targeted curricular materials and intensive instructional practices such as extended hours to help at-risk students. HC will be using an educational framework that has been proven successful with enabling students to achieve to a higher level. (Pages 4-16)

(ii) The degree of flexibility afforded by the SEA and, if applicable, the LEA to the charter school. (10 points)

HC will be given almost complete autonomy and flexibility to run the school and follow the mission of its charter. (Page 25 and pages 17-20)

(iii) The extent of community support for the application. (20 points)

HC has a great deal of community support, including: the Board of Directors, who are very active in the community; many of the community's educators; and especially the parents of the 28 African American, 3 Hispanic, and 11 economically disadvantaged students from Henderson who raised \$10,000 in car washes, bake sales, garage sales, and a 5K run to buy a bus so their children could ride that bus every day from the town of Henderson to a KIPP charter school 50 miles away in another county. These parents and their children spoke on behalf of HC during the SBE's charter applicant interviews. These parents desperately want their children to have the opportunity to succeed. We wanted to attach the over 30 Letters of Community Support received for the charter school, but the size of that electronic file exceeded this grant application's limits. Please see the attached Board Resumes.

(iv) The ambitiousness of the objectives for the charter school. (10 points)

HC has ambitious objectives to take at-risk students in grades 4-8 and educate them to exceed the average test results in the state, to complete courses such as Algebra 1 and Spanish 1,

and to go on to succeed in rigorous high schools and colleges. (Pages 22-24)

(v) The quality of the strategy for assessing achievement of those objectives. (20 points)

HC will use the state's End-of-Grade tests, a national test such as the Stanford 10, projects such as research papers and science lab reports, and student matriculation rates to selective high schools and colleges as assessments of the achievement of its objectives. (Pages 22-24)

(vi) The likelihood that the charter school will meet those objectives and improve educational results for students during and after the period of Federal financial assistance. (10 points)

HC is very confident that it can meet the objectives and improve results for students during and after the 3-year period of financial assistance from the CSP grant. HC's charter will run for at least ten years of operation. The ADM funds from the state and local education agencies for the school's enrolled students, and state-dispersed Federal funds for students with special needs, will be sufficient for continued operation of the school after the school design has been planned and implemented during the 3-year CSP Project. (Pages 29-30 and 22-24)

(vii) The extent to which the proposed project encourages parental involvement. (10 points)

Parents and community members will be encouraged to participate in the planning, design, and implementation of the charter school as members of the HC Board of Directors and its committees. HC staff will encourage extensive parental involvement in the school and in the academic success of the parent's own child. The school will also have a Parents Association. (Pages 26-28)

(viii) The qualifications, including relevant training and experience, of the project director; and the extent to which the applicant encourages applications for employment from persons who are members of groups that traditionally have been underrepresented based on race, color, national origin, gender, age, or disability. (10 points)

The Project Director, Eric Sanchez, has extensive training and experience in public education and charter school projects. The 10-member HC Board of Directors, including Eric

Sanchez, consists of 5 African Americans, 1 Latino, 7 females, and a wide range of ages. The HC Board will encourage employment applications from all types of persons, including members of underrepresented groups. The HC Board will take steps to ensure employment policies and other policies of the charter school provide equitable access to, and participation in, the charter school program as regards such possible barriers as gender, race, national origin, color, disability, or age. Please see attached Resumes for Project Director and Other Board Members.

(ix) The contribution the charter school will make in assisting educationally disadvantaged and other students to achieve to State academic content standards and State student academic achievement standards. (20 points)

The students of Vance County are overwhelmingly economically disadvantaged, and the high school graduation rate is less than 50% . HC expects to make an important contribution in assisting both at-risk students and other students in the school to achieve to state standards and higher, using a college-prep curriculum and multiple intervention programs. HC intends that all of its students shall go on to graduate from rigorous high schools, starting with the Pride of 2019. HC also intends to be a model that can be replicated in other schools in the county and the state so as to help other students achieve at a higher level.

Project Narrative

Competitive Preference Priority

Attachment 1:

Title: **HC Competitive Preference Priority Pages: 1** Uploaded File:

C:\Users\esanchez\Desktop\Fundraising\Federal Grant Application\Attachments for the application\PDF Version\HC Competitive Preference Priority.pdf

Secondary Schools. Projects that support activities and interventions aimed at improving the academic achievement of secondary school students who are at greatest risk of not meeting challenging State academic standards and not completing high school. (10 points)

COMPETITIVE PREFERENCE PRIORITY

The CSP grant applicant Henderson Collegiate is an approved new charter school to be located in the town of Henderson, in Vance County in the state of North Carolina. The school has been approved to begin its planning year, and should open for students in the 2010-2011 academic year. The proposed charter school will open with 100 students in fourth grade, and add the next higher grade level each year, so as to serve grades 4-8 by the year 2014-2015.

Henderson Collegiate would like to be considered for this competitive priority in the CSP federal grant program since the project will be targeting at-risk students, although the charter school's students will not have reached secondary grade levels during the 3 years of the CSP Project. The school will be targeting economically disadvantaged students who have not been achieving up to state academic standards. The students of Vance County are over 80% free/reduced lunch, with 70% African American and 15% Hispanic. The high school graduation rate is less than 50%. The largest dropout numbers occur in the ninth grade.

We believe that to prevent students from dropping out of high school, they must be educated starting in the earlier grades to achieve to state academic standards and to be prepared with the coursework, study skills, and learning strategies they will need to succeed in high school and be on track for college. Henderson Collegiate will begin this education and preparation from day one of the student's attendance at the charter school, with multiple interventions built into the education program. The charter school's education program with interventions will prepare at-risk students for success before they enter the perilous ninth grade of high school.

Project Narrative

Other Attachments

Attachment 1:

Title: **HC CSP Application Other Attachments** Pages: **27** Uploaded File:

C:\Users\esanchez\Desktop\Fundraising\Federal Grant Application\Attachments for the application\PDF Version\HC CSP Application Other Attachments.pdf

Henderson Collegiate CSP Application Other Attachments

Proof of Applicant's Non-Profit Status:

Articles of Incorporation



NORTH CAROLINA

Department of The Secretary of State

To all whom these presents shall come, Greetings:

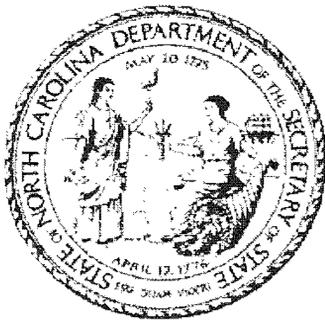
I, **ELAINE F. MARSHALL**, Secretary of State of the State of North Carolina, do hereby certify the following and hereto attached to be a true copy of

ARTICLES OF INCORPORATION

OF

HENDERSON COLLEGIATE, INC.

the original of which was filed in this office on the 30th day of January, 2009.



IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal at the City of Raleigh, this 30th day of January, 2009

Elaine F. Marshall
Secretary of State

Document Id: C20090290005
0

SOSID: 1081753
Date Filed: 1/30/2009 8:27:00 AM
Elaine F. Marshall
North Carolina Secretary of State
C200902900050

**ARTICLES OF INCORPORATION
OF
HENDERSON COLLEGIATE, INC.**

Pursuant to Section 55A-2-02 of the General Statutes of North Carolina, the undersigned corporation does hereby submit these articles of incorporation for the purpose of forming a non-profit organization.

ARTICLE I.

The name of the corporation is Henderson Collegiate, Inc.

ARTICLE II.

The corporation is a charitable or religious corporation.

ARTICLE III.

The street address of the initial registered and principal office of the Corporation is 115 N. Garnett Street, Henderson, Vance County, NC 27536, and the mailing address is 115 N. Garnett Street, Henderson, Vance County, NC 27536. The initial registered agent is Caroline S. Burnette.

ARTICLE IV.

The address of each incorporator is as follows:

NAME	ADDRESS
Caroline S. Burnette	115 N. Garnett Street Henderson, NC 27536

ARTICLE V.

The Corporation will not have members.

ARTICLE VI.

Attached are provisions regarding the distribution of the corporation's assets upon its dissolution.

ARTICLE VII.

Upon the dissolution of the corporation, the Board of Directors shall, after paying or making provision for the payment of all of the liabilities of the corporation, dispose of all of the assets of the corporation exclusively for the purposes of the corporation in such manner, or to such organization or organizations organized and operated exclusively for religious, charitable, educational, scientific or literary purposes as shall at the time qualify as an exempt organization or organizations under Section 501 (c)(3) of the Code as the Board of Directors shall determine, or to federal, state, or local governments to be used exclusively for public purposes. Any such assets not so disposed of shall be disposed of by the Superior Court of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organizations, such as the court shall determine, which are organized and operated exclusively for such purposes, or to such governments for such purposes.

ARTICLE VIII.

The organizational purpose of this corporation is to be a public charity which can engage in activities and provide various services that are beneficial to the public interest in the advancement of education of children in grade levels K through 12, and in the lessening of the burdens of government for such education, including such activities as the creation, management, and administration of a charter school in North Carolina.

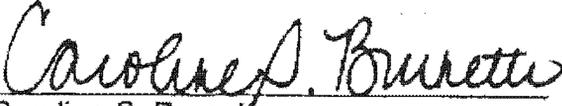
ARTICLE IX.

The street address and county of the principal office of the corporation is 115 N. Garnett Street, Henderson, Vance County, NC 27536.

ARTICLE X.

These articles will be effective upon filing.

This 22 day of January, 2009.


Caroline S. Burnette
Caroline S. Burnette,
Incorporator

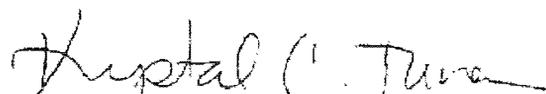
STATE OF NORTH CAROLINA

ACKNOWLEDGEMENT

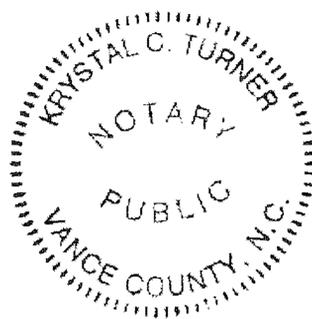
COUNTY OF VANCE

I, a Notary Public of said county and state do hereby certify that Caroline S. Burnette, Incorporator personally appeared before me this day and acknowledged the execution of the foregoing instrument.

WITNESS my hand and official stamp or seal this 22 day of January, 2009.


NOTARY PUBLIC

My Commission expires: 09-30-10



Resumes for Project Director and Other Members of the Board of Directors

PROJECT DIRECTOR'S RESUME

Eric Edex Sanchez

Address: 227 Lake Shore Dr. Littleton, NC 27850

Phone: 252-578 -7053

Email: 33esanchez@gmail.com

Mr. Sanchez has resided in NC for 6 years. He lived and taught in Henderson for 4 years and has extensive ties to the community.

Education:

Binghamton University, Vestal, NY: B.A., Philosophy and Economics 2002

Extensive Teach For America leadership training and experience

Current Employment:

6th/7th grade Teacher & Grade Chair, Gaston College Prep., Gaston, NC; since 2006

Summary of Past Employment History:

School Director at Price Middle School, Teach For America Institute, Atlanta, GA; 2008

6th grade Teacher/Team Leader, Eaton-Johnson Middle School, Henderson, NC;

2002-2006

Professional Highlights:

At Eaton-Johnson:

- Taught 6th grade reading to regular students in which over 90% of his students passed state assessment (State 81.5% , District 71% and School 75%) for 4 consecutive years
- Supported fellow teachers by developing and presenting classroom management workshops for all new middle school teachers in Vance County
- Organized the 2005-2006 College Tours, in which his students attended 3 colleges, museums, and an overnight trip to Washington, DC.
- Coached 7th and 8th grade softball team three years, to 1st place finish (2006)

At Gaston College Prep:

- Taught 6th grade reading in which 97.4% of his students passed the state assessment (District 72% and State 81.5%) and earned the highest reading growth in GCP history
- Taught 7th grade writing in which 94% of his students passed the state assessment (State 58%) and earned the highest writing score in GCP history
- Developed and implemented policies and procedures for 90 students and 5 teachers
- Designed and facilitated boys club named "The Fellas" to help young men develop essential leadership and social skills
- Created a transportation system that enabled 36 Henderson students to attend GCP
- Coached the girls' 7th/8th grade basketball team to its second winning season

At Price Middle School:

- Managed a staff of 9 to train 68 recent college graduates in order to educate students who recently failed the CRCT (Atlanta standardized test)
- Facilitated training of new teachers at summer school where our students' success on the CRCT enabled Price Middle School to receive AYP status

RESUME

Caroline Slater Burnette, Attorney at Law

(b)(6)

Email: cburnette@ssbzlaw.com

(b)(6)

Education:

Transylvania University, Lexington, KY: B.A. Philosophy, cum laude, 1999

Campbell University Norman Adrian Wiggins School of Law, Buies Creek, NC:
Juris Doctor, magna cum laude, 2004

Current Employment:

Partner; Stainback Satterwhite Burnette & Zollicoffer PLLC, Henderson, NC; since 2004

Contract Attorney; Warren County Dept. of Social Services – Child Protective Services
and Adult Protective Services, Warrenton, NC; since Jan. 2008

Contract Attorney; Vance County Child Support Enforcement Agency, Henderson, NC;
since Jan. 2008

Contract Attorney; Vance County Dept. of Social Services – Child Protective Services
and Adult Protective Services, Henderson, NC; since 2007

Summary of Past Employment History:

Attorney Advocate; Guardian ad Litem Program, Henderson, NC; 2005-2007

Teacher (Language Arts, Social Studies and Remedial Reading); Terrell Lane Middle
School, Louisburg, NC; (Teach For America) 1999-2001

Professional Associations:

North Carolina Bar

North Carolina Bar Association

Vance County Bar Association – Secretary

National Association for Women Lawyers

Teach For America, North Carolina Region - Alumnus

Community Volunteer Activities:

Vance County Community Foundation - Board Member

Henderson/Vance Crimestoppers - Board Member

SafeKids of Vance County - Board Member

RESUME

Gary W. Morgan, CPA

(b)(6)

Mr. Morgan has long been a resident of Vance County.

Education and Certifications:

East Carolina University, Greenville, NC: BSBA in Finance 1979

Certified Public Accountant (License #20642)

North Carolina Real Estate Broker (License #259210)

Current: Mr. Morgan currently serves as the Executive Director for Gateway Community Development Corporation, an organization responsible for providing affordable housing and other housing and economic services to low and moderate income individuals and families. In this capacity he has a vision of restoring the inner city neighborhoods to make them once again a beautiful and desirable place to live.

Past Employment History: His prior service includes 6 years with Rose's Stores, Inc. where he was Sales & Inventory Audit Manager with responsibility for the audit of \$1.5 billion in sales and \$400 million in store inventories. He later served for 8 years with Vance County Public Schools as Executive Director for Finance & Operations and 12 years at Vance-Granville Community College as Vice President of Finance & Operations where he retired to pursue a life of community service. In both latter positions Mr. Morgan had responsibility for all budgetary, accounting and payroll functions, as well as maintenance, construction, and most other auxiliary functions. The numerous new school and college facilities construction projects managed by Mr. Morgan approximate 700,000 square feet, and several hundred thousand square feet more in renovations.

Other: Specific Construction Related Experience & Skills include:

- Construction fund accounting (all aspects)
- Project design and development
- Construction bid and contract document development
- Scheduling and conducting weekly project meetings
- Scheduling and conducting project inspections
- Asbestos inspection, identification and remediation techniques
- Lead paint inspection and encapsulation techniques
- Landscape design and installation
- Hands on residential experience & competencies in:
 - Shingle roofing repair/installation
 - Electrical wiring installation
 - Plumbing repair/installation
 - Sheetrock repair/installation
 - Framing and Interior finish work

RESUME

Carice Rose Cantelupe

(b)(6)

Ms. Cantelupe has resided in NC since 2002, and was a teacher in Henderson for 6 years.

Education:

Ohio State University Columbus, OH: B.A., Education 2002

North Carolina State University, Raleigh, NC: M.A., Curriculum and Instruction 2008

Teach For America Institute leadership training 2008

Current Employment:

5th grade Teacher; Gaston College Preparatory, Gaston, NC; since Aug. 2008

Summary of Past Employment History:

Literacy Specialist, Teach For America- Atlanta Institute, Atlanta, GA; 2008

1st/3rd Grade Teacher; Pinkston Street Elementary, Henderson, NC; 2002-2008

Professional Awards:

National Board Certification 2007

Teacher of the Year 2007

Professional Highlights:

At Pinkston 2002-2006:

- Achieved highest growth in the county (17.5 points) in 1st grade reading students
- Implemented an after-school tutorial and literacy enrichment program
- Developed and presented workshops on research-based practices to reading teachers
- Created and analyzed biweekly reading and math assessments for First Grade Team
- Designed and published weekly newsletter for First Grade Team
- Organized Parent Program to meet monthly in community to celebrate student success

At Pinkston since 2006:

- Taught 3rd grade reading and math in which 100% of my students passed state assessments and grew an average of 17.5 points reading and 25.5 points math (District 73.2%, State 81.8% for reading; District 60.4%, State 70.8% for math)
- Developed and presented classroom management and content workshops for new elementary school teachers in my county
- Created and analyzed biweekly reading and math assessments for 3rd Grade Team and developed a systematic plan for team to re-teach concepts

At Atlanta Institute:

- Analyzed and modified a literacy curriculum to meet the diverse needs of the students
- Planned and facilitated daily literacy workshops for 300 new teachers
- Observed and offered critical feedback for new teachers

RESUME

Netasha Spivey McLawhorn, M.D.

(b)(6)

(b)(6)

Education:

Wake Forest University, Winston-Salem, NC: B.S. Health and Sports Science 1993

East Carolina University, Greenville, NC: Doctor of Medicine 1998

East Carolina University, Greenville, NC: Masters in Business Administration 2011

Current Employment:

Obstetrician/Gynecologist; Premier Women's Health Professionals PA, Henderson, NC;
(also Managing Partner since Jan. 2008) since 2006

Summary of Past Employment History:

Obstetrician/Gynecologist; Henderson Clinic for Women, Henderson, NC; 2002-2006

Resident in Obstetrics & Gynecology; University of Rochester, NY; 1999-2002

Intern in Obstetrics & Gynecology; University of Rochester, NY; 1998-1999

Teacher Assistant for Biochemistry; East Carolina University, NC; Summer 1995

Teacher Assistant for Human Anatomy; Wake Forest University, NC; 1992-1993

Professional Associations and Volunteer Positions:

North Carolina Medical Society

National Medical Association

American College of Obstetricians & Gynecologists

Maria Parham Medical Center (Henderson, NC)

Medical Executive Committee (currently Vice-Chief of Staff)

Medical Advisory Committee

Medical Quality Assurance Committee (currently Chair)

Medical Staff Secretary/Treasurer 2005-2008

Medical Staff Vice Chief of Surgery, 2004-2005

Current Community Volunteer Activities:

Delta Sigma Theta Sorority Inc., since 1991 – Vice President

Community Health Fairs

Warren County Free Clinic

Vance Aquatics Club

RESUME

Nancy Jo Smith

(b)(6)

Email: Lighthouse@vance.net

Nancy Jo Smith has been a resident of Vance County since 1994. She has an Associate Degree in Nursing from California and was employed as a Registered Nurse for many years. She is still active with health-related community volunteer work. She has been manager of a theater in Henderson since 1999, and she also operated a children's entertainment business for many years. She has leadership, fundraising, and board experience in several community organizations.

Education/Certifications:

Grossmont College, El Cajon, California: Associate Degree in Nursing 1994
Registered Nurse, 1994 - 2001

Current Employment:

Co-Owner and General Manager of Marketplace Cinema in Henderson, NC; since 1999

Summary of Past Employment History:

Founder/Operator of Lighthouse Entertainment business; 2001-2006
ICU Nurse; Maria Parham Hospital; 1995-2000
Staff Nurse; Granville Medical Center; 1994-1995

Professional Associations and Awards:

NATO (National Association of Theater Owners)

Community Volunteer Activities and Awards:

Blood Drive Sponsor, 2008

For American Red Cross at Marketplace Cinema

Vance County Community Foundation

Board Member, 2001-2008

President, 2007

Henderson Vance Chamber of Commerce

Board Member, 2002-2007

Chairman of Membership Committee, 2004-2007

Graduation Celebration Project

Co-Chair & Founder, 2002-2004

Business Person of the Year Award, Vance Human Relations Committee, 2005

Lane's Beach Party, 2004

Co-Chair & Founder of this fundraising endeavor to purchase handicapped-accessible van for a disabled local child (Cody Lane Pegram)

RESUME

Erica Staine-Shoulders

(b)(6)

Mrs. Erica Staine-Shoulders has resided in NC since 1998, and in Henderson since 2005. She has helped found the Boys and Girls Clubs of Vance County and fundraise for them.

Education and Licensing:

Stillman College, Tuscaloosa, AL: B.A. in English Communications 1998

University of North Carolina at Chapel Hill: Master of School Administration 2008
and Licensed School Administration K-12 Education Leadership 2008

Current Employment:

Curriculum Specialist; Warren County Middle School, NC; since August 2008

Summary of Past Employment History:

Principal Intern; Mary Potter Intermediate School, Oxford, NC; 2007-2008

Principal Intern; Pearsontown Elementary School, Durham, NC; Summer 2007

Director of Professional Development; Teach For America – Eastern NC; 2005 – 2006

Program Director; Teach For America – Eastern NC Region; 2002 – 2005

School Director; Teach For America Institute – Houston, TX; Summer 2002

Corps Advisor; Teach For America Institute – Houston, TX; Summers 1999, 2001

Teacher & Grade Chair 4th grade; Pinkston St. Elementary, Henderson, NC; 1998-2002

Professional Awards:

Wal-Mart Teacher of the Year, May 2002

Community Volunteer Activities and Awards:

Boys & Girls Club of North Central NC: Founding Board member since 2006

Spring Street Missionary Baptist Church: Youth Director since 2007

Professional Highlights:

As a Principal Intern:

- Developed and executed tutoring program for level I students at Mary Potter.
- Assisted with implementation of School Improvement Plan at Pearsontown.

At Teach For America:

- Made presentations at community groups across Eastern NC, including Rotary and Lions Clubs, to raise awareness about the program and build funding base.
- Secured job placement of 75 incoming corps members in 8 different school districts.
- Increased percentage of 2nd year corps members producing “significant gains,” by 54% to highest percentage ever achieved in the region’s history.
- Researched, evaluated, and cataloged professional journals, texts, websites, and teacher-created materials in order to deliver effective resources to corps members.

RESUME

Sherrie Celeste Evans

(b)(6)

Ms. Sherrie Evans has been a resident of NC since 1996, and she currently resides in Vance County.

Education:

Howard University, Washington, D.C.: Bachelor of Business Administration 1989

Current Employment:

Campus Director; Citizen Schools, at Henderson Middle School, NC; since Sept. 2008

Summary of Past Employment History:

Instructional Support – Technology; Warren County Schools, NC; 2006-2008

Freshmen Transition Program Coordinator; Warren County High School, NC;
Summer 2006, Summer 2007

Alternative Learning Program Lead Teacher; serving middle and high schools in
Warren County Schools, NC; 2005-2006

High School Teacher of Marketing, Entrepreneurship and Small Business;
Warren County High School, NC; 2001-2005

Trainer; PricewaterhouseCoopers Kwasha HR Solutions, Cary, NC; 1997-2000

Professional Awards:

Above and Beyond Awards, Warren County High School

Community Volunteer Activities:

Study Circles Facilitator (Everyday Democracy), Warren County, NC; Fall 2006

Other Pertinent Information:

Author, “My Self: A Blueprint for Success” 2004

Currently participating in Leadership-Vance 2009

RESUME

Delphia Renae Terry

(b)(6)

Mrs. Terry has been a resident of Henderson since 1991.

Education and Certifications:

Vance Granville Community College, Henderson, NC: Associates in Applied Science –
Nursing 2000
Certified Nurse Operating Room

Current Employment:

Director of Surgical Services; Maria Parham Medical Center, Henderson, NC; since 2006
Assistant Director of Surgical Services; Maria Parham Medical Center, Henderson, NC;
2000 - 2006

Summary of Past Employment History:

Registered Nurse, Surgical Technician; Maria Parham Medical Center, Henderson, NC;
1991-2000
Surgical Technician; US Army Medical Corps; 1981-1990

Professional Associations:

Association of Operating Room Nurses
North Carolina Surgical Care Improvement Project
Nursing Leadership Academy Southern Atlantic Hospital Association

Other:

US Army Veteran Desert Storm 1989-1990

RESUME

Cornelius F. Cathcart, MD

(b)(6)

(b)(6)

Education and Licenses:

University of North Carolina, Chapel Hill, NC: B.A. Biology 1972

University of North Carolina Medical School, NC: Doctor of Medicine 1976

Board Certification 1982

NC Medical License

Current:

Chief of Pediatrics; Maria Parham Hospital, Henderson, NC; since 1983

Pediatrician; Group-Private Practice in Pediatrics, Henderson, NC

US Army Reserves; since 1982

Past:

Chief of Staff; Maria Parham Hospital, Henderson, NC 1985-1986

Vice-Chief of Pediatrics; Dewitt Army Community Hospital, VA; 1981-1982

Major; US Army, Fort Belvoir Community Army Hospital, VA; 1981-1982

Captain; US Army, Fort Belvoir Community Army Hospital, VA; 1979-1981

Internship - Residency in Pediatrics; Tripler Army Medical Center, Honolulu, HI; 1976-1979

Professional Associations:

American Academy of Pediatrics

NC Chapter of AAP

National Medical Association

Old North State Society

North Carolina Medical Society

Awards and Honors:

Outstanding Men of America: 1969, 1978, 1980, 1981, 1983, 1986

Physician Recognition Awards

Best Non-family Practitioner Instructor: 1979-1980

Army Commendation Medal: June 20, 1980

Army Achievement Medal: 1990-1991

Lottery and Admissions Policy

ADMISSIONS POLICY

Henderson Collegiate is firmly committed to serving a student population that is truly representative of the socioeconomic and racial diversity in Vance County. All efforts will be made to ensure that students from a broad range of communities will be recruited and welcomed.

Student Admissions Process

GENERAL INFORMATION

Any child who is qualified under the laws of this State for admission to a public school is qualified for admission to this charter school, provided age and grade requirements are met.

Admission shall not be determined according to the school attendance area in which a student resides.

Henderson Collegiate shall not discriminate against any student on the basis of ethnicity, national origin, gender, or disability, nor shall admission of students be determined on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, gender, national origin, religion, or ancestry. Every effort will be made to recruit students from all sections of the community to ensure proportionate representation of all segments of the population.

Any student may express his/her intent to enroll by signing the Henderson Collegiate Commitment to Excellence Form. The student also has his/ her parent or guardian sign this Promise. This form specifies that the student, parents, and teachers will all have the *desire, discipline and dedication* to do everything in their power to support student education. The Henderson Collegiate framework encourages and motivates students and their families to view an intense academic commitment as the key to future success.

Notwithstanding any law to the contrary, the Board of Directors of Henderson Collegiate may refuse to admit any student who is suspended or expelled from a public school under G.S. 115C-391 until the period of suspension or expulsion has expired. [G.S. 115C-238.29F(7)]

Admission to Henderson Collegiate will follow the guidelines established in G.S. 115C-238.29F(g) for siblings, and for the children of education staff and initial directors.

In the event that the student applications exceed available spaces, Henderson Collegiate is dedicated to providing a fair and unbiased system for assigning student admissions to the school. The process will be public, and assure that no bias or preferences be allowed to influence the selection.

AVAILABLE OPENINGS

During the first year of operation, the children of the school's principal, teachers, and teaching assistants may be given priority enrollment. In addition, and only for the first year of operation, the charter school may give enrollment priority to children of the initial members of the charter school's board of directors, so long as these children are limited to no more than ten (10) percent of the school's total enrollment or to 20 students, whichever is less.

For enrollment in the second and succeeding years of operation, available openings will be determined in the following manner each spring:

1. Currently enrolled students will be given first priority for openings the following year.
2. Second priority will be given to the children of eligible school employees, as designated above.
3. Third priority will be given to siblings of currently enrolled students.*

In all cases, parents will be asked to sign a form committing to attendance for the upcoming school year.

After openings have been assigned to current students, eligible employees, and siblings of current students, the remaining spaces will be made available to the public for all other applicants as provided herein.

*In the event that there are more siblings than openings in any given grade, a separate priority lottery will be held to determine enrollment for that grade.

SPRING ENROLLMENT PERIOD

The Open Enrollment Period is the time during which applications will be accepted for student admission for the following school year. The beginning and ending dates of the Open Enrollment Period will be determined at the first regular meeting of the Board of Directors each January. Generally, it will occur in the spring of each year lasting approximately six weeks. Applications will be made available at the school and several other locations throughout the community, and the public will be notified of these locations. Every application received will be stamped by the school as to date and time of receipt, during and after the Open Enrollment Period.

At the end of the Open Enrollment Period, if the number of applicants is equal to or less than the number of openings available, then all applicants will be enrolled. In the case that there are less applicants in a grade level during the Open Enrollment Period than there are openings available, then additional students will be accepted on a first-come first-served basis until the grade capacity is full.

If there are more applicants during the Open Enrollment Period than openings in any grade level, a public lottery will be held for all affected grades. Notice of the time, place and location of the lottery must be sent by regular mail to the parent or guardian of each applicant at least ten (10) days prior to the lottery. The lottery process will also determine each year's initial waiting list.

The parents or guardians of the children chosen by lottery for admission to the school will be notified by mail of the results of the lottery (referred to herein as "notice of acceptance"). The parent or guardian of each child chosen for admission must contact the school administration or board and confirm their child's enrollment in the school **in writing** within fourteen (14) days of their receipt of notice of acceptance. Failure to acknowledge acceptance and confirm enrollment will result in loss of admission and the child's name will be placed at the end of the waiting list for the appropriate grade level. All parent and guardians will be notified of these requirements in the notice of acceptance.

Parents or guardians of the children placed on the waiting list will also be notified by mail of their number on the waiting list. In the event that a child withdraws their application after the lottery or withdraws from

the school at anytime, the child with the first name on the waiting list for that grade will be contacted by mail of their acceptance to the school.

In accordance with North Carolina law, all applicants, even those who have held a place on the waiting list throughout the year, must reapply during the Open Enrollment Period to be placed in the lottery. **To be included in the spring lottery, a separate application will need to be submitted for each child, even if the child was on the current year's waiting list.**

LOTTERY PROCEDURE

1. The lottery will take place at a public meeting of the Board of Directors.
2. Applications will be sorted by grade level and checked for accuracy.
3. A card will be made to correspond with each application with the child's name and grade level for the upcoming school year. Each card will be placed in an unmarked envelope and labeled in the right hand corner with the child's grade level.
4. The sealed envelopes will then be pooled by grade level and placed in a larger sealed envelope with the total number of applicants for that grade level marked on the outside.
5. The Fourth grade envelopes will be placed in a large clear container. A Board officer or designee will draw an envelope and read the name inside. The name will be recorded on a ledger as number one. The number will also be recorded on the corresponding application and the card that was drawn. This process will continue until all the envelopes have been drawn. The first names will be placed on the class roster up and unto the number of available openings, and the remaining names will be sequentially placed on a waiting list.
6. The same process will be repeated for each grade level.
7. The applications, cards, and roster will then be compared for accuracy of recording.

ONGOING ENROLLMENT

Since families may express an interest in enrolling their children at Henderson Collegiate at times other than during the spring Open Enrollment Period, this procedure for accepting names throughout the year will be followed:

1. Parents or guardians interested in enrolling their child at any other time of the year will be asked to submit an application for each child. The application will be stamped as to date and time of receipt by the school.
2. Names will be added to the waiting list for each grade in the order in which they are received.
3. If openings become available, they will be offered to applicants in accordance with their position on the waiting list. Prioritization will be given as allowed in G.S. 115C-238.29F(g).

4. This waiting list for the current year becomes null and void on the day following the spring lottery for the following school year. Beginning the day following the spring lottery, no new students will be accepted for the current year.

COMPLETION OF ENROLLMENT PROCEDURE

For both new and returning students, the enrollment process is not complete until the student has attended and been served by Henderson Collegiate at the outset of each new academic year.

In choosing Henderson Collegiate for their child, families are expected to adhere to the calendar determined annually by the School Leader and the Board of Directors, and to bring their child to school on the days school is in session, as promised in the Henderson Collegiate Commitment to Excellence. However, the Board recognizes that individual circumstances may arise that make accommodation to the calendar difficult or impossible for some families.

Attendance at the beginning of the school year is extremely important. The curriculum utilized by the school is based on an ordered sequence and acquired knowledge. Missing any part of this sequence may interfere with the educational progress we hope to achieve with each child. In addition, like all other public schools in North Carolina, funding for the entire year is determined by enrollment in the early days of the school year. Our annual budget is based on the assumption of full enrollment from the first day of school. Parents will be informed of this policy in writing prior to the start of each school year.

1. All students must attend school on the first day. Students must be in attendance for at least half a day (three hours) in order to be counted present.
2. **Students who do not attend school on the first day will risk losing their space at the school.** If a student does not attend school on the first day, and the Principal has not been notified in advance **in writing**, he/she shall have the discretion to reassign that space to the next student on the waiting list. School officials will make every attempt to reach a family whose child is absent.
 - A. When an absence is anticipated, whether excused* or unexcused, **prior notification of the Principal is required. This notification must be in writing.**
 - B. If the absence is not anticipated, **families should contact the school immediately to prevent reassignment of their child's space.**
3. If a student has missed more than the first five full days of school for an excused* absence without prior written notification of the Principal, the Principal will be instructed by the Board of Directors to automatically reassign that student's space to the next student on the waiting list, and **the student will lose their space at the school.**
4. If a student has missed more than the first five full days of school for an unexcused absence, **with or without prior notification of the Principal**, the Principal will be instructed by the Board of Directors to automatically reassign that student's space to the next student on the waiting list, and **the student will lose their space at the school.**
5. Even if the student has attended on the first day, **they cannot be included in the school's head count if they subsequently miss 10 or more consecutive days in the first 20 days of school**, unless these absences are excused*. This is in accordance with the guidelines of the

Student Information Management System administered by the North Carolina Department of Public Instruction. In other words, the state interprets such unexcused absences **as if the student is no longer enrolled in the school.**

*Excused Absences

1. Illness or injury
2. Quarantine
3. Death in the immediate family
4. Medical or dental appointments
5. Court or administrative proceedings
6. Religious holidays or observances
7. Valid educational opportunity with approval prior to the absence

An additional note: The NCDPI has made it clear that #7 is not an acceptable excused absence until after the child has attended school and been enrolled.

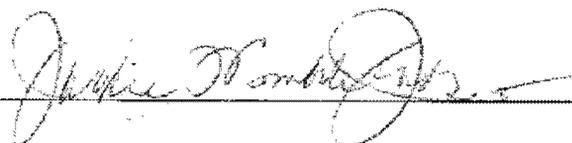
NCDPI/Office of Charter Schools Submission Documentation

NCDPI/Office of Charter Schools Receipt

The foregoing application is submitted on behalf of Henderson Collegiate, Inc. (*name of nonprofit corporation or individuals submitting application*). The undersigned has accepted the 96 (2006) (Appendix) page application on behalf of NCDPI/Office of Charter Schools.

Print/Type Name: Jackie W. Jenkins

Position: Education Consultant

Signature: 

Date: 12 day of February, 2009.

PROOF APPLICANT PROVIDED CHARTERING AUTHORITY COPY OF CSP GRANT APPLICATION

The applicant Henderson Collegiate is providing its authorized public chartering authority with timely notice and a copy of this CSP grant application. The receipt from the chartering authority will be converted into electronic form and will be sent to DOE as soon as possible, to be added to this CSP grant application.

Budget Narrative

Budget Narrative Attachment

Attachment 1:

Title: **HC Budget Narrative Pages: 3** Uploaded File: **C:\Users\esanchez\Desktop\Fundraising\Federal Grant Application\Attachments for the application\PDF Version\HC Budget Narrative.pdf**

ED 524 SPREADSHEET

	YEAR 1	YEAR 2	YEAR 3	TOTALS
3 Travel				
Administrative Staff Development:				
Mileage, Meals, Hotel, registrations, etc.	4,500	2,500	2,500	
Principal Training:	5,000			
Instructional Staff Development:				
Mileage, Meals, Hotel, registrations, etc.		14,950	13,080	
	9,500	17,450	15,580	42,530

4 Equipment

Office Equipment:

Computer (\$700 Each)	1,400	700	700
Printer (\$400 Each)	800	400	
Desks (\$800 Each)	2,400	800	800
Tables (\$300 Each)	900	300	300
Chairs (\$150 Each)	1,500	300	300
Bookshelves (\$250 Each)	1,250		
Bulletin Boards (\$150 Each)	450		
Waste Baskets (\$30 Each)	60	30	30
File Cabinets (\$300 Each)	900	300	300
Smart Board	1,000		
Document Camera	800		
Laminating Machine	2,000		
Fax	200		
Wireless Router (\$125 Each)	375		
School Server	2,500		
LCD projector (\$600 Each)	600		
Cleaning Equipment	2,500	1,000	1,000
Misc./Other Equipment	1,000	1,000	1,000
Telephone System & Cellular Phones	2,500	800	800
	<u>23,135</u>	<u>5,630</u>	<u>5,230</u>

Instructional Equipment:

Computer (\$700 Each)	6,300	6,300	6,300
Printer (\$400 Each)	2,000	2,000	2,000
Lockers (\$700 For a set of 12)	3,600	3,600	3,600
Connected Desks/Chairs (\$100 Each)	13,500	15,000	15,000
Teacher's Desk (\$800 Each)	4,000	4,000	4,000
Connected Cafeteria Tables/Chairs (\$1000 Each)	9,000	9,000	
Dry Erase Boards (\$150 Each)	750	750	750
Physical Education Equipment	1,000	1,000	1,000
Commercial Freezer	3,000		

ED 524 SPREADSHEET

	YEAR 1	YEAR 2	YEAR 3	TOTALS
Commercial Refrigerator	3,700			
Classroom Waste Baskets (\$30 Each)	150	150	150	
Cafeteria Waste Baskets (\$175 Each)	1,050			
Recycle Bins (\$200 Each)	200	200	200	
Bookshelves \$250 Each)	1,250	1,250	1,250	
Bulletin Boards (\$150 Each)	1,350	1,200	1,200	
File Cabinets (\$300 Each)	1,500	1,500	1,500	
LCD Projector (\$600 Each)	3,000	3,000	3,000	
Projector Screens (\$150 Each)	750	750	750	
	56,100	49,700	40,700	
Total Equipment:	79,235	55,330	45,930	180,495

5 Supplies

Office Supplies:

- Photocopy Paper (For the Entire School)
- First Aid Kit For Each Grade (\$200 Each)
- Software (\$500 Per Computer)
- Misc. Office Supplies

Instructional Supplies:

- Software (\$500 Per Computer)
- Cafeteria Computer and Software
- Assessment and Diagnostic (\$12 per Child)
- Accelerated Reader Program
- Accelerated Reader Tests
- Instructional Supplies (\$200 Per Teacher)
- Textbooks
- Novels for the school library
- Misc. Instructional Supplies

	5,000	10,000	15,000	
	200	200	200	
	1,000	500	500	
	1,500	1,750	1,750	
	7,700	12,450	17,450	
	2,500	2,500	2,500	
	1,500			
	1,200	1,200	1,200	
	1,500	1,000	1,000	
	400	400	400	
	1,000	1,000	1,000	
	5,000	7,500	7,500	
	2,000	2,000	2,000	
	1,500	5,500	8,000	
	16,600	21,100	23,600	
Total Supplies:	24,300	33,550	41,050	98,900

ED 524 SPREADSHEET

	YEAR 1	YEAR 2	YEAR 3	TOTALS
6 Contractual				
Administrative Support (Part Time Secretary)	6,000			
School Planner (6 Months)	24,000			
Network Configuration	5,000			
Copy Machine Usage	1,000			
Special Needs	2,500			
Diagnostic and Assessment Consultant	2,500	2,500	2,500	
Initial Finance and Operations	2,500			
Web Design	1,500	500	500	
Initial Legal Fees	2,500			
	47,500	3,000	3,000	53,500
8 Other				
Marketing of the school				
Advertisement (Radio and Newspaper)	3,500	2,500	2,500	
Banners and Flyers	1,500	1,000	1,000	
Student Tests / Parent Survey Results in Marketing Form		1,000	1,250	
	5,000	4,500	4,750	14,250
9 Total Direct Costs (lines 1-8)	165,535	113,830	110,310	389,675
10 Indirect Costs				
11 Training Stipends (320 hrs year 2, 520 hrs year 3)		5,280	8,580	13,860
12 Total Costs (lines 9-11)	165,535	119,110	118,890	403,535