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Adjusted Allocation | 0.00
Remaining | 0.00
Applicants shall respond to the prompts or questions in the areas listed below in a narrative form.

A) APPLICANT INFORMATION - General Information, Experience and Capacity

1. Project Title: Cincinnati Learning Schools Replication Community School

2. Executive summary: Provide an executive summary of your project proposal and which goal(s) in question 9 you seek to achieve. Please limit your responses to no more than three sentences.

3. Total Students Impacted: 600

4. Lead applicant primary contact: Provide the following information:
   - First Name, Last Name of Contact for Lead Applicant: Tim Fogarty, Board President
   - Organizational name of lead applicant: Cincinnati Learning Schools
   - Unique Identifier (RIN/Fed Tax ID): [redacted]
   - Address of lead applicant: 100 Corridor Park Drive, Monroe, OH 45050
   - Phone Number of lead applicant: 513.360.9133
   - Email Address of lead applicant: fogarty@west-chester.net

5. Secondary applicant contact: Provide the following information, if applicable:
   - First Name, Last Name of Contact for secondary applicant: Jim Lay, Board Vice President
   - Organizational name of secondary applicant: Cincinnati Learning Schools
   - Unique Identifier (RIN/Fed Tax ID): [redacted]
   - Address of secondary applicant: 5943 Hamilton Avenue, Cincinnati, OH 45224
   - Phone number of secondary applicant: 513.853.2000
   - Email address of secondary applicant: jim.lay@ielc.org

6. List all other participating entities by name: Provide the following information for each additional participating entity, if applicable: Mention First Name, Last Name, Organizational Name, Unique Identifier (RIN/Fed Tax ID), Address, Phone Number, Email Address of Contact for All Secondary Applicants in the box below.

   - Gary Z. Lindgren, Executive Director, Cincinnati Business Committee Federal Tax ID: [redacted], Address: 301 N. Breiel Blvd. Suite 101 Middletown, OH 45402, Phone: 513.217.3400, Email: ogston@carpediem schools.com

7. Partnership and consortia agreements and letters of support: (Click on the link below to upload necessary documents).
   * Letters of support are for districts in academic or fiscal distress only. If school or district is in academic or fiscal distress and has a commission assigned, please include a resolution from the commission in support of the project.

   * If a partnership or consortium will be established, please include the signed Straight A Description of Nature of Partnership or Description of Nature of Consortium Agreement.

8. Please provide a brief description of the team or individuals responsible for the implementation of this project including relevant experience in other innovative projects. You should also include descriptions and experiences of partnering entities.

   The Cincinnati Learning Schools (CLS), Cincinnati Business Committee (CBC), and Carpe Diem Learning Systems (CDLS) partnership is a logical alignment given the groups’ existing Community School project sponsored through Cincinnati Public Schools, and the School’s nationally recognized blended-learning model. CLS opened August 2013, grades 7-12, exceeding target enrollment of 195 students with 19 waitlisted. CLS will serve as the flagship school, collaborating staff, professional development, shared resources, and anchoring contractor services across both campuses. The leadership team has been specifically assembled to assure solid foundational structures, operational systems and protocols, and long-term project sustainability. Cincinnati Learning Schools Tim Fogarty (Board President) Fogarty has successfully led the planning, implementation and first year of operation for Cincinnati Learning Schools. Jim Lay (Board Vice President) Lay serves as Executive Director of Twin Rivers, and former owner of J.F. Lay & Associates, a strategic planning organization. Tyree Gaines (School Principal) Gaines is Principal of CLS. She has taught English at Withrow High School; and was lead teacher and principal in training at Aiken High School. Cincinnati Business Committee Gary Lindgren (Executive Director) Lindgren is the Executive Director for Cincinnati Business Committee, an arm of Downtown Cincinnati, Inc. focused on identifying and growing innovative businesses. Carpe Diem Learning Systems Rick Ogston (Chief Education Officer) Ogston is founder of the original Carpe Diem in Arizona and its nationally recognized blended-learning model. He has worked nearly a decade, perfecting processes, technology, curriculum, assessments, and staff development to assure high quality consistent student results. Carpe Diem has been the highest performing school in achieving student growth, among the top schools in student achievement, and the most cost effective school in Arizona for several years. Student achievement among students in poverty and students of color are consistently the same as all other students. These results were the direct result of Rick’s creative thinking, strong leadership, and ability to assemble and motivate talented people. Robert Sommers (CEO and Managing Member) Sommers is renowned for work with education systems design, continuous improvement, innovation processes, and governance - critical skills to the team. His Doctoral dissertation studied the impact of board governance on student performance. He has led a major organization to state level Baldwin status and national recognition. Bullet Tech, an organizational achievement that grew under Bab’s leadership - becoming the highest performing (on student achievement), lowest cost, and largest among 49 similar schools. Sommers previously served as education policy advisor for Ohio Governor John Kasich. Gregory Pratt (Chief Growth Officer) Pratt has an undergraduate degree in economics as well as a law degree. He has been a practicing attorney for 35 years and at times a managing partner of a seven-attorney firm. Based upon Pratt’s experience with business and real estate, he leads our growth and location strategies to determine locations best suited for new schools. Sandro Lanni (Chief Financial Officer) Lanni is CEO of a major back office provider for 135+ schools nationwide. His company was founded to help charter school operators meet success in managing HR, student, and financial data. His expertise in data systems design, information analysis, and financial management are critical to the Carpe Diem team. Larry Brueshaber (Chief Operations Officer) Brueshaber is an entrepreneur with almost 40 years of business and franchise experience. He has served 38 years as COO and partner for Ohio Century Motors Group, a successful group of import name plate automobile sales/dealerships in Cincinnati and Columbus.

B) PROJECT DESCRIPTION - Overall description of project and alignment with Outcomes

9. Which of the stated Straight A Fund goals does the proposal aim to achieve? - (Check all that apply)
   - Student achievement
   - Spending reductions in the five year fiscal forecast
   - Utilization of a greater share of resources in the classroom

10. Which of the following best describes the proposed project? - (Select one)
    - New - never before implemented
    - Existing and researched-based - never implemented in your district or community school but proven successful in other educational environments
    - Mixed Concept - incorporates new and existing elements
    - Enhancing/Scale Up - elevating or expanding an effective program that is already implemented in your district, school, or consortia partnership

11. Describe the innovative project.

   Cincinnati Learning Schools proposes to replicate its CPS sponsored community school, immediately impacting 600 underserved students. Changing the ecology of education, CLS will leverage staff,
services, programs and technology to make education more relevant, more efficient and more effective, sparing a sister school within the Cincinnati Public Schools boundaries. The current school, housed on the CDLS nationally recognized blended-learning design, currently operates with a waiting list. Replication will impact student learning for a wider base of underserved youth, and will maximize efficiency of funds through an economy of scale; pooling building resources in professional development, shared staff, technology, student services, positively impacting student learning and decreasing general and administrative costs to increase resources for students. Current per pupil funding for community schools creates operating struggles for many schools; CLS has buffered the impact somewhat from shared services received within its CPS sponsorship. Replication will further reduce funding of expenses through the pooling of resources for the two CLS schools. Having studied the interaction of students and their environments, Cincinnati Learning Schools understands the disengagement of students from academics. Education challenges show students losing motivation to learn. Students are wired in every way outside of the school walls. Through their mobile phones, iPads, iPods, and laptops, students are connected with the world around them. When they leave school, they power up. Upon arrival to school, they power down. Students need a new approach to education. The Cincinnati Learning Schools model offers new approach. National research shows students not academically engaged by the end of grade five, traditionally have stood only a 25% chance of successfully reconnecting. CLS believes its point significantly increasing student proficiency rates in middle and high school students can impact exponentially greater number of student in high needs communities through replication of its model. Individualizing learning through a blended-learning design empowers students to take charge of their education from day one. Students split time between online work in the learning lab and classroom time with teachers. Students monitor their own progress, seeing the quality and consequences of their work in real-time. Students work with instructional coaches and teachers to set learning goals, assess progress each week. Engaging students in the process, allows foundational understanding and ownership of their education, and further lays the groundwork for exceeding district and state proficiency. The project aligns with Ohio's/Ohio's effort to provide quality education options to students through community school programs. Cincinnati Learning School's open enrollment policy, with or without qualifications, allows students from any area to attend our school. Our targeted population will reside within the existing Cincinnati Public School District for which current education statistics show CPS students will below proficiency rates of students living outside of the CPS district. CPS received six F’s, one D and two C's in the 2012-2013 district's school report card. The F's were for state test results, closing gaps related to income, race, culture and disabilities and graduation rates – both four and five year plans. These students will be the targeted population with significant need in graduation rates and academic achievement. Within our model, students receive a customized curriculum path targeting deficiencies and closing gaps. Cincinnati Learning Schools, in partnership with the CBC and CDLS, will reignite the passion for learning in Cincinnati's highest needs communities through replication of its flagship school, increasing student achievement and greater share of resources in the classroom.

12. Describe how it will meet the goal(s) selected above. If school/district receives school improvement funds/support, include a brief explanation of how this project will advance the improvement plan.

Cincinnati Learning Schools believes its mission is to educate, empower and equip students for life. Everything within the model's design falls under these three E's. Having identified a major challenge in today's schools as students losing motivation for learning, coupled with understanding students need to connect learning with what they live, CLS believes its blended-learning model is the key. Students learn to take charge of their learning, understanding the why and having a voice in guiding the how. Education at CLS begins with teaching students core content, maximizing technology within instructional delivery. Teachers implement the powerful verbs of Bloom's Taxonomy (communicate, collaborate, critically think, create) using contemporary nouns like Wiki, Facebook, Twitter, Bloggers, website design, painting, publishing and more. Developmentally, today's child understands and manipulates technology as a resource in learning and connecting with the world around them. Using technology in the development of skills and knowledge opens the door to the development of wisdom through varied activities and extension of the classroom, placing the world at the fingertips. Students are given the tools and support necessary to succeed both independently and collaboratively, within a positive environment teaching the Six Pillars of Character Counts! and The 7 Habits of Highly Effective Teens, a transformational model that acts like the operating system of a computer - improving performance of all other programs. Failure is an option at Carpe Diem, where we teach students to own their behavior by taking responsibility, changing their behavior through exploring options, and then move on towards success. Equipping students for life includes beginning at school entry with discussion of college readiness, community service and partnerships, leadership, collaboration and making healthy life choices. Understanding the need to build on a strong foundation, students will learn early on about selecting work samples and building for tomorrow's future. Vertical portfolio of student work will with students, each year showcasing their choices, their projects and community partnerships, aligning with 21st Century Skills for successful citizens. We believe we have a proof point that a blended learning school can produce outstanding, well-rounded students of character and achievement. Academic data in existing Carpe Diem schools supports this belief with five-year 90% proficiency and 26% advanced performance averages on the state math and reading tests. Focusing within the parameters of FSCI, we believe that can impact the current rates of low performance students by replicate CPS scores that are below Ohio state averages. We believe the achievement is a function of effort, not innate ability, and that all students, given the opportunity, and regardless of circumstance, can achieve at higher levels. To ensure this, all of our decisions, at all levels, are guided by data. CDLS schools make the most of their public dollars, providing a high-quality education with a programming budget that is 30-40% less than that of a conventional public school. Using an economy of scale perspective, development of a collaborative schools model that share staff, technology, resources and outsourced services across multiple campuses provide advantages to each school budget, with cost per unit of output decreasing with increased scale. CLS believes in maximizing services to support operational infrastructure. Outsourced and shared services through CLS in the areas of shared staff, accounting, bookkeeping, food-service, facilities maintenance, special education, academic coaching, and technology support, affords each school to place greater resources on meeting student needs. A CDLS central office structure provides leadership, mentoring, focused expertise, and access to a larger pool of resources across multiple states.

C) SUSTAINABILITY - Planning for ongoing funding of the project, cost breakdown

13. Financial Documentation - All applicants must enter or upload the following supporting information. Responses should refer to specific information in the financial documents when applicable:

   a. Enter a project budget

   b. Upload the Straight A Financial Impact Template forecasting the expected changes to the five-year plans.

   c. If subsection (b) is not applicable, please explain why, in addition to how the project will demonstrate sustainability and impact.

14. What is the total cost for implementing the innovative project?

   * Total project cost

   Provide a brief narrative explanation of the overall budget. The narrative should include the source and amount of other funds that may be used to support this concept (e.g., Title I funding, RttT money, local funding, foundation support, etc.), and provide details on the cost of items included in the budget (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc).

15. What new/recurring costs of your innovative project will continue once the grant has expired? If there are no new/recurring costs, please explain why.

   * Specific amount of new/recurring cost (annual cost after project is implemented)

   * Narrative explanation/rationale: Provide details on the cost of items included in the budget (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.). If there are no new/recurring costs, please explain why.

16. Are there expected savings that may result from the implementation of the innovative project?

   * Specific amount of expected savings (annual)

   * Narrative explanation/rationale: Provide details on the anticipated savings (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.)

17. Provide a brief explanation of how the project will sustain itself beyond the life of the grant.

D) IMPLEMENTATION - Timeline, communication and contingency planning

18. Fill in the appropriate dates and an explanation of the timeline for the successful implementation of this project. In each explanation, be sure to briefly describe the largest barriers that could derail your concept or timeline for implementation and provide a comprehensive list of strategies to mitigate barriers.

Describe the ongoing communication plan with the stakeholders as the project is implemented. (Stakeholders include parents, community leaders, foundation support and businesses, as well as educational personnel in the affected entities.)

* Proposal Timeline Dates

   Plan (MM/DD/YYYY):

   * Narrative explanation

   Implement (MM/DD/YYYY):
19. Describe the expected changes to the instructional and/or organizational practices in your institution.

E) SUBSTANTIAL IMPACT AND LASTING VALUE - Impact, evaluation and replication

20. Describe the rationale, research or past success that supports the innovative project and its impact on student achievement, spending reduction in the five-year fiscal forecast or utilization of a greater share of resources in the classroom.

21. Is this project able to be replicated in other districts in Ohio?
   - Yes
   - No

22. If so, how?

23. Describe the substantial value and lasting impact that the project hopes to achieve.

24. What are the specific benchmarks related to the fund goals identified in question 9 that the project aims to achieve in five years? Include any other anticipated outcomes of the project that you hope to achieve that may not be easily benchmarked.

25. Describe the plan to evaluate the impact of the concept, strategy or approaches used.

   * Include the method by which progress toward short- and long-term objectives will be measured. (This section should include the types of data to be collected, the formative outputs and outcomes and the systems in place to track the program's progress).

   * Include the method, process and/or procedure by which the program will modify or change the program plan if measured progress is insufficient to meet program objectives.

By virtue of applying for the Straight A Fund, all applicants agree to participate in the overall evaluation of the Straight A Fund for the duration of the evaluation timeframe. The Governing Board of the Straight A Fund reserves the right to conduct evaluation of the plan and request additional information in the form of data, surveys, interviews, focus groups, and any other related data to the legislature, governor, and other interested parties for an overall evaluation of the Straight A Fund.

PROGRAM ASSURANCES: I agree, on behalf of this applicant agency and/or all identified partners to abide by all assurances outlined in the Assurance section of the CCIP. In the box below, enter "I Accept" and indicate your name, title, agency/organization and today's date.