



Volunteers of America-Minnesota Request for Proposals, New Charter School

The Volunteers of America-Minnesota (VOA-MN) Charter School Authorizing Program provides Minnesota students with high quality choices in public education through our portfolio of high-performing charter schools and is a model of excellence in authorizing throughout the state and nation.

Our program Hallmarks ensure that VOA-MN authorized charter schools will:

- Provide high quality educational opportunities
- Focus on underserved communities
- Demonstrate a commitment to racial, ethnic, and socio-economic diversity
- Encourage small school environments
- Promote community engagement

An individual or group of individuals interested in starting a charter school are invited to apply to VOA-MN for authorization per *Minnesota Statutes* 2009, 124D.10, subd. 4. We will review all applications using the following process.

Application Submission

Developers must submit an application to VOA-MN at least two months prior to the charter school affidavit deadline with the Minnesota Department of Education (MDE). Please send seven paper copies and one electronic copy (in the form of a PDF) to the VOA-MN Charter School Office. The application is attached as Appendix A.

Application Review and Interview

VOA-MN has established an Advisory Committee made up of experts in the field that review the application materials guided by the Application Review Rubric and VOA-MN's Hallmarks.¹ The Application Review Rubric is attached as Appendix B.

The Advisory Committee members submit feedback on each application to VOA-MN staff. The Committee then meets to discuss each application, review feedback, and make a recommendation to VOA-MN staff on whether to invite the developing team in for an interview.

¹ All applications must be complete and in alignment with VOA-MN's Hallmarks. Those not complete or not in alignment will not be advanced for a full review.

The interview focuses on school alignment with the charter school authorizing program's mission and Hallmarks, the educational and financial viability of the proposal and the developing group's capacity to implement an idea into a reality. Groups with a wide variety of skill sets (financial, operational, instructional, etc.) represented will be favored. VOA-MN may request follow-up materials to further assess the quality of the application and developing team.

Final Determination

After the interview process the Charter School Office will make a recommendation to VOA-MN leadership to approve or deny each charter school application. The Charter School Office will communicate in writing the determination, after it has been approved by leadership, to the developers. Regardless of the determination, VOA-MN will provide the developing team with feedback from the Advisory Committee.

If VOA-MN approves a charter school application, the Charter School Office will work with the developing team to prepare and submit its affidavit to MDE for authorization.



Volunteers of America-Minnesota Charter School Application, 2011

Deadline: December 1, 2011

Submit To:

**Volunteers of America-Minnesota
924 19th Ave. S
Minneapolis, MN 55404
kpiehl@voamn.org**

GENERAL INFORMATION

ELIGIBLE APPLICANTS

Volunteers of America-Minnesota's (VOA-MN's) charter application is open to charter school development teams that include at least one individual currently licensed to teach in the State of Minnesota who wish to start a new Minnesota charter public school.

DEFINITIONS

Minnesota Charter Schools

Charter schools are independent public schools of choice for parents and students. The first charter school in the nation opened in Minnesota in 1992 and charter schools continue to be a popular choice for students seeking an alternative to traditional public schools. Teachers, parents and others begin charter schools when they see an educational need and want to design a school to meet that need.

Charter schools are required to fulfill one or more of the six purposes identified in Minnesota's charter school law, Minn. Stat. § 124D.10 (2009): 1) improve pupil learning; 2) increase learning opportunities for pupils; 3) encourage the use of different and innovative teaching methods; 4) require the measurement of learning outcomes and create different and innovative forms of measuring outcomes; 5) establish new forms of accountability for schools; and/or 6) create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.

Although each charter school offers a unique education program, students can expect quality education based on results. Charter schools employ licensed teachers, offer services to special needs students and require students to take state and national tests to assure academic accountability and improvement. Charter schools are open to all, do not charge tuition and have no admission requirements to enroll.

Federal Title X Charter School Start Up Grant

The federal government provides start-up funding to charter schools through the Title X Charter School Start Up Grant. This competitive grant is administered by the Minnesota Department of Education (MDE) and is independent of this application process. Once an application is approved and the charter is granted a school is eligible to apply for Title X aid. Because successful applicants will have to meet one or more of the Minnesota Statewide CSP goals VOA-MN asks schools to address this item in their application.

Minnesota Statewide CSP Goals²:

The following state-level goals are approved for Minnesota's Federal CSP Grant Project; applicants are expected to meet one or more of these goals:

- Focus on serving or otherwise addressing the needs of disadvantaged individuals:
 - The new school will target educationally disadvantaged populations, including economically disadvantaged students, English Language Learners, students with disabilities, and students who are most at risk of not meeting state academic standards.
- The development of new charter schools in areas where:
 - Parents show a high demand for additional school choice options (such as areas where existing charter schools have large waiting lists);
 - A large proportion or number of public schools have been identified for improvement, corrective action, or restructuring under Title I;
 - A large proportion of students have difficulty meeting Minnesota academic standards;
 - A high concentration of families live in poverty; and/or
 - Public education options are limited, such as rural areas.

² The CSP Goals listed are current as of January, 2011. However, applicants should refer to the MDE website as revisions may have been made.

APPLICATION FORMAT

Directions for completion of the application materials should be carefully read and followed. Incomplete applications will **NOT** be forwarded to the Advisory Committee. The forms below must be included in your application.

SEVEN COPIES: REQUIRED APPLICATION FORMS & ELEMENTS

FORM/ELEMENT	# OF PAGES COUNTED AS:
Cover Sheet	Does not count toward page limit
Founder Contact List	Does not count toward page limit
Table of Contents	Does not count toward page limit
Narrative/Work Plan & Budget:	Up to 90 pages; suggested category page limits:
• Executive Summary	2 pages (may be single-spaced)
• School Foundation	43 pages
• Pre-Operational Planning	30 pages
• Program Implementation and Budget	15 pages
○ Three-Year Operational Budget Summary Form	2 pages
○ Three-Year Operational Budget Narrative	7 pages (may be single-spaced)
Founder Résumés	Does not count toward page limit
Criminal Background Check Authorization	Does not count toward page limit
Public School Conversion Information (if applicable, see Information Sheet).	Does not count toward page limit
Program Expansion Information (if applicable, see Information Sheet).	Does not count toward page limit
Total	Do not exceed 90 pages (does not include items that do not count toward page limit).

APPLICATION SUBMISSION

Applications are due to VOA-MN and must be received by 2:30 p.m. Central Time, December 1, 2011. All applications must be complete. Submit seven copies of the entire charter school application and send an electronic copy of your application to kpiehl@voamn.org. The seven copies may be double-sided (back-to-back).

The charter school application should not exceed 90 pages, excepting forms and documents noted in the table above. Double space all text (unless otherwise noted) and use a 12-point font.

The charter school application is to be original work of the applying program. If a source is used, the materials that are paraphrased or copied must be cited appropriately. If a template is used, the application is to be customized so that it clearly describes and meets the needs of the applicant as well as the application requirements.

APPLICATION INSTRUCTIONS

Each application must contain the following elements.

COVER SHEET

Provide all requested information. Type information in the form fields on the attached form.

FOUNDER CONTACT LIST

Provide information for ALL individuals directly involved with the development of this new charter public school (founders, board members, developers, grant writers, consultants, etc.) Type all information in the form fields on the attached form.

APPLICATION AND INTERVIEW

<i>Application and Interview</i>	<i>Points</i>	<i>Page Limit</i>
I. EXECUTIVE SUMMARY	N/A	1
II. SCHOOL FOUNDATION	45	43 pages
A. Need	5	
B. Vision & Mission	8	
C. Innovation & Purpose	4	
D. Learning Program, Student Achievement & Accountability	18	
E. Alignment with VOA-MN Hallmarks	10	
III. PRE-OPERATIONAL PLANNING	35	31 pages
A. School Founders	8	
B. Governance	7	
C. Marketing, Outreach, Enrollment & Admissions	10	
D. School Calendar and Schedule	5	
E. Staffing and Management	5	
IV. PROGRAM IMPLEMENTATION AND BUDGET	20	15 pages
A. Facility Plan	3	
B. Transportation Plan	3	
C. Three-Year Operational Budget	14	
V. INTERVIEW	50	N/A
Total =	150	90 pages

Below are the criteria/elements that must be included in the Application and Interview. Follow instructions carefully and do not exceed the page maximum. Please use section and sub-section outline headings throughout your application. The interview portion of the application process takes place by invitation after a thorough review of the written proposal is complete. Not all applicants will be invited to participate in the interview process.

I. EXECUTIVE SUMMARY

Possible Points: N/A

Provides a two-page, single-spaced overview of the school that is planned.

Identify a compelling need for the proposed school and present the proposed school's: mission and vision; statutory purpose(s); grade levels and total number of students to be served; intended location; educational philosophy and instructional approach; and plans to improve student achievement and exceed the academic performance of existing public schools in the targeted service area.

II. SCHOOL FOUNDATION

Possible Points: **45**

A. Need = 5 points

Presents a compelling reason for establishing the new charter school.

1. Provide a description and evidence of the need and demand for a school in the location identified.
2. Indicate how the new school addresses one or more Minnesota Statewide Goals under the Federal Charter Schools program (CSP) Grant Project.³
3. Identify and discuss community support for an additional school in this area.
4. Identify the nearby district, charter or private schools and the education programs already offered.

B. Vision & Mission = 8 points

Provides vision and mission statements that reflect the school's goals and purpose.

1. Vision: Provide a vision statement that outlines what the school wants to be (something to be pursued).
2. Mission: Provide a mission statement that outlines what the school is now (something to be accomplished).

C. Innovation & Purpose = 4 points

Presents how the new charter school is innovative and how the school supports one or more statutory purposes for charter schools.

1. Based on the need identified above, describe the new and unique characteristics this school would provide to students that distinguish it from other education options available to students.
2. Identify one or more of the six statutory purposes for charter schools the school intends to meet (see Minn. Stat. § 124D.10, subd. 1 (2009)) and provide a comprehensive description of how the school's vision and mission are connected to the identified purpose(s).

D. Learning Program, Student Achievement & Accountability = 18 points

Presents a high-quality educational program and goals for student achievement and accountability.

1. Educational Philosophy, Curricula, Tools, Methods and Instructional Techniques:
 - Describe the guiding educational philosophy of this school.
 - Provide an overview of the proposed curricula, tools, methods and instructional techniques that support the educational philosophy.
 - Describe the process the school will use to ensure the curricula will align with Minnesota State Academic Standards.

³ Developers will need to provide this information when applying to MDE for the Federal Start-Up aid.

- Cite and explain research evidence demonstrating these curricula, tools, techniques and methods supporting student achievement (if applicable, identify schools involved).
 - Identify the contribution this charter school will make in assisting educationally and economically disadvantaged and other students to succeed academically.
2. **Special Education**
 - Describe how this school will provide services to students with disabilities in the least restrictive environment.
 - Include a description of the proposed Child Find process that will be used at this school.
 3. **Students with Limited English Proficiency:** Describe how this school will provide services to students with limited English language skills.
 4. **Assessment and Accountability:** VOA-MN requires that the schools we authorize be held to a high academic standard. We develop an accountability plan with the school that includes goals based on state standardized test scores as well as Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP). In addition we request the following information about the school's commitment to assessment and accountability.
 - Describe the school's philosophical approach to assessment.
 - Describe how the school and board will use assessment data to drive decisions about the learning program and strategic direction of the school.
 - Identify your school's *mission-specific* quantifiable academic goals for students upon which the initial charter contract will be based.

E. Alignment with VOA-MN Hallmarks = 10 points

VOA-MN will authorize only those charter schools that are aligned with at least one of our Hallmarks listed below:

- Provide high quality educational opportunities
- Focus on underserved communities
- Demonstrate a commitment to racial, ethnic, and socio-economic diversity
- Encourage small school environments
- Promote community engagement

Describe how the school you are proposing be authorized by VOA-MN aligns with one or more of the above Hallmarks.

III. PRE-OPERATIONAL PLANNING

Possible Points: **35**

A. School Founders = 8 points

Describes the primary school founders and how they are well-positioned to develop and plan a new high-quality charter school.

1. For each person identified on the Charter Public School Founder Contact List (see form attached to this application packet), include the following information:
2. Describe their experience and/or involvement in K-12 education;
3. Describe their experience with the design and operation of a charter school;
 - a. If any founders have been closely involved with, or assisted in the development and/or operation of other charter schools please include:
 - The names of each school, including demographic, socioeconomic, and student performance data (including AYP status, state standardized test scores, attendance, and other relevant measures) for each.
 - A record of any current or previous interventions the schools have undergone as a result of authorizer or Department of Education concerns.
 - Evidence of sound fiscal performance at each school

- A statement of how involvement with previous charter schools has impacted the founders' capacity to open and operate a new school successfully
 - A description of the founders' current relationship to each school.
4. Describe their expected role and responsibilities during the school's pre-operational planning period;
 5. Indicate whether they intend to become a member of the interim board of directors;
 6. Indicate if they intend to apply for employment in the new charter school; and
 7. Describe their affiliation(s) with other founders and current/potential consultants and vendor organizations.
 8. Describe the relevant work experience and expertise they bring to the founding team.

B. Governance = 7 points

Describes a plan to ensure effective, accountable and representative governance over the school's operations.

1. Governance Model:
 - a. Describe the board's governance model/board composition and how it will help advance the mission of the school.
 - b. Describe the roles and responsibilities of the board and how each member will help advance this understanding.
2. Board Recruitment: Describe specific expertise/characteristics sought in yet-to-be-recruited board members and explain the added value of those characteristics.
3. Board Training: Describe the plan for initial training of the board during the school's pre-operational planning period and for ongoing board training and development once the school opens.
4. Parent, Family, and Community Involvement: Describe the board's strategy for engaging and involving parents of potential students (including stepparents, guardians, etc.) and other members of the community in the planning, program design, and implementation of this charter school.
5. Plan for Fulfilling Board Obligations:
 - Describe how the interim board will develop policy during the pre-operational planning period to ensure the board governs the charter public school in compliance with federal, state and local requirements.
 - Additionally, describe the specific plan and timeline for the development of:
 - Personnel policies (including the creation of job descriptions, an employee performance management program, etc.);
 - Procurement policies and procedures for contracting with vendors and consultants that are fair and open and that avoid apparent and actual conflicts of interest;
 - Conflict of interest policies; and
 - Travel approval and reimbursement policies.
6. Describe the process the interim board will use to:
 - Develop and approve the budget;
 - Monitor the financial condition of the school including developing financial policies and procedures in order to ensure strong internal controls and legal compliance; and
 - Select financial managers and the auditor.

C. Marketing, Outreach, Enrollment & Admissions = 10 points

Describes a marketing and outreach plan, based on the compelling need established above, to ensure open access to all and full enrollment.

1. Identify the number of students expected to attend the school each year by grade level in the following table (add additional rows if it will take more than five years to reach full enrollment).

Year of Operation	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Year 1														
Year 2														
Year 3														
Year 4														
Year 5														

2. Describe your school’s marketing strategy for recruiting and retaining the school’s target population.
3. Discuss how this school will intentionally and specifically conduct outreach to educationally and economically disadvantaged and hard-to-reach populations.
4. Describe how the school will conduct an open admissions process including the use of a lottery to provide equal access to all students who apply.

D. School Calendar and Schedule = 5 points

Describes a calendar and schedule that reflects the school’s goals, purposes and proposed learning program.

1. Describe the calendar the school plans to use:
 - Identify the unique characteristics of the school’s proposed calendar.
 - Describe how this proposed calendar lends itself to the school’s mission and vision.
 - Provide total number of teacher contract days.
 - Indicate the total number of student instructional days.
 - Describe the schedule for a typical week reflecting all elements discussed in other parts of the application.
 - Provide the planned length of the student instructional day (excluding meals).
 - Provide a description or outline of a “typical day” at the new school.

E. Staffing and Management = 5 points

Describes a plan to ensure effective and transparent management of the school’s operations.

1. Provide an organizational chart for the proposed charter school, distinguishing between governance (board), management (school leader) and other proposed school employees. Include key responsibilities for each position.
2. Include a staffing plan for the first contract period (pre-operational through the first three years of school operation). How will the school build its leadership, operations, and teaching staff?
3. Explain how this organizational structure is consistent with the mission and vision of the proposed charter school.
4. Describe the fair and open process the interim board will use for recruiting and hiring the school leader, including:
 - The timeline for developing a job description for the school leader and then recruiting and hiring the school leader;
 - How the board will recruit potential candidates who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age or disability; and
 - Whether the board plans to hire a temporary start-up coordinator and, if so, how this person will be identified.

5. Describe the school's strategy and process for recruiting and hiring other school employees that are qualified to effectively serve the unique needs of the projected student population.
6. Describe how the school will provide employees with initial and ongoing orientation and professional development about the mission, vision and outcomes of the school.
7. If the proposed charter school intends to enter into a contract with an Education Service Provider, please include the following information:
 - A persuasive explanation of the rationale for working with an ESP
 - A persuasive rationale for selection of the particular ESP and description of the selection process that indicates rigorous standards and the use of in-depth research.
 - A description of roles and responsibilities assigned to the board and the ESP in the areas of academics, financial management, and oversight including drafts of any proposed services agreements (must contain proposed services, performance evaluation measures, fee structure, renewal and termination provisions, and terms of property ownership—real, intellectual, and personal).
 - A description of the internal controls that will guide the relationship between the school and ESP.
 - A description of how the school will monitor and evaluate the ESP's performance.
 - Investment disclosure.
 - Copies of the ESP's most recent annual report and audited financial statements.
 - An exhaustive list of other schools with which the ESP has contracts, including contact information and student performance data for each.
 - A summary of the ESP's background, performance, and leadership.
 - Evidence that an independent, performance-based relationship will exist between the governing board and ESP.

IV. PROGRAM IMPLEMENTATION AND BUDGET

Possible Points: **20**

A. Facility Plan = Required element, 3 points

Describes a plan to secure a suitable facility that meets the unique needs of the school and complies with health and safety and building code requirements.

1. Facility Needs Planning Process:
 - Describe the school's plan, including the timeline and process, for determining space needs appropriate to the program and enrollment.
 - Describe results of a preliminary facility needs assessment.
2. Facility Selection Process:
 - Describe the school's plan, including the timeline, process and milestones to be met in locating and evaluating potential facilities and selecting a building for lease that is affordable, provides adequate space and meets all health and safety and public building code requirements.
 - Provide a description of any potential facility or facilities that have been identified.

B. Transportation Plan = Required element, 3 points

Describes a plan to provide transportation that meets the needs of the school and complies with Minnesota law.

1. Transportation Options:

- If the school will provide its own transportation, describe the school’s plan, including the timeline, process and milestones to be met in locating and evaluating potential transportation providers.
 - If the resident school district will provide transportation for the school, describe any potential impacts on the school’s learning program and school calendar.
2. Transportation Policies:
- Describe the school’s policy for providing transportation to special populations
 - Describe the school’s policy for providing transportation to students that live outside the resident district.

C. Three-Year Operational Budget = 14 points

Instructions:

1. Present a Three-Year Operational Budget to provide reviewers with an understanding of the proposed operational budget needed to guide and control the use of public funds for the benefit of students at the new charter school (see attached spreadsheet).

The Three-Year Operational Budget will be evaluated against the following criteria:

1. Standard One: Qualities of sound financial management are present.
 - 1.1 Assumptions guiding the budget development process are defensible.
 - a) Enrollment estimates are based upon sound interest surveys and marketing data.
 - b) A valid data source for assumptions about student characteristic data is described.
 - c) Current and historical data assist in shaping revenue and expenditure increases and inflation assumptions.
 - 1.2 Financial management strategies reflect abilities to adapt to changing fiscal conditions.
 - a) Budget balancing and cost-containment strategies address potential enrollment changes.
 - b) Replacement and improvement costs for technology, capital and supplies are adequately addressed.
2. Standard Two: Qualities of a healthy budget are present.
 - 2.1 There is a positive general fund balance in each of the three years.
 - a) The budget for each year has an increasing general fund balance.
 - b) A fund balance exists even if inaccuracies are corrected.
 - 2.2 The budget reflects only general fund items.
 - 2.3 Enrollment and staffing projections are consistently used throughout all sections of the application.
3. Standard Three: The budget supports a quality school plan.
 - 3.1 The budget contains a justification for each service option listed in the application.
 - a) Each option requiring budget data is consistently described throughout the application.
 - 3.2 Some expenditures support the uniqueness of the school mission.
 - a) Special curricular expenditures are clearly supported in the narrative.
 - b) The budget contains unique and realistic staffing patterns.
4. Standard Four: Operating budget narrative includes (may be single-spaced)
 - 4.1_A comprehensive budget narrative that provides strong rationale for assumptions guiding the use of numbers and substantive documentation for the use of those numbers (e.g. federal funds and start-up funds are not included in the budget).

4.2 Discussion of additional funds to be sought is included, all budgetary assumptions pertaining to such funds are disclosed.

4.3 A pre-operational year budget is described

V. INTERVIEW

Possible Points: **50**

After an initial review of the application, those founding teams whose written proposals showed strong potential will be invited to an in-person interview with members of the VOA Charter School Authorizing Program staff. The interview questions will strive to assess the founding team's capacity, commitment, and ability to articulate and defend the major elements of the proposal. Clarifying questions may also be asked at this time.

FOUNDER RÉSUMÉS

Attach a **current** résumé for each person identified on the Founder Contact List.

CRIMINAL BACKGROUND CHECK AUTHORIZATION

Attach a completed criminal background check authorization form for each person identified on the Founder Contact List. VOA-MN will conduct background checks prior to formal approval of authorization.

COVER SHEET

2011 VOLUNTEERS OF AMERICA-MINNESOTA CHARTER SCHOOL APPLICATION FOR AUTHORIZATION

Proposed Name of New Charter Public School

Contact Information

(School mailing address, phone number, fax number, and e-mail)

Name of Primary Contact

Primary Contact Information (If different from above)
(Mailing address, phone number, fax number, and e-mail)

Grade Levels Served When Fully Enrolled

Number of Students When Fully Enrolled

Proposed Opening Date

Where Will the School be Located?

Is this charter public school a conversion of an existing district public school (see Minn. Stat. § 124D.10, subd. 5 (2009))?

If “yes”, attach a separate sheet with an explanation.

Yes No

A conversion request is considered only with evidence of both:

- A petition from at least 60% of a school’s full-time teachers seeking conversion; and
- Approved public school district board minutes recognizing the petition.

Is this charter public school an expansion of an existing education program in any form (public, private, or otherwise)?

Yes No

If “yes”, attach a separate sheet with an explanation.

Is this charter public school planning to offer any online coursework?

Yes No

Has the new charter public school been approved by the State of Minnesota as a nonprofit corporation or cooperative?

Yes No

If no, provide a specific date by which the new charter public school plans to be approved as a Minnesota nonprofit corporation or cooperative.

Date:

FOUNDER CONTACT LIST
2011 VOLUNTEERS OF AMERICA-MINNESOTA CHARTER SCHOOL APPLICATION FOR
AUTHORIZATION

Provide information for ALL individuals directly involved in the development of this new charter public school (founders, board members, developers, grant writers, consultants, etc.)
 Type all information in the form fields below.

Name	Phone Number	E-Mail Address	Developer Role (board member, consultant, etc.)	Minnesota Teacher License File Folder Number (if applicable)
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Important Notes:

- Minn. Stat. § 124D.10, Subd. 4c (2009) stipulates that: *A charter school board of directors must be composed of at least five members.*
- Minn. Stat. § 124D.10, Subd. 4a (2009) stipulates that: *An authorizer may authorize one or more licensed teachers under section 122A.18, subdivision 1, to operate a charter school subject to approval by the commissioner.*
- Check accuracy of all contact information provided.
- Do not include on this list persons merely consulted in the development of the application. Include only **primary** founders and developers.

THREE-YEAR OPERATIONAL BUDGET SUMMARY FORM
2011 VOLUNTEERS OF AMERICA-MINNESOTA CHARTER SCHOOL APPLICATION FOR
AUTHORIZATION

Points Possible for Budget Narrative and Summary Combined: 14

THREE-YEAR OPERATIONAL BUDGET SUMMARY FORM

Enter data in highlighted areas only

Charter Name:

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PART ONE: GENERAL FUND REVENUE GENERATION

BRIEF NOTES ON ITEMS

Operating Operating Operating
Year 1 Year 2 Year 3

Enrollment Base for General Education Revenue

1	Student enrollment in Kindergarten			
2	Student enrollment in Grades 1-3			
3	Student enrollment in Grades 4-6			
4	Student enrollment in Grades 7-12			

5 TOTAL estimated student enrollment per year

6 **Calculation of Adjusted Marginal Cost Pupil Units (AMCPU)**
 $= 0.612*(1) + 1.115*(2) + 1.06*(3) + 1.3*(4)=$ "

Adjusted Marginal Cost Pupil Units--

Auto calculation.

Enrollment Base for Compensatory Revenue

7	Estimated total enrollment on October 1st of each year			
8	Estimated students who qualify for a free lunch on October 1			
9	Students who qualify for a reduced priced lunch on October 1			

PART OF BASIC SKILLS

Program Options in the School

Respond with 1 for yes and 0 for no for item 10

10	Will the school provide its own transportation?			
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Possible Revenue base

Respond with a YES or NO to items 11-14

11	Will the school have a lunch program?			
12	Will the school have a breakfast program?			
13	Will the school provide community service programs?			
14	Will the school provide extra curricular activities?			

Discussion in narrative
Discussion in narrative
Discussion in narrative
Discussion in narrative

General Education Revenue Based upon Statewide Allowances

15 Total Allowable Revenue per Child \$5,465 \$5,465 \$5,465

16 **Calculation of Revenue based upon Statewide Allowances (6) * (15) =**

Compensatory Revenue Calculation (all automatic)

17 Enrollment on October 1st from the prior year
18 Number who qualify for free lunch on prior year
19 Number who qualify for reduced lunch cost on prior year
20 = (18) + (19) / 2 =
21 = (20) / (17) =
22 = 1 OR (21) / 0.8 =
23 = (20) X (22) X 0.60 =
24 Basis for Compensatory Calculation = \$5,124 - \$415 =

Calculation of Compensatory Revenue = (23) X (24) =

Calculation of Transportation Revenue if Eligible

26 Will the school provide its own transportation? NO NO NO

27 This number is the transportation allowance per child within the basic general education formula = 0.0485 X \$5,124 =

28 This is the total transportation revenue that could be generated for the school = (6) * (27) =

29 This is the transportation adjustment that will be made to the schools revenue. It will be zero or -(28) =

Calculation of Lease Aid

30 Calculation if revenue was based upon \$1,200 per pupil
31 Calculation if revenue was limited to 90% of the lease costs

32 **Calculation of lease aid is the lessor
of (30) or (31) =**

Calculation of Special Education Revenue

State and Federal Revenue & Tuition
33 Adjustment

34 **Projected General Fund Revenue**

=(16)+(25)+(29)+(32)+(33)=

PART TWO: GENERAL FUND EXPENDITURE GENERATION

	Operating Year 1	Operating Year 2	Operating Year 3
Estimates on Staff and Building Needs			
35 Director salary			
Number of director Full Time			
36 Equivalency (FTE)			
37 Classroom teacher salary			
38 Number of teaching FTE			
39 Other teaching/licensed staff salary			
40 Number of teaching FTE			
41 Other staff salary			
42 Number of other staff FTE			
43 Annual lease cost per square foot			
44 Number of square feet needed			

EXPENDITURE PROJECTIONS

45 Director salary			
46 FICA/TRA			
47 Health, Dental, Life			
48 Teaching/licensed salaries			
49 FICA/TRA			
50 Health, Dental, Life			
51 Other staff salaries			
52 FICA/TRA			
53 Health, Dental, Life			
54 Special education director salary			

55	Special education teacher (s) salary			
56	Instructional supplies			
57	Textbooks			
58	Technology & equipment			
59	Business Office Management			
60	Auditor & legal			
61	Sponsor assessment			
62	Liability insurance			
63	Utilities			
64	Custodial			
65	Special Programs			
66	Other Expenditures			
67	Lease costs			
68	Transportation			

remember the prior use of federal and state start up funds

69 **PROJECTED EXPENDITURES**
= (45) through (68) =

70 **REVENUES OVER (UNDER) EXPENDITURES**
= (34) - (69) =



BACKGROUND CHECK

NOTIFICATION AND RELEASE AUTHORIZATION

I, _____, hereby authorize Volunteers of America of Minnesota and/or its agents to make an independent investigation of my background, references, character, past employment, education, criminal or police records, including those maintained by both public and private organizations and all public records for the purpose of confirming the information contained on my Application and/or obtaining other information which may be material to my qualifications for employment now and, if applicable, during the tenure of my employment with Company.

I release Volunteers of America of Minnesota and/or its agents and any person or entity, which provides information pursuant to this authorization, from any and all liabilities, claims or law suits in regards to the information obtained from any and all of the above referenced sources used. A photographic or faxed copy of this Notification and Release Authorization shall be as valid as the original.

The following information must be filled out completely and signed to be considered (please print):

Last Name _____ First Name _____ Middle Name _____

Home Address _____

City _____ State _____ Zip _____

County _____ State _____ Telephone: _____

Social Security Number _____ Gender: Male ___ Female ___

Previous Address _____

(if less than 5 years)

Previous names: _____

Date of Birth _____ Drivers License _____ State _____

Optional Information (for MN Dept of Human Services Background Study)

Race: Asian ___ African Amer ___ Caucasian ___ Pac Islander ___ Native Amer ___ Other ___

Signed _____ Dated _____

Volunteers of America of Minnesota is an Equal Opportunity Employer.

I have the right to request a copy of the consumer report obtained by Volunteers of America of Minnesota from ChoicePoint by checking the box below. Volunteers of America of Minnesota will mail the consumer report directly to me. I have the right to make a written request to the consumer reporting agency to provide me with a complete and accurate disclosure of the nature and scope of any consumer report obtained by Volunteers of America of Minnesota from ChoicePoint.

I wish to receive a copy of the consumer report. (Check box only if you wish to receive a copy).

06/09

Para informacion en espanol, visite www.ftc.gov/credit o escribe a la FTC Consumer Response Center, Room 130-A 600 Pennsylvania Ave. N.W., Washington, D.C. 20580.

A Summary of Your Rights Under the Fair Credit Reporting Act

The federal Fair Credit Reporting Act (FCRA) promotes the accuracy, fairness, and privacy of information in the files of consumer reporting agencies. There are many types of consumer reporting agencies, including credit bureaus and specialty agencies (such as agencies that sell information about check writing histories, medical records, and rental history records). Here is a summary of your major rights under the FCRA. **For more information, including information about additional rights, go to www.ftc.gov/credit or write to: Consumer Response Center, Room 130-A, Federal Trade Commission, 600 Pennsylvania Ave. N.W., Washington, D.C. 20580.**

- **You must be told if information in your file has been used against you.** Anyone who uses a credit report or another type of consumer report to deny your application for credit, insurance, or employment – or to take another adverse action against you – must tell you, and must give you the name, address, and phone number of the agency that provided the information.
- **You have the right to know what is in your file.** You may request and obtain all the information about you in the files of a consumer reporting agency (your “file disclosure”). You will be required to provide proper identification, which may include your Social Security number. In many cases, the disclosure will be free. You are entitled to a free file disclosure if:
 - a person has taken adverse action against you because of information in your credit report;
 - you are the victim of identify theft and place a fraud alert in your file;
 - your file contains inaccurate information as a result of fraud;
 - you are on public assistance;
 - you are unemployed but expect to apply for employment within 60 days.In addition, by September 2005 all consumers will be entitled to one free disclosure every 12 months upon request from each nationwide credit bureau and from nationwide specialty consumer reporting agencies. See www.ftc.gov/credit for additional information.
- **You have the right to ask for a credit score.** Credit scores are numerical summaries of your credit-worthiness based on information from credit bureaus. You may request a credit score from consumer reporting agencies that create scores or distribute scores used in residential real property loans, but you will have to pay for it. In some mortgage transactions, you will receive credit score information for free from the mortgage lender.
- **You have the right to dispute incomplete or inaccurate information.** If you identify information in your file that is incomplete or inaccurate, and report it to the consumer reporting agency, the agency must investigate unless your dispute is frivolous. See www.ftc.gov/credit for an explanation of dispute procedures.
- **Consumer reporting agencies must correct or delete inaccurate, incomplete, or unverifiable information.** Inaccurate, incomplete or unverifiable information must be removed or corrected, usually within 30 days. However, a consumer reporting agency may continue to report information it has verified as accurate.

- **Consumer reporting agencies may not report outdated negative information.** In most cases, a consumer reporting agency may not report negative information that is more than seven years old, or bankruptcies that are more than 10 years old.
- **Access to your file is limited.** A consumer reporting agency may provide information about you only to people with a valid need -- usually to consider an application with a creditor, insurer, employer, landlord, or other business. The FCRA specifies those with a valid need for access.
- **You must give your consent for reports to be provided to employers.** A consumer reporting agency may not give out information about you to your employer, or a potential employer, without your written consent given to the employer. Written consent generally is not required in the trucking industry. For more information, go to www.ftc.gov/credit.
- **You may limit "prescreened" offers of credit and insurance you get based on information in your credit report.** Unsolicited "prescreened" offers for credit and insurance must include a toll-free phone number you can call if you choose to remove your name and address from the lists these offers are based on. You may opt-out with the nationwide credit bureaus at 1-888-5-OPTOUT (1-888-567-8688).
- **You may seek damages from violators.** If a consumer reporting agency, or, in some cases, a user of consumer reports or a furnisher of information to a consumer reporting agency violates the FCRA, you may be able to sue in state or federal court.
- **Identity theft victims and active duty military personnel have additional rights.** For more information, visit www.ftc.gov/credit.

States may enforce the FCRA, and many states have their own consumer reporting laws. In some cases, you may have more rights under state law. For more information, contact your state or local consumer protection agency or your state Attorney General. Federal enforcers are:

TYPE OF BUSINESS:	CONTACT:
Consumer reporting agencies, creditors and others not listed below	Federal Trade Commission: Consumer Response Center - FCRA Washington, DC 20580 1-877-382-4357
National banks, federal branches/agencies of foreign banks (word "National" or initials "N.A." appear in or after bank's name)	Office of the Comptroller of the Currency Compliance Management, Mail Stop 6-6 Washington, DC 20219 800-813-6743
Federal Reserve System member banks (except national banks, and federal branches/agencies of foreign banks)	Federal Reserve Board Division of Consumer & Community Affairs Washington, DC 20551 202-452-3693
Savings associations and federally chartered savings banks (word "Federal" or initials "F.S.B." appear in federal institution's name)	Office of Thrift Supervision Consumer Complaints Washington, DC 20552 800-842-6929
Federal credit unions (words "Federal Credit Union" appear in institution's name)	National Credit Union Administration 1775 Duke Street Alexandria, VA 22314 703-519-4600
State-chartered banks that are not members of the Federal Reserve System	Federal Deposit Insurance Corporation Consumer Response Center, 2345 Grand Avenue, Suite 100 Kansas City, Missouri 64108-2638 1-877-275-3342
Air, surface, or rail common carriers regulated by former Civil Aeronautics Board or Interstate Commerce Commission	Department of Transportation, Office of Financial Management Washington, DC 20590 202-366-1306
Activities subject to the Packers and Stockyards Act, 1921	Department of Agriculture Office of Deputy Administrator - GIPSA Washington, DC 20250 202-720-7051

APPENDIX B