### Budget

Cincinnati Learning Schools (013967) - Hamilton County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (316)

**U.S.A.S. Fund #:**

Plus/Minus Sheet (opens new window)

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**Adjusted Allocation** 0.00

**Remaining** -922,500.00
A) APPLICANT INFORMATION - General Information

1. Project Title:
Blending Learning Paths - Developing 21st Century Outcomes

2. Executive summary: Please limit your responses to no more than three sentences.
Blending Learning Paths - Developing 21st Century Outcomes, a project of the Cincinnati Learning Schools (CLS), prepares every student to be career ready and college prepared. The Project replicates the proven CLS model, launching a second innovative Cincinnati campus, grades 7 - 12, where online and face-to-face instruction are blended in a learning environment that blurs the lines between traditional school environments, post-secondary learning, and the work environment, streamlining instructional and operational resources. As a Cincinnati Public Schools authorized community school, individualized instructional plans are tailored to student learning styles, identifying and narrowing gaps in learning, and increasing student achievement; while operationally, pooling resources and developing economies of scale reduce per pupil spending, and focus greater resources in the classroom. With the Model's proven track record of changing the trajectory of student's lives, the project focuses on three key goals, ~ Increasing student achievement, ~ Utilization of a greater share of resources in the classroom, and ~ Implementing a shared services delivery model, leveraging community partnerships, shared staff, professional development, technology and software, and programs and services across the two campuses in maximizing federal, state and local funding to meet student and staff needs, building a foundation for further growing the model across the State.

3. Total Students Impacted:
300

This is the number of students that will be directly impacted by implementation of the project. This does not include students that may be impacted if the project is replicated or scaled up in the future.

4. Please indicate which of the following grade levels will be impacted:

- Pre-K Special Education
- Kindergarten
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12

5. Lead applicant primary contact: - Provide the following information:

First Name, last Name of contact for lead applicant
Tim Fogarty

Organizational name of lead applicant
Cincinnati Learning Schools

Address of lead applicant
100 Corridor Park Drive, Monroe, OH 45050

Phone Number of lead applicant
513.360.9133

Email Address of lead applicant
tfogarty@west-chester.net

6. Are you submitting your application as a consortium? - Select one checkbox below

- Yes
- No

If you are applying as consortium, please list all consortium members by name on the "Consortium Member" page by clicking on the link below. If an educational service center is applying as the lead applicant for a consortium, the first consortium member entered must be a client district of the
B) PROJECT DESCRIPTION - Overall description of project and alignment with goals

8. Describe the innovative project: - Provide the following information

The response should provide a clear and concise description of the project and its major components. Later questions will address specific outcomes and the measures of success.

The current state or problem to be solved; and

Trends in public education show schools struggling to meet instructional and operational standards. Increased student needs and decreased budgets challenge educators to meet performance benchmarks, balance budgets, and prepare students for post-secondary success. Current education statistics for Cincinnati Public Schools (CPS) mirror these trends, showing District students well below proficiency rates of students living outside of the CPS district. In 2012 - 2013, CPS received six F’s, one D and two C’s in the District’s school report card. Closing gaps related to income, race, culture and disabilities, and increasing graduation rates are challenges the district faces. Student failure is not an option for Cincinnati Learning Systems (CLS), and bringing resolution provides the impetus for the Blending Learning Path project goals -- Identify and narrow gaps in student learning -- Increase instructional resources in maximizing student learning -- Identify student strengths, interests, and career preferences in preparing students for post-secondary paths -- Equip students with the skills necessary to succeed in today's digital and global world. CLS targets urban populations with significant need, providing a customized curriculum path targeting deficiencies and closing gaps. Cincinnati Learning Schools, replicating its first CPS authorized community school, in partnership with the Cincinnati Business Committee (CBC) and Carpe Diem Learning Systems (CDLS), will reignite the passion for learning in Cincinnati's highest needs communities through replication of its flagship school, increasing student achievement and a greater share of resources in classrooms.

The proposed innovation and how it relates to solving the problem or improving on the current state.

Cincinnati Learning Schools will replicate its flagship school, providing individualized, blended learning to 300 students. Changing the ecology of education, CLS will leverage community partnerships, staff, services, programs and technology in a design that makes education more relevant, efficient and effective. Founded on the Carpe Diem Learning Systems nationally recognized design, our first Cincinnati school is a CPS authorized community school. Replication will impact learning for more students, maximizing efficiency of funds, pooling instructional resources, professional development, shared networks and software, buying down technology costs, increasing instructional frameworks, and course offerings. The unique design centers on a centralized learning lab which houses student learning stations with computers. Each student has a dedicated workstation in the learning lab, with core classrooms located on the main floor, focusing on projects and thematic application of online skills. Students are scheduled between the learning lab and classrooms, and schedule time to meet with instructional coaches to discuss progress, goals, and strategies. Blending learning paths between online and face-to-face instruction, theme-based projects, and scheduled meetings with instructors and leaders, allows students to work at their own base. Having studied the interaction of students and their environments, CLS understands the academic disengagement of students. 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 CLS model offers that. 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 proof point in significantly increasing student proficiency rates in secondary students can impact exponentially greater numbers in high needs communities through replication of its model. Individualizing instruction through a blended-learning design empowers students to take charge of their education from day one. Students monitor their own progress, seeing the quality, quantity, and consequences of their work in real-time. Students -- balance time between learning lab (an open community space that mimics an office environment where all 300 students work from a cubicle with dedicated computer) and personally scheduled appointments with content specific teachers -- early career interest assessments gauge student strengths and preferences, and inform student community internships -- begin and finish each week with a guided review of successes -- work with instructional coaches and teachers to revise goals and set targets -- work with instructional coaches on career readiness activities, develop life skills that prepare them for post-secondary and beyond -- participate in after school tutoring, Saturday school, and Summer Gap interventions Engaging students in the process allows foundational understanding and ownership of their education, further laying the groundwork for exceeding district and state proficiency rates. CLS is not your ordinary school. Students power up, interact with students across the globe through computer and mobile devices, and have 24/7 access to curriculum and support. The project aligns with Ohio's effort to provide quality education options to high needs students via strong community school programs. Our open enrollment policy, with no quotas or qualifications, allows Ohio students from any area to attend. Customized curricular path targets deficiencies and closing gaps, within a framework that guides students in mastering multi-dimensional abilities required for success in today's world.

9. Which of the stated Straight A Fund goals does the proposal aim to achieve? - (Check all that apply)

Applicants should select any and all goals the proposal aims to achieve. The description of how the goals will be met should provide the reader with a clear understanding of what the project will look like when implemented, with a clear connection between the components of the project and the stated
goals of the fund. If partnerships/consortia are part of the project, this section should describe briefly how the various entities will work together in the project. More detailed descriptions of the roles and activities will be addressed in Question 16.

Student achievement (Describe the specific changes in student achievement you anticipate as a result of this innovation (include grade levels, content areas as appropriate) in the box below.)

Based on trends in existing CDLS schools, operating in Arizona, Indianapolis, and Cincinnati, students enroll with deficits in student achievement. Carpe Diem - Meridian, Indianapolis, opened in 2012 with significant gaps in reading (33% below grade level) and math (52% below grade level) proficiency. Evidenced through Indianapolis benchmark data, students averaged 3 years growth in reading and four years' growth in math from fall to spring of year one, defying research statistics that support four percent growth per year in student achievement. One hundred percent of grade 10 students passed the end of course assessment. Similar changes are projected for Cincinnati through project replication of this engaging school model. Working with and within Cincinnati Public Schools, Cincinnati Learning Systems will increase student achievement rates, and guide every student in development as a self-manager of his/her learning, readied for success in post-secondary studies and as contributors to our digitally global world. Many of our students come to us identified with learning disabilities, while others have fallen through the cracks due to recurring student mobility and disengagement. Use of the blended learning model allows early assessment of skill deficits, customization of learning paths with tailored interventions, a design that re-engages students in learning, and tracking of academic progress. Traditional methods have failed these students.CLS offers a different approach - blending school and work through a 'tech' platform that engages students by powering up digital tools from start to close of each day, and providing face-to-face support of instructional coaches in assessing, progress monitoring, and recalculating strategies in real time. Academic data in existing Carpe Diem schools supports this belief with five-year 90% student proficiency and 26% advanced performance averages on state math and reading tests. Focusing launch within the parameters of CPS, we will positively impact the current rates of low performing student achievement and elevate CPS scores that are well below Ohio state averages. We believe that 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 robust, real time data. Students own their education and understand the skills they have mastered, those emerging and those for which work remains. They understand what is needed to reach mastery across each course and in the drill down of standards. This allows instructors and students to partner in identifying and closing gaps, and accomplishing learning goals.

Spending reductions in the five-year fiscal forecast or positive performance on other approved fiscal measures (Describe the specific reductions you anticipate in terms of dollars and spending categories over a five-year period in the box below or the positive performance you will achieve on other approved fiscal measures. Other approved fiscal measures include a reduction in spending over a five-year period in the operating budget approved by your organization's executive board or its equivalent.)

Utilization of a greater share of resources in the classroom (Describe specific resources (Personnel, Time, Course offerings, etc.) that will be enhanced in the classroom as a result of this innovation in the box below.)

Grant funds will be used to offset costs for the initial startup — technology package hardware, licenses, software and coursework, furniture, fixtures, instructional resources, and equipment to launch the school. Historically, those costs are built in to the construction loan and extrapolated over the life of the mortgage with a 10% interest on principal. Included within the technology package are student and staff computers, monitors, printers, mobile station for classroom use, storage cart for mobile devices, classroom networking and wiring, software and licenses for curricular coursework and learning management system, security surveillance and the learning record system to manage data. Funding will also support initial professional development of teachers and staff, building knowledge, skills, and operational insight of the School's model. Removing these startup costs allows funds to be allocated to classroom resources and increasing student courses. A virtual chemistry lab, for example, would expand course offerings and further student engagement. Critical to the unique design, staff must be trained in use of the coursework, methodologies, and rethinking and implementing their role as instructional coach.

Implementing a shared services delivery model (Describe how your shared services delivery model will demonstrate increased efficiency and effectiveness, long-term sustainability, and scalability in the box below.)

By virtue of the Cincinnati Learning School blended learning design, a shared services delivery model makes sense. The single network, multi-campus approach provides a format for bulk purchases and discount buying, and shared cloud based instructional resources. Sharing online systems - learning management system for coursework, virtual labs and wellness programming just makes sense. Engaging students through web-based and social networking formats ensures student interest is piqued and goals will be attained. Learning must be real and touch students where they live for interest and success to be lasting. Single entity licenses typically allow for baseline numbers indicative of a traditional public school corporation. As a community school organization with multiple campuses,CLS will benefit from a shared services delivery with costs split between each school's budgets.

10. Which of the following best describes the proposed project? - (Select one)

- New - never before implemented
- Existing: Never implemented in your community school or school district but proven successful in other educational environments
- Mixed Concept: Incorporates new and existing elements
- Established: Elevating or expanding an effective program that is already implemented in your district, school or consortia partnership

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

11. Financial Documentation: - All applicants must enter or upload the following supporting information. The information in these documents must correspond to your responses in questions 11-14.
12. What is the total cost for implementing the innovative project?

Responses should provide rationale and evidence for each of the budget items and associated costs outlined in the project budget. In no case should the total projected expenses in the budget narrative exceed the total project costs in the budget grid.

992,500.00 State the total project cost.

* Provide a brief narrative explanation of the overall budget.

The total project cost is $922,500. Included in start up capital costs for technology, furniture, fixtures, and equipment, curricular materials, and initial staff training. These capital costs are traditionally built in to the construction loan, thus be a minimal first year impact to the school's operational budget; however, removing those costs from the construction loan reduces the monthly mortgage for the school, as well as removing the interest that would accrue over the life of the loan. Further, the project grant funds allow the school to ramp up at an accelerated rate, introducing courseware, instructional resources and enrichment programs that would, otherwise, not be afforded until year 4 - 5 of operations. It's a win-win for the students and the school. Students benefit with the enriched curricular and instructional resources. The project budget includes all technology hardware, infrastructure, software licenses and courseware, ($558,000 - technology total), all furniture, fixture and equipment ($156,000, FFE) , instructional resources to include virtual labs for chemistry, music, medical, and welding fitness, language and math ($25,000), career readiness assessment, college trips, and internships ($12,000), and inaugural year professional development of staff ($50,000). The above expenditures are predominantly capital expenses, many of which typically are absorbed in the construction loan and extrapolated over a 7 - 12 year period at principal plus 10% interest. Recurring expenses in the items listed above recur on a 4 - 6 year cycle. The project budget allows for outfitting the school with all instructional hardware and learning lab, provides the wiring infrastructure, security, data management, and communication system. Initial year staff training is included in the budget at $50,000, providing for 15 full days, 14 instructional, extended core, and support staff. An itemized list is included in the budget and financial impact tables.

13. Will there be any costs incurred as a result of maintaining and sustaining the project after June 30th of your grant year?

Sustainability costs include any ongoing spending related to the grant project after June 30th of your grant year. Examples of sustainability costs include annual professional development, equipment maintenance, and software license agreements. To every extent possible, rationale for the specific amounts given should be outlined. The costs outlined in the narrative section should be consistent and verified by the financial documentation submitted and explained in the Financial Impact Table. If the project does not have sustainability costs, applicants should explain why.

Yes - If yes, provide a narrative explanation of your sustainability costs as detailed in the Financial Impact Table in the box below.

Sustainability costs are built in to the school's budget forecasts and include recurring software and courseware licensure, hardware replacement of computers, monitors, and printers. Depreciation tables project hardware replacement recurring at five years. Software and courseware costs recur every 4 years. Recurring costs exist for annual staff training; however, the cost is reduced after the initial first year. The annual cost of sustaining the project allows for a cost of living increase, assumed recurring and replacement costs for capital purchases over time. Total operating disbursements the year following project implementation total $2,318,488. The technology package, $556,000, is an initial start-up cost with recurring fees for hardware after five years and license fees after four years, totalling $140,000. Hardware and software costs include maintenance fees to cover any service issues within the first four years. Building annual costs within the budget allow
15. Provide a brief explanation of how the project is self-sustaining.

All Straight A Fund grant projects must be expenditure neutral. For applications with increased ongoing spending as documented in question 11-14, this spending must be offset by expected savings or reallocation of existing resources. These spending reductions must be verifiable, permanent, and credible. This information must match the information provided in your Financial Impact Table. Projected additional income may not be used to offset increased ongoing spending because additional income is not allowed by statute. Please consider inflationary costs like salaries and maintenance fees when considering whether increased ongoing spending has been offset for at least five years after June 30th of your grant year. For applications without increased ongoing spending as documented in questions 11-14, please demonstrate how you can sustain the project without incurring any increased ongoing costs.

For educational service centers and county boards of developmental disabilities that are members of a consortium, any increased ongoing spending at the educational service center or county board of developmental disabilities may also be offset with the verifiable, permanent, and credible spending reductions of other members of the consortium. This increased ongoing spending must be less than or equal to the sum of the spending reductions for the entire consortium.

Explain in detail how this project will sustain itself for at least five years after June 30th of your grant year.

Cincinnati Learning Schools is part of a growing national network of schools, providing the expertise, experiences, and resources needed to ensure success within a proven model. Within three states, spanning five years, the model has positively changed the trajectory of student lives, setting students on a path for life-long success. Each school is supported through public funding, federal, state and local funding, and takes full advantage of entitlement grants that include special education, school improvement, Title II Teacher Quality, national school lunch and Title I, and also include foundational grants and community partnerships. Partnering with business leaders and organizations in each state and community targeted as a Carpe Diem community, ensures ownership of the projects by community leaders, families and business, and further perpetuates project sustainability. CLS is designed to operate well below the traditional public school funding. As a community school, the design of one large learning lab and four core content classrooms maximizes space and significantly reduces the School's footprint. Use of the grant funds will further impact sustainability and lower facility costs by removing significant costs from the construction loan, savings of 10% off the interest paid on the life of the loan. Additionally, the capital items - technology, furniture, fixture and equipment, and curricular resources incorporated in the grant are not annual expenditures, rather depreciated over time and staggered review for replacement based upon need and use. Enrollment and per pupil funds sustain the budget.
### D) IMPLEMENTATION - Timeline, scope of work and contingency planning

16. Please provide a brief description of the team or individuals responsible for the implementation of this project, including other consortium members and/or partners.

This response should include a list of qualifications for the applicant and others associated with the grant. If the application is for a consortium or a partnership, the lead should provide information on its ability to manage the grant in an effective and efficient manner. Include the partner/consortium members' qualifications, skills and experience with innovative project implementation and projects of similar scope.

Enter Implementation Team information by clicking the link below:

Add Implementation Team

For Questions 17-19 please describe each phase of your project, including its timeline, scope of work, and anticipated barriers to success.

A complete response to these questions will demonstrate specific awareness of the context in which the project will be implemented, the major barriers that need to be overcome and the time it will take to implement the project with fidelity. A strong plan for implementing, communicating and coordinating the project should be outlined, including coordination and communication in and amongst members of the consortium or partnership (if applicable). It is recognized that specific action steps may not be included, but the outline of the major implementation steps should demonstrate a thoughtful plan for achieving the goals of the project. The time line should reflect significant and important milestones in an appropriate and reasonable time frame.

#### 17. Planning - Activities prior to the grant implementation

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* List of scope of work (activities and/or events including project evaluation discussions, communication and coordination among entities).

Cincinnati Learning Schools has a lead on understanding the Cincinnati landscape for community needs, having worked with the Cincinnati Business Committee and Carpe Diem Learning Systems in demographic studies and planning for its current flagship community school, Carpe Diem - Aiken. Located in the Cincinnati Public Schools system at 5641 Belmont Avenue, it is the first CPS sponsored community school governed by Cincinnati Learning Schools within its growing Ohio network of schools. Determining best community fit of the replicated community school in proximity to Carpe Diem - Aiken campus, maximizes operational resources and ensures increased options for parent choice in meeting the needs of greater numbers of students for natural transition from their current schools to the secondary options of CLS. The planning phase involves community meetings with families and business leaders to garner support and ownership of the project and establishing a foundation for sustainability. Site procurement will begin in September 2014, allowing lock in of location and facilities planning. Community center and neighborhood association meetings will begin in late September to garner support and grow awareness for the project. Canvassing neighborhoods for student recruitment will be on going until enrollment numbers are met for year one. Staff recruitment and open enrollment will begin in January 2015. Furniture fixtures and equipment will be sourced and purchase orders readied for placement by April 20. Technology package analysis will begin in February allowing finalization of hardware in April and orders placed by May 15. Policies and procedures will be reviewed with the board and finalized prior to launch on July 1, 2015. Carpe Diem is fortunate in having relationships and agreements in place with business leaders, contractors and vendors, allowing for working knowledge of company integrity and ease in collaboration to strengthen own.

* Anticipated barriers to successful completion of the planning phase

As with any project, you plan for the best and prepare for the worst. Challenges within the project fall externally in working with regulatory process and systems. Zoning of site, license procurement, and facility builds and/or renovation are challenges outside the control of Cincinnati Learning Schools. As well, working with vendors in procurement of start up capital purchases, curricular, and instructional resources are also driven by sources outside our control, and define challenges within the project launch.

#### 18. Implementation - Process to achieve project goals

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* List of scope of work (activities and/or events, including deliverables, project milestones, interim measurements, communication, and coordination).

The Cincinnati Learning School will launch operations on July 1, 2015, with school doors opening school in August 2015. An enrollment of 150 will be target for year one; growing each year to capacity of 300 students in year four (4) of operation. The School will serve students in grades 7 - 10 at the school's inception, growing upward by one grade level each year, until serving grades 7 - 12 by year three (3).

* Anticipated barriers to successful completion of the implementation phase

There are relatively few barriers within the implementation phase. Projecting and realization of student learning gaps sets the baseline for growth forward. Understanding current Cincinnati Public Schools achievement rates helps in projecting, but until the school launches, data is not real and the targets forward can be set, guiding success with student achievement.

#### 19. Summative Evaluation - Plans to analyze the results of the project

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* List of scope of work (activities and/or events, including quantitative and qualitative benchmarks and other project milestones).

The project will be evaluated for success in increasing student achievement, and financial impact to increasing student resources in the classrooms. This goal also effects a shared services delivery. Baseline data collected across all standards guide the targets. For student achievement, baseline data collected in August 2015, with benchmark targets set and measured in October 2015, January 2016, and May 2016 inform growth. Ongoing data will be collected during these same periods for years two (2) - five (5) of operation. Baseline data is set within the first few weeks of school and refined throughout the school year, improving the projections and honing paths to meeting benchmark targets. Weekly review of targets and goals in real-time, inform student learning, putting in place interventions, tweaking content, adjusting skill levels and timeline to ensure success. From a financial perspective, monthly financials and budget to actual expenses serve to
evaluate effectiveness. CLS uses a variety of data rich online assessments to evaluate, place and re-evaluate academic progress. A variety of continuous formative and summative assessment tools are used. Northwest Evaluation Association (NWEA) offers assessments, professional development and reporting that provides rich data sets to inform instruction and provide insight into each student's learning. Each student is assessed three times during the year for benchmark and progress data using NWEA's Measure of Academic Progress (MAP) assessment tool and reporting portal. Student participation in Ohio's state assessment and annual report card will also inform programmatic and project success.

* Anticipated barriers to successful completion of the summative evaluation phase.
There are no known barriers to successful completion of the summative evaluation. Board review of achievement, financial and operational data sets the baseline and benchmark protocols to guide the evaluation process. An external evaluator, removed from daily operations will lead the process, with recurring site visits and review of data.

20. Describe the expected changes to the instructional and/or organizational practices in your institution.

* The response should illustrate the critical instructional and/or organizational changes that will result from implementation of the grant and the impact of these changes. These changes can include permanent changes to current district processes, new processes that will be incorporated or the removal of redundant or duplicative processes. The response may also outline the expected change in behaviors of individuals (changes to classroom practice, collaboration across district boundaries, changes to a typical work day for specific staff members, etc.). The expected changes should be realistic and significant in moving the institution forward.

Please enter your response below:
With the replication of the Cincinnati Learning Schools model, we expect outcomes in two distinct areas - student achievement and operational streamlining. What we're building is a replicable 7 - 12 model within an existing proven design. We're excited to have the opportunity to so significantly change the trajectory of education. We've learned through our research and work that education is plagued by an increasing disconnect between what is happening in the classroom to what is seen in real-world experience. Students and parents no longer accept rote learning and a one-size fits all approach. Students respond to having a voice in what they learn and how they learn. Today's youth are technology savvy and driven. Our model focuses on a student-centric approach to educating today's student, implementing our three E's approach - educate, empower, and equip. From this foundation, we expect first, to increase student achievement at an even greater rate as our work with students will reach more urban communities and our work over time will result in greater growth by the time students graduate with us in a 7 - 12 grade structure. Teachers and staff across all schools, all grade levels will understand the model, its core systems and values, and be able to fully focus on the developmental and academic needs of each student. Through a network of schools, staff will have access to greater instructional resources and strategies, further perpetuating impact and reach for student success. Students and families will benefit through the network with even greater connections of shared educational strategies and resources, broadening respect and tolerance for diverse learning communities. Shared resources across schools in the same communities as well as those that cross state and regional lines, further opening the doors of possibility for students. Within the network of schools this project will introduce within the Cincinnati Learning Schools, spanning grades 7-12 classrooms across several Ohio communities, a strengthening of the network's central office foundation, board networks and business partnerships will naturally occur. CLS is building a model to replicate that showcases outsourced services within a knowledgeable database of community, student and staff needs. Analyses of needs and functionality will further strengthen as the project grows, fine tuning implementation and evaluation with each layer. Finally, allocation of the greatest percentage of funds to the greatest need - student learning will be realized, a change from today's current education model. It will be our greatest coup and directly impact our bottom line - student learning.

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

The responses in this section are focused on the ability to design a method for evaluating the project's capacity for long-term sustainable results. Therefore, the questions focus on the method of defining the problem(s) the project hopes to solve and the measures that will determine if the problem(s) have been solved.

21. 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.

* The response should provide a concise explanation of items which provide rationale that will support the probability of successfully achieving the goals of the project. Answers may differ based on the various levels of development that are possible. If the proposal is for a new, never before implemented project, the response should provide logical, coherent explanations of the anticipated results based on some past experience or rationale. For projects that have been implemented on a smaller scale or successfully in other organizations, the response should provide the quantifiable results of the other projects. If available, relevant research in support of this particular proposal should also be included.

Please enter your response below:
Unlike traditional educational models, our educational philosophy is based on the premise that students can be empowered and become independent learners while teachers go beyond simple instruction to mentor, monitor, and motivate achievement. We realize students not only need an education, but will also need guidance and strategies to effectively use self-directed instruction and educational resources. Our objective is to create motivated students, moving them from a foundational stage of learning to a self-directed stage of learning, taking responsibility for their own educational outcomes. Our first school model in Arizona with an average 60% low-income population, is a proof point that all demographics can learn, grow and succeed in a blended learning environment. There is virtually no sub-group achievement gap in our system of schools. We believe that student success stems from several foundational concepts: 1) Rigorous education with mastery - failure is not an option when students cannot progress until success is achieved. Based upon each previous success, future successes become easier and the student begins to self-motivate based on the understanding that he/she can succeed. 2) High degree of connectivity among students and instructors - in order for rigorous education with mastery to occur, there must be a high degree of connectivity between student and instructor so that the student knows there is no penalty for failure, but help to succeed. 3) Individualized curriculum and flexible schedule - In order for 1 and 2 to occur, these are required, which allows the student to move at his/her own pace. Students are not boxed into a traditional classroom flow of instruction allowing the student to progress quickly in some areas, slower in other areas, but always able to reach out for help when needed or asked. 4) Applied technology - through the use of technology, teachers are empowered to make more
22. Describe the overall plan to evaluate the impact of the concept, strategy or approaches used in the project.

**This plan should include the methodology for measuring all of the project outcomes. Applicants should make sure to outline quantitative approaches to assess progress and measure the overall impact of the project proposal. The response should provide a clear outline of the methods, process, timelines and data requirements for the final analysis of the project's progress, success or failure. The applicant should provide information on how the lessons learned from the project can and will be shared with other education providers in Ohio.**

* Include the name and contact information of the person who will be responsible for conducting the evaluation and whether this will be an internal or external evaluation.

**Rick Ogston, founder of the model, will serve as external evaluator. His contact information is included as a partner of the project. CLS uses a variety of data rich online assessments to evaluate, place and re-evaluate academic progress. A variety of continuous formative and summative assessment tools are used. ~ Northwest Evaluation Association (NWEA) offers assessments, professional development and reporting that provides rich data to inform instruction and provide insight into each student's learning. Each student is assessed three times during the year for benchmark and progress data using NWEA's Measure of Academic Progress (MAP) assessment tool and reporting portal. ~ Once MAP assessed, MyPath automatically creates coursework specifically designed for each students' remedial or accelerated need. Each course provides multiple data points through quizzes, tests and cumulative exams. ~ Edgenuity, our core digital content, provides similar quizzes, tests and cumulative exams, but with additional student progress dashboard data as well. All digital curricular data is conveniently displayed for students, parents and teachers alike. Data is reviewed and action is taken on a daily basis. ~ Classroom Trackers, standards based data sheets, are used to ensure students master the standards. Assessments created by teachers are administered to each student and tracked for mastery. ~ State assessments are end-of-year assessments providing collaborating data to both validate and support the continuous assessment throughout the year.**

* 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 project's progress).*

**Course completion with mastery, End of Course Assessments will guide short term goals toward attainment of benchmark targets for student achievement. Triangulation of data ensures confident in results. Students are reassured of their work and that they are on the right track. Investment and results are seen in real-time as students finish courses and gain momentum to move forward. Long term objectives are measured through standardized assessment results over time (NWEA given 3 times (fall, winter, spring), annual state assignments and report cards (provided quarterly). Our "21st Century Next Practices" ensure that our students will: ~Master rigorous core content in social studies, science, technology, language, and mathematics -Develop critical thinking, analysis and problem solving skills -Engage in cooperative learning using multiple forms of technology, social networking, and face-to-face groups -Receive immediate support and feedback from highly qualified teachers, experienced content practitioners and our technology-based curriculum -Gain real-world experience through academic instruction, character education, immersive learning and a well-developed physical and nutritional program, be well-rounded educated citizens.**

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

**The School uses and reports data in real-time, guiding staff and students in making informed decisions. The School has the data to redefine goals and objectives for students in meeting long term achievement outcomes. The project was designed to allow for strategies and interventions in guiding student achievement. If students are not progressing at the rate of growth projected, real-time data, end of course, and NWEA data will be compared to inform revision of benchmark targets. Budget to actual monthly financials will guide annual budget planning and inform modifications if / as needed. With the design of the capital impact of the grant request, success will be had.**

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

**The response should provide specific quantifiable measures of the grant outcomes and how the project will lead to successful attainment of the project goals. Applicants should describe how the program or project will continue after the grant period has expired.**

Please enter your response below.

**Cincinnati Learning Schools projects significant results in two key areas - student achievement and utilization of greater resources in direct impact of student learning. Through the unique innovation of extending the existing Carpe Diem blended-learning model that currently serves students in grades 7 - 12 in its flagship Cincinnati Learning School, to serve double the students more efficiently in a replicated CLS, builds a scalable network of schools model that consistently and creatively meets the needs of all school-age students, and develops a replicable model that changes the landscape of how we educate youth. Current education models focus on student learning being a systems based structure targeting assessment as a driving force in student learning across a one-size fits all delivery. Through introduction of the Carpe Diem model, student needs are placed at the forefront of instructional design and delivery. Linking what students do outside of school with**
what occurs within each CLS learning center, create connections between home and school, and give students a voice in their learning.

Blended-learning models provide paths to greater use of data in informing student needs and decisions in redirecting and rethinking learning strategies. Development of a grade 7 - 12 network of schools, launched through the Cincinnati Learning Schools Replication Community School project allows a measurable standard for informing how public funds are allocated across individual schools, districts and school networks. Cincinnati Learning Schools is developing a standard by which other schools will be measured, and held accountable in fiduciary management of per pupil funding, ensuring greater percentages are allocated to directly impacting student learning, and few percentages of funds are allocated to the general and administrative costs of school operations. Rethinking in-house service delivery through full time employees and full service departments give way to outsourcing and shared expenses across networks and districts. The bottom line of impacting student achievement by addressing student needs will have a domino effect as Cincinnati Learning Schools results are documented and shared.

24. Describe the specific benchmarks, by goal as answered in question 9, which 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.

The applicant should provide details on the quantifiable measures of short- and long-term objectives that will be tracked and the source of benchmark comparative data points. Responses should include specified measurement periods and preliminary success points that will be used to validate successful implementation of the project. If a similar project has been successfully implemented in other districts or schools, identification of these comparable benchmarks should be included.

* Student Achievement

Baseline data across all goals will establish targets in student achievement and programmatic focus on increasing resources to instruction. By design, the model focuses resources on instruction, student engagement and student achievement. A one-room ‘classroom’ where students spend a large portion of the day working through technology on course content and assessment provides real-time data that supports targets and guides interventions. Student achievement is monitored daily and benchmarks over recurring quarterly standardized assessments inform alignment and progress monitoring towards outcomes. Cincinnati Learning Schools have identified the following benchmark targets in measuring success of its two innovative blended-learning community free public charter schools for achievement by the end of year five of operations - Target Benchmark 1: Will make Adequate Yearly Progress ("AYP") each year in both Reading and Math Participation and Reading and Math Achievement, as defined by the Ohio Department of Education. Target Benchmark 2: Will be rated at least a grade of "B" and will show marked progress towards a state rating of a grade of "A" as defined by the Ohio Department of Education. Target Benchmark 3: 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. Target Benchmark 4: Will outperform the state community school average on all reading, mathematics, and science portions of the state's proficiency/achievement assessments. Target Benchmark 5: 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. Target Benchmark 6: Will demonstrate per pupil cost effective education in general and administrative costs within a state approved general education accounting system, opera

* Spending Reduction in the five-year fiscal forecast

* Utilization of a greater share of resources in the classroom

Baseline data across all goals will establish targets in student achievement and programmatic focus on increasing resources to instruction. By design, the model focuses resources on instruction, student engagement and student achievement. A one-room ‘classroom’ where students spend a large portion of the day working through technology on course content and assessment provides real-time data that supports targets and guides interventions. Student achievement is monitored daily and benchmarks over recurring quarterly standardized assessments inform alignment and progress monitoring towards outcomes. Target Benchmark 6: Will demonstrate per pupil cost effective education in general and administrative costs within a state approved general education accounting system, operating below traditional district schools. Target Benchmark 7: Will demonstrate greater allocation of funds to classroom resources directly impacting student learning, introducing resources during years one and two that have unattainable in existing network schools prior to year 4.

* Implementation of a shared services delivery model

Baseline data across all goals will establish targets in student achievement and programmatic focus on increasing resources to instruction. By design, the model focuses resources on instruction, student engagement and student achievement. A one-room ‘classroom’ where students spend a large portion of the day working through technology on course content and assessment provides real-time data that supports targets and guides interventions. Over time, sharing of resources across schools within the network impacts buying discounts and shared trainings across schools. Target Benchmark 6: Will demonstrate per pupil cost effective education in general and administrative costs within a state approved general education accounting system, operating below traditional district schools. Target Benchmark 7: Will demonstrate greater allocation of funds to classroom resources directly impacting student learning, introducing resources during years one and two that have unattainable in existing network schools prior to year 4.

* Other Anticipated Outcomes

25. Is this project able to be replicated in other districts in Ohio?

- Yes
- No

If the applicant selects "Yes" to the first part of the question, the response should provide an explanation of the time and effort it would take to implement the project in another district, as well as any plans to share lessons learned with other districts. To every extent possible, applicants should outline how this project can become part of a model so that other districts across the state can take advantage of the learnings from the proposed innovative project. If there is a plan to increase the scale and scope of the project within the district or consortium, it should be included here.
Cincinnati Learning Schools is part of the Carpe Diem Schools network with four charter school campuses serving varied configurations of students in grades 6-12 in Arizona, Indiana, and Ohio. The preliminary plan in Ohio is to open facilities that have a seat-capacity of 300 on each campus, the size of our existing blended learning model. Serving grades 7-12, we anticipate opening five facilities by 2018. The five-school Cincinnati Learning Schools network will have a total capacity of approximately 1500 students. To create a significant impact on student achievement within a defined geographic area, and to create high-quality self-sustaining schools, requires upfront buy-in from state sponsors, communities, and business leaders. Contingent on the performance of CLS Schools in that region meeting and/or exceeding all existing federal, state, and local academic achievement and compliance standards, the model will entail an administrative review of each school's compliance, fiscal, and academic performance and, if no issues are uncovered, administrative approval within minimal turnaround of request to replicate. This option will enable Cincinnati Learning Schools to plan and secure strategic philanthropic funding to sustain a long-term vision and commitment to Ohio. Based on prior school opening experiences, we believe that the schools will open conservatively at approximately 65% capacity, with most of the unfilled seats in the higher grades. Replication is feasible anywhere across the state and is through dual paths - replication within the Cincinnati Learning Schools network of Ohio schools as described above, and through consultative guidance with district and independent community schools. Similar contracts to that between CLS and CPS a school or district board begins the process. Data and systematic processes developed with proven success in the Carpe Diem network allows documented processes to guide replication with other entities and districts.

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 time frame. The Governing Board of the Straight A Fund reserves the right to conduct an evaluation of the project and request additional information in the form of data, surveys, interviews, focus groups and other related data on behalf of the General Assembly, Governor and other interested parties for an overall evaluation of the Straight A Fund.

PROGRAM ASSURANCE: I agree, on behalf of this applicant, and any or all identified consortium members or partners, that all supporting documents contain information approved by a relevant executive board or its equivalent and to abide by all assurances outlined in the Straight A Assurance (available in the document library section of the CCIP).

The Board President and Treasurer have signed the Assurances for the FY2015 Straight A Grant.
Consortium

Cincinnati Learning Schools (013967) - Hamilton County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

**Sections**

**Consortium Contacts**

No consortium contacts added yet. Please add a new consortium contact using the form below.
<table>
<thead>
<tr>
<th>First Name</th>
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<tbody>
<tr>
<td>Jim</td>
<td>Lay</td>
<td>513.853.2000</td>
<td><a href="mailto:jim.lay@lec.org">jim.lay@lec.org</a></td>
<td>Cincinnati Learning Schools</td>
<td>013967</td>
<td>5641 Belmont Ave, Cincinnati, OH, 45224-3101</td>
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<tr>
<td>Rick</td>
<td>Ogston</td>
<td>513.217.3400</td>
<td><a href="mailto:rogston@carpediemschools.com">rogston@carpediemschools.com</a></td>
<td>Carpe Diem Learning Systems</td>
<td></td>
<td>301 N. Breiel Boulevard, Suite 101, Middletown, OH, 45042</td>
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</tr>
<tr>
<td>Gary</td>
<td>Lindgren</td>
<td>513.421.4440</td>
<td><a href="mailto:gary.lindgren@cinocbc.com">gary.lindgren@cinocbc.com</a></td>
<td>Cincinnati Business Committee</td>
<td></td>
<td>35 East 7th Street, Cincinnati, OH, 45202</td>
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<tr>
<td>Jim</td>
<td>Lay</td>
<td>Cincinnati Learning Schools Board Vice President</td>
<td>As Vice President of the Board, Jim looks at the big picture, ensuring long term goals are in place and works with Tim in ensuring planning and implementation timelines are effective in driving the progress to open.</td>
<td>Jim is the Executive Director of Twin Towers, and former owner of J.F. Lay &amp; Associates, a strategic planning organization.</td>
<td>Jim was involved with the launch of the first Cincinnati Learning School in Cincinnati, and has worked with Carpe Diem Learning Systems in growth of the national network.</td>
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<tr>
<td>Gregory</td>
<td>Pratt</td>
<td>Cincinnati Learning Schools Chief Growth Officer</td>
<td>Greg’s role is in the site procurement and contractual negotiations for the growth of Cincinnati Learning Schools. With the first Cincinnati flagship, and for those schools in Indianapolis and Yuma, Greg works to source, negotiate, and finalize facility agreements. His expertise as a practicing attorney makes his well suited for contracts negotiations and maintenance. His knowledge of the Cincinnati real estate market and landscape are invaluable resources to CLS.</td>
<td>Pratt has an undergraduate degree in economics and law. He has been a practicing attorney for 35 years and a managing partner of a seven-attorney firm. Pratt's experience with business and real estate guides our growth and location strategies to determine locations best suited for new schools.</td>
<td>Greg's working knowledge of the land and facilities needs, and prior experience with launching the flagship Cincinnati Learning Schools ensures a successful launch with this project, and in replicating throughout Ohio.</td>
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<tr>
<td>Sandro</td>
<td>Lanni</td>
<td>Cincinnati Learning Schools Chief Financial Officer</td>
<td>Mr. Lanni's role is to ensure fidelity to the planning, operational and budget forecasts, not only within the project, but within each school and through the network.</td>
<td>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.</td>
<td>Lanni operates financial and management support to 135 schools across the nation. His business success speaks highly his experience and fit within this role.</td>
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<tr>
<td>Larry</td>
<td>Brueshaber</td>
<td>Cincinnati Learning Schools Chief Operations Officer</td>
<td>Mr. Brueshaber guides the integrity of operations across the Cincinnati Learning Schools. Working knowledge of capital, curricular and operational needs ensures cost effective planning and purchase, as well as compliance with local, state, and federal purchasing requirements.</td>
<td>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 dealerships in Cincinnati and Columbus.</td>
<td>Larry has experience with the launch and operations of the flagship schools in Yuma, Cincinnati and Indianapolis. He is well qualified for this role.</td>
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<tr>
<td>Rick</td>
<td>Ogston</td>
<td>Chief Eduneering Officer</td>
<td>As founder of the design of the School model, Carpe Diem Learning Systems, Rick is responsible for guiding the fidelity of the design. He will play a key role in the training and development of the staff and ensuring launch, daily instruction and operations remain true to the design. After the School is launched, Rick rotates time in</td>
<td>Ogston is founder of the original Carpe Diem in Arizona and its nationally recognized model. He has worked nearly a decade, perfecting processes, technology, curriculum, assessments, and staff development to assure high quality consistent results. Carpe Diem Learning Systems has been the highest</td>
<td>Rick has spent 20 years researching, developing, honing and driving the components that defines Carpe Diem Learning Systems. He has driven the contractual pathways in Arizona, Indiana and Cincinnati in the launch of each school within the network. As founder, he</td>
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<td>Tyree</td>
<td>School Principal</td>
<td>Has the knowledge, commitment and expertise to ensure the Project's success.</td>
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<td>Gaines</td>
<td>Principal</td>
<td>Tyree will serve as a 'go to' source for the replication school leader. As the flagship school's leader, Ms. Gaines has the working knowledge of planning, implementation, and operation of a CLS school. Her insight of lessons learned and knowledge of challenges, staff development, and successes with help in leveling the ramp to the open of the second school.</td>
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<td>Robert</td>
<td>Chief School Officer and Managing Member</td>
<td>Sommers is renowned for work with education systems, continuous improvement, innovation processes, and governance. His Doctoral dissertation studied the impact of board governance on student performance. He has led a major organization to state level Baldrige status and national recognition. Butler Tech, an organizational achievement that grew under Bob's leadership - becoming the highest performing (on student achievement), lowest cost, and largest among 49 similar schools. Sommers currently serves as Cabinet Secretary of Education to the Governor, Oklahoma.</td>
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<tr>
<td>Gary</td>
<td>Executive Director, Cincinnati Business Committee</td>
<td>Lindgren has served as Executive Director of the Cincinnati Business Committee since August, 2007. He is responsible for business leadership to address critical issues facing the city and region. CBC spearheads efforts to accelerate innovation economy, restructure Port of Greater Cincinnati and Gary has worked with Cincinnati Learning Schools since inception in business development and growth. He an integral business part in contract development and strategic planning for successful launch.</td>
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<td>Tim Fogarty</td>
<td>Cincinnati Learning Schools Board President</td>
<td>Supports major school reform initiatives. He formerly served as Chief of Staff for US representative Steve Chabot (R-Ohio) and House Small Business Committee.</td>
<td>Fogarty has successfully led the planning, implementation and first year of operation for the flagship Cincinnati Learning School on Belmont Avenue. The School has been open for one year, and is part of a national network of schools. Tim is Executive Director of West Chester Gear, a successful out and protectivewear business. As a business leader, he is familiar with launching and operating successful business.</td>
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Cincinnati Learning Schools, Cincinnati Business Committee, and Carpe Diem Learning Systems partnership is a logical alignment given the groups’ existing Community School project sponsored through CPS, and the School's nationally recognized blended-learning model. CLS opened August 2013, grades 7-12, exceeding target enrollment of 175 students and 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 sustainability. Mr. Fogarty will lead the planning and the grant, ensuring fiduciary management of the grant and Cincinnati Learning Schools budget.