

**U.S. Department of Education**

**Washington, D.C. 20202-5335**



**APPLICATION FOR GRANTS  
UNDER THE**

**84.282M CSP Grants for Replication and Expansion**

**CFDA # 84.282M**

**PR/Award # U282M110014**

**Grants.gov Tracking#: GRANT10945024**

OMB No. , Expiration Date:

Closing Date: Aug 11, 2011

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

Application for Federal Assistance SF-424		
* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
* 3. Date Received: <input type="text" value="08/11/2011"/>	4. Applicant Identifier: <input type="text"/>	
5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>	
<b>State Use Only:</b>		
6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>	
<b>8. APPLICANT INFORMATION:</b>		
* a. Legal Name: <input type="text" value="Breakthrough Charter Schools"/>		
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="27-0362848"/>	* c. Organizational DUNS: <input type="text" value="8409414340000"/>	
<b>d. Address:</b>		
* Street1: <input type="text" value="9711 Lamont Avenue"/>	Street2: <input type="text"/>	
* City: <input type="text" value="Cleveland"/>	County/Parish: <input type="text" value="Cuyahoga"/>	
* State: <input type="text" value="OH: Ohio"/>	Province: <input type="text"/>	
* Country: <input type="text" value="USA: UNITED STATES"/>	* Zip / Postal Code: <input type="text" value="44106-4124"/>	
<b>e. Organizational Unit:</b>		
Department Name: <input type="text"/>	Division Name: <input type="text" value="NA"/>	
<b>f. Name and contact information of person to be contacted on matters involving this application:</b>		
Prefix: <input type="text" value="Ms ."/>	* First Name: <input type="text" value="Jessica"/>	
Middle Name: <input type="text"/>	* Last Name: <input type="text" value="Cohen"/>	
Suffix: <input type="text"/>	Title: <input type="text" value="Director of Grants and Foundation Relations"/>	
Organizational Affiliation: <input type="text" value="Friends of Breakthrough Schools"/>		
* Telephone Number: <input type="text" value="216-373-2603"/>	Fax Number: <input type="text" value="216-373-2603"/>	
* Email: <input type="text" value="jcohen@breakthroughcleveland.org"/>		

**Application for Federal Assistance SF-424****\* 9. Type of Applicant 1: Select Applicant Type:**

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

**\* 10. Name of Federal Agency:****11. Catalog of Federal Domestic Assistance Number:**

CFDA Title:

**\* 12. Funding Opportunity Number:**

\* Title:

**13. Competition Identification Number:**

Title:

**14. Areas Affected by Project (Cities, Counties, States, etc.):****\* 15. Descriptive Title of Applicant's Project:**

Attach supporting documents as specified in agency instructions.

Application for Federal Assistance SF-424	
<b>16. Congressional Districts Of:</b>	
* a. Applicant	OH-10
b. Program/Project	OH- 11
Attach an additional list of Program/Project Congressional Districts if needed.	
OtherDistrictsServed.pdf	<input type="button" value="Add Attachment"/> <input type="button" value="Delete Attachment"/> <input type="button" value="View Attachment"/>
<b>17. Proposed Project:</b>	
* a. Start Date:	07/01/2011
* b. End Date:	06/30/2016
<b>18. Estimated Funding (\$):</b>	
* a. Federal	1,354,920.00
* b. Applicant	0.00
* c. State	0.00
* d. Local	0.00
* e. Other	0.00
* f. Program Income	0.00
* g. TOTAL	1,354,920.00
<b>* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?</b>	
<input type="checkbox"/> a. This application was made available to the State under the Executive Order 12372 Process for review on	
<input type="checkbox"/> b. Program is subject to E.O. 12372 but has not been selected by the State for review.	
<input checked="" type="checkbox"/> c. Program is not covered by E.O. 12372.	
<b>* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)</b>	
<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
If "Yes", provide explanation and attach	
	<input type="button" value="Add Attachment"/> <input type="button" value="Delete Attachment"/> <input type="button" value="View Attachment"/>
<b>21. *By signing this application, I certify (1) to the statements contained in the list of certifications** and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)</b>	
<input checked="" type="checkbox"/> ** I AGREE	
** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.	
<b>Authorized Representative:</b>	
Prefix:	Mr.
* First Name:	Kenneth
Middle Name:	
* Last Name:	Surratt
Suffix:	
* Title:	Chief Financial Officer
* Telephone Number:	216-456-2086
Fax Number:	
* Email:	ksurratt@breakthroughcleveland.org
* Signature of Authorized Representative:	Jessica Cohen
* Date Signed:	08/11/2011

Other congressional districts served: OH-13, OH-14

**U.S. DEPARTMENT OF EDUCATION  
BUDGET INFORMATION  
NON-CONSTRUCTION PROGRAMS**

OMB Control Number: 1890-0018

Expiration Date: 02/28/2011

\* Name of Institution/Organization

Breakthrough Charter Schools

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

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

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	571,500.00	468,000.00	330,000.00	608,000.00	714,300.00	2,691,800.00
2. Fringe Benefits	116,520.00	97,640.00	43,640.00	110,020.00	148,130.00	515,950.00
3. Travel	4,500.00	1,500.00	1,500.00	4,500.00	3,000.00	15,000.00
4. Equipment	215,000.00	474,000.00	109,000.00	82,000.00	428,000.00	1,308,000.00
5. Supplies	146,400.00	308,000.00	230,000.00	222,400.00	358,550.00	1,265,350.00
6. Contractual	301,000.00	784,000.00	459,000.00	478,000.00	830,800.00	2,852,800.00
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)	1,354,920.00	2,133,140.00	1,173,140.00	1,504,920.00	2,482,780.00	8,648,900.00
10. Indirect Costs*						
11. Training Stipends						
12. Total Costs (lines 9-11)	1,354,920.00	2,133,140.00	1,173,140.00	1,504,920.00	2,482,780.00	8,648,900.00

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

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

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

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

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

\* Approving Federal agency:  ED  Other (please specify):

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

Is included in your approved Indirect Cost Rate Agreement? or,  Complies with 34 CFR 76.564(c)(2)?

<p>* Name of Institution/Organization</p> <p>Breakthrough Charter Schools</p>	<p>Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.</p>
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**SECTION B - BUDGET SUMMARY  
NON-FEDERAL FUNDS**

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

**SECTION C - BUDGET NARRATIVE (see instructions)**

**ASSURANCES - NON-CONSTRUCTION PROGRAMS**

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

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

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

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

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

<p>* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Jessica Cohen</p>	<p>* TITLE</p> <p>Chief Financial Officer</p>
<p>* APPLICANT ORGANIZATION</p> <p>Breakthrough Charter Schools</p>	<p>* DATE SUBMITTED</p> <p>08/11/2011</p>

Standard Form 424B (Rev. 7-97) Back

**DISCLOSURE OF LOBBYING ACTIVITIES**

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB

0348-0046

<b>1. * Type of Federal Action:</b> <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	<b>2. * Status of Federal Action:</b> <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. * Report Type:</b> <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
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**4. Name and Address of Reporting Entity:**

Prime     SubAwardee

\* Name: Breakthrough Charter Schools

\* Street 1: 9711 Lamont Avenue    \* Street 2: \_\_\_\_\_

\* City: Cleveland    \* State: OH: Ohio    \* Zip: 44106

Congressional District, if known: OH-11

**5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:**

<b>6. * Federal Department/Agency:</b> Department of Education	<b>7. * Federal Program Name/Description:</b> Charter Schools CFDA Number, if applicable: 84.282
---	--

<b>8. Federal Action Number, if known:</b> _____	<b>9. Award Amount, if known:</b> \$ _____
---	---

**10. a. Name and Address of Lobbying Registrant:**

Prefix \_\_\_\_\_ \* First Name NA Middle Name \_\_\_\_\_

\* Last Name NA Suffix \_\_\_\_\_

\* Street 1: NA Street 2: \_\_\_\_\_

\* City: NA State \_\_\_\_\_ Zip \_\_\_\_\_

**b. Individual Performing Services** (including address if different from No. 10a)

Prefix \_\_\_\_\_ \* First Name NA Middle Name \_\_\_\_\_

\* Last Name NA Suffix \_\_\_\_\_

\* Street 1: \_\_\_\_\_ Street 2: \_\_\_\_\_

\* City: \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

**11.** Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

\* Signature: Jessica Cohen

\* Name: Prefix Mr. \* First Name Kenneth Middle Name \_\_\_\_\_  
 \* Last Name Surratt Suffix \_\_\_\_\_

Title: Chief Financial Officer    Telephone No.: 216-456-2086    Date: 08/11/2011

**NOTICE TO ALL APPLICANTS**

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

**To Whom Does This Provision Apply?**

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

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

**What Does This Provision Require?**

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

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

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

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

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

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

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

**Estimated Burden Statement for GEPA Requirements**

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

**Optional - You may attach 1 file to this page.**

AttachmenttoFormGEPA427.pdf

Add Attachment

Delete Attachment

View Attachment

Attachment to Form GEPA427

The Breakthrough schools specifically aim to serve students in Cleveland and to a small extent, the surrounding cities. Therefore, by design, Breakthrough is serving low-income minority students. To ensure equitable access to the schools within Breakthrough, the marketing of the opportunity is done by a blanket canvassing of Cleveland as described in the proposal- direct mailings to students enrolled in the Cleveland Metropolitan School District and grass roots information distribution. An additional note: Breakthrough has translated its school marketing materials into Chinese and Spanish in order to more fully reach into the Asian and Hispanic communities.

## CERTIFICATION REGARDING LOBBYING

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

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

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

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

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

### Statement for Loan Guarantees and Loan Insurance

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

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

* APPLICANT'S ORGANIZATION	
Breakthrough Charter Schools	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: Mr.	* First Name: Kenneth Middle Name:
* Last Name: Surratt	Suffix:
* Title: Chief Financial Officer	
* SIGNATURE: Jessica Cohen	* DATE: 08/11/2011

Close Form

SUPPLEMENTAL INFORMATION  
REQUIRED FOR  
DEPARTMENT OF EDUCATION GRANTS

**1. Project Director:**

Prefix:  \* First Name:  Middle Name:  \* Last Name:  Suffix:

Address:

\* Street1:   
 Street2:   
 \* City:   
 County:   
 \* State:   
 \* Zip Code:   
 \* Country:

\* Phone Number (give area code) Fax Number (give area code)

Email Address:

**2. Applicant Experience:**

Novice Applicant  Yes  No  Not applicable to this program

**3. Human Subjects Research**

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

Yes  No

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

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

**Please attach an explanation Narrative:**

Add Attachment

Delete Attachment

View Attachment

**Abstract**

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

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**You may now Close the Form**

**You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.**

\* Attachment:

EDAbstract.pdf

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## ED Abstract

Applicant: Breakthrough Charter Schools  
9711 Lamont Ave.  
Cleveland, OH 44106

Contact: Jessica Cohen  
216-373-2603  
jcohen@breakthroughcleveland.org

Title Expansion and replication of high-performing Cleveland charter schools within the Breakthrough Charter Schools network

Goals: Over the next five years, Breakthrough Charter Schools (BCS) will:

- Open eight new schools (serving grades K-8),
- Significantly expand three existing newly opened schools (serving grades K-8), and
- Significantly expand the eight new schools opened during the project as they all progress to full enrollment (adding a grade level each year)

All schools mentioned above will be or are in economically disadvantaged neighborhoods where public school district schools are under-performing. During the term of this grant BCS will augment the capacity of the CMO to support its member schools by integrating HR, accounting, email hosting and performance management tools. BCS will also foster network-wide leadership and teacher development through:

- Creation of in-house professional development for school staff who wish to advance to leadership positions
- Creation of an urban teacher residency program to ensure a strong stream of qualified teachers for new and expanding schools,
- Professional development of Teach for America corps members who take teaching positions in BCS schools

### Expected Outcomes

In five years, BCS will be educating over 4,000 students. The eight new and three expanding schools will be highly rated by the Ohio Department of Education because of high levels of student achievement (at least 80% of students proficient in math and at least 85% of students proficient in reading). The network-wide weighted average school performance index score will be 94 (excluding year one of new schools). BCS will affect an increase in the ratio of students to CMO staff from 65 to at least 115 in five years. BCS will hire and retain 75% of the urban teacher residents upon the completion of their residency and 50% of TFA corps members upon the completion of their term of service.

Meeting the Purpose of CSP: This application meets the purpose of this grant because it addresses the expansion of several existing high-performing charter schools and the replication of those same schools. The schools that will be expanded and replicated are all managed by the charter management organization (CMO) known as Breakthrough Charter Schools, which has been successfully providing services to the schools for more than a year. The schools within the BCS network have received the highest ratings from the Ohio Department of Education- some showing high achievement going back ten years, before the formation of the CMO.

**Project Narrative File(s)**

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\* **Mandatory Project Narrative File Filename:**

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To add more Project Narrative File attachments, please use the attachment buttons below.

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*“In Breakthrough, we see a tremendous opportunity for a new collaborative model to replicate the highest performing urban charter schools,” - Kevin Hall, CEO of the Charter School Growth Fund.*

**SELECTION CRITERIA A: QUALITY OF ELIGIBLE APPLICANT AND Application Requirements (D), (J), (M), (N)1 and (N)2.**

Breakthrough Charter Schools (BCS) is one of the leaders in the charter school movement in urban education and innovation. Unique in its composition – with three high-performing educational models – BCS offers Cleveland families real options for providing their children with a college preparatory education. BCS was recognized as a CMO national leader in 2010 when it became 1 of only 28 charter management organizations to be member of the Charter School Growth Fund.

***Summary of Project Narrative:***

Breakthrough Charter Schools is a unique charter management organization created by three of the highest performing urban public charter school models in Cleveland. By 2020, BCS’s goal is to serve more children by growing the network from its three original schools to a total of 20 high-performing schools in Cleveland’s under-served neighborhoods. Ultimately, at the completion of its long-term strategic growth plan, BCS expects to serve over 7,000 students across 20 K-5/6-8/K-8 campuses, educating more than 15% of the total K-8 student population in the city of Cleveland. Through BCS’s replication and expansion plan, the network’s schools and multi-pronged educational approach will play a catalytic role in the transformation of urban education in Cleveland. No matter what challenge the students face, the BCS philosophy remains: **every child has the ability to achieve academic excellence and graduate from college.**

Breakthrough's strategic growth plan is structured as follows:

Phase I:	Phase II:	Phase III:
# Schools: 3	# Schools: 6	# Schools: 14
# New Schools: 3	# New Schools: 8	# New Schools: 6
Total Students Served: 1,100	Total Students Served: 4,000	Total Students Served: 7,000
<b>Dec 2008 - June 2011</b>	<b>July 2011 - June 2016</b>	<b>July 2016 - June 2020</b>

Phase I, spanning from 2008-June 2011, involved building the CMO from the bottom up, bringing together three high-performing charter school educational models under the management and operation of one organization, and Breakthrough's inaugural year of operation. During this phase, BCS created its governance model and built its initial shared services team, began coordinating best practice sharing among the three mature founding schools, planned the expansion and/or replication of three new schools and provided essential business services throughout the network. On July 1, 2011, BCS celebrated the successful completion of Phase I and the first year of its replication and expansion plan – the original idea was now an effective and meaningful reality.

BCS is applying for CSP funding to offset the operational expenses of Phase II. In Phase II, over the next five years, BCS will **open 8 new schools, significantly expand the 3 existing newly opened schools, and significantly expand the eight new schools opened in this phase, as they all progress to full enrollment.** At the end of Phase II, BCS will be educating over 4,000 students, more than triple the number of high-quality student seats in the network than in Phase I. This phase embodies the driving motivation of the initial collaboration: by coming together under the banner of a charter management organization, BCS's high performing schools can bring educational excellence to *a greater number of educationally disadvantaged students in Cleveland, Ohio*. By the end of Phase III in 2020, BCS will have completed its strategic growth

plan, operating 20 schools in the underserved neighborhoods of Cleveland and educating more than 15% of all K-8 students (district, charter and independent/parochial) in the city.

Integral to the success of the network is its three unique, equally effective educational models. The diversity of the school models allows us to offer real school options to the community, including students, families, and educators. BCS respectfully requests funding to implement the first five years of its ten-year strategic growth plan, which includes:

- Opening 8 new schools in economically disadvantaged and underperforming neighborhoods to serve students from K-8<sup>th</sup> grade.
- Expanding 3 existing newly opened schools along with all the 8 new schools opened in Phase II in economically disadvantaged and underperforming neighborhoods to serve students from K-8<sup>th</sup> grade.
- Significantly bolstering and augmenting the capacity of the CMO to support its member schools throughout Phase II and to foster network-wide leadership and teacher development within the three distinct educational models.

***CSP COMPETITIVE PRIORITY 1:*** In accordance with the **Absolute Priority**, this project narrative demonstrates BCS's success operating multiple high quality charter schools. BCS is also applying under **Competitive Preference Priority 1**. BCS serves an educationally disadvantaged population. Over 97% of our students are members of a minority subgroup and across the network, +81% are eligible for free and reduced lunch.<sup>1</sup>

***Project Need:***

There are 38,000 children enrolled in failing district and charter schools in Cleveland, Ohio --

---

<sup>1</sup> Ohio Department of Education, 2010.

more than two-thirds of all public school students in the city.<sup>2</sup> Years of failure by district and charter schools alike have left many families disheartened, disengaged, and without options. In many neighborhoods, families literally have no option other than to enroll their child in a failing school.<sup>3</sup> The end result is disastrous: **out of 100 9<sup>th</sup> graders in Cleveland, only 54 will graduate from high school, only 23 will start college and only 9 will graduate from college.**<sup>4</sup>

Breakthrough Charter Schools – in an unprecedented collaboration with the Cleveland Metropolitan School District (CMSD) – is radically changing the educational map of Cleveland. As part of CMSD’s new *Transformation Plan*, CMSD has sponsored BCS schools and authorized BCS to replicate its high-performing flagship schools across the city’s failing neighborhoods. With CMSD’s atypical support, Breakthrough is introducing quality schools to neighborhoods that have no quality schools as an option.

As the only charter operator sponsored by CMSD, BCS aims to reverse failure by preparing students – and their families -- for high school and college success, and beyond. Not only will Breakthrough’s work have a dramatic effect on the lives of thousands of children whom it serves directly, it will also have an impact on the broader educational system in Cleveland, proving that all children – no matter their race, financial status, or zip code – can learn and excel.

**Table 1: Current Breakthrough Charter Schools**

School Name	Founded	2010 ODE Rating	Students Served	Logo
<b>Citizens Academy</b>	1999	<i>Excellent</i>	421 students K-5	

<sup>2</sup> Ohio Department of Education, 2010.

<sup>3</sup> Boston Consulting Group, 2009.

<sup>4</sup> Cleveland Foundation analysis based on National Student Clearinghouse data.

<b>The Intergenerational School</b>	2000	<i>Excellent</i>	230 students K-8	
<b>E Prep School</b>	2006	<i>Effective</i>	305 students, 6-8	
<b>Village Prep School</b>	2009	<i>Not Yet Rated (First Rating 2013, 3<sup>rd</sup> Grade)</i>	270 students, K-2 (growing to K-5)	
<b>Citizens Leadership Academy</b>	2011	<i>Eligible for first rating two years after opening</i>	96 students, opening with 6 <sup>th</sup> grade (growing 6-8)	
<b>Near West Intergenerational School</b>	2011	<i>Eligible for first rating two years after opening</i>	90 students, opening K-2 (growing K-8)	

### ***Application Requirement J – Recruitment and Enrollment***

BCS informs and enrolls students and families in a variety of ways. BCS schools are built by: creating word-of-mouth through established community leaders; holding community information sessions and open houses; attending summer street fairs, festivals and ward/neighborhood meetings; sending direct mailings to elementary-aged students and their families; posting notices in libraries, recreation centers, preschools, churches, etc.; and distributing fliers door-to-door in Cleveland neighborhoods. One of the network's best recruitment techniques has been delivering quality education to hundreds of families throughout the city of Cleveland.

BCS school information sessions are held starting in January and continuing through the spring. At these information sessions, held at the schools or community-centered locations, the schools present their educational models, their expectations for students and families and the

school's academic and disciplinary requirements. The goal of these events is to provide students and their families with a complete picture of what to expect when attending a BCS school.

Additionally, the information sessions clarify the prevalent misunderstanding that charter schools charge tuition. Much emphasis is given to the fact that these are free, public schools that have no entrance or admission requirements and all Cleveland students are eligible to attend.

BCS schools open with one to three grade levels and expand by one grade level a year. The grades that will make up the opening years of each school will follow the schedule detailed in Table 7. All of the schools will follow Ohio law and assign seats to students through a lottery process if interest exceeds school capacity.

Each of the BCS schools has a mandatory multi-step process for enrolling a student, which typically consists of attending both an information session and a parent orientation (separate from student orientation) during which parents complete the enrollment paperwork. By design, this system allows parents to fully understand the educational model and Breakthrough's commitment to student success, as well as initiating a relationship between the school and the families. Furthermore, many of the BCS schools perform summer home visits to at least the incoming students.

#### *Application Requirement D – The Educational Programs of our Models*

##### **A Unique Three-Model Approach**

All of the BCS schools share the goal of preparing students for success in college and beyond. With that as the foundation, the schools utilize one of three different educational models, each of which is aligned to the Ohio Academic Content Standards. **The fact that three different models for education have come together to create one network to serve more of Cleveland's students makes Breakthrough Charter Schools unique.** This collaboration

allows the network to direct parents to an educational model that best suits the needs of their children. Other common factors across all educational models are: a culture of accountability and high expectations for all students and adults, frequent academic assessment of students, a set of core values that are a distinct part of the culture, ongoing professional development, a strong presence of teamwork among the staff, and the use of curricula that has a strong foundation in proven research.

**Citizens Model: Citizens Academy (CA)** opened in 1999, serving grades K-5, to prove that educationally disadvantaged students can excel. Since then, it has developed a national reputation for excellence. CA's success stems from a deep commitment to continuous improvement, which helped CA become one of only two schools in Ohio to go from *Academic Emergency* to consecutive ratings of *Excellent*. In addition to the high expectations school culture, extended student learning, and data-driven approach, the CA model features: a virtue-centered culture with an integrated citizenship curriculum, a parent engagement program, featuring teacher home visits for every student at the beginning of each year, and a history of building community partnerships to help meet our students' needs. The Citizens Academy (K-5) culture of citizen development will be replicated in other K-5 schools and expanded at the middle school level. **Citizens Leadership Academy**, just opened in August 2011, is the 6-8 middle school for the model, building on the virtue-centered culture of the CA elementary school. CLA addresses citizenship in the context of engaging with the community through expeditionary learning and reflecting on mature citizenship concepts including defining community, identity, legacy, responsibility and judgment.

All of CA's K-5 curricular components are based on the Ohio Content Standards. In 2005, CA extended the school day by one hour (from 8 a.m. to 4 p.m.), providing students with an

additional 195 instructional hours a year above the state standard - a net effect of six additional instructional weeks. Students have two hours of daily, uninterrupted literacy (reading and writing) instruction and two hours of daily, uninterrupted math instruction. These literacy and math blocks are taught in smaller (11-15:1), ability-based classes. These groups are flexible. Students move in and out of them as their learning needs change. By grouping students in this way, CA is able to customize instruction to best meet the students' needs.

While CA's curriculum is standardized, teachers have autonomy in creating their own lesson plans, provided that their students continue to meet or exceed expectations for academic growth throughout the year. Teachers are expected to use a scaffolded instructional approach. Teachers first go over the objective for the lesson with their students, and then review an agenda for the lesson. Teachers introduce a new subject by first modeling it for the class. Teacher modeling is followed by guided practice: the teacher provides significant support to the class as the students apply the new skill or strategy. Finally, students engage in individual practice while the teacher checks in on each student to make sure that they can demonstrate mastery of the new subject. Teachers also use choral response devices, individual white boards, and SMART Response units to ensure that each student understands specific subjects.

Student data drives individual, class, grade-level and school-wide decisions. In addition to its short-cycle assessments, CA uses the Scantron Performance Series to provide reading and math diagnostic/formative/summative assessment data for all 2<sup>nd</sup> through 5<sup>th</sup> graders. Students take the assessment in the fall to demonstrate gains made or lost over the summer and establish a base-line for the current academic year. Students take the assessment a second time in January to provide teachers and academic leadership with an understanding of how each student, class, and grade level is progressing. Teachers and academic leadership use this data to make

adjustments to the program and design interventions for individual students and small groups. The final Scantron assessment of the year is done in May to create a detailed picture of individual student and school-wide progress. This data is used to adapt the instructional program for the coming year. **Starting in August, all the BCS schools will begin using Scantron to administer nationally normed assessments.**

CA approach to citizenship development is rooted in the seven virtues of citizenship: responsibility, respect, perseverance, honesty, generosity, courage, and loyalty. The cornerstone of formalized citizenship curriculum is the “CA Way” - a set of high academic and behavioral expectations for staff, students, and families. The CA Way creates a high expectations, “no excuses” school culture where nothing less than the students’ best is accepted in their academic performance, dress, attitude, and social decorum. Consequences are given in a nurturing manner to help students understand the school’s desire for success and willingness to do whatever it takes to ensure that success.

The citizenship curriculum gives students a grade-level appropriate understanding of each of the seven virtues. The study of each virtue culminates in monthly citizenship assemblies featuring student performances of original plays, poetry, or songs that illustrate how they encounter the virtues in their daily lives. Assemblies also include the Citizen of the Month awards ceremony, where students who have exemplified good citizenship are recognized.

CLA, addressing citizenship through a more mature program suited for middle school students, will utilize a two-layered educational program: skill-building foundations and learning expeditions. Because the school recognizes the critical importance of mastering foundational literacy and math skills, all CLA students will spend 180 minutes each day in differentiated skill-building English and math classes, twice the time than in most comparable district

schools. Finally, students who perform below grade level will be required to attend three hours of weekly Saturday Academy sessions to improve their foundational skills.

CLA students will apply these foundational skills as they participate in long-term, thematic Learning Expeditions: project-based learning that takes students out of the classroom and into the city to conduct authentic citizen research and engage in community service and community activism. The Learning Expeditions will present students with compelling, authentic problems for which they will need to conduct research, work collaboratively to explore a variety of perspectives, formulate opinions and solutions, and defend their ideas based upon various forms of evidence. The Expeditionary Learning Schools' (ELS) five core principles and corresponding benchmarks for instructional best practice will provide specific, structured protocols for instruction: direct instruction, class discussion, guided learning, collaborative group work, and independent work sessions. Expeditionary Learning Schools (ELS) recently reported that its 81 ELS Title I schools performed an average of 13.5 percentage points higher than their home districts in reading and 11 percentage points higher in math.<sup>5</sup>

CLA will use a three-pronged approach to bring all of its grade 6-8 students to grade level: (1) specific, differentiated, self-paced, online intervention curricula in math and literacy, (2) a mandatory daily hour of differentiated tutoring, and (3) a three-hour weekly Saturday Academy for all students performing below grade level. All CLA students will have individualized academic plans with goals for bringing them to grade level and beyond, and will visit these plans weekly with academic advisors and at student-parent conferences three times each year. Short-cycle, medium-cycle, and longer cycle assessments will give students, teachers, and parents the needed feedback to target specific skills and content.

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<sup>5</sup> Expeditionary Learning Schools, 2010.

**Intergenerational Model: The Intergenerational School**, recognized by the US Department of Education in 2007 for using true educational innovation to close the achievement gap, is the only K-8 charter school in Ohio with 6 years of *Excellent* ratings. The school's philosophy is based on two mainstay ideas: learning occurs through relationships, and learning is a lifelong process. The innovative model incorporates a developmental curriculum and multi-age classrooms, in addition to a variety of regular learning activities with other community members, many of whom are senior citizens. TIS has been approached nationally and internationally by schools and organizations compelled by their unique, innovative model, and has received international grants to explore continued development of the intergenerational program. **Near West Intergenerational School**, to open in September 2011, is an exact replication of TIS but serving the Ohio City neighborhood on Cleveland's west side. Parents in the neighborhood approached BCS in 2010 to request that the first replication of TIS open to serve their children. BCS agreed, recognizing the need in the area and the earnest desire of the parents to bring this unique educational model to their community. The Intergenerational model's educational program is distinguished by two components: a) multi-age classrooms and b) student relationships with senior citizens, fostered through the presence of mentors in the schools on a consistent basis and through the completion of monthly projects in older adult living communities "adopted" by the schools. The progressive curriculum was designed with an emphasis on student decision-making, self-assessment, and fostering a life-long love of learning, by Dr. Catherine Whitehouse, Model Leader and Founder of The Intergenerational School (TIS). Students thrive in TIS's unique developmental curriculum that organizes instruction by learning stages (Emerging, Beginning, Developing, Refining, and Applying), rather than traditional grade levels.

Students excel in small (16 student), multi-age classrooms based on individual learning needs. They are able to learn in their own way and at their own pace, creating an individually tailored experience. After each academic year, learning starts up again for every student exactly where it left off, without the need to ever repeat a grade or accelerate to a level for which a student may not be fully prepared. Students move progressively through the stages meeting objectives and benchmarks based on mastery rather than time. This ensures that as a student advances, they build a solid educational foundation. Extensive individual assessments are completed throughout the year to guide instruction and document clear evidence of progress.

The intergenerational aspect of the school comes from older adults volunteering consistently as tutors and mentors inside the school. In addition, students leave the school setting regularly to engage in activities at older adult living communities and/or nursing homes that the school has “adopted.” Such interactions occur throughout the year and allow students and older adults to engage in a variety of meaningful projects together.

Teaching is holistic in that the whole student is considered, taking into account his or her existing knowledge, talents, culture, interests, attitudes and experiences. Learning is also meaning-based and constructivist. The emphasis is on process and problem-solving as opposed to rote memorization and conformity. Each teacher is supported, treated as a professional, and given the freedom (and accountability) to make decisions on planning instruction. Each learner is actively engaged as a unique individual and proactively creates his or her own understandings.

Another important factor in student success is the values-driven culture of this model. Students are assessed on exhibiting TIS's seven core values throughout the year and this is communicated in each trimester's progress report. The presence of older adult volunteers throughout the school also helps to create an atmosphere of respect. The intergenerational

programs, developmental curriculum, and school culture of civility and respect break down age-segregation barriers and industrial concepts of traditional education. The result is an individually tailored education addressing each learner's unique needs and capabilities, and meaningful relationships between people. This revolutionary concept is not only based on well-known research concerning how children develop and learn, it is also based on widely recognized research surrounding volunteerism, service learning, and connecting mental and social activity with successful aging and improved quality of life.

**E Prep Model: Entrepreneurship Preparatory School** opened in 2006, now serving grades 6-8, in response to the pressing need for more educational options for Cleveland's families and children. Founded by a proven local entrepreneur and an experienced educator, the school model features a highly disciplined school culture and academic curriculum, which embraces the values characteristic of an entrepreneurial spirit, including: perseverance, responsibility, self-discipline, courage, respect, and choosing to see obstacles as opportunities. While E Prep is unique in Cleveland, it is not an experiment. It is modeled after many very successful high performing urban charter schools in cities such as Boston, New York, Newark, and Washington, D.C. The features that make E Prep unique are actually the best-practices used at those high-performing schools. In fact, the founding Head of School studied at Building Excellent Schools in Boston, a highly competitive fellowship program, for a full year prior to E Prep's opening. **Village Preparatory School**, opened in 2009, is the K-5 elementary school for the model, preparing scholars right from the beginning of their educational experience for fulfilling the model's entrepreneurial values. Entrepreneurship Preparatory School (E Prep) and its companion elementary school, Village Prep, were modeled after several high-performing urban charter schools outside of Ohio. The two schools utilize a high-expectations culture, an

intentionally designed rigid structure, an intensive focus on the use of time, and a sense of urgency in the preparation of students to attend high-quality high schools and college. As E Prep's founder was an entrepreneur before becoming an education reform advocate, E Prep employs Entrepreneurship in its core curriculum and emphasizes the key traits of entrepreneurs while making learning applicable to life.

The E Prep schools' two-pronged educational program enable students to meet and surpass state academic achievement standards; these two components include skill-building in foundational academic subjects, and creation of, and adherence to, a culture of very high expectations for students and staff. Within the schools there is a 100% commitment to college graduation as the ultimate goal. All understand that proficiency on the Ohio Achievement Assessments is the academic "floor," and that the goal is for students to exceed the proficiency standards. The school day, school week, and school year are longer than the norm, and teachers carefully design their classroom time so that 59 minutes of every hour are spent teaching. There are double the number of literacy and math instructional hours as seen in most public schools. Students at the middle school level who are not meeting academic benchmarks as measured by frequent short-cycle assessments, are assigned to attend mandatory Saturday School (half day) and participate in the Homework Center after school.

Another distinguishing feature of the E Prep model is the school-wide approach to classroom instruction; every teacher models and enforces the same behaviors (and consequences) and uses the same instructional language and systems. This method erases ambiguities surrounding what is allowed/expected of students from class to class, and creates comfort because processes and culture are consistent, allowing students to develop a greater attention span for learning. All classrooms are structured through the common use of the Universal

Blackboard System (UBS), with Do Now/AIM/Agenda/HW, classroom procedures for notebooks and classroom supplies, and instruction that follows the “I do, we do, you do” approach.

The UBS, inspired and guided by the work of noted urban educator Dr. Lorraine Monroe, is proven to lead to greater efficiency as all lessons are sharply focused on a clear, standard-driven aim and the entire class hour is planned out in the agenda. Students benefit from the teacher’s direct instruction (“I do”), group practice guided by the teacher (“we do”), and the individual opportunity to practice, apply, and master the skill and content of the class (“you do”).

E Prep schools utilize a “Focus Block” in the daily schedule, another strategy to keep every student moving forward in his/her academic goals. During that time, students are divided into three groups based upon academic performance on the school’s short-cycle assessments. Students in most need of support work intensively with teachers to strengthen their understanding of core principles while students in the academic middle receive homework help provided by adult tutors. Students in an academically accelerated position have enrichment activities during this time such as debate club, yearbook club, business plan competition class, and more. Most recently, Urban Squash, a national organization that promotes exposure to the sport for urban youth while endorsing educational and community enrichment activities, chose E Prep as one of its participating schools. E Prep is the only middle school in Cleveland invited to join the program.

The following strategies will be explicitly taught throughout the school year by all content area teachers using a monthly focus schedule: repeated readings, phrase-cued text, paired-partner reading, performance passage reading, guided reading, summarizing, note-taking, paraphrasing, retelling, reciprocal questioning and teaching, and question-answer relationship.

These instructional methods are best practices in oral reading fluency and comprehension. They are designed for tiered modification and differentiation so that all learners are supported with the utmost academic rigor. **Breakthrough’s high-performing educational models, through the replication and expansion plan, will continue to be the core of new and expanding schools.**

***Selection Criteria A: Quality of the Eligible Applicant Subsections (1), (2), and (3)***

Cleveland is home to a diverse array of educational options; in addition to the Cleveland Metropolitan School District (CMSD), residents also have the option of attending other public charter schools, including Hope Academies and Constellation Schools (CS). From the chart below it is evident that CS, the second highest rated CMO in Cleveland, serves a significantly different demographic than BCS while Hope schools are for-profit charter schools serving a similar demographic. Though the other CMOs and CMSD serve a greater number of students, BCS is educating similar populations but achieving remarkably better results. The Performance Index (PI) is a weighted calculation that measures achievement based on the number of students at each performance level.

**Table 2: BCS Compared to Other Educational Options**

	Constellation	Hope	CMSD	Breakthrough
# Schools in CLE	8	8	113 <sup>6</sup>	4
Approx # of Students	2,815	3,006	46,695	1,076
% Black	8.7%	75.0%	69.2%	92%
% White	67.0%	10.4%	14.9%	-
% Free/Red. Lunch	60.0%	96.0%	>95%	81.6%
Avg Perf Index	89	74	74	98
# Schools Rated Effective/Excellent	8	1	17	3 <sup>7</sup>

<sup>6</sup> Includes Grades 9-12

<sup>7</sup> The fourth BCS school, Village Prep has not yet been rated, but is expecting its first rating, likely Excellent, in 2013, after having a third grade class for two years and posting third grade OAA scores for both years.

The Ohio Department of Education's Ohio Achievement Assessment (OAA) exam provides disaggregate information about students from all economic and racial subgroups at every grade level (3-8) over multiple years. This data provides a comprehensive baseline with which to compare BCS students. While comparing BCS students to students in schools and districts with similar demographics is a reasonable measure of proficiency, two additional comparison groups have been added to create a stronger comparison group. First, Ohio's overall OAA performance has been added to each academic comparison. Second, BCS strives for overall academic excellence, not just within its similar demographic comparison groups; as such, the highest OAA rated school district in the entire State of Ohio -- Solon City Schools, an upper-middle class suburban district outside of Cleveland -- has also been included.

The Ohio Department of Education's (ODE) scoring rubric has five categories. From highest to lowest, they are: Advanced, Accelerated, Proficient, Basic and Limited. According to state standards, scoring at the "Proficient" level indicates a student's ability and readiness to advance to the next grade level. Currently, across the network, BCS measures student performance by assessing which students have scored "Proficient" or higher on the OAA tests. *All of the scoring percentages throughout this application reflect the number of students scoring "Proficient" or higher.* Note: all ODE student subgroup data is reported on a 95 point scale.

### ***BCS by the Numbers***

Breakthrough's schools are located in Cleveland's historically under-served neighborhoods and primarily serve low-income, minority students. According to ODE, BCS schools are consistently rated among the best schools in Cleveland and Ohio. The summary table below (Table 2) highlights each school's basic information, demographics, location, ODE rating, and four-year performance. Graphs 1 to 11 below provide a summary of Application Requirement N

(1), showing performance of BCS schools over the past three years on statewide tests as compared to all students across the State and other schools serving similar demographics.

**Breakthrough’s combined ODE performance establishes it as the highest-rated CMO in Cleveland.** *For additional required data, please see **Other Attachment 5a – Application Requirement M**, including three-year school performance by sub-group, and **Other Attachment 5b – Application Requirement N**, including performance for the past three years compared to students in other schools serving similar demographics at the same grade level.*

**Table 3: Application Requirement M, School Information and Overall Performance**<sup>8</sup>

	CA	TIS	EP	VP	CLA	NWIS
Founded	1999	2000	2006	2009	2011	2011
Grades	K-5	K - 8	6th - 8th	K - 2	6th	K-3
Students	421	230	390	270	96	80
Address	1827 Ansel	12200 Fairhill	1417 E 36th	1415 E 36th	9711 Lamont	4016 Woodbine
City	Cleveland	Cleveland	Cleveland	Cleveland	Cleveland	Cleveland
Zip Code	44106	44120	44114	44114	44106	44113
% Econ Disad	79.7%	70%	89%	88%	*M	*M
% Black	99.0%	89%	93%	85%	*M	*M
% Disabilities	14.0%	11%	9%	*M	*M	*M
ODE Rating	Excellent	Excellent	Effective	Not Yet Rated	Not Yet Rated	Not Yet Rated
ODE OAA						
Reading '11	93%	95%	90%	<i>Rated 2013</i>	<i>Eligible 2013</i>	<i>Eligible 2013</i>
Math '11	93%	92%	82%	<i>Rated 2013</i>	<i>Eligible 2013</i>	<i>Eligible 2013</i>
Total '11	93%	93%	86%	<i>Rated 2013</i>	<i>Eligible 2013</i>	<i>Eligible 2013</i>
Total 2010	94%	92%	81%	-	-	-
Total 2009	90%	94%	89%	-	-	-
Total 2008	80%	82%	69%	-	-	-

<sup>8</sup> See Application Requirement N(2) for student attendance and attrition rates for the past three years. \*M indicates “maintains standards to protect personally identifiable information.”

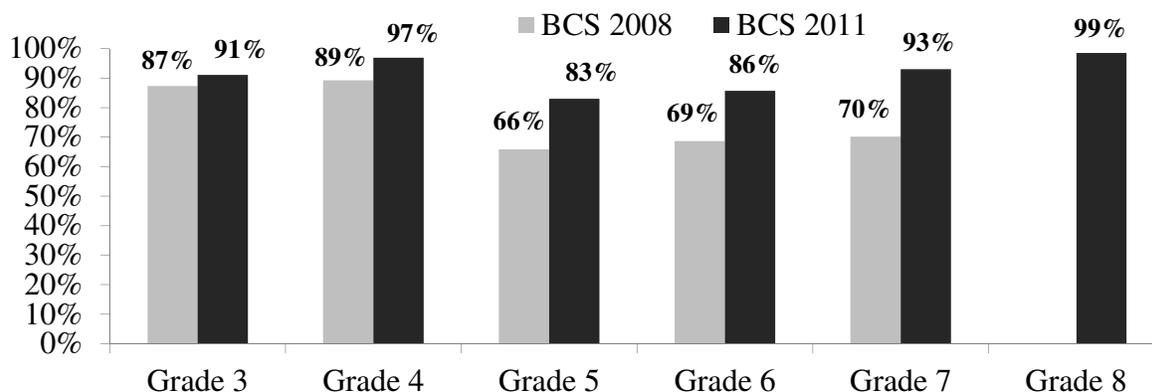
**Application Requirement N(1):**

**Table 4: BCS Student Performance 2008-2010 by Subgroup**

	BCS	CMSD	OHIO	HOPE	CS	SOLON
<i>Econ Disadvantaged</i>						
Econ Disad 2010	86%	49%	63%	48%	66%	89%
Econ Disad 2009	89%	44%	61%	46%	62%	80%
Econ Disad 2008	77%	44%	61%	46%	58%	77%
<i>African-American</i>						
African-American 2010	87%	44%	52%	46%	52%	84%
African-American 2009	90%	39%	50%	43%	35%	82%
African-American 2008	76%	40%	50%	45%	15%	81%
<i>Students with Disabilities</i>						
Disabilities 2010	75%	25%	44%	20%	55%	77%
Disabilities 2009	89%	21%	44%	22%	48%	75%
Disabilities 2008	82%	34%	46%	16%	*M	75%

**GRAPH 1: BCS OAA PERFORMANCE, 2008-2011**

**Breakthrough’s student performance has improved at every grade level from 2008 to 2011.**

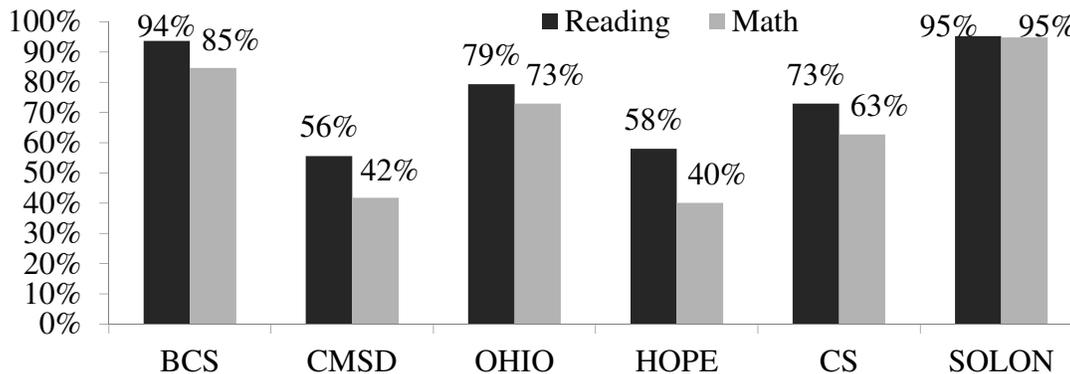


*Note: In 2011, Breakthrough’s schools were still growing to include an 8<sup>th</sup> grade testing group.*

**GRAPH 2: OVERALL PROFICIENCY PERFORMANCE ON OAA**

In 2010, BCS students outperformed the local district, local CMOs, and the entire state of Ohio in both reading and math. In an effort to benchmark BCS students with those in the highest-rated district in the state, Solon City Schools, BCS students perform comparably in reading with some room for improvement in math.

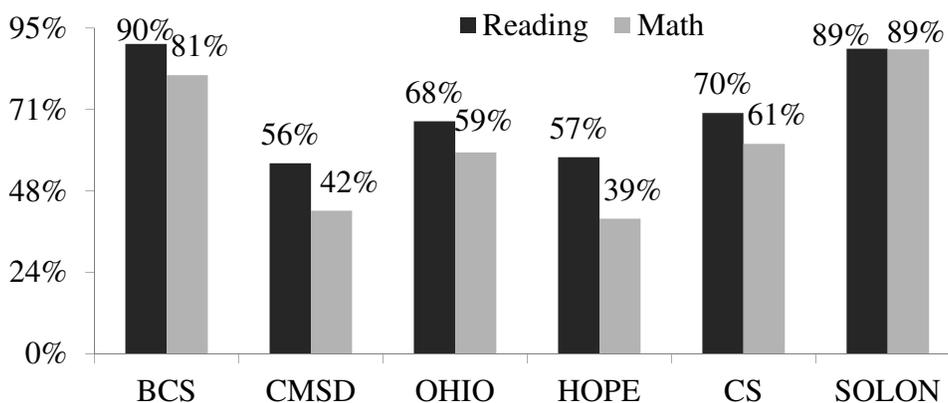
**Graph 2: Overall Proficiency Performance on OAA, 2010**



**GRAPH 3: ECONOMICALLY DISADVANTAGED STUDENT PERFORMANCE**

In 2010, BCS's economically disadvantaged students outperformed the local district's economically disadvantaged students by more than 35 percentage points in reading and 40 percentage points in math. **BCS students also outperformed the state's economically disadvantaged students by more than 22 percentage points, the second highest-rated CMO in Cleveland by more than 20 percentage points, and outperformed the highest performing school district in the state in reading, and compared competitively in math.**<sup>9</sup>

**Graph 3: Economically Disadvantaged Student Performance**

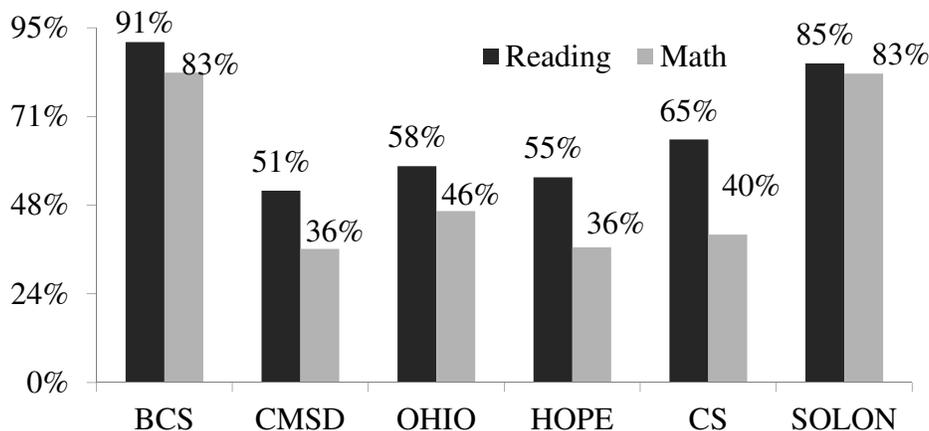


<sup>9</sup> All subgroup data is reported by ODE on a 95 point scale.

**GRAPH 4: AFRICAN-AMERICAN STUDENT PERFORMANCE**

In 2010, BCS's African-American students outperformed the city, state, and local charters dramatically. The network's African-American students outperformed Solon's African-American students in both reading (by nearly 6%) and math (by slightly less than 1%).

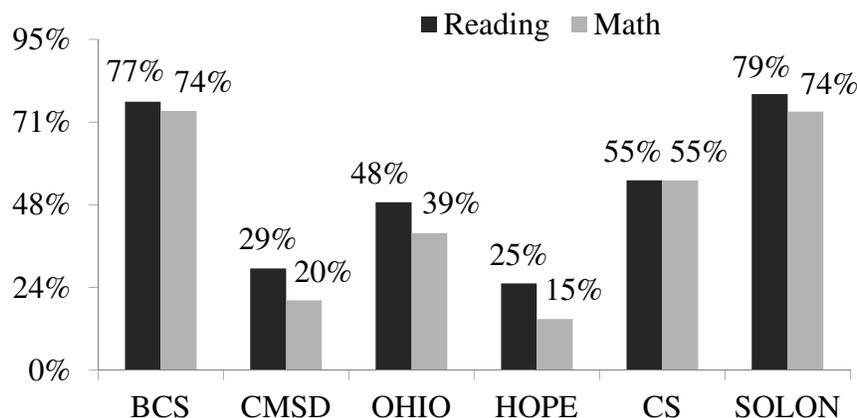
**GRAPH 4: African-American Student Performance**



**GRAPH 5: STUDENTS WITH DISABILITIES PERFORMANCE**

BCS's students with disabilities (about 11% of the student population) also dramatically outperformed students at the local district, local charter, and state levels. The network's students compared similarly with the highest-performing district in the state.

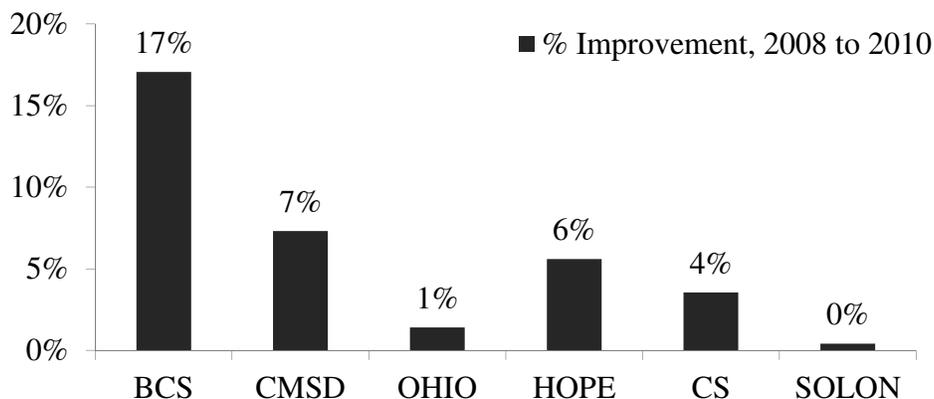
**Graph 5: Students with Disabilities Performance**



**GRAPH 6: OVERALL STUDENT PERFORMANCE, % IMPROVEMENT, 2008-2010**

From 2008 to 2010, BCS's student performance has **improved by more than 17%** -- outpacing the local district, local charters, state, and highest-performing district.

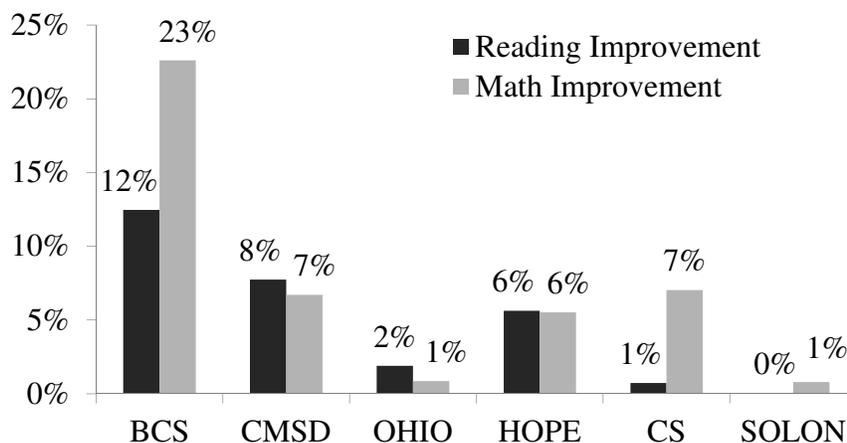
**Graph 6: Overall Student Performance, % Improvement, 2008-2010**



**GRAPH 7: OVERALL STUDENT IMPROVEMENT, READING & MATH, 2008-2010**

Not only have BCS students improved dramatically overall over the last three years, but they have also improved dramatically in mathematics, an area where the network has allocated additional resources to drive the students toward improvement.

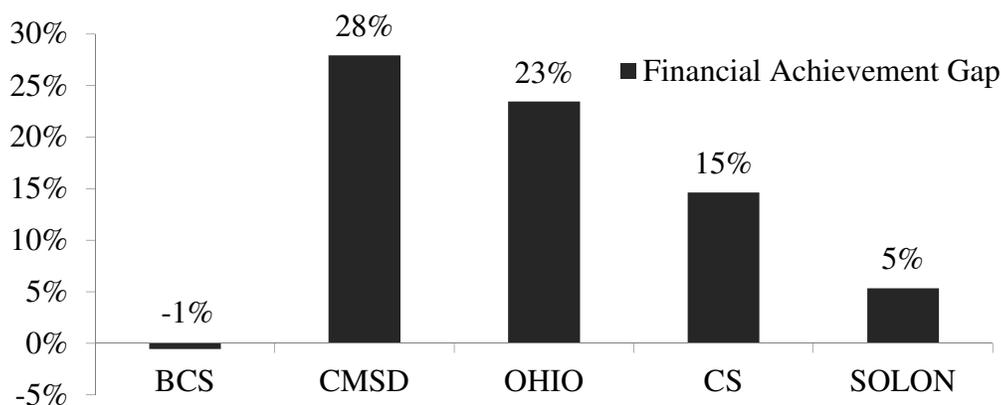
**Graph 7: Overall Student Improvement, Reading & Math, 2008-2010**



**GRAPH 8: ACHIEVEMENT GAP BETWEEN ECONOMICALLY DISADVANTAGED AND NON-ECONOMICALLY DISADVANTAGED STUDENTS, 2010**

BCS not only closes, *but reverses*, the achievement gap between economically disadvantaged students and non-economically disadvantaged students, whereas the city, state, and even highest performing district all have notable financial achievement gaps.<sup>10</sup>

**Graph 8: Financial Achievement Gap, 2010**



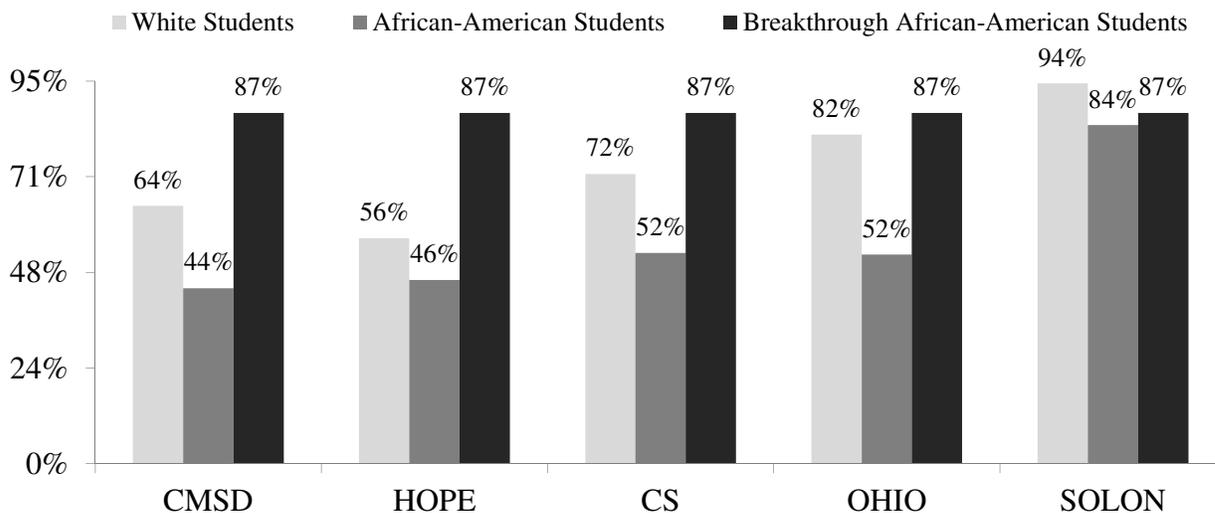
**GRAPH 9: ACHIEVEMENT GAP BETWEEN AFRICAN-AMERICAN STUDENTS AND WHITE STUDENTS WITHIN EACH SCHOOL/DISTRICT, 2010**

Graph 9 compares BCS's African-American student performance with white student populations from the other districts. BCS's African-American students reverse the white-black achievement gap by 23 percentage points when compared to CMSD, 31 percentage points when compared to Hope Academies, and 15 percentage points when compared to Constellation Schools, the second-highest rated CMO in Cleveland. BCS students also close -- and reverse -- the white-black achievement gap when compared to the entire state of Ohio. Furthermore, BCS

<sup>10</sup> ODE does not report scores for Hope Academy's non-economically disadvantaged students to maintain personally identifiable information.

is approaching elimination of the African-American-white achievement gap with the highest performing school district in the entire state, Solon City Schools.

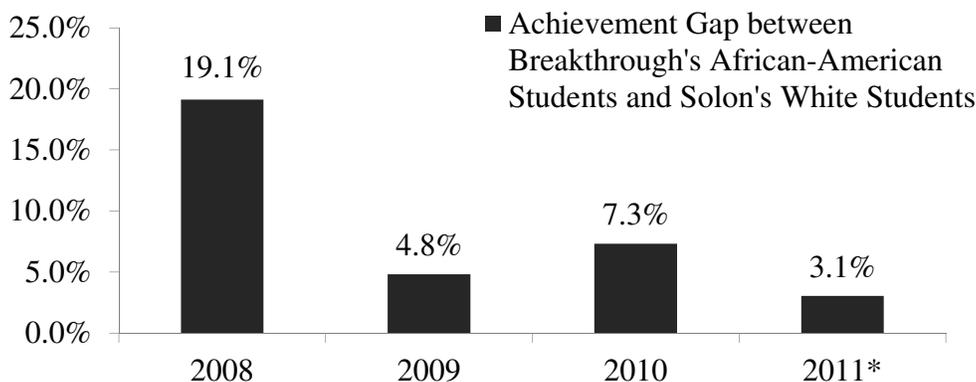
**Graph 9: White-Black Student Achievement Gap, 2010**



**GRAPH 10: DIMINISHING ACHIEVEMENT GAP VS HIGHEST PERFORMING SCHOOL SYSTEM IN THE STATE**

When compared to Solon’s white students (the highest performing school in the state), Breakthrough’s African-American students are rapidly closing this gap, as can be seen below:

**Graph 10: Diminishing Achievement Gap Vs. Highest Performing School System in Ohio**



*\*Based on preliminary 2011 OAA results*

**In the future, BCS will continue to compare its results to the best performing schools and fully intends to close and reverse the gap between its students and the highest-rated white students in the state.**

*Application Requirement M and N(2) - Attendance and Attrition:* Across the network, BCS's member schools have demonstrated a consistently higher attendance rate over the last three years than other similar schools, including Hope Academies and the Cleveland Metropolitan School District. This attendance rate has remained stable among economically disadvantaged students, African-American students and students with disabilities.

Across the BCS network, attrition rates have continuously decreased and are now at 14.1%, well below CMSD's 30.7% attrition rates. Within the BCS network, E Prep has had a significantly higher attrition rate, largely because the school starts with sixth graders, the majority of whom come two or three levels behind with 20% this past year reading at a 1<sup>st</sup> grade level. Many new E Prep students conclude that the rigorous effort, strict discipline, and long days necessary to catch up are more than they are willing to commit to. However, many efforts have been made to mediate attrition, including proactive parental engagement. This has resulted in **an 18% decrease in E Prep's attrition rate over the last three years to the point that it is now lower than CMSD's.** Though The Intergenerational School saw a slight increase over the past three years, the historical attrition rate has been 6.2% and 2008 represents an unusually low year; BCS expects TIS's future attrition rates to tend toward the historic average.

**Table 5: Attendance and Mobility Data<sup>11</sup>**

<i>Overall Attendance</i>	<b>CA</b>	<b>EP</b>	<b>VP</b>	<b>TIS</b>	<b>BCS</b>	<b>CMSD</b>	<b>HOPE</b>
2010	95.0%	94.5%	93.8%	95.0%	94.6%	90.9%	94.3%
2009	95.0%	95.0%		95.0%	95.0%	90.7%	93.7%
2008	93.9%	95.0%		94.9%	94.6%	91.7%	91.4%
<i>Econ Disadvantaged</i>							
2010	95.0%	94.4%	93.6%	95.0%	94.5%	91.7%	94.3%
2009	95.0%	94.9%		95.0%	95.0%	90.7%	93.6%
2008	93.9%	95.0%		94.5%	94.5%	90.9%	91.4%
<i>African American</i>							
2010	95.0%	94.5%	93.8%	95.0%	94.6%	91.7%	94.8%
2009	95.0%	95.0%		95.0%	95.0%	90.5%	93.9%
2008	93.9%	95.0%		95.0%	94.6%	90.7%	91.5%
<i>Students with Disabilities</i>							
2010	95.0%	94.6%	93.8%	*M	94.5%	90.8%	93.5%
2009	95.0%	94.4%		*M	94.7%	89.8%	92.8%
2008	93.3%	95.0%		*M	94.2%	90.0%	90.6%

<b>STUDENT MOBILITY RATES (ATTRITION)</b>							
<i>Overall</i>	<b>CA</b>	<b>EP</b>	<b>VP</b>	<b>TIS</b>	<b>BCS</b>	<b>CMSD</b>	<b>HOPE</b>
2010	6.0%	24.4%	18.8%	7.1%	14.1%	30.7%	16.0%
2009	3.2%	37.0%	NA	6.6%	15.6%	29.0%	18.2%
2008	10.7%	42.4%	NA	0.7%	17.9%	33.2%	NA

### ***The Road to College at BCS Does Not End in Eighth Grade***

BCS does not yet have data for high school or college graduation. Based on the highest need in the community, BCS currently serves grades K-8. The first students to graduate from BCS's 8<sup>th</sup> grade classes are now entering their junior year in a variety of Cleveland area high schools—public, parochial and independent. As BCS is committed to ensuring that 100% of its students achieve success in college, BCS provides hands-on support to students and their parents in their selection of, and application to, quality college-prep high schools.

“Quality” college-prep high schools are those that have a strong college-going culture, a rigorous college preparatory curriculum, a majority of graduates enrolling in college, and a high

<sup>11</sup> \*M indicates “Maintain standards to protect personally identifiable information.”

rating from the Ohio Department of Education, where applicable. In addition, BCS implements other non-academic programs that will enable students to become successful in their high schools. There is staff at both the school-level and the CMO-level devoted exclusively to high school selection, social-emotional preparation for high school, advising about financial support for high school and securing scholarships as needed, the tracking of student progress through high school, and extra supports through high school that will help students to be college ready and to improve college knowledge.

The latter includes hosting a high school fair with high-performing high schools, assistance in the preparation of high school applications, admissions interview practice, shadow days at area high schools, one-on-one summer counseling meetings with rising 8<sup>th</sup> grade families, summer transition-to-high school programming, a formal collaboration with Big Brothers/Big Sisters of Greater Cleveland and College Now Greater Cleveland, and more. Programming aimed at preparing students for acceptance to and transition into college will be added this year and will include replacing the past social alumni activities with an Alumni Association- a highly-focused program aimed at improving the number and quality of contacts with alumni and offering them supports that will strengthen their path to college.

BCS alumni are attending the area's parochial, independent schools, and four of the high-performing new and innovative Cleveland Metropolitan School District high schools. Most of the Cleveland Metropolitan School District high schools are not recommended by BCS for its students. BCS alumni are currently in 37 different parochial (31%), independent (7%) and public high schools (62%). About 88% of the students are selecting schools recommended by BCS (because of the schools' high level of performance, as measured by the state school report card and college placement rate). Without BCS support services, it is likely that far fewer

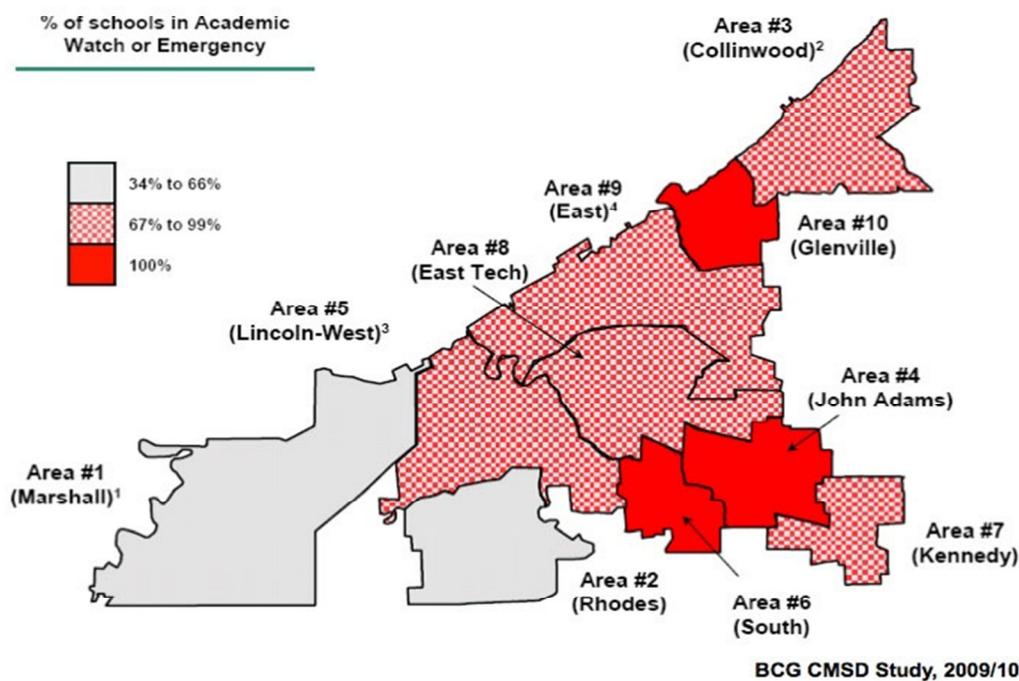
students would select high-performing high schools due to their physical location and multi-step application processes that seem intimidating to some. Even when families do not heed the advice of BCS staff in high school selection, their students are still tracked and supported like all graduates, to ensure that they enroll in college-preparatory classes and engage in extra activities that will prepare them for college. **Through these efforts, BCS demonstrates a network-wide commitment to high school graduation, college entrance and college graduation. BCS students are college ready and college bound.**

#### **SELECTION CRITERIA B –PROPOSED LOCATIONS OF SCHOOLS AND STUDENT POPULATIONS TO BE SERVED and Application Requirements (K) and (G).**

As part of CMSD's larger Transformation Plan, BCS is having an impact on Cleveland through the network's strategic expansion and replication plan. In Cleveland, due to the relatively small city population, by the end of BCS's ten year expansion and replication plan, BCS will be educating more than 15% of all of the K-8 students in the city. Through its commitment to excellence and CMSD's sponsorship and support, BCS can significantly impact this fairly large market share of the low-income, underserved population in the city.

Clearly, Cleveland's children are in desperate need of options; for seven of the last nine years, CMSD has been rated either Academic Emergency (AE) or Academic Watch (AW) by the Ohio Department of Education. Furthermore, in a 2009 study of the ten neighborhoods in Cleveland commissioned by the Cleveland and Gund Foundations, the Boston Consulting Group revealed that in three neighborhoods, 100% of CMSD schools were failing (in Academic Emergency or Academic Watch), in five neighborhoods 67-99% of CMSD schools were failing and in two neighborhoods, 34-66% of CMSD schools were failing. Sadly, this means that in some neighborhoods, parents had (and still have) **no quality school option for their children.**

**Graph 12: Cleveland Failing Schools Map**  
**Percent of District Schools Failing By Neighborhood, BCG Study 2009/10**



BCS is committed to placing its new schools in these underserved neighborhoods. Because so many neighborhoods are lacking quality educational options, high-performing schools would be welcomed and have a marked impact. However, BCS is especially making a concerted effort to open schools in response to community demand and to serve the lowest-performing feeder neighborhoods.

The Near West Intergenerational School is an example of how BCS, within the context of the objectives of its replication and expansion plan, has been able to respond to community demand. Opening this September, NWIS was founded by a group of parents with preschool and younger children unsatisfied with options in their community on the near west side of Cleveland. They collectively researched different educational models and selected the TIS model to implement and build upon, incorporating the community's unique attributes. This high level of involvement by the parents facilitated the agreement with BCS and TIS to open a new school in the

neighborhood.

Another example is the location of E Prep II (aka Cleveland Collegiate Preparatory School) and Village Prep II in the depressed Woodland Hills and Mt. Pleasant neighborhood. **There, 100% of CMSD schools are failing.** The community has been desperate for not only an educational option for its children, but also a safe community center to which the families and extended community can have access. This July, BCS purchased from CMSD the closed Woodland Hills school building with the intent to open E Prep II and V Prep II in August 2012. Significant community support has been rallied around this school opening, and it has been warmly welcomed by families, local councilmen, and community groups alike.

Similarly, in the **Glenville High School** service area, **100% of CMSD schools are failing.** This year, E Prep will relocate from its current home in the St. Clair/Superior neighborhood, to the Glenville service area. In this neighborhood, two CMSD schools were closed last year. BCS will be opening Citizens Academy II in one of the closed district school buildings and relocating E Prep to the second. This is a prime example of how BCS is targeting and serving educationally disadvantaged students and their underserved neighborhoods, proving that public education can be accessible and exceptional.

The student populations served by the new and expanding schools will reflect Breakthrough's current student population. The network expects that its low-income and minority population will remain at its current percentages as the strategic growth plan proceeds. However, the composition might change slightly with the opening of a school on the west side which will increase the percentage of Hispanic students BCS serves.

***Application Requirement K – How Proposed Schools Will Comply with IDEA***

BCS believes that all students, regardless of ability, can achieve academically and the

network as a whole works to ensure that all students' needs are well met. This effort includes hiring teaching staff who have the appropriate special education licensure issued by the Ohio Department of Education and utilizing Special Education Directors to work closely with students in need and their teachers to provide support and accommodations as needed. The founder of TIS, Dr. Whitehouse, is a former child psychologist who specialized in learning disabilities and worked with students in public schools. She is also available to share her knowledge throughout the BCS network.

All of the BCS schools put student needs first, whether they are formally designated for special education services or not. Therefore, the schools utilize these features/interventions for all students:

- Small class size or extra teachers and/or intervention specialists within the classroom (thereby reducing the student: teacher ratio);
- More time - either a longer class period or longer school day - that allows for doubling-up in literacy and math, allowing the use of a variety of education strategies, from direct instruction to computer-based remediation of skills;
- An enrichment period- either a re-teaching block, a Focus period or after-school homework help;
- Differentiated instruction to challenge students above grade level;
- A mandatory Saturday Academy for students performing below grade level;
- A mandatory Summer Academy for select students;
- Two of the educational models utilize personal education plans, like IEPs, for every student; this attempts to address individual student needs and closely monitor student academic and behavioral growth; and

- All schools utilize frequent academic assessment, thereby remaining alert for students who are not progressing.

Specific to the requirements of Ohio's Department of Education, BCS schools serve all students regardless of ability and comply with all state and federal statutes, including Title II of the Americans with Disabilities Act (ADA), the Individuals with Disabilities Education Act (IDEA), and section 504 of the Rehabilitation Act of 1973. The schools educate students with disabilities in the Least Restrictive Environment (LRE) and with their non-disabled peers, to the extent appropriate and allowed by each student's individualized education plan (IEP). The schools do not discriminate in admission and enrollment practices against students having or suspected of having disabilities.

*Limited English Proficiency Program* - BCS schools serve Limited English Proficiency students in accordance with all applicable Federal laws and regulations and in compliance with Ohio Revised Code Section 3301.07.11. LEP students are subject to all state testing requirements.

***Application Requirement G – Parent & Community Involvement in Schools***

*“As a community foundation that is proactive in seeking out and supporting high-quality educational opportunities for Cleveland’s children, **the Cleveland Foundation has seen the value of its investment in BCS.** We are continually impressed with the result of their effective educational models, the diverse educational experience they provide their students and the network’s ability to maintain that same quality of education as it replicates and expands. **We are proud to be the network’s largest foundation partner, enabling Breakthrough to, through educating our children, help stem some of the critical issues that are facing our city and its residents,**”* Ronn Richard, President and Chief Executive Officer of the Cleveland Foundation.

BCS schools thrive because the network puts a special emphasis on robust community-wide

engagement in the schools' missions and programs. The BCS network is fortunate that the leading community groups in Cleveland stand strongly behind BCS's mission and support it through active volunteerism, city- and state-wide advocacy and significant philanthropy. The examples discussed below are just some of the more recent cases of parental and community involvement; BCS expects its new schools going forward to engage in similar relationship-building measures.

Parental engagement is a difficult, yet critical component of BCS's students' educational success. Many of BCS students come from single-parent homes. Furthermore, BCS students often come from low-performing schools with low expectations for student achievement and parent involvement. BCS's educational models all recognize the critical importance of family involvement and create and impose high expectations throughout a student's educational experience. Beginning in 2011, BCS has committed to implementing a network-wide annual survey solicits family feedback regarding school culture and key programs in the schools. And BCS schools go even further, to involve parents and families in the planning process and program design of schools that the network hopes will serve as neighborhood centers for the entire community.

The network's parent and community involvement is not limited to the illustrations discussed below. *For more information on the parental and community engagement models to be implemented in the new and expanding schools, please see **Attachment 7 – Parental and Community Involvement**.*

Citizens Leadership Academy, the middle school extension of CA, included Citizens Academy parents and alumni in the planning process and program design of the school; the founding CLA board includes a parent representative from CA. More specifically, Citizens

Academy parents and alumni are involved in adapting the Citizens Academy elementary school culture to one that is appropriate for a middle school, and provide ongoing input regarding discipline, uniform, community partnerships, and parent-school communication. This year, a formal CLA parent organization will be developed to assure a strong school-family relationship, and CLA parents will have representation on the CLA board.

As part of the expeditionary school model, CLA involves local businesses and community organizations in the development and support of learning expeditions. Community organizations including Young Audiences, the Basheer Jones Foundation, Open Doors Academy, America Reads, and Youth Opportunities Unlimited are targeted for additional support in the arts and culture as well as for establishing after-school tutoring and enrichment programs.

NWIS, the newest school in the model, is perhaps the most obvious example of parental involvement and engagement in its establishment. NWIS has a founding board of directors, a core group (20+) of participants and a growing volunteer base in the community. NWIS immediately opened communications with the Cleveland Metropolitan School District and established a working relationship with The Intergenerational School and BCS to formalize an agreement for the school's sponsorship, academic oversight and management, respectively.

Already NWIS has garnered the support of the local councilmen, community development corporations, the Ohio City Near West Development Corporation and the Detroit-Shoreway Community Development Organization, which serve the near west neighborhoods. These entities will continue to play a vital role since the TIS model requires multiple community partnerships and regular interaction with senior living facilities in the area. Parents, businesses and community organizations will continue to be involved in meaningful ways through board committees, an active parent group, and as programmatic partners. Guidelines have been created

by TIS to ensure maximum quality for both parties when partnering with the school. All community partnerships and parent engagement programs have the potential to enrich the educational experience for every child, if constant attention and commitment is achieved. The Education Committee of NWIS developed the initial mission, vision and education document for NWIS in consultation with Dr. Catherine Whitehouse, Model Leader and Founder of The Intergenerational School.

An E Prep elementary and middle school are being planned for Cleveland's Mount Pleasant neighborhood- an area that has received significant investment from a local philanthropic foundation. That foundation has requested that an E Prep model school be created in that area to complement other community improvements that are being made. The leaders of those City Council wards and community development organizations are taking an active interest in the school planning and are helping with the administration of a neighborhood survey to determine the level of family interest in the school and potential programming outside of the school day that might also take place within the building. **This is a critical component of BCS's growth across the network: to turn these new schools into neighborhood assets with the partnership of community leaders and organizations.**

BCS is also committed to integrating parent feedback through a parent satisfaction survey no less than once a year. This will enable BCS to solicit input from parents, benchmark progress in parent satisfaction from year to year and solicit parent input and recommendations.

**SELECTION CRITERIA C – QUALITY OF THE PROJECT DESIGN and Application Requirements (A) and (I).**

*“This is very rare, and perhaps unprecedented for three independent charters to come together and form a CMO with their own brands, their own models being separate. I wish it would*

*happen a lot more, frankly because one of the issues for charter schools is that they don't have the economies of scale that district schools sometimes can benefit from.*" - Nelson Smith, former President and CEO of the National Alliance for Public Charter Schools.

Through the CSP CMO replication grant, BCS will continue to have a demonstrable effect on Cleveland's underserved student populations: empowering them, through a high-quality education, to attend and graduate from college-preparatory high schools and then attend and graduate from college. **CSP replication grant funding will drive the growth of BCS, more than tripling the number of students it served in Phase I and advancing the network to Phase III of its strategic growth plan. By 2020, Breakthrough Charter Schools will be educating more than 15% of Cleveland's K-8 students; and setting a new city-wide standard for academic performance by providing high-quality educational options for Cleveland's underserved neighborhoods.** The groundwork has been laid to propel CMSD to its first ever "Effective" rating by 2020, thereby raising the city-wide standard for education.

***Phase I: An Innovative and Unique Collaboration***

In 2008, school leaders of Breakthrough's current model schools and a committee of board leaders received an exploratory \$100,000 grant to spend six months rigorously analyzing individual internal school operations, intending to identify any and all areas for possible collaboration. For six months, school leaders and one board representative from each school model worked together to share and analyze everything about the models from school profit and loss statements to staffing models to full donor lists.

During this time, school and board leaders built significant trust and became sincerely and personally invested in the ongoing success of each other's schools. On June 9th, 2009, the process resulted in a unanimous decision by each school's board to move forward and create a

CMO. Following that decision and a \$195,000 planning and start-up grant from the Cleveland, George Gund, and Martha Holden Jennings Foundations, the initial collaborators spent a second eight-month period researching best practices and designing the future CMO.

During this time, school leaders and board representatives, along with a major national consulting firm, undertook the following:

- Researched 20 CMOs nationally, learning about CMO best practices;
- Interviewed CMO founders and leaders of high-performing CMOs nationwide;
- Visited four high-performing CMOs in New York and Chicago;
- Researched Ohio law to understand Ohio's current situation, restrictions, & possibilities.

Armed with this research, internal analyses, knowledge of Ohio law, and inspired by national peers, the group developed an organizational design philosophy for the CMO stating:

- Put children first in all decisions and situations;
- Maintain and foster the three unique educational models, creating real school choice;
- Provide improved capabilities to the schools, often at decreased costs;
- Prepare the leaders to open new schools to serve more students; and
- Enable leaders to better manage performance of the growing network of schools.

June 30, 2011 officially marked the conclusion of the first operational year of BCS's management of its member schools. Throughout the 2010-11 year, BCS laid the groundwork for shared operations systems including IT, compliance, HR, recruiting, procurement management and performance management. BCS also spent the year planning and preparing for the network's first two school replications: Citizens Leadership Academy and Near West Intergenerational School. *That being the case, BCS is prepared and equipped to undertake the next ambitious phase in its strategic growth plan.*

### ***Phase II: Significant Growth and Impact***

This is a momentous and critical time in Breakthrough's growth; in the planned Phase II of the strategic growth plan, BCS is undertaking three overarching goals. BCS will use CSP funding to support its first goal: to open eight new schools replicating all three of the educational models in the network. As described in Selection Criteria B, all the schools will be located in Cleveland's underserved and low-income neighborhoods.

Breakthrough's second goal is to add grade levels at the three recently opened schools during Phase I, two of which are in Year One of their growth this year. Village Prep, now entering its third year is the third school set for expansion. In Phase I, Village Prep served kindergarten and first grade, but in Phase II will grow to serve up to grade five. Village Prep will reach full enrollment by year four of Phase II. All eight of the newly opened schools during Phase II will also be expanded by one grade a year so they can grow to their full enrollment.

Phase II also includes the planning year for another Citizens Academy 6-8 and another Intergenerational School K-8; these schools are scheduled to open in year one of Phase III.

**Table 6: Phase II School Openings**

<b>Schools by Model and Type</b>	<b>2010 2011</b>	<b>2011 2012</b>	<b>2012 2013</b>	<b>2013 2014</b>	<b>2014 2015</b>	<b>2015 2016</b>	<b>Total</b>
<b><i>Citizens Schools</i></b>							
CA K-5	1	0	1	0	0	1	<b>3</b>
CA 6-8	0	1	0	0	1	0	<b>2</b>
<b><i>Intergenerational Schools</i></b>							
TIS K-8	1	1	0	1	0	0	<b>3</b>
<b><i>E Prep Schools</i></b>							
EP K-5	1	0	1	0	0	1	<b>3</b>
EP 6-8	1	0	1	0	0	1	<b>3</b>
<b>Total School Openings</b>	<b>4</b>	<b>2</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>3</b>	<b>14</b>

Table 7: BCS Network-Wide Growth Plan, 2011/12 through 2015/16

	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
CA K-5 I	K-5 <sup>th</sup>					
CA K-5 II			K-2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>
CA K-5 III						K-2 <sup>nd</sup>
CA 6-8 I		6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>		
CA 6-8 II					6 <sup>th</sup>	7 <sup>th</sup>
TIS I	K-8 <sup>th</sup>					
TIS II		K-2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>
TIS III				K-2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
EP K-5 I	K-1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	
EP K-5 II			K-1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
EP K-5 III						K-1 <sup>st</sup>
EP 6-8 I	6-8 <sup>th</sup>					
EP 6-8 II			6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	
EP 6-8 III						6 <sup>th</sup>
Total School Startups		2	3	1	1	3
Total Schools Open	4	6	9	10	11	14
Total Student Enrollment	1,165	1,441	2,181	2,726	3,192	4,018
Total CMO Staff	18	19	22	25	28	34
Students / CMO Staff	65	76	99	114	110	115 <sup>12</sup>
Replication Year	Expansion Year					

BCS's third goal is to secure critical operating funds to offset the relatively new CMO's start-up costs, build sufficient organizational capacity to support BCS's rapidly growing student population, and support three important talent initiatives to be undertaken in Phase II.

### Goal 1: Opening Schools

Building on best practices learned in Phase I of its strategic growth plan, each to-be-opened school requires a "Year Zero." BCS implemented this best practice with the first two schools replicated this year: Citizens Leadership Academy and Near West Intergenerational School.

<sup>12</sup> Please see Application Requirement F for information on how this student:CMO staff ratio will increase substantially by the end of the strategic growth plan.

What the network has learned from its original financial model and experience this past year is that BCS must designate a greater amount of resources to Year Zero. This is especially significant as expenses are incurred prior to generating revenue from students. Without state and federal funds, the initial Year Zero budget consisted of Walton Family Foundation charter school start-up funds in the amount of \$30,000; and \$50,000 in PCSP money from the State of Ohio. This left only \$80,000 to spend per school on school computers and IT equipment, professional development, marketing, recruitment, curricular development, legal and accounting services, CMO staff support and basic operating and facilities costs. This year's experience demonstrated that \$80,000 plus the cost of the salaries for the school principal and business manager was just not enough for the planning year. Furthermore, the cost of the salaries of the school principal and a part-time (half) salary for the school business operations manager were paid out of Breakthrough's budget, putting a strain on network operating costs.

With all costs included, the total funds needed to support the planning year 0 of a new school, including the cost of the CMO staff support dedicated to that school, is \$295,640. This total includes \$160,640 for the principal and operations manager's salaries and benefits, \$36,500 for professional and curricular development and marketing, \$31,000 for equipment and supplies and \$67,500 for CMO staff support to provide professional training, legal and accounting services and basic operating and facilities services. \$30,000 of this cost is expected to be provided by the Walton Family Foundation, due to BCS's status as a Charter School Growth Fund member, to put towards professional and curricular development, marketing, equipment and supplies.

To add to the difficulty of funding the planning year of a new charter school, this year, the state of **Ohio did not receive funding from the PCSP grant competition** to distribute through

a subgrant competition to Ohio charter schools. **As a result, BCS is now facing a \$50,000 deficit for each of its eight schools slated to open in Phase II.** The CSP funds will be used to fund the remaining expense of Year 0 for each school to be opened in Phase II and the two schools to be opened in the first year of Phase III, requiring a planning year in year 5 of Phase II.

### **Goal 2: Year 1 and Expanding Years**

In past years, BCS schools were eligible for, and received, Federal PCSP funds in the amount of \$225,000 in the opening year (year 1) and an additional \$225,000 in the first expansion year (year 2). This year, Ohio ranked 6<sup>th</sup> out of 14 and did not receive any PCSP money with which to run a subgrant competition. For this reason, BCS is forced to pursue additional revenue streams to replace the expected funds. Like other charter networks across the country, because of grade by grade expansion, expenses in the early years of the schools exceed student revenue generated.

In addition, in Ohio, charter schools do not receive equitable funding – specifically, charters do not receive any local property tax dollars – on average, a revenue loss of \$3,541 per student across the network of schools. These two losses – PCSP and local tax revenue – are substantial while the network’s schools are not fully enrolled. Over time, as grades are added and enrollment levels increase, the school deficits subside significantly. BCS’s commitment to opening schools deliberately is critical to creating the right school culture, which is in turn is vital to the success of the network’s educational models. However, this approach also significantly impacts the CMO’s ability to meet the operational costs required during the early years of a new school with the limited funding it receives from ODE.

CSP support will fund the acquisition of needs such as computers, furniture and other equipment, and supplies for student and teacher use. Grant funds will also offset the operating

support needed for contracts for professional services for technology, general payroll, marketing and enrollment costs associated with expanding grades and professional development for teachers and administrators. All costs are based on past spending in these areas.

### **Goal 3: CMO Support**

As the network of schools continues to grow, it is critical to ensure that the CMO staff has sufficient resources to be both effective and efficient. Among Breakthrough's many project objectives over the next five years, the CMO intends to use CSP funds to support and implement the following:

- *Model Leader and Executive CMO Talent* - a portion of the funds allowable for CSP allocation will ensure the continued excellence of the Academic Leadership team in place for the three-model approach. Also, a significant portion of the CEO's, CFO's, COO's and the rest of the CMO team's time is spent directly on new school planning, including facility identification, financial planning, enrollment and marketing strategy, technology implementation, and teacher and staff recruitment and training.
- *Integrated Payroll, Accounting, HR and Performance Management Tools* - in order to streamline work process, reduce redundancies, and improve the quality and consistency of data with regard to the organization, an integrated system for payroll, Performance Management, accounting, and HR will bring great value to the network.
- *Single Network and Integrated Email Hosting* - presently, each of the schools in the network operates on individual technology networks, with disparate email hosting and server functionality. To facilitate improved communication, including information sharing between teachers with regard to lesson planning and classroom management, BCS will transition the organization to a unified technology platform. This will allow the implementation of

additional tools for collaboration, including an intranet that will be developed, tested, and implemented for use by all staffs and the expanded utilization of the student information system.

- *Three Critical Talent Initiatives* – As a relatively new CMO, BCS wants to activate economies of scale to implement programs that will create a leadership development pipeline for teachers to access leadership positions in new schools, create a Master’s level urban teacher training program that prepares capable and highly motivated urban teachers, and engage the impactful talent of Teach for America corps members.
  - *Breakthrough University*: This comprehensive program, designed in year three and piloted in year four of Phase II, will develop internal talent. The University will feature a training curriculum offered to internal candidates. The curriculum will include training from internal staff and external consultants and sources on leadership, management, and business (School Finance and Operations, including Title I and other complex compliance requirements) topics for future leaders identified within the network. This program will endeavor to maximize the talent pool already present within the network. BCS anticipates that outside philanthropic funding will meet expenses in years 3 and 4, but request that CSP grants will cover the first full year of the program’s implementation across the network in year 5. CSP grant funds will be used for the project director’s salary, external and internal consultants, program development and materials and supplies.
  - *Cleveland Urban Teacher Residency* – This program is being designed at this time in collaboration with Ursuline College and UTR United based in Chicago. The innovative approach to teacher training is based on a rapidly emerging national model that provides

aspiring teachers the academic foundation and the experiential learning necessary to excel in high-quality urban schools. The Cleveland program will be a rigorous graduate-level program leading to both a Master's degree in education and a State of Ohio teaching license. Resident candidates will gain hands-on experience by working four days a week in a BCS school while completing graduate courses at Ursuline on the fifth day. The program will prepare 120 teachers to excel in high poverty, high-needs urban schools over the next five years. The goal is to more effectively train teachers to serve in urban schools, and to provide the BCS network with an opportunity to recruit and hire many of these candidates as the network expands. (See attachment 10 for more information.) CSP funds will be used for the salary of the program coordinator, and materials and supplies need in year 2 of the program.

- *Teach for America* - Ohio has just this year received the necessary legal changes that will allow Teach for America (TFA) to operate in the state. BCS anticipates that the network can begin recruiting TFA corps members for its teaching faculty. To this end, there are costs associated with the support and professional development of TFA corps members that are expected in years two, four and five. Year three will include evaluating the effectiveness of the previous year's recruitment and marketing. TFA support costs will be paid out of operational funds not associated with this grant.

#### ***Application Requirement A: Project Objectives***

BCS endeavors to create a foundational educational system in Cleveland that drives educational excellence and educates a significant portion of the market share in the city.

**Objective 1: Increase the number of high-quality charter school options available to educationally disadvantaged students.**

- Open 8 new schools in the city of Cleveland in neighborhoods where the existing public schools offer little or no options.
- Expand three newly opened schools from Phase I in the city of Cleveland in neighborhoods where the existing public schools offer little or no options.
- At least 75% of the average network enrollment will be receiving free or reduced lunch.
- At least 85% of the average network enrollment will consist of minority students.

**Objective 2: Increase the achievement results of educationally disadvantaged students**

- The implementation of Scantron, a nationally normed reference test that will create performance metrics to compare the network's schools with schools across the country.
- At least 80% of students proficient in math as certified by the OAA test score rubric.
- At least 85% of students proficient in reading as certified by the OAA test score rubric.
- Achieve a network-wide weighted average OAA metric performance index score of 94 (excluding year one of new schools).

**Objective 3: Increase CMO efficiency and implement three critical talent initiatives**

- Affect an increase in the ratio of students to CMO staff from 65 in Phase I to at least 115 in Phase II on target to increase to 179 at the end of the strategic growth plan.
- Hire and retain 75% of Cleveland Urban Teacher Residents upon the completion of their residency
- Hire and retain 50% of TFA corps members upon the completion of their term of service

**SELECTION CRITERIA E – QUALITY OF EVALUATION PLAN**

BCS will use a variety of methods to evaluate the objectives stated in this narrative. For objective one, BCS will reference its strategic growth plan to ensure that the stated number of schools are opened and expanded. For the enrollment and achievement objectives, BCS will

compile and analyze data from the Ohio Department of Education (ODE). The Ohio Achievement Assessment results and the demographic data will be analyzed and independently verifiable by the ODE. ODE data will also be used in concert with BCS's payroll records to verify the ratio of students to CMO staff.

Additionally, this year, BCS will be implementing Scantron, a nationally normed reference test already being used by Citizens Academy. Breakthrough's use of this test will enable a comparison of BCS student performance to other students across the country, not just throughout the state of Ohio. To effectively evaluate the performance of BCS as a charter management organization and its services to the schools, BCS is currently building what the network has termed a "360 degree scorecard." This tool will measure the services provided to the school and staff and whether the school and staff are meeting BCS's expectations. The scorecard will likely include enrollment, student achievement, fiscal accountability, staff and parent satisfaction, and operational efficiency as the measured factors. BCS will analyze and report on the results at least annually.

HR information will be compiled to verify retention rates among TFA corps members and Cleveland Urban Teacher Residents.

In year 2 of Phase II, BCS will hire a Director of Performance Management, reporting directly to the BCS CFO and working very closely with the school Model Leaders, who will be responsible for using school and CMO level data to analyze educational, organizational, and operational effectiveness at the school building, model, and CMO levels. This Director will support school, model, and CMO leaders as they use data to drive continuously improved educational and operational effectiveness at all levels of the organization. The Director will be a key part of the evaluation process of the CSP project goals.

**SELECTION CRITERIA D and Application Requirements (B), (E), (D), and (F)*****Application Requirement E - Administrative Relationship between Schools and Authorized Public Chartering Agency***

All of the current BCS schools are sponsored or approved for sponsorship with the Cleveland Metropolitan School District. All of the schools underwent a rigorous application process with the active involvement of the Thomas B. Fordham Foundation to ensure the integrity and success of the partnership. It is quite rare for a charter school network to partner with local school districts. **In Cleveland, BCS's member schools are the only charter schools that are sponsored by CMSD.**

This partnership has also drawn the attention of the **Bill and Melinda Gates Foundation** who approached BCS and CMSD in early 2011 to enter into a charter-district compact as part of the Foundation's national charter school-district compact initiative. BCS is still in discussions with the Foundation as to its candidacy for a potential third round of compact members.

As sponsored schools, there are a number of contractual responsibilities that BCS member schools must uphold to maintain the administrative relationship. Each school is required to report its financials, enrollment information and any changes in governance documents to CMSD. Each school pays CMSD at least 1.5% of the total amount of payments for operating expenses that the school receives from the State of Ohio, in consideration for the time, organization, monitoring, oversight, fees and costs that CMSD incurs. Representatives from the School meet with CMSD at least once yearly prior to the end of the school's fiscal year to review the terms and provisions of the sponsorship contract. See Attachment 11 – Administrative Relationship between BCS and CMSD for more detail.

***Application Requirement B: Management and Operational Plan***

BCS was formed to provide governance, oversight, resources, support and services to each of the three unique educational models that exist in its network while building a shared operational platform that can support the launch of more high-performing schools in Cleveland. BCS charges each school a fee of 10 percent of their state funding to support BCS operations. In 2020, with twenty schools in operation and 7,000 students in the BCS network, the ratio of BCS staff to students will be 1:179. At this ratio, BCS maintains its capacity to provide the best services to its schools at economies of scale while still allowing for flexibility and innovation throughout the network. BCS responsibilities to the schools include both academic and non-academic duties:

- **Academic Organizational Structure:** Similar to Uncommon Schools’ “regions”, BCS has instituted a leadership reporting structure organized by “school models”; each model has a BCS-employed School Model Leader that is responsible for curriculum development as well as student and teacher performance of all the schools within their model and reports directly to the BCS CEO. The Model Leader’s most important function centers on maintaining the essence of the academic model and its unique culture. In addition to coaching and overseeing School Building Leaders, Model Leaders are ultimately responsible for student outcomes in all the schools within their model.
- **Central Services Structure:** The centralized structure of key operational functions, including Talent Recruitment, Facilities and Procurement, Finance, Accounting, Compliance, Communications, IT, Performance Management, and Alumni Tracking allows the network to scale key talent across multiple schools as it grows and will ensure that BCS is delivering outstanding service at decreasing cost to its schools. Each school employs a Director of Operations who is the primary liaison to the CMO for coordinating

operational services.

**The Executive Team:** As BCS grows its network of schools, the Executive Team will be responsible for ensuring the entire network is operating at the highest levels. The Breakthrough CEO, Alan Rosskamm, will work directly with each of the School Model Leaders to ensure the schools are delivering outstanding results for students. Alan served as the CEO of Jo-Ann Stores, Inc. from 1985 until 2006, during which time Jo-Ann became the nation's largest retailer of fabrics, sewing notions and crafts, operating approximately 800 stores.

The COO and CFO will work with the operations teams to ensure they are delivering excellent services to the schools in the most efficient and effective ways. Rachel Costanzo, Chief Operations Officer, has 17 years of a proven track record of achievement in human resource management, financial analysis & reporting, risk management, asset management, regulatory compliance, project management, and technology development, including over ten years at National City Corporation, which was the 8<sup>th</sup> largest bank in the country. In addition, Rachel has extensive board-level non-profit management experiences. Rachel holds an MBA from Case Western Reserve's Weatherhead School of Management, and an undergraduate degree from Bowling Green State University.

Ken Surratt is the Chief Financial Officer. Ken will also serve as Project Director during Phase II of the replication plan. Ken's educational experience includes Assistant Director at CREDO at Stanford University, Education Policy Analyst at San Francisco Unified School District, and Manager of School Inspections/Business Operations Manager at KIPP Foundation. Prior to his transition to the educational realm, Ken had over 6 years of experience in Audit with Arthur Anderson and IBM. Ken holds an MBA from Duke's Fuqua School of Business, and an undergraduate degree from the University of Virginia.

**The Model Leaders:** The three model leaders lead the actual expansion of the educational models and the continued attention to the curriculum and instructional methods. The model leader also has discretion over the principal selection for the model's schools, which is especially critical since the principal drives faculty selection, development and evaluation.

*Intergenerational Model* – Dr. Cathy Whitehouse is a child development psychologist who has been studying the topic for over thirty years. She was a classroom teacher for six years before she made the decision to combine her academic background and love for educating children in the founding of The Intergenerational School. The model's philosophies and instructional methods are a result of Cathy's extensive academic expertise and practical pedagogical experiences.

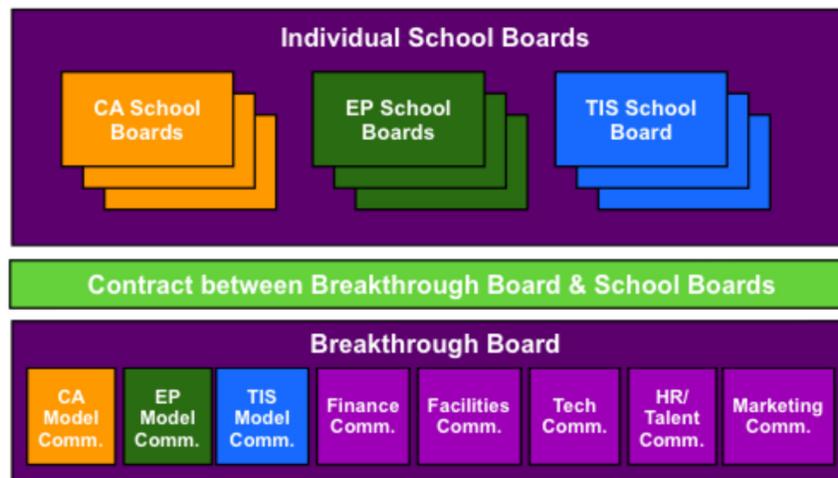
*Citizens Model* – Margie Hirschfeld joined Citizens Academy in 2003 as the Literacy Coordinator and from 2008-2011 served as the school's Director of Academics. Under Margie's leadership, Citizens Academy was one of only two schools in Ohio to go from Academic Emergency to consecutive ratings of Excellent, earning Citizens Academy a 2011 Blue Ribbon award, and a 2010 National Title I Distinguished School Award. Before joining Citizens Academy, Margie was the Middle School Director of the Agnon School in Beachwood, Ohio. Margie holds an undergraduate degree from New York University's Steinhardt School of Culture, Education and Human Development and a master's degree in education from the University of Michigan.

*E Prep Model* - Previously, there was one Head of School managing both E Prep and Village Prep. Now, there is a dedicated head of school in both schools, and BCS is currently conducting a national executive search for a Model Leader. BCS is seeking a Model Leader with many years of experience as a principal in a well-established and highly regarded charter management

organization. In the interim, BCS is working with an external education consultant to ensure that sufficient coaching is available to both Heads of School.

**Governance Structure:** To govern Breakthrough’s growing CMO and network of schools, the founders have designed a unique governance structure based on the network’s needs and Ohio state law. The CMO design provides representation for each of the member school models, while creating a long-term contractual commitment between each school and the CMO, and provides the clear decision making authority required to manage a growing network of schools.

*CMO Board* - The CMO Board is comprised of two members from each of the models -- all of



whom were elected by each founding schools’ boards. The CMO Board also includes five “Community Directors” recruited among civic and business leaders from the broader community. BCS has successfully begun the process of recruiting these community directors and intends that several more will be leaders from the African American and Latino communities.

Key features include:

- As the schools replicate, separate committees will be designed to maintain the academic integrity and monitor the performance of each school model, chaired by one of the BCS Board Members elected by that school model

- Committees for finance, governance, facilities, IT, HR, marketing (shown above), and diversity (recently added and not shown above) with representation from each school board and executive committees
- Responsibility for monitoring network-wide CMO performance, financial sustainability and driving growth

*Individual School Boards* - In addition to the BCS Board, in accordance with Ohio state law, each individual school will have its own board. Individual School Boards are primarily responsible for oversight of their individual school, including: monitoring school financial performance, monitoring student outcomes, assessing parent and teacher satisfaction, providing local school support (volunteerism), and monitoring CMO performance.

*Contract Between Breakthrough Board and Individual School Boards* - Each school has entered into a School-CMO Academic and Business Services Agreement designed to make shared management services available to the schools while establishing strong decision making authority at the CMO level.

**Financial Management:** The Finance and Accounting Team will be led by the CFO, who, when the network reaches its end goal of serving twenty schools, will oversee a team including the Director of Accounting, the Director of Compliance and IT, and the Director of Performance Management. The CFO and Director of Accounting will work directly with School Model and School Building Leaders to develop school-level budgets which are both realistic and responsible. The Finance and Accounting Team will also handle all purchase orders, accounts payable/receivable, and payroll for the network. BCS expects to leverage technology to ensure this team does not have to grow exponentially with the number of schools served.

**Human Resources:** BCS's success as a growing network of schools relies first and foremost on

the network's ability to attract and retain outstanding, mission-driven talent to the CMO and the schools. Consequently, the HR Team, led by the Director of HR, is primarily responsible for 1) attracting top talent and 2) working with school building and model leadership to retain and develop that talent internally. Supported by Recruiting Associates and Comp & Benefits Coordinators, this team works with School Building Leaders to understand and address all talent needs: recruiting, compensation and benefits, performance evaluation, professional development, staff satisfaction, and other HR-related functions. Working with Teach for America will be a critical component of this team's work.

The Director of HR will also oversee the Urban Teacher Residency Program Coordinator, who will be responsible for the effective implementation and operation of the newly launched *Cleveland Urban Teacher Residency Program* discussed previously, in partnership with Ursuline College.

This team will also work closely with the Communications and Outreach Team to ensure the network is being marketed accurately and effectively at local and national levels to support recruitment needs.

**Daily Operations:** Each BCS school is led by a single principal. A school's non-academic operations are the responsibility of the Director of Operations. This position is supplemented and assisted at the CMO level as described above. The CMO model leaders work with the principal, the deans and the directors of operations to manage student and parent needs, curriculum development, school culture, and academic outcomes.

*A Note on Friends of Breakthrough Schools:* Friends of Breakthrough Schools (FOB) is a separate non-profit organization contractually bound to BCS to perform fundraising and advocacy services. The relationship is modeled after the fundraising and advocacy support that

KIPP Foundation provides the KIPP network. The organization is led by its President John Zitzner and overseen by a “power board” comprised of local business and community leaders compelled by BCS’s mission and able to lead significant fundraising campaigns.

This organization is evolving in tandem with the Breakthrough CMO Teams, and focuses exclusively on fundraising and advocacy. The President of FOB reports to the FOB Board, but works directly with the BCS CEO, CFO and COO, and the network Model Leaders to understand fundraising needs across the organization. FOB also works closely with the Communications and Outreach Team to ensure proper communications are supporting fundraising and advocacy efforts. This model came as an evolution of the previous Friends of E Prep fundraising model, which was by far the most effective fundraising arm among the founding schools. FOB does not receive any payment for its services from BCS; rather it raises general operating support from donors committed to the overall BCS mission.

***Application Requirement F - Sustainability***

Breakthrough Charter Schools was formed partially from the desire of the founding schools to effect important economies of scale through their collaboration and invite philanthropic funding on a larger scale. Opening a new charter school requires a higher initial per-pupil cost to run the school due to many one-time expenses and to compensate for the initially low levels of enrollment.

By coming together to represent over 1,100 students and developing the ability to scale to serve more children, BCS has attracted the **large-scale support of the Cleveland Foundation and the George Gund Foundation, previously not major supporters of charter schools in Cleveland.** These two foundations have recognized the impact BCS schools have had and the capacity the network is building to fundamentally change the educational map in Cleveland.

**In addition, BCS was successful in attracting the attention of a major national foundation: the Charter School Growth Fund. In 2010, Breakthrough became 1 of only 28 charter management organizations to be a Fund member.** Since its inception in 2005, the Fund has only made awards to 6% of its applicants. This is the first time the group has invested in Ohio; this investment is a tribute to Breakthrough’s unique three-model collaboration, its strong relationship with the Cleveland Metropolitan School District, and its direct impact on educating children in Cleveland.

With this confluence of national and local dollars BCS is assembling the interim multi-year support required for BCS to grow into financial sustainability. As the CMO grows, it expects to achieve this financial sustainability by actively and aggressively learning to do “more with less”, including:

- Deliver continued cost synergies across schools
- Open new schools in former district buildings purchased by Friends of Breakthrough at appraised values that are a small fraction of replacement cost and leased at no cost to the individual schools.
- Leverage key academic and non-academic leadership across multiple schools
- Open schools with more academically focused staff, by reducing the overall administrative burden at the school level
- Groom academic leadership through staffing flagship model schools with a slightly larger administration and then trim those staffs by transferring them to subsequently opened schools within the model

Ultimately, by demonstrating an ability to achieve strong student outcomes across more schools, BCS hopes to make the case that its schools should receive a portion of the local levy

money currently channeled to district schools. When accomplished, this would significantly reduce the network's need for significant ongoing philanthropy.

Without this change in the local levy allocation, sustainability is still possible due to the cost-reduction strategies outlined above and the natural growth of schools, with the addition of state and federal dollars that accompany the network's growth to full enrollment. BCS anticipates that per pupil cost will decrease over the next ten years, eventually resulting in the network operating primarily on public funds or with a very sustainable limited amount of private philanthropy directed to hallmark programming of the models and/or facilities.

From the table below, over the period of the grant, BCS's need for outside philanthropy decreases from a high of over \$1,500 per student in 2013-2014 to just over \$1,000 per student in 2015-2016. As the network continues to grow, economies of scale will be leveraged, and by the time there are twenty schools at full capacity, the reliance on outside funds will be minimal if any.

**Table 8: BCS Five Year Financial and Operational Summary**

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
# of students	1,441	2,181	2,726	3,192	4,018
# of schools	6	9	10	11	14
# of new schools openings	2	3	1	1	3
Total Revenues	\$13,644,719	\$20,118,949	\$25,329,347	\$30,643,771	\$39,528,104
Total Expenses	\$17,534,042	\$25,277,050	\$30,683,225	\$36,256,700	\$46,083,803
Net Income w/o CSP	\$ (3,889,323)	\$ (5,158,101)	\$ (5,353,877)	\$ (5,612,930)	\$ (6,555,700)
Add'l Need Per Student w/o CSP	\$ 2,699	\$ 2,365	\$ 1,964	\$ 1,758	\$ 1,632
CSP Request	\$ 1,354,920	\$ 2,133,140	\$ 1,173,140	\$ 1,504,920	\$ 2,482,780
Net Income w/ CSP	\$ (2,534,403)	\$ (3,024,961)	\$ (4,180,737)	\$ (4,108,010)	\$ (4,072,920)
Additional Need Per Student w/ CSP	\$ 1,759	\$ 1,387	\$ 1,534	\$ 1,287	\$ 1,014

Due to challenges presented by the Ohio state funding structure and with schools that are not yet at capacity, the network is not currently sustainable solely on the public funds it receives. The

multi-year financial model includes no philanthropic dollars and the result is a current year need of \$2,699 per student. Continuing under the assumption of no philanthropic dollars, and by implementing all of the planned cost reduction efforts outlined above, in 5 years BCS expects to reduce the need for additional funding to \$1,632 per student. The CSP dollars would further expedite Breakthrough's path to sustainability by reducing the need per student to \$1,014 after 5 years.

In regards to staffing, Phase II is a critical period of growth. By thoughtfully and deliberately adding staff at the CMO level in Phase II, the network is poised to achieve a greatly improved student:CMO staff ratio at the end of its strategic growth plan.

**Table 9: BCS 10 Year Strategic Growth Plan Summary**

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
# Students	1,165	1,441	2,181	2,726	3,192	4,018	4,694	5,429	6,225	6,694	6,985
# Schools	4	6	9	10	11	14	16	18	20	20	20
# New schools openings	-	2	3	1	1	3	2	2	2	-	-
CMO staff	18	19	23	25	28	34	36	36	38	38	39
# students / CMO staff	65	76	95	109	114	118	130	151	164	176	179

The BCS strategic growth plan brings the network to 20 schools over the next 10 years. In preparation for its Charter School Growth Fund application, the network had constructed a ten year financial model. However, it soon became apparent that the network can only reasonably predict the financial model for the next five years. Over the next five years, BCS will consistently evaluate the major variables in its growth plans and build upon the current financial model to make any necessary changes in operations on the path to sustainability at full enrollment.

***A Note on Facilities:***

BCS's primary facilities strategy is to leverage its unique relationship with CMSD. CMSD

has moved forward with its public commitment to make school facilities available to public charter schools. As the CMO with the only public charter schools sponsored by CMSD, and representing the highest performing elementary and middle schools in Cleveland, BCS has secured purchase agreements for 4 facilities for the network's next schools, one opening in Fall 2011 and three in Fall 2012. Given the inventory of vacant school buildings and additional closings anticipated, if additional CMSD buildings become available, BCS expects to make additional purchases for future schools. BCS also anticipates relocating some existing schools to lower occupancy costs and enhance their capacity.

**In addition, for the first time in CMSD's history – and possibly the first time in Ohio – a charter school will share facility space with a district school in a district-owned building.**

Near West Intergenerational School will share a building with an existing CMSD school starting in September of this year. The CMSD Board approved this first time arrangement, which bodes well for future opportunities for BCS schools to share CMSD buildings with District schools.

If BCS is unable to secure appropriate CMSD, parochial, or charter school buildings for its future schools, BCS will consider what its founding schools have done: convert a low-cost office or warehouse space, partner with a larger community organization, or work with local universities to secure temporary or permanent facilities. Currently, BCS has 4 schools that lease their facilities.

**Plan for closing low-performing schools:** BCS has built its reputation on providing a high-quality education to underserved students. Should one of its schools prove to be low-performing, BCS will bring its full resources to bear to fix it, including replacing the current model with one of the other models if deemed appropriate. As advocates for the closing of low-performing schools, in the highly unlikely event that BCS is unable to correct the situation, the CMO will

comply with federal and state law mandating the closure of the school in crisis.

***Application Requirement C: Plan for Federal Fund Distribution***

In the BCS network, as per Ohio state statute, each school receives federal funding through grants, NCLB titles, and other programs, including the Federal Free and Reduced Lunch Program directly. The majority of these funds are directed at programs provided at the school level or directed to students based on specific needs (Special Education, At-Risk). For this grant, as BCS understands, the money will be received by the CMO and then distributed as detailed in the grant application and project budget. BCS will follow the same accounting procedures for distributing federal funds to the proposed schools as it does when distributing philanthropic monies.

***Application Requirement H: Request for Provision Waivers***

BCS has not requested any waivers of federal statutory or regulatory provisions for the purposes of this grant, nor has it requested any waivers of state or local rules.

***Application Requirement L: Issues in the Areas of Student Safety, Financial Management, and Statutory/Regulatory Compliance***

BCS has no significant issues to report in the areas of student safety, financial management, and statutory or regulatory compliance. Furthermore, BCS knows of no issue that did, will, or could lead to the revocation of its charter.

**Conclusion**

BCS has a timely, extraordinary and unique opportunity in Cleveland. With three exceptional educational models, a strong district-charter partnership, and strong local, corporate and foundation support, BCS has the opportunity to make a difference for children. Cleveland is big enough to matter but small enough that the execution of Breakthrough's strategic growth

plan can elevate the entire city's educational standard. The Charter School Program Replication Grant can provide the financial support to see BCS through its most significant growth phase. This support is even more critical with the lack of state PCSP subgrant funds after this year's competition. Local and state laws that limit public funding further exacerbate the network's funding challenges as it embarks on Phase II of its strategic growth plan.

By growing to 7,000 seats by 2020, Breakthrough Charter Schools can provide underserved and educationally disadvantaged students in Cleveland with an exceptional, college preparatory education. Furthermore, Breakthrough Charter Schools has the opportunity to be the catalyst for higher expectations from public schools across the city and positively impact the broader system.

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Budget Narrative

## **Budget Narrative**

### **Breakthrough Charter Schools**

This CSP grant will afford BCS the opportunity to accelerate along its path towards long-term sustainability. As discussed in earlier parts of this application there are three objective areas for which BCS intend to use CSP funds – 1) Opening new schools 2) Expanding schools and 3) CMO support. BCS has built the project budget around these three objectives and then included detail by project year and the budget category listed in Section A of the ED 524 form.

New School Planning – Year Zero – BCS adheres to the old adage – failing to prepare is preparing to fail. The network is on its way to growing to 20 schools, but to get there it needs to ensure that schools are opened with an efficient use of resources while still preparing the schools to achieve high standards for academic performance. This category includes costs incurred with the opening of the new schools, including relevant CMO support costs.

New School - First Year – Even with a great plan, there are always unforeseen circumstances that arise as a school opens its doors in the first year. Having financial resources to deal with any of these circumstances will allow BCS to weather these challenges. This category includes costs incurred with the first year of a new school, including relevant CMO support costs.

Expanding Grades – With the growth of each new grade at the expanding schools there is a critical need for resources at both the school and CMO levels to support that growth. BCS will use CSP funds to help build that infrastructure in the early years of a school’s lifecycle. This will allow the network to achieve sustainability over the long-term. This category includes costs incurred with the expansion of the current and newly opened schools, including relevant CMO support costs.

#### **New School Planning – Year Zero**

##### ***Personnel Costs***

In the planning year, expenses are incurred prior to revenue generation from students. For each school, salaries of a Principal and a Business Operations Manager are incurred in support of all start of activities of the school, including planning curriculum and teacher training, recruitment, interviewing and selection of staff, organizational set up, including all facilities related needs and all operational needs. The Principal will be paid **\$80,000**, and the Business Operations Manager, **\$48,000**. The remaining **\$67,500** of the planning year personnel costs expense in year 1 will be used to cover salaries for part of the CMO team, who provide subject matter expertise with regard to Finance, Human Resources, Information Technology, Compliance, and all aspects of school planning.

Year 1 - In this year, BCS is planning for 3 new schools resulting in a total for Personnel Costs of **\$451,500**.

## Budget Narrative

Year 2 – In year 2, BCS is planning for 1 new school resulting in a total for Personnel Costs of **\$150,500**.

Year 3 – In year 3, BCS is planning for 1 new school resulting in a total for Personnel Costs of **\$150,500**.

Year 4 – In this year, BCS is planning for 3 new schools resulting in a total for Personnel Costs of **\$451,500**.

Year 5 – In this year, BCS is planning for 2 new schools resulting in a total for Personnel Costs of **\$301,000**.

### ***Fringe Benefits***

In addition to salaries for the new Principal and Operations Manager, 14% of their salary dollars must be contributed to the State Employee/ Teacher Retirement System and approximately 8% for healthcare and 3.5% for payroll tax for these roles are incurred. No fringe benefits for the CMO staff are included.

Year 1 –The total fringe benefits of the Principal and Operations Managers is **\$97,920**.

Year 2 –The total fringe benefits of the Principal and Operations Managers in year 2 is **\$32,640**.

Year 3 –The total fringe benefits of the Principal and Operations Managers in year 3 is **\$32,640**.

Year 4 –The total fringe benefits of the Principal and Operations Managers in year 4 is **\$97,920**.

Year 5 –The total fringe benefits of the Principal and Operations Managers in year 5 is **\$65,280**.

### ***Travel***

BCS has budgeted \$750 per person for two people per planned school for travel to observe other high quality charter schools and attend any necessary trainings provided for Ohio charter schools.

Year 1 –The total cost of travel for the 3 planned schools is \$4,500 in year 1.

Year 2 –The total cost of travel for the planned school is \$1,500 in year 2.

Year 3 –The total cost of travel for the planned school is \$1,500 in year 3.

Year 4 –The total cost of travel for the 3 planned schools is \$4,500 in year 4.

Year 5 –The total cost of travel for the 2 planned schools is \$3,000 in year 5.

### ***Equipment***

Both the Principal and Operations Manager in the planning year will need computers to use for their work. BCS anticipates a total equipment cost of \$2,000 per staff member, which includes

## Budget Narrative

the cost of the computer and necessary software as well as other items such as printers and furniture.

Year 1 - The total cost of equipment for six staff members at the three planned schools is \$12,000 in year 1.

Year 2 –The total cost of equipment for two staff members at the one planned school is \$4,000 in year 2.

Year 3 - The total cost of equipment for two staff members at the one planned school is \$4,000 in year 3.

Year 4 – The total cost of equipment for six staff members at the three planned schools is \$12,000 in year 4.

Year 5 - The total cost of equipment for the two planned schools is \$8,000 in year 5.

## *Supplies*

BCS estimates \$12,000 per school for the supplies and materials necessary to plan each new school. This cost includes supplies necessary to promote the school to the community as well as the materials for supporting the operations of the Principal and Operations Manager.

Year 1 –Total supply cost for the 3 planned schools is \$36,000.

Year 2 –Total supply cost for the planned school is \$12,000.

Year 3 –Total supply cost for the planned school is \$12,000.

Year 4 –Total supply cost for the 3 planned schools is \$36,000.

Year 5 –Total supply cost for the 2 planned schools is \$24,000.

## *Contractual*

The remaining planning year expense is used to ensure successful marketing of the school, enrollment related expenses (including parent information sessions), professional development for the new Principal, compliance and other training for the Business Operations Manager, and other operational set-up support. BCS estimates this amount to total \$20,000 per planned school broken out as follows: consultants for marketing - \$5,000; 5 information sessions at \$1,000 each; Principal professional development at \$5,000; and \$5,000 for the training of the Operations Manager.

Year 1 –The total cost of contracted services for the 3 planned schools is \$60,000 in year 1.

Year 2 –The total cost of contracted services for the planned schools is \$20,000 in year 2.

## Budget Narrative

Year 3 –The total cost of contracted services for the planned schools is \$20,000 in year 3.

Year 4 –The total cost of contracted services for the 3 planned schools is \$60,000 in year 4.

Year 5 –The total cost of contracted services for the planned schools is \$40,000 in year 5.

### ***Construction***

BCS does not intend to use any funds for construction in any year.

### ***Other***

BCS does not intend to use funds in any way other than what is described above for planning new schools in any year.

## **New Schools First Year**

### ***Personnel Costs***

With the growing number of schools the CMO needs to grow in order to provide support. Over the five-year grant period the CMO staff will grow by 3, 4, 2, 3, and 6 people each respective year.

Year 1 –In year 1, BCS will use the CSP funds to cover the salary of the newly hired Director of Facilities as well as 30% of the salary of the Director of Communications. Both of these positions are vital to the growth of the network as BCS in the process of purchasing buildings from the local school district and building the network’s communications capabilities as it undertakes to open new schools. Total salaries included total \$93,000.

Year 2 – With an increase of three new schools in year 2, the CMO needs to grow proportionally to provide adequate support. In year 2, BCS adds to its staff by 4 people. BCS will use the CSP funds to cover the salary of the newly hired Vice President of HR, Urban Teacher Residency Coordinator, Marketing Coordinator, and Director of Performance Management. Each of these positions allows the CMO to provide better support for the growing number of teachers and staff across the network and creates the capacity to be reflective and proactive in measuring the performance of the schools and CMO. Total salaries included total \$256,000.

Year 3 –In year 3, BCS adds to its staff by 2 people. BCS will use the CSP funds to cover only the salary of the newly hired Purchasing Coordinator who will coordinate purchasing across the growing network. Total salaries covered total \$43,000.

Year 4 –In year 4, BCS adds to its staff by 3 people. BCS will use the CSP funds to cover only the salary of the newly hired Facilities Coordinator who will assist the Director of Facilities in managing the facility needs of the network’s school properties. Total salaries covered total \$45,500.

## Budget Narrative

Year 5 – In year 5, BCS adds to its staff by 6 people but will use CSP funds to cover only 4 of those positions. BCS will use CSP funds to cover the salary of the newly hired Compensation and Benefits Coordinator, Director of Curriculum, Special Services Coordinator and one Administrative Assistant to support all of the Model Leaders. Each of these positions allows the CMO to provide better support for the growing number of teachers by creating a stronger academic support team. Total salaries covered total **\$326,000.**

### *Fringe Benefits*

Year 1 – In addition to the salary of the Director of Facilities, 14% of his salary dollars must be contributed to the State Employee/ Teacher Retirement System and approximately 8% for healthcare and 3.5% for payroll tax for these roles are incurred. Total fringe benefits covered total **\$18,600.**

Year 2 – In addition to the salaries of the employees hired, 14% of their salary dollars must be contributed to the State Employee/ Teacher Retirement System and approximately 8% for healthcare and 3.5% for payroll tax for these roles are incurred. Total fringe benefits covered total **\$65,000.**

Year 3 – In addition to the salaries of the employees hired, 14% of their salary dollars must be contributed to the State Employee/ Teacher Retirement System and approximately 8% for healthcare and 3.5% for payroll tax for these roles are incurred. Total fringe benefits covered total **\$11,000.**

Year 4 – In addition to the salaries of the employees hired, 14% of their salary dollars must be contributed to the State Employee/ Teacher Retirement System and approximately 8% for healthcare and 3.5% for payroll tax for these roles are incurred. Total fringe benefits covered total **\$12,100.**

Year 5 – In addition to the salaries of the employees hired, 14% of their salary dollars must be contributed to the State Employee/ Teacher Retirement System and approximately 8% for healthcare and 3.5% for payroll tax for these roles are incurred. Total fringe benefits covered total **\$82,850.**

### *Travel*

BCS does not intend to use any funds for travel for this part of the request in any year.

### *Equipment*

Each school model opens with different grade spans. Each needs computers, furniture and other equipment. Based on past spending in these areas BCS has budgeted approximately \$70,000 per grade for each of the E-Prep and Citizens Academy school models and \$35,000 for the TIS

## Budget Narrative

schools for every year of the grant. TIS schools have almost half the students per class as the other models' schools. For this reason, they do not have the same equipment needs.

Year 1 –In year 1, BCS will open a Citizens Academy middle school with 1 grade and an Intergenerational School with 3 grades. In addition, in year 1 of the grant BCS will purchase the hardware and software required to build a single network and consolidate the IT and e-mail infrastructure of the schools. The network is planning on expending \$28,000 for these purposes. The total equipment cost for year 1 is \$203,000.

Year 2 –A Citizens Academy elementary school will open this year with grades K-2, an E Prep elementary school will open this year with grades K-1, and an E Prep middle school will open in this year with grade 6. The other major use of equipment in year 2 will be the upgrade of BCS's payroll, Accounting, Human Resources and Reporting systems. This will require additional hardware and software totaling \$50,000. The year 2 total cost for equipment is \$470,000.

Year 3 – A TIS school will open this year with grades K-2. The year 3 total cost for equipment is \$105,000.

Year 4 – A Citizens Academy middle school will open this year with grade 6. Year 4 total cost for equipment is \$70,000.

Year 5 – A Citizens Academy elementary school will open this year with grades K-2, an E Prep elementary school will open this year with grades K-1, and an E Prep middle school will open in this year with grade 6. Year 5 total cost for equipment is \$420,000.

## *Supplies*

New schools require supplies for student and teacher use. BCS schools have historically spent about \$400 per student for materials and supplies for student and school programs across the schools and have budgeted the same amount for these new schools.

Year 1 –In year 1, the total supply cost is \$74,400.

Year 2 –In year 2, the total supply cost is \$214,000.

Year 3 –In year 3, the total supply cost is \$36,000.

Year 4 –In year 4, the total supply cost is \$38,400.

Year 5 –In year 5 the total supply cost is \$218,150.

## *Contractual*

Contracts for professional services for technology, payroll and professional development are assumed each year at a cost of \$700 per student with an additional \$100 per student for

## Budget Narrative

communications for community engagement and marketing directly connected to recruitment and growing enrollment numbers. All costs are based on past spending in these areas.

Year 1 –In addition to the above costs based on a per student amount, year 1 includes costs of \$20,200 for IT support for the implementation of the new network. The total contracted amount for year 1 is \$169,000.

Year 2 – In addition to the above costs based on a per student amount, year 2 includes costs of \$22,000 for IT support for the implementation of new systems. Recognizing the importance of human capital in the growth and sustainability of the Breakthrough schools, the intention is to invest in creating both teacher and school leadership pipelines. In year 2, BCS have set aside \$50,000 to invest in the Cleveland Urban Teacher Residency Program. Ohio has just this year received the necessary legal changes which will allow Teach for America (TFA) to operate in the state. Also included are costs of \$100,000 in year 2, set aside to cover fees for the recruitment and professional development of TFA teachers. BCS will be growing 3 new schools and a total of 6 new grades that will need teaching staff. BCS expects TFA to be a major source of needed talent. The professional development cost of each TFA teacher that BCS expects to add to the network is \$5,000. The total contracted cost for year 2 is \$600,000.

Year 3 - BCS anticipates that year 3, in regards to TFA, will be spent evaluating the effectiveness of the previous year's recruitment and marketing. Any TFA recruitment costs will be paid for out of operational funds not associated with this grant. In addition to the above costs based on a per student amount, also included is another \$3,000, set aside to cover any remaining costs related to BCS's previous systems integrations. The total contracted cost for year 3 is \$75,000.

Year 4 - In addition to the above costs based on a per student amount, also included are costs of \$45,000 in this year, set aside to cover fees for the recruitment and professional development of TFA teachers to allow BCS to continue to supply the pipeline of teachers for the expanding number of schools. The total contracted cost for year 4 is \$122,000.

Year 5 - In addition to the above costs based on a per student amount, also included are costs of \$100,000 this year, set aside to cover fees for the recruitment and professional development of TFA teachers to allow BCS to continue to supply the pipeline of teachers for the network's expanding number of schools. An additional \$30,000 for a consultant to assist with the design and build of Breakthrough University is also included in year 5. The total contracted cost for year 5 is \$558,000.

## ***Construction***

BCS does not intend to use any funds for construction in any year.

## ***Other***

## Budget Narrative

BCS does not intend to use funds in any way other than what is described above for planning new schools in any year.

### Expanding Grades

#### *Personnel Costs*

A significant portion of time of BCS's CEO, CFO, COO and the rest of the CMO team is spent directly on new school planning, including facility identification, financial planning, enrollment and marketing strategy, technology implementation, and teacher and staff recruitment and training. Approximately two-thirds of the COO's time, one-third of the CEO's, one-quarter of the CFO's and one-quarter of their administrative support's time is focused on new school development. In each year of the grant BCS will allocate a portion of project funds to cover the cost of these CMO staff. This portion will vary based on remaining allowed cost but the fractional salaries for these positions related to new schools totals **\$137,000.**

Year 1 –In year 1, the total salary allocated is **\$27,000.**

Year 2 –In year 2, the total salary allocated is **\$61,500.**

Year 3 –In year 3, the total salary allocated is **\$136,500.**

Year 4 –In year 4, the total salary allocated is **\$111,000.**

Year 5 –In year 5, the total salary allocated is **\$87,300.**

#### *Fringe Benefits*

BCS does not intend to use any funds to cover the fringe benefits of the staff to which BCS will allocate personnel costs for this part of the request in any year.

#### *Travel*

BCS does not intend to use any funds for travel in any year.

#### *Equipment*

BCS does not intend to use any funds for equipment for this part of this request in any year.

#### *Supplies*

Expanding schools require the same supplies for student and teacher use as the new schools. BCS schools has historically spent about \$400 per student for materials and supplies for student and school programs across the network's schools and have budgeted the same amount for these new schools.

Year 1 –In year 1, the total supply cost is \$74,400.

### Budget Narrative

Year 2 –In year 2, the total supply cost is \$214,000.

Year 3 – In year 3, the total supply cost is \$36,000.

Year 4 –In year 4, the total supply cost is \$38,400.

Year 5 – In year 5, the total supply cost is \$218,150.

### ***Contractual***

Expanding schools require the same professional services for technology, payroll, and professional development as new schools and are assumed each year at a cost of \$700 per student with an additional \$100 per student for communications, community engagement and marketing directly connected to recruitment and growing enrollment numbers. All costs are based on past spending in these areas.

Year 1 –The total contracted cost for year 1 is \$72,000.

Year 2 –The total contracted cost for year 2 is \$164,000.

Year 3 –The total contracted cost for year 3 is \$364,000.

Year 4 –The total contracted cost for year 4 is \$296,000.

Year 5 –The total contracted cost for year 5 is \$232,800.

### ***Construction***

BCS does not intend to use any funds for construction in any year.

### ***Other***

BCS does not intend to use funds in any way other than what is described above for planning new schools in any year.

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*Home Contact: Unpublished*

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Alan Rosskamm, 61, is CEO of Breakthrough Charter Schools, non-profit charter management organization supporting the operation and planned expansion of four of the best public charter schools in Cleveland—Citizens Academy, The Intergenerational School, Entrepreneurship Prep, and Village Prep

Mr. Rosskamm was President and Chief Executive Officer of Jo-Ann Stores, Inc., from 1985 until 2006, during which time Jo-Ann became the nation's largest retailer of fabrics and sewing notions and one of the largest retailers of crafts, operating approximately 800 stores. He joined Jo-Ann Stores in 1978, and remains a member of the Board of Directors until the Company went private in March, 2011.

Mr. Rosskamm served as the non-executive Chairman of the Board of Directors of Charming Shoppes, Inc., an apparel retailer with approximately 2,000 women's apparel stores, including Lane Bryant, Fashion Bug, and Catherines. Upon the departure of the Company's long-term CEO in July, 2008, he served as Interim CEO coordinating a set of urgent turnaround initiatives until the search for a new permanent CEO was completed in April, 2009.

Prior to Jo-Ann Stores, Mr. Rosskamm was a practicing attorney with the Cleveland law firm of Thompson Hine. His education includes a BA from Swarthmore College, a JD from University of Chicago Law School, and an MBA from Case Western Reserve University.

Mr. Rosskamm is also the recently retired Chairman of the Board of Hawken School, a member of the Visiting Committee of the Weatherhead School of Management and Chair of the Corporate Visiting Committee at Case Western Reserve University.

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# RACHEL E. COSTANZO

16600 Southland Avenue ■ Cleveland, Ohio 44111 ■ 216.533.5272 ■  
recostanzo@yahoo.com

## SUMMARY

An enterprising and highly accomplished **TOP EXECUTIVE** with a proven track record of achievement in human resource management, financial reporting/analysis, risk management, asset management, regulatory compliance, project management, and technology development. Continually executes innovative initiatives in order to ensure smooth operations throughout a company. Leads strong teams to assure the completion of strategic corporate objectives. With commitment to excellence, facilitates a corporation's long-term success.

## EXPERIENCE

### **BREAKTHROUGH CHARTER SCHOOLS**, Cleveland, Ohio

#### **Chief Operating & Financial Officer**, 2009-Present

Lead the non-academic services for the network of Cleveland's leading urban Charter Schools serving over 1,100 students, including Finance, Information Technology, Compliance, Human Resources, and New School Planning. Develop policies, procedures, financial and staffing models to support strategic growth plan.

### **THE ACUITY GROUP LLC**, Cleveland, Ohio

#### **President**, 2009-Present

Provide management consulting services to business and non-profit clients. Develop practical solutions to operational, human resource, financial management, and business strategy challenges.

### **NATIONAL CITY CORPORATION**, Cleveland, Ohio

#### **Corporate Banking Quality Director, Senior Vice President**, 2008-2009

Led newly built team of ten to execute product development projects and risk management oversight for treasury management, deposits, lending and global trade. Improved operational controls and processes, ensuring compliance with regulatory agencies. Supported audit activities and issue resolution.

- Held responsibility for annual project budget of \$16,000,000.

- Managed executive, regulatory and asset management special projects as well as reporting.
- Served as commercial banking capital strategy team lead providing daily monitoring and reporting to senior management and regulators for capital planning.

### **National Sales Office and Corporate Performance Improvement, Senior Vice President, 2005-2008**

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Led operational, technical, human capital, profitability, and communication initiatives in support of improved sales and corporate effectiveness under the direction of the Office of the Chairman.

- Led corporate initiative to improve employee retention, with expected cost savings of \$14,900,000 by 2010.
- Completed analyses on turnover rate, compensation, employee productivity, sales metrics, onboarding, diversity and employee engagement.
- Directed project resources to define, measure and analyze existing sales trends while driving recommendations and executive consensus.
- Implemented \$3,500,000 technology project for enterprise-wide new business referral process, including design, testing, training, delivery and productivity measurement for 15,000 users.
- Assessed cross-sell incentives across corporation to drive consistency and improved return.
- Developed centralized sales communications, including enterprise-wide online sale portal.
- Managed legal, tax and operational transition project for community development corporation.
- Allocated charitable giving budget of \$22,000,000 for local delivery. Recommended marketing, governance and consolidated giving opportunities.

### **Retirement Development Analytics Manager, Vice President, 2004-2005**

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Earned selection as member of four person team for intra-preneurial venture to increase revenue from consumer and small business retirement products. Increased bank IRA sales by 97% over prior year. Developed financial models to evaluate opportunity, profitability, asset retention and incentives. Established and reported unit financial performance targets and organizational sales goals.

### **Corporate Banking Strategic Planning and Incentives, Vice President, 2003-2004**

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Facilitated communication/analytic support for strategic customer profitability segmentation. Led design/implementation of new, objective incentive plan for corporate banking sales. Served as merger and acquisition team lead, providing product mapping, staffing assessment, and sales training/orientation initiatives. Governed research and prospecting tool vendor contracts as well as \$350,000 budget.

### **Leadership Development, Vice President and Manager, 2001-2003**

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Directed MBA recruiting program, including leadership competency evaluation. Inaugurated internship program, ten year workforce study and tuition reimbursement analysis. Increased candidate traffic and name recognition through streamlined communications. Managed recruiting coordinator and \$400,000 budget. Provided counseling for employees.

### **Executive Compensation Programs, Corporate Compensation Officer, 1999-2001**

Facilitated equity, management and long-term incentive plans for corporation, over \$40,000,000 in annual payment activity. Responded to executive and retiree inquiries. Analyzed and reported stock option as well as restricted stock program recommendations/expenses and peer bank proxy executive compensation data.

### **ADDITIONAL EXPERIENCE**

#### **MCDONALD INVESTMENTS INC., Cleveland, Ohio**

**Employee Health and Welfare Benefits Manager, Vice President, 1998-1999.** Managed medical plan performance analysis, rate setting, enrollment, COBRA, FMLA, life insurance and long-term disability claims. Completed IRS 5500s/summary annual reports. Directed specialist in retiree medical, wellness programs, disability administration, workers' compensation and flexible spending. Coordinated staffing and benefit related functions during mergers, acquisitions, opening of new offices. Managed employee performance and merit review process.

**Staffing Specialist, Associate Vice President, 1996-1998.** Reduced time to fill 50% for exempt, non-exempt, temporary and intern recruiting. Managed the staffing requisition load of 40 openings. Guided management through employee relations issues and corrective action process.

#### **DELOITTE & TOUCHE LLP, Cleveland, Ohio**

**Human Resources Specialist, 1994-1996.** Directed employee benefit plans, new hire orientation and continuing education programs.

### **COMMUNITY INVOLVEMENT**

Art House, Inc.	Board President, 2006-2008; Vice President, 2005; Trustee, 2004
Panhellenic Endowment Fund	Board President, 2006-2007; Secretary, 2004-2006; Trustee, 2003
Cleveland Bridge Builders	Graduate, 2005 Flagship Program
International Partners	Business Mentor, Community Wealth Ventures and Kenya Immersion, 2005

The Diversity Center of NEO	Mentor, 2008-2009; LeadDiversity Graduate, 2002; Volunteer, 1997-2003
St. Baldrick's Foundation	Event Team and Treasurer, 2008-2009; Event Volunteer, 2004-2007
Make A Wish Foundation of Northeast Ohio	Wish Granter; Speaker's Bureau; Database development; new volunteer orientation, 1994-2009

**EDUCATION**

**CASE WESTERN RESERVE UNIVERSITY, WEATHERHEAD SCHOOL OF MANAGEMENT,** Cleveland, Ohio, **M.B.A.**, 2002

**BOWLING GREEN STATE UNIVERSITY,** Bowling Green, Ohio, **B.A., Communication,** Magna Cum Laude, 1994

**AWARDS**

YMCA Cleveland Chapter, *Woman of Professional Excellence*, 2008

Cleveland Inside Business, *Top 25 Under 35*, 2005

## KENNETH L. SURRATT

9608 Empire Avenue • Cleveland, OH 44108 • [ksurratt@breakthroughcleveland.org](mailto:ksurratt@breakthroughcleveland.org) • (650) 793-3250

### SUMMARY

A seasoned education professional with multiple years of experience working across many industries which include retail, hospitality, and manufacturing. Possesses strong project management, teamwork, and interpersonal skills, which complement knowledge and experience in education policy, school development, and strategic and financial planning.

### WORK EXPERIENCE

#### **BREAKTHROUGH CHARTER SCHOOLS, Cleveland, OH**

04/2011

- Present

*Chief Financial Officer*

Oversee the finance, information technology and compliance departments. To date has worked to acquire \$2.5 million in facility financing, negotiated vendor contracts and is managed the selection and implementation of new student information systems for a network of 6 charter schools.

#### **CREDO (CENTER FOR RESEARCH ON EDUCATION OUTCOMES), Stanford, CA**

06/2006

– 03/2011

*Assistant Director*

CREDO at Stanford University is an education research organization that helps improve student performance, and strengthen incentives in education policy by focusing educators and policymakers on results.

- General and program management of staff of seven full-time research analysts working on over 10 multi-year projects.
- Successfully negotiated agreements with 7 state education agencies and school districts to share their student data for our research purposes. Also manage relationships with 15 state education agencies and school districts for current and future research partnerships.
- Create presentations for clients and manage production of all reports including, *Multiple Choice: Charter School Performance in 16 states (2009)*.
- Present and discuss findings of CREDO research at conferences and with media.
- Deliver performance management trainings to schools, state charter associations, and charter authorizers. Developed a web and in-person training course to foster the use of common academic and operational performance metrics across the charter school community that has influenced charter contracts and renewal frameworks in 6 states. Formed group of charter school finance experts and facilitated meetings to develop the financial metrics.

#### **SAN FRANCISCO UNIFIED SCHOOL DISTRICT, San Francisco, CA**

08/2005

– 06/2006

*Policy Analyst*

Selected to participate in the Broad Residency in Urban Education and was accepted to work with SFUSD. The Broad Residency in Urban Education is a highly selective management training program that places participants in central operations management positions within urban school districts.

- Managed No Child Left Behind (NCLB) tutoring program for the district that served over 8,000 children in the district. Responsibilities included marketing service to parents, contracting with providers, managing the budget, and evaluation of the program on student achievement. Also trained central office staff, principals, and parents on the requirements for schools in the various NCLB Program Improvement status levels.
- Managed the Categorical Program Monitoring review by the state department of education for the district. Responsibilities included working with various program managers to ensure that programs are in compliance with state and federal regulations and reporting status to district leadership.
- Ensured school budgets were in compliance with state and federal regulations and aligned to school improvement plans.

**KIPP (Knowledge is Power Program), Washington, DC and San Francisco, CA**

01/2003– 07/2005

*Manager of School Inspections*

Managed the inspection and evaluation process for thirty-eight middle schools across the country. Coordinated and managed teams of British school inspectors and KIPP staff that performed quality assurance reviews of teaching, learning, leadership, and operations at KIPP schools.

- Developed and redesigned processes for inspections to improve efficiency and effectiveness of the reviews.
- Analyzed past KIPP inspections which resulted in identification of areas of best practices in KIPP schools and areas for development in the KIPP School Leadership Program training.
- Created and led inspection training programs for KIPP staff and KIPP school leaders.

*Manager of Business Operations – Eastern Region*

Trained and supported school leaders of seventeen public charter schools in business operations, including the following areas: financial planning and management, procurement, facility management, systems and procedures, and resource development.

- Developed curriculum for most finance and accounting topics taught to leaders in training and school leaders. Also served on team to evaluate proposed school plans and charters.
- Developed and monitored financial and operational metrics to assess school financial and operational health and created financial tool used to evaluate the financial feasibility of opening schools in identified communities of need.
- Negotiated contracts for accounting, audit, insurance, transportation services, as well as other providers of goods and services on the behalf of KIPP schools.

**IBM GLOBAL SERVICES, Bethesda, MD**

08/2001

– 06/2002

*Consultant*

- Performed analysis of distribution sector operations including management of sales opportunities and performance against financial targets. Prepared summary reports and presentations for sector executive management which were used to focus sales efforts.
- Analyzed the internal selling process for the distribution sector. Identified gaps in the transition of leads from field sales to service professionals and recommended new organization structure and processes to fill those gaps.
- Conducted internal analysis of the services performed by the consumer packaged goods practice. Prepared presentation for senior management that detailed the most profitable services and top customers for the practice.

**ARTHUR ANDERSEN LLP, Cleveland, OH**

09/1995

– 07/1999

*Audit Senior*

Planned and coordinated audits, reviews and special projects for eight public and private clients in the retail, hospitality, and manufacturing industries. Determined the scope of work and staffing requirements. Managed client relationships, established and managed annual budgets of over \$350,000.

- Led teams of 2-5 people by delegating work and acquiring resources. Successfully completed engagements within regulatory or client imposed reporting requirements and internal budgets. Analyzed and documented client controls and processes relating to fixed asset management, expenditure cycle, revenue generation, and inventory planning control by interviewing client personnel. Identified and researched risk areas and benchmarked against best practices. Presented recommendations for improvement to senior management of clients.
- Conducted due diligence procedures for seven companies. Performed financial and operational audits which resulted in successful acquisitions of over \$8 million by clients.

**EDUCATION****THE FUQUA SCHOOL OF BUSINESS, Duke University, Durham, NC**

Master of Business Administration, May 2001.

One Term Exchange: University of Warwick, Coventry, England, UK

PR/Award # U282M110014

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**McINTIRE SCHOOL OF COMMERCE, University of Virginia, Charlottesville, VA**

Bachelor of Science in Commerce, May 1995.

Concentrations in Accounting and Management.

**SOFTWARE KNOWLEDGE**

Proficient with Quickbooks, Microsoft Word, PowerPoint, Access, and Excel. Familiar with multiple project management software programs.

**LEADERSHIP AND PERSONAL**

**Education:** National Best Collaborative Practice Between Charter and Traditional Public Schools Selection Committee, Education Plenary Panelist – 2010 NAACP Annual Convention, 100 Black Men of the Bay Area School Design Team Member, Board Member of KIPP Ujima Village Academy Charter School, Board Member of Early Childhood Enrichment Center, Resident Advisor and Teaching Assistant for the LEAD Program in Business at Duke University, Assistant to the Director of University School REACH Program, Decade Chairperson for University School Alumni Annual Fund.

**Other:** President of Hastings Square West Home Owners Association, and Executive Committee Member of INROADS Alumni Association of Northeast Ohio. Enjoys traveling, basketball, tennis, listening to music, and desires to learn Spanish.

John Zitzner  
Founder, Entrepreneurship Preparatory School,  
Village Preparatory School  
President, Friends of Breakthrough Schools  
1417 E. 36<sup>th</sup> Street  
Cleveland, OH 44114  
[John.zitzner@eprepschool.org](mailto:John.zitzner@eprepschool.org) 216-373-7801

John Zitzner is a successful entrepreneur whose recent work has focused on urban education and the impact that entrepreneurial thinking can have in an educational setting.

John is the Founder of Entrepreneurship Preparatory School (E Prep)- a grade 6-8 Ohio community school (aka "charter school") located in the City of Cleveland and authorized by the Cleveland Metropolitan School District. E Prep opened in August 2006 and has successfully boosted the academic performance of the majority of its students despite the fact that 98% are minorities and 84% are low-income. John is also the Founder of Village Preparatory School- a grade K-5 elementary school that opened in August 2009. Both schools are modeled after other high-performing urban charter schools in cities around the country, and are characterized by high expectations and a "no excuses" attitude toward proving that all children can learn and advance to college.

More recently, John began a formal collaboration with two other high-performing Cleveland charter schools- Citizens Academy and The Intergenerational School. Together, the schools formed a management organization known as Breakthrough Charter Schools that will allow each school to operate more efficiently and will become a platform upon which each can replicate, to meet a goal of having 20 schools that serve 7000 Cleveland students, by the year 2020. As President of Friends of Breakthrough Schools, John oversees the fundraising and advocacy activities for all of the schools in the Breakthrough network.

Prior to becoming a school founder, John founded E CITY (Entrepreneurship: Connecting, Inspiring, and Teaching Youth)- a nonprofit organization that provided entrepreneurship education to Cleveland high school students utilizing the curriculum of the Network for Teaching Entrepreneurship. E CITY is now a program of Youth Opportunities Unlimited.

John was also the founder and former President and CEO of Bradley Company, a Cleveland-based software firm that began in 1983 and was acquired by Xerox Corporation in 1998. In addition, John started three other firms from 1983-1998 that eventually became part of Bradley Company.

Awards given to John include: Finalist in the Ernst & Young Entrepreneur of the Year competition in 1991. First place in the "upstart company" category of the annual Weatherhead 100 competition in the early 1990's. Inclusion in the Inc. 500, which recognizes the fastest growing privately held companies in America. John received the Nortech Innovation Award in 2005 for his vision for E Prep. John was also recently recognized by the Call & Post and the CVS Good Samaritan committee, as one of the most influential people in northeast Ohio.

John is a graduate of Wittenberg University and has studied nonprofit organizational management at the Case Western Reserve University's Mandel School. John has been an invited speaker on the topic of education reform in several settings, including the 2010 Chautauqua-in-Chagrin lecture series and the 2011 Federal Reserve Bank of Cleveland Policy Summit- Housing, Human Capital and Inequality. He has also spoken on the topic of entrepreneurship in many settings, including Milan, Italy, as part of a roundtable panel on the

subject of 'Youth Entrepreneurship and Local Development in Eastern Europe'. He is a member of the Youth Entrepreneurship Strategy Group, organized by the Aspen Institute. John is an Elder at Fairmount Presbyterian Church. He and his wife, Peg, have two sons, both of whom are successful entrepreneurs.

**Catherine C. Whitehouse, PhD**

2895 Carlton Road

Shaker Heights, Ohio 44122

(216) 752-8155 (H)

(216) 721-0120 (W)

TIS\_fairhill@fairhillcenter.org

**Education and Certification**

- 1994      **Ursuline College, Pepper Pike, Ohio**  
Standard Elementary (1-8) Teaching Certificate
- 1987      **Ohio State Board of Examiners, Columbus, Ohio**  
License in Psychology, Retired Status
- 1982      **Maryland State Board of Examiners, Baltimore, Maryland**  
License in Psychology
- 1977, 1978      **The Johns Hopkins University, Baltimore, Maryland**  
M.A. and Ph.D. in Psychology  
Area of Concentration: Child Development and Reading Disability
- 1973      **Western Maryland College**  
B.A. in Psychology, Summa Cum Laude

**Strengths and Interests**

- Ability to develop and bring to fruition plan to start Ohio community school
- Administrative and organizational skills, including grant writing
- Emphasis on student empowerment and decision-making
- Strong math and science background
- Child development and learning disabilities background (assessment and remediation)
- Experience with portfolio assessment, triangular conferencing, and inclusion

**Teaching Experience**

- 1999-Present      **The Intergenerational School, Cleveland, Ohio**  
Founder and Developer; Principal-Teacher
- 1995-1999      **Hathaway Brown School, Shaker Heights, Ohio**  
First Grade Teacher; Third Grade Teacher  
Implemented literature-based whole-language literacy instruction and hands-on math instruction in a first grade classroom. Initiated parent-assisted book publishing. Created level literature collection for K-4 reading instruction. Developed parent education program on beginning reading instruction. Initiated division-wide curriculum review process. Created instructional video, "Using Leveled Literature to Teacher Reading."
- 1993-1995      **Shaker Heights City Schools, Shaker Heights, Ohio**  
Second Grade Teacher, Onaway Elementary School  
Taught diverse second grade inclusion class. Responsible for all phases of curriculum planning, teaching, and evaluation. Inclusion of several LD students in all phases of classroom instruction. (March 1994-January 1995)
- 1993      **West Geauga Middle School, Chesterland, Ohio**  
Student Teaching, Sixth Grade (Mrs. Charlotte Lowe)

1978-1984      **Western Maryland College, Department of Psychology**  
 Assistant Professor of Psychology  
                   Courses taught: Psychological and Educational Assessment, Adolescent  
 Development and Behavior, Contemporary Psychology, Animal Behavior

### **Additional Training**

1999-present    **Ohio Department of Education; Special Education Regional Resource Center**  
 Workshops and courses pertaining to Charter School Management

1996             **Lucy Calkins: Creating a Reading/Writing Workshop**  
 Loyola Marymount University Workshop, Cleveland

1995             **Developmental Mathematics for Children I, Box It, Bag It**  
 Portland State University, Math Learning Center Workshop, Cleveland Heights

1992             **Visual Approaches to Teaching Math I, Math and the Mind's Eye**  
 Portland State University, Math Learning Center Workshop, Shaker Heights, Ohio

1991             **Compassionate Communication Workshop**, Onaway Elementary School

### **Related Professional and Volunteer Experiences**

1996             **Howard Gardner: Multiple Intelligences Conference**  
 New City School, St. Louis, MO  
**Ohio State University Children's Literature Conference**  
 Columbus, Ohio  
**Virginia Hamilton Children's Literature Conference**  
 Akron, Ohio

1992-1995      **Language Arts Curriculum Writing and Assessment Committee**  
 Shaker Heights City Schools

1987-1993      **Classroom Volunteer, Onaway Elem. School, Shaker Heights, Ohio**  
 Junior Great Books Group Leader, Journal writing and book publishing , Manipulative-  
 based math instruction, Writing process , Family Math Facilitator

1987-1991      **Case Western Reserve University, School of Medicine**  
 Rainbow Babies' and Children's Hospital, Department of Pediatrics  
 Assistant Clinical Professor of Pediatrics (part-time)  
 Assessment and educational planning for children with LD

1982-1986      **Private Practice in Psychology, Finksburg, Maryland**  
 Assessment, educational planning, and tutoring of children with LD

1978-1986      **The Johns Hopkins University, School of Medicine**  
 Assistant in Pediatrics  
 Studied genetic factors in Specific Reading Disability

**References and Publications --** available upon request

**Margaret Hirschfeld  
Citizens Academy  
1827 Ansel Road  
Cleveland, OH 44106**

Margie Hirschfeld is the Citizens Academy Model Leader for Breakthrough Charter Schools - a network of high-quality, nonprofit charter schools in Cleveland.

Margie joined Citizens Academy in 2003 as the Literacy Coordinator and from 2008-2011 served as the school's Director of Academics. Under Margie's leadership, Citizens Academy was one of only two schools in Ohio to go from Academic Emergency to consecutive ratings of Excellent, earning Citizens Academy a 2011 Blue Ribbon award, and a 2010 National Title I Distinguished School Award. Before joining Citizens Academy, Margie was the Middle School Director of The Agnon School in Beachwood, Ohio.

Margie holds an undergraduate degree from New York University's Steinhardt School of Culture, Education and Human Development and a master's degree in education from the University of Michigan.



Charter School Growth Fund  
Helping public education thrive.

August 3, 2011

Mr. Arne Duncan  
Secretary of Education  
Office of the Secretary  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, D.C. 20202

Dear Secretary Duncan:

I am writing to support Breakthrough Charter School's proposal for Charter Schools Program (CSP) – Replication and Expansion of High-Quality Charter Schools funding. As President and CEO of The Charter School Growth Fund ("CSGF"), I can attest to the outstanding academic program Breakthrough operates on behalf of underserved students in Cleveland.

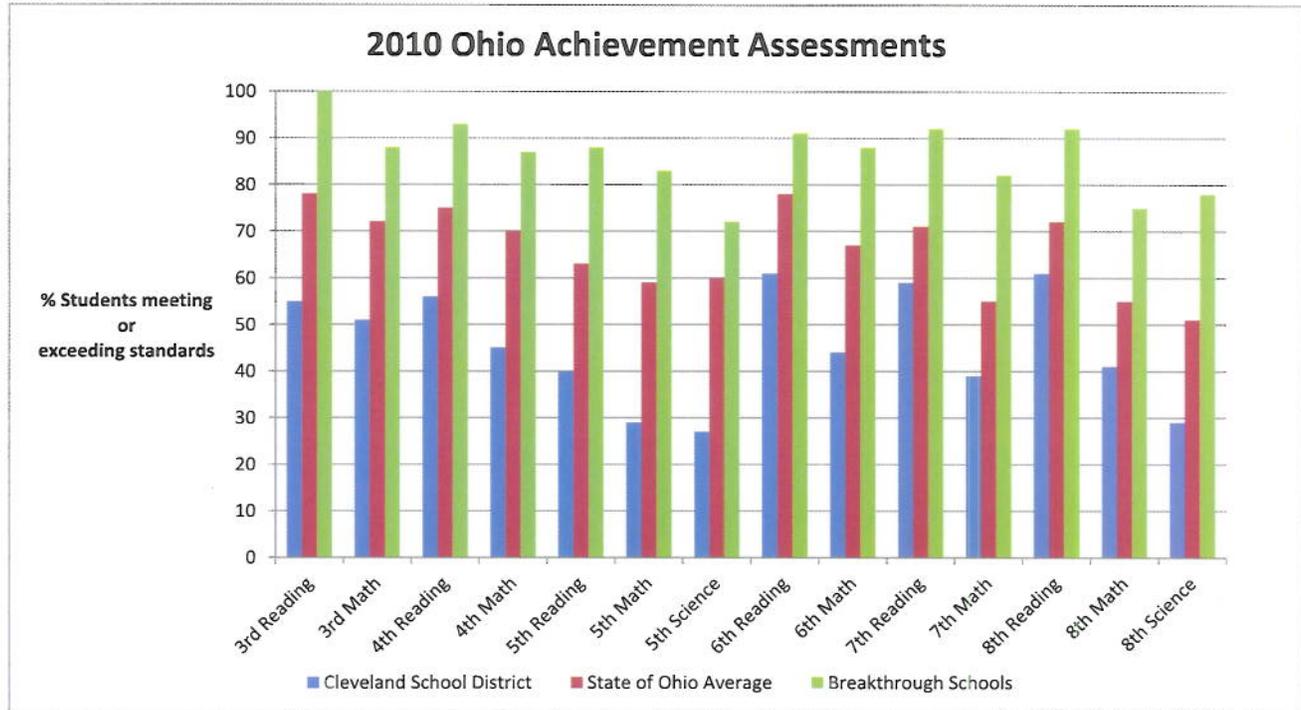
Breakthrough was accepted into the CSGF portfolio in 2010. CSGF is a non-profit venture capital fund that was founded by national philanthropists in 2005 to transform K-12 education by investing in innovative public school models that work for underserved students. CSGF's mission is to invest philanthropic venture capital in the nation's highest performing charter school operators to dramatically expand their impact on low income and minority students. CSGF provides financing, business planning support, coaching and other non-monetary resources that its portfolio members require to build networks of high-performing schools. CSGF invests in CMOs that deliver outstanding academic results with students; that can scale to serve thousands of students quickly; and that are capable of achieving sustainability on public revenues. Over the past six years, a forward-looking group of respected national foundations contributed in excess of \$200M to CSGF's first two funds, which are invested in over 25 non-profit charter school operators that will serve approximately 155,000 additional students by 2015.

Breakthrough was selected as one of 28 members of CSGF's portfolio from nearly 360 applicants. Breakthrough was selected through a rigorous evaluation process that entailed an extensive review of standardized state assessment and national norm-reference test data; detailed due diligence around the organization's leadership capacity; and a careful analysis of the organization's business plan. Based on our survey of applicants, Breakthrough is among the highest performing school operators in the nation, measured in terms of academic achievement and has built one of the most unique CMO operating models in the country. Their model has combined three of the highest performing individual charter schools in Cleveland serving low-income students into one CMO. A summary of Breakthrough's most recent data follows:



### Academic Achievement

The following charts illustrate the performance of Breakthrough Schools versus the Cleveland Metropolitan School District and the State of Ohio.



As this chart shows, Breakthrough is enabling its students to outperform the surrounding district and the state average by impressive margins in all subjects at all grades. This is an extremely uncommon level of performance in public schools and Breakthrough plans to serve more low-income students through its expansion.

In 2010, CSGF made a commitment to help Breakthrough develop its capacity to expand and serve more students. Based on the data presented above, the Charter School Growth Fund endorses Breakthrough as a strong candidate for CSP funding. We believe that at scale, Breakthrough has the potential to catalyze transformative change in K-12 education and be a vanguard for demonstrating what is possible in K-12 education in our country. CSGF has invested \$800,000 in Breakthrough to date and, subject to Breakthrough's continued achievement against its milestones, CSGF intends to invest an additional \$250,000 in Breakthrough in the coming year. Should Breakthrough win a CSP grant, CSGF will make its pending investment available as a match for CSP funding.

Sincerely,

Kevin Hall  
CEO and President  
The Charter School Growth Fund

SHERROD BROWN  
OHIO

COMMITTEES:  
AGRICULTURE, NUTRITION,  
AND FORESTRY  
APPROPRIATIONS  
BANKING, HOUSING,  
AND URBAN AFFAIRS  
VETERANS' AFFAIRS  
SELECT COMMITTEE ON ETHICS

## United States Senate

WASHINGTON, DC 20510

August 8, 2011

Mr. James H. Shelton III  
Assistant Deputy Secretary  
Office of Innovation and Improvement  
U.S. Department of Education  
400 Maryland Ave., SW  
Washington, DC 20202

Dear Deputy Secretary Shelton:

It is my pleasure to support Breakthrough Public Charter Schools' recently submitted proposal for the Charter Schools Program (CSP) Grants for Replication and Expansion of High Quality Charter Schools.

Located in Cleveland, Ohio, Breakthrough Public Charter Schools is a network of high-performing public charter schools. Comprised of the Intergenerational School, Citizens' Academy, E-Prep School, and Village Preparatory School with plans to open two additional schools this fall, Breakthrough strives to prepare all its students for success in high school and beyond.

Although each individual school's approach to education varies, the mission of Breakthrough is consistent. By requiring faculty to place the needs of the child first, setting high expectations, and instilling an attitude that all students can succeed in school, Breakthrough creates a culture that fosters achievement. These efforts have helped lead its students to academic success. For example, in 2010, Breakthrough students outperformed their peers at the state and city level with higher average test scores at each subject and grade level test. This is significant because 85 percent of Breakthrough students come from low-income families where academic success can be secondary to other personal challenges.

The success of the Breakthrough Charter Schools can also be attributed to their close relationship with the Cleveland Metropolitan School District. This relationship has helped ensure a positive learning environment for all students, and has allowed for a seamless transition for students from the traditional public school to a Breakthrough school.

The proven success of the Breakthrough makes them acutely qualified for a grant through the Charter School Program. I am confident that if awarded these funds, Breakthrough will continue to demonstrate student success.

Thank you for your consideration of their application.

Sincerely,



Sherrod Brown  
United States Senator

ROB PORTMAN  
OHIO

## United States Senate

WASHINGTON, DC 20510

COMMITTEES  
ARMED SERVICES  
BUDGET  
ENERGY AND  
NATURAL RESOURCES  
HOMELAND SECURITY  
AND GOVERNMENTAL AFFAIRS

August 2, 2011

Mr. James H. Shelton III  
Assistant Deputy Secretary  
Office of Innovation and Improvement  
U.S. Department of Education  
400 Maryland Ave., S.W.  
Washington, D.C. 20202

Dear Mr. Shelton,

I write to bring to your attention the competitive grant application submitted by Breakthrough Public Charter Schools (Breakthrough) for consideration in the funding opportunity *Charter Schools Program: Grants for Replication and Expansion of High-Quality Charter Schools*.

Breakthrough seeks funding to expand its capacity by opening 16 new high-performing schools over the next ten years across Cleveland's underserved neighborhoods. Financial assistance will provide for the planning, program design, initial implementation, and expansion.

Please give all due consideration to this request. If there are any questions, please contact my grants coordinator, Linda Greenwood at (419) 259-3895. Thank you.

Sincerely,



Rob Portman  
United States Senator

338 RUSSELL SENATE OFFICE BUILDING  
WASHINGTON, DC 20510  
PHONE: (202) 224-3353

36 EAST 7TH STREET  
SUITE 2615  
CINCINNATI, OH 45202  
PHONE: (513) 684-3265

1240 EAST 9TH STREET  
SUITE 3061  
CLEVELAND, OH 44199  
PHONE: (216) 522-7095

37 WEST BROAD STREET  
SUITE 300  
COLUMBUS, OH 43215  
PHONE: (614) 469-6774

420 MADISON AVENUE  
SUITE 1210  
TOLEDO, OH 43604  
PHONE: (419) 259-3895

**MARCIA L. FUDGE**  
11TH DISTRICT, OHIO

COMMITTEES:  
**AGRICULTURE**

RANKING MEMBER, SUBCOMMITTEE ON  
DEPARTMENT OPERATIONS, OVERSIGHT, AND CREDIT

SUBCOMMITTEE ON CONSERVATION,  
ENERGY, AND FORESTRY

**SCIENCE, SPACE, AND TECHNOLOGY**

SUBCOMMITTEE ON SPACE AND AERONAUTICS

E-MAIL VIA WEBSITE:  
<http://fudge.house.gov>

August 1, 2011

Mr. James H. Shelton III  
Assistant Deputy Secretary  
Office of Innovation and Improvement  
U.S. Department of Education  
400 Maryland Ave., SW  
Washington, DC 20202

Dear Deputy Secretary Shelton:

I write to express my support for Breakthrough Public Charter Schools' recently submitted proposal for the Charter Schools Program (CSP) Grants for Replication and Expansion of High Quality Charter Schools.

Breakthrough Public Charter Schools (Breakthrough) is a nationally recognized network of high-performing, free, public charter schools in Cleveland, Ohio. Currently serving more than 1,100 K-8 students across four schools, with two additional schools scheduled to open in just a few weeks serving 300 additional children, Breakthrough's mission is to provide sustainable, high-quality schools in Cleveland's under-served neighborhoods, ensuring all students have access to an outstanding college preparatory education. By combining these principles with its unique educational models, Breakthrough has been able to deliver an innovative portfolio of effective educational options to the Cleveland community and its students.

The purpose of this competition is to award grants to eligible applicants to enable them to replicate or expand high-quality charter schools with demonstrated records of success, including success in increasing student academic achievement. With its unique approach and strong relationship with the Cleveland Municipal School District, Breakthrough has quickly established a strong record of improving academic performance for all of its students. For example, in 2010, Breakthrough students --over 90% African American and over 85% low-income -- significantly outperformed Ohio public school students (urban and suburban) on average, on every single aptitude test, at every single grade level.

As you consider proposals related to this initiative, I respectfully ask that you give strong consideration to the qualifications offered by Breakthrough. Thank you for your consideration of their application. Please do not hesitate to contact me or my staff if you need any additional information or have any questions.

Sincerely,



Marcia L. Fudge  
Member of Congress

WASHINGTON OFFICE:  
U.S. HOUSE OF REPRESENTATIVES  
1019 LONGWORTH HOUSE OFFICE BUILDING  
WASHINGTON, DC 20515  
(202) 225-7032  
(202) 225-1339 FAX

DISTRICT OFFICE  
RICHMOND HIGHLAND CENTER  
4834 RICHMOND ROAD  
SUITE 150  
WARRENSVILLE HEIGHTS, OH 44128  
(216) 522-4900  
(216) 522-4908 FAX

**Congress of the United States**  
**House of Representatives**  
**Washington, DC 20515**

JAMES B. RENACCI  
16TH DISTRICT, OHIO

FINANCIAL SERVICES COMMITTEE  
SUBCOMMITTEES  
VICE CHAIRMAN,  
FINANCIAL INSTITUTIONS AND  
CONSUMER CREDIT  
OVERSIGHT AND INVESTIGATIONS

Congress of the United States  
House of Representatives

Washington, DC 20515-3516

July 19, 2011

130 CANNON HOUSE OFFICE BUILDING  
WASHINGTON, DC 20515  
(202) 225-3876

4150 BELDEN VILLAGE STREET  
SUITE 408  
CANTON, OH 44718  
(330) 489-4414

Mr. James H. Shelton III  
Assistant Deputy Secretary  
Office of Innovation and Improvement  
U.S. Department of Education  
400 Maryland Ave., SW  
Washington, DC 20202

Dear Deputy Secretary Shelton:

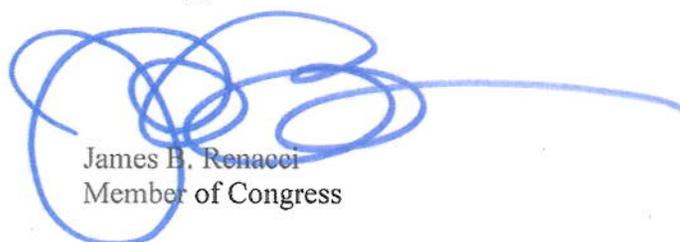
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As you consider proposals related to this initiative, I respectfully ask that you give strong consideration to the qualifications offered by Breakthrough. Thank you for your consideration of their application. Please do not hesitate to contact me or my staff if you need any additional information or have any questions.

Sincerely,



James B. Renacci  
Member of Congress



August 4, 2011

Mr. James H. Shelton III  
Assistant Deputy Secretary  
Office of Innovation and Improvement  
U.S. Department of Education  
400 Maryland Ave., SW  
Washington, DC 20202

Dear Deputy Secretary Shelton:

I write to express my support for Breakthrough Public Charter Schools' recently submitted proposal for the Charter Schools Program (CSP) Grants for Replication and Expansion of High Quality Charter Schools.

Breakthrough Public Charter Schools (Breakthrough) is a nationally recognized network of high-performing, free, public charter schools in Cleveland, Ohio. Currently serving more than 1,100 K-8 students across four schools, with two additional schools scheduled to open in just a few weeks serving 300 additional children, Breakthrough's mission is to provide sustainable, high-quality schools in Cleveland's under-served neighborhoods, ensuring all students have access to an outstanding college preparatory education. By combining these principles with its unique educational models, Breakthrough has been able to deliver an innovative portfolio of effective educational options to the Cleveland community and its students.

The purpose of this competition is to award grants to eligible applicants to enable them to replicate or expand high-quality charter schools with demonstrated records of success, including success in increasing student academic achievement. With its unique approach and strong relationship with the Cleveland Municipal School District, Breakthrough has quickly established a strong record of improving academic performance for all of its students. For example, in 2010, Breakthrough students – over 95% minority and over 85% low-income – significantly outperformed Ohio public school students (urban and suburban) on average, on every single aptitude test, at every single grade level.

As you evaluate proposals related to this initiative, I respectfully ask that you give strong consideration to the qualifications offered by Breakthrough. Thank you for your consideration of their application. Please do not hesitate to contact me or my staff if you need any additional information or have any questions.

Sincerely,

Ronald B. Richard  
President and CEO

216.241.3114 1845 GUILDHALL BUILDING

Fax 216.241.6560 45 PROSPECT AVENUE WEST

CLEVELAND, OHIO 44115

The George Gund Foundation

August 2, 2011

Mr. James H. Shelton III  
Assistant Deputy Secretary  
Office of Innovation and Improvement  
U.S. Department of Education  
400 Maryland Ave., SW  
Washington, DC 20202

Dear Assistant Deputy Secretary Shelton:

We write to express our support for Breakthrough Charter Schools' recently submitted proposal for the Charter Schools Program (CSP) Grants for Replication and Expansion of High Quality Charter Schools.

In 2008, three of the highest performing, independent charter schools in Cleveland—Citizens' Academy, The Intergenerational School and Zealous Schools (oversees E Prep and Village Prep)—undertook a formal study to explore opportunities for collaboration in the areas of operations, fundraising, expansion and strategic partnerships. This effort, supported by the George Gund, Cleveland and Martha Holden Jennings Foundations, was driven by the recognition that the success of each school is hampered by severe financial constraints: charter schools in Ohio receive only two-thirds the funding of traditional public schools and no additional funding for facilities. The study convinced the schools that creating a charter management organization—Breakthrough Charter Schools—would drive down each school's per student cost, improve operational capacity and professionalism and create a platform for growth.

Breakthrough Charter Schools currently serves more than 1,100 children across its four schools, with two additional schools opening this fall with 300 additional children. Breakthrough ultimately plans to open 20 schools by 2020 and serve 7,000 Cleveland students. Breakthrough's mission is to provide sustainable, high-quality schools in Cleveland's under-served neighborhoods (over 80 percent of Breakthrough's students are low-income and 95 percent are minority), ensuring all students have access to an outstanding college preparatory education. The schools have exemplary track records: students outperform local and state peers on every standardized achievement exam, most student growth measures and student attendance, and demand by Cleveland parents for these schools continues to grow.

Mr. James H. Shelton III  
August 2, 2011  
Page 2

Breakthrough has also been able to forge a unique partnership with the Cleveland Municipal School District (CMSD), which sponsors the Breakthrough schools, leases building space to one of the schools and recently sold buildings to Breakthrough. This is a first for the CMSD and the only example in the state of authentic district/charter collaboration.

The purpose of this competition is to award grants to eligible applicants to enable them to replicate or expand high-quality charter schools with demonstrated records of success, including success in increasing student academic achievement. With its unique approach and strong relationship with our public school district, Breakthrough has been able to deliver an innovative portfolio of schools and quickly establish a strong record of improving academic performance for all of its students. As you evaluate proposals related to this initiative, we respectfully ask that you give strong consideration to the qualifications offered by Breakthrough.

Thank you for your consideration of Breakthrough's application. Please do not hesitate to contact us if you need any additional information or have any questions.

Sincerely,



David T. Abbott  
Executive Director



Ann K. Mullin  
Senior Program Officer

DTA/AKM



**Eric S. Gordon**  
Chief Executive Officer

1380 East Sixth Street, Cleveland, OH 44114 · 216.574-8500 · Fax 216.574-2140 · www.cmsdnet.net

**Eric S. Gordon**  
Chief Executive Officer

**Board of Education**  
Denise W. Link  
Board Chair

Louise P. Dempsey  
Vice Chair

Patricia Crutchfield  
Robert M. Heard, Sr.  
Shaletta T. Mitchell  
Willetta A. Milam  
Iris M. Rodriguez  
Eric L. Wobser

**Ex Officio Members**  
Dr. Ronald M. Berkman  
Dr. Jerry Sue Thornton

July 19, 2011

Mr. James H. Shelton III  
Assistant Deputy Secretary  
Office of Innovation and Improvement  
U.S. Department of Education  
400 Maryland Ave., SW  
Washington, DC 20202

Dear Deputy Secretary Shelton:

The Cleveland Metropolitan School District supports Breakthrough Public Charter Schools' recently submitted proposal for the Charter Schools Program (CSP) Grants for Replication and Expansion of High Quality Charter Schools.

Breakthrough Public Charter Schools (Breakthrough) is a nationally recognized network of high-performing, free, public charter schools in Cleveland, Ohio sponsored and supported by our district. Currently serving more than 1,100 K-8 students across four schools, with two additional schools scheduled to open in just a few weeks serving 300 additional children, Breakthrough's mission is to provide sustainable, high-quality schools in Cleveland's under-served neighborhoods, ensuring all students have access to an outstanding college preparatory education. By combining these principles with its unique educational models, Breakthrough has been able to deliver an innovative portfolio of effective educational options to the Cleveland community and its students.

The purpose of this competition is to award grants to eligible applicants to enable them to replicate or expand high-quality charter schools with demonstrated records of success, including success in increasing student academic achievement. With its unique approach and strong relationship with the Cleveland Metropolitan School District, Breakthrough has quickly established a strong record of improving academic performance for all of its students. For example, in 2010, Breakthrough students –over 90% African American and over 85% low-income, significantly outperformed Ohio public school students (urban and suburban) on average, on every single state test, at every single grade level. As you consider proposals related to this initiative, I respectfully ask that you give strong consideration to the qualifications offered by Breakthrough.

Thank you for your consideration of their application. Please do not hesitate to contact me or my staff if you need any additional information or have any questions.

Sincerely,

Eric S. Gordon  
Chief Executive Officer



JOHN R. KASICH  
GOVERNOR  
STATE OF OHIO

August 1, 2011

Mr. James H. Shelton III  
Assistant Deputy Secretary  
Office of Innovation and Improvement  
U.S. Department of Education  
400 Maryland Ave., SW  
Washington, DC 20202

Dear Deputy Secretary Shelton:

It is with pleasure that I provide this support letter for Breakthrough Public Charter Schools' recently submitted proposal for the Charter Schools Program (CSP) Grants for Replication and Expansion of High Quality Charter Schools.

Breakthrough Public Charter Schools (Breakthrough) is a nationally recognized network of high-performing, free, public charter schools in Cleveland, Ohio. Currently serving more than 1,100 K-8 students across four schools, with two additional schools scheduled to open in just a few weeks serving 300 additional children, Breakthrough's mission is to provide sustainable, high-quality schools in Cleveland's under-served neighborhoods, ensuring all students have access to an outstanding college preparatory education. By combining these principles with its unique educational models, Breakthrough has been able to deliver an innovative portfolio of effective educational options to the Cleveland community and its students.

Your efforts to replicate and expand high-quality charter schools with demonstrated records of success, including success in increasing student academic achievement are appreciated in Ohio. Breakthrough has a well-established track record of success. Your support of their efforts would advance your mission, expand great schools, and ultimately benefit Ohio children. I especially appreciate the unique and strong relationship Breakthrough has with the Cleveland Municipal School District.

I respectfully ask that you give strong consideration to the qualifications offered by Breakthrough. Thank you for your consideration of their application. Please do not hesitate to contact me if you need any additional information or have any questions.

Respectfully,

A handwritten signature in black ink, appearing to read "Robert D. Sommers".

Robert D. Sommers, Ph. D.  
Director, Governor's Office of 21<sup>st</sup> Century Education



**Ohio Senate**  
Senate Building  
1 Capitol Square  
Columbus, Ohio 43215  
SD06@senate.state.oh.us  
(614) 466-4538

**Peggy B. Lehner**  
State Senator  
6th District

Mr. James H. Shelton III  
Assistant Deputy Secretary  
Office of Innovation and Improvement  
U.S. Department of Education  
400 Maryland Ave., SW  
Washington, DC 20202

Dear Deputy Secretary Shelton:

I write to express my support for Breakthrough Public Charter Schools' recently submitted proposal for the Charter Schools Program (CSP) Grants for Replication and Expansion of High Quality Charter Schools.

Breakthrough Public Charter Schools (Breakthrough) is a nationally recognized network of high-performing, free, public charter schools in Cleveland, Ohio. Currently serving more than 1,100 K-8 students across four schools, with two additional schools scheduled to open in just a few weeks serving 300 additional children, Breakthrough's mission is to provide sustainable, high-quality schools in Cleveland's under-served neighborhoods, ensuring all students have access to an outstanding college preparatory education. By combining these principles with its unique educational models, Breakthrough has been able to deliver an innovative portfolio of effective educational options to the Cleveland community and its students.

The purpose of this competition is to award grants to eligible applicants to enable them to replicate or expand high-quality charter schools with demonstrated records of success, including success in increasing student academic achievement. With its unique approach and strong relationship with the Cleveland Municipal School District, Breakthrough has quickly established a strong record of improving academic performance for all of its students. For example, in 2010, Breakthrough students -- over 90% African American and over 85% low-income -- significantly outperformed Ohio public school students (urban and suburban) on average, on every single aptitude test, at every single grade level. As you consider proposals related to this initiative, I respectfully ask that you give strong consideration to the qualifications offered by Breakthrough. Thank you for your consideration of their application. Please do not hesitate to contact me or my staff if you need any additional information or have any questions.

Sincerely,

A handwritten signature in cursive script that reads "Peggy Lehner".

State Senator Peggy Lehner  
Senate Chair of Education Committee  
6<sup>th</sup> Senate District



**Ohio Senate**  
Senate Building  
1 Capitol Square  
Columbus, Ohio 43215  
(614) 644-7613  
SD13@senate.state.oh.us

**Committees:**  
Education, Vice Chair  
Agriculture, Environment and Natural Resources  
Government Oversight and Reform  
Ways and Means and Economic Development

**Gayle L. Manning**  
State Senator  
13th District

July 21, 2011

Mr. James H. Shelton III  
Assistant Deputy Secretary  
Office of Innovation and Improvement  
U.S. Department of Education  
400 Maryland Ave., SW  
Washington, DC 20202

Dear Deputy Secretary Shelton:

I am writing to express my strong support for Breakthrough Charter Schools' application for the Charter Schools Program (CSP) Grants for Replication and Expansion of High Quality Charter Schools. I believe that the CSP grant will greatly assist Breakthrough Charter Schools (BCS) in reaching more under-privileged and low-income students in the greater Cleveland area and provide them with the opportunity to succeed. I have had the privilege to visit BCS and have seen first hand the hard work the teachers and faculty invest in their students and schools, all in the effort of bettering the Cleveland community.

Every student deserves a high quality education that provides a solid foundation for their future life choices. BCS currently serves over 1,100 students across four campuses in the Cleveland area. It is my understanding that they plan to open sixteen new schools in the next ten years, with hopes of serving nearly 7,000 students. BCS has demonstrated an outstanding track record of student success that not only gives real school choice to its local community, but can also serve as a national model for other urban cities like Cleveland across the country.

I applaud the efforts of Breakthrough Charter Schools as they continue to strive for academic success for all students. Thank you for your consideration of this request. If I can provide further information, please do not hesitate to contact me.

Sincerely,

A handwritten signature in cursive script that reads "Gayle L. Manning".

Gayle Manning  
State Senator  
13<sup>th</sup> Senate District



**Senator Nina Turner**  
25th District

**Ohio Senate**  
Statehouse  
1 Capitol Square  
Columbus, Ohio 43215  
Phone 614-466-4583  
Fax 614-644-6164  
senatorturner@maild.sen.state.oh.us

July 22, 2011

Mr. James H. Shelton III  
Assistant Deputy Secretary  
Office of Innovation and Improvement  
U.S. Department of Education  
400 Maryland Ave., SW  
Washington, DC 20202

Dear Deputy Secretary Shelton:

I write to extend my support for Breakthrough Public Charter Schools' recently submitted proposal for the Charter Schools Program (CSP) Grants for Replication and Expansion of High Quality Charter Schools.

Breakthrough Public Charter Schools is a nationally recognized network of free, high-performing, public charter schools; Breakthrough's mission is to provide sustainable, high-quality schools in Cleveland's under-served neighborhoods, ensuring all students have access to an outstanding college preparatory education. With its unique approach and strong relationship with the Cleveland Municipal School District (CMSD), Breakthrough has established a strong record of improving academic achievement performance for all of its students.

Moreover, Breakthrough has a structured plan to ultimately develop 16 new high-performing schools over the next ten years across Cleveland, serving nearly 7,000 students. This grant will greatly ease the pressure to fill a funding gap and shift the philanthropic focus to securing and improving facilities and important initiatives outside of their current school budgets. Breakthrough Public Charter Schools have a unique opportunity, to continue their collaborative relationship with CMSD, and create an atmosphere of shared excellence that could be an exceptional example for the country.

As you consider proposals related to this initiative, I respectfully ask that you give strong consideration to the qualifications offered by Breakthrough Public Charter Schools; they are an ideal candidate to be the first charter management organization in Ohio to receive funding through the Charter School Program Replication grant. Again, thank you for your consideration and if you need additional information or have any questions, please do not hesitate to contact me at (614) 466-4583.

All the best,

A handwritten signature in black ink, appearing to read "Nina Turner", followed by a horizontal line extending to the right.

**NINA TURNER**  
STATE SENATOR  
25<sup>TH</sup> DISTRICT



**Representative Bill Patmon**  
10<sup>th</sup> District

July 28, 2011  
Mr. James H. Shelton III  
Assistant Deputy Secretary  
Office of Innovation and Improvement  
U.S. Department of Education  
400 Maryland Ave., SW  
Washington, DC 20202

Dear Deputy Secretary Shelton:

I write to express my support for Breakthrough Public Charter Schools' recently submitted proposal for the Charter Schools Program (CSP) Grants for Replication and Expansion of High Quality Charter Schools.

Breakthrough Public Charter Schools is a nationally recognized network of high-performing, free, public charter schools in Cleveland, Ohio. Currently serving more than 1,100 K-8 students across four schools, with two additional schools scheduled to open in the fall of the 2011-2012 school year. Breakthrough's mission is to provide sustainable, high-quality schools in Cleveland's under-served neighborhoods, ensuring all students access to outstanding college preparatory education. By combining these principles with unique educational models, Breakthrough has been able to deliver an innovative portfolio of effective educational options to the Cleveland community and its students.

The purpose of this competition is to award grants to eligible applicants to enable them to replicate or expand high-quality charter schools with demonstrated records of success, including success in increasing student academic achievement. With its unique approach and strong relationship in the Cleveland Municipal School District, Breakthrough has quickly established a strong record of improving academic performance for all of its students.

As you consider proposals related to this initiative, I respectfully ask that you give strong consideration to the qualifications offered by Breakthrough. Thank you for your consideration of their application. Please do not hesitate to contact me or my staff if you need any additional information or have any questions; [district10@ohstate.oh.us](mailto:district10@ohstate.oh.us) or 614-466-7954.

Sincerely,

A handwritten signature in blue ink that reads "Bill Patmon".

Bill Patmon  
Representative D-10

**Committees:**

- Education
- State Government and Elections
- Transportation, Public Safety and Homeland Security.

[www.house.state.oh.us](http://www.house.state.oh.us)  
77 S. High Street, Columbus, Ohio 43215-6111

PR/Award # U282M110014

Page e121

**Contact Information:**

Office: 614-466-7954  
FAX: 614-719-0010  
Email: [district10@ohr.state.oh.us](mailto:district10@ohr.state.oh.us)



City of Cleveland  
Office of the Council

*Martin J. Sweeney*  
President of City Council

July 20, 2011

Mr. James H. Shelton III  
Assistant Deputy Secretary  
Office of Innovation and Improvement  
U.S. Department of Education  
400 Maryland Ave., SW  
Washington, DC 20202

Dear Deputy Secretary Shelton:

I write to express my support for Breakthrough Public Charter Schools' recently submitted proposal for the Charter Schools Program (CSP) Grants for Replication and Expansion of High Quality Charter Schools.

Breakthrough Public Charter Schools (Breakthrough) is a nationally recognized network of high-performing, free, public charter schools in Cleveland, Ohio. Currently serving more than 1,100 K-8 students across four schools, with two additional schools scheduled to open in just a few weeks serving 300 additional children, Breakthrough's mission is to provide sustainable, high-quality schools in Cleveland's under-served neighborhoods, ensuring all students have access to an outstanding college preparatory education. By combining these principles with its unique educational models, Breakthrough has been able to deliver an innovative portfolio of effective educational options to the Cleveland community and its students.

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Thank you for your consideration of their application. Please do not hesitate to contact me or my staff if you need any additional information or have any questions.

Sincerely,

Martin J. Sweeney  
Cleveland City Council President



# City of Cleveland

## Office of the Council

*Jeffrey D. Johnson*

Councilman, Ward 8

*Committees: Community & Economic Development • Aviation & Transportation •*

*Employment, Affirmative Action & Training • Health and Human Services, Vice-Chair*

July 22, 2011

Mr. James H. Shelton III  
 Assistant Deputy Secretary  
 Office of Innovation and Improvement  
 U.S. Department of Education  
 400 Maryland Ave., SW  
 Washington, DC 20202

Dear Deputy Secretary Shelton:

I write to express my support for Breakthrough Public Charter Schools' recently submitted proposal for the Charter Schools Program (CSP) Grants for Replication and Expansion of High Quality Charter Schools.

Breakthrough Public Charter Schools (Breakthrough) is a nationally recognized network of high-performing, free, public charter schools in Cleveland, Ohio. Currently serving more than 1,100 K-8 students across four schools, with two additional schools scheduled to open in just a few weeks serving 300 additional children, Breakthrough's mission is to provide sustainable, high-quality schools in Cleveland's under-served neighborhoods, ensuring all students have access to an outstanding college preparatory education. By combining these principles with its unique educational models, Breakthrough has been able to deliver an innovative portfolio of effective educational options to the Cleveland community and its students.

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As you evaluate proposals related to this initiative, I respectfully ask that you give strong consideration to the qualifications offered by Breakthrough. Thank you for your consideration of their application. Please do not hesitate to contact me or my staff if you need any additional information or have any questions.

Sincerely,

Jeffrey D. Johnson  
 Councilman, Ward 8

August 2, 2011

Mr. James H. Shelton III  
Assistant Deputy Secretary  
Office of Innovation and Improvement  
U.S. Department of Education  
400 Maryland Ave., SW  
Washington, DC 20202



1240 Huron Road E, Suite 300  
Cleveland, Ohio 44115

p 216.621.3300 • f 216.621.6013  
www.gcpartnership.com

Dear Deputy Secretary Shelton:

I write to express my support for Breakthrough Public Charter Schools' recently submitted proposal for the Charter Schools Program (CSP) Grants for Replication and Expansion of High Quality Charter Schools.

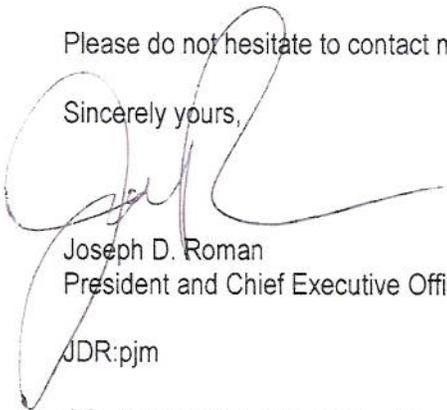
Breakthrough Public Charter Schools (Breakthrough) is a nationally recognized network of high-performing, free, public charter schools in Cleveland, Ohio. Currently serving more than 1,100 K-8 students across four schools, with two additional schools scheduled to open in just a few weeks serving 300 additional children, Breakthrough's mission is to provide sustainable, high-quality schools in Cleveland's under-served neighborhoods, ensuring all students have access to an outstanding college preparatory education. By combining these principles with its unique educational models, Breakthrough has been able to deliver an innovative portfolio of effective educational options to the Cleveland community and its students.

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As you evaluate proposals related to this initiative, I respectfully ask that you give strong consideration to the qualifications offered by Breakthrough. Thank you for your consideration of their application.

Please do not hesitate to contact me with questions or for additional information.

Sincerely yours,



Joseph D. Roman  
President and Chief Executive Officer

JDR:pjm

CC: Robert Kilo, Advocacy, Friends of Breakthrough Schools  
John Zitzner, President, Friends of Breakthrough

NELSON SMITH  
230 WILLIS DRIVE  
SHEPHERDSTOWN, WEST VIRGINIA 25443

August 1, 2011

Mr. James H. Shelton III  
Assistant Deputy Secretary  
Office of Innovation and Improvement  
U.S. Department of Education  
400 Maryland Ave., S.W.  
Washington D.C. 20202

Dear Asst. Secretary Shelton:

It is with great enthusiasm that I write in support of Breakthrough Charter Schools' application for replication funding under the federal Charter Schools Program.

As the former President and CEO of the National Alliance for Public Charter Schools, I have known many of the school leadership for many years, and as colleagues in the creation of the quality-focused Ohio Alliance for Public Charter Schools. The Breakthrough team includes many with impressive records. But I wanted to write for another reason: I believe it's critical that the U.S. Department of Education and other funders invest in this type of venture, which is a "breakthrough" in several senses of the word.

We know that it is imperative to improve the performance of public charter schools, and that one way to do this is through replication of our strongest models. Those certainly include the familiar and established networks that have raised achievement levels in urban centers throughout the country. But it should also prominently include early replicators: the locally-focused networks that are formed by one or more excellent schools coming together to serve more students who desperately need new public school options in a particular community.

In this case, Breakthrough is bringing together three high-performing charters to create a new entity that will expand to 20 schools and serve more than 7,000 students, in a city where students have long been denied world-class educational opportunities. Most remarkably, you're doing this in cooperation with leadership of the Cleveland school district, a phenomenon that is regrettably rare in today's education landscape.

I have strong confidence that this approach will succeed, and hope that the Secretary and those who review this application will agree that Breakthrough Charter Schools deserves support.

Sincerely,



Nelson Smith



James L. Hambrick  
Chairman  
President and Chief Executive Officer

July 25, 2011

Mr. James H. Shelton III  
Assistant Deputy Secretary  
Office of Innovation and Improvement  
U.S. Department of Education  
400 Maryland Ave., SW  
Washington, DC 20202

Dear Deputy Secretary Shelton:

I write to express my support for Breakthrough Public Charter Schools (Breakthrough) and their recently submitted proposal for the Charter Schools Program (CSP) Grants for Replication and Expansion of High Quality Charter Schools.

The purpose of this competition is to award grants to eligible applicants, enabling them to replicate or expand high-quality charter schools with demonstrated records of success, including increased student academic achievement. With its unique approach and strong relationship with the Cleveland Municipal School District, Breakthrough has quickly established a strong record of improving academic performance for all of its students. For example, in 2010, Breakthrough students — over 95% minority and over 85% low-income — significantly outperformed Ohio public school students (urban and suburban) on average, on every single aptitude test, at every single grade level.

Breakthrough is a nationally recognized network of high-performing, free, public charter schools in Cleveland, Ohio. Currently serving more than 1,100 K-8 students across four schools, with two additional schools scheduled to open in just a few weeks serving 300 additional children, Breakthrough's mission is to provide sustainable, high-quality schools in Cleveland's under-served neighborhoods, ensuring all students have access to an outstanding college preparatory education. By combining these principles with its unique educational models, Breakthrough has been able to deliver an innovative portfolio of effective educational options to the Cleveland community and its students.

As you evaluate proposals related to this initiative, I encourage you to give strong consideration to the qualifications offered by Breakthrough. Please do not hesitate to contact me if you would like to further discuss my comments.

Sincerely,

A handwritten signature in blue ink that reads "James L. Hambrick". The signature is fluid and cursive, with the first name being the most prominent.

James L. Hambrick

The Lubrizol Corporation  
29400 Lakeland Boulevard  
Wickliffe, Ohio 44092-2298  
Telephone: 440.347.5474  
Fax: 440.347.1648  
www.lubrizol.com

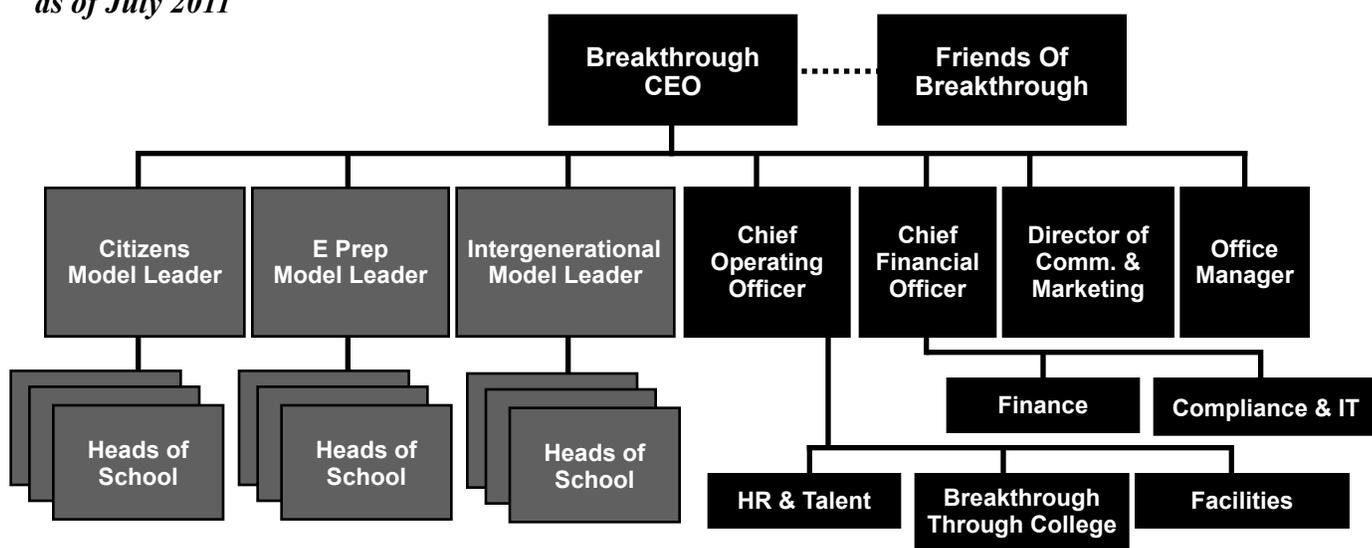
## Breakthrough Schools: Common and Unique Educational Practices

Our three school models share many principles common to the highest performing charters, and have also developed educational programs unique to their school model.

Educational Principles & Practices	Citizens School Model	E Prep School Model	Intergenerational School Model
Children-first focus -- always put children's needs first in every decision	Yes	Yes	Yes
Shared belief among staff and leadership that <b>all</b> students can excel	Yes	Yes	Yes
Culture of high expectations for everyone from our students to our boards	Yes	Yes	Yes
Dedication to using data-driven instruction to continuously improve	Yes	Yes	Yes
Clearly and visibly articulate and display core school values throughout the school	Yes	Yes	Yes
Prominently display excellent student work and school and student progress	Yes	Yes	Yes
Leading technology and SMART Board use in classrooms	Yes	Yes	Yes
Actively engage parents, families, and community volunteers	Yes	Yes	Yes
Explicit focus on college prep	Yes	Yes	Yes
Ungraded, multi-age, flexible skill-based student groupings	No	No	Yes
Virtue-centered school culture with an integrated citizenship curriculum	Yes	No	No
Enforce a highly structured, disciplined no-excuses school culture	No	Yes	No
Home visits made by faculty and staff to every single family at the start of the year	Yes	No	No
Older citizens serve regularly as tutors and each class adopts & develops an ongoing relationship with a senior living facility	No	No	Yes
Integrated entrepreneurship curriculum	No	Yes	No

*This table is sampling of the many common, best-practices our schools share, as well as the many unique and innovative practices defining their individual school models.*

**Breakthrough Organizational Chart**  
*as of July 2011*







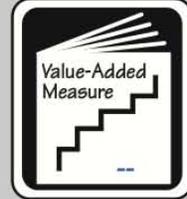
# Cleveland Entrepreneurship Preparatory School



1417 E 36th St Fl 2, Cleveland, OH 44114-4116 - Grades - Cuyahoga County

## 2009-2010 School Year Report Card

Current Administrator: Patricia Markovic 216-456-2080



† Students enrolled in Title I schools in School Improvement may be eligible for Public School Choice or Supplemental Educational Services. Contact your school for specific options available to your child.

The School Report Card for the 2009-2010 school year shows the progress schools have made based on four measures of performance.



The combination of the four measures is the basis for assigning state designations to districts, buildings and community schools.

The six designations are

- Excellent with Distinction
- Excellent
- Effective
- Continuous Improvement
- Academic Watch
- Academic Emergency



To meet a test indicator for grades 3-8 and 10, at least 75% of students tested must score proficient or higher on that test. Other indicator requirements are: 11th grade Ohio Graduation Tests, 85%; Attendance Rate, 93%; Graduation Rate, 90%.

On the Web: [reportcard.ohio.gov](http://reportcard.ohio.gov)

State Indicators	Percentage of Students at and above the Proficient Level		
	Your School 2009-2010	School Comparison Group* 2009-2010	State 2009-2010
<b>3rd Grade Achievement</b>	<i>The state requirement is 75 percent</i>		
1. Reading	--	54.4 %	78.4 %
2. Mathematics	--	51.4 %	76.9 %
<b>4th Grade Achievement</b>	<i>The state requirement is 75 percent</i>		
3. Reading	--	56.4 %	81 %
4. Mathematics	--	45.6 %	76.2 %
<b>5th Grade Achievement</b>	<i>The state requirement is 75 percent</i>		
5. Reading	--	39.6 %	71.8 %
6. Mathematics	--	28.8 %	67 %
7. Science	--	26.7 %	69.9 %
<b>6th Grade Achievement</b>	<i>The state requirement is 75 percent</i>		
8. Reading	83.1 % ✓	63.1 %	84.1 %
9. Mathematics	75.0 % ✓	44.8 %	77.4 %
<b>7th Grade Achievement</b>	<i>The state requirement is 75 percent</i>		
10. Reading	88.8 % ✓	58.9 %	80.2 %
11. Mathematics	70.0 %	39.3 %	71.1 %
<b>8th Grade Achievement</b>	<i>The state requirement is 75 percent</i>		
12. Reading	92.9 % ✓	61.4 %	80.9 %
13. Mathematics	76.2 % ✓	41.0 %	69.2 %
14. Science	78.6 % ✓	28.7 %	64.8 %
<b>Ohio Graduation Tests (10th Grade)</b>	<i>The state requirement is 75 percent</i>		
15. Reading	--	63.8 %	83 %
16. Mathematics	--	58.2 %	80.4 %
17. Writing	--	67.2 %	84.1 %
18. Science	--	44.4 %	73 %
19. Social Studies	--	54.8 %	79.6 %
<b>Ohio Graduation Tests (11th Grade) **</b>	<i>The state requirement is 85 percent</i>		
20. Reading	--	86.8 %	91.6 %
21. Mathematics	--	78.1 %	89.2 %
22. Writing	--	92.2 %	93.2 %
23. Science	--	68.0 %	85.1 %
24. Social Studies	--	76.4 %	88.7 %
<b>Attendance Rate</b>	<i>The state requirement is 93 percent</i>		
25. All Grades	94.5 % ✓	91.7 %	94.3 %
<b>2008-09 Graduation Rate</b>	<i>The state requirement is 90 percent</i>		
26. School	--	54.3 %	83 %

Any result at or above the state standard is indicated by a ✓  
 \* Your school comparison group is based on the performance of all schools in Cleveland Municipal  
 \*\* Cumulative results for students who took the tests as 10th or 11th graders. -- = Not Calculated/Not Displayed when there are fewer than 10 in the group.

# Village Preparatory School



1417 E 36th St Fl 2, Cleveland, OH 44114-4116 - Grades - Cuyahoga County

## 2009-2010 School Year Report Card

Current Administrator: Roxann Lozar 216-456-2080



Number of State Indicators Met out of 1  
**1**

Performance Index (0-120 points)  
**↑**

Adequate Yearly Progress (AYP)  
**Met**  
School Improvement **†**  
**OK**

Value-Added Measure  
**↑**

† Students enrolled in Title I schools in School Improvement may be eligible for Public School Choice or Supplemental Educational Services. Contact your school for specific options available to your child.

The School Report Card for the 2009-2010 school year shows the progress schools have made based on four measures of performance.



The combination of the four measures is the basis for assigning state designations to districts, buildings and community schools.

- The six designations are
- Excellent with Distinction
  - Excellent
  - Effective
  - Continuous Improvement
  - Academic Watch
  - Academic Emergency

**State Indicators**  
To meet a test indicator for grades 3-8 and 10, at least 75% of students tested must score proficient or higher on that test. Other indicator requirements are: 11th grade Ohio Graduation Tests, 85%; Attendance Rate, 93%; Graduation Rate, 90%.

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Any result at or above the state standard is indicated by a ✓  
\* Your school comparison group is based on the performance of all schools in Cleveland Municipal  
\*\* Cumulative results for students who took the tests as 10th or 11th graders. -- = Not Calculated/Not Displayed when there are fewer than 10 in the group.

On the Web: [reportcard.ohio.gov](http://reportcard.ohio.gov)





## **Cleveland Urban Teacher Residency Program™**

### Background

With 38,000 children attending failing schools in Cleveland, there is a desperate need for more high-quality schools. Three of Cleveland's highest performing charter public schools -- Citizens Academy, E Prep, and The Intergenerational School -- have partnered to form Breakthrough Charter Schools, a charter management organization focused on building a network of up to 20 college-preparatory schools in Cleveland over the next ten years, serving about 7000 children. **Developing a strong pipeline of talented teachers prepared to succeed in high-quality urban schools is critical to the success of this bold strategy.**

Breakthrough requires teachers that are passionate about changing the way urban students are educated. They must be absolutely committed to their students' academic success and personal development as responsible citizens. They should be creative, highly motivated, and have a sense of urgency, understanding that every moment in the school day matters. Our teachers also must be committed to working together, learning from each other, and doing whatever it takes to make sure each of their students succeeds. They must know how to build and maintain a culture of excellence and use data to individualize instruction for a wide range of ability levels.

Traditional teacher training programs are not attracting top talent nor adequately preparing teachers to succeed in the high expectations/no excuses cultures of the nation's highest-performing urban schools. It is little surprise, then, that roughly **50%** of urban public school teachers leave the profession within their first three years. Very few teacher education programs in Ohio focus on preparing teachers for high-needs, high-poverty urban classrooms.

### The Program

The **Cleveland Urban Teacher Residency Program™** is being designed at this time in collaboration with Ursuline College. The innovative approach to teacher training is based on a rapidly emerging national model that provides aspiring teachers the academic foundation and the experiential learning necessary to excel in high-quality urban schools. Because it is showing very promising results, the UTR model has gained attention from both the federal government and major national funders. The Cleveland program will be a rigorous graduate-level program leading to both a Master's degree in education and a State of Ohio teaching license. Resident candidates will gain hands-on experience by working four days a week in a Breakthrough school while completing graduate courses at Ursuline on the fifth day. The program will prepare 120 teachers to excel in high poverty, high-needs urban schools over the next five years.

Program activities include establishing and implementing the UTR curriculum, training mentor teachers to work with residents throughout the school year, training teacher coaches to work with newly inducted teachers for their first 2 years as the teacher of record, and offering on-going professional development to encourage leadership and career advancement within these schools.

## Objectives

- Prepare 120 teacher residents to teach in urban schools over the next five years
- Place and retain 120 high quality teachers in high-needs urban schools
- Provide the human capital needed to execute BCS's ambitious growth plan (BCS will need approximately 267 new teachers in the next five years)
- Increase student achievement levels and close Ohio's 30 percentage point achievement gap between urban and suburban students, in all Breakthrough schools
- Retain 85% of graduates teaching in Breakthrough schools at the three year mark (up from the national urban teacher retention rate of 30-50%)

## Innovations

- Unique Breakthrough-Ursuline partnership is an employer-driven, higher education-responsive program to meet dynamic market needs
- Strategies address teacher quality as the major factor in educational excellence and student achievement
- National recruitment will attract high caliber candidates to Cleveland, which, secondarily, will serve as an economic development strategy to attract and retain top talent to our region
- A housing subsidy will be built into the program, allowing teacher candidates to live across the street from one of the schools where train will occur
- A leadership development program is built into strategy, providing career ladders and other leadership opportunities for veteran teachers
- Graduates of our program will be tracked and program success will be based on their students' achievement and teacher retention
- Breakthrough instructional leaders will help with program design and will teach some graduate courses
- Ursuline's method for evaluating resident candidates will be aligned with Breakthrough's model of teacher evaluation
- A national advisory panel, including education leader Rick Hess, will consult on key elements of the program

Application Requirement E – Administrative Relationship with Authorized Chartering Agency

**Administrative relationship between the charter schools affiliated with Breakthrough Charter Schools, (“School”) and their authorized public charter agency, the Cleveland Municipal School District (“CMSD”)**

The School is responsible for submitting any modifications to its Articles of Incorporation, Appointment of Statutory Agent (if applicable), Code of Regulations, and Taxpayer Employer ID Number to CMSD in a timely manner (2).

The School submits to CMSD, within four months after the end of each school year, a report of its activities and progress in meeting the goals and standards and its financial status (7). This financial information includes data required by Auditor of State and structure and operations of the management company. CMSD is allowed to observe the School in operation at site visits and has open access to such visits upon 48 hours prior notice unless in case of an emergency (9).

The School, in writing, reports financials bi-monthly to CMSD. The School annually submits information regarding enrollment, staff and teacher turnover, expulsions and suspensions. The School is responsible for responding timely to CMSD’s inquiries regarding such information or other matters CMSD deems important in relation to its duties (8). A CMSD Representative will review the financial records at least once every two months at a regularly scheduled School Board of Directors meeting (44).

The School provides a financial plan to CMSD detailing an estimated annual school budget and specifying the total estimated per pupil expenditure amount per year. This plan includes information detailing the School’s internal financial controls (14).

CMSD has the authority to assume the operation of the School under conditions specified in section 3314.073 of the Ohio Revised Code (24).

The School must notify CMSD in writing prior to any proposed changes in members of the Governing Authority, including notice of new members’ names, qualifications, biographical information, addresses and phone numbers (31).

The School can not materially change its mission, ages and grades of students, the focus, and the characteristics of the student the school is expected to attract without prior written notice to CMSD and a thirty day opportunity for CMSD to comment or object (33).

The School notifies CMSD in writing of any change in assessment tools (including statewide proficiency tests and any other assessments required by law) (34).

Pursuant to the Ohio Revised Code Section 3314.03, each School pays CMSD 1.5% of the total amount of payments for operating expenses that the School receives from the State of Ohio, in consideration for the time, organization, monitoring, oversight, fees and costs that CMSD incurs (35).

Application Requirement E – Administrative Relationship with Authorized Chartering Agency

Representatives from the School meet with CMSD at least once yearly prior to the end of the School's fiscal year to review the terms and provisions of the sponsorship contract (41).

CMSD's Sponsorship Duties include notifying the Ohio Department of Education of their sponsorship agreement with the School. This documentation includes assurances that the School has both submitted a plan and demonstrated their capacity to provide special education and related services to student with disabilities, the School has a plan and procedures for administering the achievement and diagnostic assessments, School personnel have the necessary training, knowledge and resources to properly use and submit all relevant information for the collection of education data, the School will enroll at least the minimum number of students required by Ohio Revised Code and all classroom teachers are licensed in accordance with the relevant sections of the Ohio Revised Code (44).

CMSD ensures that each School hold the following: proof of property ownership or a lease for the facilities, a certificate of occupancy, liability insurance for the school, a satisfactory health and safety inspection, a satisfactory fire inspection and a valid food permit, if applicable (44).

CMSD will also perform the following: monitor the School's compliance with all applicable laws and with the terms of the contract, monitor and evaluate the academic and fiscal performance and the organization and operation of the School on at least an annual basis, report on an annual basis the results of the above evaluation, provide technical assistance to the School in complying with applicable laws and terms of the contract, take steps to intervene in the School's operations to correct problems in the School's overall performance and take necessary actions as a result, and has in place a plan of action to be undertaken in the event the School experiences financial difficulties or closes prior to the end of a school year (44).

## ED Abstract

Applicant: Breakthrough Charter Schools  
9711 Lamont Ave.  
Cleveland, OH 44106

Contact: Jessica Cohen  
216-373-2603  
jcohen@breakthroughcleveland.org

Title Expansion and replication of high-performing Cleveland charter schools within the Breakthrough Charter Schools network

Goals: Over the next five years, Breakthrough Charter Schools (BCS) will:

- Open eight new schools (serving grades K-8),
- Significantly expand three existing newly opened schools (serving grades K-8), and
- Significantly expand the eight new schools opened during the project as they all progress to full enrollment (adding a grade level each year)

All schools mentioned above will be or are in economically disadvantaged neighborhoods where public school district schools are under-performing. During the term of this grant BCS will augment the capacity of the CMO to support its member schools by integrating HR, accounting, email hosting and performance management tools. BCS will also foster network-wide leadership and teacher development through:

- Creation of in-house professional development for school staff who wish to advance to leadership positions
- Creation of an urban teacher residency program to ensure a strong stream of qualified teachers for new and expanding schools,
- Professional development of Teach for America corps members who take teaching positions in BCS schools

Expected Outcomes

In five years, BCS will be educating over 4,000 students. The eight new and three expanding schools will be highly rated by the Ohio Department of Education because of high levels of student achievement (at least 80% of students proficient in math and at least 85% of students proficient in reading). The network-wide weighted average school performance index score will be 94 (excluding year one of new schools). BCS will affect an increase in the ratio of students to CMO staff from 65 to at least 115 in five years. BCS will hire and retain 75% of the urban teacher residents upon the completion of their residency and 50% of TFA corps members upon the completion of their term of service.

Meeting the Purpose of CSP: This application meets the purpose of this grant because it addresses the expansion of several existing high-performing charter schools and the replication of those same schools. The schools that will be expanded and replicated are all managed by the charter management organization (CMO) known as Breakthrough Charter Schools, which has been successfully providing services to the schools for more than a year. The schools within the BCS network have received the highest ratings from the Ohio Department of Education- some showing high achievement going back ten years, before the formation of the CMO.

Attachment Regarding Proof of Nonprofit Status:

The attached documents demonstrate that Breakthrough Charter Schools is an Ohio non-profit corporation that is in good standing and has applied for tax exempt status with the Internal Revenue Service, and that said application is pending.

Attached are the following:

- Incorporation papers for "Zealous Schools", Ohio corporate Entity No. 1830067, dated January 15, 2009
- Amendment to Articles showing change of name from "Zealous Schools" to "Breakthrough Charter Schools" for Entity No. 1830067, dated May 3, 2010
- Certificate of Good Standing from the Ohio Secretary of State for Breakthrough Charter Schools
- Letter from Eastman & Smith Ltd. Attorneys at Law verifying the pending application for tax exemption which was filed on November 30, 2010



DATE:	DOCUMENT ID	DESCRIPTION	FILING	EXPED	PENALTY	CERT	COPY
01/18/2009	200901600326	DOMESTIC ARTICLES/NON-PROFIT (ARN)	125.00	.00	.00	.00	.00

**Receipt**

This is not a bill. Please do not remit payment.

EASTMAN & SMITH LTD.  
ONE SEAGATE, 24TH FLOOR  
P.O. BOX 10032  
TOLEDO, OH 43699-0032

**STATE OF OHIO  
CERTIFICATE**

**Ohio Secretary of State, Jennifer Brunner**

1830067

It is hereby certified that the Secretary of State of Ohio has custody of the business records for

**ZEALOUS SCHOOLS**

and, that said business records show the filing and recording of:

Document(s)

**DOMESTIC ARTICLES/NON-PROFIT**

Document No(s):

**200901600326**



United States of America  
State of Ohio  
Office of the Secretary of State

Witness my hand and the seal of  
the Secretary of State at Columbus,  
Ohio this 15th day of January, A.D.  
2009.

Ohio Secretary of State

From: 419 247 1777 Page: 6/10 Date: 1/15/2009 10:41:26 AM



Prescribed by: The Ohio Secretary of State  
Central Ohio: (614) 466-3910  
Toll Free: 1-877-SOS-FILE (1-877-767-3453)

www.sos.state.oh.us  
e-mail: busserv@sos.state.oh.us

Expedite this Form? (Select One)	
<input type="radio"/> Yes	PO Box 1390 Columbus, OH 43216 <small>** Requires an additional fee of \$100 **</small>
<input checked="" type="radio"/> No	PO Box 670 Columbus, OH 43216

**INITIAL ARTICLES OF INCORPORATION**  
(For Domestic Profit or Nonprofit)  
Filing Fee \$125.00

RECEIVED  
JAN 15 2009

THE UNDERSIGNED HEREBY STATES THE FOLLOWING:

SECRETARY OF STATE

**(CHECK ONLY ONE (1) BOX)**

<input type="checkbox"/> (1) Articles of Incorporation Profit <small>(113-ARF) ORC 1701</small>	<input checked="" type="checkbox"/> (2) Articles of Incorporation Non-Profit <small>(114-ARN) ORC 1702</small>	<input type="checkbox"/> (3) Articles of Incorporation Professional <small>(170-ARP) Profession ORC 17A5</small>
--	---	---

**Complete the general information in this section for the box checked above.**

**FIRST:** Name of Corporation Zealous Schools

**SECOND:** Location Cleveland Cuyahoga  
(City) (County)

**Effective Date (Optional)** \_\_\_\_\_ Date specified can be no more than 90 days after date of filing. If a date is specified, the date must be a date on or after the date of filing.  
(mm/dd/yyyy)

Check here if additional provisions are attached

**Complete the information in this section if box (2) or (3) is checked. Completing this section is optional if box (1) is checked.**

**THIRD:** Purpose for which corporation is formed

Please see attachment.

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**Complete the information in this section if box (1) or (3) is checked.**

**FOURTH:** The number of shares which the corporation is authorized to have outstanding (Please state if shares are common or preferred and their par value if any)

<u>(No. of Shares)</u>	<u>(Type)</u>	<u>(Par Value)</u>
------------------------	---------------	--------------------

(Refer to Instructions if needed)

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*Completing the information in this section is optional*

**FIFTH:** The following are the names and addresses of the Individuals who are to serve as initial Directors.

(Name) \_\_\_\_\_  
 (Street) \_\_\_\_\_ *NOTE: P.O. Box Addresses are NOT acceptable.*  
 (City) \_\_\_\_\_ (State) \_\_\_\_\_ (Zip Code) \_\_\_\_\_

(Name) \_\_\_\_\_  
 (Street) \_\_\_\_\_ *NOTE: P.O. Box Addresses are NOT acceptable.*  
 (City) \_\_\_\_\_ (State) \_\_\_\_\_ (Zip Code) \_\_\_\_\_

(Name) \_\_\_\_\_  
 (Street) \_\_\_\_\_ *NOTE: P.O. Box Addresses are NOT acceptable.*  
 (City) \_\_\_\_\_ (State) \_\_\_\_\_ (Zip Code) \_\_\_\_\_

**REQUIRED**  
 Must be authenticated  
 (signed) by an authorized  
 representative  
 (See Instructions)

*Amy J. Borman*  
 Authorized Representative

1-7-09  
 Date

Amy J. Borman, Esq.  
 (Print Name)

\_\_\_\_\_  
 Authorized Representative

\_\_\_\_\_  
 Date

\_\_\_\_\_  
 (Print Name)

\_\_\_\_\_  
 Authorized Representative

\_\_\_\_\_  
 Date

\_\_\_\_\_  
 (Print Name)

From: 419 247 1777 Page: 8/10 Date: 1/15/2009 10:41:27 AM

**Complete the information in this section if box (1) (2) or (3) is checked.**

### ORIGINAL APPOINTMENT OF STATUTORY AGENT

The undersigned, being at least a majority of the incorporators of Zealous Schools hereby appoint the following to be statutory agent upon whom any process, notice or demand required or permitted by statute to be served upon the corporation may be served. The complete address of the agent is

Amy J. Borman, Esq.  
(Name)  
c/o Eastman & Smith Ltd., One Seagate, 25th Floor  
(Street) NOTE: P.O. Box Addresses are NOT acceptable.  
Toledo, Ohio 43604  
(City) (Zip Code)

Must be authenticated by an authorized representative <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;"> <u>Amy J. Borman, Esq.</u>  <small>Authorized Representative</small> </div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px; width: 80%;">   <small>Authorized Representative</small> </div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px; width: 80%;">   <small>Authorized Representative</small> </div>	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px; width: 80%;"> <u>1-7-09</u>  <small>Date</small> </div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px; width: 80%;">   <small>Date</small> </div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px; width: 80%;">   <small>Date</small> </div>
---	--

#### ACCEPTANCE OF APPOINTMENT

The Undersigned, Amy J. Borman, Esq., named herein as the Statutory agent for, Zealous Schools, hereby acknowledges and accepts the appointment of statutory agent for said entity.

Signature: Amy J. Borman, Esq.  
(Statutory Agent)

From: 419 247 1777 Page: 9/10 Date: 1/15/2009 10:41:27 AM

ARTICLES OF INCORPORATION  
FOR  
ZEALOUS SCHOOLS

(Additional Provisions)

ARTICLE THIRD  
PURPOSES

Zealous Schools (the "Corporation") is organized and will be operated exclusively for educational and charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended (or the corresponding provision of any future United States Internal Revenue law) ("Code"). The Corporation will act exclusively as a supporting organization, as such term is defined by Code Section 509(a)(3), of certain public and private Ohio schools that qualify as organizations exempt from Federal income tax by reason of being described in Code Section 501(c)(3) and as public charities by reason of being described in Code Section 509(a)(1) or (2), including Cleveland Entrepreneurship Preparatory School and Village Preparatory School (collectively, the "Supported Schools"). Specifically, the Corporation's purposes may include:

(1) providing the Supported Schools with the personnel, equipment, supplies, facilities, fiscal services, administrative services and technical assistance needed to support their educational mission;

(2) undertaking any other activity that will advance the efficient and effective operation of the Supported Schools;

(3) making distributions to the Supported Schools;

(4) soliciting, receiving, holding and applying funds, gifts, bequests and endowments or the proceeds thereof to any of the purposes herein described; and

(5) engaging in any other lawful activity that may be conducted by an Ohio nonprofit public benefit corporation that qualifies as exempt from Federal income tax by reason of being described in Code Section 501(c)(3) and as a public charity by reason of being described in Code Section 509(a)(3).

ARTICLE SIXTH  
RESTRICTIONS

No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to, its members, trustees, officers, or other private persons, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article THIRD hereof. No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or

From: 419 247 1777 Page: 10/10 Date: 1/15/2009 10:41:27 AM

otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publication or distribution of statements) any political campaign on behalf of any candidate for public office. Notwithstanding any other provision of these Articles to the contrary, the Corporation shall not carry on any activities not permitted to be carried on by a corporation exempt from federal income tax under Section 501(c)(3) of the Code or not permitted to be carried on by a supporting organization, as such term is defined by Code Section 509(a)(3).

ARTICLE SEVENTH  
DISSOLUTION

Upon the dissolution of the Corporation, the Board of Directors shall, after paying or making provision for the payment of all the liabilities of the Corporation, distribute all of the assets (or proceeds from the sale thereof) of the Corporation exclusively in furtherance of the purposes of the Corporation to one or more entities organized and operated exclusively for educational and/or charitable purposes which qualify as exempt organizations under Code Section 501(c)(3)(or the corresponding provision of any future United States Internal Revenue law) including without limitation one or more of the Supported Schools. Any such assets not disposed of in accordance with the foregoing shall be disposed of by the Court of Common Pleas of the county in which the principal office of the Corporation is then located exclusively for such purposes or to such organization or organizations which are organized and operated exclusively for such purposes, as said court shall determine.



DATE	DOCUMENT ID	DESCRIPTION	FILING	EXPED	PENALTY	CERT	COPY
05/06/2010	201012500256	DOMESTIC/AMENDMENT TO ARTICLES (AMD)	50.00	.00		.00	.00

**Receipt**

This is not a bill. Please do not remit payment.

FRIENDS OF E PREP SCHOOLS  
1417 E 36TH ST  
C/O ELAINE TURLEY  
CLEVELAND, OH 44114

**STATE OF OHIO  
CERTIFICATE**

**Ohio Secretary of State, Jennifer Brunner**

1830067

It is hereby certified that the Secretary of State of Ohio has custody of the business records for

**BREAKTHROUGH CHARTER SCHOOLS**

and, that said business records show the filing and recording of:

Document(s):

**DOMESTIC/AMENDMENT TO ARTICLES**

Document No(s):

**201012500256**



United States of America  
State of Ohio  
Office of the Secretary of State

Witness my hand and the seal of the  
Secretary of State at Columbus,  
Ohio this 3rd day of May, A.D.  
2010.

Ohio Secretary of State



Prescribed by:

The Ohio Secretary of State  
Central Ohio: (614) 466-3910  
Toll Free: 1-877-SOS-FILE (1-877-767-3453)

www.sos.state.oh.us  
e-mail: busserv@sos.state.oh.us

<b>Expedite this Form:</b> (Select One)	
<b>Mail Form to one of the following</b>	
<input type="radio"/> Yes	PO Box 1390 Columbus, OH 43216 *** Requires an additional fee of \$100 ***
<input checked="" type="radio"/> No	PO Box 1329 Columbus, OH 43216

**Certificate of Amendment by Shareholders or Members**  
(Domestic)  
Filing Fee \$50.00

2010 MAY -3 PM 1:41

(CHECK ONLY ONE (1) BOX)

<b>(1) Domestic for Profit</b>		<b>(2) Domestic Nonprofit</b>	
<input type="checkbox"/> Amended (122-AMAP)	<input type="checkbox"/> Amendment (125-AMDS)	<input type="checkbox"/> Amended (126-AMAN)	<input checked="" type="checkbox"/> Amendment (128-AMD)

**Complete the general information in this section for the box checked above.**

Name of Corporation: Zealous Schools

Charter Number: 1830067

Name of Officer: Michael Wolff

Title: Vice President

Please check if additional provisions attached.

The above named Ohio corporation, does hereby certify that:

A meeting of the  shareholders  directors ( *nonprofit only*)

members was duly called and held on \_\_\_\_\_ (Date)

at which meeting a quorum was present in person or by proxy, based upon the quorum present, an affirmative vote was cast which entitled them to exercise \_\_\_\_\_ % as the voting power of the corporation.

In a writing signed by all of the  shareholders  directors (*nonprofit amended articles only*)

members who would be entitled to the notice of a meeting or such other proportion not less than a majority as the articles of regulations or bylaws permit.

**Clause applies if amended box is checked.**

Resolved, that the following amended articles of incorporations be and the same are hereby adopted to supercede and take the place of the existing articles of incorporation and all amendments thereto.

All of the following information must be completed if an amended box is checked.  
 If an amendment box is checked, complete the areas that apply.

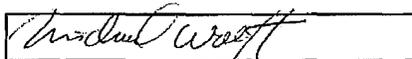
**FIRST:** The name of the corporation is: Breakthrough Charter Schools

**SECOND:** The place in the State of Ohio where its principal office is located is in the City of:  
Cleveland .. Cuyahoga  
(city, village or township) (county)

**THIRD:** The purposes of the corporation are as follows:  
 Breakthrough Charter Schools is organized and will be operated exclusively for educational and charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended (or the corresponding provision of any future United States Internal Revenue law). The corporation will provide support services to certain tax-exempt public schools and those services will be in the nature of business, accounting and purchasing services essential to the operation of the schools.

**FOURTH:** The number of shares which the corporation is authorized to have outstanding is: \_\_\_\_\_  
 (Does not apply to box (2))

**REQUIRED**  
 Must be authenticated  
 (signed) by an authorized  
 representative  
 (See Instructions)

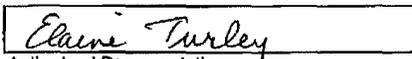


Authorized Representative

Michael Wolff  
(Print Name)

4-28-10

Date



Authorized Representative

Elaine Turley  
(Print Name)

4-28-10

Date

**ACTION BY UNANIMOUS WRITTEN CONSENT  
OF THE BOARD OF DIRECTORS OF  
ZEALOUS SCHOOLS**

The undersigned, being all of the directors of Zealous Schools, an Ohio non-profit corporation (the "Company"), do hereby authorize, approve and adopt the following resolutions by their written consent in lieu of a meeting pursuant to the authority of Chapter 1702 of the Ohio Revised Code:

RESOLVED: That Article FIRST of the Articles of Incorporation of the Company be and it hereby is amended to read in its entirety as follows:

"FIRST: The name of the corporation is: Breakthrough Charter Schools."

RESOLVED FURTHER: That the President of the Company be and he is hereby authorized and directed to execute and file in the office of the Secretary of State of Ohio an appropriate Certificate of Amendment to the Amended Articles of Incorporation in order to carry out the intent and purpose of the preceding resolution and render effective said Amendment to the Articles of Incorporation.

Elaine R. Turley  
Madeline Wolff  
[Signature]

"Directors"

1826126v1  
35486.00000



Prescribed by:
The Ohio Secretary of State
Central Ohio: (614) 466-3910
Toll Free: 1-877-SOS-FILE (1-877-767-3453)

www.sos.state.oh.us
e-mail: busserv@sos.state.oh.us

CONSENT FOR USE OF SIMILAR NAME

(For Domestic / Foreign, Profit or Nonprofit)
Must Be Accompanied By Another Form

2010 MAY -3 10:10:41

THE UNDERSIGNED DESIRING TO FILE A:

(CHECK ONLY ONE (1) BOX) This filing does not extend the registration period

Form with three columns: 1. Where consenting entity is a corporation (checked), 2. Where consenting entity is a registrant of (Trade Name, Service Mark, Trade Mark), 3. Where consenting entity is a (Limited Liability Company, Limited Partnership, Partnership Having Limited Liability).

Check here if additional provisions are attached

Charter or Registration No. of Entity Giving Consent 1908701

Name of Entity Giving Consent Breakthrough Charter Schools

Gives Its Consent To Zealous Schools

To Use The Name Breakthrough Charter Schools

REQUIRED
Must be authenticated (signed) by an authorized representative

Authorized Representative [Signature] Date 3/24/10

Authorized Representative [Blank] Date [Blank]

If the consenting party is a partnership, all general partners must sign. If only one partner is authorized to sign, a copy of the resolution authorizing the signature must be included.

**United States of America  
State of Ohio  
Office of the Secretary of State**

*I, Jon Husted, do hereby certify that I am the duly elected, qualified and present acting Secretary of State for the State of Ohio, and as such have custody of the records of Ohio and Foreign business entities; that said records show **BREAKTHROUGH CHARTER SCHOOLS**, an Ohio not for profit corporation, Charter No. 1830067, having its principal location in Cleveland, County of Cuyahoga, was incorporated on January 15, 2009 and is currently in **GOOD STANDING** upon the records of this office.*



*Witness my hand and the seal of the  
Secretary of State at Columbus, Ohio  
this 25th day of July, A.D. 2011*

*Jon Husted*

Ohio Secretary of State

Validation Number: V2011206J90E8A

**EASTMAN & SMITH LTD.**

ATTORNEYS AT LAW

*Established 1844*

Patrick A. Sadowski  
Attorney at Law  
pasadowski@eastmansmith.com

510 South Main Street  
Findlay, Ohio 45840  
Telephone: 419-424-5847  
Facsimile: 419-424-9860

December 2, 2010

Re: Breakthrough Charter Schools  
EIN: 27-0362848  
Status of Tax Exemption

To Whom it May Concern:

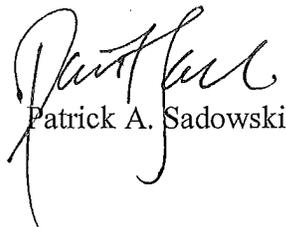
I am the attorney of record for Breakthrough Charter Schools ("BCS") as it relates to the preparation and filing of its Form 1023 -- Application for Recognition of Exemption Under 501(c)(3) of the Internal Revenue Code (the "Application"). Please be advised that the Application for BCS was filed with the Internal Revenue Service ("IRS") on November 30, 2010 and is currently under review.

Insofar as BCS's status as a tax exempt organization, the IRS will make a ruling in the upcoming months, and BCS fully expects its Application to be approved. To that end, if and when the IRS approves BCS's Application, BCS shall be deemed a tax exempt organization as of the date of incorporation, namely, January 15, 2009. This means its tax exempt status will not be as of the date of approval by the IRS or even filing of the 1023, but again, retroactive to the date of incorporation.

If you would like a copy of the Application, or if you would like a current status update of the IRS's review, please do not hesitate to contact me.

Very truly yours,

EASTMAN &amp; SMITH LTD.



Patrick A. Sadowski

PAS/lap

**Schools Operated by Applicant**

Each of the schools listed below is a legal Ohio nonprofit corporation with its own school board. Each has a separate charter. In Ohio, the charter is the agreement with the authorizer.

**Citizens Academy**

1827 Ansel Road

Cleveland, OH 44106

Grades: K-5

Authorizer: Cleveland Metropolitan School District (CMSD)

**Citizens Leadership Academy**

9711 Lamont Ave.

Cleveland, OH 44106

Grades: 6-8 (starting with 6<sup>th</sup> only)

Authorizer: CMSD

**The Intergenerational School**

12200 Fairhill Road

Cleveland, OH 44120

Grades: K-8

Authorizer: Lucas County Educational Service Center (changing to CMSD)

**Near West Intergenerational School**

4016 Woodbine Ave.

Cleveland, OH 44113

Grades: K-8 (starting with K-3 only)

Authorizer: CMSD

**Entrepreneurship Preparatory School**

1417 E. 36<sup>th</sup> Street

Cleveland, OH 44114

Grades: 6-8

Authorizer: CMSD

**Village Preparatory School**

1415 E. 36<sup>th</sup> Street

Cleveland, OH 44114

Grades: K-5 (currently K-2, adding a grade each year)

Authorizer: CMSD

**Opening August 2012:**

**Cleveland Collegiate Preparatory School ("E Prep II")**

E. 93<sup>rd</sup> & Union

**Schools Operated by Applicant**

Cleveland, OH

Grades: 6-8 (starting with 6<sup>th</sup> only)

Authorizer: CMSD (preliminary agreement in hand)

**Citizens Academy II**

E. 125 & Woodside

Cleveland, OH

Grades: K-5 (starting with K only)

Authorizer: CMSD (preliminary agreement in hand)

**Village Preparatory School II**

E. 93<sup>rd</sup> & Union

Cleveland, OH

Grades: K-5 (starting with K only)

Authorizer: Unknown; working on preliminary agreement with CMSD

## BCS ATTACHMENT 5A -- Application Requirement M

5A-1

All percentages throughout application reflect number of students scoring "Proficient" or higher on OAA. Note: all ODE student subgroup data is reported on a 95-point scale.

Citizens Academy		1827 Ansel Road Cleveland Ohio 44106			
<i>ODE 2010 Rating: Excellent</i>					
<b>Founded</b>	<b>1999</b>	<b>% Econ Disadvantaged</b>	<b>80%</b>		
<b>Students</b>	<b>421</b>	<b>% African American</b>	<b>99%</b>		
<b>Grades</b>	<b>K-5</b>	<b>% Disabilities</b>	<b>14%</b>		
<b>Attendance/Attrition</b>		<b>2010</b>	<b>2009</b>	<b>2008</b>	
Attendance Rate		>95%	>95%	94%	
Student Mobility Rate		6%	3%	11%	
<b>THREE-YEAR OAA RESULTS</b>					
<b>Overall</b>	<b>2011</b>	<b>2010</b>	<b>2009</b>	<b>2008</b>	<b>3-Yr %+/-</b>
3rd Reading	94%	100%	96%	84%	12%
3rd Math	99%	91%	96%	76%	29%
4th Reading	99%	98%	94%	94%	5%
4th Math	97%	98%	91%	91%	6%
5th Reading	86%	89%	88%	69%	23%
5th Math	83%	86%	74%	63%	30%
<b>Econ Disadvantaged</b>					
	<b>2010</b>	<b>2009</b>	<b>2008</b>	<b>3-Yr %+/-</b>	
3rd Reading	95%	95%	84%	13%	
3rd Math	91%	95%	76%	19%	
4th Reading	95%	93%	94%	2%	
4th Math	95%	90%	91%	4%	
5th Reading	87%	85%	69%	26%	
5th Math	86%	68%	63%	35%	
<b>African American</b>					
	<b>2010</b>	<b>2009</b>	<b>2008</b>	<b>3-Yr %+/-</b>	
3rd Reading	95%	95%	84%	13%	
3rd Math	91%	95%	76%	20%	
4th Reading	95%	94%	93%	2%	
4th Math	95%	91%	91%	4%	
5th Reading	89%	87%	69%	29%	
5th Math	86%	72%	63%	37%	
<b>Students with Disabilities</b>					
	<b>2010</b>	<b>2009</b>	<b>2008</b>	<b>3-Yr %+/-</b>	
3rd Reading	95%	*M	85%	12%	
3rd Math	80%	*M	69%	15%	
4th Reading	*M	94%	95%	*M	
4th Math	*M	95%	91%	*M	
5th Reading	93%	95%	73%	28%	
5th Math	93%	73%	82%	14%	

## BCS ATTACHMENT 5A -- Application Requirement M

5A -2

E Prep School		E36th Street Cleveland Ohio 44114	
<i>ODE 2010 Rating: Effective</i>			
<b>Founded</b>	<b>2006</b>	<b>% Econ Disadvantaged</b>	<b>89%</b>
<b>Students</b>	<b>290</b>	<b>% African American</b>	<b>93%</b>
<b>Grades</b>	<b>6th-8th</b>	<b>% Disabilities</b>	<b>9%</b>

<b>Attendance/Attrition</b>	<b>2010</b>	<b>2009</b>	<b>2008</b>
Attendance Rate	95%	>95%	94%
Student Mobility Rate	24%	37%	11%

**THREE-YEAR OAA RESULTS**

<b>Overall</b>	<b>2011</b>	<b>2010</b>	<b>2009</b>	<b>2008</b>	<b>4-Yr %+/-</b>
6th Reading	94%	83%	93%	78%	20%
6th Math	99%	75%	76%	59%	67%
7th Reading	99%	89%	91%	82%	21%
7th Math	97%	70%	88%	58%	66%
8th Reading	86%	93%	98%	*M	*M
8th Math	83%	76%	87%	*M	*M

<b>Econ Disadvantaged</b>	<b>2010</b>	<b>2009</b>	<b>2008</b>	<b>3-Yr %+/-</b>
6th Reading	84%	95%	79%	6%
6th Math	77%	76%	63%	22%
7th Reading	89%	89%	82%	9%
7th Math	70%	82%	58%	21%
8th Reading	95%	95%	*M	*M
8th Math	72%	91%	*M	*M

<b>African American</b>	<b>2010</b>	<b>2009</b>	<b>2008</b>	<b>3-Yr %+/-</b>
6th Reading	81%	93%	79%	3%
6th Math	73%	74%	59%	23%
7th Reading	88%	91%	80%	10%
7th Math	70%	88%	57%	22%
8th Reading	93%	95%	*M	*M
8th Math	76%	86%	*M	*M

<b>Students with Disabilities</b>	<b>2010</b>	<b>2009</b>	<b>2008</b>	<b>3-Yr %+/-</b>
6th Reading	*M	*M	*M	*M
6th Math	*M	*M	*M	*M
7th Reading	*M	*M	*M	*M
7th Math	*M	*M	*M	*M
8th Reading	*M	*M	*M	*M
8th Math	*M	*M	*M	*M

## BCS ATTACHMENT 5A -- Application Requirement M

5A -3

The Intergenerational School		12200 Fairhill Rd Cleveland 44120		
<i>ODE 2010 Rating: Excellent</i>				
<b>Founded</b>	<b>2000</b>	<b>% Econ Disad</b>	<b>70%</b>	
<b>Students</b>	<b>230</b>	<b>% African American</b>	<b>89%</b>	
<b>Grades</b>	<b>K-8</b>	<b>% Disabilities</b>	<b>11%</b>	
<b>Attendance/Attrition</b>		<b>2010</b>	<b>2009</b>	<b>2008</b>
Attendance Rate		>95%	>95%	95%
Student Mobility Rate		7%	7%	1%

**OAA THREE YEAR RESULTS**

<b>Overall</b>	<b>2011</b>	<b>2010</b>	<b>2009</b>	<b>2008</b>	<b>3-Yr %+/-</b>
3rd Reading	81%	100%	78%	94%	-14%
3rd Math	91%	85%	94%	94%	-4%
4th Reading	100%	92%	100%	94%	6%
4th Math	92%	77%	91%	78%	18%
5th Reading	91%	87%	100%	77%	18%
5th Math	73%	83%	100%	54%	35%
6th Reading	95%	100%	100%		
6th Math	95%	100%	92%		
7th Reading	100%	100%			
7th Math	100%	100%			
<b>Econ Disadvantaged</b>		<b>2010</b>	<b>2009</b>	<b>2008</b>	<b>3-Yr %+/-</b>
3rd Reading		95%	82%	95%	0%
3rd Math		83%	90%	92%	-9%
4th Reading		88%	95%	93%	-6%
4th Math		75%	86%	79%	-5%
5th Reading		82%	95%	*M	*M
5th Math		82%	95%	*M	*M
6th Reading		*M	95%		
6th Math		*M	91%		
7th Reading		95%			
7th Math		95%			
<b>African American</b>		<b>2010</b>	<b>2009</b>	<b>2008</b>	<b>3-Yr %+/-</b>
3rd Reading		95%	80%	94%	1%
3rd Math		83%	93%	94%	-12%
4th Reading		91%	95%	94%	-4%
4th Math		76%	89%	75%	2%
5th Reading		86%	95%	82%	5%
5th Math		81%	95%	46%	78%
6th Reading		95%	95%		
6th Math		95%	91%		
7th Reading		95%			
7th Math		95%			

## BCS ATTACHMENT 5A -- Application Requirement M

5A -4

<b>Village Prep School*</b>		12200 Fairhill Rd Cleveland 44120	
<b>Founded</b>	<b>2008</b>	<b>% Econ Disad</b>	<b>88%</b>
<b>Students</b>	<b>270</b>	<b>% African American</b>	<b>85%</b>
<b>Grades</b>	<b>K-2 (to K-5)</b>	<b>% Disabilities</b>	<b>*M</b>
<b>Attendance 2010</b>	<b>94%</b>		
<b>Student Mobility Rate 2010</b>	<b>19%</b>		

<b>Citizens Leadership Academy**</b>		9711 Lamont Cleveland 44106	
<b>Founded</b>	<b>2011</b>	<b>% Econ Disad</b>	<b>*M</b>
<b>Students</b>	<b>95</b>	<b>% African American</b>	<b>*M</b>
<b>Grades</b>	<b>6 (to 6-8)</b>	<b>% Disabilities</b>	<b>*M</b>

<b>Near West Intergenerational School**</b>		4016 Woodbine 44113	
<b>Founded</b>	<b>2011</b>	<b>% Econ Disad</b>	<b>*M</b>
<b>Students</b>	<b>90</b>	<b>% African American</b>	<b>*M</b>
<b>Grades</b>	<b>K-2 (to K-8)</b>	<b>% Disabilities</b>	<b>*M</b>

\* Village Prep School will report its first 3rd grade test results in 2013 (3<sup>rd</sup> grade is the first tested grade-level on the OAA)

\*\* Citizens Leadership Academy and Near West Intergenerational School will both be tested and report OAA results after two years of operation, as per ODE's OAA eligibility requirements

\*\*\* Student subgroups at Citizens Leadership Academy and Near West Intergenerational School will not be reported until school is fully enrolled, to maintain standards to protect personally identifiable information

## ATTACHMENT 5B Application Requirement N - Student Academic Achievement p1

**Application Requirement N – Three-Year Data by Sub-Group**

*All percentages throughout application reflect number of students scoring “Proficient” or higher on OAA. Note: all ODE student subgroup data is reported on a 95-point scale.*

**Economically Disadvantaged Student Performance 2010**

<b>Econ Disad 2010</b>	<b>BCS</b>	<b>CMSD</b>	<b>OHIO</b>	<b>HOPE</b>	<b>CS</b>	<b>SOLON</b>
<b>% Total Enrollment</b>	<b>78%</b>	<b>100%</b>	<b>43%</b>	<b>83%</b>	<b>60%</b>	<b>8%</b>
3rd Reading	95%	54%	67%	64%	71%	89%
3rd Math	87%	51%	65%	60%	69%	89%
4th Reading	91%	56%	71%	60%	71%	90%
4th Math	85%	46%	64%	56%	66%	87%
5th Reading	85%	40%	58%	43%	52%	83%
5th Math	84%	29%	51%	25%	48%	80%
6th Reading	84%	63%	74%	62%	77%	94%
6th Math	77%	45%	64%	41%	72%	94%
7th Reading	92%	59%	68%	55%	71%	83%
7th Math	82%	39%	55%	29%	55%	89%
8th Reading	95%	61%	69%	60%	79%	95%
8th Math	72%	41%	53%	26%	58%	95%
<b>Average Reading</b>	<b>90%</b>	<b>56%</b>	<b>68%</b>	<b>57%</b>	<b>70%</b>	<b>89%</b>
<b>Average Math</b>	<b>81%</b>	<b>42%</b>	<b>59%</b>	<b>39%</b>	<b>61%</b>	<b>89%</b>
<b>Average Overall</b>	<b>86%</b>	<b>49%</b>	<b>63%</b>	<b>48%</b>	<b>66%</b>	<b>89%</b>

**Economically Disadvantaged Student Performance 2009**

<b>Econ Disad 2009</b>	<b>BCS</b>	<b>CMSD</b>	<b>OHIO</b>	<b>HOPE</b>	<b>CS</b>	<b>SOLON</b>
<b>% Total Enrollment</b>	<b>76%</b>	<b>100%</b>	<b>40%</b>	<b>94%</b>	<b>50%</b>	<b>7%</b>
3rd Reading	88%	52%	65%	55%	71%	59%
3rd Math	93%	55%	70%	59%	79%	71%
4th Reading	94%	54%	71%	68%	69%	88%
4th Math	88%	43%	66%	47%	64%	88%
5th Reading	90%	38%	57%	38%	60%	72%
5th Math	81%	25%	45%	16%	33%	69%
6th Reading	95%	54%	69%	61%	69%	81%
6th Math	84%	37%	60%	37%	48%	77%
7th Reading	89%	48%	61%	51%	70%	90%
7th Math	82%	43%	59%	36%	52%	93%
8th Reading	95%	44%	56%	46%	78%	85%
8th Math	91%	35%	53%	38%	52%	88%
<b>Average Reading</b>	<b>92%</b>	<b>48%</b>	<b>63%</b>	<b>53%</b>	<b>69%</b>	<b>79%</b>
<b>Average Math</b>	<b>86%</b>	<b>40%</b>	<b>59%</b>	<b>39%</b>	<b>55%</b>	<b>81%</b>
<b>Average Overall</b>	<b>89%</b>	<b>44%</b>	<b>61%</b>	<b>46%</b>	<b>62%</b>	<b>80%</b>

## ATTACHMENT 5B Application Requirement N - Student Academic Achievement p2

**Economically Disadvantaged Student Performance 2008**

<b>Econ Disad 2008</b>	<b>BCS</b>	<b>CMSD</b>	<b>OHIO</b>	<b>HOPE</b>	<b>CS</b>	<b>SOLON</b>
<b>% Total Enrollment</b>	<b>79%</b>	<b>84%</b>	<b>38%</b>	<b>87%</b>	<b>46%</b>	<b>4%</b>
3rd Reading	90%	51%	65%	54%	64%	79%
3rd Math	84%	45%	67%	53%	67%	82%
4th Reading	93%	54%	69%	60%	65%	83%
4th Math	85%	42%	61%	40%	57%	79%
5th Reading	69%	37%	58%	45%	59%	56%
5th Math	63%	24%	45%	20%	33%	50%
6th Reading	79%	54%	67%	59%	69%	84%
6th Math	63%	40%	62%	41%	49%	76%
7th Reading	82%	49%	63%	49%	*M	73%
7th Math	58%	32%	52%	28%	*M	73%
8th Reading	*M	57%	66%	60%	*M	95%
8th Math	*M	44%	57%	44%	*M	95%
<b>Average Reading</b>	<b>83%</b>	<b>50%</b>	<b>65%</b>	<b>54%</b>	<b>64%</b>	<b>78%</b>
<b>Average Math</b>	<b>71%</b>	<b>38%</b>	<b>57%</b>	<b>37%</b>	<b>51%</b>	<b>76%</b>
<b>Average Overall</b>	<b>77%</b>	<b>44%</b>	<b>61%</b>	<b>46%</b>	<b>58%</b>	<b>77%</b>

**African-American Student Performance 2010**

<b>Af-Am 2010</b>	<b>BCS</b>	<b>CMSD</b>	<b>OHIO</b>	<b>HOPE</b>	<b>CS</b>	<b>SOLON</b>
<b>% Total Enrollment</b>	<b>99%</b>	<b>69%</b>	<b>16%</b>	<b>75%</b>	<b>9%</b>	<b>14%</b>
3rd Reading	95%	51%	56%	65%	74%	87%
3rd Math	87%	45%	53%	56%	58%	80%
4th Reading	93%	52%	60%	61%	60%	81%
4th Math	86%	39%	52%	55%	30%	83%
5th Reading	87%	34%	46%	39%	*M	70%
5th Math	83%	24%	37%	21%	*M	70%
6th Reading	88%	59%	65%	58%	62%	95%
6th Math	84%	39%	52%	39%	31%	90%
7th Reading	91%	54%	59%	49%	*M	85%
7th Math	82%	32%	41%	24%	*M	81%
8th Reading	93%	57%	61%	58%	*M	95%
8th Math	76%	35%	41%	22%	*M	92%
<b>Average Reading</b>	<b>91%</b>	<b>51%</b>	<b>58%</b>	<b>55%</b>	<b>65%</b>	<b>85%</b>
<b>Average Math</b>	<b>83%</b>	<b>36%</b>	<b>46%</b>	<b>36%</b>	<b>40%</b>	<b>83%</b>
<b>Average Overall</b>	<b>87%</b>	<b>44%</b>	<b>52%</b>	<b>46%</b>	<b>52%</b>	<b>84%</b>

## ATTACHMENT 5B Application Requirement N - Student Academic Achievement p3

**African-American Student Performance 2009**

<b>Af-Am 2009</b>	<b>BCS</b>	<b>CMSD</b>	<b>OHIO</b>	<b>HOPE</b>	<b>CS</b>	<b>SOLON</b>
<b>% Total Enrollment</b>	<b>99%</b>	<b>70%</b>	<b>16%</b>	<b>69%</b>	<b>9%</b>	<b>14%</b>
3rd Reading	88%	48%	56%	54%	60%	65%
3rd Math	94%	49%	59%	58%	30%	71%
4th Reading	94%	51%	61%	63%	*M	89%
4th Math	90%	38%	53%	38%	*M	89%
5th Reading	91%	33%	45%	36%	42%	76%
5th Math	84%	19%	33%	15%	8%	62%
6th Reading	94%	48%	60%	55%	*M	88%
6th Math	82%	30%	47%	29%	*M	80%
7th Reading	91%	43%	51%	49%	*M	88%
7th Math	88%	38%	48%	40%	*M	91%
8th Reading	95%	41%	49%	42%	*M	95%
8th Math	86%	31%	41%	32%	*M	90%
<b>Average Reading</b>	<b>92%</b>	<b>44%</b>	<b>54%</b>	<b>50%</b>	<b>51%</b>	<b>83%</b>
<b>Average Math</b>	<b>87%</b>	<b>34%</b>	<b>47%</b>	<b>35%</b>	<b>19%</b>	<b>80%</b>
<b>Average Overall</b>	<b>90%</b>	<b>39%</b>	<b>50%</b>	<b>43%</b>	<b>35%</b>	<b>82%</b>

**African-American Student Performance 2008**

<b>Af-Am 2008</b>	<b>BCS</b>	<b>CMSD</b>	<b>OHIO</b>	<b>HOPE</b>	<b>CS</b>	<b>SOLON</b>
<b>% Total Enrollment</b>	<b>100%</b>	<b>70%</b>	<b>16%</b>	<b>66%</b>	<b>6%</b>	<b>13%</b>
3rd Reading	89%	50%	56%	52%	*M	78%
3rd Math	85%	43%	54%	50%	*M	82%
4th Reading	94%	50%	59%	64%	20%	86%
4th Math	83%	37%	49%	44%	10%	81%
5th Reading	75%	33%	45%	46%	*M	65%
5th Math	54%	20%	32%	15%	*M	52%
6th Reading	79%	50%	58%	55%	*M	89%
6th Math	59%	34%	49%	41%	*M	84%
7th Reading	80%	47%	54%	42%	*M	92%
7th Math	57%	29%	38%	22%	*M	87%
8th Reading	*M	54%	58%	62%	*M	92%
8th Math	*M	41%	46%	44%	*M	89%
<b>Average Reading</b>	<b>83%</b>	<b>47%</b>	<b>55%</b>	<b>53%</b>	<b>20%</b>	<b>84%</b>
<b>Average Math</b>	<b>68%</b>	<b>34%</b>	<b>45%</b>	<b>36%</b>	<b>10%</b>	<b>79%</b>
<b>Average Overall</b>	<b>76%</b>	<b>40%</b>	<b>50%</b>	<b>45%</b>	<b>15%</b>	<b>81%</b>

## ATTACHMENT 5B Application Requirement N - Student Academic Achievement p4

**Students with Learning Disabilities Performance 2010**

<b>Disabilities 2010</b>	<b>BCS</b>	<b>CMSD</b>	<b>OHIO</b>	<b>HOPE</b>	<b>CS</b>	<b>SOLON</b>
<b>% Total Enrollment</b>	11%	22%	15%	16%	13%	10%
3rd Reading	95%	32%	53%	27%	73%	87%
3rd Math	80%	27%	50%	9%	64%	74%
4th Reading	*M	32%	54%	19%	*M	80%
4th Math	*M	25%	47%	14%	*M	69%
5th Reading	93%	22%	40%	*M	36%	67%
5th Math	93%	15%	35%	*M	46%	67%
6th Reading	43%	34%	53%	*M	*M	91%
6th Math	50%	19%	41%	*M	*M	87%
7th Reading	*M	29%	45%	17%	*M	65%
7th Math	*M	18%	33%	17%	*M	71%
8th Reading	*M	27%	44%	37%	*M	87%
8th Math	69%	17%	30%	20%	*M	78%
<b>Average Reading</b>	77%	29%	48%	25%	55%	79%
<b>Average Math</b>	73%	20%	39%	15%	55%	74%
<b>Average Overall</b>	75%	25%	44%	20%	55%	77%

**Students with Learning Disabilities Performance 2009**

<b>Disabilities 2009</b>	<b>BCS</b>	<b>CMSD</b>	<b>OHIO</b>	<b>HOPE</b>	<b>CS</b>	<b>SOLON</b>
<b>% Total Enrollment</b>	<b>11%</b>	<b>22%</b>	<b>15%</b>	<b>12%</b>	<b>11%</b>	<b>10%</b>
3rd Reading	*M	28%	53%	*M	64%	80%
3rd Math	*M	31%	57%	*M	32%	66%
4th Reading	94%	29%	56%	*M	*M	82%
4th Math	95%	22%	50%	*M	*M	79%
5th Reading	95%	17%	40%	*M	*M	67%
5th Math	73%	11%	31%	*M	*M	63%
6th Reading	*M	27%	51%	23%	*M	78%
6th Math	*M	20%	40%	27%	*M	81%
7th Reading	*M	19%	40%	27%	*M	70%
7th Math	*M	19%	39%	10%	*M	77%
8th Reading	*M	17%	34%	*M	*M	82%
8th Math	*M	14%	32%	*M	*M	74%
<b>Average Reading</b>	94%	23%	46%	25%	64%	77%
<b>Average Math</b>	84%	19%	42%	19%	32%	73%
<b>Average Overall</b>	89%	21%	44%	22%	48%	75%

## ATTACHMENT 5B Application Requirement N - Student Academic Achievement p5

**Students with Learning Disabilities Performance 2008**

<b>Disabilities 2008</b>	<b>BCS</b>	<b>CMSD</b>	<b>OHIO</b>	<b>HOPE</b>	<b>CS</b>	<b>SOLON</b>
% Total Enrollment	12%	20%	15%	12%	8%	10%
3rd Reading	85%	39%	56%	*M	*M	73%
3rd Math	69%	38%	58%	*M	*M	83%
4th Reading	95%	44%	59%	*M	*M	79%
4th Math	91%	37%	49%	*M	*M	68%
5th Reading	73%	31%	44%	18%	*M	59%
5th Math	82%	27%	35%	*M	*M	59%
6th Reading	*M	36%	50%	30%	*M	65%
6th Math	*M	29%	46%	10%	*M	73%
7th Reading	*M	30%	44%	10%	*M	82%
7th Math	*M	26%	36%	10%	*M	77%
8th Reading	*M	39%	45%	*M	*M	93%
8th Math	*M	32%	38%	*M	*M	91%
Average Reading	84%	36%	49%	19%	*M	75%
Average Math	81%	32%	44%	10%	*M	75%
Average Overall	82%	34%	46%	16%	*M	75%

NEW SCHOOLS OPENING							FIRST 5
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016		
<b>Citizens</b>							
CA K-5	0	1	0	0	1	2	
CA 6-8	1	0	0	1	0	2	
<b>Intergenerational</b>							
TIS K-8	1	0	1	0	0	2	
<b>E-Prep</b>							
EV K-5	0	1	0	0	1	2	
EP 6-8	<u>0</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>1</u>	<u>2</u>	
<b>TOTAL SCHOOL OPENINGS</b>	<b>2</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>3</b>	<b>10</b>	
NEW GRADES OPENING							FIRST 5
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016		
<b>Citizens</b>							
CA K-5	0	3	0	0	3	6	
CA 6-8	1	0	0	1	0	2	
<b>Intergenerational</b>							
TIS K-8	3	0	3	0	0	6	
<b>E-Prep</b>							
EV K-5	0	2	0	0	2	4	
EP 6-8	<u>0</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>1</u>	<u>2</u>	
<b>TOTAL SCHOOL OPENINGS</b>	<b>4</b>	<b>6</b>	<b>3</b>	<b>1</b>	<b>6</b>	<b>20</b>	
YEAR 1 ENROLLMENT							FIRST 5
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016		
<b>Citizens</b>							
CA K-5	0	225	0	0	225	450	
CA 6-8	96	0	0	96	0	192	
<b>Intergenerational</b>							
TIS K-8	90	0	90	0	0	180	
<b>E-Prep</b>							
EV K-5	0	180	0	0	180	360	
EP 6-8	<u>0</u>	<u>130</u>	<u>0</u>	<u>0</u>	<u>130</u>	<u>260</u>	
<b>TOTAL YEAR 1 ENROLLMENT</b>	<b>186</b>	<b>535</b>	<b>90</b>	<b>96</b>	<b>535</b>	<b>1442</b>	

TOTAL EXPANDING SEATS							FIRST 5
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016		
<b>Citizens</b>							
CA K-5	0	0	0	0	0	0	
CA K-5 (2)	0	0	75	75	75	225	
CA K-5 (3)	0	0	0	0	0	0	
CA K-5 (4)	0	0	0	0	0	0	
CA 6-8	0	90	90	0	0	180	
CA 6-8 (2)	0	0	0	0	90	90	
CA 6-8 (3)	0	0	0	0	0	0	
CA 6-8 (4)	0	0	0	0	0	0	
<b>Intergenerational</b>							
TIS K-8	0	0	0	0	0	0	
TIS K-8 (2)	0	30	25	25	21	101	
TIS K-8 (3)	0	0	0	30	25	55	
TIS K-8 (4)	0	0	0	0	0	0	
<b>E-Prep</b>							
EV K-5	90	85	80	75	0	330	
EV K-5 (2)	0	0	90	85	80	255	
EV K-5 (3)	0	0	0	0	0	0	
EV K-5 (4)	0	0	0	0	0	0	
EP 6-8	0	0	0	0	0	0	
EP 6-8 (2)	0	0	95	80	0	175	
EP 6-8 (3)	0	0	0	0	0	0	
EP 6-8 (4)	0	0	0	0	0	0	
<b>TOTAL EXPANDING SEATS</b>	<b>90</b>	<b>205</b>	<b>455</b>	<b>370</b>	<b>291</b>	<b>1411</b>	

<b>SCHOOLS IN PLANNING (YEAR 0)</b>						
	<u>2011-2012</u>	<u>2012-2013</u>	<u>2013-2014</u>	<u>2014-2015</u>	<u>2015-2016</u>	<u>FIRST 5</u>
1. Personnel	\$ 451,500	\$ 150,500	\$ 150,500	\$ 451,500	\$ 301,000	\$ 1,505,000
2. Fringe Benefits (non-CMO staff)	\$ 97,920	\$ 32,640	\$ 32,640	\$ 97,920	\$ 65,280	\$ 326,400
3. Travel (PD \$750 per Employee)	\$ 4,500	\$ 1,500	\$ 1,500	\$ 4,500	\$ 3,000	\$ 15,000
4. Equipment (\$2,000 per Employee)	\$ 12,000	\$ 4,000	\$ 4,000	\$ 12,000	\$ 8,000	\$ 40,000
5. Supplies (\$12,000 per School)	\$ 36,000	\$ 12,000	\$ 12,000	\$ 36,000	\$ 24,000	\$ 120,000
6. Contractual (\$20,000 per school)	\$ 60,000	\$ 20,000	\$ 20,000	\$ 60,000	\$ 40,000	\$ 200,000
7. Construction	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
8. Other	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
9. Total Direct Costs (1-8)	\$ 661,920	\$ 220,640	\$ 220,640	\$ 661,920	\$ 441,280	\$ 2,206,400
10. Indirect Costs	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
11. Training Stipends	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
12. Total Costs (9-11)	\$ 661,920	\$ 220,640	\$ 220,640	\$ 661,920	\$ 441,280	\$ 2,206,400

<b>TOTAL YEAR 1 SEATS</b>						
	<u>2011-2012</u>	<u>2012-2013</u>	<u>2013-2014</u>	<u>2014-2015</u>	<u>2015-2016</u>	<u>FIRST 5</u>
1. Personnel	\$ 93,000	\$ 256,000	\$ 43,000	\$ 45,500	\$ 326,000	\$ 763,500
2. Fringe Benefits (non-CMO staff)	\$ 18,600	\$ 65,000	\$ 11,000	\$ 12,100	\$ 82,850	\$ 189,550
3. Travel	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
4. Equipment	\$ 203,000	\$ 470,000	\$ 105,000	\$ 70,000	\$ 420,000	\$ 1,268,000
5. Supplies	\$ 74,400	\$ 214,000	\$ 36,000	\$ 38,400	\$ 218,150	\$ 580,950
6. Contractual	\$ 169,000	\$ 600,000	\$ 75,000	\$ 122,000	\$ 558,000	\$ 1,524,000
7. Construction	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
8. Other	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
9. Total Direct Costs (1-8)	\$ 558,000	\$ 1,605,000	\$ 270,000	\$ 288,000	\$ 1,605,000	\$ 4,326,000
10. Indirect Costs	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
11. Training Stipends	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
12. Total Costs (9-11)	\$ 558,000	\$ 1,605,000	\$ 270,000	\$ 288,000	\$ 1,605,000	\$ 4,326,000

<b>TOTAL EXPANDING SEATS</b>						
	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>FIRST 5</b>
<b>1. Personnel</b>	\$ 27,000	\$ 61,500	\$ 136,500	\$ 111,000	\$ 87,300	\$ 423,300
<b>2. Fringe Benefits (non-CMO staff)</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>3. Travel</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>4. Equipment</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>5. Supplies</b>	\$ 36,000	\$ 82,000	\$ 182,000	\$ 148,000	\$ 116,400	\$ 564,400
<b>6. Contractual</b>	\$ 72,000	\$ 164,000	\$ 364,000	\$ 296,000	\$ 232,800	\$ 1,128,800
<b>7. Construction</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>8. Other</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>9. Total Direct Costs (1-8)</b>	\$ 135,000	\$ 307,500	\$ 682,500	\$ 555,000	\$ 436,500	\$ 2,116,500
<b>10. Indirect Costs</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>11. Training Stipends</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>12. Total Costs (9-11)</b>	\$ 135,000	\$ 307,500	\$ 682,500	\$ 555,000	\$ 436,500	\$ 2,116,500

<b>TOTAL REQUEST</b>						
	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>FIRST 5</b>
<b>1. Personnel</b>	\$ 571,500	\$ 468,000	\$ 330,000	\$ 608,000	\$ 714,300	\$ 2,691,800
<b>2. Fringe Benefits</b>	\$ 116,520	\$ 97,640	\$ 43,640	\$ 110,020	\$ 148,130	\$ 515,950
<b>3. Travel</b>	\$ 4,500	\$ 1,500	\$ 1,500	\$ 4,500	\$ 3,000	\$ 15,000
<b>4. Equipment</b>	\$ 215,000	\$ 474,000	\$ 109,000	\$ 82,000	\$ 428,000	\$ 1,308,000
<b>5. Supplies</b>	\$ 146,400	\$ 308,000	\$ 230,000	\$ 222,400	\$ 358,550	\$ 1,265,350
<b>6. Contractual</b>	\$ 301,000	\$ 784,000	\$ 459,000	\$ 478,000	\$ 830,800	\$ 2,852,800
<b>7. Construction</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>8. Other</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>9. Total Direct Costs (1-8)</b>	\$ 1,354,920	\$ 2,133,140	\$ 1,173,140	\$ 1,504,920	\$ 2,482,780	\$ 8,648,900
<b>10. Indirect Costs</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>11. Training Stipends</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>12. Total Costs (9-11)</b>	\$ 1,354,920	\$ 2,133,140	\$ 1,173,140	\$ 1,504,920	\$ 2,482,780	\$ 8,648,900

<b>OVERALL BCS NETWORK INCOME STATEMENT</b>					
	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>
# of students	1,441	2,181	2,726	3,192	4,018
# of schools	6	9	10	11	14
# of new schools openings	2	3	1	1	3
<b>REVENUES</b>					
State foundation - general	\$ -	\$ -	\$ -	\$ -	\$ -
State foundation - other	\$ 9,798,189	\$ 15,005,999	\$ 18,810,436	\$ 22,385,664	\$ 29,238,101
Other federal and state grants	\$ 3,846,530	\$ 5,112,950	\$ 6,518,912	\$ 8,258,107	\$ 10,290,003
Start-up grants (CSP)	\$ -	\$ -	\$ -	\$ -	\$ -
Contributions/donations	\$ -	\$ -	\$ -	\$ -	\$ -
Food service	\$ -	\$ -	\$ -	\$ -	\$ -
School Programs	\$ -	\$ -	\$ -	\$ -	\$ -
Other	\$ -	\$ -	\$ -	\$ -	\$ -
<b>TOTAL REVENUES</b>	<b>\$13,644,719</b>	<b>\$20,118,949</b>	<b>\$25,329,347</b>	<b>\$30,643,771</b>	<b>\$39,528,104</b>
<b>EXPENSES</b>					
Salaries and wages	\$ 8,694,587	\$ 12,919,621	\$ 15,748,689	\$ 18,519,707	\$ 23,131,836
Retirement	\$ 1,217,242	\$ 1,808,747	\$ 2,204,816	\$ 2,592,759	\$ 3,238,457
Health insurance	\$ 723,390	\$ 1,117,909	\$ 1,417,211	\$ 1,733,235	\$ 2,251,473
Payroll taxes	\$ 304,311	\$ 452,187	\$ 551,204	\$ 648,190	\$ 809,614
Professional services	\$ 1,154,888	\$ 1,771,806	\$ 2,258,303	\$ 2,707,107	\$ 3,505,100
Occupancy cost	\$ 1,055,700	\$ 1,607,730	\$ 1,820,946	\$ 2,042,433	\$ 2,647,900
Other facilities cost	\$ 812,254	\$ 1,258,126	\$ 1,616,768	\$ 1,948,121	\$ 2,523,551
Food service	\$ 858,495	\$ 1,325,118	\$ 1,705,685	\$ 2,057,063	\$ 2,667,308
Materials and supplies	\$ 440,987	\$ 676,543	\$ 876,362	\$ 1,056,446	\$ 1,356,906
Outreach	\$ 148,041	\$ 219,107	\$ 275,906	\$ 325,345	\$ 412,455
School programs	\$ 154,254	\$ 241,868	\$ 306,215	\$ 368,920	\$ 487,195
Communications	\$ 226,526	\$ 360,136	\$ 457,369	\$ 548,278	\$ 706,709
Technology	\$ 95,506	\$ 132,587	\$ 146,348	\$ 160,028	\$ 195,967
Professional development	\$ 26,321	\$ 40,734	\$ 47,028	\$ 52,592	\$ 64,639
Recruitment	\$ 180,437	\$ 238,852	\$ 371,546	\$ 344,986	\$ 420,009
Fees to sponsor	\$ 144,894	\$ 219,352	\$ 279,299	\$ 333,256	\$ 432,447
Miscellaneous	\$ 178,189	\$ 276,952	\$ 358,210	\$ 432,915	\$ 559,718
Depreciation	\$ 18,800	\$ 88,800	\$ 200,800	\$ 340,800	\$ 452,800
Year 1 School Start Up Expense	\$ 79,709	\$ 201,072	\$ 40,520	\$ 44,518	\$ 219,716
Excess Staff in Existing Schools	\$ 713,284	\$ 166,687	\$ -	\$ -	\$ -
E-Prep Leaseholds	\$ 306,230	\$ 153,115	\$ -	\$ -	\$ -
<b>TOTAL EXPENSES</b>	<b>\$17,534,042</b>	<b>\$25,277,050</b>	<b>\$30,683,225</b>	<b>\$36,256,700</b>	<b>\$46,083,803</b>
<b>NET INCOME w/o CSP</b>	<b>\$ (3,889,323)</b>	<b>\$ (5,158,101)</b>	<b>\$ (5,353,877)</b>	<b>\$ (5,612,930)</b>	<b>\$ (6,555,700)</b>
Additional Need Per Student w/o CSP	\$ 2,699	\$ 2,365	\$ 1,964	\$ 1,758	\$ 1,632
CSP Request	\$ 1,354,920	\$ 2,133,140	\$ 1,173,140	\$ 1,504,920	\$ 2,482,780
Net Income with CSP	\$ (2,534,403)	\$ (3,024,961)	\$ (4,180,737)	\$ (4,108,010)	\$ (4,072,920)
Additional Need Per Student w/ CSP	\$ 1,759	\$ 1,387	\$ 1,534	\$ 1,287	\$ 1,014

## Attachment 7 – Application Requirement G

**Parent and Community Involvement in the Implementation of New and Expanding Schools**

Each of the models has its own unique ways of garnering parental support and will learn from one another in the future regarding the best ways to involve parents and the broader community. Each model also intends to replicate its parent and community engagement strategies in the new schools within its model.

**Citizens Model:** Citizens Academy has high expectations for parents as well as its staff and students. Starting with home visits, families have the opportunity to learn about the school, express their goals for their child, and share any concerns they might have. Throughout the year, all teachers have an open door policy, and families are welcome at any time. Because Breakthrough schools do not offer transportation, most families pick their children up at the classroom each day; this exchange is an opportunity for regular communication between home and school. Moreover, BCS schools also ask families to volunteer at least 8 hours each year. Those families who meet this commitment are honored at a special end-of-the year assembly. CA has an active Parent Advisory Council (PAC) that brings educational and social programs to the school's families as well as engaging in fundraising events.

This parent advisory group also reviews CA's Title I family pledge each year and makes changes as necessary. CA has a full time Student and Family Coordinator who works as a liaison between the PAC and helps to address issues between staff, students, and families. The Principal hosts monthly "teas" so that families have an opportunity to get to know key administrators and share their thoughts about their children's education. CA staff offers family education programs such as "How to Help Your 1st grader with Reading" and "How to Help Your 3rd grader Prepare for the Reading Achievement Test." CA expects to reach 100%

## Attachment 7 – Application Requirement G

participation in parent-teacher conferences. The school currently averages a 98% participation rate.

**E Prep Model:** Parents are an integral part of ensuring success for E Prep students. Each year, parents are asked to complete a survey that will inform new school design. There is a family liaison committee on the board that is responsible for reaching out to families, providing a source of support and encouragement, and effecting positive change in regards to discipline and attrition while existing as a formal connection between families and the school. In addition, E Prep also ran a “Dads Club” organized by a student’s father and sponsored a family game night. These events offer students’ families the opportunity to grow as role models and caregivers while creating educationally supportive environments at home. Home visits will become a building block of E Prep’s efforts to elicit significant parent input on programming. Parents are invited to join E Prep and Village Prep’s Parent Teacher Organizations. Future schools within the E Prep model will employ the strategies described above to further parent engagement.

Village Prep has developed a standard for parental involvement that will be replicated in new Village Prep schools. The school has a Parent Teacher Organization that meets monthly to plan events, build community, and support the school. Village Prep also has a Parent Ambassador’s Club – this is a group of parents committed to investing new Village Prep families in the school and their children’s education. The Club will begin this year and have a strong presence before and after school during the first couple of weeks to provide guidance and advice to new families. Village Prep insists on required daily parent/teacher communication through the students’ homework binder. Mandatory parent/teacher conferences are held twice a year and there are mandatory parent orientations before students are officially enrolled.

## Attachment 7 – Application Requirement G

**TIS Model:** TIS has an intergenerational coordinator whose sole responsibility is to manage the relationships with the senior centers and the students, in conjunction with the teachers and overall school goals. The intergenerational programming enables the school to link the diverse elements of the community together. TIS is also home to a successful parent teacher organization that strengthen the relationships between families and the school, improve student outcomes and serve as an open line of communication between the school administration and students families.

The TIS model expects to replicate its parent teacher organization in every school that will open within its model.

**Budget Narrative File(s)**

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\* **Mandatory Budget Narrative Filename:**

Add Mandatory Budget Narrative

Delete Mandatory Budget Narrative

View Mandatory Budget Narrative

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To add more Budget Narrative attachments, please use the attachment buttons below.

Add Optional Budget Narrative

Delete Optional Budget Narrative

View Optional Budget Narrative

Budget Narrative

## Budget Narrative

### Breakthrough Charter Schools

This CSP grant will afford BCS the opportunity to accelerate along its path towards long-term sustainability. As discussed in earlier parts of this application there are three objective areas for which BCS intend to use CSP funds – 1) Opening new schools 2) Expanding schools and 3) CMO support. BCS has built the project budget around these three objectives and then included detail by project year and the budget category listed in Section A of the ED 524 form.

New School Planning – Year Zero – BCS adheres to the old adage – failing to prepare is preparing to fail. The network is on its way to growing to 20 schools, but to get there it needs to ensure that schools are opened with an efficient use of resources while still preparing the schools to achieve high standards for academic performance. This category includes costs incurred with the opening of the new schools, including relevant CMO support costs.

New School - First Year – Even with a great plan, there are always unforeseen circumstances that arise as a school opens its doors in the first year. Having financial resources to deal with any of these circumstances will allow BCS to weather these challenges. This category includes costs incurred with the first year of a new school, including relevant CMO support costs.

Expanding Grades – With the growth of each new grade at the expanding schools there is a critical need for resources at both the school and CMO levels to support that growth. BCS will use CSP funds to help build that infrastructure in the early years of a school’s lifecycle. This will allow the network to achieve sustainability over the long-term. This category includes costs incurred with the expansion of the current and newly opened schools, including relevant CMO support costs.

#### New School Planning – Year Zero

##### *Personnel Costs*

In the planning year, expenses are incurred prior to revenue generation from students. For each school, salaries of a Principal and a Business Operations Manager are incurred in support of all start of activities of the school, including planning curriculum and teacher training, recruitment, interviewing and selection of staff, organizational set up, including all facilities related needs and all operational needs. The Principal will be paid **\$80,000**, and the Business Operations Manager, **\$48,000**. The remaining **\$67,500** of the planning year personnel costs expense in year 1 will be used to cover salaries for part of the CMO team, who provide subject matter expertise with regard to Finance, Human Resources, Information Technology, Compliance, and all aspects of school planning.

Year 1 - In this year, BCS is planning for 3 new schools resulting in a total for Personnel Costs of **\$451,500**.

## Budget Narrative

Year 2 – In year 2, BCS is planning for 1 new school resulting in a total for Personnel Costs of **\$150,500.**

Year 3 – In year 3, BCS is planning for 1 new school resulting in a total for Personnel Costs of **\$150,500.**

Year 4 – In this year, BCS is planning for 3 new schools resulting in a total for Personnel Costs of **\$451,500.**

Year 5 – In this year, BCS is planning for 2 new schools resulting in a total for Personnel Costs of **\$301,000.**

### ***Fringe Benefits***

In addition to salaries for the new Principal and Operations Manager, 14% of their salary dollars must be contributed to the State Employee/ Teacher Retirement System and approximately 8% for healthcare and 3.5% for payroll tax for these roles are incurred. No fringe benefits for the CMO staff are included.

Year 1 –The total fringe benefits of the Principal and Operations Managers is **\$97,920.**

Year 2 –The total fringe benefits of the Principal and Operations Managers in year 2 is **\$32,640.**

Year 3 –The total fringe benefits of the Principal and Operations Managers in year 3 is **\$32,640.**

Year 4 –The total fringe benefits of the Principal and Operations Managers in year 4 is **\$97,920.**

Year 5 –The total fringe benefits of the Principal and Operations Managers in year 5 is **\$65,280.**

### ***Travel***

BCS has budgeted \$750 per person for two people per planned school for travel to observe other high quality charter schools and attend any necessary trainings provided for Ohio charter schools.

Year 1 –The total cost of travel for the 3 planned schools is \$4,500 in year 1.

Year 2 –The total cost of travel for the planned school is \$1,500 in year 2.

Year 3 –The total cost of travel for the planned school is \$1,500 in year 3.

Year 4 –The total cost of travel for the 3 planned schools is \$4,500 in year 4.

Year 5 –The total cost of travel for the 2 planned schools is \$3,000 in year 5.

### ***Equipment***

Both the Principal and Operations Manager in the planning year will need computers to use for their work. BCS anticipates a total equipment cost of \$2,000 per staff member, which includes

### Budget Narrative

the cost of the computer and necessary software as well as other items such as printers and furniture.

Year 1 - The total cost of equipment for six staff members at the three planned schools is \$12,000 in year 1.

Year 2 –The total cost of equipment for two staff members at the one planned school is \$4,000 in year 2.

Year 3 - The total cost of equipment for two staff members at the one planned school is \$4,000 in year 3.

Year 4 – The total cost of equipment for six staff members at the three planned schools is \$12,000 in year 4.

Year 5 - The total cost of equipment for the two planned schools is \$8,000 in year 5.

### *Supplies*

BCS estimates \$12,000 per school for the supplies and materials necessary to plan each new school. This cost includes supplies necessary to promote the school to the community as well as the materials for supporting the operations of the Principal and Operations Manager.

Year 1 –Total supply cost for the 3 planned schools is \$36,000.

Year 2 –Total supply cost for the planned school is \$12,000.

Year 3 –Total supply cost for the planned school is \$12,000.

Year 4 –Total supply cost for the 3 planned schools is \$36,000.

Year 5 –Total supply cost for the 2 planned schools is \$24,000.

### *Contractual*

The remaining planning year expense is used to ensure successful marketing of the school, enrollment related expenses (including parent information sessions), professional development for the new Principal, compliance and other training for the Business Operations Manager, and other operational set-up support. BCS estimates this amount to total \$20,000 per planned school broken out as follows: consultants for marketing - \$5,000; 5 information sessions at \$1,000 each; Principal professional development at \$5,000; and \$5,000 for the training of the Operations Manager.

Year 1 –The total cost of contracted services for the 3 planned schools is \$60,000 in year 1.

Year 2 –The total cost of contracted services for the planned schools is \$20,000 in year 2.

## Budget Narrative

Year 3 –The total cost of contracted services for the planned schools is \$20,000 in year 3.

Year 4 –The total cost of contracted services for the 3 planned schools is \$60,000 in year 4.

Year 5 –The total cost of contracted services for the planned schools is \$40,000 in year 5.

### ***Construction***

BCS does not intend to use any funds for construction in any year.

### ***Other***

BCS does not intend to use funds in any way other than what is described above for planning new schools in any year.

## **New Schools First Year**

### ***Personnel Costs***

With the growing number of schools the CMO needs to grow in order to provide support. Over the five-year grant period the CMO staff will grow by 3, 4, 2, 3, and 6 people each respective year.

Year 1 –In year 1, BCS will use the CSP funds to cover the salary of the newly hired Director of Facilities as well as 30% of the salary of the Director of Communications. Both of these positions are vital to the growth of the network as BCS in the process of purchasing buildings from the local school district and building the network's communications capabilities as it undertakes to open new schools. Total salaries included total **\$93,000.**

Year 2 – With an increase of three new schools in year 2, the CMO needs to grow proportionally to provide adequate support. In year 2, BCS adds to its staff by 4 people. BCS will use the CSP funds to cover the salary of the newly hired Vice President of HR, Urban Teacher Residency Coordinator, Marketing Coordinator, and Director of Performance Management. Each of these positions allows the CMO to provide better support for the growing number of teachers and staff across the network and creates the capacity to be reflective and proactive in measuring the performance of the schools and CMO. Total salaries included total **\$256,000.**

Year 3 –In year 3, BCS adds to its staff by 2 people. BCS will use the CSP funds to cover only the salary of the newly hired Purchasing Coordinator who will coordinate purchasing across the growing network. Total salaries covered total **\$43,000.**

Year 4 –In year 4, BCS adds to its staff by 3 people. BCS will use the CSP funds to cover only the salary of the newly hired Facilities Coordinator who will assist the Director of Facilities in managing the facility needs of the network's school properties. Total salaries covered total **\$45,500.**

## Budget Narrative

Year 5 – In year 5, BCS adds to its staff by 6 people but will use CSP funds to cover only 4 of those positions. BCS will use CSP funds to cover the salary of the newly hired Compensation and Benefits Coordinator, Director of Curriculum, Special Services Coordinator and one Administrative Assistant to support all of the Model Leaders. Each of these positions allows the CMO to provide better support for the growing number of teachers by creating a stronger academic support team. Total salaries covered total **\$326,000.**

### *Fringe Benefits*

Year 1 – In addition to the salary of the Director of Facilities, 14% of his salary dollars must be contributed to the State Employee/ Teacher Retirement System and approximately 8% for healthcare and 3.5% for payroll tax for these roles are incurred. Total fringe benefits covered total **\$18,600.**

Year 2 – In addition to the salaries of the employees hired, 14% of their salary dollars must be contributed to the State Employee/ Teacher Retirement System and approximately 8% for healthcare and 3.5% for payroll tax for these roles are incurred. Total fringe benefits covered total **\$65,000.**

Year 3 – In addition to the salaries of the employees hired, 14% of their salary dollars must be contributed to the State Employee/ Teacher Retirement System and approximately 8% for healthcare and 3.5% for payroll tax for these roles are incurred. Total fringe benefits covered total **\$11,000.**

Year 4 – In addition to the salaries of the employees hired, 14% of their salary dollars must be contributed to the State Employee/ Teacher Retirement System and approximately 8% for healthcare and 3.5% for payroll tax for these roles are incurred. Total fringe benefits covered total **\$12,100.**

Year 5 – In addition to the salaries of the employees hired, 14% of their salary dollars must be contributed to the State Employee/ Teacher Retirement System and approximately 8% for healthcare and 3.5% for payroll tax for these roles are incurred. Total fringe benefits covered total **\$82,850.**

### *Travel*

BCS does not intend to use any funds for travel for this part of the request in any year.

### *Equipment*

Each school model opens with different grade spans. Each needs computers, furniture and other equipment. Based on past spending in these areas BCS has budgeted approximately \$70,000 per grade for each of the E-Prep and Citizens Academy school models and \$35,000 for the TIS

## Budget Narrative

schools for every year of the grant. TIS schools have almost half the students per class as the other models' schools. For this reason, they do not have the same equipment needs.

Year 1 –In year 1, BCS will open a Citizens Academy middle school with 1 grade and an Intergenerational School with 3 grades. In addition, in year 1 of the grant BCS will purchase the hardware and software required to build a single network and consolidate the IT and e-mail infrastructure of the schools. The network is planning on expending \$28,000 for these purposes. The total equipment cost for year 1 is \$203,000.

Year 2 –A Citizens Academy elementary school will open this year with grades K-2, an E Prep elementary school will open this year with grades K-1, and an E Prep middle school will open in this year with grade 6. The other major use of equipment in year 2 will be the upgrade of BCS's payroll, Accounting, Human Resources and Reporting systems. This will require additional hardware and software totaling \$50,000. The year 2 total cost for equipment is \$470,000.

Year 3 – A TIS school will open this year with grades K-2. The year 3 total cost for equipment is \$105,000.

Year 4 – A Citizens Academy middle school will open this year with grade 6. Year 4 total cost for equipment is \$70,000.

Year 5 – A Citizens Academy elementary school will open this year with grades K-2, an E Prep elementary school will open this year with grades K-1, and an E Prep middle school will open in this year with grade 6. Year 5 total cost for equipment is \$420,000.

## *Supplies*

New schools require supplies for student and teacher use. BCS schools have historically spent about \$400 per student for materials and supplies for student and school programs across the schools and have budgeted the same amount for these new schools.

Year 1 –In year 1, the total supply cost is \$74,400.

Year 2 –In year 2, the total supply cost is \$214,000.

Year 3 –In year 3, the total supply cost is \$36,000.

Year 4 –In year 4, the total supply cost is \$38,400.

Year 5 –In year 5 the total supply cost is \$218,150.

## *Contractual*

Contracts for professional services for technology, payroll and professional development are assumed each year at a cost of \$700 per student with an additional \$100 per student for

## Budget Narrative

communications for community engagement and marketing directly connected to recruitment and growing enrollment numbers. All costs are based on past spending in these areas.

Year 1 –In addition to the above costs based on a per student amount, year 1 includes costs of \$20,200 for IT support for the implementation of the new network. The total contracted amount for year 1 is \$169,000.

Year 2 – In addition to the above costs based on a per student amount, year 2 includes costs of \$22,000 for IT support for the implementation of new systems. Recognizing the importance of human capital in the growth and sustainability of the Breakthrough schools, the intention is to invest in creating both teacher and school leadership pipelines. In year 2, BCS have set aside \$50,000 to invest in the Cleveland Urban Teacher Residency Program. Ohio has just this year received the necessary legal changes which will allow Teach for America (TFA) to operate in the state. Also included are costs of \$100,000 in year 2, set aside to cover fees for the recruitment and professional development of TFA teachers. BCS will be growing 3 new schools and a total of 6 new grades that will need teaching staff. BCS expects TFA to be a major source of needed talent. The professional development cost of each TFA teacher that BCS expects to add to the network is \$5,000. The total contracted cost for year 2 is \$600,000.

Year 3 - BCS anticipates that year 3, in regards to TFA, will be spent evaluating the effectiveness of the previous year's recruitment and marketing. Any TFA recruitment costs will be paid for out of operational funds not associated with this grant. In addition to the above costs based on a per student amount, also included is another \$3,000, set aside to cover any remaining costs related to BCS's previous systems integrations. The total contracted cost for year 3 is \$75,000.

Year 4 - In addition to the above costs based on a per student amount, also included are costs of \$45,000 in this year, set aside to cover fees for the recruitment and professional development of TFA teachers to allow BCS to continue to supply the pipeline of teachers for the expanding number of schools. The total contracted cost for year 4 is \$122,000.

Year 5 - In addition to the above costs based on a per student amount, also included are costs of \$100,000 this year, set aside to cover fees for the recruitment and professional development of TFA teachers to allow BCS to continue to supply the pipeline of teachers for the network's expanding number of schools. An additional \$30,000 for a consultant to assist with the design and build of Breakthrough University is also included in year 5. The total contracted cost for year 5 is \$558,000.

## ***Construction***

BCS does not intend to use any funds for construction in any year.

## ***Other***

## Budget Narrative

BCS does not intend to use funds in any way other than what is described above for planning new schools in any year.

### Expanding Grades

#### *Personnel Costs*

A significant portion of time of BCS's CEO, CFO, COO and the rest of the CMO team is spent directly on new school planning, including facility identification, financial planning, enrollment and marketing strategy, technology implementation, and teacher and staff recruitment and training. Approximately two-thirds of the COO's time, one-third of the CEO's, one-quarter of the CFO's and one-quarter of their administrative support's time is focused on new school development. In each year of the grant BCS will allocate a portion of project funds to cover the cost of these CMO staff. This portion will vary based on remaining allowed cost but the fractional salaries for these positions related to new schools totals **\$137,000.**

Year 1 –In year 1, the total salary allocated is **\$27,000.**

Year 2 –In year 2, the total salary allocated is **\$61,500.**

Year 3 –In year 3, the total salary allocated is **\$136,500.**

Year 4 –In year 4, the total salary allocated is **\$111,000.**

Year 5 –In year 5, the total salary allocated is **\$87,300.**

#### *Fringe Benefits*

BCS does not intend to use any funds to cover the fringe benefits of the staff to which BCS will allocate personnel costs for this part of the request in any year.

#### *Travel*

BCS does not intend to use any funds for travel in any year.

#### *Equipment*

BCS does not intend to use any funds for equipment for this part of this request in any year.

#### *Supplies*

Expanding schools require the same supplies for student and teacher use as the new schools. BCS schools has historically spent about \$400 per student for materials and supplies for student and school programs across the network's schools and have budgeted the same amount for these new schools.

Year 1 –In year 1, the total supply cost is \$74,400.

### Budget Narrative

Year 2 –In year 2, the total supply cost is \$214,000.

Year 3 – In year 3, the total supply cost is \$36,000.

Year 4 –In year 4, the total supply cost is \$38,400.

Year 5 – In year 5, the total supply cost is \$218,150.

### ***Contractual***

Expanding schools require the same professional services for technology, payroll, and professional development as new schools and are assumed each year at a cost of \$700 per student with an additional \$100 per student for communications, community engagement and marketing directly connected to recruitment and growing enrollment numbers. All costs are based on past spending in these areas.

Year 1 –The total contracted cost for year 1 is \$72,000.

Year 2 –The total contracted cost for year 2 is \$164,000.

Year 3 –The total contracted cost for year 3 is \$364,000.

Year 4 –The total contracted cost for year 4 is \$296,000.

Year 5 –The total contracted cost for year 5 is \$232,800.

### ***Construction***

BCS does not intend to use any funds for construction in any year.

### ***Other***

BCS does not intend to use funds in any way other than what is described above for planning new schools in any year.

NEW SCHOOLS OPENING							FIRST 5
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016		
<b>Citizens</b>							
CA K-5	0	1	0	0	1	2	
CA 6-8	1	0	0	1	0	2	
<b>Intergenerational</b>							
TIS K-8	1	0	1	0	0	2	
<b>E-Prep</b>							
EV K-5	0	1	0	0	1	2	
EP 6-8	<u>0</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>1</u>	<u>2</u>	
<b>TOTAL SCHOOL OPENINGS</b>	<b>2</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>3</b>	<b>10</b>	
NEW GRADES OPENING							FIRST 5
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016		
<b>Citizens</b>							
CA K-5	0	3	0	0	3	6	
CA 6-8	1	0	0	1	0	2	
<b>Intergenerational</b>							
TIS K-8	3	0	3	0	0	6	
<b>E-Prep</b>							
EV K-5	0	2	0	0	2	4	
EP 6-8	<u>0</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>1</u>	<u>2</u>	
<b>TOTAL SCHOOL OPENINGS</b>	<b>4</b>	<b>6</b>	<b>3</b>	<b>1</b>	<b>6</b>	<b>20</b>	
YEAR 1 ENROLLMENT							FIRST 5
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016		
<b>Citizens</b>							
CA K-5	0	225	0	0	225	450	
CA 6-8	96	0	0	96	0	192	
<b>Intergenerational</b>							
TIS K-8	90	0	90	0	0	180	
<b>E-Prep</b>							
EV K-5	0	180	0	0	180	360	
EP 6-8	<u>0</u>	<u>130</u>	<u>0</u>	<u>0</u>	<u>130</u>	<u>260</u>	
<b>TOTAL YEAR 1 ENROLLMENT</b>	<b>186</b>	<b>535</b>	<b>90</b>	<b>96</b>	<b>535</b>	<b>1442</b>	

TOTAL EXPANDING SEATS							FIRST 5
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016		
<b>Citizens</b>							
CA K-5	0	0	0	0	0	0	
CA K-5 (2)	0	0	75	75	75	225	
CA K-5 (3)	0	0	0	0	0	0	
CA K-5 (4)	0	0	0	0	0	0	
CA 6-8	0	90	90	0	0	180	
CA 6-8 (2)	0	0	0	0	90	90	
CA 6-8 (3)	0	0	0	0	0	0	
CA 6-8 (4)	0	0	0	0	0	0	
<b>Intergenerational</b>							
TIS K-8	0	0	0	0	0	0	
TIS K-8 (2)	0	30	25	25	21	101	
TIS K-8 (3)	0	0	0	30	25	55	
TIS K-8 (4)	0	0	0	0	0	0	
<b>E-Prep</b>							
EV K-5	90	85	80	75	0	330	
EV K-5 (2)	0	0	90	85	80	255	
EV K-5 (3)	0	0	0	0	0	0	
EV K-5 (4)	0	0	0	0	0	0	
EP 6-8	0	0	0	0	0	0	
EP 6-8 (2)	0	0	95	80	0	175	
EP 6-8 (3)	0	0	0	0	0	0	
EP 6-8 (4)	0	0	0	0	0	0	
<b>TOTAL EXPANDING SEATS</b>	<b>90</b>	<b>205</b>	<b>455</b>	<b>370</b>	<b>291</b>	<b>1411</b>	

<b>OVERALL BCS NETWORK INCOME STATEMENT</b>					
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
# of students	1,441	2,181	2,726	3,192	4,018
# of schools	6	9	10	11	14
# of new schools openings	2	3	1	1	3
<b>REVENUES</b>					
State foundation - general	\$ -	\$ -	\$ -	\$ -	\$ -
State foundation - other	\$ 9,798,189	\$15,005,999	\$18,810,436	\$22,385,664	\$29,238,101
Other federal and state grants	\$ 3,846,530	\$ 5,112,950	\$ 6,518,912	\$ 8,258,107	\$10,290,003
Start-up grants (CSP)	\$ -	\$ -	\$ -	\$ -	\$ -
Contributions/donations	\$ -	\$ -	\$ -	\$ -	\$ -
Food service	\$ -	\$ -	\$ -	\$ -	\$ -
School Programs	\$ -	\$ -	\$ -	\$ -	\$ -
Other	\$ -	\$ -	\$ -	\$ -	\$ -
<b>TOTAL REVENUES</b>	<b>\$13,644,719</b>	<b>\$20,118,949</b>	<b>\$25,329,347</b>	<b>\$30,643,771</b>	<b>\$39,528,104</b>
<b>EXPENSES</b>					
Salaries and wages	\$ 8,694,587	\$12,919,621	\$15,748,689	\$18,519,707	\$23,131,836
Retirement	\$ 1,217,242	\$ 1,808,747	\$ 2,204,816	\$ 2,592,759	\$ 3,238,457
Health insurance	\$ 723,390	\$ 1,117,909	\$ 1,417,211	\$ 1,733,235	\$ 2,251,473
Payroll taxes	\$ 304,311	\$ 452,187	\$ 551,204	\$ 648,190	\$ 809,614
Professional services	\$ 1,154,888	\$ 1,771,806	\$ 2,258,303	\$ 2,707,107	\$ 3,505,100
Occupancy cost	\$ 1,055,700	\$ 1,607,730	\$ 1,820,946	\$ 2,042,433	\$ 2,647,900
Other facilities cost	\$ 812,254	\$ 1,258,126	\$ 1,616,768	\$ 1,948,121	\$ 2,523,551
Food service	\$ 858,495	\$ 1,325,118	\$ 1,705,685	\$ 2,057,063	\$ 2,667,308
Materials and supplies	\$ 440,987	\$ 676,543	\$ 876,362	\$ 1,056,446	\$ 1,356,906
Outreach	\$ 148,041	\$ 219,107	\$ 275,906	\$ 325,345	\$ 412,455
School programs	\$ 154,254	\$ 241,868	\$ 306,215	\$ 368,920	\$ 487,195
Communications	\$ 226,526	\$ 360,136	\$ 457,369	\$ 548,278	\$ 706,709
Technology	\$ 95,506	\$ 132,587	\$ 146,348	\$ 160,028	\$ 195,967
Professional development	\$ 26,321	\$ 40,734	\$ 47,028	\$ 52,592	\$ 64,639
Recruitment	\$ 180,437	\$ 238,852	\$ 371,546	\$ 344,986	\$ 420,009
Fees to sponsor	\$ 144,894	\$ 219,352	\$ 279,299	\$ 333,256	\$ 432,447
Miscellaneous	\$ 178,189	\$ 276,952	\$ 358,210	\$ 432,915	\$ 559,718
Depreciation	\$ 18,800	\$ 88,800	\$ 200,800	\$ 340,800	\$ 452,800
Year 1 School Start Up Expense	\$ 79,709	\$ 201,072	\$ 40,520	\$ 44,518	\$ 219,716
Excess Staff in Existing Schools	\$ 713,284	\$ 166,687	\$ -	\$ -	\$ -
E-Prep Leaseholds	\$ 306,230	\$ 153,115	\$ -	\$ -	\$ -
<b>TOTAL EXPENSES</b>	<b>\$17,534,042</b>	<b>\$25,277,050</b>	<b>\$30,683,225</b>	<b>\$36,256,700</b>	<b>\$46,083,803</b>
<b>NET INCOME w/o CSP</b>	<b>\$ (3,889,323)</b>	<b>\$ (5,158,101)</b>	<b>\$ (5,353,877)</b>	<b>\$ (5,612,930)</b>	<b>\$ (6,555,700)</b>
Additional Need Per Student w/o CSP	\$ 2,699	\$ 2,365	\$ 1,964	\$ 1,758	\$ 1,632
CSP Request	\$ 1,354,920	\$ 2,133,140	\$ 1,173,140	\$ 1,504,920	\$ 2,482,780
Net Income with CSP	\$ (2,534,403)	\$ (3,024,961)	\$ (4,180,737)	\$ (4,108,010)	\$ (4,072,920)
Additional Need Per Student w/ CSP	\$ 1,759	\$ 1,387	\$ 1,534	\$ 1,287	\$ 1,014

<b>SCHOOLS IN PLANNING (YEAR 0)</b>						
	<u>2011-2012</u>	<u>2012-2013</u>	<u>2013-2014</u>	<u>2014-2015</u>	<u>2015-2016</u>	<u>FIRST 5</u>
<b>1. Personnel</b>	\$ 451,500	\$ 150,500	\$ 150,500	\$ 451,500	\$ 301,000	\$ 1,505,000
<b>2. Fringe Benefits (non-CMO staff)</b>	\$ 97,920	\$ 32,640	\$ 32,640	\$ 97,920	\$ 65,280	\$ 326,400
<b>3. Travel (PD \$750 per Employee)</b>	\$ 4,500	\$ 1,500	\$ 1,500	\$ 4,500	\$ 3,000	\$ 15,000
<b>4. Equipment (\$2,000 per Employee)</b>	\$ 12,000	\$ 4,000	\$ 4,000	\$ 12,000	\$ 8,000	\$ 40,000
<b>5. Supplies (\$12,000 per School)</b>	\$ 36,000	\$ 12,000	\$ 12,000	\$ 36,000	\$ 24,000	\$ 120,000
<b>6. Contractual (\$20,000 per school)</b>	\$ 60,000	\$ 20,000	\$ 20,000	\$ 60,000	\$ 40,000	\$ 200,000
<b>7. Construction</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>8. Other</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>9. Total Direct Costs (1-8)</b>	\$ 661,920	\$ 220,640	\$ 220,640	\$ 661,920	\$ 441,280	\$ 2,206,400
<b>10. Indirect Costs</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>11. Training Stipends</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>12. Total Costs (9-11)</b>	\$ 661,920	\$ 220,640	\$ 220,640	\$ 661,920	\$ 441,280	\$ 2,206,400

<b>TOTAL YEAR 1 SEATS</b>						
	<u>2011-2012</u>	<u>2012-2013</u>	<u>2013-2014</u>	<u>2014-2015</u>	<u>2015-2016</u>	<u>FIRST 5</u>
<b>1. Personnel</b>	\$ 93,000	\$ 256,000	\$ 43,000	\$ 45,500	\$ 326,000	\$ 763,500
<b>2. Fringe Benefits (non-CMO staff)</b>	\$ 18,600	\$ 65,000	\$ 11,000	\$ 12,100	\$ 82,850	\$ 189,550
<b>3. Travel</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>4. Equipment</b>	\$ 203,000	\$ 470,000	\$ 105,000	\$ 70,000	\$ 420,000	\$ 1,268,000
<b>5. Supplies</b>	\$ 74,400	\$ 214,000	\$ 36,000	\$ 38,400	\$ 218,150	\$ 580,950
<b>6. Contractual</b>	\$ 169,000	\$ 600,000	\$ 75,000	\$ 122,000	\$ 558,000	\$ 1,524,000
<b>7. Construction</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>8. Other</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>9. Total Direct Costs (1-8)</b>	\$ 558,000	\$ 1,605,000	\$ 270,000	\$ 288,000	\$ 1,605,000	\$ 4,326,000
<b>10. Indirect Costs</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>11. Training Stipends</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>12. Total Costs (9-11)</b>	\$ 558,000	\$ 1,605,000	\$ 270,000	\$ 288,000	\$ 1,605,000	\$ 4,326,000

<b>TOTAL EXPANDING SEATS</b>						
	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>FIRST 5</b>
<b>1. Personnel</b>	\$ 27,000	\$ 61,500	\$ 136,500	\$ 111,000	\$ 87,300	\$ 423,300
<b>2. Fringe Benefits (non-CMO staff)</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>3. Travel</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>4. Equipment</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>5. Supplies</b>	\$ 36,000	\$ 82,000	\$ 182,000	\$ 148,000	\$ 116,400	\$ 564,400
<b>6. Contractual</b>	\$ 72,000	\$ 164,000	\$ 364,000	\$ 296,000	\$ 232,800	\$ 1,128,800
<b>7. Construction</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>8. Other</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>9. Total Direct Costs (1-8)</b>	\$ 135,000	\$ 307,500	\$ 682,500	\$ 555,000	\$ 436,500	\$ 2,116,500
<b>10. Indirect Costs</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>11. Training Stipends</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>12. Total Costs (9-11)</b>	\$ 135,000	\$ 307,500	\$ 682,500	\$ 555,000	\$ 436,500	\$ 2,116,500

<b>TOTAL REQUEST</b>						
	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>FIRST 5</b>
<b>1. Personnel</b>	\$ 571,500	\$ 468,000	\$ 330,000	\$ 608,000	\$ 714,300	\$ 2,691,800
<b>2. Fringe Benefits</b>	\$ 116,520	\$ 97,640	\$ 43,640	\$ 110,020	\$ 148,130	\$ 515,950
<b>3. Travel</b>	\$ 4,500	\$ 1,500	\$ 1,500	\$ 4,500	\$ 3,000	\$ 15,000
<b>4. Equipment</b>	\$ 215,000	\$ 474,000	\$ 109,000	\$ 82,000	\$ 428,000	\$ 1,308,000
<b>5. Supplies</b>	\$ 146,400	\$ 308,000	\$ 230,000	\$ 222,400	\$ 358,550	\$ 1,265,350
<b>6. Contractual</b>	\$ 301,000	\$ 784,000	\$ 459,000	\$ 478,000	\$ 830,800	\$ 2,852,800
<b>7. Construction</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>8. Other</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>9. Total Direct Costs (1-8)</b>	\$ 1,354,920	\$ 2,133,140	\$ 1,173,140	\$ 1,504,920	\$ 2,482,780	\$ 8,648,900
<b>10. Indirect Costs</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>11. Training Stipends</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>12. Total Costs (9-11)</b>	\$ 1,354,920	\$ 2,133,140	\$ 1,173,140	\$ 1,504,920	\$ 2,482,780	\$ 8,648,900

# Survey on Ensuring Equal Opportunity For Applicants

OMB No. 1890-0014 Exp. 2/28/2009

## Purpose:

The Federal government is committed to ensuring that all qualified applicants, small or large, non-religious or faith-based, have an equal opportunity to compete for Federal funding. In order for us to better understand the population of applicants for Federal funds, we are asking nonprofit private organizations (not including private universities) to fill out this survey.

Upon receipt, the survey will be separated from the application. Information provided on the survey will not be considered in any way in making funding decisions and will not be included in the Federal grants database. While your help in this data collection process is greatly appreciated, completion of this survey is voluntary.

## Instructions for Submitting the Survey

If you are applying using a hard copy application, please place the completed survey in an envelope labeled "Applicant Survey." Seal the envelope and include it along with your application package. If you are applying electronically, please submit this survey along with your application.

<b>Applicant's (Organization) Name:</b>	Breakthrough Charter Schools
<b>Applicant's DUNS Name:</b>	8409414340000
<b>Federal Program:</b>	Charter Schools Program (CSP) Grants for Replication and Expansion of High-Quality
<b>CFDA Number:</b>	84.282

- Has the applicant ever received a grant or contract from the Federal government?
 

Yes       No
- Is the applicant a faith-based organization?
 

Yes       No
- Is the applicant a secular organization?
 

Yes       No
- Does the applicant have 501(c)(3) status?
 

Yes       No
- Is the applicant a local affiliate of a national organization?
 

Yes       No
- How many full-time equivalent employees does the applicant have? (Check only one box).
 

3 or Fewer       15-50

4-5       51-100

6-14       over 100
- What is the size of the applicant's annual budget? (Check only one box.)
 

Less Than \$150,000

\$150,000 - \$299,999

\$300,000 - \$499,999

\$500,000 - \$999,999

\$1,000,000 - \$4,999,999

\$5,000,000 or more

## Survey Instructions on Ensuring Equal Opportunity for Applicants

OMB No. 1890-0014 Exp. 2/28/2009

**Provide the applicant's (organization) name and DUNS number and the grant name and CFDA number.**

1. Self-explanatory.
2. Self-identify.
3. Self-identify.
4. 501(c)(3) status is a legal designation provided on application to the Internal Revenue Service by eligible organizations. Some grant programs may require nonprofit applicants to have 501(c)(3) status. Other grant programs do not.
5. Self-explanatory.
6. For example, two part-time employees who each work half-time equal one full-time equivalent employee. If the applicant is a local affiliate of a national organization, the responses to survey questions 2 and 3 should reflect the staff and budget size of the local affiliate.
7. Annual budget means the amount of money your organization spends each year on all of its activities.

### **Paperwork Burden Statement**

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this

information collection is **1890-0014**. The time required

to complete this information collection is estimated to average five (5) minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection.

**If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** The Agency Contact listed in this grant application package.