

U.S. Department of Education

Washington, D.C. 20202-5335



**APPLICATION FOR GRANTS
UNDER THE**

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

CFDA # 84.282B

PR/Award # U282B110048

Grants.gov Tracking#: GRANT10951346

OMB No. , Expiration Date:

Closing Date: Aug 24, 2011

Table of Contents

Form	Page
1. Application for Federal Assistance SF-424	e3
2. Standard Budget Sheet (ED 524)	e6
3. Assurances Non-Construction Programs (SF 424B)	e8
4. Disclosure Of Lobbying Activities (SF-LLL)	e10
5. ED GEPA427 Form	e11
6. Grants.gov Lobbying Form	e12
7. Dept of Education Supplemental Information for SF-424	e13
8. ED Abstract Narrative Form	e14
<i>Attachment - 1 (1234-CSP Abstract)</i>	e15
9. Project Narrative Form	e16
<i>Attachment - 1 (1237-CCAWESTCSP)</i>	e17
<i>Attachment - 2 (1238-Attachment A.501(c)3_Status)</i>	e67
<i>Attachment - 3 (1239-Attachment B.CCA_West_AOI2011)</i>	e68
<i>Attachment - 4 (1240-Attachment C.CCA-WCSPTables)</i>	e69
<i>Attachment - 5 (1241-Attachment D.POI2009-2010)</i>	e71
<i>Attachment - 6 (1242-Attachment E. Curriculum)</i>	e73
<i>Attachment - 7 (1243-Attachment F.BGCCletter of Rec2011)</i>	e74
<i>Attachment - 8 (1244-Attachment G.Cristo Reyletter of Rec2011)</i>	e75
<i>Attachment - 9 (1245-Attachment H.OAPCSletter of Rec2011)</i>	e76
<i>Attachment - 10 (1246-Attachment I.Letter of Intent CCAW[1])</i>	e77
<i>Attachment - 11 (1247-Attachment J.CCA-West_boardresumes)</i>	e78
<i>Attachment - 12 (1248-Attachment K.CCA-West_mgmtresumes-jd)</i>	e88
<i>Attachment - 13 (1249-Attachment L.CCCA-West5Year)</i>	e94
<i>Attachment - 14 (1250-Attachment M.CCA-WestAnnualOpBudget)</i>	e95
<i>Attachment - 15 (1251-Attachment N.CCA-WestCashFlow)</i>	e97
<i>Attachment - 16 (1252-Attachment O.CSP Budget Narrative)</i>	e98
<i>Attachment - 17 (1253-Attachment P. POI2008-2009)</i>	e108
10. Other Narrative Form	e110
<i>Attachment - 1 (1236-Attachment Q. CSP_Assurances_Signed)</i>	e111
11. Budget Narrative Form	e112
<i>Attachment - 1 (1235-Attachment O.CSP Budget Narrative)</i>	e113
12. Form FaithBased_SurveyOnEEO-V1.2.pdf	e123

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="08/24/2011"/>	4. Applicant Identifier: <input type="text"/>	
5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>	
State Use Only:		
6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>	
8. APPLICANT INFORMATION:		
* a. Legal Name: <input type="text" value="Columbus Collegiate Academy, Inc."/>		
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="208068507"/>	* c. Organizational DUNS: <input type="text" value="9436646510000"/>	
d. Address:		
* Street1: <input type="text" value="28 E. Seventh Avenue"/>	Street2: <input type="text"/>	
* City: <input type="text" value="Columbus"/>	County/Parish: <input type="text"/>	
* 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="43201-2509"/>	
e. Organizational Unit:		
Department Name: <input type="text"/>	Division Name: <input type="text"/>	
f. Name and contact information of person to be contacted on matters involving this application:		
Prefix: <input type="text"/>	* First Name: <input type="text" value="Andrew"/>	
Middle Name: <input type="text"/>		
* Last Name: <input type="text" value="Boy"/>		
Suffix: <input type="text"/>		
Title: <input type="text"/>		
Organizational Affiliation: <input type="text"/>		
* Telephone Number: <input type="text" value="6142050250"/>	Fax Number: <input type="text"/>	
* Email: <input type="text" value="andrewboy@columbuscollegiate.org"/>		

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

G: Independent School District

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.282

CFDA Title:

Charter Schools

*** 12. Funding Opportunity Number:**

ED-GRANTS-072511-001

* Title:

Office of Innovation and Improvement (OII): Charter Schools Program (CSP): Planning, Program Design, and Initial Implementation Grants CFDA Number 84.282B

13. Competition Identification Number:

84-282B2011-1

Title:

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

Add Attachment

Delete Attachment

View Attachment

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

Columbus Collegiate Academy - West Campus

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

b. Program/Project

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

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="200,000.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="518,351.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="718,351.00"/>

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

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

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

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

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

Yes No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

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

** I AGREE

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

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

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

OMB Control Number: 1890-0018

Expiration Date: 02/28/2011

* Name of Institution/Organization

Columbus Collegiate Academy, Inc.

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

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

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	10,000.00	3,000.00	3,000.00			16,000.00
2. Fringe Benefits	1,367.00	0.00	0.00			1,367.00
3. Travel	2,300.00	2,300.00	2,300.00			6,900.00
4. Equipment	59,000.00	59,000.00	59,000.00			177,000.00
5. Supplies	68,900.00	68,900.00	68,900.00			206,700.00
6. Contractual	2,000.00	2,000.00	2,000.00			6,000.00
7. Construction	0.00	0.00	0.00			0.00
8. Other	23,000.00	31,367.00	31,367.00			85,734.00
9. Total Direct Costs (lines 1-8)	166,567.00	166,567.00	166,567.00			499,701.00
10. Indirect Costs*	0.00	0.00	0.00			0.00
11. Training Stipends	33,433.00	33,433.00	33,433.00			100,299.00
12. Total Costs (lines 9-11)	200,000.00	200,000.00	200,000.00			600,000.00

***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>Columbus Collegiate Academy, Inc.</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>	
--	--	--

**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>Andrew Boy</p>	<p>* TITLE</p> <p>Executive Director</p>
<p>* APPLICANT ORGANIZATION</p> <p>Columbus Collegiate Academy, Inc.</p>	<p>* DATE SUBMITTED</p> <p>08/24/2011</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

1. * Type of Federal Action: <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	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <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: Columbus Collegiate Academy Inc.
* Street 1: 28 E. Seventh Avenue Street 2: _____
* City: Columbus State: _____ Zip: _____
Congressional District, if known: _____

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

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

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

10. a. Name and Address of Lobbying Registrant:

Prefix _____ * First Name na Middle Name _____
* Last Name na Suffix _____
* Street 1 _____ Street 2 _____
* City _____ 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: Andrew Boy
* Name: Prefix _____ * First Name Andrew Middle Name _____
* Last Name Boy Suffix _____
Title: _____ Telephone No.: _____ Date: 08/24/2011

Federal Use Only: _____ **Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)**

PR/Award # U282B110048

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.

Add Attachment

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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 <input style="width: 90%;" type="text" value="Columbus Collegiate Academy, Inc."/>	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input style="width: 100px;" type="text"/>	* First Name: <input style="width: 250px;" type="text" value="Andrew"/> Middle Name: <input style="width: 180px;" type="text"/>
* Last Name: <input style="width: 420px;" type="text" value="Boy"/>	Suffix: <input style="width: 100px;" type="text"/>
* Title: <input style="width: 320px;" type="text" value="Executive Director"/>	
* SIGNATURE: <input style="width: 350px;" type="text" value="Andrew Boy"/>	* DATE: <input style="width: 180px;" type="text" value="08/24/2011"/>

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:

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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* Attachment:

Columbus Collegiate Academy – West

Mission

Columbus Collegiate Academy – West prepares middle school students to achieve academic excellence and become citizens of integrity. High expectations for scholarship and behavior and an achievement-oriented school culture ensure all students are equipped to enter, succeed in, and graduate from the most demanding high schools and colleges.

Columbus Collegiate Academy – West (CCA – West) will provide a college-preparatory middle grades education to students in Columbus who are primarily low-income and racially diverse. Critical school elements include:

- An intensive curriculum with a strong focus on skill development, especially in reading, writing, and mathematics.
- A longer school day (8:00-4:00).
- Extended class time in literacy and mathematics to ensure proficiency in basic skills for all students.
- Regular homework to ensure skill development and content mastery.
- Interventions, including tutoring in small groups, for students who do not meet academic standards.
- A simple uniform that supports respect for self and others and diminishes social stress.

In alignment with the Charter School Program’s purpose, CCA – West proposes to increase the number of high quality charter schools available to Columbus students by replicating the success of the Columbus Collegiate Academy – Main Street Campus. CCA – West will benefit the diverse students in the Hilltop/Franklinton neighborhood and, being located in the capital of Ohio, will use its successes to positively influence policymakers’ understanding of a quality charter school model.

Proposed CCA-West Student Profile

- 60% of our students will be white, 30% will be black, 5% will be Hispanic, and 5% will be Multi-Racial.
- 90% or more of our students will qualify for Free/Reduced lunch.
- Only 45-50% of our students will have scored Proficient or higher on their 5th grade Ohio Achievement Assessment upon entrance to CCA – West.

Goals for CCA-West:

- Reaching our academic goals will be the primary measure of our success – students will learn to a high and demanding degree and must exceed Ohio state standards.
- We expect students who complete the 6th through 8th grade CCA – West program will be prepared to enter and compete in college-preparatory high schools on their way to the colleges and universities of their choice.
- CCA – West will meet or exceed the performance outcomes of its high-quality, predecessor CCA – Main Street.

CCA-Main Street School Performance Outcomes

2008 – 2009 OAA 6th grade Proficiency results: 82% (math) and 74% (reading)¹
2009 – 2010 OAA 6th grade Proficiency results: 74% (math) and 80% (reading)
7th grade Proficiency results: 100% (math) and 93% (reading)

Contact: Andrew E. Boy

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¹ CCA proficiency results were categorically well above Columbus City Schools’ results each year, from 2008-2010.

Project Narrative File(s)

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Columbus Collegiate Academy – West

Table of Contents

I.Competitive Preference Priorities 2
II.Proposed Curriculum and Instructional Practices..... 5
III. Degree of Flexibility Afforded by the SEA 20
IV. The Extent of Community Support 22
V.The Strategy for Asuming Achievement 23
VI.Existence of a Charter or Performance Contract..... 29
VII. Parental and Community Involvement 35
VIII. Personnel 36
IX. Management Plan.....39
X.Assistance of Educationally Disadvantaged Students 48

I. A. Competitive Preference Priority 1

Columbus Collegiate Academy – West (CCA – West), based on the educational model of Columbus Collegiate Academy – Main Street Campus¹, will prepare all middle school students, regardless of their demographic, to graduate from competitive high schools and enter the colleges of their choice. This is accomplished through school design and curriculum which is based on research and modeled after the highest-performing schools in the country. Specifically, the school design in conjunction with a rigorous curriculum will help increase middle school learning and high school graduation rates for: students with disabilities [CPP1(b)], students who are English learners [CPP1(c)], high-need students [CPP1(d)], students who attend a high-poverty school [CPP1(e)], and all students, especially high-need students [CPP1(f)] by the following methods.

1. Hiring outstanding teachers who are highly qualified: Attending schools with more qualified teachers improves the likelihood of graduating for students in three critical risk categories: English learner, low test scores, and middle school academic difficulties. CCA – West will hire the most qualified teachers who are skilled in engaging students in higher order thinking to complete assignments.²

2. Cultural engagement of the student in the learning process: Students' school

¹ CCA's 2008 – 2011 approximate demographics: 86% African-American, 13% Hispanic, 91% economically disadvantaged and 12% qualified for special education services.

² *What Factors Predict High School Graduation in the Los Angeles Unified School District?* Policy Brief 14. Silver et al., California Dropout Research Project: Gevirtz Graduate School of Education, UC Santa Barbara, Santa Barbara.

engagement—their active involvement in school and school based learning tasks affects their achievements and willingness to remain in school until graduation. The entire structure of CCA – West from teacher focus, reward systems, students identified with the college or university of their homeroom teacher, college visits, using math chants to learn math facts, etc..., encourages our students to place a high value on their education and to act accordingly. Schools who have employed these methods have achieved exemplary academic results, including excellent high school graduation rates and college enrollment rates with urban, low-income, and minority students.³

3. Early Algebra Education: All students at CCA – West will complete Algebra in 8th grade. The rate of failure in Algebra is particularly problematic because of the pivotal role that the course has been shown to play as the “gateway” to more advanced mathematics, high school graduation, and postsecondary education opportunities. Students who passed Algebra 1 by the end of their freshman year of high school—only 38% of all students in the cited study—graduated at twice the rate as students who did not (70% vs. 35%).⁴

4. More Time on Academic Tasks: Columbus Collegiate students will spend a minimum of 22 more days on academic tasks than traditional public school students, through double periods of

³ Schools studied include Excel Academy, Boston Prep, Boston Collegiate, Williamsburg Collegiate, The Academy of the Pacific Rim, Roxbury Prep, North Star Academy, Amistad Academy, and others.

⁴ *Middle School Predictors of High School Achievement in Three California School Districts Policy Brief 13.* Kurlandear et al., California Dropout Research Project: Gevirtz Graduate School of Education, UC Santa Barbara, Santa Barbara.

math and literacy, an extended day program (8:00 A.M. – 4:00 P.M.), and summer programming. Students will participate in an academic day of six, 50-minute periods five days a week. All students will have 100 minutes of literacy and 100 minutes of math.⁵

5. Early Intervention: For students who are not meeting academic standards, early intervention used in conjunction with parental involvement, in various forms are available; Group tutoring, individualized tutoring, Saturday Academy, IEP creation, utilization of intervention specialists.

B. Competitive Preference Priority 2: Columbus Collegiate Academy – West will promote diversity in its student body by enrolling students that are currently served by three Columbus City middle schools- Starling, Hilltonia, and Westmoor. Assuming that families that choose to enroll are representative of the students that attend these three schools, we expect 90% or more of our students will qualify for Free/Reduced lunch, 60% of our students will be white, 30% will be black, 5% will be Hispanic, and 5% will be Multi-Racial. The level of diversity in this potential student body will prepare our students for relationships in college and the global workforce. CCA - West will ensure legal compliance and fair enrollment practices by holding a random public lottery to determine student enrollment (and subsequent waiting list) should the number of applications exceed our seats available.

C. Competitive Preference Priority 3: CCA – West, will improve upon the productivity of its predecessor, Columbus Collegiate Academy - Main Street by using already established and tested policies, schedules, procedures, manuals, organizational strategies, marketing materials, instructional practices, and curriculum materials. This will reduce planning time and resources

⁵ Using a similar program of double-blocks of literacy and math, Roxbury Prep has achieved the highest MCAS scores of any predominantly Latino & Black School in Massachusetts.

spent on research of best practices, and total redevelopment of stated materials. CCA – West will have use of CCA - Main’s list of highly credentialed potential contractors and will not spend copious amounts of time gaining referrals and sorting through non-viable options. The Executive Director’s salary will be shared between the two schools and will increase funds available for student initiatives. All these modalities of increased efficiency will free resources to improve the bottom line: student achievement.

II. Proposed Curriculum and Instructional Practices

Proposed School

Columbus Collegiate Academy – Main Street Campus (CCA), a 501(c)3 organization (see Attachment A) proposes to increase the number of high quality charter schools available to Columbus students by replicating its success with Columbus Collegiate Academy – West Campus (CCA – West)⁶. CCA – West will benefit the diverse students in western Columbus and inform the larger Ohio and national community of the incredible gains in closing the achievement gap that a rigorous, high performing charter program can achieve.

Ideal Target Student Population

Columbus Collegiate Academy – West will accept all grade-level eligible students from within Columbus’s geographic boundaries. However, the school will target enrollment strategies to students in low-income communities in and around the Hilltop/Franklinton neighborhoods on the west side of Columbus. The ideal target student population is low income students that do not currently have college preparatory, public school options.

⁶ CCA – West is Incorporated and in the process of obtaining 501(c)3 status. See Attachment B.

Student Demographic Information

Columbus Collegiate Academy – West will enroll students that are currently served by three Columbus City middle schools- Starling, Hilltonia, and Westmoor. Assuming that families that choose to enroll are representative of the students that attend these three schools, we expect the following student demographics:

- 90% or more of our students will qualify for Free/Reduced lunch.
- 60% of our students will be white, 30% will be black, 5% will be Hispanic, and 5% will be Multi-Racial.
- 45-50% of our students will have scored Proficient or higher on their 5th grade Ohio Achievement Assessment.
- 100% of our students will have been enrolled in a Columbus City elementary school or a public charter school.

Mission: Columbus Collegiate Academy prepares middle school students to achieve academic excellence and become citizens of integrity. High expectations for scholarship and behavior and an achievement-oriented school culture ensure all students are equipped to enter, succeed in, and graduate from the most demanding high schools and colleges.

Description of Student Body by Grade Level

A small school size is critical to our mission of college preparation. The experiences of highly successful urban charter schools serving a similar population indicate the foundational importance of small school size. Findings such as those of the Matthew Project indicate that

“regardless of state, the relationship between achievement and socio-economic status is substantially weaker in the smaller schools than in the larger schools.”⁷

Columbus Collegiate Academy – West Campus will enroll 100 sixth grade students during the 2012-2013 school year. Each year we will enroll one sixth grade cohort until the school reaches full grade capacity with the eighth grade. The maximum number of students enrolled will be 300 in grades six through eight. Due to the rigor of the academic curriculum and the demanding and disciplined school culture that we will establish with each entering cohort of students, we do not intend to enroll new students after 7th grade. See Attachment C., Table 1 for specific detail of our proposed enrollment plan.

Neighborhood Demographics and Implications

Relevant data such as level of education, average income, and current academic achievement levels further substantiates that this area of the city is desperately in need of a highly structured, college preparatory middle school. Currently, there are an estimated 3,329 middle school-age students in public schools in the 43204, 43223, 43222, or 43228 zip codes. Approximately 1,123 of those students are 6th graders which is our target population in year one.

The following statistics indicate the traditional risk factors to which students in Hilltonia Middle School are exposed:

- Median income is \$35,124 compared to \$41,370 for the City of Columbus
- 27% of adult residents have not graduated from high school

⁷ Howley, Craig B., Bickel, Robert. “The Matthew Project: National Report.” Ohio University, Marshall University, *Appalachia Educational Lab*, August 25, 1999. Retrieved from ERIC Digest, page 5.

- 7% of adult residents have earned a Bachelor’s degree
- 12.5% of households are run by a single mother
- 15.8% of residents live below the poverty level⁸
- 40.6% of sixth graders passed the state standardized math test and 55% passed reading
- 38.9% of eighth graders passed the state standardized math test, 49.7% passed reading, and 27.9% passed science⁹

Students who are not performing on grade level, who are challenged by socio-economic factors, and who are exposed to a lack of educational attainment prevalent within the local adult community are at high risk for academic failure and in need of strong public educational options. The last bulleted point above shows the test scores for Hilltonia’s 8th graders in 2009-2010. Columbus Collegiate – West’s school design will take into account the unique challenges this student population brings with it to school.

Implications for School Leadership and Curriculum and Instruction: By adopting a program based upon a direct mission of ensuring that all students are equipped to enter, succeed in, and graduate from the most demanding high schools and colleges, CCA – West will directly address these academic needs. In designing the school, the Founding Board has studied the best practices of education nationwide at schools that have achieved exemplary academic performance, including excellent high school graduation rates and college enrollment rates with

⁸ <http://www.city-data.com>. Research Greater Hilltop neighborhood. 5/12/11.

⁹ OH DOE, 2009-2010 Statewide Test Results by Student Group & Building Report Card: Hilltonia MS.

urban, low-income, and minority students.¹⁰ Based on this study and the school mission, CCA – West will employ the following design elements *specifically to address the academic needs of all its student*:

- **More Time on Academic Tasks:** CCA – West students will spend a minimum of 22 more days on academic tasks than traditional public school students, through double periods of math and literacy, an extended day program (8:00 A.M. – 4:00 P.M.), and summer programming. A strict code of conduct with clear consequences will ensure learning is not disrupted.
- **Standards-Based Curriculum:** CCA – West students will learn in intensive, focused classrooms where the curriculum, created by teachers during summer and school-year professional workshops, achieves and surpasses the goals of the Ohio standards.
- **Rigorous, Accountable Community:** From the moment they enter the school, students will understand their need to be accountable to themselves and to their peers, whether presenting at Community Meetings or demonstrating respectful support for the learning of fellow students. The school will remain rigorously accountable to the state, the city, its parents, and its students.
- **Outstanding Educators:** Outstanding educators recruited to Columbus Collegiate will be rigorously selected for teaching skills, ensure maximum time on task, and have a deep personal commitment to bring all students to the highest level of academic excellence.
- **Data-Driven Approach to Teaching and Learning:** Educators will use regular classroom assessments and trimester school-wide assessments to gather specific, objective data

¹⁰ Schools studied include Excel Academy, Boston Prep, Boston Collegiate, Williamsburg Collegiate, The Academy of the Pacific Rim, Roxbury Prep, North Star Academy, Amistad Academy, and others.

about student achievement. With direct supervision from the School Director, CCA – West teachers will use these data to appropriately modify the academic program.

Instructional Focus and Philosophy

CCA – West’s first priority is the measurable academic achievement of our students. We believe that all students must be able to read with clarity, comprehension and insight, write with focus, detail, and logic, and compute and think with accuracy and acumen. We believe that a structured, disciplined environment, in which academic achievement in the core subjects is expected and the norm, will lead to success in middle school and will lay the foundation for high school and college success. We believe students must be taught and held to the highest level of character and behavior, as outlined in our *STRIVE* values: Scholarship, Teamwork, Respect, Intelligence, Virtue, and Effort. Our educational philosophy is informed by four core values. All students: (1) have the ability to achieve academic excellence. (2) thrive within a highly disciplined school environment. (3) must be prepared to excel in demanding high schools on their way to selective colleges. (4) deserve outstanding teachers that produce outstanding results.

All students will have an extended school day; attend Saturday classes and complete two hours of nightly homework. All students will have double blocks (100 minutes per subject) of literacy and math instruction daily, with additional individualized tutoring as needed. An outstanding faculty dedicated to strong and measurable student achievement will support the learning of every student, and frequent interim assessments will inform our instructional decisions. We will explicitly teach students how to live up to the *STRIVE* values and recognize demonstration of these values throughout our educational program.

Academic Standards

The mission of CCA – West is to prepare middle school students to achieve academic excellence...to ensure all students are equipped to enter, succeed in, and graduate from the most demanding high schools and colleges. The most important component of this mission is academic preparation. Regardless of their level of proficiency upon entrance, students must complete the 8th grade ready to enter 9th grade programs which have an advanced college-preparatory curriculum. Certain exit outcomes reflect this preparation, such as the reading and comprehension of classical texts from different cultures, effective writing of all varieties of 5-paragraph essays, completion of a comprehensive 8th grade Algebra Course, exposure to high school level science curricula in the 8th grade, mastery of a broad history curriculum and completion of a high-quality 10-page research paper.

Academic achievement in core academic subjects is the primary vehicle by which we accomplish the mission of CCA – West . As a result, the schedule and entire program structure are designed to promote maximum success in these courses. All students will take reading, writing, math, science, and history every day. In the 6th and 7th grade, students will take double blocks of math in addition to the already doubled program of reading and writing in place of a conventional English class.

At CCA - West, we believe in using state standards and the newly developed Common Core Standards as a template for designing specific internal standards that will clearly identify exactly what our students should know and be able to do, based on the expectations of state and national standards organizations, and our own faculty. Teachers will use a detailed item-analysis process of assessments, including released OAA items, NWEA, SSAT, and ISEE tests, to identify precise skills and content that students need for success. CCA – West standards will be

created by blending Ohio standards with these skills and content. From these standards, teachers will plan learning activities and plan how they will assess mastery of each standard. Teachers will develop unit and trimester assessments before the school year starts, guaranteeing a high degree of accountability to teaching the necessary material.

All students will meet or exceed the standards articulated by the state of Ohio. The Fordham Institute's *The State of State Standards 2006*, which evaluated state academic standards, indicates that two-thirds of school children in America attend class in states with mediocre (or worse) expectations for what their students should learn. In 2006, the average state grade for curriculum standards was a "C-minus" - the same as six years earlier, even though most states *revised* their standards since 2000. Ohio standards earned a "D" while a state such as Massachusetts earned an "A."¹¹ Therefore, to ensure the greatest degree of rigor in all content areas we will supplement Ohio standards with those from Massachusetts and the Common Core Standards. Table 2 in Attachment C illustrates how we may, for example, supplement Ohio standards in the core area of Language Arts by drawing strategically from those in Massachusetts.

To ensure that our standards are challenging and content-rich, CCA – West will consult with other high performing charter schools in Ohio and around the country. This will allow CCA – West to develop content and performance standards that lay a solid foundation to prepare all students to excel in high school and college.

¹¹ Finn Jr., Chester E., Julian, Liam, Petrilli, Michael, J. *The State of State Standards 2006*.

<http://www.edexcellence.net/foundation/global/index.cfm>.

Curriculum

All of the curricular standards for CCA – West are directly aligned with the Ohio Academic Content Standards. Where necessary for college preparation, CCA – West curricula will exceed these standards in a manner that is age-appropriate and simultaneously ensures the mastery of basic skills. For example, all CCA – West students will complete Algebra by the 8th grade, a 9th grade requirement according to many district guidelines. More instructional time and a focused, accountable school culture will allow for this intensified pace.

Columbus Collegiate Academy - West will adopt the curriculum development process of the original Columbus Collegiate campus, a high-performing charter middle school on the eastside of Columbus. Through this process, teachers use state tests, state standards (from Ohio and other states), and national curricular resources to develop standards for each course. From these standards, teachers complete Understanding by Design Unit Plans for each course. These include student learning goals for each standard, teaching activities to reach these standards, and assessments (both questions and full assessments). Using these assessment questions, teachers create Trimester Comprehensive Exams for every class, all before the start of school.

The process, used since the inception of Columbus Collegiate Academy – Main Street, has demonstrated excellent results. In 2010, on the state assessment (OAA) Columbus Collegiate was the highest-performing public middle school in Columbus despite serving a higher population of economically disadvantaged students than other Columbus schools in the top tier. Please see the 2009-2010 Performance Outcomes in Attachment D.

The student population at Columbus Collegiate is 86% African-American, 13% Hispanic, 91% economically disadvantaged and 12% qualified for special education services. The results described above have been achieved with this population and the success is evenly distributed,

meaning that minority students and economically disadvantaged students have achieved comparable gains to the population as a whole. Such achievement has made the original Columbus Collegiate campus one of the most effective charter schools in the nation at bringing low-performing minority students to high levels of academic success.¹²

Members of the Founding Board of CCA – West have studied and evaluated the curricular programs of many high-performing charter schools across the country. Without exception, the very highest performing schools serving urban students use an assessment and curricular design program similar to this one.

To accompany this standards-based curriculum planning process, Columbus Collegiate faculty will have access to nationally-recognized curricula for use in developing the teaching activities portion of the unit plan. To view these proposed curricula, see Attachment E.

Assessment

For the school to ensure dramatic academic results, student academic progress must be measured and analyzed frequently, and action plans must then be efficiently and effectively put into place. CCA – West will administer all state mandated assessments and will use those results to inform the school’s development over time. We will also implement the NWEA, a national, computer-adaptive assessment administered upon student enrollment and thereafter at the end of each trimester to monitor student progress and to provide comparative analysis with a local and national cohort. The School Director will lead teachers in the development and review of trimester and end-of-year exams that identify those specific skills and content knowledge students must master at discreet points in time in each subject and at each grade level. The

¹² http://www.nlms.org/documents/epic/2010-2011_EPIC_Charter_Schools_and_Winners.pdf

trimester exams will align with state and national standards and reflect the structure of questions used on the Ohio Achievement Assessment, with the goal of preparing our students to enter and succeed in demanding high schools.

- **Ohio Achievement Assessment (OAA):** CCA – West will administer the OAA assessments in every year as required. CCA – West will use the OAA, a criterion-referenced assessment, to evaluate the effectiveness of the educational program as described in our Accountability Plan. OAA scores will be used by the state to determine that Adequate Yearly Progress (AYP) has been met across all qualified demographic groups and to determine the School Report Card rating. The OAA will drive our internal assessment system, specifically informing the scope and sequence of study and the creation of internal trimester and end-of-year assessments.
- **Northwest Educational Association Assessments (NWEA):** CCA – West will administer the NWEA, a national adaptive test of foundational skills, upon enrollment of the student and thereafter at the end of each trimester. The test administered upon enrollment will provide a benchmark score against which all future academic growth can be measured per student and per cohort. Ongoing test results will allow a comparative analysis on a local, state, and national level.
- **Trimester Comprehensive Exams (Comps):** During summer institute, teachers at CCA – West will examine the content and skills that must be mastered in each core subject at each grade level, conduct an item analysis of all assessments students must successfully master, and then divide all standards, skills, and content knowledge into three separate trimesters of study. Under the direction and leadership of the School Director, teachers will create individual trimester and end-of-year exams in each core subject that align with Ohio Academic Content Standards. Teachers will then create three trimester sequences of study that will guide instruction

throughout the year and prepare students for these cumulative assessments. Trimester Comps will be administered in November, February, and May. To ensure rigorous exams that accurately evaluate mastery of the Ohio Academic Content Standards, the School Director will monitor the process of developing, standardizing, and implementing all exams, as well as their alignment with individual learning units.

Teachers will review results of all Comps under the guidance of the School Director. Teachers will examine content mastery by the majority of students for information to guide general instruction, and content mastery by individual students to guide individual instruction and tutoring for students who are not meeting expectations. Teachers will re-teach standards that were not met by a majority of students, using different instructional methods to ensure greater mastery. Further, teachers will analyze which standards were taught most effectively for the purposes of improving their instructional practice overall.

These three measures will allow us to effectively measure and report student achievement on an absolute scale (OAA and Trimester Comps), within year student gains/losses (NWEA and Trimester Comps) and year-to-year student gains/losses (NWEA and Trimester Comps).

College Preparation

Integrated within our curriculum is a strong focus on college preparation. The Founding Board understands that even with the most rigorous academic curriculum, there are practical concerns that must be addressed before entering into college. Therefore, beginning in the 6th grade, students will have college preparation curriculum interwoven into their college visits to address practical concerns like entrance requirements or expectations of their dream schools, scholarship information, geographical location of their potential schools, majors and minors

offered at different locations, and college graduation requirements.¹³ This practical knowledge will allow students and families to plan accordingly as they prepare for college. In our third year, we will hire a Director of High School Placement whose primary focus will be to do the following: facilitate the incorporation of high school and college readiness skills and methods into classrooms; support the high school admission process; and over time, support our alumni and create a strong alumni network. This person will facilitate school-wide professional development on how to talk about college and excite students about college in every class. S/he will work closely with individual students and families throughout the high school application process, develop relationships with a variety of high schools, and with our returning alumni, will support the college application process as needed. We believe that this role will be pivotal in our ability to reach our goal of sending all students to demanding high schools and colleges, as evidenced by the first class of CCA's matriculating 8th graders. 100% of Columbus Collegiate Academy's inaugural class are now attending high-performing college-preparatory high schools, such as; the Wellington School, the Charles High School, Westerville South, and Northland High School. All are enrolled in Honors or Advanced Placement programs, where available, which places them firmly on the path to high school graduation and entrance to college.

Procedures for Corrective Action

The Founders anticipate that the vast majority of enrolled students will be either low-income and/or minority students, groups of students who have been historically underserved in

¹³ Students that follow the STRIVE values will attend high school and college visits once a trimester.

Columbus and the United States. To execute the mission, CCA – West must achieve outstanding results with this particular population.

CCA – West anticipates that many of its students will enter the school between one and three years below grade level on basic skills in math and literacy. The curriculum of the school is specifically designed such that at-risk students, students with disabilities, English language learners, and students who enter the school below grade level can quickly make up the skill difference and meet the same high standards that are applied consistently throughout the school. Small classes of 25 students that allow for regular individualized instruction and frequent tutoring are research-proven methods to support these students.

Should students need more corrective action; the first step will be to provide the student with individualized tutoring during the enrichment period. If any student has not sufficiently completed daily homework or has failed a test, s/he will attend tutoring during the enrichment period, and additional tutoring during lunch is possible as well. If these changes do not improve student performance within a reasonable amount of time, the students' teachers will develop an individualized learning plan for the student, including specific teacher strategies for improved achievement, and this plan will be presented and discussed with the students' parents. Close parental communication will be present in all previous steps as well.

Saturday Academy

At least one Saturday per month throughout the year will be reserved for students who continue to struggle academically. During Saturday Academy, teachers will be available to the students in low teacher/student ratios. Students will work on reviewing and re-learning areas that presented difficulty to them.

School Calendar and Daily Schedule

School Calendar: The Columbus Collegiate Academy – West school year runs from August 13, 2012 through May 24, 2013. School hours are from 8:00 AM to 4:00 PM every day. Students who qualify are required to attend Summer Academy from June 3, 2013 through June 14, 2013. Summer Academy hours are from 8:00 AM to 12:00 PM every day.

Daily Schedule: The extended day schedule will allow for intensive instruction in literacy and mathematics. Students will participate in an academic day of six, 50-minute periods five days a week. All students will have 100 minutes of literacy and 100 minutes of math.¹⁴ Literacy classes will include reading and writing, while math will include math procedures, focusing exclusively on basic skills and computation, and math problem-solving, focusing on problem solving strategies, word problems, and mathematical applications, with a special attention toward the multi-step “extended response” questions evaluated on the OAA. The intent of this schedule is to place special emphasis on literacy and mathematics by placing double periods in the schedule without sacrificing other important subjects. There is a 40-minute break for lunch in the middle of the day, and breakfast will be served in the building between 7:45-8:05 A.M. Monday through Thursday concludes with a 75-minute enrichment period that will be used for academic extension, tutoring, and homework remediation, and Friday concludes with a Community Meeting during this time.

Extended Day

In total, CCA – West students will attend school for 172 school days, from 8:00

¹⁴ Using a similar program of double-blocks of literacy and math, Roxbury Prep has achieved the highest MCAS scores of any predominantly Latino & Black School in Massachusetts.

A.M. to 4:00 P.M., for a total of 1,376 hours in one year. By comparison, students in traditional Columbus City middle schools attend school from 7:30 A.M. to 2:30 P.M. for 175 days, for a total of 1,225 hours in one year. This represents the equivalent of 21 additional days for instructional time, time that when accompanied by masterful teaching and a rigorous school culture allows for exceptional academic success, especially when the cumulative effect is considered over the three years of a CCA – West education.

III. The Degree of Flexibility Afforded by the SEA

Ohio’s charter schools are “exempt from most, but not all, state laws and regulations dealing with public schools.”¹⁵ Significantly, Ohio law largely leaves the administrative relationship between a charter school’s board of trustees and the charter school’s sponsor up to the two parties to define via the contract for sponsorship (“Contract”). While Ohio law does require that the Contract include a number of items (e.g., description of the school’s mission and education program, academic goals, admissions standards, facilities to be used, qualifications of teachers, arrangements for providing healthcare to employees, financial plan, insurance requirements¹⁶), charter schools are free to design many of those components as they wish.

In Ohio, the degree of administrative flexibility a sponsor affords a charter school varies by sponsor because this relationship is, largely, a creature of contract. The academic, fiscal, operational and governance plans of each school are set forth in a school’s application to the Fordham Foundation and, upon approval, those plans each become exhibits to each school’s Contract. This allows each school to implement the curricula and instructional design, management, operations, academic accountability and governance practices the school deems

¹⁵ 1 Kimball H. Carey, *Ohio School Law Guide* § 2.27 (2011 ed.)

¹⁶ See Ohio Revised Code (ORC) § 3314.03.

best; it is the responsibility of the sponsor to actively monitor the school over time to determine fidelity to the contract.

CCA – West’s proposed sponsor, The Thomas B. Fordham Foundation, does not implement policies or practices that would restrict the administrative flexibility of any of the schools that it sponsors. Quite the opposite: the Fordham Foundation’s Contract allows the schools it sponsors maximum operational flexibility and freedoms under Ohio’s charter law. Additionally, it is worth noting that a 2010 Fordham Institute study of state charter freedoms in twenty six states gave Ohio a “B” ranking¹⁷, and both Building Excellent Schools (with CCA) and KIPP (with KIPP: Journey Academy) chose the Fordham Foundation as a sponsor in no small part because of the flexibility the Fordham Contract gives its sponsored-schools.

Ohio charter schools must adhere to a number of laws applicable to all schools in the state. For example, participation in the state retirement system, public records laws, open meetings laws, ethics laws, annual audits by the Auditor of State, privacy laws, civil rights laws, laws governing discrimination, whistleblower protections, criminal background checks, truancy, obtaining a diploma and flexible enrollment options, and laws related to student health and safety.¹⁸

Key, however, to the administrative relationship between a charter school and its sponsor being defined by the Contract, is Ohio law’s exemptions for charter schools in several critical

¹⁷ Dana Brinson & Jacob L. Rosch, *Charter School Autonomy: A Half-Broken Promise* (April 2010), available at <http://www.edexcellence.net/publications-issues/publications/charter-school-autonomy-a.html>.

¹⁸ 1 Kimball H. Carey, *Ohio School Law Guide* § 2.27 (2011 ed.)

areas. First, collective bargaining: employees of new, start-up charter schools are not required to be union members¹⁹. Second, governance: charter school boards must be public benefit corporations²⁰, and must have a minimum of five members²¹; however, boards are free to design their own bylaws and governance processes as they see fit. Third, fiscal: charter school boards must submit five year budget forecasts twice yearly to the Ohio Department of Education; how a charter school spends its funds (within the bounds of proper accounting procedures and restrictions of any grants), is ultimately up to the school's Board of Trustees. Finally, curriculum and schedule design: charter schools are free to design their own curriculum and daily and annual schedules. While the Contract must describe these components, state law does not dictate the materials to be used, or the school's daily schedule or annual calendar.

IV. The extent of community support for Columbus Collegiate Academy – West

Columbus Collegiate Academy – West will seek partnerships to assist the Board of Trustees and leadership team in realizing the mission and reaching the school's overarching goals. The partnerships will assist with such efforts as student recruitment, community advocacy on behalf of the school, assisting in the provision of mentorship, enrichment classes, and invitations to students to participate in extended summer or weekend programs. The Executive Director has already begun building support in the Hilltop/Franklinton community and intends to partner with Rebecca Asmo from the Boys and Girls Club of America of Columbus for after school enrichment programs. Barbara Brown, Program Director of Cristo Rey Columbus, a charter high school which is now located in Franklinton, is working with CCA – West to create a

¹⁹ Ohio Revised Code § 3314.10.

²⁰ Ohio Revised Code § 3314.03(A)(1)(b).

²¹ Ohio Revised Code § 3314.02(E)(1).

seamless high quality neighborhood transition from middle school to high school. The following lists indicate individuals and organizations that have committed to supporting Columbus Collegiate and those whom we will pursue once chartered. Letters of support can be seen in Attachments F, G and H.

Boys and Girls Club of America: The Boys and Girls Clubs of Columbus has served our most disadvantaged youth since 1948, seeking to inspire, empower and equalize the opportunity for all young people to realize their full potential as productive, responsible and caring adults.

Cristo Rey: 97% of Cristo Rey graduates are accepted to two or four year colleges. Cristo Rey High Schools are affiliated with the nationwide initiative, the Cristo Rey Network. Students of Cristo Rey “work to learn and learn to work” through the work-study program.

Ohio Alliance for Public Charter Schools: The Ohio Alliance for Public Charter Schools (OAPCS) aspires to provide children with greater educational opportunities by improving the quality and fostering the growth of Ohio’s public charter schools.

Homeless Families Foundation: The Homeless Families Foundation provides shelter and support services for homeless families and an extensive tutoring and enrichment program for homeless and at-risk school age children.

V. The strategy for assessing the achievement of CCA’s objectives

We believe that accountability is a strong driver of student achievement, and that accountability requires clear, measurable, data-driven goals that fully align with the school’s mission. We have identified nine goals which measure the school’s success. The goals encompass three areas: academic performance, the school as an organization, and faithfulness to the charter. Reaching our academic goals will be the primary measure of our success – students must be learning to a high and demanding degree and must exceed Ohio state standards. To

remain a strong public educational option for families, we must also maintain a financially healthy, viable organization, and at all times remain faithful to the terms set forth in the school's charter. All goals are established to ensure that CCA – West students meet or exceed Ohio state standards, make AYP and reach academic proficiency by 2014 as outlined in NCLB.

At CCA – West, we value the use of data-driven decisions and therefore in addition to administering the Ohio Achievement Assessment (OAA) each year, we will implement the Northwest Evaluation Association (NWEA) assessments four times per year. All assessment results will evidence the longitudinal, value-added of our educational program and provide comparative measures with a local and national cohort. The goals outlined below demonstrate our commitment to exceed the results produced by local public schools and raise the bar for public education in Columbus, specifically in Greater Hilltop.

Academic Goal Statement 1: Students at CCA – West will become competent readers of the English language.

Measurable Target(s) with Metric(s):

- (a) 75% of students who have attended the school for two or more years will score in the Proficient, Accelerated, or Advanced category on the Reading Ohio Achievement Assessment in 8th grade and 60% of these students in the 7th grade. *Metric: Reading OAA*
- (b) The percentage of students who have attended the school for two or more years who attain OAA Reading score of Proficient, Accelerated, or Advanced in the 7th and 8th grades will exceed the average percentage for Columbus City Schools by at least 15%. *Metric: Reading OAA*
- (c) Each cohort of students will on average annually demonstrate a minimum of one year of academic growth in reading on the NWEA; by the end of the spring trimester, at least 75% of 7th

graders and at least 80% of 8th graders will perform on or above grade level on NWEA's MAP assessment, as defined by NWEA's most recent normative data. *Metric: NWEA*

Each sub-group of students will make Adequate Yearly Progress in reading as defined by No Child Left Behind legislation. *Metric: OAA and Annual School Report Card.*

Academic Goal Statement 2: Students at CCA – West will be competent in the understanding and application of writing.

Measurable Target(s) with Metric(s):

(a) 75% of students who have attended the school for two or more years will score in the Proficient, Accelerated, or Advanced category on the Writing Ohio Achievement Assessment in 7th grade.²² *Metric: Writing OAA*

(b) A greater percentage of students enrolled in the school for two or more years will score in the Proficient, Accelerated, or Advanced category on the Writing Ohio Achievement Assessment than students from Columbus City Schools. *Metric: Writing OAA*

Academic Goal Statement 3: Students at CCA – West will become competent in the understanding and application of mathematical computation and problem solving.

Measurable Target(s) with Metric(s):

(a) 75% of students who have attended the school for two or more years will score in the Proficient, Accelerated, or Advanced category on the Mathematics Ohio Achievement Assessment in 8th grade and 60% of these students in the 7th grade. *Metric: Mathematics OAA*

(b) The percentage of students who have attended the school for two or more years who attain OAA Math scores of Proficient, Accelerated, or Advanced in the 7th and 8th grades will exceed the average percentage for Columbus City Schools by at least 15%. *Metric: Mathematics OAA*

²² The ODE has suspended the 7th grade writing OAA due to budget constraints.

(c) Each cohort of students will on average annually demonstrate a minimum of one year of academic growth in math on the NWEA; by the end of the spring trimester, at least 75% of 7th graders and at least 80% of 8th graders will perform on or above grade level on NWEA's MAP assessment, as defined by NWEA's most recent normative data. *Metric: NWEA*

Each sub-group of students will make Adequate Yearly Progress in mathematics as defined by No Child Left Behind legislation. *Metric: OAA and Annual School Report Card*

Academic Goal Statement 4: Students at CCA – West will be competent in the understanding and application of scientific reasoning.

Measurable Target(s) with Metric(s):

(a) 75% of students who have attended the school for two or more years will score in the Proficient, Accelerated, and Advanced category on the Science Ohio Achievement Assessment in 8th grade. *Metric: Science OAA*

(b) A greater percentage of students enrolled in the school for two or more years will score in the Proficient, Accelerated, or Advanced category on the Science Ohio Achievement Assessment than students from Columbus City Schools. *Metric: Science OAA*

(c) 8th grade students will design, conduct, and report on an independent science experiment. Students will present this experiment to a panel of at least three expert evaluators, 95% of students will demonstrate competence and of those, 50% will demonstrate advanced work as measured by a standards-driven, commonly applied rubric. *Metric: Standards-based Rubric*

Academic Goal Statement 5: Students at CCA - West will be competent in the understanding and application of social studies.

Measurable Target(s) with Metric(s):

75% of Columbus Collegiate students who have attended the school for two or more years will score in the Proficient, Accelerated, or Advanced category on the Social Studies Ohio

Achievement Assessment in 8th grade.²³ *Metric: Social Studies OAA*

(a) A greater percentage of Columbus Collegiate students enrolled in the school for two or more years will score in the Proficient, Accelerated, or Advanced category on the Social Studies Ohio Achievement Assessment than students from Columbus City Schools. *Metric Social Studies OAA*

Organizational Viability Goal Statement 6: CCA – West will be fully enrolled and demonstrate high levels of daily attendance and student retention.

Measurable Target(s) with Metric(s):

(a) Columbus Collegiate student enrollment will be at 100% of projected enrollment described in the charter application at the beginning of each school year. *Metric: The community school will track enrollment numbers and provide detailed analysis in annual report.*

(b) The Columbus Collegiate waiting list will be equal to 50% of the 6th grade enrollment during each year. *Metric: The community school will track enrollment numbers and provide detailed analysis in annual report.*

(c) 90% of students who begin the school year at Columbus Collegiate will remain in the school throughout the academic year. *Metric: The community school will track enrollment numbers and provide detailed analysis in annual report.*

(d) 90% of students who complete the school year at Columbus Collegiate will re-enroll for the following school year. *Metric: The community school will track enrollment numbers and provide detailed analysis in annual report.*

²³ The ODE has suspended the 8th grade social studies OAA due to budgetary constraints.

(e) Average daily student attendance at Columbus Collegiate will be at or above 95% over the course of each school year. *Metric: The community school will track enrollment numbers and provide detailed analysis in annual report.*

Organizational Viability Goal Statement 7: CCA – West will demonstrate fiscal viability that focuses on student achievement and responsible use of public monies.

Measurable Target(s) with Metric(s):

(a) Approved school budgets for each school year will demonstrate sound allocation of resources in support of the school’s mission. *Metric: The Board of Trustees will create a Finance Committee that will monitor and approve all monthly and annual budgets.*

(b) Each year the school will provide annual balanced budgets with consistent cash reserves. *Metric: The Board of Trustees will create a Finance Committee that will monitor and approve all monthly and annual budgets.*

(c) Yearly audits performed by the office of the Auditor of Ohio will show the school’s sound fiscal management of public resources meet or exceed GAAP. The findings of these audits will be submitted in a timely manner to the sponsor and the Legislative Office of Education Oversight or any other requesting state agency or office. *Metric: The Board of Trustees will create a Finance Committee that will secure an audit performed by the office of the Auditor of Ohio.*

Organizational Viability Goal Statement 8: CCA – West will ensure parent approval and support that demonstrates the school’s long-term viability and effectiveness.

Measurable Target(s) with Metric(s):

(a) Average parent satisfaction with the academic program, as measured by an annual survey at the conclusion of the school year, will exceed 85% of respondents. *Metric: The community school will administer parent surveys annually.*

(b) Average parent satisfaction with the clear and open communication by the faculty and staff, as measured by an annual survey at the conclusion of the school year, will exceed 85%. *Metric: The community school will administer parent surveys annually.*

Faithfulness to Terms of Charter Goal Statement 9: Students at CCA – West will be prepared for success in college preparatory high schools.

Measurable Target(s) with Metric(s):

(a) 50% or more of students who attend Columbus Collegiate for three consecutive years will enroll in college preparatory high schools. The number of students attending college preparatory schools will increase, on average, five percent per year until 100% is achieved. *Metric: The Community School will track the high schools into which the graduating eighth graders enroll. High schools in which 75% of their graduates matriculate to college will be considered college preparatory.*

(b) In a survey given to parents of 8th grade students who have attended Columbus Collegiate for three consecutive years, 80% will agree or strongly agree with the statement, “Columbus Collegiate Academy prepared my child for success in high school.” *Metric: The Community School will administer parent surveys annually.*

VII. Existence of a charter or performance contract between the charter school and its authorized public chartering agency

See Narrative Attachment I for the Letter of Intent to sponsor from Thomas B. Fordham Foundation, Columbus Collegiate Academy – Main Street’s current authorized public chartering agency. Excerpts of the sponsorship contract will read, as follows:

‘Pursuant to Article IV of this Contract, the Academic Performance Plan constitutes the agreed-upon assessments, performance indicators and academic expectations that the SPONSOR will use to evaluate the academic performance of the Community School during the term of this contract. Each of these factors may be considered by the SPONSOR to gauge academic success throughout the term of this contract. Each of these factors may also be considered in connection with a decision regarding probation, suspension, termination and renewal or non-renewal of this Contract.

Key Questions used by the SPONSOR in gauging the Community School’s Academic Success include:

- 1) **Is the Community School making “adequate yearly progress” under the federal No Child Left Behind (NCLB) act, as implemented in Ohio?** In the event there are amendments to, or a reauthorization of, No Child Left Behind, the school will demonstrate results showing better than average performance on any applicable successor standards-and-accountability requirements put in place by Ohio and/or the federal government. The SPONSOR will not make a renewal, non-renewal, probation, suspension or termination decision based solely on Adequate Yearly Progress.
- 2) **Is the Community School rated, at a minimum, “Continuous Improvement” and on a clear trajectory toward “Effective”, “Excellent,” and “Excellent with Distinction” on the state’s academic rating system?**
- 3) **Is the Community School outperforming comparable schools (e.g. local district schools,**

and similar community schools statewide)?

4) Are the students enrolled in the Community School making substantial and adequate academic gains over time, as measured using the state’s value-added analysis?

INDICATORS OF ACADEMIC SUCCESS

All grades 3-8 public school students must participate in the Ohio Achievement Assessments. Each school must administer all required state achievement assessments in reading, mathematics, and science. These state assessments will serve as the primary indicators of performance for the Community School.

The performance of the Community School on the state assessments will be presented by the Ohio Department of Education on the report card of the Community School, in the SPONSOR’S annual accountability report on sponsored schools, and in the Community School’s annual report pursuant to Article III(D) of this Contract.

SECTION 1. Adequate yearly progress performance requirements for the community

School

Is the community school making “adequate yearly progress” under the federal No Child Left Behind Act, as implemented in Ohio?

Meeting these requirements is required annually under state and federal law, and will be considered by the SPONSOR in evaluating the performance of the Community School and may also be considered in connection with a decision regarding probation, suspension, termination and renewal or non-renewal of the Contract. The SPONSOR will not make a renewal, non-renewal, probation, suspension or termination decision based solely on Adequate Yearly Progress.

Requirement 1: The Community School will make Adequate Yearly Progress (“AYP”) each year.

Requirement 2: The Community School will make AYP in both Reading Participation and Reading Achievement, as defined by the Ohio Department of Education.

Requirement 3: The Community School will make AYP in both Mathematics Participation and Mathematics Achievement, as defined by the Ohio Department of Education.

SECTION 2. State rating performance requirements for the community school

Is the community school rated at least “continuous improvement” on the state’s academic rating system?

Meeting this requirement is obligatory under the terms of this Contract, and will be considered by the SPONSOR in evaluating the performance of the Community School and may also be considered in connection with a decision regarding probation, suspension, termination and renewal or non-renewal of the Contract.

Requirement 4: The Community School will be rated at least Continuous Improvement and will show marked progress towards a state rating of Effective, Excellent and ultimately Excellent with Distinction as defined by the Ohio Department of Education.

SECTION 3. Academic performance of the community school relative to comparable schools

Is the community school outperforming comparable schools (i.e., local district schools, and similar community schools statewide)? Meeting these requirements will be considered by the SPONSOR in evaluating the performance of the Community School and may also be considered in connection with a decision regarding probation, suspension, termination and renewal or non-renewal of the Contract.

Requirement 5: The Community School will outperform the home district average – the district in which it is located – on all reading, mathematics, and science portions of the state’s proficiency/achievement assessments.

Requirement 6: The Community School will outperform the state community school average on all reading, mathematics, and science portions of the state’s proficiency/achievement assessments.

SECTION 4. Academic performance of students enrolled in the community school over *Are the students enrolled in the community school making substantial and adequate gains over time, as measured using value-added analysis?*

Meeting this requirement will be considered by the SPONSOR in evaluating the performance of the Community School and may also be considered in connection with a decision regarding probation, suspension, termination and renewal or non-renewal of the Contract.

Requirement 7: The Community School will receive an overall composite score on the state’s value-added measure that indicates that more than one year of progress has been achieved in both reading and mathematics. In the event there are amendments to, or a successor version of, Ohio’s growth measure (a.k.a. “Value Added”), the school will demonstrate results showing better than average performance on the amended or successor growth measure.’

Request for waiver consideration

Columbus Collegiate Academy, as an applicant for CFDA Number 84.282B, requests a waiver for P.L. Section 5202D(2). While Ohio had an approved application under CSP in PY11, the Ohio Department of Education was not awarded a new Public Charter School Program by the

U.S. Department of Education for FY12. This grant is critical to CCA's proposed expansion of another public charter school in Ohio.

Pursuant to Ohio Revised Code (RC) section 3314.02(A)(3), "new start-up" public charter schools may be established in "challenged school district." Challenged school districts include Ohio's "Big Eight" school districts, which are defined as districts in which more than 30 percent of children receive welfare benefits and total district enrollment exceeds 12,000. RC § 3314.02(A)(4). Columbus Collegiate Academy - West will be located within the geographic boundaries of the Columbus City School District, which qualifies as a challenged school district via its status as a Big Eight district for purposes of the statute.

Per flexibility, section 3314.01(B) of the Revised Code states:

A community school created under this chapter is a public school, independent of any school district, and is part of the state's program of education. A community school may sue and be sued, acquire facilities as needed, contract for any services necessary for the operation of the school, and enter into contracts with a sponsor pursuant to this chapter. The governing authority of a community school may carry out any act and ensure the performance of any function that is in compliance with the Ohio Constitution, this chapter, other statutes applicable to community schools, and the contract entered into under this chapter establishing the school.

Furthermore, section 3314.04 specifically exempts Ohio charter schools from laws and rules applicable to charters' traditional counterparts, as follows:

Except as otherwise specified in this chapter and in the contract between a community school and a sponsor, such school is exempt from all state laws and rules pertaining to

schools, school districts, and boards of education, except those laws and rules that grant certain rights to parents.

VIII. Parental and community involvement

CCA-West is deeply accountable to the students it serves, for their parents make the ultimate act of faith: to bring their children to our doors and trust our school to deliver an outstanding education and to fulfill our school mission. Close communication with our parents is essential. To ensure the voice of these parents is well heard, CCA – West will create a Parent Council of at least 5 members, with a chair and vice-chair elected or chosen for one-year terms. Parents will be elected to the Parent Council by a vote of parents of students currently enrolled in the school. The Parent Council will support the mission of CCA – West by:

- Coordinating parent volunteer efforts to support student recruitment, enrichment classes, and community gatherings;
- Gathering and reporting data about parent satisfaction;
- Reporting twice annually to the Board of Trustees regarding their findings;
- Ensuring that school communications are sufficiently accessible to Spanish- speaking parents;
- Planning parent events that support the academic mission of the school, such as high school achievement nights, student academic performance nights, and parenting seminars to support academic achievement.

In addition to this council, the school administration will establish frequent, formal communication with parents to support the school mission. Families will be welcomed to the school through an orientation that will review school policies in detail, celebrate student learning, and include the signing of parent-student-school contracts. Parents will attend the

school two times annually for conferences, at which time assessment results and report cards will be reviewed in detail. Progress reports will be sent home at regular intervals between these conferences, requiring parent signature. Teachers will call parents of their homeroom students on a regular basis, reporting both positive academic results and behaviors and clear feedback when expectations are not met. A school newsletter, issued every month, will communicate the effectiveness of the program and the excitement of the school to members of the community.

City leaders will serve on our Advisory Council, a group of political and business leaders, and our Community Council, group of community leaders in Hilltop. These groups will serve to advise the board of trustees and advocate for the school throughout the community

IX. Personnel

The Founding Board is a group of 7 individuals who have worked formally on the organization of Columbus Collegiate Academy – West Campus since October of 2010. Board members were initially invited based upon clarity of vision, relevant skills and expertise, and willingness to dedicate themselves to educational excellence, and this group has reviewed, contributed to, and supported the charter application and the school design. Board members were selected after a comprehensive process and were evaluated on the criteria of skills/expertise, teamwork, available time and energy, and philosophical alignment with the mission of CCA – West. Please see Attachment J to review board member resumes. At present, the lead founder intends to serve as the Executive Director. At the time of chartering, the Board will review this intent, establish clear expectations for the Executive Director, and hire the Executive Director.

The Board of Trustees governs the school and is responsible for ensuring that the school fulfills its mission, is faithful to its charter, and remains financially viable. The Executive Director, supervised and supported by the Board of Trustees, will be ultimately responsible for

the implementation of the mission of CCA – West at a demanding, high standard. Employees will be hired by the Board of Trustees upon recommendation by the Executive Director. The Executive Director will supervise all other employees of the school, and may delegate these duties to other senior administrative staff, which may include, but are not limited to, the School Director, Director of Curriculum and Instruction, and a Dean of Students. The Executive Director will report monthly to the Board of Trustees on the state of the school, progress toward each element of the mission statement, and progress toward each goal in the school Accountability Plan. The Board of Trustees will evaluate the Executive Director annually, provide detailed and critical feedback regarding his/her performance, and set his/her compensation.

Andrew E. Boy is the Founder and Executive Director at the Columbus Collegiate Academy – Main Street campus, and he is the proposed Lead Founder and Executive Director of the Columbus Collegiate Academy – West campus. During the 2009-2010 school year, Columbus Collegiate was the highest rated public middle school in the city of Columbus based on its Performance Index Score on the annual School Report Card. In addition, the school was honored as a New Leaders for New Schools Effective Practice Incentive Community (EPIC) gold-gain school. Columbus Collegiate was one of only eighteen charter schools in the nation, and the only one in Ohio, to win the award, which recognizes strong student achievement gains. Andrew holds Bachelor's degrees in Education and Communication from the University of Cincinnati and a Masters of Education Administration from Xavier University. Please review his resume in Attachment K for further relevant experience; also included is the Executive Director and School Director's full job descriptions as approved by the Board of Trustees.

In its first year of operation, CCA – West intends to hire six full-time teachers. This level of instructional staff will enable each teacher to teach only four sections daily, ensuring adequate planning time for each lesson. The school intends to hire two literacy teachers, two math teachers, one history teacher, and one science teacher. Columbus Collegiate will also contract with PSI for special education services in year one.

As described in the organizational chart in Attachment C, Table 3, Columbus Collegiate intends to hire a School Director and Office Manager in year one that are supported by the Executive Director.

Columbus Collegiate will add six full-time classroom teachers to its staff in its second and third years of operation as the school grows to capacity. Intervention specialists will be added in year two and three contingent upon the number of students with IEPs that enroll at the school. A Director of Curriculum and Instruction will be added to the administrative staff in year two and a Dean of Students will be added in year three. The school does not intend to hire paraprofessionals or other specialty teachers other than those described here.

We aim to attract highly qualified, motivated teachers who want to further strengthen their skills and make a dramatic impact on the educational and life trajectory of their students. Teachers will be evaluated on planning, experience, critical thinking, respect and humility, communication, professionalism, motivation, ability to motivate others and responsibility. Most importantly, teachers will be evaluated on their ability to dramatically improve student achievement as measured and outlined in our Accountability Plan. We will work to attract entrepreneurial, mission driven, staff members - individuals who hold and enforce the highest academic and behavioral expectations and see student achievement as the ultimate reward. Each staff position at CCA – West will have a clear set of responsibilities and duties. Our job

requirements will be demanding and we understand that working at CCA – West will not be attractive to every teacher because of those high expectations. Although teachers will have multiple demands placed on them, such as teaching four sections daily, organizing enrichment activities, maintaining contact with parents on a regular basis, and composing and evaluating end-of-trimester assessments, they will be supported through multiple internal structures such as dedicated daily planning periods, scheduled weekly meeting times, clear expectations, a disciplined and structured school environment, and a visionary and supportive leadership team.

A broad educational spectrum of the adults in a school, employed in a variety of professional positions, is a most powerful influence on student academic performance. With this in mind, CCA – West will recruit, train, and support the highest quality faculty and staff. We are ready to begin the process of identifying the faculty and staff needed to carry out our mission as soon as a chartering process is complete. Immediately upon chartering, the Executive Director will begin an ambitious recruiting plan to find the highest quality candidates possible. Specific attention will be paid to recruiting staff members from varied walks of life by casting a wide net for candidates. Avenues of recruiting may include, but are not limited to, advertisements in education journals, recruitment at colleges and graduate schools of education (with focus on Ohio and historically minority colleges), nationwide networks of educators such as Teach for America, alumni networks of colleges and universities, national search services such as Carney, Sandoe, & Associates, internet recruiting (i.e. Idealist and Craigslist), and word of mouth. CCA – West will recruit as many teachers as possible who are bilingual in English and Spanish, depending on the most likely student population.

X.Management plan

As stated in the Financial Management and Accounting Procedures Manual, the Board of Trustees will assume responsibility for ensuring that the fiduciary duties associated with the receipt and disbursement of public funds and the responsibilities associated with state employment are faithfully undertaken.²⁴ They will establish sound and fiscally prudent policies pertaining to fiscal management and create and review controls that minimize the chance for unethical and unsound practices to occur. The Board will choose an Executive Director who will be responsible for overseeing the day-to-day implementation of the financial policies and procedures.

Whereas the Board will have financial oversight, the Executive Director will have primary responsibility for *managing* the financial operations of the school and ensuring that all internal financial controls are established and upheld. S/he will work closely with the Board Treasurer to ensure that all monies are being properly allocated and recorded. The Board intends to contract its accounting and payroll and financial reporting services to Mangen & Associates.

The following is a list of proposed Mangen & Associates services that will be provided to CCA – West: Basic Financial Management Services, Basic Treasurer Services, CCIP Grant Management, EMIS and CSADM Management.

Internal controls and provisions pertaining to administrative and financial operations include the following:

Annual Budgeting: CCA – West’s fiscal year will run from July 1 through June 30. The Executive Director and Mangen & Associates will have responsibility for planning a detailed

²⁴ The Board of Trustees will fully develop the Financial Management and Accounting Procedures Manual upon charter approval.

budget and cash flow statement each year. The initial drafts of the budget and cash flow statements will be reviewed by the Board's Finance Committee and the Chair before being presented to the full Board for approval. The Board will review and approve the budget at least one full month before the beginning of the new fiscal year.

Internal Controls: The Board of Trustees is intent on establishing a system of internal control policies that when executed will ensure the practice of sound fiscal management practices.

These controls will comply with generally accepted accounting principles for non-profit organizations. We also want to ensure that the reports and data generated from these controls are accurate and useful in effectively managing the financial needs of the organization. The following areas have been identified as ones requiring specific internal controls:

Fixed Assets: We will ensure that all fixed assets are properly acquired, their value is properly recorded and that provisions will be set to ensure that assets are safeguarded. We will mandate that no asset be disposed of without proper authorization.

Personnel Policies: We will develop and approve all personnel policies including but not limited to salary levels, vacation, overtime, paid time off, grievance procedures, severance pay, merit increases, bonuses, and other personnel matters. These policies will be developed by the Executive Director with Board approval and will be reviewed annually.

Plans and Commitments: We will ensure that monies are not spent on plans and commitments that are not reflected in the budget. In the event that an unexpected expense arises, the Executive Director and Mangan & Associates will review the budget and make a recommendation to the Treasurer and Finance Committee on how to address. Modifications of the budget must be approved by the Board. Provisions will be developed for emergency situations.

The above is not intended to be a fully inclusive list. Additional systems will be developed as directed by the Board. A Financial Management and Accounting Procedures manual will be developed internally to fully outline controls, levels of authority and overall expectations of staff, teachers, accountants, and the Executive Director. This manual will be reviewed annually. Any interim changes will be submitted to the Finance Committee and presented to the full Board for approval.

Fiscal Accountability

All Board members and administrators of CCA – West who have delegated authority over financial management issues will be required to attend training on finance management. The Chair of the Board and the Executive Director will work together to find a qualified resource to deliver training. The class will include basic principles of accounting and information pertaining to financial controls, reading balance sheets, income statements and cash flow statements. Although our Board Treasurer will have finance and accounting experience, we recognize that it is everyone's responsibility on the Board to know and understand basic fundamental fiscal management and accounting practices.

All Board members will have the right to review the school's financial records at all times. We are committed to establishing systems of internal controls and maintaining properly functioning systems that protect the economic health of the school and increase its ability to sustain itself year after year.

The Board of CCA – West intends to develop cash flow systems that will enable the organization to effectively manage and predict unexpected shortages and windfalls in cash allocations and disbursements. We recognize that although our budget may reflect the necessary revenues to cover all expenses, relying on the budget alone is not enough. We must also

accurately track monthly expenditures, track specifically when revenues will be received and ensure that we have enough fluid cash to cover the day-to-day expenses.

CCA – West intends to hire a third party to conduct an annual audit. The auditor will be a certified public accountant who will audit the financial records in accordance with generally established accounting principles. Please see Attachments L, M, and N to review the 5 year projected budget, the annual operating budget, and the Year One cash flow, respectively.

Facilities Plan: 1st Year Facility Needs

CCA – West plans to locate on the west side of Columbus, potentially the Hilltop or Franklinton neighborhoods. The Board is currently concentrating its efforts toward identifying a location and has begun preliminary conversations with Anne Dorrian-Lenzotti, the Director of Columbus City Schools Real Estate and Shared Facilities department.

For the first year, our academic program can be accommodated in a facility that is suitable for regular classrooms and office space. After that, the academic program requires a facility that can accommodate at least one full science lab in addition to the classrooms and office space. The Board will make every effort to purchase a facility that can be renovated and ready for occupancy by operation year two. However, if necessary, we will lease a temporary space that meets the school's growing program needs until a permanent facility can be secured.

A temporary facility must be able to house our projected enrollment of 100 students for the first year. We will lease a space that would allow for 80-100 square feet per student. Based upon these numbers we will identify a space that has between 8,000 and 10,000 square feet, unless an affordable long-term solution presents itself during the initial facility search. Because we would rather move into a permanent facility in year one, CCA – West's leadership budgeted for a 29,678 square foot facility (this is the actual size of our target building) at \$1.75 per square

foot which is the current rate for Columbus City buildings without air conditioning. To budget conservatively, we have not included any monies outside of per pupil allocations and federal entitlements in our budget projections.

Technology, Furnishings, and Equipment Needs

Columbus Collegiate Academy – West will be outfitted following the model used at the original Columbus Collegiate campus. In year one, a server, laptop cart, and large copier will be purchased for use by the school. The building will have Internet service using wireless routers. Each room will be outfitted with individual student desks and chairs, a white board, and an Elmo document camera. Each teacher will be provided with a laptop, desk, and storage space in addition to a shared refrigerator and microwave in the teacher workroom. An administrative office will be furnished with desks for the School Director and Office Manager. A school phone and fax line will be set up in this office.

During the first year of operations, school leaders will apply for an e-rate grant in order to supplement this grant to supply technology needs. These may include wiring a permanent facility and outfitting a computer lab.

Post-Award Planning of the design of the educational program timeline (2 months):

July 2012 – August 2012 *Facilities*: Executive Director and Facility Committee, and selected architectural firm will conclude purchase or lease options, if not already complete.

July 2012 – October 2011 *Finance and Operations*: Executive Director, Treasurer and Finance Committee will refine operating budget for school's first five years accounting for now known facilities needs. Specific fundraising strategies will also be developed at this time.

July 2012 *Students and Parents*: Director of Operations and Executive Director will develop recruitment and outreach plans, and develop marketing and outreach materials.

July 2012 – July 2013 Staffing: Executive Director will plan for recruiting teachers, administrative staff and other employees. Interview and make offers to potential staff.

July 2012 – August 2012 Instruction and Assessment: School Director will develop goals/standards/objectives, curriculum and classroom instructional design, and plan summer teacher training. Much of this has been created by the staff at the original campus, however, revisions based on reviewed student performance and new standards must be completed to ensure continued quality of the instructional program.

Timeline for initial implementation of the charter school (34 months):

August 2012 - June 2015 Facilities: Executive Director and Facility Committee will secure long-term facility and ensure all health, safety, and neighborhood requirements are met.

August 2012 – June 2015 Finance and Operations: Executive Director, Treasurer and Finance Committee will contract with PSIP for treasurer services, and initiate approved fundraising plans.

August 2012 – June 2015 Students and Parents: Director of Operations and Executive Director will acquire marketing materials to use during recruitment. Year-round community outreach events and recruitment efforts are implemented.

August 2012 – June 2015 Staffing: Executive Director will complete hiring for administrative, instructional, and building staff and begin process cycle again in January.

July 2012 – June 2015 Instruction and Assessment: School Director will acquire and inventory equipment, instructional materials and supplies. Begin 4 week summer teacher training where School Director will lead curriculum and assessment development. Dean

of Students will lead school culture training. Instruction methods will be revisited and refined throughout the year as instruction and assessment milestones are completed.

Use of Grant Funds

The full award amount of \$200,000 each year, for three years, totaling \$600,000 is requested as CCA –West will expand its enrollment from 100 students to 300 during that time. Similar staffing, facilities, and supply expenses will need to be met each year to accommodate our growing student body. Columbus Collegiate Academy – West’s annual operating budget, monthly cash flow projections, and five-year financial projections are included in Attachment L. The Lead Founder and Executive Director of Columbus Collegiate Academy’s original campus will be leading the replication efforts at Columbus Collegiate Academy – West. During the months of July, August, September, and October he will be spending 30% of his time on the planning of this new school. As such, 30% of his salary and benefits will be paid using funds from the CSP grant.

The grant funds will be used for the following purposes; (for the itemized list, by year, please see Attachment O – Budget Narrative) student recruitment, staff recruitment, salary and benefits for administrative planning, staff stipends for proven teacher training, school furniture, office supply needs, technology for students and staff, travel to the Project Director’s meeting, treasurer’s services, and instructional materials.

Fundraising

Columbus Collegiate Academy – West plans to raise a modest amount of private dollars during the planning year to assist with start-up costs. All operations will be funded through regular state and federal funding and private funding will be used solely on student initiatives

that enhance our programming once the school opens. CCA – West has already been awarded the \$250,000 Walton Family Foundation Start-Up grant.

X. Assistance of educationally disadvantaged students in meeting State academic content standards and State student academic achievement standards

There are currently few strong educational options for families in southwestern Columbus. While Columbus Collegiate Academy – West will accept all grade-level eligible students from within Columbus’s geographic boundaries, we anticipate that the vast majority of our students will live on the west side of Columbus in Greater Hilltop.

There are four Columbus City middle schools serving 1,899 middle school students in these zip codes- Hilltonia, Starling, Westmoor, and Wedgewood. Hilltonia and Starling are both designated as schools in Academic Watch and Westmoor and Wedgewood are both rated as Continuous Improvement. In addition, there are five community schools, two private schools, and two South-western City schools serving middle school-age students in these zip codes.

Similar to the traditional public schools, most of the charter schools in this area are struggling academically. Three of the five charter schools are in either Academic Watch or Academic Emergency. It is clear from these findings that there is a need for a college prep middle school with leaders that have a proven track record for meeting and exceeding State academic and content standards. Please see Attachments P and D which demonstrate the OAT and OAA proficiency level of CCA students from 2008-2010 (Official results for 2011 are not yet released at time of submission).

Communication Plan

The Founding Board and proposed leadership understand the challenge of recruiting potential students. Therefore, we will utilize a variety of marketing efforts to provide the widest

dissemination of information possible and ensure the greatest number of families is aware of and has access to the strong educational option that CCA – West will provide.

CCA – West’s marketing activities will include: multiple informational sessions and community presentations; regular ads on local radio stations; strategic placement of ads in community newspapers and other print publications; participation in community events i.e. festivals. Additionally, the creation of community partnerships, direct mail campaigns, and door-to-door recruiting in the Greater Hilltop neighborhood will afford us the opportunity to connect with students and families who are less likely to find us in the first year.

Student Recruitment Plans and Policies

As we seek to enroll 100 students into our inaugural 6th grade in the fall of 2012, our target recruitment number is 150 students. Our intention is to enroll traditionally underserved students in the Greater Hilltop neighborhood. Given this, our direct mail and door-to-door campaign will focus on the families of current 5th graders in this neighborhood.

Enrollment and Admissions Policies and Timelines

Applications will be accepted during CCA – West’s open student enrollment period. Should we have more applicants than seats available, we will hold a random public lottery to determine student enrollment and our waiting list. Once students are enrolled into the school, families will attend a comprehensive school orientation during which we will explicitly discuss the school culture and review the Student and Family Handbook. The orientation will also allow families to raise any questions or concerns they may have about the school’s high behavioral and academic expectations.

CCA – West will abide by all legal admission policies outlined in Ohio Statutes and comply with the Individuals with Disabilities Education Act. Preference will be provided for

siblings of students enrolled in the school and for students residing within the district boundaries of Columbus City Schools. The school will be nonsectarian in its programs, admissions policies, employment practices and all operations, will not charge tuition, and will not discriminate in admission or deny participation in any program or activity on the basis of a person's sex, race, religion, national origin, ancestry, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability.

Compliance with Pub. L. No. 108-446 section 613(a)(5) Pub. L. No. 108-446 § 613(a)(5) requires that the local educational agency (LEA) “serves children with disabilities attending those charter schools in the same manner as the local educational agency serves children with disabilities in its other schools . . .”; that LEAs fund their charter schools “on the same basis as the [LEA] provides funds to the LEA’s other public schools, including proportional distribution based on relative enrollment of children with disabilities”; and, that such funding is provided “at the same time as the agency distributes other Federal A funds to the agency’s other public schools . . .” Charter schools in Ohio are considered their own LEA. Ohio Administrative Code (OAC) § 3301-102-01. CCA – West, therefore, is an LEA and must comply with the § 613(a)(5) to the same extent as any other LEA. Toward that end, CCA – West will meet these requirements by adopting and implementing the Operating Standards for Ohio Education Agencies Serving Children With Disabilities (Operating Standards).²⁵ This includes, but is not limited to, providing a Free and Appropriate Public Education (FAPE), executing procedural safeguards in accordance

²⁵ Operating Standards for Ohio Education Agencies Serving Children With Disabilities available at http://www.edresourcesohio.org/files/Operating_Standards_for_Ohio_Educational_Agencies_Serving_Children_with_Disabilities_2008.pdf.

with state and federal law, identifying and evaluating students with disabilities, implementing Individual Education Plans, and providing services to students with disabilities. CCA – West will execute the Operating Standards comply with the IDEA through a variety of instructional delivery methods and appropriately licensed/credentialed personnel. CCA – West will contract with appropriate providers of services (e.g., occupational therapy, speech, etc) as necessary.

Compliance with Pub. L. No. 108-446 section 613(e)(1)(B)

Pub. L. No. 108-446 § 613(e)(1)(B) states, “a State educational agency may not require a charter school that is a local educational agency to jointly establish its eligibility under subparagraph (A) unless the charter school is explicitly permitted to do so under the State’s charter school law.”²⁶ Ohio’s charter school law does not – explicitly or otherwise – permit charter schools to establish joint eligibility with other LEAs. Ohio Revised Code Chapters 3314, 3323. Ohio Administrative Code Chapters 3301-102, 3301-51. Therefore, CCA – West will comply with § 613(e)(1)(B) by adhering to Ohio law and will not establish eligibility jointly with another LEA. CCA – West will serve students in the manner described above.

²⁶ Subparagraph (A) of § 613(e) gives state educational agencies (SEA) the authority to require LEAs to establish eligibility jointly with another LEA if the SEA determines that the LEA would be ineligible under § 613 because the LEA could not establish and maintain programs necessary to meet disabled students’ needs. Pub. L. No. 108-446 § 613(A).

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: **AUG 08 2007**

COLUMBUS COLLEGIATE ACADEMY INC
C/O ANDREW BOY
9722 PEBBLEVIEW DR
CINCINNATI, OH 45252

Employer Identification Number:
-20-8068507
DLN:
17053109021027
Contact Person:
DONNA ELLIOT-MOORE ID# 50304
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
JUNE 30
Public Charity Status:
170(b)(1)(A)(ii)
Form 990 Required:
YES
Effective Date of Exemption:
NOVEMBER 9, 2006
Contribution Deductibility:
YES

Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

Please see enclosed Information for Exempt Organizations Under Section 501(c)(3) for some helpful information about your responsibilities as an exempt organization.

Sincerely,



Robert Choi
Director, Exempt Organizations
Rulings and Agreements

Enclosures: Information for Organizations Exempt Under Section 501(c)(3)

Letter 947 (DO/CG)



DATE:	DOCUMENT ID	DESCRIPTION	FILING	EXPED	PENALTY	CERT	COPY
06/24/2011	201117400694	DOMESTIC ARTICLES/NON-PROFIT (ARN)	125.00	.00	.00	.00	.00

Receipt

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

COLUMBUS COLLEGIATE ACADEMY
PO BOX 411
COLUMBUS, OH 43216

**STATE OF OHIO
CERTIFICATE**

Ohio Secretary of State, Jon Husted

2029995

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

COLUMBUS COLLEGIATE ACADEMY - WEST, INC.

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

Document(s)
DOMESTIC ARTICLES/NON-PROFIT

Document No(s):
201117400694



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 22nd day of June, A.D.
2011.

Jon Husted

Ohio Secretary of State

Attachment C. Tables

Columbus Collegiate Academy – West Campus Charter School Program Application

Table 1. Proposed Columbus Collegiate Academy – West Enrollment Plan

	2012-13	2013-14	2014-15	2015-16	2016-17
Grade 6	100	100	105	105	105
Grade 7	-	100	105	105	105
Grade 8	-	-	90	90	90
Total	100	200	300	300	300

Table 2. Sample Supplementation of Ohio Standards with Massachusetts Standards

OH Standard	MA Standard
Make meaning through asking and responding to a variety of questions related to text.	<p>Fiction</p> <p>Identify and draw conclusions from the author’s use of sensory details.</p> <p>Identify and draw conclusions from the author’s use of description of setting, characters, and events.</p> <p>Identify and analyze main ideas and supporting details.</p> <p>Nonfiction</p> <p>Identify and use knowledge of common textual features (for example, <i>title, headings, key words, captions, paragraphs, topic sentences, table of contents, index, glossary</i>).</p> <p>Identify and use knowledge of common graphic features (for example, <i>charts, graphs, maps, diagrams, captions, illustrations</i>).</p> <p>Identify common organizational structures (for example, <i>chronological order, cause and effect</i>).</p> <p>Identify and summarize main ideas, supporting ideas, and supporting details.</p>
Use context clues and text structures to determine the meaning of new vocabulary.	<p>Determine the meanings of unfamiliar words using context clues (for example, definitions, examples, explanations in the text, contrast or cause and effect stated in the text).</p> <p>Determine the meanings of unfamiliar words using knowledge of common Greek and Latin roots, suffixes, and prefixes.</p>

Table 3. Proposed Organizational Flow Chart for Columbus Collegiate Academy - West

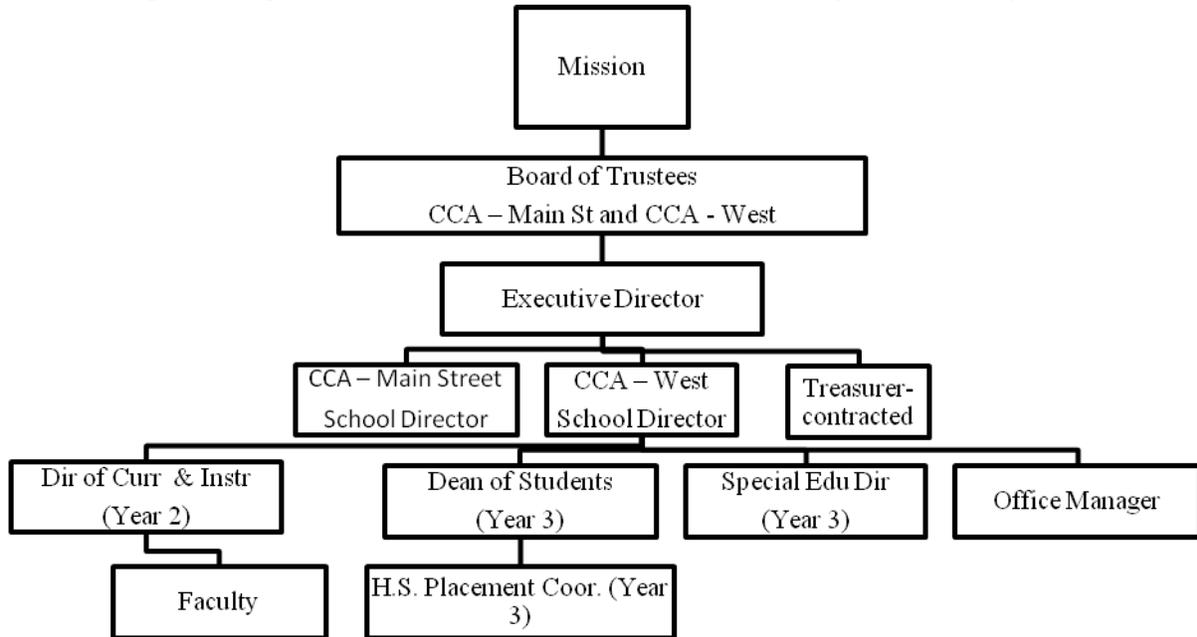


Table 4. Columbus Collegiate Academy – West Proposed Enrollment Timeline

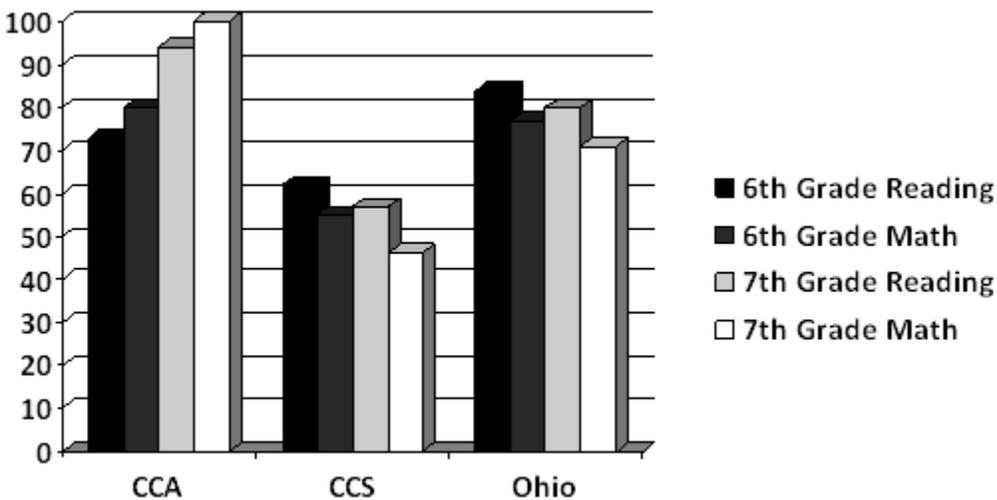
Columbus Collegiate Enrollment Timeline	
November 1, 2011	Application Available
March 2, 2012	Application Submission Deadline
March 8, 2012	Lottery Held
March 13, 2012	Family Notice of Enrollment Status
March 30, 2012	Letter of Intent to Enroll Submission Due
March 31, 2012	Enrollment Packets Issued
May and June 2012	School Orientation(s)

2009-2010 OAA Scores
(percent of proficient students)

District & State Comparison – 2009-2010

The OAA assessment was administered to our students in the spring of 2010, and they showed strong results in comparison with average district and state scores. In 2009-2010 our OAA results were above the CCS average in all subjects, and above the state average in 6th grade math, 7th grade reading, and 7th grade *math*, while serving a higher population of economically disadvantaged students.

While the percentage of proficient CCA students increases from 6th to 7th grade, the percentage of proficient students at the district and state level declines.



NWEA

CCA students take the NWEA Measures of Academic Progress (MAP) in the fall, winter, and spring each school year. The Measures of Academic Progress are state-aligned computer-adaptive tests that accurately reflect the instructional level of each student and measure growth over time.

The assessment itself is unique in that it adapts to the student's ability, accurately measuring what a child knows and needs to learn. In addition, MAP tests measure academic growth over time, independent of grade level or age. Test items dynamically adjust to a student's performance level, and as a result, test scores are more accurate. Millions of test records have been collected over the last ten years which allows us to compare our students' scores and growth with those of other middle school students across the United States.

NWEA Results – 2008-2009 and 2009-2010

Over the first two years of Columbus Collegiate's existence, students have performed well on the NWEA. Students in both cohorts have exceeded growth targets in all areas except 7th grade reading. 6th grade math scores were particularly strong in both year one and year two. 6th grade students were 316% to goal in 2008-2009 and 216% to goal in 2009-2010. See table below.

Year:	2008-2009					2009-2010				
	Average Fall Score	Average Spring Score	Fall to Spring Growth	Expected Growth	Met Target	Average Fall Score	Average Spring Score	Fall to Spring Growth	Expected Growth	Met Target
6th Reading	207	213	+6	4	Yes	206	212	+6	5	Yes
6th Math	208	227	+19	6	Yes	210	223	+13	6	Yes
7th Reading	n/a	n/a	n/a	n/a	n/a	222	223	+1	3	No
7th Math	n/a	n/a	n/a	n/a	n/a	237	245	+8	5	Yes

Attachment E. Curriculum

Reading

- Students will read classical texts from diverse cultures in fiction, non-fiction, and poetry.
- Teachers will develop unit plans based on the skill level of their students, including grade-appropriate novels, poetry, short stories, and regular assessment of reading comprehension skills.
- In the 6th grade, students will receive intensive phonics and phonemic awareness instruction to meet the needs of students who are reading below grade level.
- Teachers will also instruct using Holt sequence *Elements of Literature* which are endorsed by the literacy department at the original Columbus Collegiate.

Writing

- Master the writing of 5-paragraph essays in all five genres: expository, narrative, persuasive, literary response, and correspondence.
- Students will master grammar and mechanics.
- Step Up to Writing is a logically sequenced writing program, commonly used in schools across the country, developed by Maureen Auman.
- 6+1 Trait Writing Program, which clearly outlines seven areas of writing which will be taught explicitly.

Mathematics

- 7th grade Pre-Algebra course for all students and intensive 6th grade courses in general mathematics
- Holt sequence of mathematics textbooks, including Courses 1, 2, and 3 as appropriate, Pre-Algebra, and Algebra.
- Using these textbooks alongside of the unit planning process will ensure an effective, standards-based approach to mathematics.

Science

- Mastery of core vocabulary and conceptual knowledge, supplemented with the application of scientific principles in laboratory settings.
- FOSS program helps students develop important scientific concepts, develop the ability to think critically, to actively construct ideas through their own inquiries, investigations, and analyses. It guides students through intensive reading and hands-on interaction with scientific ideas and concepts. Where there are gaps in the FOSS program in relation to Columbus Collegiate's and state standards, teachers will supplement the curriculum as appropriate.

History

- Regions and People of the Eastern Hemisphere in 6th grade, World Studies from 750 B.C. to 1600 A.D.: Ancient Greece to the First Global Age in the 7th grade.
- U.S. Studies from 1492 to 1877: Exploration through Reconstruction in the 8th grade.
- Research, write, and orally present a ten-page thesis paper in the 8th grade.

August 22, 2011

Asst. Deputy Secretary Jim Shelton
Office of Innovation and Improvement, US Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Asst. Deputy Secretary Jim Shelton:

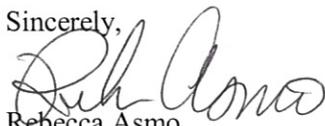
I am writing this letter in support of Columbus Collegiate Academy's application for a Charter School Program (CSP) Grant, which will support the opening of a middle school in the Franklinton neighborhood of Columbus, Ohio (Columbus Collegiate Academy – West). Boys & Girls Clubs of Columbus (BGCC) has been providing afterschool and summer programming to underserved youth in the Franklinton community since 1948. High quality institutions of education are essential to BGCC's ability to carry out our mission of empowering young people to reach their full potential as productive, caring and responsible citizens. The opening of Columbus Collegiate Academy – West will provide a tremendous opportunity for partnership between our two organizations and ultimately, tremendous opportunities for young people in Columbus.

Since opening, Columbus Collegiate Academy has achieved consistent results and remains the highest rated middle school in the city. Access to high quality schools is absolutely essential during the middle school years, which are a critical tipping point in a child's life. With a high school graduate rate of 48%, Columbus kids need access to the opportunities provided by Columbus Collegiate Academy to ensure their success and the success of this entire community.

Boys & Girls Clubs of Columbus is committed to supporting Columbus Collegiate Academy's success by providing afterschool and summer programming opportunities to Columbus Collegiate Academy's students as well as access to our facilities and program resources during the school day. Like Columbus Collegiate Academy, BGCC has a long record of success, including a 90% rate of high school graduation and above average social, emotional and academic competencies among its members. A partnership between CCA-West and BGCC will enable both of our organizations to expand our reach, conserve valuable human and financial resources and, most importantly, create a culture of high expectations and success for the children we serve.

I look forward to working with Columbus Collegiate Academy for many years to come. Their success will contribute to BGCC's success and to the success of children in the great city of Columbus.

Sincerely,



Rebecca Asmo
Executive Director
614.221.8830



BOYS & GIRLS CLUBS
OF COLUMBUS

**Boys & Girls Clubs
of Columbus**
Administrative Office
115 South Gift Street
Columbus, OH 43215
Tel 614-221-8830
Fax 614-221-1225
www.bgccolumbus.org

Officers

James R. Randolph
President

Todd Tuney
1st Vice President

Matt Gerhardt
Treasurer

Renee Hawkins
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Thomas Skladany, Jr.
David Swift

**Executive Director
Rebecca Asmo**



GREAT FUTURES START HERE.

PR/Award # U282B110048

CRISTO REY

COLUMBUS

840 West State Street
Columbus, OH 43222

Monday, August 22, 2011

Andrew Boy
Founder and Executive Director
Columbus Collegiate Academy
1469 East Main Street
Columbus, OH 43205

Dear Andrew:

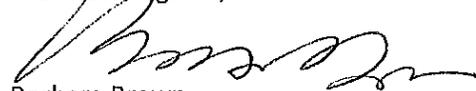
Our missions for educating children so that they may be prepared to achieve success in college is parallel in results and is much needed in Columbus Ohio. That, as you know is one of the reasons the Diocese of Columbus has recognized the need for a Cristo Rey High School to have a presence in Columbus. We recently dedicated and blessed our opening site on June 10, 2011 in the Franklinton area and truly see the need for your middle school to have a presence there as well. We are very excited to be a part of a wonderful and notable community. Sharing services and collaborations of partnerships in the area is our goal to enable our reach to those that need alternative opportunities for proven, successful and innovative education.

Cristo Rey High Schools are affiliated with the nationwide initiative, the Cristo Rey Network, that has the backing of Fortune 500 companies, more than 20 universities, a \$24 million grant from the Bill and Melinda Gates Foundation, with 24 schools teaching over 7,000 urban students across the United States, including a school in Cleveland and Cincinnati. Students of Cristo Rey "work to learn and learn to work" through the work-study program, which helps to defray 70% of tuition expenses. Students and alumni of Cristo Rey schools realize the invaluable opportunity for success in their futures. To date, 97% of Cristo Rey graduates are accepted to two or four year colleges and that is our goal, to ensure their successes in college.

Columbus Collegiate Academy is preparing students for an opportunity to choose a Cristo Rey High School as a continuum of their education and success in college. We welcome the opportunity to work with you in the admissions and application process for acceptance of your students to be become a part of Cristo Rey Columbus. Having a second location in Franklinton would be optimal for our recruitment and partnership.

The future is exciting for us both, as we have an opportunity to help influence change and transformation of urban of youth for successful outcomes of their personal futures as well as the City of Columbus and the Franklinton area. I look forward to working with you and your team at Columbus Collegiate Academy.

Warmest Regards,



Barbara Brown
Program Director
Cristo Rey Columbus



August 22, 2011

Asst. Deputy Secretary Jim Shelton
Office of Innovation and Improvement, US Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Asst. Deputy Secretary Shelton,

The Ohio Alliance for Public Charter Schools (OAPCS) is the statewide, non-profit, non-partisan charter school association dedicated to improving high-quality educational options for Ohio's children. We proudly represent over 100,000 students in more than 330 charter schools. We want to formally express our strong support for the Columbus Collegiate Academy-West's (CCAW's) application for the Charter School Program (CSP) Grant.

There are 21 Columbus area schools serving children in grades 6-8. Of those, just one is rated Excellent, three are rated Effective and six are rated Continuous Improvement. The remaining 11, or more than half, are rated Academic Watch or Academic Emergency.

Columbus Collegiate Academy has been rated Effective for three years of operation. Columbus Collegiate Academy was recognized as the Gold Level winner in last year's EPIC (Effective Practices Incentive Community) competition for demonstrating the highest growth of all schools in the competition nationally.

Columbus Collegiate Academy is an exemplary school that has demonstrated the ability to **Close the Achievement Gap**. 81% of CCA students are African American, 14% are Hispanic and 5% are Caucasian or Bi-racial, and 95% are eligible for Free and Reduced Lunch. Yet, CCA has the highest performance index score of all middle schools within the Columbus City school district boundaries and CCA beat the statewide average in both reading and math for 6th graders, and for math for 7th graders. Here is the comparison data:

2011 Results	6 th Grade		7 th Grade	
	Reading	Math	Reading	Math
Ohio Overall	74%	67%	87%	83%
Cols City Middle schools	69%	58%	55%	51%
Columbus Collegiate Academy	85%	72%	83%	90%

Columbus Collegiate Academy is recognized in Columbus and throughout the state as a premier example of what quality charter schools can do. Because of their established track record, there is tremendous community support for expansion. Funding from the Public Charter School Program grant will enable more children, particularly those in the underserved west end of Columbus, access to a high quality education that will prepare them for long term success and economic sustainability.

Sincerely,

William J. Sims
President and CEO
Ohio Alliance for Public Charter Schools



VIA ELECTRONIC MAIL

August 16, 2011

Mr. Andrew Boy, Executive Director
Columbus Collegiate Academy - West
1469 E. Main St.
Columbus, OH 43205

Dear Mr. Boy,

The purpose of this letter is to confirm the intent of the Thomas B. Fordham Foundation (Fordham Foundation) to sponsor (a.k.a. “authorize”) Columbus Collegiate Academy - West, a school located in Columbus, Ohio, that will serve students in grades six through eight.

This letter also serves as acknowledgment that the Fordham Foundation has received and reviewed Columbus Collegiate Academy – West’s charter school application for a preliminary agreement, and that the Trustees of the Fordham Foundation have approved a preliminary agreement for sponsorship of Columbus Collegiate Academy - West.

If you have questions or need further information please don’t hesitate to contact me at 937-227-3368. We very much look forward to working with you and the staff, students and governing authority of Columbus Collegiate Academy - West.

Best regards,

Kathryn Mullen Upton
Director of Sponsorship
The Thomas B. Fordham Foundation

Cc: File
Andrew Boy

List of Board Members and Affiliations

Andrew Boy, *ex-officio*

Executive Director, Columbus Collegiate Academy

Phone: 614.205.0250

Address: 1107 Lori Lane, Westerville, OH 43081

Chad Aldis

Executive Director, School Choice Ohio, Inc.

Phone: 614.223.1565

Address: 88 E. Broad St. Ste 640, Columbus, OH 43215

Chris Malinowski

Senior Project Executive, Messer Construction Company

Phone: 614.496.6232

Address: 89 Catalpa Court, Pickerington, OH 43147

Jackie Messinger

Volunteer Coordinator, Flying Horse Farms

Phone: 614.746.6302

Address: 369 Wilber Ave., Columbus, OH 43215

Amber Merl

Attorney, Jones Day

Phone: 614.281.3947

Address: 4004 Village Club Dr., Powell, Ohio 43065

John Shockley

Attorney, Shockley & Co., LPA

Phone: 614.602.6550

Address: 5131 Post R., Suite 350, Dublin, OH 43017

Jack Windsor

Founder and President, Windsor Consulting Group & The Mastermind Groups

Phone: 614.286.7529

Address: 5131 Post Road, Suite 350, Dublin, OH 43017

ANDREW E. BOY

andrewboy@columbuscollegiate.org

PROFESSIONAL EXPERIENCE

Executive Director

07/08 – Present

Columbus Collegiate Academy

Columbus, Ohio

- Oversee, continually evaluate, and assume accountability for all school programs, finances, facilities, and operations to uphold the mission of the school.
- Oversee strategic fundraising plans and their implementation thru the development of marketing materials, website content, grant writing, and community/private donor engagement.
- Conduct staff recruitment, selection, evaluation, supervision, retention, and dismissal with support from instructional leadership team.
- Manage the budget projections, daily finances, relationships with vendors, and development of programs related to the school vision.
- Negotiate and execute all staff, business, construction, vendor, and real estate contracts.
- Manage facilities and serve as liaison to the 7th Avenue Baptist Church.
- School representative to the Weinland Park Community Civic Association, Ohio Alliance for Public Charter Schools, City of Columbus, Columbus Chamber of Commerce, Columbus City Schools, and the Thomas B. Fordham Foundation.
- Serve as an ex officio school board member and work closely with Board Chair on all committees.
- Manage student recruitment and enrollment including home visits, conducting information sessions, orientations, and lotteries.
- Wrote the *Student and Family Handbook*, the *Staff Handbook*, and school policies adopted by the school's governing authority.
- Manage school culture, student code of conduct, and family relations.

Building Excellent Schools, Fellow

08/06 – 07/08

Building Excellent Schools

Boston, Massachusetts

- Studied the highest performing urban charter schools across the country.
- Received extensive training in governance, finance, operations, school organization, curriculum development, and school culture.
- Completed school and leadership residency at Excel Academy, a high performing urban middle school, by supporting staff hiring process and developing the crisis management manual.
- Conducted market and need analysis for urban neighborhoods in city of Columbus, Ohio.
- Lead Charter Applicant, Columbus Collegiate Academy public charter school.
- Recruited and formed school board and school advisory council.
- Awarded the Walton Family Foundation Public Charter School Startup Grant: \$250,000.
- Awarded the Federal Public Charter School Program Grant: \$450,000.

Science Lab Director

08/01 – 5/06

W.E.B. DuBois Academy/Unified School District

Cincinnati, Ohio

- Developed and executed science curriculum to meet state and federal standards.
- Created new nonfiction curriculum concentrated in science.
- Dramatically improved standardized test scores in 4th and 6th grades:
 - ✓ Increased 4th grade from 0 percent in 2001 to 80 percent in 2004
 - ✓ Increased 6th grade from 0 percent in 2001 to 60 percent in 2004
- Built and fostered school partnerships with COSI, NASA, Mad Science of Cincinnati, St. Xavier High School and Boys Hope Girls Hope.

Activity Center Lead Teacher

7/04 – 5/06

W.E.B. DuBois Academy/Unified School District

Cincinnati, Ohio

- Acted as building supervisor.
- Maintained schedule and flow of students between buildings on campus.

EDUCATION

Master of Arts in Educational Administration

Xavier University

- Concentration in supervision of staff
- 4.0 GPA

8/04 – 8/06

Cincinnati, Ohio

Bachelor of Science in Education

University of Cincinnati

- Graduated June, 2001
- Completed 17 hours of graduate credit for **Master's Degree – Education**
- Financed Master's courses by earning Praxis score-based scholarship

9/96 – 6/01

Cincinnati, Ohio

Bachelor of Arts in Communications

University of Cincinnati

- Graduated June, 2000
- Concentration in Interpersonal Communications

9/96 – 6/00

Cincinnati, Ohio

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- 2010: Columbus Collegiate Academy was named one of only twenty-two schools nationwide to receive New Leaders for New Schools' EPIC award for dramatic gains in student achievement.
- 2010: *Columbus Business First's* prestigious "40 under 40" award.
- 2010: Featured in *Columbus Monthly* article, "Building a Better Middle School."
- 2005: Received bonus, achieving maximum teacher's salary for school district.
- 2004: Received 16% performance based raise.
- 2004: W.E.B. DuBois Academy Academic Teacher of the Year.
- 2003: Received 25.5% performance based raise.
- 2003: Ohio Charter Schools Association Charter School Teacher of the Year.

PROFESSIONAL DEVELOPMENT

- Taxonomy of Effective Teaching Practices
- Skill Building for Effective IEP's
- Functional Behavioral Assessment
- Practical Strategies and Classroom Techniques for Gifted Students
- Maximize your Students Learning with Practical, Brain-Based Strategies
- Creative Strategies for Teaching Students with Anger Problems
- Diversifying Instruction to Meet the Needs of All Learners

EMPLOYMENT

- Jan 2008-Present **Executive Director** *School Choice Ohio, Inc.*
- Led organization dedicated to the protection and expansion of school choice options for Ohio parents
 - Crafted press releases and story responses to positively portray education reform efforts
 - Directed a public outreach plan that included a statewide calling initiative and mass mailings
 - Developed and managed an advocacy plan to demonstrate school choice successes to legislators
 - Responsible for leading fundraising efforts for the organization
- July 2005-Jan 2008 **Director of Scholarship Programs** *Florida Department of Education, Office of Independent Education and Parental Choice*
- Administered the statewide McKay and Corporate Tax Credit Scholarship Programs that award scholarships for students with disabilities and students with limited financial resources to attend a private or public school
 - Responsible for implementing all provisions of law related to the scholarship programs
 - Managed 25 employees in support of scholarship operations
 - Represented and gave presentations on behalf of the Department and the scholarship programs at both local and statewide conferences
 - Acted as point of contact for key stakeholders on all issues related to scholarship programs and private schools in the State of Florida
 - Hosted monthly conference calls to keep stakeholders informed and solicit their input regarding potential program changes
 - Coordinated and approved all responses to public information requests from the general public, the media, and the Legislature related to scholarship programs
 - Served as final editor for official responses to scholarship and private school related questions submitted to the Commissioner of Education and Governor
 - Responsible for content of communications with the Legislature regarding scholarship programs including bill analyses, information requests, and policy briefings
 - Conducted regular briefings for the Executive Director of the Office of Independent Education and Parental Choice on potentially difficult issues and possible solutions
 - Drafted administrative rules for implementation of the scholarship programs in consultation with a variety of stakeholders including parents, private schools, school districts, and lobbyists
 - Initiated and edited technical assistance papers on difficult scholarship issues
 - Emphasized the role of and empowered parents in the educational process by leading initiatives that increased the quality of information available to parents
 - Consulted regularly with both the General Counsel's Office and Office of Inspector General in support of scholarship operations
- Dec 2003-July 2005 **Legislative Analyst/Staff Director** *Florida House of Representatives, Education Council*
- Researched and wrote prospective legislation
 - Analyzed effects of legislation and wrote bill analyses
 - Aided Legislators in conducting and planning committee meetings
- Oct 1999-Dec 2003 **Senior Legislative Analyst** *Florida Legislature's Office of Legislative Services (OLS), Division of Statutory Revision*
- Analyzed and indexed laws for the Index to the Florida Statutes
 - Designed spreadsheets analyzing training needs and budget information
 - Prepared analysis and projections for sales and costs of the Florida Statutes
 - Researched and answered questions from the public concerning Florida law
 - Provided assistance solving computer, software, and hardware problems

- Sept 1998-Oct 1999 **Processing Section Head** *OLS, Division of Statutory Revision*
- Managed workflow and acted as final editor of inputting and proofing functions
 - Reduced overtime hours over 50% in one year and proposed plan to integrate section with the revision section to increase efficiency and reduce costs
 - Supervised and made personnel decisions for seven editors
 - Authored policy manual covering duties and methods of section
- July 1997-Sept 1998 **Legislative Analyst** *OLS, Division of Statutory Revision*
- Analyzed and indexed laws for the Index to the Florida Statutes

EDUCATION

- Aug 1994-May 1998 **Florida State University College of Law** *Tallahassee, Florida*
- Juris Doctor Degree
 - Katzentine-Simon Scholarship
 - Florida House of Representatives Internship Program
 - Guardian Ad Litem volunteer
- Jan 1992-Aug 1994 **University of Mississippi** *Oxford, Mississippi*
- Bachelor of Business Administration in Economics (Magna Cum Laude)
 - Honor Society of Phi Kappa Phi
 - University of Mississippi Student Senator
 - Phi Beta Lambda – State Officer (Parliamentarian)
- Aug 1990-Dec 1991 **University of Northern Iowa** *Cedar Falls, Iowa*
- University of Northern Iowa Student Senator
 - National Merit Special Scholar
- Aug 1987-May 1990 **Clinton High School** *Clinton, Iowa*
- Senior Class President
 - Junior Class Treasurer
 - Des Moines Register Academic All-State Team (named as one of the top ten students in the state)
 - I Dare You Leadership Award
 - Robert C. Byrd Honors Scholarship

REFERENCES

- **Jean Miller**, *Acting Executive Director, Office of Independent Education and Parental Choice, Florida Department of Education, 325 W. Gaines St., Ste. 522, Tallahassee, FL 32399 (850) 245-0883*
- **Virginia Gentles**, *Associate Assistant Deputy Secretary for Parental Rights, Office of Innovation and Improvement, U.S. Department of Education, 400 Maryland Ave, S.W., 4W314A, Washington, DC 20202 (202) 205-7726*
- **Arnold Cooperman**, *Indexing Section Head, Division of Statutory Revision, 111 W. Madison St., Tallahassee, FL 32399 (850) 487-8211*
- **Mark Durphy**, *Office of Inspector General, Florida Department of Education, 325 W. Gaines St., Ste. 1201, Tallahassee, FL 32399 (850) 245-9417*

Chris Malinowski
Senior Project Executive
Messer Construction Co.

Personal Background

Chris, along with his wife Becky, have two children, ages 7 and 5. Together, they are fully immersed in raising their children, who have interests in gymnastics and Taekwondo. The family lives in Pickerington which is located on the southeast side of Columbus. Chris is an avid reader, outdoorsman/fisherman and he especially enjoys travelling with his family.

Chris obtained a Bachelor of Science degree in Civil Engineering from University of Cincinnati in 1996.

Community Service/Involvement and Trade Organizations

Columbus Collegiate Academy
Member, Board of Directors

The Homeless Families Foundation
Member, Board of Directors

Builder's Exchange of Central Ohio

Leadership Columbus Class of 2009

Messer Construction Co.

Chris began his career with Messer Construction Co. in 1992 as a co-op while attending the University of Cincinnati. Eighteen years later, Chris is still committed to Messer and leading change in the construction industry.

Messer Construction Co. is a full-service commercial construction manager, design-builder, and general contractor. We are a company of builders, with more than 750 construction leaders and innovators. Our long-term, sustainable success lies in the quality of our construction professionals. We believe in growth-from-within and invest in career planning and development to lead construction innovation within the industry. Messer Construction Co. has established themselves as industry leaders in 8 locations across 4 states. Currently those locations consist of 3 in Ohio (Columbus, Cincinnati and Dayton), 2 in Kentucky (Lexington and Louisville), 2 in Tennessee (Knoxville and Nashville) as well as 1 in Indiana (Indianapolis).

Chris supports the Operations of Messer's Columbus office.

JACKIE MESSINGER

◦ EMAIL: jackie@flyinghorsefarms.org ◦ [REDACTED]
[REDACTED]

PROFESSIONAL EXPERIENCE

Action for Children ◦ Columbus, OH ◦ October 2005 - Present

PROJECT COORDINATOR

- Grant Manager: Providing coordination and over-sight to the implementation of the *Neighborhood Network*, a grant-funded project aimed to provide professional development and technical assistance to 20 family child care providers and to the staff, parents, and community members of 10 child care centers in Franklin County.
- United Way Employee Campaign Coordinator: Currently managing five week internal employee campaign to raise \$12,000.
- Technology Committee Secretary: Active member of agency's technology advisory committee.

Teach For America ◦ Atlanta, GA ◦ July 2003 - June 2005

SPECIAL PROJECTS DIRECTOR

- Program Team Member: Collaborated with program directors, the executive director, and the advisory board to plan, implement, and improve professional development and program design for 150 teachers in Atlanta.
- Community Liaison: Maintained relationships between Teach For America Atlanta and the Atlanta Public School district, the Georgia Professional Standards Commission, Georgia and National AmeriCorps offices, university partners, and other non-profit organizations in Atlanta.
- Matriculation Manager: Oversaw six-month process of bringing 75 new teachers to Atlanta each year. In charge of all logistics of process including database management, phone, mail, and email correspondence. Matriculated 95% of accepted applicants exceeding 80% target.

Mary McLeod Bethune Elementary School ◦ Atlanta, GA ◦ July 2000 - July 2003

EDUCATOR

- Selected as a member of Teach For America, a national service corps of college graduates of all academic majors who commit two years to teach in under-resourced urban and rural public schools.
- '02 – '03: First Grade Chair: Promoted to team leader based on accomplishments. Acted as liaison between peers and administration, facilitated team meetings, and attended monthly leadership meetings.
- '01 – '02: First Grade Teacher: Named mentor teacher to a new teacher and active member of the Modern Red School House all-school reform team.
- '00 – '01: Kindergarten Teacher: Collaborated with kindergarten team to create grade level lesson plans and activities.

RELATED EXPERIENCE

Ohio Early Childhood Core Knowledge Project ◦ Columbus, OH ◦ January, 2006 – August, 2006

WRITING TEAM MEMBER

- Collaborated with early education professionals statewide to create the *Learning Experiences and Environments* section of the Ohio Early Childhood Core Knowledge Document (anticipated publication winter, 2006).

Project GRAD Success for All ◦ Atlanta, GA ◦ January, 2003 – May, 2003

GRANT RECIPIENT

- Wrote and received \$800 grant used to implement creativity into literacy curriculum for first grade team.

Corps Member Advisory Council ◦ Atlanta, GA ◦ December 2000 – December 2001

FOUNDING MEMBER AND CORPS BUILDING CO-CHAIR

- Planned and executed logistics and budget for a variety of successful events catering to 100 guests each.

EDUCATION

Georgia State University ◦ Atlanta, GA ◦ August 2001 – May 2003

MASTER OF EDUCATION ◦ Early Childhood Education ◦ Cumulative GPA 4.0

GEORGIA TEACHING CERTIFICATE ◦ PK – 5th grade ◦ Cumulative GPA 4.0

Pennsylvania State University ◦ University Park, PA ◦ August 1996 – May 2000

BACHELOR OF ARTS ◦ Psychology ◦ Cumulative GPA 3.8 ◦ Phi Beta Kappa



Amber L. Merl

Associate

almerl@jonesday.com

Columbus

+1.614.281.3947 (T)

+1.614.461.4198 (F)

Amber Merl is a trial lawyer focusing on litigation in state and federal courts. Her experience includes commercial cases, constitutional matters, contract disputes, regulatory matters, and complex appeals. Amber has experience throughout the various stages of the litigation process, including managing electronic discovery, taking and defending depositions, and arguing discovery and dispositive motions. She also has assisted in the drafting of pleadings, discovery requests and responses, discovery motions, dispositive motions, and appellate briefs. Amber routinely defends a major credit reporting agency against claims brought under the Fair Credit Reporting Act. She has routinely obtained favorable results through settlements, mediations, and dispositive motion practice.

Amber also maintains an active pro bono practice. She recently represented an inmate in a Section 1983 action to recover damages under the Eighth Amendment. Additionally, she successfully briefed an appeal to the Sixth Circuit Court of Appeals involving complex sentencing issues in the wake of the U.S. Supreme Court's decision in *Blakely v. Washington*.

Prior to joining Jones Day, Amber gained experience in a wide array of substantive legal areas by serving as a judicial law clerk to the late Ohio Supreme Court Chief Justice Thomas J. Moyer. She is a member of both the Ohio State Bar Association and the Columbus Bar Association, as well as the Junior League of Columbus.

EXPERIENCE HIGHLIGHTS

Moot exercise prepares an Ohio Legal Rights Service lawyer for Ohio Supreme Court argument

Inmate institutes a Section 1983 action to recover damages suffered after the warden violated inmate's Eighth Amendment rights

Reversal obtained in the Sixth Circuit from the district court's denial of inmate's habeas petition following an Ohio trial court's unconstitutional sentencing

AREAS OF FOCUS

Trial Practice

EDUCATION

The Ohio State University (J.D. cum laude 2006; Editor-in-Chief, The Ohio State Journal on Dispute Resolution; B.A. in Philosophy magna cum laude 2003, with honors and distinction in Humanities; Phi Beta Kappa)

BAR ADMISSIONS

Ohio, U.S. Court of Appeals for the Sixth Circuit, and U.S. District Court for the Southern District of Ohio

CLERKSHIPS

Law Clerk to Chief Justice Thomas J. Moyer, Supreme Court of Ohio (2006-2008) and judicial extern to Judge Edmund A. Sargus Jr., U.S. District Court, Southern District of Ohio (Spring 2005)

John L. Shockley is a founding member of Shockley & Co., LPA, a law firm in Dublin, Ohio specializing in small business formation and planning, taxation, estate planning and probate law. Mr. Shockley is a graduate of Ohio University, with degrees in Finance and Business Pre-law, and Capital University Law School. He is a member of the Columbus and Ohio State Bar Associations, as well as the Columbus Foundation Professional Advisory Committee, and formerly was a Tax Manager with Ernst & Young, LLP. He is actively involved with a number of small business clients, assisting in corporate governance, contract and management matters.

It all started with sports. Despite my small stature (always the smallest guy on the wrestling, baseball and football teams), I consistently worked myself into the role of Team Captain or All Star. My heart and spirit have always been much larger than my body and brain.

If you're like me, you've wondered (daily sometimes): "do I have what it takes to win in the big world of business?" The answer will surprise you.

I realized during college when I was volunteering as a coach at my HS alma mater that I absolutely love training and developing people. I coached running backs then. Today, I coach business people. The goal is still the same: equip people to win mentally, emotionally, physically, relationally, intellectually and spiritually.

My favorite quote is one I live by: all things are possible when you believe.

Jack Windsor is founder and president of Windsor Consulting Group and The MasterMind Groups. Jack lives in the Columbus metro area with his wife Lisa and their only child: Ohio State football.

Jack coaches people 1:1 to draw out visions and strategies people have deep within that are the cornerstone to their sustained growth and success. He created Windsor Consulting Group to help people succeed; recognizing the vast number of people just like him who had a desire to ascend mediocrity in business and who were willing to apply heart, spirit and diligence to achieve that goal.



Jack has worked with over 100 companies in 30 different industries as a company strategist; personal coach to company leaders; trainer and developer of sales and marketing teams; facilitator of peer coaching groups; and keynote speaker and trainer at annual meetings and retreats.

Most noteworthy is the network of MasterMind peer groups Jack has established in the Columbus Metro area. Jack facilitates monthly sessions with business owners and organizational leaders to continuously 'sharpen the saw' of operations, sales, marketing and financial talent.

The Columbus Ohio Small Business Development Centers recently honored Jack's work by partnering with Windsor Consulting Group to develop MasterMind groups for SBDC clients across their nine-county region.

Jack serves the community as a provider of pro bono success coaching to select members of the Columbus community; and founder of Pursuit of Wisdom, a mens' ministry that applies Proverbial wisdom to personal and professional growth.

In 2008, Jack was honored as the National Kidney Foundation of Ohio Young Professional of the Year.

ANDREW E. BOY

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PROFESSIONAL EXPERIENCE

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07/08 – Present

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- Skill Building for Effective IEP's
- Functional Behavioral Assessment
- Practical Strategies and Classroom Techniques for Gifted Students
- Maximize your Students Learning with Practical, Brain-Based Strategies
- Creative Strategies for Teaching Students with Anger Problems
- Diversifying Instruction to Meet the Needs of All Learners

Columbus Collegiate Academy – West Campus
Executive Director Job Description

Our Mission: Columbus Collegiate Academy prepares middle school students to achieve academic excellence and become citizens of integrity. High expectations for scholarship and behavior and an achievement-oriented school culture ensure all students are equipped to enter, succeed in, and graduate from the most demanding high schools and colleges.

The Executive serves as Chief Executive for Columbus Collegiate Academy. The Executive Director is ultimately responsible for the effective implementation of the school’s mission and the accomplishment of goals set forth in the accountability plan. He or she collaborates with the Board of Trustees to set and execute short and long-term goals for the school. The Executive Director manages the work of school staff, and bears ultimate responsibility for staff contributions to academic performance, mission-aligned school culture, and organizational viability.

The Executive Director is hired and evaluated by the Board of Trustees.

	<i>Primary Responsibilities</i>	<i>Measures of Success</i>
<i>Academic Program</i>	<ul style="list-style-type: none"> • Ensure that all students learn and perform at high levels in core academic subjects. • Ensure the development of a strong school culture that reflects the STRIVE values. • Oversee testing of the OAA and NWEA assessments. • Oversee the implementation of all other components of the academic program, including enrichment classes, homework center and detention, Saturday school and Summer school. 	<ul style="list-style-type: none"> • 60% of 7th grade students in year 2, and 75% of 8th grade students in year 3, achieve proficiency on OAA tests of reading, writing, mathematics, and science. • Each cohort of students will on average annually demonstrate a minimum of one year of academic growth in reading, language, math, and science on the NWEA; by the end of the spring trimester, at least 75% of 7th graders and at least 80% of 8th graders will perform on or above grade level. • Faculty regularly evaluate students on the STRIVE rubric and communicate this information to students and parents. • Ensure enrichment classes, homework center and detention, Saturday school and Summer school take place on schedule and are executed at high quality.
<i>Teachers & Staff</i>	<ul style="list-style-type: none"> • Hire and retain outstanding teachers and staff. • Provide excellent professional development. 	<ul style="list-style-type: none"> • Recruit and hire 100% of CCA staff by July 1 of each year. • Each staff member receives a biannual review from the ED. • Each teacher receives drop-in observation weekly from the ED. • Each staff member sets annual professional goals in consultation with ED. • Each staff member participates in meaningful professional development at least once each trimester.
<i>Financials</i>	<ul style="list-style-type: none"> • Work with the BOT to develop and manage the annual budget. • Demonstrate financial viability to independent auditor. 	<ul style="list-style-type: none"> • Budget is created on schedule. • Monthly financial statements are presented to the board on schedule and are clear and accurate. • The school remains under or on budget. • Work with the BOT to identify and hire an independent audit. • Successfully complete annual audit.
<i>Fundraising</i>	<ul style="list-style-type: none"> • Work with BOT to raise 	<ul style="list-style-type: none"> • Work with the BOT to develop fundraising

	sufficient funds to meet operating and capital needs.	goals, write, and execute fundraising plan. <ul style="list-style-type: none"> • Achieve fundraising goals determined to be the primary responsibility of CCA staff.
Facility	<ul style="list-style-type: none"> • Provide CCA students with a safe, effective learning environment. • Work with BOT to secure and occupy long-term facility. 	<ul style="list-style-type: none"> • Work with the BOT to select and finance the best possible facility option for CCA. • Ensure that the building favorably represents the mission and values of CCA. • Work with the BOT to plan for and finance a long-term facility that can be occupied in year 3.
Community	<ul style="list-style-type: none"> • Ensure a high level of parent satisfaction. • Ensure a high level of parent participation. • Oversee the development of the parent council. • Ensure excellent student attendance. • Maintain a waiting list. • Oversee dissemination of best practices. • Oversee the development of the community council. 	<ul style="list-style-type: none"> • Parent Satisfaction, as measured by their satisfaction with the academic program and the clear and open communication of the staff, will exceed 85% annually. • Ensure a 90% rate of return on survey of parent satisfaction. • Ensure that 90% of parents attend at least one event at the school. • Ensure the parent council meets monthly and solicits feedback from all parents. • Daily student attendance will exceed 95%. • The CCA waiting list will at all times exceed 50% of the 6th grade student population. • 90% of enrolled students will complete the year at CCA. • 90% of students who complete the year will return for the following year. • Share practices, as appropriate, throughout the district and public charter school community. • Ensure the community council meets biannually and provides community feedback to the school.
Organizational Viability	<ul style="list-style-type: none"> • The BOT operates at a high level and the ED and BOT collaborate well. • The school complies with all federal, state, and district guidelines. 	<ul style="list-style-type: none"> • The ED attends monthly board meetings and provides clear and accurate reports about the school in a timely manner. • Columbus Collegiate does not receive any citations for federal, state, or city noncompliance.

**Columbus Collegiate Academy – West Campus
School Director Job Description**

Our Mission: Columbus Collegiate Academy prepares middle school students to achieve academic excellence and become citizens of integrity. High expectations for scholarship and behavior and an achievement-oriented school culture ensure all students are equipped to enter, succeed in, and graduate from the most demanding high schools and colleges.

Columbus Collegiate Academy – Main Street campus, a successful third-year school serving predominantly low-income students of color, is planning to open a second middle school in the 2012-2013 school year. Columbus Collegiate seeks to build upon strong academic student progress, intense community demand, strong school leadership and capacity, and a clear vision for urban school reform.

Columbus Collegiate seeks a School Director to lead this second campus. This School Director will begin work April 1, 2012, and engage in a planning and training housed at the first Columbus Collegiate campus in preparation for a school opening in August 2012.

The School Director is hired and evaluated by the Executive Director

	<i>Primary Responsibilities</i>	<i>Performance Indicators may include:</i>
<i>Academic Program</i>	<ul style="list-style-type: none"> • Ensure that teachers develop high quality curriculum using CCA’s curriculum development process. • Support teachers with the curriculum development process and critique their work. • Assist the Executive Director with the recruitment and selection of faculty. • Observe classes regularly, give appropriate feedback, and conduct performance evaluations of teachers. • Oversee the implementation of interim assessments and the evaluation of results. • Oversee the annual delivery of OAA tests and NWEA assessments. • Provide excellent professional development to all teachers. • Implement broad, effective tutoring program by which students receive targeted assistance for academic needs. 	<ul style="list-style-type: none"> • 60% of 7th grade students in year 2, and 75% of 8th grade students in year 3, achieve proficiency on OAA tests of reading, writing, mathematics, and science. • Each cohort of students will on average annually demonstrate a minimum of one year of academic growth in reading, language, math, and science on the NWEA; by the end of the spring trimester, at least 75% of 7th graders and at least 80% of 8th graders will perform on or above grade level. • Teachers develop detailed, comprehensive trimester comprehensive exams by the first day of school each year. • Teachers receive assessment feedback promptly and receive direct support to meet individual student skill deficiencies or class-wide deficiencies. • Each staff member participates in meaningful professional development regularly each trimester. • Students enter and succeed in college-preparatory high schools programs.
<i>School Culture</i>	<ul style="list-style-type: none"> • Implement and oversee effective, building-wide, consistent student discipline system. • Provide daily leadership of community gatherings that set tone for academic program 	<ul style="list-style-type: none"> • Student discipline issues are handled quickly, fairly, and with a strong emphasis toward preserving classroom learning. • Daily and weekly community gatherings showcase student learning, teach self-advocacy and public speaking skills, and strengthen school community. • Students engage in extracurricular activities,

	<ul style="list-style-type: none"> • Implement engaging extracurricular offerings for students in sports, arts, and other areas of interest. 	participate actively in the school community, and maintain strong morale.
<i>Community</i>	<ul style="list-style-type: none"> • Ensure a high level of parent satisfaction. • Ensure a high level of parent participation. • Oversee the parent council. • Ensure excellent student attendance. • Oversee dissemination of best practices. 	<ul style="list-style-type: none"> • Parent Satisfaction, as measured by their satisfaction with the academic program and the clear and open communication of the staff, will exceed 85% annually. • Ensure a 90% rate of return on survey of parent satisfaction. • Ensure that 90% of parents attend at least one event at the school. • Ensure the parent council meets monthly and solicits feedback from all parents. • Daily student attendance will exceed 95%. • Share practices, as appropriate, throughout the district and public charter school community.

School Director candidates should demonstrate proven school leadership skills in urban settings with an emphasis on data-driven instruction and demonstrable gains in student achievement. Advanced degree preferred.

The School Director will begin work April 1, 2012, though resumes will be considered immediately. Compensation is highly competitive; the School Director is eligible to participate in the Ohio State Teacher Retirement System. Columbus Collegiate is an equal opportunity employer.

To apply, send a resume and cover letter to: (email preferred)

Andrew Boy, Executive Director

Columbus Collegiate Academy

P.O. Box 416

Columbus, OH 43216

andrewboy@columbuscollegiate.org

www.columbuscollegiate.org

Five-Year Revenue and Expenditure Projections

	Current	Year	Year	Year	Year
Assumptions	Year	2	3	4	5
Revenue Growth		0.0%	0.0%	0.0%	0.0%
State & local government price deflator (COLA)		2.5%	2.5%	2.5%	2.5%
Number of additional students		100	100	0	0
Number of additional staff		8.2	9	0	0
REVENUES					
Base state and local aid	\$ 565,300	\$ 1,130,600	\$ 1,695,900	\$ 1,695,900	\$ 1,695,900
State categorical funding	82,000	164,000	246,000	246,000	246,000
Federal categorical funding	77,000	154,000	231,000	231,000	231,000
Grants and fundraising	50,000	-	-	-	-
Total Revenues	\$ 774,300	\$ 1,448,600	\$ 2,172,900	\$ 2,172,900	\$ 2,172,900
EXPENDITURES					
Salaries					
Executive Director	\$30,000	\$45,000	\$46,125	\$48,524	\$49,737
School Director	\$ 65,000	\$ 66,625	\$ 68,291	\$ 69,998	\$ 71,748
Director of Curriculum and Instruction	\$ -	\$ 50,000	\$ 51,250	\$ 52,531	\$ 53,844
Dean of Students			\$ 50,000	\$ 51,250	\$ 52,531
Director of Special Education			\$ 50,000	\$ 51,250	\$ 52,531
High School Placement Director			\$ 45,000	\$ 46,125	\$ 47,278
Teachers	240,000	526,000	779,150	798,629	818,594
Instructional aides	-	-	-	-	-
Office Manager	30,000	30,750	31,519	32,307	33,114
Benefits					
Retirement	43,800	86,205	134,560	138,074	141,525
Health	24,900	49,500	76,500	78,413	80,373
FICA	5,293	10,416	16,259	16,684	17,101
Other	9,125	17,959	28,033	28,765	29,484
		164,081			
Books and Supplies					
Texts and instructional materials	12,500	25,000	37,500	38,438	39,398
Other books	7,500	15,000	22,500	23,063	23,639
Software	10,000	10,250	10,506	10,769	11,038
Classroom paper and supplies	10,000	20,000	30,000	30,750	31,519
Office supplies	3,600	3,690	3,782	3,877	3,974
Janitorial supplies	3,600	7,200	10,800	11,070	11,347
Services and Contracts					
Custodial	14,250	14,606	14,971	15,346	15,729
Bookeeping, Treasurer, & Audit	28,000	28,700	29,418	30,153	30,907
Legal	8,000	8,200	8,405	8,615	8,831
Liability & property insurance	7,500	7,688	7,880	8,077	8,279
Waste disposal	1,800	1,845	1,891	1,938	1,987
Student testing & assessment	2,500	5,000	7,500	7,688	7,880
Staff development	10,500	22,500	36,000	36,900	37,823
Special education consultant	10,000	10,000	-	-	-
Travel & conferences, board retreat	7,750	13,750	20,500	21,013	21,538
Internet service provider	9,600	9,840	10,086	10,338	10,597
Postage	1,440	1,476	1,513	1,551	1,589
Copier lease	3,600	3,690	3,782	3,877	3,974
Facilities and Capital					
Rent/lease/mortgage	43,333	51,996	53,296	54,628	55,994
Replace furnishings & equipment	10,000	20,000	30,000	30,750	31,519
Gas/electric	24,000	24,600	25,215	25,845	26,492
Phone	2,400	2,460	2,522	2,585	2,649
Security alarm	1,200	1,230	1,261	1,292	1,325
Total Expenditures	\$ 681,191	\$ 1,355,257	\$ 1,746,015	\$ 1,791,109	\$ 1,835,885
Surplus (Deficit)	\$ 93,110	\$ 93,343	\$ 426,885	\$ 381,791	\$ 337,015

Annual Operating Budget

		Comments and Underlying Assumptions
Major Assumptions:		
Number of students	100	Assumes 4 classes of 25 students in year one
Student:teacher ratio	17:01	
Number of teachers	6	
Number of instructional aides	0	
Facility square footage	29,678	Assumes securing CCS building that meets our yr 3 needs; in desired neighborhood
Average teacher salary	\$ 40,000	
Average instructional aide salary	\$ -	
Base State and Local Aid/Student	\$ 5,653	
State Categorical Funding/Student	\$ 820	Used numbers from Columbus Collegiate's original campus
Federal Categorical Funding/Student	\$ 770	Used numbers from Columbus Collegiate's original campus
REVENUES		
Base state and local aid	\$ 565,300	
State categorical funding	82,000	
Federal categorical funding	77,000	
Grants and fundraising	50,000	Federal planning grant
Total Revenues	\$ 774,300	
EXPENDITURES		
Salaries		
Executive Director	30,000	30% of salary covered by CCA-West; 70% covered by CCA; based on 2012-2013 enrollment
School Director	\$ 65,000	
Teachers	240,000	
Instructional aides	0	
Office Manager	30,000	
Benefits		
Retirement	43,800	Assumes state retirement system at 12% of salaries
Health	24,900	Assumes \$250/month per employee (8.3 employees in 2012-2013)
FICA	5,293	Assumes Medicare at 1.45% of salaries
Other	9,125	Assumes 2.5% of salaries for workers' comp, unemployment insurance, and other payroll costs
Books and Supplies		
Texts and instructional materials	12,500	Assumes \$125 per student
Other books	7,500	Assumes \$75 per student
Software	10,000	Assumes 40 computers at \$250 each
Classroom paper and supplies	10,000	Assumes \$100 per student
Office supplies	3,600	Assumes \$300/month
Janitorial supplies	3,600	Assumes \$300/month
Services and Contracts		
Custodial	14,250	Assumes 190 days at \$75
Bookkeeping, Treasurer, & Audit	28,000	Assumptions based on original Columbus Collegiate campus
Legal	8,000	Assumes \$6,000 retainer, \$2,000 reserve
Liability & property insurance	7,500	Assumptions based on original Columbus Collegiate campus
Waste disposal	1,800	Assumes \$150/month
Student testing & assessment	2,500	Assumes \$25 per student
Staff development	10,500	Assumes \$1,500/teacher plus director
Special education consultant	10,000	Assumes \$1,000 a month for 10 months during year one and two
Travel & conferences, board retreat	7,750	Assumes \$750 per teacher and academic leader, plus \$2,500 board retreat
Internet service provider	9,600	Assumes 40 accounts at \$20/month
Postage	1,440	Assumes \$120/month
Copier lease	3,600	Assumes \$300/month
Facilities and Capital		
Rent/lease/mortgage	43,333	\$1.75 sq ft (current CCS rate), get 12 month rate for 10 months in yr 1 (\$4333 * 10 months)
Replace furnishings & equipment	10,000	Assumes \$100/student
Gas/electric	24,000	Assumes \$2000 per month in a CCS building
Phone	2,400	Assumes \$200 per month
Security alarm	1,200	Assumes \$100/ per month
Total Expenditures	\$ 681,191	
Surplus (Deficit)	\$ 93,110	PR/Award # U282B110048

Charter School Monthly Cash Flow

	Jul.	Aug.	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Jun.	Total	Annual Budget	Variance
REVENUES															
Base state and local aid	\$ 23,554	\$ 23,554	\$ 23,554	\$ 54,959	\$ 54,959	\$ 54,959	\$ 54,959	\$ 54,959	\$ 54,959	\$ 54,959	\$ 54,959	\$ 54,966	\$ 665,300	\$ 665,300	\$ -
State categorical funding	-	-	8,200	8,200	8,200	8,200	8,200	8,200	8,200	8,200	8,200	8,200	82,000	82,000	-
Federal categorical funding	-	-	7,700	7,700	7,700	7,700	7,700	7,700	7,700	7,700	7,700	7,700	77,000	77,000	-
Grants and fundraising	50,000	-	-	-	-	-	-	-	-	-	-	-	50,000	50,000	-
Total Revenues	\$ 73,554	\$ 23,554	\$ 39,454	\$ 70,859	\$ 70,866	\$ 774,300	\$ 774,300	\$ -							
EXPENDITURES															
Salaries															
Executive Director	2500	2500	2500	2500	2500	2500	2500	2500	2500	2500	2500	2500	30,000	30,000	-
Director	\$ 5,417	\$ 5,417	\$ 5,417	\$ 5,417	\$ 5,417	\$ 5,417	\$ 5,417	\$ 5,417	\$ 5,417	\$ 5,417	\$ 5,417	\$ 5,417	\$ 65,000	\$ 65,000	\$ -
Teachers	-	21,818	21,818	21,818	21,818	21,818	21,818	21,818	21,818	21,818	21,818	21,819	240,000	240,000	-
Instructional aides	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Office Manager	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	30,000	30,000	-
Benefits															
Retirement	1,250	3,868	3,868	3,868	3,868	3,868	3,868	3,868	3,868	3,868	3,868	3,868	43,800	43,800	-
Health	2,075	2,075	2,075	2,075	2,075	2,075	2,075	2,075	2,075	2,075	2,075	2,075	24,900	24,900	-
FICA	441	441	441	441	441	441	441	441	441	441	441	441	5,293	5,293	-
Other	760	760	760	760	760	760	760	760	760	760	760	760	9,125	9,125	-
Books and Supplies															
Texts and instructional materials	-	6,250	-	-	-	-	-	-	-	6,250	-	-	12,500	12,500	-
Other books	-	-	-	3,750	-	-	-	-	-	3,750	-	-	7,500	7,500	-
Software	-	-	-	5,000	-	-	-	-	-	-	-	-	5,000	10,000	(5,000)
Classroom paper and supplies	-	-	500	500	500	500	500	500	500	500	500	500	5,000	10,000	(5,000)
Office supplies	300	300	300	300	300	300	300	300	300	300	300	300	3,600	3,600	-
Janitorial supplies	-	-	360	360	360	360	360	360	360	360	360	360	3,600	3,600	-
Services and Contracts															
Custodial	-	-	1,425	1,425	1,425	1,425	1,425	1,425	1,425	1,425	1,425	1,425	14,250	14,250	-
Bookkeeping & Audit	-	-	2,800	2,800	2,800	2,800	2,800	2,800	2,800	2,800	2,800	2,800	28,000	28,000	-
Legal	667	667	667	667	667	667	667	667	667	667	667	667	8,000	8,000	-
Liability & property insurance	-	7,500	-	-	-	-	-	-	-	-	-	-	7,500	7,500	-
Waste disposal	150	150	150	150	150	150	150	150	150	150	150	150	1,800	1,800	-
Student testing & assessment	-	-	-	-	1,250	-	-	-	-	-	1,250	-	2,500	2,500	-
Staff development	-	-	-	-	5,250	-	-	-	-	-	5,250	-	10,500	10,500	-
Special education consultant	-	-	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	10,000	10,000	-
Travel & conferences, board retreat	-	-	-	-	-	3,875	-	-	-	-	3,875	-	7,750	7,750	-
Internet provider	-	-	960	960	960	960	960	960	960	960	960	960	9,600	9,600	-
Postage	120	120	120	120	120	120	120	120	120	120	120	120	1,440	1,440	-
Copier lease	300	300	300	300	300	300	300	300	300	300	300	300	3,600	3,600	-
Facilities and Capital															
Rent/lease/mortgage	-	-	4,333.30	4,333.30	4,333.30	4,333.30	4,333.30	4,333.30	4,333.30	4,333.30	4,333.30	4,333.30	43,333	43,333	-
Replace furnishings & equipment	-	5,000	-	-	-	5,000	-	-	-	-	-	-	10,000	10,000	-
Gas/electric	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	24,000	24,000	-
Phone	200	200	200	200	200	200	200	200	200	200	200	200	2,400	2,400	-
Security alarm	100	100	100	100	100	100	100	100	100	100	100	100	1,200	1,200	-
Total Expenditures	\$ 18,780	\$ 61,966	\$ 54,594	\$ 63,344	\$ 61,094	\$ 63,469	\$ 54,594	\$ 54,594	\$ 54,594	\$ 64,594	\$ 64,970	\$ 54,595	\$ 671,191	\$ 681,191	\$ (10,000)
Monthly Surplus (Deficit)	\$ 54,774	\$ (38,412)	\$ (15,140)	\$ 7,515	\$ 9,765	\$ 7,390	\$ 16,265	\$ 16,265	\$ 16,265	\$ 6,265	\$ 5,889	\$ 16,271			
Cash in Bank (Cash Deficit)	\$ 54,774	\$ 16,362	\$ 1,222	\$ 8,737	\$ 18,502	\$ 25,891	\$ 42,156	\$ 58,421	\$ 74,685	\$ 80,950	\$ 86,839	\$ 103,110			

Attachment O. Columbus Collegiate Academy – West (CCA-West) Budget Narrative

CCA – West’s annual operating budget, five year projection and monthly cash flow can be found in Attachments L, M and N. The proposed year one budget includes revenue and expenditure projections that are based on, but not limited to: specific federal and state funding sources, and common best practices of existing, high performing charter schools including our parent school, Columbus Collegiate Academy – Main Street Campus. Details explaining each line item are included.

We plan to sustain our core operations solely with per pupil revenue in year one. We will maintain fiscal stability and protect against funding fluctuations, emergency facility costs, delays in public payments and other obstacles by operating within the constraints of the budget we have created. Based on year one projections; we have a 12% surplus, we will utilize regular cash flow statements and are presently reviewing a contract with a local charter school service provider to handle our accounting, bookkeeping and other business related needs. Furthermore, we are prepared to decrease staff salary by 10%, scale back or delay purchases, review enrollment configurations and other sources of savings if necessary while remaining true to our charter and mission.

Current cash flow projections demonstrate that the school will have cash in the bank every month in year one. Five year projections also show that financial stability will strengthen as the school grows and becomes fully enrolled in year three.

The annual operating budget and five year budget of CCA – West does not assume funding from this federal start-up planning grant. Without this grant, the school will be able to operate solely on public funding, but not as efficiently or as competitively as we might with the grant. Any grant funds will be used as stated in the following, over and above the expenditures listed in Attachment L, M, and N budgets. In this budget narrative the designation Non-Federal (NF) refers to State Per Pupil Funding.

A. Year One: 2012 - 2013

Category	Purpose	Federal Funds (F)	Non-Federal Funds (NF)	Line Items
Personnel	<i>Staff salary</i>	<i>\$7,000</i>	<i>\$365,000</i>	<i>(F) Executive Director planning salary (NF) School Director, 6 teachers, Office Manager</i>
	<i>Staff salary</i>	<i>\$3,000</i>	<i>\$0</i>	<i>(F) Executive or School Director: Refinement of policies, manuals, curriculum</i>
	<i>Sub-Total</i>	<i>\$10,000</i>	<i>\$365,000</i>	

Fringe Benefits	<i>Retirement</i>	\$840	\$42,960	<i>Assumes state retirement system at 12% of salaries</i>
	<i>Health</i>	\$250	\$24,650	<i>Assumes \$250/month per employee (8.3 employees in 2012-2013)</i>
	<i>FICA</i>	\$102	\$5,191	<i>Assumes Medicare at 1.45% of salaries</i>
	<i>Other</i>	\$175	\$8,950	<i>Assumes 2.5% of salaries for workers' comp, unemployment insurance, and other payroll costs</i>
	Sub-Total	\$1,367	\$81,751	
Travel	<i>Travel to Project Director's Meeting</i>	\$2,300	\$0	<i>Transportation, lodging, car rental, per diem food allowance</i>
	Sub-Total	\$2,300	\$0	
Equipment	<i>Technology</i>	\$59,000	\$0	<i>40 laptops for students & staff, phone system, white boards</i>
	Sub-Total	\$59,000	\$0	
Supplies	<i>Office expenses</i>	\$40,300	\$10,000	<i>Desks, chairs, furniture for classrooms, teachers offices</i>
	<i>Texts</i>	\$10,000	\$12,500	<i>(F)Assumes \$100 per student (NF) Assumes \$125 per student</i>
	<i>Other books</i>	\$5,000	\$7,500	<i>(F)Assumes \$50 per student (NF)Assumes \$75 per student</i>
	<i>Software</i>	\$5,000	\$5,000	<i>(F)Assumes 20 computers at \$250 each (NF)Assumes 20 computers at \$250 each</i>
	<i>Classroom paper</i>	\$5,000	\$5,000	<i>(F)Assumes \$50 per student (NF)Assumes \$50 per student</i>
	<i>Office supplies</i>	\$3,600	\$3,600	<i>(F)Assumes \$300/month[12 mo] (NF)Assumes \$300/month[12mo]</i>
	Sub-Total	\$68,900	\$43,600	
Contractual	<i>Treasurer</i>	\$2,000	\$28,000	<i>(F)Treasurers coverage of grant management (NF)Bookkeeping, Treasurer & Audit services with Mangen & Associates</i>
	Sub-Total	\$2,000	\$28,000	
Other (1):	<i>Student Recruitment</i>			
Supplies	<i>Radio ads</i>	\$5,000	\$0	<i>Based upon CCA – Main St. experience</i>
	<i>Newspaper ads</i>	\$1,000	\$0	<i>Based upon CCA – Main St. experience</i>
	<i>Printed marketing materials, flyers</i>	\$7,000	\$0	<i>Based upon CCA – Main St. experience</i>
	<i>Signage</i>	\$4,150	\$0	<i>Assumes 200 yard signs, 5 banners, and other motivational signage for hallways and classrooms</i>
	<i>Events fee</i>	\$850	\$0	<i>Based upon CCA – Main St. experience</i>
	Sub-Total	\$18,000	\$0	

Other (2):	Staff Recruitment			
Travel	<i>Job fairs</i>	\$350	\$0	<i>Gas and mileage reimbursement</i>
	<i>Airfare</i>	\$1,050	\$0	<i>Round-trip ticket for highly qualified and sought after candidate to attend second round of interview process</i>
Supplies	<i>National Ad</i>	\$3,600	\$0	<i>One time ad in monthly publication, half page</i>
	Sub-Total	\$5,000	\$0	
Training Stipends	<i>Teacher training & development</i>	\$27,235	\$0	<i>Based on one month salary for six teachers and one school director</i>
Fringe Benefits	<i>Retirement, health, FICA, other</i>	\$6,198	\$0	<i>Assume rates mentioned above for 7 staff</i>
	Sub-Total	\$33,433	\$0	
	Total Expended Funds	\$200,000	\$523,391	

B. Justification, Year One

Personnel:

The Lead Founder and Executive Director of Columbus Collegiate Academy's original campus will be leading the replication efforts at Columbus Collegiate Academy – West. During the months of July, August, September, and October he will be spending 30% of his time on the planning of this new school. As such, 30% of his salary, approximately \$7,000 will be paid using funds from the CSP grant.

Fringe Benefits:

During the months of July, August, September, and October the Executive Director will be spending 30% of his time on the planning of this new school. As such, 30% of his benefits, approximately \$1,367 will be paid using funds from the CSP grant.

Travel:

Total cost of \$1,150 per administrator based on estimated \$550 flight allowance, \$400 lodging allowance (\$200/day for 2 nights), and \$100 cab/food per diem (two days).

Equipment:

Equipment funds will be used for technology, including one student computer lab, staff laptops, phone systems and white boards to give staff and students the tools to be efficient and technology savvy.

Supplies (Instructional):

Texts and other instructional materials are the nationally recognized curricula and open educational resources listed in narrative Attachment E. These funds will be used in addition to the state per pupil funds used to purchase these items.

Contractual:

We will employ the use of Mangen and Associates to keep our expenditures within the guidelines of the U.S. Department of Education.

Other:

Sub-Project - Student Recruitment

Based on the most successful recruitment practices of CCA – Main Street we will use the majority of the funds to inform the community using personal contact methods in conjunction with take-home information or neighborhood signage. In order to reach a larger community, however, radio and print ads constitute 30% of the budgeted funds.

Sub-Project - Staff Recruitment

Staff recruitment ideally takes place year-round, but has focused intensity from January through June. The majority of the expenses listed below will be used during the implementation phase of the first year of the project beginning in January 2013 for year-two staffing. Since most hiring is completed for CCA by July, there will only be small portion of the expenses used to hire staff for year-one of the project. Job fair travel will be to colleges and universities with strong educational training programs.

Training Stipends:

The four-week teacher training, led by the school director, has become an essential part of CCA – Main Street’s success, however, as the funds to pay the staff a four week stipend will come from this grant, it is not listed on the budget in Attachments L, M, or N.

C. Year Two: 2103 – 2014

Category	Purpose	Federal Funds (F)	Non-Federal Funds (NF)	Line Items
Personnel	Staff salary	\$0	\$718,375	(NF) Exec. Director, School Director, 12 teachers, Office Manager
	Staff salary	\$3,000	\$0	(F) Executive or School Director: Refinement of policies, manuals, curriculum
	Sub-Total	\$3,000	\$718,375	
Fringe Benefits	Retirement	\$0	\$86,205	Assumes state retirement system at 12% of salaries
	Health	\$0	\$49,500	Assumes \$250/month per employee (8.3 employees in 2012-2013)
	FICA	\$0	\$10,416	Assumes Medicare at 1.45% of salaries
	Other	\$0	\$17,959	Assumes 2.5% of salaries for workers' comp, unemployment insurance, and other payroll costs
	Sub-Total	\$0	\$164,081	
Travel	Travel to Project Director's Meeting	\$2,300	\$0	Transportation, lodging, car rental, per diem food allowance
	Sub-Total	\$2,300	\$0	
Equipment	Technology	\$59,000	\$0	40 laptops for students & staff, phone system, white boards
	Sub-Total	\$59,000	\$0	
Supplies	Office expenses	\$40,300	\$10,000	Desks, chairs, furniture for classrooms, teachers offices
	Texts	\$10,000	\$25,000	(F)Assumes \$100 per student (NF) Assumes \$125 per student
	Other books	\$5,000	\$15,000	(F)Assumes \$50 per student (NF)Assumes \$75 per student

	Software	\$5,000	\$10250	(F)Assumes 20 computers at \$250 each (NF)Assumes 20 computers at \$250 each
	Classroom paper	\$5,000	\$20,000	(F)Assumes \$50 per student (NF)Assumes \$50 per student
	Office supplies	\$3,600	\$3,690	(F)Assumes \$300/month[12 mo] (NF)Assumes \$300/month[12mo]
	Sub-Total	\$68,900	\$83,940	
Contractual	Treasurer	\$2,000	\$28,700	(F)Treasurers coverage of grant management (NF)Bookkeeping, Treasurer & Audit services with Mangen & Associates
	Sub-Total	\$2,000	\$28,700	
Other (1):	Student Recruitment			
Supplies	Radio ads	\$5,500	\$0	Based upon CCA – Main St. experience
	Newspaper ads	\$1,500	\$0	Based upon CCA – Main St. experience
	Printed marketing materials, flyers	\$7,000	\$0	Based upon CCA – Main St. experience
	Signage	\$6,150	\$0	Assumes 200 yard signs, 5 banners, and other motivational signage for hallways and classrooms
	Events fee	\$1217	\$0	Based upon CCA – Main St. experience
	Sub-Total	\$21,367	\$0	
Other (2):	Staff Recruitment			
Travel	Job fairs	\$1,350	\$0	Gas and mileage reimbursement
	Airfare	\$1,050	\$0	Round-trip ticket for highly qualified and sought after candidate to attend second round of interview process
Supplies	National Ad	\$7,600	\$0	One time ad in monthly publication, half page
	Sub-Total	\$10,000	\$0	
Training Stipends	Teacher training & development	\$27,235	\$0	Based on one month salary for six teachers and one school director
Fringe Benefits	Retirement, health, FICA, other	\$6,198	\$0	Assume rates mentioned above for 8 staff
	Sub-Total	\$33,433	\$0	
	Total Expended Funds	\$200,000	\$995,096	

D. Justifications, Year Two

Personnel:

Each year, policies, curriculum, assessments and culture must be reassessed, brought to the board and officially changed. Either the Executive Director or School Director will carry out this responsibility.

Fringe Benefits:

Will no longer be a necessary expense as per pupil funding should cover all staff benefits at this time.

Travel:

Total cost of \$1,150 per administrator based on estimated \$550 flight allowance, \$400 lodging allowance (\$200/day for 2 nights), and \$100 cab/food per diem (two days).

Equipment:

Equipment funds will be used to purchase technology, including another student computer lab, new staff laptops, and new white boards to accommodate the demands of a doubled staff and student body.

Supplies (Instructional):

Texts and other instructional materials are the nationally recognized curricula and open educational resources listed in narrative Attachment E. These funds will be used in addition to the state per pupil funds used to purchase these items for the matriculated 6th grade class.

Contractual:

We will employ the use of Mangen and Associates to keep our expenditures within the spending guidelines set forth by the U.S. Department of Education.

Other:

Sub-Project - Student Recruitment

Based on the most successful recruitment practices of CCA – Main Street we will use the majority of the funds to inform the community using personal contact methods in conjunction with take-home information or neighborhood signage. In order to reach a larger community, however, radio and print ads constitute 30% of the budgeted funds. This budget has increased to reach a larger number of students due to the decrease in personnel costs.

Sub-Project - Staff Recruitment

Funds will be used to post ads in national education publications to attract the best and most diverse teachers who are a mission-fit with CCA – West. Job fair travel will be to colleges and universities with strong educational training programs.

Training Stipends:

The four-week teacher training, led by the school director, has become an essential part of CCA – Main Street’s success, however, as the funds to pay the new staff a four week stipend will come from this grant, it is not listed on the budget in Attachments L, M, and N. Per pupil revenue will now cover the cost of the curriculum and assessment writing process for the returning staff.

E. Year Three: 2014 – 2015

Category	Purpose	Federal Funds (F)	Non-Federal Funds (NF)	Line Items
Personnel	<i>Staff salary</i>	\$0	\$1,121,334	<i>(NF) School Director, 18 teachers, Office Manager, Dean of Students, Dir of Curric & Intruc., HS Placement Coor.</i>
	<i>Staff salary</i>	\$3,000	\$0	<i>(F) Executive or School Director: Refinement of policies, manuals, curriculum</i>
	<i>Sub-Total</i>	\$3,000	\$1,121,334	

Fringe Benefits	<i>Retirement</i>	\$0	\$134,560	<i>Assumes state retirement system at 12% of salaries</i>
	<i>Health</i>	\$0	\$76,500	<i>Assumes \$250/month per employee (8.3 employees in 2012-2013)</i>
	<i>FICA</i>	\$0	\$16,259	<i>Assumes Medicare at 1.45% of salaries</i>
	<i>Other</i>	\$0	\$28,033	<i>Assumes 2.5% of salaries for workers' comp, unemployment insurance, and other payroll costs</i>
	Sub-Total	\$ 0	\$255,353	
Travel	<i>Travel to Project Director's Meeting</i>	\$2,300	\$0	<i>Transportation, lodging, car rental, per diem food allowance</i>
	Sub-Total	\$2,300	\$0	
Equipment	<i>Technology</i>	\$59,000	\$0	<i>40 laptops for students & staff, phone system, white boards</i>
	Sub-Total	\$59,000	\$0	
Supplies	<i>Office expenses</i>	\$40,300	\$10,000	<i>Desks, chairs, furniture for classrooms, teachers offices</i>
	<i>Texts</i>	\$10,000	\$37,500	<i>(F)Assumes \$100 per student (NF) Assumes \$125 per student</i>
	<i>Other books</i>	\$5,000	\$22,500	<i>(F)Assumes \$50 per student (NF)Assumes \$75 per student</i>
	<i>Software</i>	\$5,000	\$10,506	<i>(F)Assumes 20 computers at \$250 each (NF)Assumes 20 computers at \$250 each</i>
	<i>Classroom paper</i>	\$5,000	\$30,000	<i>(F)Assumes \$50 per student (NF)Assumes \$50 per student</i>
	<i>Office supplies</i>	\$3,600	\$3,782	<i>(F)Assumes \$300/month[12 mo] (NF)Assumes \$300/month[12mo]</i>
	Sub-Total	\$68,900	\$104,289	
Contractual	<i>Treasurer</i>	\$2,000	\$29,418	<i>(F)Treasurers coverage of grant management (NF)Bookkeeping, Treasurer & Audit services with Mangen & Associates</i>
	Sub-Total	\$2,000	\$29,418	
Other (1):	Student Recruitment			
Supplies	<i>Radio ads</i>	\$5,500	\$0	<i>Based upon CCA – Main St. experience</i>
	<i>Newspaper ads</i>	\$1,500	\$0	<i>Based upon CCA – Main St. experience</i>
	<i>Printed marketing materials, flyers</i>	\$7,000	\$0	<i>Based upon CCA – Main St. experience</i>
	<i>Signage</i>	\$6,150	\$0	<i>Assumes 200 yard signs, 5 banners, and other motivational signage for hallways and classrooms</i>
	<i>Events fee</i>	\$1217	\$0	<i>Based upon CCA – Main St. experience</i>
	Sub-Total	\$21,367	\$0	

Other (2):	Staff Recruitment			
<i>Travel</i>	<i>Job fairs</i>	\$1,350	\$0	<i>Gas and mileage reimbursement</i>
	<i>Airfare</i>	\$1,050	\$0	<i>Round-trip ticket for highly qualified and sought after candidate to attend second round of interview process</i>
<i>Supplies</i>	<i>National Ad</i>	\$7,600	\$0	<i>One time ad in monthly publication, half page</i>
	Sub-Total	\$10,000	\$0	
Training Stipends	<i>Teacher training & development</i>	\$27,235	\$0	<i>Based on one month salary for six teachers and one school director</i>
<i>Fringe Benefits</i>	<i>Retirement, health, FICA, other</i>	\$6,198	\$0	<i>Assume rates mentioned above for 8 staff</i>
	Sub-Total	\$33,433	\$0	
	Total Expended Funds	\$200,000	\$1,510,394	

D. Justifications, Year Three

Personnel:

Each year, policies, curriculum, assessments and culture must be reassessed, brought to the board and officially changed. Either the Executive Director or School Director will carry out this responsibility.

Fringe Benefits:

Will no longer be a necessary expense as per pupil funding should cover all staff benefits at this time.

Travel:

Total cost of \$1,150 per administrator based on estimated \$550 flight allowance, \$400 lodging allowance (\$200/day for 2 nights), and \$100 cab/food per diem (two days).

Equipment:

Equipment funds will be used to purchase technology, including another student computer lab, new staff laptops, and new white boards to accommodate the demands of a tripled staff and student body.

Supplies (Instructional):

Texts and other instructional materials are the nationally recognized curricula and open educational resources listed in narrative Attachment E. These funds will be used in addition to the state per pupil funds used to purchase these items for the matriculated 7th grade class.

Contractual:

We will employ the use of Mangen and Associates to keep our expenditures within the spending guidelines set forth by the U.S. Department of Education.

Other:

Sub-Project - Student Recruitment

Based on the most successful recruitment practices of CCA – Main Street we will use the majority of the funds to inform the community using personal contact methods in conjunction with take-home information or neighborhood signage. In order to reach a larger community, however, radio and print ads constitute 30% of the budgeted funds. This budget has increased to reach a larger number of students due to the decrease in personnel costs.

Sub-Project - Staff Recruitment

Funds will be used to post ads in national education publications to attract the best and most diverse teachers who are a mission-fit with CCA – West. Job fair travel will be to colleges and universities with strong educational training programs.

Training Stipends:

The four-week teacher training, led by the school director, has become an essential part of CCA – Main Street’s success, however, as the funds to pay the new staff a four week stipend will come from this grant, it is not listed on the budget in Attachments L, M, and N. Per pupil revenue will now cover the cost of the curriculum and assessment writing process for the returning staff.

Revenue

Revenue calculations conservatively assume \$5,653 for Per Pupil Revenue for the 2012-13 school year with an annual increase of 1.75 percent. We anticipate that 90 percent or more of the student population will qualify for the Free and Reduced Lunch Program. This percentage will allow the school to receive additional dollars through federal entitlements and poverty-based assistance.

For the purposes of conservative budgeting, we assume a 10 percent student attrition rate. We will enroll 100 6th grade students each year and will not admit new students in 8th grade. We will adjust the 7th grade enrollment to meet an anticipated capacity of 300 students. A detailed table of the student enrollment is included in Attachment X, Table 1. While we have budgeted conservatively with a capacity of 300 students, the maximum enrollment of the school is 336 students, and the school could operate effectively with any number between 300 and 336.

Columbus Collegiate understands the high cost of special education services and has budgeted appropriately. The budget reflects an expense for contracted special education services 1.5 times that of the state allocation for special education. The additional funds budgeted will ensure all students are given the appropriate assistance to be successful.

In the event of a budget shortfall, low student enrollment, or other operational difficulties, Columbus Collegiate will adhere to the following contingency plan. Please note that each sub category within the budget includes a contingency line item to account for minor discrepancies in the actual cost.

Contingency Plan

The contingency plan assumes that no additional start-up funds will be granted with the exception of the \$250,000 from the Walton Family Foundation, awarded to Columbus Collegiate Academy - West.

The contingency budget includes the following expense changes:

- Executive Directors salary reduced from \$90,000 to \$80,000

- School Directors salary reduced from \$65,000 to 58,500
- Dean of Students not hired until Year Three with salary reduced from \$50,000 to 45,000
- Special Education Director not hired until Year Three
- The Executive Director and Director of Curriculum and Instruction will teach and one less academic teacher will be hired.
- Classroom Technology expense reduced in Year One from \$30,000 to \$15,000
- The school pursues a lease with a smaller building

Risk Management

To be prepared for all budget implications and the appropriate Board knowledge of insurance, the Founding Board will meet with an insurance agency in March of 2012. The Board will seek a prepared quote for Columbus Collegiate Academy - West, including estimated premiums for all necessary types of insurance. Upon receiving the charter, we will immediately purchase Directors & Officers Insurance (including Employment Practices Liability), and at the appropriate times purchase General Liability, Property, and Worker's Compensation Insurance. At a minimum, we will acquire: commercial general liability insurance with limits of \$1,000,000 per occurrence and \$2,000,000 aggregate; employee dishonesty insurance with limits of \$500,000; educators legal liability insurance (which shall include coverage of trustees and officers of the school) with limits of \$1,000,000 each claim and \$2,000,000 aggregate. We agree to take all appropriate actions to ensure that the sponsor is listed as an additional named insured on each of these insurance policies.

School Performance Outcomes

Columbus Collegiate School Profile

Columbus Collegiate Academy provides a college-preparatory middle grades education to students in Columbus who are primarily low income and primarily students of color. Critical school elements include:

- An intensive curriculum with a strong focus on skill development, especially in reading, writing, and mathematics.
- A longer school day (8:00-4:00).
- Extended class time in literacy and mathematics to ensure proficiency in basic skills for all students.
- Regular homework to ensure skill development and content mastery.
- Interventions, including tutoring in small groups, for students who do not meet academic standards.
- A simple uniform that supports respect for self and others and diminishes social stress.

Student Population

Columbus Collegiate served a student population with the following demographics in 2009-2010:

- 81% of students were African American
- 94.5% qualified for the Federal Free and Reduced Lunch program
- 12% qualified for special education services

Academic Progress

At the core of our mission is the academic proficiency of our students; it serves as the primary lens through which we view our accomplishments. At Columbus Collegiate Academy we measure proficiency longitudinally in terms of annual progress on the Ohio Achievement Assessment (OAA) and interim progress during the school year on the Northwest Evaluation Association (NWEA) Measures of Academic Progress.

OAA¹

We administer the Ohio Achievement Assessment (OAA) annually in order to measure our students' academic proficiency on state mandated academic standards for each grade level. The OAA allows us to compare our results with those of Columbus City Schools (CCS) as well as schools across Ohio.

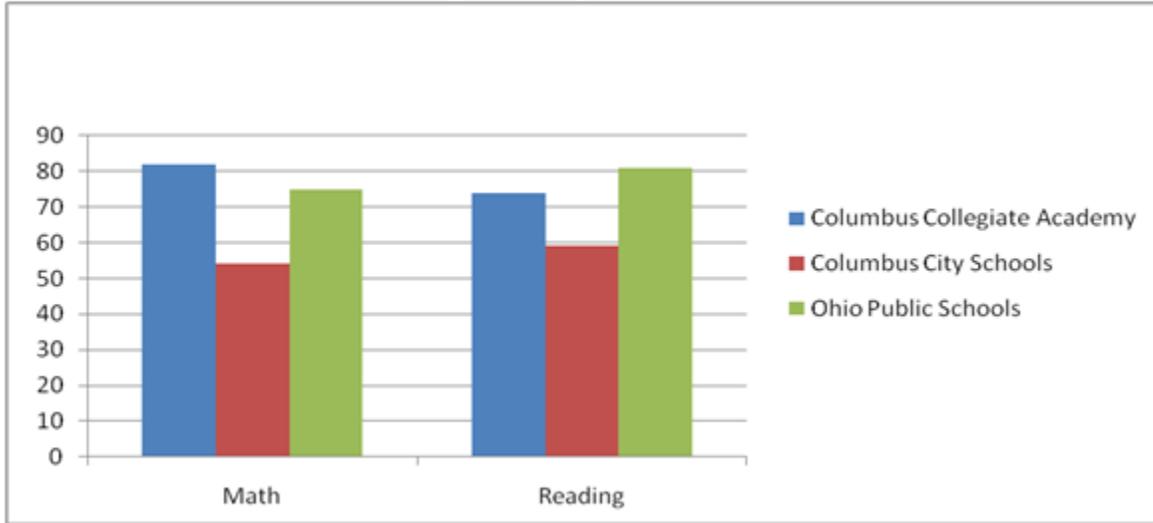
District & State Comparison – 2008-2009

Our goal on the OAT is that 75% of our students will demonstrate proficient or better achievement by 8th grade in all subjects. The OAT assessment was administered to the first class of Columbus Collegiate students in the spring of 2009 and showed strong results, particularly on the math subtest, in comparison with average district scores.

In 2008-2009 our OAT results were above the CCS average in all subjects, and above the state average in Math, while serving a higher population of low-income students.

¹ The Ohio Achievement Assessment was called the Ohio Achievement Test (OAT) up until the 2009-2010 school year.

2008-2009 OAT Scores
(percent of proficient students)



Longitudinal Progress – 2008-2009

Most important to achieving our mission is our students’ improvement over time. The majority of students who entered Columbus Collegiate Academy were not proficient in reading or math based on OAT results at the end of 5th grade at their previous schools. After one year at Columbus Collegiate, the number of students proficient in each subject area increased by an average of 40 percentage points.

CCA Students – Longitudinal Progress			
<i>Subject</i>	<i>5th Grade OAT</i>	<i>6th Grade OAT</i>	<i>Gain</i>
<i>Reading</i>	35%	74%	+39
<i>Math</i>	41%	82%	+41
<i>Mean:</i>			+40

Other Attachment File(s)

* Mandatory Other Attachment Filename:

To add more "Other Attachment" attachments, please use the attachment buttons below.

CHARTER SCHOOLS PROGRAM ASSURANCES

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

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

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

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

Andrew E. Boy
NAME OF AUTHORIZED OFFICIAL

Executive Director
TITLE

Andrew E. Boy
SIGNATURE OF AUTHORIZED OFFICIAL

8/22/11
DATE

Columbus Collegiate Academy - West
APPLICANT ORGANIZATION

8/23/11
DATE SUBMITTED

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

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

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Attachment O. Columbus Collegiate Academy – West (CCA-West) Budget Narrative

CCA – West’s annual operating budget, five year projection and monthly cash flow can be found in Attachments L, M and N. The proposed year one budget includes revenue and expenditure projections that are based on, but not limited to: specific federal and state funding sources, and common best practices of existing, high performing charter schools including our parent school, Columbus Collegiate Academy – Main Street Campus. Details explaining each line item are included.

We plan to sustain our core operations solely with per pupil revenue in year one. We will maintain fiscal stability and protect against funding fluctuations, emergency facility costs, delays in public payments and other obstacles by operating within the constraints of the budget we have created. Based on year one projections; we have a 12% surplus, we will utilize regular cash flow statements and are presently reviewing a contract with a local charter school service provider to handle our accounting, bookkeeping and other business related needs. Furthermore, we are prepared to decrease staff salary by 10%, scale back or delay purchases, review enrollment configurations and other sources of savings if necessary while remaining true to our charter and mission.

Current cash flow projections demonstrate that the school will have cash in the bank every month in year one. Five year projections also show that financial stability will strengthen as the school grows and becomes fully enrolled in year three.

The annual operating budget and five year budget of CCA – West does not assume funding from this federal start-up planning grant. Without this grant, the school will be able to operate solely on public funding, but not as efficiently or as competitively as we might with the grant. Any grant funds will be used as stated in the following, over and above the expenditures listed in Attachment L, M, and N budgets. In this budget narrative the designation Non-Federal (NF) refers to State Per Pupil Funding.

A. Year One: 2012 - 2013

Category	Purpose	Federal Funds (F)	Non-Federal Funds (NF)	Line Items
Personnel	Staff salary	\$7,000	\$365,000	(F) Executive Director planning salary (NF) School Director, 6 teachers, Office Manager
	Staff salary	\$3,000	\$0	(F) Executive or School Director: Refinement of policies, manuals, curriculum
	Sub-Total	\$10,000	\$365,000	

Fringe Benefits	<i>Retirement</i>	\$840	\$42,960	<i>Assumes state retirement system at 12% of salaries</i>
	<i>Health</i>	\$250	\$24,650	<i>Assumes \$250/month per employee (8.3 employees in 2012-2013)</i>
	<i>FICA</i>	\$102	\$5,191	<i>Assumes Medicare at 1.45% of salaries</i>
	<i>Other</i>	\$175	\$8,950	<i>Assumes 2.5% of salaries for workers' comp, unemployment insurance, and other payroll costs</i>
	Sub-Total	\$1,367	\$81,751	
Travel	<i>Travel to Project Director's Meeting</i>	\$2,300	\$0	<i>Transportation, lodging, car rental, per diem food allowance</i>
	Sub-Total	\$2,300	\$0	
Equipment	<i>Technology</i>	\$59,000	\$0	<i>40 laptops for students & staff, phone system, white boards</i>
	Sub-Total	\$59,000	\$0	
Supplies	<i>Office expenses</i>	\$40,300	\$10,000	<i>Desks, chairs, furniture for classrooms, teachers offices</i>
	<i>Texts</i>	\$10,000	\$12,500	<i>(F)Assumes \$100 per student (NF) Assumes \$125 per student</i>
	<i>Other books</i>	\$5,000	\$7,500	<i>(F)Assumes \$50 per student (NF)Assumes \$75 per student</i>
	<i>Software</i>	\$5,000	\$5,000	<i>(F)Assumes 20 computers at \$250 each (NF)Assumes 20 computers at \$250 each</i>
	<i>Classroom paper</i>	\$5,000	\$5,000	<i>(F)Assumes \$50 per student (NF)Assumes \$50 per student</i>
	<i>Office supplies</i>	\$3,600	\$3,600	<i>(F)Assumes \$300/month[12 mo] (NF)Assumes \$300/month[12mo]</i>
	Sub-Total	\$68,900	\$43,600	
Contractual	<i>Treasurer</i>	\$2,000	\$28,000	<i>(F)Treasurers coverage of grant management (NF)Bookkeeping, Treasurer & Audit services with Mangen & Associates</i>
	Sub-Total	\$2,000	\$28,000	
Other (1):	<i>Student Recruitment</i>			
Supplies	<i>Radio ads</i>	\$5,000	\$0	<i>Based upon CCA – Main St. experience</i>
	<i>Newspaper ads</i>	\$1,000	\$0	<i>Based upon CCA – Main St. experience</i>
	<i>Printed marketing materials, flyers</i>	\$7,000	\$0	<i>Based upon CCA – Main St. experience</i>
	<i>Signage</i>	\$4,150	\$0	<i>Assumes 200 yard signs, 5 banners, and other motivational signage for hallways and classrooms</i>
	<i>Events fee</i>	\$850	\$0	<i>Based upon CCA – Main St. experience</i>
	Sub-Total	\$18,000	\$0	

Other (2):	Staff Recruitment			
Travel	<i>Job fairs</i>	\$350	\$0	<i>Gas and mileage reimbursement</i>
	<i>Airfare</i>	\$1,050	\$0	<i>Round-trip ticket for highly qualified and sought after candidate to attend second round of interview process</i>
Supplies	<i>National Ad</i>	\$3,600	\$0	<i>One time ad in monthly publication, half page</i>
	Sub-Total	\$5,000	\$0	
Training Stipends	<i>Teacher training & development</i>	\$27,235	\$0	<i>Based on one month salary for six teachers and one school director</i>
Fringe Benefits	<i>Retirement, health, FICA, other</i>	\$6,198	\$0	<i>Assume rates mentioned above for 7 staff</i>
	Sub-Total	\$33,433	\$0	
	Total Expended Funds	\$200,000	\$523,391	

B. Justification, Year One

Personnel:

The Lead Founder and Executive Director of Columbus Collegiate Academy's original campus will be leading the replication efforts at Columbus Collegiate Academy – West. During the months of July, August, September, and October he will be spending 30% of his time on the planning of this new school. As such, 30% of his salary, approximately \$7,000 will be paid using funds from the CSP grant.

Fringe Benefits:

During the months of July, August, September, and October the Executive Director will be spending 30% of his time on the planning of this new school. As such, 30% of his benefits, approximately \$1,367 will be paid using funds from the CSP grant.

Travel:

Total cost of \$1,150 per administrator based on estimated \$550 flight allowance, \$400 lodging allowance (\$200/day for 2 nights), and \$100 cab/food per diem (two days).

Equipment:

Equipment funds will be used for technology, including one student computer lab, staff laptops, phone systems and white boards to give staff and students the tools to be efficient and technology savvy.

Supplies (Instructional):

Texts and other instructional materials are the nationally recognized curricula and open educational resources listed in narrative Attachment E. These funds will be used in addition to the state per pupil funds used to purchase these items.

Contractual:

We will employ the use of Mangen and Associates to keep our expenditures within the guidelines of the U.S. Department of Education.

Other:

Sub-Project - Student Recruitment

Based on the most successful recruitment practices of CCA – Main Street we will use the majority of the funds to inform the community using personal contact methods in conjunction with take- home information or neighborhood signage. In order to reach a larger community, however, radio and print ads constitute 30% of the budgeted funds.

Sub-Project - Staff Recruitment

Staff recruitment ideally takes place year-round, but has focused intensity from January through June. The majority of the expenses listed below will be used during the implementation phase of the first year of the project beginning in January 2013 for year-two staffing. Since most hiring is completed for CCA by July, there will only be small portion of the expenses used to hire staff for year-one of the project. Job fair travel will be to colleges and universities with strong educational training programs.

Training Stipends:

The four-week teacher training, led by the school director, has become an essential part of CCA – Main Street’s success, however, as the funds to pay the staff a four week stipend will come from this grant, it is not listed on the budget in Attachments L, M, or N.

C. Year Two: 2103 – 2014

Category	Purpose	Federal Funds (F)	Non-Federal Funds (NF)	Line Items
Personnel	Staff salary	\$0	\$718,375	(NF) Exec. Director, School Director, 12 teachers, Office Manager
	Staff salary	\$3,000	\$0	(F) Executive or School Director: Refinement of policies, manuals, curriculum
	Sub-Total	\$3,000	\$718,375	
Fringe Benefits	Retirement	\$0	\$86,205	Assumes state retirement system at 12% of salaries
	Health	\$0	\$49,500	Assumes \$250/month per employee (8.3 employees in 2012-2013)
	FICA	\$0	\$10,416	Assumes Medicare at 1.45% of salaries
	Other	\$0	\$17,959	Assumes 2.5% of salaries for workers' comp, unemployment insurance, and other payroll costs
	Sub-Total	\$0	\$164,081	
Travel	Travel to Project Director's Meeting	\$2,300	\$0	Transportation, lodging, car rental, per diem food allowance
	Sub-Total	\$2,300	\$0	
Equipment	Technology	\$59,000	\$0	40 laptops for students & staff, phone system, white boards
	Sub-Total	\$59,000	\$0	
Supplies	Office expenses	\$40,300	\$10,000	Desks, chairs, furniture for classrooms, teachers offices
	Texts	\$10,000	\$25,000	(F)Assumes \$100 per student (NF) Assumes \$125 per student
	Other books	\$5,000	\$15,000	(F)Assumes \$50 per student (NF)Assumes \$75 per student

	Software	\$5,000	\$10250	(F)Assumes 20 computers at \$250 each (NF)Assumes 20 computers at \$250 each
	Classroom paper	\$5,000	\$20,000	(F)Assumes \$50 per student (NF)Assumes \$50 per student
	Office supplies	\$3,600	\$3,690	(F)Assumes \$300/month[12 mo] (NF)Assumes \$300/month[12mo]
	Sub-Total	\$68,900	\$83,940	
Contractual	Treasurer	\$2,000	\$28,700	(F)Treasurers coverage of grant management (NF)Bookkeeping, Treasurer & Audit services with Mangen & Associates
	Sub-Total	\$2,000	\$28,700	
Other (1):	Student Recruitment			
Supplies	Radio ads	\$5,500	\$0	Based upon CCA – Main St. experience
	Newspaper ads	\$1,500	\$0	Based upon CCA – Main St. experience
	Printed marketing materials, flyers	\$7,000	\$0	Based upon CCA – Main St. experience
	Signage	\$6,150	\$0	Assumes 200 yard signs, 5 banners, and other motivational signage for hallways and classrooms
	Events fee	\$1217	\$0	Based upon CCA – Main St. experience
	Sub-Total	\$21,367	\$0	
Other (2):	Staff Recruitment			
Travel	Job fairs	\$1,350	\$0	Gas and mileage reimbursement
	Airfare	\$1,050	\$0	Round-trip ticket for highly qualified and sought after candidate to attend second round of interview process
Supplies	National Ad	\$7,600	\$0	One time ad in monthly publication, half page
	Sub-Total	\$10,000	\$0	
Training Stipends	Teacher training & development	\$27,235	\$0	Based on one month salary for six teachers and one school director
Fringe Benefits	Retirement, health, FICA, other	\$6,198	\$0	Assume rates mentioned above for 8 staff
	Sub-Total	\$33,433	\$0	
	Total Expended Funds	\$200,000	\$995,096	

D. Justifications, Year Two

Personnel:

Each year, policies, curriculum, assessments and culture must be reassessed, brought to the board and officially changed. Either the Executive Director or School Director will carry out this responsibility.

Fringe Benefits:

Will no longer be a necessary expense as per pupil funding should cover all staff benefits at this time.

Travel:

Total cost of \$1,150 per administrator based on estimated \$550 flight allowance, \$400 lodging allowance (\$200/day for 2 nights), and \$100 cab/food per diem (two days).

Equipment:

Equipment funds will be used to purchase technology, including another student computer lab, new staff laptops, and new white boards to accommodate the demands of a doubled staff and student body.

Supplies (Instructional):

Texts and other instructional materials are the nationally recognized curricula and open educational resources listed in narrative Attachment E. These funds will be used in addition to the state per pupil funds used to purchase these items for the matriculated 6th grade class.

Contractual:

We will employ the use of Mangan and Associates to keep our expenditures within the spending guidelines set forth by the U.S. Department of Education.

Other:

Sub-Project - Student Recruitment

Based on the most successful recruitment practices of CCA – Main Street we will use the majority of the funds to inform the community using personal contact methods in conjunction with take- home information or neighborhood signage. In order to reach a larger community, however, radio and print ads constitute 30% of the budgeted funds. This budget has increased to reach a larger number of students due to the decrease in personnel costs.

Sub-Project - Staff Recruitment

Funds will be used to post ads in national education publications to attract the best and most diverse teachers who are a mission-fit with CCA – West. Job fair travel will be to colleges and universities with strong educational training programs.

Training Stipends:

The four-week teacher training, led by the school director, has become an essential part of CCA – Main Street’s success, however, as the funds to pay the new staff a four week stipend will come from this grant, it is not listed on the budget in Attachments L, M, and N. Per pupil revenue will now cover the cost of the curriculum and assessment writing process for the returning staff.

E. Year Three: 2014 – 2015

Category	Purpose	Federal Funds (F)	Non-Federal Funds (NF)	Line Items
Personnel	<i>Staff salary</i>	\$0	\$1,121,334	<i>(NF) School Director, 18 teachers, Office Manager, Dean of Students, Dir of Curric & Intruc., HS Placement Coor.</i>
	<i>Staff salary</i>	\$3,000	\$0	<i>(F) Executive or School Director: Refinement of policies, manuals, curriculum</i>
	<i>Sub-Total</i>	\$3,000	\$1,121,334	

Fringe Benefits	<i>Retirement</i>	\$0	\$134,560	<i>Assumes state retirement system at 12% of salaries</i>
	<i>Health</i>	\$0	\$76,500	<i>Assumes \$250/month per employee (8.3 employees in 2012-2013)</i>
	<i>FICA</i>	\$0	\$16,259	<i>Assumes Medicare at 1.45% of salaries</i>
	<i>Other</i>	\$0	\$28,033	<i>Assumes 2.5% of salaries for workers' comp, unemployment insurance, and other payroll costs</i>
	Sub-Total	\$ 0	\$255,353	
Travel	<i>Travel to Project Director's Meeting</i>	\$2,300	\$0	<i>Transportation, lodging, car rental, per diem food allowance</i>
	Sub-Total	\$2,300	\$0	
Equipment	<i>Technology</i>	\$59,000	\$0	<i>40 laptops for students & staff, phone system, white boards</i>
	Sub-Total	\$59,000	\$0	
Supplies	<i>Office expenses</i>	\$40,300	\$10,000	<i>Desks, chairs, furniture for classrooms, teachers offices</i>
	<i>Texts</i>	\$10,000	\$37,500	<i>(F)Assumes \$100 per student (NF) Assumes \$125 per student</i>
	<i>Other books</i>	\$5,000	\$22,500	<i>(F)Assumes \$50 per student (NF)Assumes \$75 per student</i>
	<i>Software</i>	\$5,000	\$10,506	<i>(F)Assumes 20 computers at \$250 each (NF)Assumes 20 computers at \$250 each</i>
	<i>Classroom paper</i>	\$5,000	\$30,000	<i>(F)Assumes \$50 per student (NF)Assumes \$50 per student</i>
	<i>Office supplies</i>	\$3,600	\$3,782	<i>(F)Assumes \$300/month[12 mo] (NF)Assumes \$300/month[12mo]</i>
	Sub-Total	\$68,900	\$104,289	
Contractual	<i>Treasurer</i>	\$2,000	\$29,418	<i>(F)Treasurers coverage of grant management (NF)Bookkeeping, Treasurer & Audit services with Mangen & Associates</i>
	Sub-Total	\$2,000	\$29,418	
Other (1):	Student Recruitment			
Supplies	<i>Radio ads</i>	\$5,500	\$0	<i>Based upon CCA – Main St. experience</i>
	<i>Newspaper ads</i>	\$1,500	\$0	<i>Based upon CCA – Main St. experience</i>
	<i>Printed marketing materials, flyers</i>	\$7,000	\$0	<i>Based upon CCA – Main St. experience</i>
	<i>Signage</i>	\$6,150	\$0	<i>Assumes 200 yard signs, 5 banners, and other motivational signage for hallways and classrooms</i>
	<i>Events fee</i>	\$1217	\$0	<i>Based upon CCA – Main St. experience</i>
	Sub-Total	\$21,367	\$0	

Other (2):	Staff Recruitment			
Travel	<i>Job fairs</i>	\$1,350	\$0	<i>Gas and mileage reimbursement</i>
	<i>Airfare</i>	\$1,050	\$0	<i>Round-trip ticket for highly qualified and sought after candidate to attend second round of interview process</i>
Supplies	<i>National Ad</i>	\$7,600	\$0	<i>One time ad in monthly publication, half page</i>
	Sub-Total	\$10,000	\$0	
Training Stipends	<i>Teacher training & development</i>	\$27,235	\$0	<i>Based on one month salary for six teachers and one school director</i>
Fringe Benefits	<i>Retirement, health, FICA, other</i>	\$6,198	\$0	<i>Assume rates mentioned above for 8 staff</i>
	Sub-Total	\$33,433	\$0	
	Total Expended Funds	\$200,000	\$1,510,394	

D. Justifications, Year Three

Personnel:

Each year, policies, curriculum, assessments and culture must be reassessed, brought to the board and officially changed. Either the Executive Director or School Director will carry out this responsibility.

Fringe Benefits:

Will no longer be a necessary expense as per pupil funding should cover all staff benefits at this time.

Travel:

Total cost of \$1,150 per administrator based on estimated \$550 flight allowance, \$400 lodging allowance (\$200/day for 2 nights), and \$100 cab/food per diem (two days).

Equipment:

Equipment funds will be used to purchase technology, including another student computer lab, new staff laptops, and new white boards to accommodate the demands of a tripled staff and student body.

Supplies (Instructional):

Texts and other instructional materials are the nationally recognized curricula and open educational resources listed in narrative Attachment E. These funds will be used in addition to the state per pupil funds used to purchase these items for the matriculated 7th grade class.

Contractual:

We will employ the use of Mangen and Associates to keep our expenditures within the spending guidelines set forth by the U.S. Department of Education.

Other:

Sub-Project - Student Recruitment

Based on the most successful recruitment practices of CCA – Main Street we will use the majority of the funds to inform the community using personal contact methods in conjunction with take-home information or neighborhood signage. In order to reach a larger community, however, radio and print ads constitute 30% of the budgeted funds. This budget has increased to reach a larger number of students due to the decrease in personnel costs.

Sub-Project - Staff Recruitment

Funds will be used to post ads in national education publications to attract the best and most diverse teachers who are a mission-fit with CCA – West. Job fair travel will be to colleges and universities with strong educational training programs.

Training Stipends:

The four-week teacher training, led by the school director, has become an essential part of CCA – Main Street’s success, however, as the funds to pay the new staff a four week stipend will come from this grant, it is not listed on the budget in Attachments L, M, and N. Per pupil revenue will now cover the cost of the curriculum and assessment writing process for the returning staff.

Revenue

Revenue calculations conservatively assume \$5,653 for Per Pupil Revenue for the 2012-13 school year with an annual increase of 1.75 percent. We anticipate that 90 percent or more of the student population will qualify for the Free and Reduced Lunch Program. This percentage will allow the school to receive additional dollars through federal entitlements and poverty-based assistance.

For the purposes of conservative budgeting, we assume a 10 percent student attrition rate. We will enroll 100 6th grade students each year and will not admit new students in 8th grade. We will adjust the 7th grade enrollment to meet an anticipated capacity of 300 students. A detailed table of the student enrollment is included in Attachment X, Table 1. While we have budgeted conservatively with a capacity of 300 students, the maximum enrollment of the school is 336 students, and the school could operate effectively with any number between 300 and 336.

Columbus Collegiate understands the high cost of special education services and has budgeted appropriately. The budget reflects an expense for contracted special education services 1.5 times that of the state allocation for special education. The additional funds budgeted will ensure all students are given the appropriate assistance to be successful.

In the event of a budget shortfall, low student enrollment, or other operational difficulties, Columbus Collegiate will adhere to the following contingency plan. Please note that each sub category within the budget includes a contingency line item to account for minor discrepancies in the actual cost.

Contingency Plan

The contingency plan assumes that no additional start-up funds will be granted with the exception of the \$250,000 from the Walton Family Foundation, awarded to Columbus Collegiate Academy - West.

The contingency budget includes the following expense changes:

- Executive Directors salary reduced from \$90,000 to \$80,000

- School Directors salary reduced from \$65,000 to 58,500
- Dean of Students not hired until Year Three with salary reduced from \$50,000 to 45,000
- Special Education Director not hired until Year Three
- The Executive Director and Director of Curriculum and Instruction will teach and one less academic teacher will be hired.
- Classroom Technology expense reduced in Year One from \$30,000 to \$15,000
- The school pursues a lease with a smaller building

Risk Management

To be prepared for all budget implications and the appropriate Board knowledge of insurance, the Founding Board will meet with an insurance agency in March of 2012. The Board will seek a prepared quote for Columbus Collegiate Academy - West, including estimated premiums for all necessary types of insurance. Upon receiving the charter, we will immediately purchase Directors & Officers Insurance (including Employment Practices Liability), and at the appropriate times purchase General Liability, Property, and Worker's Compensation Insurance. At a minimum, we will acquire: commercial general liability insurance with limits of \$1,000,000 per occurrence and \$2,000,000 aggregate; employee dishonesty insurance with limits of \$500,000; educators legal liability insurance (which shall include coverage of trustees and officers of the school) with limits of \$1,000,000 each claim and \$2,000,000 aggregate. We agree to take all appropriate actions to ensure that the sponsor is listed as an additional named insured on each of these insurance policies.

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.

Applicant's (Organization) Name:	Columbus Collegiate Academy, Inc.
Applicant's DUNS Name:	9436646510000
Federal Program:	Office of Innovation and Improvement (OII): Charter Schools Program (CSP): Planning
CFDA Number:	84.282

1. Has the applicant ever received a grant or contract from the Federal government?

Yes No

2. Is the applicant a faith-based organization?

Yes No

3. Is the applicant a secular organization?

Yes No

4. Does the applicant have 501(c)(3) status?

Yes No

5. Is the applicant a local affiliate of a national organization?

Yes No

6. 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

7. 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.