

20__ - 20__

APPLICATION KIT*

High Performing District-Sponsored Community School

Cincinnati Public Schools

2651 Burnet Avenue Cincinnati, Ohio 45219

*This application kit template will be finalized and issued the next time CPS solicits applications.





Contents

Introduction	4
Terminology	7
Resources for Applicants	10
Submitting Your Application to the Cincinnati Public Schools	11
General Guidance	11
Public Disclosure	11
Submitting the Proposal	12
Amending Application After it has been Submitted.....	13
When and Where to Submit Applications	13
Submitting the Electronic Copies of the Proposal	13
Community School Application, Contracting, and Approval to Open Timeline	15
Application for a CPS Community School	16
Section 1 – Applicant Information	17
Section 2 – Mission Statement	18
Section 3 – Executive Summary.....	19
Section 4 – Student Enrollment Plan and Rationale.....	20
Section 5 – Simultaneous Submissions & Submissions to Another Sponsoring Entity	22
Section 6 – Affiliated Organization Information	23
Section 7 – Proposal for School Replication	25
Section 8 – Proposal for Sponsor Transfer	27
Section 9 – School Calendar and Daily/Weekly Schedule	30
Section 10 – Educational Program.....	32
Section 11 – Academic, Organizational and Financial Goals	33
Section 12 - Use of High Quality Assessments.....	31
Section 13 – Curriculum.....	35
Section 14 – Professional Development.....	36
Section 15 – Special Student Populations.....	37
Section 16 – High School Graduation Requirements.....	38
Section 17 – Organization Chart & Staffing Plan	39
Section 18 – School Leadership Capacity.....	40
Section 19 – Parent & Community Engagement	41
Section 20 – Governance Capacity	43
Section 21 – Budgets & Budget Narrative	44
Section 22 – Fiscal Soundness.....	45
Section 23 – Insurance	47
Section 24 – Facilities.....	44
Section 25 –Timeline.....	45



Appendix..... 48

Application Transmittal Cover Sheet 49

Proposed Community School Trustee Request for Information 52

Pre-Opening Visit Checklist..... 56

Deliverable(s) 58

Comments..... 58

Date Completed 58

Budget Templates..... 68

Introduction

Important Notice to Applicants: Recent changes to Ohio’s state oversight of community school sponsors have called into question the authority of the Cincinnati Public Schools (CPS) to sponsor community schools. CPS is endeavoring to resolve this situation with the Ohio Department of Education, but until such a resolution is achieved CPS is precluded from issuing a Request for Proposals. In addition, in furtherance of the CPS Board of Education’s commitment to sponsor only high-performing community schools, its policy is to consider applications by invitation only.

Thank you for your interest in creating a community school sponsored by the Cincinnati Public Schools (CPS). **Cincinnati Public Schools is committed to ensuring only the strongest schools open to serve our children**. Applications are considered by invitation only, and, even then, strong consideration will only be given to those applicants who can convincingly demonstrate their readiness to develop and lead a high-performing community school.


CPS’ mission for the sponsoring of community schools is embodied in the CPS Board of Education’s Policy No. 7560.01, titled Creation of High Quality Schools, which states that CPS will use a data-informed approach to support and expand successful existing programs and to create new schools to increase the variety of choices available within CPS. Under the policy, the Board may offer community school sponsorships “to programs with a proven track record of success based on available data” or “to programs demonstrating a new approach to learning that addresses specific needs of the District, provided such approach is supported by effective practices that are research-based.”

Policy No. 7560.01 also states that, “The Board shall not offer sponsorships to schools or programs with a substandard academic track record based on comparative school data.”

Accordingly, this Community School Application was created to define the information CPS requires from new community school applicants. Rigorous in its demand for excellent school planning, design and governance, we hope it communicates to prospective school operators the high expectations CPS sets for new schools to serve the children on Cincinnati.

CPS sets the following priorities and goals for its community schools:


- Create high quality school options throughout Cincinnati.
- Maintain high standards of teaching and learning, in alignment with the state, federal and local expectations, and as demonstrated on the Ohio Department of Education’s local report cards;
- Engage, as part of CPS’ *Schools of Choice* structure, to address persistently low-performing schools, new school sites and/or where expertise is needed.

- 
- Provide a full range of services and supports, thus meeting the needs of all types of students who select the community school option.
 - Maintain a student population that is representative of that of CPS as a whole, including comparable percentages of students of various racial and ethnic backgrounds and those with high needs such as students who are economically disadvantaged, who have disabilities, or who are English Language Learners (ELL), as well as students who are members of more than one such category.
 - Narrow and/or eliminate achievement gaps among student sub-groups.

CPS expects the community schools it sponsors to be innovators while at the same time focusing on results. In fact, CPS expects that the most important innovation any community school it sponsors will be strong student academic results. Community schools sponsored by CPS offer teachers, parents, and administrators the chance to design a school from the ground up. For this opportunity, CPS expects the schools it sponsors to be leaders in improving public education for all students in the city. Schools must develop their own academic design, instructional delivery, and staffing structure all focused on ensuring students post high levels of academic success. Community schools are accountable for performance on the state assessments and subject to NCLB requirements and consequences.

Community schools are secular, tuition-free public schools that operate as independent, not-for-profit organizations. Ohio's community school statute offers students, families, and educators more choices in public education and grants community schools significant autonomy and flexibility in how they operate in exchange for stricter accountability and higher educational standards. The daily leadership of a district-sponsored community school is provided by a board of trustees and school administration. As the sponsor of the community school, the Cincinnati Public Schools will be responsible for monitoring the progress of the community school. Community schools will operate under an initial five-year contract and subsequent three- to five-year contracts that include specific goals for academic, financial, and legal and regulatory compliance and success. Community schools must meet, or post substantial progress toward meeting, the goals in their community school contract or face closure. The Cincinnati Board of Education will determine if the contract for the community school is renewed.

Each complete application submitted will be evaluated by a team of at least three trained evaluators who have experience with charter schools and expertise with school education plans, school governance, school finance, and school accountability, as well as, if applicable, the proposed school's area of area of specialization. At least two of the evaluators will have three or more years of experience in sponsoring community schools.



The evaluation will include an interview with the applicant team. In the case of an application either to replicate an existing educational model or to transfer an existing school’s sponsorship to CPS, CPS also will interview the applicant’s current sponsor.

Please note that the application phase is only the first of many steps in earning the privilege of opening and operating a successful community school. Once the CPS Board of Education votes initially to approve an application, CPS will meet with the applicant to finalize the community school contract. The contract will afford the conditionally-approved school at least a year’s planning stage to satisfy a number of pre-opening requirements prior to receiving the green light to open and commence instruction. The date for completion of all pre-opening requirements will be no later than April __, 20__ for all schools seeking to serve Cincinnati’s children in the 20__-20__ school year. During the contract discussion phase, a firm pre-opening requirements date will be established. Failure to satisfy all pre-opening requirements may result in the delay of the opening of the school. The CPS pre-opening requirements are provided in the Appendix.

As noted above, only applicants with a track record of success will be considered and ultimately approved. **For those successful applicants, the Cincinnati School Board is committed to supporting facility requests for the new community school.** The identification of a facility and the use terms of such facility will be discussed and finalized during the interview and contract agreement phase. Available CPS facilities shall be offered for lease as one of the options.

Thank you again for your interest in establishing a high-quality community school sponsored by CPS. CPS is committed to ensuring all new school opportunities granted by the CPS Board of Education are well designed and supported by individuals with the capacity and the drive to overcome the challenges of preparing students, *all students*, to succeed academically.

Terminology

The following terms are used throughout the application kit:


Accountability. Performance-based accountability is a central component of CPS’s community school policy. CPS requires that community schools have clear, measurable academic performance standards under which they will operate and be evaluated. In addition, community schools must be financially accountable, provide evidence of public satisfaction and support, and must comply with applicable laws such as health and safety, special education, and all civil rights laws.

Autonomy. Community schools operate with substantial **autonomy and flexibility** in comparison to traditional public schools. Community school operators have the opportunity and responsibility to decide the best ways to allocate resources like time, people and money to best meet the needs of their students within the bounds of the community school law and some laws and regulations that apply to other public schools. For example, operators may determine the length and structure of the school day in a way that best fits the educational program; they may structure staffing in a way that best supports teachers and students; and they may structure the budget to ensure that teachers will have the instructional resources they need to be effective. The authority of community school operators to make these types of decisions is premised on the belief that those closest to students are best suited to make critical decisions about meeting their learning needs. A final structure of autonomy and flexibility will be discussed and established during the interview and contract agreement phase.

Governance. The CPS Board of Education, through the negotiated contract, provides for the community school to be led by a not-for-profit board of trustees. The agreed upon contract will outline the expectations of the CPS Board and the monitoring protocol to be established over the community school. High-performing community schools have governing boards that are composed of individuals with a mixture of backgrounds and expertise relevant to governing a public, not-for-profit educational organization. Such experience and expertise may include educational programming, legal compliance, real estate and facilities, financial management and accounting, fundraising and development, community engagement, and parent involvement.

Replication: Term used to describe when an existing charter school seeks to establish one or more additional schools using the same educational model and maintaining a close relationship between the initial school and the replication models. This application includes provisions that apply specifically to proposals for replication.

Sponsor (or Authorizer). Community schools are created by application to a designated community school sponsor. The Cincinnati Public Schools is designated as a community school authorizer under state law. The essential responsibilities of CPS as a community school sponsor include:

- 
- Monitoring and evaluating the compliance of each district-sponsored school with all laws and rules applicable to it;
 - Monitoring and evaluating the educational and fiscal performance, organizational soundness, and effective operation of the school;
 - Monitoring and evaluating the contractual commitments that the community school has made with CPS; and
 - Providing technical assistance to schools in complying with all laws and rules applicable to community schools

Sponsor Transfer: Term used to describe when an existing community school successfully applies to a sponsor other than its current sponsor for a contract and changes sponsors. This application includes provisions that apply specifically to proposals for sponsor transfer.




Request for Proposals to Establish a Community School Sponsored by the Cincinnati Public Schools

The remainder of this Application Kit is dedicated to the specific steps and requirements that a community school applicant must follow to submit an application to start a new school. All necessary forms, requirements and deadlines related to the application process are within this Application Kit. The Application Kit, however, is not a guide to community school law and other law that governs the operations of public schools. It is the sole responsibility of the applicant to fully understand and address the legal requirements of all relevant law. Applicants must present a coherent and viable school design that both complies with the law and is likely to improve student learning and achievement for the children in Cincinnati.

The CPS Board of Education will only approve applications that clearly demonstrate strong capacity for establishing and operating a high performing community school. **The Board reserves the right to accept or reject any application that in its sole judgment fails to meet CPS' goals and objectives for sponsored schools.** In addition, the Board reserves its right to select the best qualified candidate(s) from among those candidates submitting applications.

CPS looks forward to reviewing your proposal to launch a new, high-performing, public community school in Cincinnati.



Resources for Applicants

Cincinnati Public Schools information on Community Schools, available at <http://www.cps-k12.org/schools/community-schools>

Ohio Department of Education (ODE) information on community schools, available at <http://education.ohio.gov/Topics/School-Choice/Community-Schools>

Ohio Revised Code on community schools, Section 3314 et seq., available at <http://codes.ohio.gov/orc/3314>

Ohio Alliance for Public Charter Schools Charter School Resource Center, available at <http://www.oapcs.org/resources/charter-school-resource-center>

Submitting Your Application to Cincinnati Public Schools

In preparing your application, please keep in mind that your answers to the specific requests carry enormous significance beyond determining whether or not you will be granted the opportunity to organize and operate a community school. They will be used to determine the specific terms of your contract and set the conditions of your school's operation. It is therefore critical you do not simply provide a response that may sound impressive on paper. All responses should include plans that are reasonable, feasible and achievable as the school will be held accountable for commitments made.

General Guidance

- Where a question or section requires is keyed to a specific statutory provision, the statutory provision appears in brackets. Please note that unless specifically indicated otherwise, all references are to provisions contained Ohio Education Rule and Law. For instance, the notation “(§ 3314.01)” refers to Ohio Revised Code.
- Each application section request in this document is printed in bold typeface. Immediately following each section request in italic typeface is any “guidance” to guide responses to the request. In many cases, it will be impossible to provide an adequate and complete response without careful reference to the guidance as well as the request.
- Each section request is followed by a box that provides the criteria evaluators will use in analyzing your response.
- Ensure that the application is organized, and that all sections are labeled in the manner and order specified in the “Outline of an Application for a Cincinnati Public Schools Community School.” Any changes could result in the proposal responses not being reviewed.
- **All section responses and attachments are to be submitted together by 4:00 p.m. EST on _____, January __, 20__.**

Public Disclosure

- CPS will release to the public a list containing the names of all proposed community schools submitted. Included in this release will be the name of the applicant and public contact information for the proposed school, the contact person, level of proposed enrollment, grades served, management company or community management organization (if any), and partner organization (if any). In addition, the Proposal Summary form that you will be asked to complete below will also be released. While the entire proposal is available to the public under the Public Records Act (Ohio Revised Code 149.43¹), all personal and proprietary information will be redacted as permitted by law.

Submitting the Proposal

Four electronic copies of the proposal on separate flash-drives are required: please see the Submitting the Electronic Copy section below. In addition, four paper copies *that are exact printouts* of the electronic version must also be submitted. **The electronic version of the proposal is regarded as the official submission. Any ambiguity and/or discrepancy between the electronic version and the paper copy submission will always be resolved in favor of the electronic copy.**

1. Please print all pages single-sided (text on only one side of each page).
2. Each page should contain a footer that includes the proposed school name and should be consecutively numbered at the bottom of the page. Page numbers should indicate the Section number or Attachment number along with the page number in each section. For example, Section 1-1 would indicate the first section, first page. Section 7-12 would indicate the twelfth page of the seventh section. Attachment 6 B - 6 would indicate the sixth page of Attachment 6 B, etc. The application should be organized so that all the Sections come first, followed by the Attachments.
3. Complete paper applications must be included in a three-ring binder or spiral bound with tabs separating sections and attachments. Tabs should be labeled.
4. Each electronic copy of the proposal shall consist of all files containing the narrative organized just as the sections are described in the table below. The table also notes what file type is acceptable for each response, i.e., Microsoft Word®, Microsoft Excel®.
5. Your proposal will ultimately contain the following:
 - **The Community School Proposal Transmittal Form** which must be the cover or first page. The Transmittal Form should be completed and signed by the applicant who will serve as the contact for the Cincinnati Public Schools (the “Applicant Contact”). The original signed form must be submitted with the paper copy of the proposal.
 - **Complete Responses to Each Section request.** Please respond to each request on the form and, where appropriate, provide as much clear information as possible to enhance the understanding of the reader of your proposed community school. Each section should start on a new page to separate it from the prior sections. The Cincinnati Public Schools requests that you use tabs to separate each section response and attachment. Please label the tabs with the appropriate section or attachment number and/or title.
 - **Responses to Each Attachment request.** Attachments should follow the response to each Section Request and be labeled as identified below.
 - **All sections identified below.** Please remember that even for those responses that are not applicable to your proposal, you must still include a response to that section with a notation that the “This Section is Not Applicable.”

No Amendments to Application After It Has Been Submitted

- **Do not** send unsolicited amendments or information following submission of your response to the RFP. If the Review Team desires to have additional information applicants will be notified. CPS will advise you regarding how and when to submit the requested material(s).

When and Where to Submit Applications

- **All required electronic and paper submissions are due to CPS no later than 4:00 p.m. EST on ____ day, January __, 20__.** Materials should be addressed as follows:

**Cincinnati Public Schools
Superintendent Suite
Proposal for a Community School
Attention: Gabriel Lofton
2651 Burnet Avenue
Cincinnati, OH 45219**

Phone (513) 363-0206


Submitting the Electronic Copies of the Proposal

As noted above, you should submit four electronic versions of your proposal on four separate flash drives set-up as follows:

- Create a folder on the flash drive called [School Name] Community School Proposal.
- Within that folder, save the **Community School Proposal Transmittal Form**, the main narrative with section titles and formatted as described below. **Please be sure that if you are using the track changes feature of Microsoft Word® that all changes have been accepted and track changes has been turned off prior to saving.**
- Acceptable electronic formats for the files to be saved are Microsoft Word®, Microsoft Excel® or Adobe Acrobat® as indicated below. Adobe Acrobat® files are only acceptable when scanning documents is absolutely necessary. When scanned files are submitted in Adobe Acrobat® format, they should be OCR'd (Optical Character Recognition) and Optimized to reduce the file size. Files required to be submitted in Microsoft Word® or Microsoft Excel® may not be submitted in any other format. Please include electronic copies of all sections including all related materials.
- Please contact the CPS Office of New Schools, Admissions & Recruitment at (513) 363-0206 with any questions about electronic formatting requirements.

File Type	Required Section Name
Adobe Acrobat® Form	Transmittal Form (See Appendix) At least one signed original copy with paper and electronic submissions.
Microsoft Word®	Section 1 – Applicant Information
Microsoft Word®	Section 2 – Mission Statement
Microsoft Word®	Section 3 – Executive Summary
Microsoft Word®	Section 4 – Student Enrollment Plan and Rationale
Microsoft Word®	Section 5– Simultaneous Submission / Submission to Alternate Sponsoring Entity
Microsoft Word® Attachments as Adobe Acrobat® where necessary	<p>Section 6 – Affiliated Organizations If the proposed school plans to partner with an organization or hire a management organization to substantially oversee the day to day operations of the school, include that information here. At the end of the Section responses, in the Attachment section of your application at Attachment 6 A –Organization Supplemental Data, please label this Attachment 6 A Organization Supplemental Data and include it in the Attachments after your responses to all Section requests. This should include additional information (e.g., proof of legal and tax-exempt status, etc.) submitted as an Adobe Acrobat® file.</p> <p>Attachment 6 B – Affiliated Organization Term Sheet Label this Attachment 6 B Affiliated Organization Term Sheet and include it in the Attachments that follow your responses to all Section Requests.</p> <p>Attachment 6 C – Affiliate Organization Contracts Label this Attachment 6 C Affiliated Organization Contracts and include it in the Attachments that follow your responses to all Section Requests.</p> <p>Attachment 6 D – Affiliated Organization Selection (If you do not propose affiliation with a partner or management organization, you do not need to provide the attachments. Simply state the school is not affiliated under Section 6. In this instance, no attachment is necessary).</p>
Microsoft Word®	Section 7 –School Calendar & Weekly Schedule
Microsoft Word®	Section 8 – Academic Program Following all section narrative responses, include any supplemental materials you choose, such as research or other information as Attachment 8 A.
Microsoft Word®	Section 9 –Student Achievement, Organizational and Financial Goals

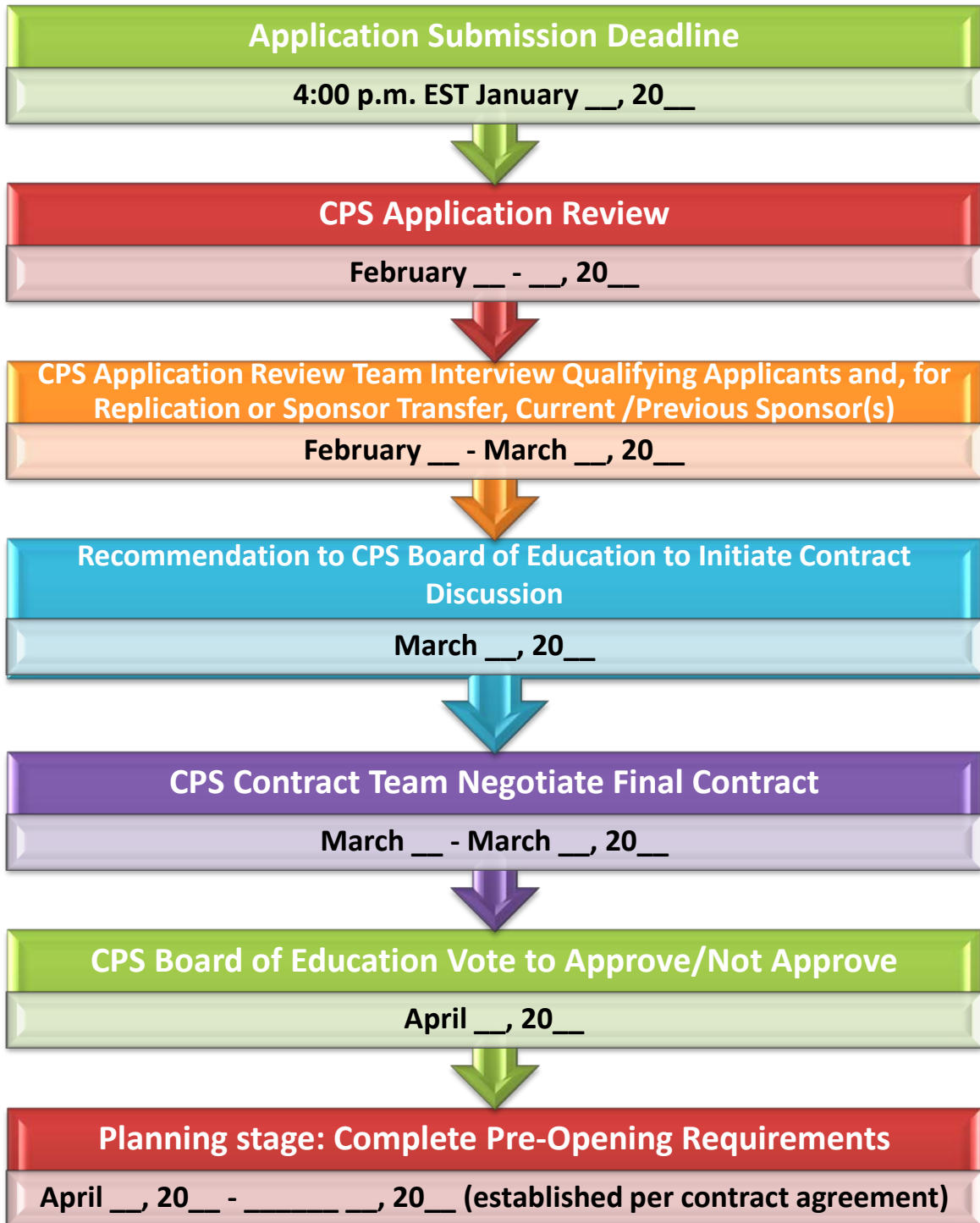
	Following all section narrative responses, include any supplemental materials such as research or other supplemental information you deem necessary as Attachment 9 A.
File Type	Required Section Name
Microsoft Word®	Section 10– Use of High Quality Assessments Following all section narrative responses, include any supplemental materials such as research or other supplemental information you deem necessary as Attachment 10 A.
Microsoft Word®	Section 11 – Curriculum Following all sections of the narrative responses, include the requested curriculum map any supplemental curricular materials as Attachment 11 A.
Microsoft Word®	Section 12 – Professional Development
Microsoft Word®	Section 13 – Special Student Populations Following all section narrative responses, include any supplemental materials such as research or other supplemental information you deem necessary as Attachment 13 A.
Microsoft Word®	Section 14 – High School Diploma Requirements
Microsoft Word®	Section 15– Organizational Chart & Staffing Plan
Microsoft Word®	Section 16 – School Leadership
Microsoft Word®	Section 17 – Parent & Community Engagement Following all sections of the narrative responses, include any supplemental materials such as letters of support as Attachment 17 A.
Microsoft Word® or Adobe Acrobat®	Section 18 – Trustee Qualifications & Proposed Board of Trustees Include the narrative description of each proposed board member as a part of the main application narrative in this section. Include as Attachment 18 A – Trustee Request for Information Form (provided in the Appendix) Attachment 18 B –Trustee Affiliation Waiver Attachment 18 C –Proposed Bylaws Attachment 18 D –501 c(3) documentation
Microsoft Excel® and Word®	Section 19 –Detailed Budget Narrative, Proposed Budgets, Cash Flow
Microsoft Word®	Section 20 – Fiscal Soundness
Microsoft Word® or Adobe Acrobat®	Section 21 – Insurance Following all sections the narrative responses, include any supplemental materials such as insurance documents or quotes as Attachment 21 A.



Microsoft Word® or Adobe Acrobat®	Section 22 – Facilities Following all sections the narrative responses, include any supplemental materials such as insurance documents or quotes as Attachment 22 A.
Microsoft Word®	Section 23 – Timeline

20__ - 20__

Timeline for Community School Application, Contract Consideration, and Approval to Open Timeline





Application for a CPS-Sponsored Community School

Section Requests & Criteria

Section I – Applicant Information

Provide background information regarding each applicant. If you are applying as a single applicant, or as co-applicants, include the following information:

- The full legal name of each applicant;
- The home address, telephone number(s) (home, cell and office), facsimile number (if applicable) and e-mail address for each applicant;
- An assurance that the applicant(s) is, at least, 18 years of age. (Not-For-Profit Corporation Law § 1702);
- If there is more than one applicant, designate one applicant as the contact person for the proposal (“Lead Applicant”); and
- Provide background information for each applicant, including whether he or she is a teacher, parent, school administrator, and/or community resident and if he or she would be a member of the community school’s board of trustees. Required background information includes at least the applicant’s educational and employment history; curriculum vitae or resumes are preferred.

Criteria for Section 1 – Applicant Information

Reviewers will look for:

- information that is presented as requested and accurately recorded. Reviewers will consider this information in assessing the capacity of the applicant to successfully plan and open a high quality public community school.

Section 2 – Mission and Vision Statements

Attach the mission statement and the vision statement for the proposed community school.

Please note the following in responding to Section 2:

The mission statement should be clear and precise, indicating what the school intends to do, for whom, and to what degree. In just one or a few sentences, the mission statement needs to communicate the essence of the proposed community school to its stakeholders and the public. You may, in addition, use your mission statement to (briefly) address how you will accomplish the goals, if methodology or another element of your school design is a particularly important aspect of the mission.

The vision statement should provide details of the proposed school's envisioned future. It should describe what aim(s) and objective(s) will be accomplished. These outcomes may, but need not, focus exclusively on students.

Criteria for Section 2 – Mission and Vision Statements

Reviewers will look for:

- clear and compelling mission and vision statements;
- mission and vision statements that set forth elements that are meaningful, manageable, and measurable;
- a mission statement conveys the core elements of the school design presented in the application; and
- a vision statement that aligns to the mission statement and that is consistent with CPS goals.

Section 3 – Executive Summary

In no more than 2,000 words, please provide an Executive Summary that outlines the proposed school’s target student population; its curricular, instructional, organizational, governance and financial design; the reason the proposed school is likely to meet the needs of students targeted; and how it will contribute to the achievement of CPS’ goals.

Criteria for Section 3 – Executive Summary

Reviewers will look for an Executive Summary that:

- indicates a compelling need for the proposed school;
- presents a coherent argument as to why the proposed program is likely to dramatically improve student learning;
- identifies why the proposed leadership and governance structure will result in a strong, high performing, legally compliant and fiscally sound school;
- identifies how the financial plan supports school success; and
- reflects an awareness of, and commitment to contribute to the realization of, CPS goals.

Section 4 – Student Enrollment Plan and Rationale

Use the following table to submit student enrollment information for the first five operational years of the proposed community school. The following information is required:

- Grades that the school proposes to serve;
- Ages of the students to be served in each grade (for kindergarten, indicate the date by which a student must turn five to be eligible to enroll in the community school);
- Number of students to be served in each grade and number of children expected in each class.
- Total number of enrolled students for each year of the contract term.

Include in the narrative response to this section:

- The rationale the proposed school used in choosing the grades and ages and growth pattern projected in the chart;
- Whether and how the school proposes to maintain a student population that is representative of CPS’ student population as a whole, or, if not, why not (*e.g.*, the school’s mission is inconsistent with a representative student population, as in the case of a dropout recovery and prevention school); and
- Any market research about the district and neighborhood the proposed school would serve that supports the applicant’s enrollment plans and projections.

		Number of Students				
		Year 1 20__-__	Year 2 20__-__	Year 3 20__-__	Year 4 20__-__	Year 5 20__-__
Grades	Ages					
K						
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						



Total students						
Number of classes per grade						
Average number of students per class						

Please note the following in responding to Section 4:

- *In projecting the number of students in years 2-5 of the school, the projected enrollment chart should take into consideration and address the effect student attrition may have on the school's total enrollment each year. This consideration is especially important if the school intends to limit the intake of students to lower grades and explicitly establish a policy of not admitting students into upper grades (generally referred to as "backfilling").*
- *The contract from CPS typically will allow the school reasonable variance from its total projected enrollment, provided that no fewer than 50 students will be served. Schools are also permitted to vary the number of students in each grade so long this does not result in the near elimination of a grade. Further guidance is provided to schools at the time of contracting.*

Criteria for Section 4 – Student Enrollment Plan and Rationale

Reviewers will look for an enrollment plan that:

- appears to be based on reasonable projections and sound market research;
- adequately addresses attrition and other contingencies sufficiently to support the school's business plan;
- aligns with the school's stated mission;
- presents either a feasible plan to maintain a representative student population or a sound rationale why this would be inconsistent with school's mission;
- promotes continuity of educational experience; and
- will contribute to attracting and retaining students for a sustained number of years.

Section 5 – Simultaneous Submissions & Submissions to Another Sponsoring Entity

Indicate whether the applicant has previously applied for a contract from a sponsoring entity other than CPS. If so, provide the name of the entity, the date(s) and name(s) of the application(s) submitted, and their status. If the application was denied by the other entity or entities, provide a copy of the letter from the sponsoring entity stating the reasons for denial. If the application was withdrawn from consideration by a sponsoring entity, please provide the reasons for the withdrawal. If the application was granted, but the community school is no longer in existence, please provide an explanation. If the application has been granted, but the applicant is considering other sponsors, please provide an explanation as to what the applicant is seeking from a sponsor.

Note: CPS is interested in understanding the applicant's growth in thinking from a prior submission as well as wanting to understand an applicant's capacity in light of the number of community schools the applicant might be pursuing. If the applicant is applying to multiple sponsors, CPS is interested in the factors the applicant would weigh if offered contracts by more than one sponsor. There are no defined criteria for this response other than to fully explain the status of any simultaneous or prior submissions of the same community application.

Section 6 – Affiliated Organization Information

If you are filing a proposal in conjunction with a college, university, museum, educational institution, or a *not-for-profit corporation* with 501(c) (3) tax-exempt status under the Internal Revenue Code, please provide the information listed below for each such entity:

- Name of the organization;
- Proof of the legal status of the organization (e.g. not-for-profit corporation, university, etc.) and whether or not the organization has authority to do business in Ohio;
- Proof of tax-exempt status under Internal Revenue Code section 501(c)(3);
- Letter of intent or commitment from a bona fide representative of the partner organization indicating that the organization will be involved in the community school and the terms and extent of its involvement;
- Name of a contact person for the partner organization, along with the address, phone number, facsimile number (if applicable), and e-mail of such contact person for the partner organization;
- Description of the nature and purpose of the proposed school’s relationship with the organization; and
- Description of how the board will oversee and/or manage the relationship with the organization to ensure the school posts strong evidence of success.

Please note the following in responding to Section 6:

- *You may file an application with many different types of organizations. For the district’s purposes in considering your application these affiliated organizations generally fall into three categories: a community profit or not-for-profit organization that offers goods or service free of charge; a partnership with an organization that charges fees for services; or a management organization that takes a flat percentage of the school’s income and in exchange provides services that can include staffing, training, providing materials, etc.*
- *If you are not filing in conjunction with any entity as described above, please so indicate in your response to Section 6 and proceed to Section 7.*
- *A management organization differs from a partner entity in that the former contemplates entering into a contractual, fee-based relationship with the community school pursuant to which the management organization takes day-to-day responsibility for and management of the community school’s educational program and/or other aspects of the school. As set forth in the request, if you are filing in conjunction with a not-for-profit school management organization that takes a flat percentage fee (and are not filing in conjunction with any other community or fee based organization partners), you should respond as indicated in Section 6. In addition, please direct the reader to the appropriate information included in the Attachments by stating “See Attachment 6A, 6B and 6C for information on the for profit management organization. “Complete those attachments and proceed to Section 7. Note further that although management organizations typically*

are contractually bound to provide management services to the community school, it is still the community school's board of trustees that is ultimately responsible to ensure that the school operates in a legally and fiscally prudent manner. More importantly, it is the school's board of trustees that are responsible for overseeing the academic success of the school and holding the management organization responsible for that success.

- *The letter of intent or commitment that you are required to provide from each partner organization must specify any services (for a fee or otherwise) or financial or other assistance that the partner has agreed to provide and that you have represented will be provided. If the partner organization will be receiving funds from the community school, the organization must have authority to do business in Ohio as an Ohio legal entity. If you represent that the school will be receiving a service for free or at a reduced rate from the partner organization, the letter from the partner must so indicate. For example: if you elsewhere claim in this community school proposal that tutors will be provided by a university partner on a volunteer basis, and those tutors are a component of your remedial education program, the university partner must provide a firm commitment to provide such tutors on such a basis. If this commitment is not provided, the District's financial analysts will take that omission into consideration when analyzing the financial plan's ability to realistically support the claims in the community school application.*
- *Depending on the extent of the proposed partner organization's involvement with the proposed community school, CPS may request that the partner organization complete a Due Diligence Questionnaire just as a proposed management organization is required to do. This request will occur after the initial proposal review conducted by the District.*
- *An applicant is best served by submitting a proposal in conjunction with only those entities that are committed to providing a substantial and tangible benefit to the proposed community school. Indeed, in the eyes of the proposal reviewers, an applicant's credibility may suffer when he or she provides a list of partners that add little or nothing to do with the proposed school. In other words, quality, not quantity is key.*
- *Not every relationship that the school might have with community organizations requires that those organizations be identified formally as partners. For instance, if you plan on frequent field trips to local museums, those museums need not file a proposal in conjunction with you.*
- *Note that no more than 40% of the trustees of a community school sponsored by CPS may be affiliated with any other single entity, other than another community school.*

Criteria for Section 6 – Affiliated Organization(s)

Reviewers will look for a response that indicates a thoughtful and detailed partnership relationship wherein the school's board of trustees will hold the partner accountable for increased student achievement results and can take action to sever the partnership if evidence suggests it is not beneficial to continue.

Section 7 – Proposal for School Replication

If the applicant proposes to replicate an existing school model, please provide the following information:

- A list of existing schools in the model proposed for replication;
- For each such school:
 - the date it opened and, if applicable, closed;
 - an explanation of the circumstances surrounding any closure;
 - the school’s sponsor, including any former sponsor;
 - the term(s) of any charter contract(s) the school has had;
 - if the school previously had another sponsor, an explanation of the circumstances under which it transferred sponsors;
 - performance reports for the school, from the sponsor and the State of Ohio, for the most recent three years, or if the school has been in existence for a shorter period, for as many years as are available (note: if these reports do not include academic performance data for these schools, the applicant should contact CPS to discuss what the applicant shall submit instead to provide CPS with the academic data);
 - the school’s most recent four quarterly financial statements and its most recent annual financial audit; and
 - the approved minutes of the school’s governing authority covering the most recent 12-month period;
- A description of the near-term and longer-term plans for replication of the model, including the business or growth plan for the model, any related market research on which the plans are based, and an explanation of how this proposed school fits into those plans;
- The applicant’s analysis of the performance trends of the schools in the model as reflected in sponsor and state performance reports, including any significant variations among the schools;
- The applicant’s assessment of what makes the existing schools in the model successful and why it is confident that the success of the model will be replicated in the proposed school;
- The applicant’s appraisal of any challenges confronting the existing schools in the model, or the model itself, and how these challenges are being and/or will be addressed;
- An explanation of how the replication and growth plans will be sufficiently supported by financial and human resources to ensure that school performance in the existing and proposed schools is not compromised;
- Any reports, notices, or findings of legal or contractual noncompliance as to any of the schools or their operator(s), and information on how these notices or findings were resolved.

Please note, as stated in the Introduction, that CPS also will interview past and current sponsor(s) of the existing school(s) in the model.

Criteria for Section 7 – Proposal for School Replication

Reviewers will look for a response that demonstrates:

- complete information for existing schools in model;
- sound governance of existing schools in the model;
- sound financial management of the existing schools in the model;
- a thoughtful plan for near- and longer-term replication;
- sound market research and thoughtful analysis for how this application fits into the larger plans for the model and the operator, including its business and growth plans;
- an accurate and honest appraisal of the performance trends, strengths, and challenges of the existing schools in the model and, if applicable, in the model itself, especially as to measurable academic outcomes;
- sound explanations for performance variations among existing schools in the model;
- a strong record of compliance and candid explanations for any past compliance concerns and grounds for reassurance that they will not recur; and
- a compelling argument, in light of past experience and the applicant's plans, that the proposed replication of the model will be successful, both for the new school and the existing schools.

Section 8 – Proposal for Sponsor Transfer

If the applicant proposes to transfer an existing school's sponsorship to CPS, please provide the following information:

- The date the school opened and the term(s) of any charter contract(s) it has had;
- Its current sponsor and any former sponsor(s);
- If the school previously transferred sponsors, an explanation of the circumstances;
- Performance reports for the school, from the sponsor and the State of Ohio, for the most recent three years, or if the school has been in existence for a shorter period, for as many years as are available (note: if these reports do not include academic performance data for these schools, the applicant should contact CPS to discuss what the applicant shall submit instead to provide CPS with the academic data);
- The school's most recent four quarterly financial statements and its most recent annual financial audit; and
- The approved minutes of the school's governing authority covering the most recent 12-month period;
- If the school is part of an educational model or is managed by a charter school network or charter management organization, the applicant also must complete Section 7, above, as to the other schools in the model or network and/or those managed by the network or CMO; and
- The applicant's rationale for transferring the school's sponsorship to CPS.

Please note, as stated in the Introduction, that CPS also will interview the school's current sponsor and, if applicable, any past sponsor(s).

Criteria for Section 8 – Proposal for School Replication

Reviewers will look for a response that demonstrates:

- complete information for the school;
- sound governance of the schools;
- sound financial management of the school;
- an accurate and honest appraisal of the performance trends, strengths, and challenges of the school and, especially as to measurable academic outcomes;
- a strong record of compliance and candid explanations for any past compliance concerns and grounds for reassurance that they will not recur;
- if applicable, information from the response to Section 7, above, that provides no reason to call into question an otherwise satisfactory response to this section; and
- a satisfactory rationale for switching sponsors.

Section 9 - School Calendar and Daily/Weekly Schedule

Present a proposed school calendar showing:

- The number of days the school will be in session;
- Sample daily or weekly class schedules for each grade showing daily hours of operation and subject areas addressed; and
- Allocation of time for core instruction, supplemental instruction, extra-curricular, and after-school activities, as applicable.

Criteria for Section 9 – School Calendar & Daily/Weekly Schedule

Reviewers will look for a response that shows a school year, school day, and overall calendar that complies with state law and supports the school's stated mission, supports strong academic performance for all students and provides for the staffing, activities and programs identified in the application.

Section 10 – Educational Program

Describe the school’s educational philosophy and overall educational program, addressing instructional strategies, staffing configurations that support teaching and learning, strategies for building a scholarly culture, student support programs for specially-abled students, student behavior strategies, etc. Please address how the school will identify students at-risk of academic failure and what elements of the academic program are designed to help them succeed so that failure is not an option at the proposed school. Include a discussion of instructional leadership and make the link to the school’s mission and assessment plan.

*Note: If you would like to submit any supporting data, research or other information to assist reviewers in developing a deeper understanding of the academic program you propose, please include those materials in **Attachment 8 A** at the end of the application narrative. Your application should present all section responses first, followed by attachments.*

Criteria Section 10 – Educational Program

Reviewers will look for a response that:

- provides a detailed and specific description as to why this school design will result in high student achievement;
- is supported by research data showing the proposed program meets the needs of the students the school hopes to enroll;
- indicates strong alignment between the culture the school proposes to create and the academic results demanded by CPS;
- convincingly explains how the staffing plan will make possible the successful implementation of the educational program;
- includes specific strategies, staffing structures and supports to find that specially-abled students will succeed as students at the proposed school.

Section 11 – Academic, Organizational, and Financial Goals

Please provide academic, organizational viability, and fiscal goals for the proposed school. Academic goals must include measures of success linked to state assessments as required by Ohio law. CPS requires community schools to set absolute (status) scores and comparative and growth academic goals. In addition, CPS requires applicants to establish goals for organizational viability and fiscal soundness. You may also submit programmatic goals that will enhance the school’s ability to indicate whether it has met the vision set out in the school’s vision statement.

Goals should be meaningful, measurable and attainable and contain indicators, measures, metrics and targets as described below.

Indicators. Indicators represent general dimensions of academic quality or achievement, such as “Postsecondary Readiness and Success.”

Measures. Measures are general instruments or means to assess performance in each area defined by an indicator. Measures require the application of specific metrics or calculation methods (see below). For example, a measure of postsecondary readiness is high school completion.

Metrics. Metrics specify a quantification, calculation method or formula for a given measure. For example, the typical high school completion metric is a graduation rate, such as “the percentage of ninth-graders graduating in four years.”

Targets. Taking metrics a step further, targets are specific, quantifiable objectives that set expectations or define what will constitute success on particular measures within a certain period of time. For example, a graduation-rate target might be “90% of ninth-graders graduating within four years.” Likewise, state-mandated performance levels are common targets. Having well-conceived and well-defined performance targets is important to achieve and evaluate school successⁱⁱ

Academic Goal Samples

Indicator	Measure	Metric	Target
Student Academic Performance (Status)	Proficiency Levels on State Assessments by Grade and By Subject	–Percentage of students at proficient	Year 1 – Baseline Year 2 – 20% improvement over baseline scores Year 3 – 15% improvement over Year 2 scores



			<p>Year Four – Half the difference from Year Three Scores and 100% proficient</p> <p>Year Five –Half the difference between Year Four scores and 100% proficient</p>
Student Academic Performance (Growth)	Criterion-Referenced Longitudinal Growth	<p>–Percentage of students making adequate growth to reach or maintain proficiency during a certain period of time</p> <p>–Percentage of students already proficient or advanced who maintain or improve their performance level</p> <p>-Percentage of students moving to a higher performance level</p>	<p>Year 1 – XX% students making adequate growth</p> <p>Year 2 – XX + students making adequate yearly growth.</p>

Note: While the examples provided address potential academic goals, your proposal should include operational and fiscal goals utilizing the same structure.

Criteria Section 11 – School Goals

Reviewers will look for academic, operational, and fiscal goals that convey:

- a genuine commitment to accountability for results;
- evidence of the competence to achieve those results;
- goals that are clear, measurable, and data-driven; and
- goals that are consistent with the school’s mission and program.

Section 12 – Use of High Quality Assessments

Describe how the proposed school will use high quality assessments (diagnostic, formative and summative) designed to measure students’ knowledge, understanding of and ability to apply critical concepts using a variety of item types and formats. Your response to this question must address the following:

- Plans for selecting or developing relevant high-quality assessments;
- Identification of who will be responsible for administering assessments and collecting and analyzing the data; and
- How the school’s stakeholders (board of trustees, school administrators, teachers, parents and students) will use these assessment results and for what purpose.

Please Note: The single most important factor CPS will use in determining the success of a community school is its record in generating high quality evidence of student achievement. Your response should include the subjects and grade levels tested by the Ohio Department of Education’s statewide assessment system, but it should also reflect the school’s serious commitment to high student achievement. If the school plans to use interim diagnostic assessments or other assessments in addition to the state test please describe them in response to this section.

Criteria Section 12 – Use of Assessments

Reviewers will look for a response that conveys:

- an understanding of how assessments are used to improve school performance;
- how the board will use leading and lagging academic, operational and fiscal data to oversee the school’s progress toward its goals; and,
- how the school will use assessment results to communicate its successes and challenges to the public.

Section 13 – Curriculum

Describe in detail the curriculum materials that will be used by the school, including the objectives, content, skills taught, and instructional methods used in the main subject areas at each grade or performance level.

Provide specific citations to research that show the curriculum and instructional methods have proven successful with the student population the school will serve.

Provide two sample lessons (from two different grade levels and subject areas) that demonstrate how the school’s educational philosophy and mission play out in the classroom. In your sample lessons, indicate how the curriculum is aligned with Ohio standards and/or the school’s additional standards, as well as how limited English proficient learners, disabled students, and students who enter the school below grade level will be engaged in and benefit from the curriculum.

Include as Attachment 11 a map of the curricula, by grade and subject, so there is a clear understanding of what will be taught and when. If your school does not have a curriculum map, include a timeline for developing one that contains key dates and describes the process with specificity. Also, provide a description of the staff capacities that will enable the school to develop strong curricula.

Criteria Section 13 – Curriculum

Reviewers will look for a response that conveys:

- consistency with the school’s mission and education program design;
- a clear and coherent framework for teaching and learning—particularly in the core academic areas of English language arts, mathematics, science and social studies—that ensures alignment with Common Core standards and testing program;
- a movement toward National Common Core Standards; and
- an understanding of research supported strategies.

Section 14 – Professional Development

Describe how the school’s professional development program will assist teachers in meeting student academic needs and school goals by addressing identified shortcomings in student learning and teacher pedagogical skill and content knowledge.

Indicate how the school’s professional development plans will ensure the school attracts, trains and retains and retools staff to ensure that classroom instruction is rigorous in its pursuit of ensuring students meet Ohio state standards.

Criteria Section 14- Professional Development

Reviewers will look for a response that

- is linked to the mission of the school as well as state curricular and assessment demands;
- provides details necessary to determine that the school has earmarked sufficient resources to support the program;
- reflects the ongoing support and training for novice teachers;
- is linked to student academic needs not adult interests;
- is evaluated regularly and systematically to determine its effectiveness;
- indicates strong alignment between the culture the school proposes to create and the academic results demanded by CPS; and
- includes specific strategies, staffing structures, and supports to find that students with disabilities will succeed as do other students at the proposed school.

Section 15 – Special Student Populations

For each of the following populations, (1) describe how the school will identify the students, develop plans for their education, and monitor their progress; (2) include the services that the school will make available for each population, and identify services that will be contracted; and (3) detail the professional development that the school will provide to staff regarding these populations:

- **Students with disabilities;**
- **Gifted students;**
- **Limited English Proficient students; and**
- **Homeless students.**

Criteria Section 15 – Special Student Populations

Reviewers will look for a response that:

- provide assurance of a strong understanding of special student population needs and requirements under state and federal law;
- is detailed going beyond boiler plate policy language to indicate detail regarding how the school’s program meets the needs of special student populations; and
- presents a staffing plan that supports an anticipated number of students and abilities.

Section 16 – High School Graduation Requirements

If the proposed school will serve high school students, please provide the school’s graduation requirements. Ensure that the graduation requirements comply with those determined by the Ohio Department of Education. Include the school’s requirements for diploma and diploma with honors.

Note: If the proposed school does not plan to serve high school students, please indicate so as the response to this section.

Criteria Section 16 – High School Graduation Requirements

Reviewers will look for a response that:

- aligns with the demands of the state and reflects any unique program elements of the proposed school; and
- details specific requirements set by the school if called for as a component of the school’s program (performance, portfolio, community service requirements, etc.).

Section 17 – Organization Chart & Staffing Plan

Provide an organizational chart and staffing plan for the school. The plan and charter should identify plans for the first five years of the school and reflect the needs of the academic program described in the application. It should similarly align with the budget presented in the application.

The organizational chart should clearly indicate the reporting structure of staff to the board of trustees, and staff to the school leader(s). If the charter school intends to contract or partner with an entity for management or educational services, the organizational chart should also reflect that relationship and the narrative should include a discussion of the role of the management or partner organization.

Criteria Section 17 – Organization Chart & Staffing Plan

Reviewers will look for a response that:

- provides a clear delineation of the roles and responsibilities for administering the day-to-day activities of the school;
- demonstrates understanding of management needs and priorities;
- staffing and leadership designed to provide the necessary capacity to successfully implement the proposed school design; and
- A staffing plan that appears viable and adequate for effective implementation of the proposed educational program.

Section 18 – School Leadership Capacity

Describe the characteristics of the school leader or leaders planned for the proposed school. Indicate why that leadership design was selected and how it supports strong school performance.

Provide the attributes identified by the board as central to the selection of a person to lead the school. If the school has already selected a leader, include that person’s curriculum vita or resume and provide insight as to why the board selected that individual.

Criteria Section 18 – School Leadership

Reviewers will look for a response that:

- indicates the founders have identified key elements necessary for strong school leadership;
- demonstrates a link between the attributes of leadership sought by the school and the program described in the application; and
- the likelihood that the attributes of school leadership and the leadership structure proposed will assist the school in avoiding challenges related to school start up.

Section 19 – Parent & Community Engagement

Please indicate the following:

- Is there an established interest in the school on the part of parents and the community? How do you know? What evidence can the school provide that, should the school be granted a contract, it will attract the number of students necessary to support the school’s design as presented in this application?
- What steps will the school take to engage parents in supporting the school’s academic and overall success? Please identify the type and frequency of parent engagement opportunities. Detail how the school will build and maintain family-school partnerships that strengthen support for student learning.
- List any community partners the school may have developed and describe their role in contributing to the school and the students’ success. Include letters of support or other information to support the plans outlined in the proposal as Attachment 17 A.

Criteria Section 19-Parent & Community Engagement

Reviewers will look for a response that:

- strong evidence of parent demand for the school;
- provides evidence of community support that supports claims made in the application; and,
- indicates support that will directly benefit the school’s ability to meet its academic, operational and financial goals.

Section 20 – Governance Capacity

Please provide the qualifications, attributes, and characteristics required for membership on the board of trustees. List the proposed members of the board of trustees for the charter school, indicating any ex-officio members (seats filled because of a person’s position or status, e.g. a parent representative). If any seat is proposed to be non-voting, please so indicate but understand that such persons will not count toward the minimum number of trustees needed (five) nor toward quorum. Please note that ex-officio seats are voting seats unless specified as non-voting. Also, indicate any vacant positions expected to be filled. Each proposed trustee with authority to vote who is named must complete the “Request for Information from Prospective Community School Trustee” included in the Appendix of this document.

Please include a copy of the proposed by-laws for the trustees as well as any existing or in development materials related to the establishment of 501(c) 3 status.

Note: Please include the following information as requested:

Attachment 18 A: Board of Trustee curricula vita or resumes, with each followed by the Prospective Charter School Board Member form

Attachment 18 B: Bylaws for the Board of Trustees of the proposed school

Attachment 18 C: 501 (c) (3) documentation

Please note that no more than 40% of the board of trustees may be affiliated with any single entity, except another community school. Also note the restrictions on board membership for persons affiliated with a not-for-profit management company.

Criteria Section 20 – Board of Trustee Qualification:

Reviewers will look for a response that:

- indicates the trustees look for governance capacity in a balanced mix of skills and knowledge including, but not limited to knowledge of academically successful schools, data analysis, not for profit governance, education, law and other municipal law, finance, fundraising, real estate, etc.;
- demonstrates a link between the attributes of leadership sought by the board and the capacity to realize mission and vision of the school; and
- indicates the type and frequency of information the board will use to govern the school.

Section 21 – Budgets & Budget Narrative

Applicants are required to use CPS Community School Budget Template. That template is available in the Appendix as well as in electronic format. Use the budget templates and provide first-year and five-year budget projections. The mandatory budget and cash flow templates are provided. Assumption columns are available within the file for comments. In addition to line item comments, provide a full budget narrative outlining all assumptions underlying budgetary projections. If the budget includes any private contributions, grant funds or other philanthropic funds in the school budget, please provide letters of commitment from the funding sources detailing the amounts and uses for the funding.

Please note the following:

- *The Start-Up budget refers to the period of time before the school officially opens. The budget for this period should show revenues and expenditures the school anticipates receiving and incurring while getting the school up and running. The typical start-up period usually consists of the six to eight months prior to receiving the first per pupil aid payment each October.*
- *The Cash Flow Start-Up & Pre-opening Period is a cash flow projection that should reflect a well thought out timetable of anticipated receipts and outlays on a month-by-month basis. This monthly cash flow should ideally match the “Start-Up” budget.*
- *The Year One Budget & Assumptions refers to the first year the school will be in operation. This is arguably the most fiscally crucial year in the initial charter term. The template for year one will require potential schools to break down the budget into program (i.e. regular education, special education and other) and support services (i.e. fundraising, management, and general). In addition to the budget, be sure to include all assumptions used in all calculations. A budget without a full set of stated assumptions cannot be meaningfully reviewed.*
- *The Year One Cash Flow is a cash flow projection for the school’s first year that should reflect a well thought out timetable of anticipated receipts and outlays on a month-by-month basis. The totals in this template should match the year one budget totals and assumptions. Due to the importance of the first operational year, it is crucial that potential schools think about and plan out every month to ensure fiscal stability.*
- *The Five-Year Budget and Cash Flow Adjustments is a five-year outlook for a potential school for the first five years of school operation. Schools should complete this tab and include all assumptions for calculations used in years two through five in the column/space provided. Adjustments that affect cash flow (depreciation, capitalized expenditures, etc.) can also be made to the bottom of the template so an accurate depiction of actual cash flow can be shown.*
- *When preparing budgets and cash flows schools should detail all funding sources including Federal Charter School Program (CSP) Grant funds. All funds should be clearly identified. Schools should present a sound operational model based on the operational*

funding it will receive based on enrollment. The CSP grant is competitive and there is no guarantee a school will receive an award and funding.

Criteria Section – 21 Budgets & Budget Narrative

Reviewers will look for a response that:

- presents budget priorities that are consistent with and support key parts of the business plan, including the school’s mission, educational program, staffing, and facility;
- presents realistic, evidence-based revenue and expenditure assumptions, including for any plan to incur and repay debt;
- presents viable strategies for meeting potential budget and cash flow challenges, particularly for the first year of operation; and
- demonstrates a commitment to maintaining the financial viability of the school.

Support from CPS:

CPS is committed to the success of all CPS-sponsored community schools. As such, CPS will consider the level of financial support that a school will receive. This support may be over and above the state-funded share, but will not exceed the total per pupil cost of CPS students.

Section 22 – Fiscal Soundness

Provide an overview of fiscal policies and procedures the school will institute to ensure required GAAP or other principles are in compliance as defined by the Ohio Revised Code for community schools. The State of Ohio Auditor’s office has outlined the major required code sections in the 2017 Ohio Compliance Supplement Compliance Guide under Exhibit 5, Matrix 3, which can be found on the State of Ohio’s website at:

https://ohioauditor.gov/references/compliancemanuals/2017/OCSImplementationGuide_2017.pdf.

Fiscal policies and procedures should also include other various policies and procedures which fall under Ohio Revised Code Section 3314. Fiscal policies and procedures should be sound and have strong internal controls.

If applicant is an existing community school seeking to transfer its sponsorship to CPS, please provide the three latest audit reports with management letters. For any management letter comments from the auditor, please provide a corrective action plan.

Criteria Section 22 – Fiscal Soundness

Reviewers will look for a response that:

- provides sound fiscal policies and procedures that comport with the requirements of Ohio law;
- are characterized by sound, strong internal controls;
- are feasible given the staffing structure provided; and
- include a strong description as to how the board and school finance personnel will monitor their effectiveness.

Section 23 – Insurance

State the proposed school’s approach to minimizing liability of the community school, its trustees, and employees. CPS requires the schools that it sponsors to obtain at least the following coverage:

- Commercial General Liability policy that expressly covers Corporal Punishment Liability and Athletic Participation Medical Liability;
- Commercial general liability insurance with limits of one million dollars (\$1,000,000) per occurrence and two million dollars (\$2,000,000) aggregate;
- Automobile liability insurance of one million dollars (\$1,000,000);
- Employee dishonesty insurance with limits of five hundred thousand dollars (\$500,000); and
- Educators legal liability insurance (which shall include coverage of trustees and officers of Community School) with limits of one million dollars (\$1,000,000) for each claim and two million dollars (\$2,000,000) aggregate.

Please list the providers from which the board will seek coverage. Please note that CPS must be listed as an additional named insured on each of these insurance policies.

Criteria Section 23 – Insurance

Reviewers will look for a response that:

- completely address the identified requirements and indicate the board’s diligence in working to protect the school.

Section 24 – Facilities

If the school has identified a facility, describe the proposed facility and its location, including the address, site plan, and floor plan (include the number and size of the classrooms, common areas, recreational space, any charter facilities, and any residential facilities that will also be used by the school). Indicate whether the property and/or facility will be leased or purchased. Note the level of support that is being requested from CPS.

If the facility has been or will be purchased, please provide the following information:

- Cost of the land and building
- The entity or individual that will own the property
- Whether the facility is a new construction or a retrofit
- How the new construction or retrofit will be financed
- Whether the owner is a party to this application
- Conflicts of interest if they exist
- A copy of the mortgage or deed
- Copy of the financing documents

If the facility will be leased, please provide the following information:

- Whether it is a permanent or temporary site
- The entity or individual that will be the lessee
- Whether any party to the lease is a party to this application
- Whether the development team will need to make leasehold improvements (if so, explain whether there will be any rent abatement for these improvements)
- Conflicts of interest if they exist
- A copy of the lease

If the school has not identified a facility but are researching properties, please describe the locations you are targeting and the rationale for locating in those neighborhoods. Also include a discussion of the rationale for the space the school will need, describe in general terms the school's thinking as to what features of the program are required to support the program outlined in the proposal (environmental space, laboratory space, physical education space, etc.). Provide a discussion of the amount of funds the school anticipates devoting to facilities, leasehold improvements, etc.

Criteria Section 24 – Facilities

Reviewers will look for a response that:

- indicates an understanding of the facilities required to support the proposed school program;
- reflects an understanding of facilities acquisition costs, lease hold improvement costs and operating costs;
- reflects the founding board of trustee’s understanding of facilities acquisition challenges; and,
- indicates that the proposed board of trustees has or has access to the expertise and knowledge necessary to secure a quality facility.

Support from Cincinnati Public Schools:

CPS is committed to the success of all approved CPS-sponsored community schools. As such, CPS will consider the facility needs of strong applicants and engage in solution-solving to remove barriers.

Section 25 – Timeline

Present a timeline with specific actions the school will take should it receive a charter that outlines activities between the date the contract is signed (anticipated April 8, 2013) and the proposed first day of school. Outline the governance, financial, staffing and academic program steps required to prepare the school to open. Attach responsibilities to members of the proposed staff and/or governing board.

PLEASE NOTE: The CPS Board of Education will vote to enter into a community school contract with applicants. The contract will include the requirement that the school satisfy the elements required in the pre-opening checklist included in the appendix of this document.

Criteria Section 25 – Timeline

Reviewers will look for a response that:

- indicates a thoughtful approach to the set-up of the organizational, financial and academic steps it takes to ready a school to welcome children;
- outlines a well-timed plan for student recruitment and enrollment of students; and
- lists activities scheduled in order to meet the timing required for the CPS community school pre-opening checklist, which must be complete no later than ____ __, 20__.



Appendix



Application Transmittal Cover Sheet & Proposal Overview

Application for a Community School Transmittal Cover Page Cincinnati Public Schools

1. Name of Proposed School:

2. Proposed Location of the School: *(Provide an address if available. If not available, please provide the general area of the city for the desired location of the school.)*

3. Enrollment:

Contract Year	Grades Served	Total Enrollment
Year 1		
Year 2		
Year 3		
Year 4		
Year 5		

4. Desired School Opening Date:

5. Proposed Affiliations:

Name of Community Partner and/or Education Service Provider:

6. Lead Applicant Contact Information:

Name:

Mailing Street Address:

City:

State:

Zip:

Home Phone #

Cell Phone #


Fax #

Email Address:

Lead Applicant Public / Media Contact Name:

Lead Applicant Public / Media Contact Number:

Signature of Lead Applicant: _____ Date:



Proposal Summary: (Provide a brief (no more than three paragraphs) overview of the mission of the school, the design, the intended academic outcomes and other information for CPS to use in providing an overview to the public).

To Be Completed by CPS Only:

Date Received:	By:
----------------	-----



Proposed Community School Trustee Request for Information

Request for Information from Prospective Community School Trustee

Note: Each member of the school's proposed board of trustees must complete this form. All forms must be included with the application.

Please provide the following information.

Background

1. Name of Charter School for which you intend to serve as a trustee.
2. Full name:
Home Address:
Business Name and Address:
Home telephone No.:
Work telephone No.:
E-mail address:
3. A brief educational and employment history (you may attach a resume):
 Resume attached.
4. Please affirm that you will be at least 18 years old by the date of appointment to the charter school's board. I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above). No. Yes.
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. No. Yes.
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement. No. Yes.

Conflicts

8. Please indicate whether you or your spouse knows any of the other school trustees, or prospective or former school trustees. If so, please indicate the precise nature of your relationship. I / we do not know any such trustees. Yes.
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship. I / we do not know any such employees. Yes.
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school. I / we do not know any such persons. Yes.
11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted. I / we do not anticipate conducting any such business. Yes.
12. If the school contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship. Not applicable because the school does not contract with a management company or charter management organization. I / we do not know any such persons. Yes.
13. If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. N/A. I / we have no such interest. Yes.
14. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. N/A. I / we or my family do not anticipate conducting any such business. Yes.

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the Community School board.) To the extent you have provided this information in response to prior items, you may so indicate. Does not apply to me, my spouse or family. Yes.

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the school's board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. None. Yes.

17. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.

Other

18. Please affirm that you have read the school board's by-laws and conflict-of-interest policies (Code of Ethics). I affirm.

19. Please provide any other information that you feel pertinent to the District's review.

Certification

I, _____, certify to the best of my knowledge and ability that the information I am providing in regards to my application to serve as a member of the board of trustees of the _____ Community School is true and correct in every respect.

Signature

Date



Pre-Opening Visit Checklist

Pre-Opening Visit Checklist

Prior to the CPS authorizing a community school to commence operations, the school must demonstrate that it has completed the pre-opening requirements outlined in this document. The requirement to complete a pre-opening checklist will be included as a component of the community school contract.

By or before February 1 of the year in which the community school is first scheduled to commence instruction, the community school is required to provide CPS the information identified in the pre-opening checklist. The school must note the date of completion and provide copies of any required materials to CPS. For each item not completed, the community school must provide a status report on each item and a projected completion date.

CPS sponsor staff will visit the school's building for an inspection and review prior to the time that the school is scheduled to commence instruction (the "Pre-Opening Review"). The pre-opening review will occur, at the earliest, fifteen days prior to such date. The Pre-Opening Review will be structured according to the checklist set forth below. The community school shall have available for review by CPS staff all documents necessary to confirm the completion of each item required.

Cincinnati Public Schools Community School PRE - OPENING CHECKLIST

School Name _____ Date _____

CPS Evaluator Name _____

GOVERNANCE AND MANAGEMENT

Item	Deliverable(s)	Comments/Progress	Date Completed
The Board of Trustees has been established.	List of current members of the school's Board of Trustees, including contact information and officers.		
A permanent head of the school has been named.	Written notice that the head of school has been named within 5 days of the hire date.		
Incorporate with the Secretary of State.	Confirmation of submission and incorporation papers, if granted.		
Obtain Employer ID number with IRS.	Copies of IRS Confirmation materials.		
Obtain an IRN Number from the Office of Community Schools.	Copies of Confirmation.		

Identify and select a data acquisition site; work with site or contract with a provider to establish an SSID account with IBM.	Copies of confirmation.		
Apply for access to SOES.	Copies of Confirmation.		
Open OED.			
Other key leadership roles in the school are filled or adequately covered.	Updated organizational chart with names of specific individuals occupying key leadership roles.		
By-laws have been ratified.	Copy of ratified by-laws or a board resolution approving by-laws.		
Management contract has been executed. (If applicable).	Copy of management contract signed by representatives of management company and school Board of Trustees.		
Ensure CPS submits a letter to Ohio Department of Education Office of Community Schools verifying school is ready to open.	Copy of documentation.		

STAFFING

Item	Deliverable(s)	Comments/Progress	Date Completed
The number of teachers is adequate and their assignments match the staffing plan.	Teacher roster, including teaching assignments by grade level or specialty.		
Teachers are certified.	Copies of teacher certifications, or appropriate proof of compliance with statutory exemptions.		
Teachers in core academic areas (as defined by No Child Left Behind Act) are highly qualified in accordance with NCLB.	Proof of certification or academic credentials (transcripts), relevant tests.		
Criminal background checks have been completed.	Supporting Documentation.		

CURRICULUM AND INSTRUCTION

Item	Deliverable(s)	Comments/Progress	Date Completed
<p>Needed instructional materials and supplies have been distributed to classrooms at every grade level.</p>	<p>Classrooms should be adequately prepared for teaching and learning, including the appropriate distribution of curricular materials and supplies at time of Prior Action Visit.</p>		
<p>A school calendar and class schedules exist and provisions have been made for them to be available to every student and every family.</p>	<p>Copies of the annual school calendar, class schedules, and an assurance that the school calendar has been made available to students and their families.</p>		
<p>Provisions have been made for a child find system and serving students with special needs.</p>	<p>Written documentation that the school has hired or contracted with certified Special Education teacher(s) and a SPED coordinator, and hired or contracted with speech and language therapists, and occupational and physical therapists, or other services or equipment, if required.</p>		
<p>The school is prepared to provide instruction in each approved grade and only in such grades.</p>	<p>Class schedule and teacher roster. Written assurance from the school.</p>		

STUDENTS AND PARENTS

Item	Deliverable(s)	Comments	Date Completed
<p>The school has developed required policies relating to student discipline (including SPED students), complaints/grievances, FERPA, FOIL, Open Meetings Law, and has made appropriate policies available to students and their families in the Student and Family Handbook.</p>	<p>Copy of Student and Family Handbook containing the specified policies, including FERPA access.</p> <p>Written assurance that Student and Family Handbooks (containing such policies) have been distributed.</p> <p>Copy of FERPA procedures for storage/handling of student files in school.</p>		
<p>Student lottery and enrollment procedures have been documented and a student roster is available to teachers.</p>	<p>Summary of school enrollment statistics, including number of currently enrolled students, number of students on the waiting list, and copies of student rosters.</p> <p>Documents pertaining to any lotteries held.</p>		
<p>A preliminary count of students with special needs is available.</p>	<p>Copies of IEPs for incoming students.</p> <p>Written assurance from the school stating the anticipated number of special education students.</p>		

Student records have been received or requested.	Copies of incoming student records or written assurance from the school.		
Student academic, attendance, discipline, and testing records have been stored in locked cabinets.	Copies of incoming student records or written assurance from the school. Locked storage is present at time of Inspection.		
Student health records have been separated from academic records and are in locked storage in the office of the school nurse.	Copies of incoming student records or written assurance from the school. Copy of school health record procedures. Locked storage is present at time of Inspection.		

OPERATIONS

Item	Deliverable(s)	Comments/Progress	Date Completed
Arrangements have been made for food service.	Inspection of food storage and kitchen area at time of pre-opening visit, to include food/beverage coolers and heaters.		
The school has made arrangements to be staffed with a school nurse, and has a plan and procedures for the administration of prescription and non-prescription medications to students, and for provision of required health services.	<p>Written documentation of the school's relationship with a registered nurse and/or physician.</p> <p>Copies of policies for medication administration.</p> <p>Written plan for providing required health services.</p>		
Provisions have been made for student immunizations.	<p>Immunization records or proper exemption forms; or</p> <p>Written assurance that students who do not have such records will be barred from school after 14 days.</p>		
Appropriate provisions have been made for transportation of students if any are to be provided.	<p>Copy of agreement with provider of supplemental transportation services.</p> <p>Copies of fingerprint supported background checks for employees of the supplemental transportation services provider.</p>		

<p>There are written plans for such life safety procedures as fire drills and emergency evacuation, including school safety plans</p>	<p>Copies of school safety and evacuation plans are posted in each classroom at time of Pre-Opening visit.</p> <p>Assurance that school will meet with required groups (parents, teachers) and submit final plan, and revise as directed by CPS.</p>		
---	--	--	--

FINANCE

Item	Deliverable(s)	Comments	Date Completed
<p>There is evidence of an accounting system with internal controls and fiscal policies.</p>	<p>Copy of the school's fiscal policies and procedures.</p> <p>Evidence of employment of or contract with accountant, bookkeeper or other person to handle such duties.</p>		
<p>A payroll system has been established, and, if offered, properly allows employees to consent to 12-month payroll.</p>	<p>Contract with payroll company or evidence of employment of or contract with persons to handle payroll; and copy of deduction policy.</p>		

FACILITIES AND FIXTURES

Item	Deliverable(s)	Comments	Date Completed
<p>Available space (including classrooms, restrooms, and special purpose space) meets the requirements of the program and the number of students enrolled.</p>	<p>Inspection at time of Pre-Opening Visit.</p>		
<p>Space is accessible to all students (including handicapped students), clean, and well-lit. If building is not required to be handicap accessible, procedures for reasonable accommodation of such persons are in place.</p>	<p>Inspection at time of Pre-Opening Visit.</p> <p>Procedures for reasonable accommodation of handicapped persons.</p>		
<p>A certificate of occupancy (or equivalent) is on file, as well as any other appropriate certificates of inspection or permits.</p>	<p>Copy of certificate of occupancy and other appropriate certificates of inspection or permits.</p>		



Item	Deliverable(s)	Comments/Progress	Date Completed
Certificates of insurance are on file, meeting at least the minimum levels required by applicable statute and including a provision to provide notice to CPS of any material change, non-renewal or termination of the policy.	Copy of certificate of insurance or insurance policy or binder.		
Space is safe and secure; entrance and egress from the school's space is adequately controlled.	Inspection at time of Pre-Opening Visit.		

COMPLIANCE

Item	Deliverable(s)	Comments	Date Completed
There is a staff person who is assigned to oversee and serve as the primary contact with regard to compliance.	Name of individual and contact information must be submitted to the Institute.		

OTHER

Item	Deliverable(s)	Comments	Date Completed



Budget Templates

IRN No.

County:

Community School NAME

Five-Year Budget (Receipt, Disbursements, and Changes in Fund Cash Balances)
the Fiscal Years Ending June 30, 20__ through 20__, Forecasted

	Forecasted				
	Fiscal Year 20__	Fiscal Year 20__	Fiscal Year 20__	Fiscal Year 20__	Fiscal Year 20__
<u>Operating Receipts</u>					
State Foundation Payments (3110, 3211)	\$0	\$0	\$0	\$0	\$0
Charges for Services (1500)	0	0	0	0	0
Fees (1600, 1700)	0	0	0	0	0
Other (1830, 1840, 1850, 1860, 1870, 1890)	0	0	0	0	0
Total Operating Receipts	0	0	0	0	0
<u>Operating Disbursements</u>					
100 Salaries and Wages	0	0	0	0	0
200 Employee Retirement and Insurance Benefits	0	0	0	0	0
400 Purchas Services	0	0	0	0	0
500 Supplies and Materials	0	0	0	0	0
600 Capital Outlay –New	0	0	0	0	0
700 Capital Outlay – Replacement	0	0	0	0	0
800 Other	0	0	0	0	0
Total Operating Disbursements	0	0	0	0	0
Excess of Operating Receipts Over (Under) Operating Disbursements	0	0	0	0	0



Non-Operating Receipts/(Disbursements)

Federal Grants (all 4000 except fund 532)	0	0	0	0	0
Federal Fiscal Stabilization/Ed Jobs Grant			xxxxxx	xxxxxx	xxxxxx
State Grants (3200, except 3211)	0	0	0	0	0
Donations (1820)	0	0	0	0	0
Interest Income (1400)	0	0	0	0	0
Debt Proceeds (1900)	0	0	0	0	0
Debt Principal Retirement	0	0	0	0	0
Interest and Fiscal Charges	0	0	0	0	0
Transfers – In	0	0	0	0	0
Transfers – Out	0	0	0	0	0
Total Non-Operating Revenues/(Expenses)	0	0	0	0	0

Excess of Operating and Non-Operating Receipts Over/(Under) Operating and Non-Operating Disbursements	0	0	0	0	0
Fund Cash Balance Beginning of Fiscal Year	0	0	0	0	0
Fund Cash Balance End of Fiscal Year	\$0	\$0	\$0	\$0	\$0

**Disclosure Items for State Fiscal Stabilization
Funds**

Personal Services SFSF	
Employees Retirement/Insurance Benefits SFSF	
Purchased Services SFSF	
Supplies and Materials SFSF	
Capital Outlay SFSF	
Total Expenditures - SDFSF	\$0



Assumptions

Year 1 Budget p. 1

Applicant school:													
Year 1 Cashflow Summary	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
Total Revenue													0
Total Expenses													0
Over/(Under)													0
Total Enrollment													0
Year 1 Cashflow Budget	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
REVENUE													0
State Revenue													0
State Foundation													0
PBA													0
Special Education													0
Parity													0
Food Service													0
Other													0
Total State Revenues		0	0	0	0	0	0	0	0	0	0	0	0
Federal Revenue													0
CCIP													0
Title I													0
Title I ARRA													0
Title I SI													0
Title II-A (PD)													0
Title II -D (Tech.)													0
Title III (LEP & Immigrant)													0
Title IV (Safe & Drug Free)													0
Title V (Innovative Ed)													0
Title VI (Rural Ed)													0
IDEA-B (Spec. Ed)													0
SFSF													0
PCSP													0
Other													0
Total Federal Revenues		0	0	0	0	0	0	0	0	0	0	0	0
Total Fundraising Revenues													0
TOTAL REVENUE		0	0	0	0	0	0	0	0	0	0	0	0

Year 1 Budget p. 2

EXPENSES															
Administrative Personnel Costs	# positions														0
Executive Management															0
Instructional Management															0
Deans, Directors & Coordinators															0
CFO/Director of Finance															0
Operations/Business Manager															0
Administrative Staff															0
Other															0
Total Administrative Personnel Costs			0	0	0	0	0	0	0	0	0	0	0	0	0
Instructional Personnel Costs	# positions														0
Teachers - Regular															0
Teachers - Special Ed															0
Substitute Teachers															0
Teaching Assistants															0
Specialty Teachers															0
Aides															0
Therapists & Counselors															0
Other															0
Total Instructional Personnel Costs			0	0	0	0	0	0	0	0	0	0	0	0	0
Non-Instructional Personnel Costs	# positions														0
Nurse															0
Librarian															0
Custodian															0
Security															0
Other															0
Total Non-Instructional Personnel Costs			0	0	0	0	0	0	0	0	0	0	0	0	0
Subtotal # personnel			0	0	0	0	0	0	0	0	0	0	0	0	0
Subtotal Personnel Costs			0	0	0	0	0	0	0	0	0	0	0	0	0
Payroll Taxes & Benefits															0
Payroll Taxes & Benefits															0
Employee Benefits															0
Retirement/Pension															0
STRS/SERS															0
Total Payroll Taxes & Benefits			0	0	0	0	0	0	0	0	0	0	0	0	0
Contracted Services															0
Accounting/Audit															0
Legal															0
Treasurer															0
Data Reporting															0
Management Company Fee															0
Nurse/Health Services															0
Food Service/School Lunch															0
Payroll															0
Special Education															0
Sponsorship Fee															0
Other															0
Total Contracted Services			0	0	0	0	0	0	0	0	0	0	0	0	0

5-Year Projected Budget p. 1

Applicant school:							
5-Year Summary							Total:
Total Revenue							0
Total Expenses							0
Over/(Under)							0
Total Enrollment							0
5-Year Projected Budget							
REVENUE							
State Revenue							0
State Foundation							0
PBA							0
Special Education							0
Parity							0
Food Service							0
Other							0
Total State Revenues		0	0	0	0	0	0
Federal Revenue							
CCIP							
Title I							0
Title I ARRA							0
Title I SI							0
Title II-A (PD)							0
Title II -D (Tech.)							0
Title III (LEP & Immigrant)							0
Title IV (Safe & Drug Free)							0
Title V (Innovative Ed)							0
Title VI (Rural Ed)							0
IDEA-B (Spec. Ed)							0
SFSF							0
PCSP							0
Other							0
Total Federal Revenues		0	0	0	0	0	0
Total Fundraising Revenues							0
TOTAL REVENUE		0	0	0	0	0	0

5-Year Projected Budget p. 2

EXPENSES									
Administrative Personnel Costs*									0
Executive Management									0
Instructional Management									0
Deans, Directors & Coordinators									0
CFO/Director of Finance									0
Operations/Business Manager									0
Administrative Staff									0
Other									0
Total Administrative Personnel Costs				0	0	0	0	0	0
Instructional Personnel Costs*									0
Teachers - Regular									0
Teachers - Special Ed									0
Substitute Teachers									0
Teaching Assistants									0
Specialty Teachers									0
Aides									0
Therapists & Counselors									0
Other									0
Total Instructional Personnel Costs				0	0	0	0	0	0
Non-Instructional Personnel Costs*									0
Nurse									0
Librarian									0
Custodian									0
Security									0
Other									0
Total Non-Instructional Personnel Costs				0	0	0	0	0	0
Subtotal # personnel*				0	0	0	0	0	0
Subtotal Personnel Costs				0	0	0	0	0	0



Endnotes

<http://codes.ohio.gov/orc/149.43>