



Minnesota Office of Charter Authorizing New Charter School Application

The sole purpose of the Minnesota Office of Charter Authorizing (MOChA) is to authorize charter schools in Minnesota through the legal instrumentality of chartering as defined in Minnesota Statutes §124E, *supporting and advancing the purposes of charter school law* by serving as a single-purpose authorizer whose mission is to improve *all* pupil learning and *all* student achievement.

As required in Statute, MOChA - a single-purpose authorizer - does not limit applications it solicits, considers, or approves any single curriculum, learning program or method. Rather, following NACSA's Principles and Standards, considers diverse educational philosophies, approaches, and school models.

The MOChA board is guided by and committed to fulfill the three Core Principles espoused by NACSA:

1. Maintain high standards for schools
2. Uphold school autonomy
3. Protect student and public interests

Consonant with NACSA's Principles and Standards, MOChA implements a comprehensive application process that include:

- Clear application questions and guidance;
- Follows fair, transparent procedures and rigorous criteria; and
- Grants charters only to applicants who demonstrate strong capacity to establish and operate a quality charter school.

MOChA's application:

- States the chartering priority: to improve *all* pupil learning and *all* student achievement;
- Articulates comprehensive application questions to elicit the information needed for rigorous evaluation of applicants' plans and capacities;
- Requires applicants to demonstrate capacity to serve students with diverse needs, such as students with disabilities or learning exceptionalities and English; and
- Provides clear guidance and requirements regarding application content and format, while explaining evaluation criteria.

MOChA's New Charter School Application process is open, well publicized - through the charter school network and website, and transparent, organized around clear, realistic timelines. The application timeline allows sufficient time for each stage of the application and school pre-opening process to be carried out with quality and integrity and within the requirements of Statute.

Pursuant to NACSA's Principles and Standards, the Application:

- Describes how each stage of the application process is conducted and evaluated, including MOChA's chartering priorities, processes, approval criteria, and decisions.
- Informs applicants of their rights and responsibilities and promptly notifies applicants of approval or denial, while explaining the factors that determined the decision.
- Utilizes a multi-stage process in which applicants are provided information at each stage and are permitted to respond to that information during the process.
- Views denied charter applications as an opportunity to provide reasons for denial so that applicants can decide if they wish to revise their plans based in part on that information and resubmit in the future.

Commensurately, MOChA's rigorous approval criteria is aligned to NACSA's Principles and Standards:

- Requires all applicants to present a clear and compelling mission, a quality educational program, a solid business plan, effective governance and management structures and systems, founding team members demonstrating diverse and necessary capabilities, and clear evidence of the applicant's capacity to execute its plan successfully.
- Establishes distinct requirements and criteria for applicants proposing to contract with education service or management providers.

Likewise, decision making is multifaceted and rigorous, aligned to NACSA's Principles and Standards:

- Grants charters only to applicants that have demonstrated competence and capacity to succeed in all aspects of the school, consistent with the stated approval criteria.
- Rigorously evaluates each application through thorough review of the written proposal, a substantive in-person interview with each qualified applicant, and other due diligence to examine the applicant's experience and capacity, conducted by knowledgeable and competent evaluators.
- Engages, for both written application reviews and applicant interviews, highly competent teams of internal and external evaluators with relevant educational, organizational (governance and management), financial, and legal expertise, as well as thorough understanding of the essential principles of charter school autonomy and accountability.
- Provides orientation or training to application evaluators (including interviewers) to ensure consistent evaluation standards and practices, observance of essential protocols, and unbiased treatment of all applicants.
- Ensures that the application-review process and decision making are free of conflicts of interest, and requires full disclosure of any potential or perceived conflicts of interest between reviewers or decision makers and applicants.
- Approves applications that comprise a detailed plan for school opening, operation, and fiscal stability, with little substantive work left for later development.

Application Process

MOChA considers new school requests through a formal application process. The New Charter School application process is described in the *MOChA Charter School Guide* and at: theMOChA.org.

The process for applying to MOChA to establish a high-quality charter school is five step:

- Step 1: Letter of Intent. The Letter of Intent is available upon request (info@theMOChA.org) and at: theMOChA.org
- Step 2: Initial Interview
- Step 3: New Charter School Application (by invitation), Section B.1.2
- Step 4: Interview
- Step 5: Decision

Timeline

The timeline is located in the MOChA *Charter School Guide* and at: theMOChA.org.

MOChA must file a new school affidavit to MDE by 1 May, 14 months prior to 1 July of the year the school proposes to open ([Minnesota Statutes §124E.06, Subd. 4](#)).

Evaluation Criteria

Guidance is embedded in the New Charter School Application (i.e., each required element provides a prompt in the form of: "An exemplary application will . . ."). The criteria is aligned with the Evaluation Rubric. The New Charter School application criteria is consistent with performance standards and frameworks. The criteria and evaluation are designed to determine whether the proposed plan is needed, cogent, and plausible and whether the founders have the experience, expertise, and capacity to develop a high-quality charter school. Criteria are clear, exacting, and transparent so that the indicators guide the process.

The New Charter School Application is *by invitation* and subsequent to the Letter of Intent and Interview. The Application is an extensive presentation of ideas and information, a *thoughtful and cogent plan for the development of a high-quality charter school*. Questions regarding the MOChA New Charter School Application materials and/or process should be directed to: info@theMOChA.org.

Review and Decision Making Process

- Application
 - Notice of Receipt: MOChA will acknowledge receipt of the application within 2 business days.
 - Desk Audit. MOChA will review the New Charter School Application to ensure that all required components are included in the materials and that the format requirements are satisfied. MOChA will apprise the applicants of any deficiencies within 10 business days. MOChA is not obligated to consider applications that have deficiencies. If MOChA requests additional information and/or clarification, the applicants must submit the materials no later than 5 business days after the request is posted.
- Criteria and Evaluation
 - An odd number and minimum of three reviewers will receive inter-rater reliability training prior to reviewing applications. Reviewers are selected based on expertise and experience.
 - Guidance is embedded in the New Charter School Application (i.e., each required element provides a prompt in the form of: "An exemplary application will . . ."). The New Charter School application criteria is consistent with Performance Framework.

The criteria and evaluation are designed to determine whether the proposed plan is needed, cogent, and plausible and whether the founders have the experience, expertise, and capacity to develop a high-quality charter school, thereby fulfilling the purpose: improving *all* pupil learning and *all* student achievement. Criteria are clear, exacting, and transparent so that the indicators guide the process.

- The New Charter School Application Evaluation Rubric is available at: theMOChA.org.
- Approval is based on these requirements:
 - Overall application consensus rating: 3.0 or above
 - Learning Program consensus rating: 3.0 or above, attesting to the commitment to improve all pupil learning and all student achievement
 - All sections require a consensus rating of 2.0 or above
- MOChA reserves the right to deny an application for any reason it deems appropriate.
- Response/Notice
 - MOChA will post a Denial Notice or schedule an interview within 45 business days of receipt.
 - Interview. MOChA will interview school founders within 60 days of receipt.
 - Determination. MOChA will post a Denial Notice or Approval decision within 70 days of receipt.
- Affidavit
 - MOChA will submit an Affidavit to the Minnesota Department of Education no later than 1 May.
 - The Commissioner of Education must approve or disapprove the MOChA affidavit within 60 business days of receiving the affidavit. If the commissioner disapproves the affidavit, the commissioner shall notify MOChA of the deficiencies in the affidavit and MOChA then has 20 business days to address the deficiencies. The commissioner must notify MOChA of the commissioner's final approval or final disapproval within 15 business days after receiving the MOChA's response to the deficiencies in the affidavit.

New Charter School Application Instructions

Deadline: Please refer to the MOChA website (theMOChA.org) and MOChA *Charter School Guide*

Format and layout

Letter: 8.5x11

Font: Calibri, 11

Spacing: 1.5

Margins: 1.0 inch

Pagination: footer must include School Name and page number

File: submit documents (including Budget) in ONE file in portable document format (.pdf)

Submit to: submit@themocha.org.

Notice of Receipt: MOChA will acknowledge receipt of the New Charter School Application within 2 business days.

Additional information including contact details is available at: theMOChA.org

Preliminary and Qualifying Information

Conversion

If the proposed school is a conversion of an existing district public school ([Minnesota Statutes §124E.06, Subd. 6](#)), attach a separate sheet with an explanation. A board of an independent or special school district may convert one or more of its existing schools to charter schools under this chapter if 60 percent of the full-time teachers at the school sign a petition seeking conversion. The conversion must occur at the beginning of an academic year.

Digital, Online, Hybrid or Blended

If the proposed school is planning to incorporate digital, online, hybrid or blended learning, an additional application and approval from MDE Online Learning may be required. Contact mde.onlinelearning@state.mn.us for more information.

Project-based

If the proposed school is planning to incorporate project-based learning an additional application is required. Contact Kari-Ann.Ediger@state.mn.us for more information.

Work-based

If the proposed school is planning to incorporate work-based learning an additional application may be required. Contact mde.cte@state.mn.us for more information.

Early Learning Program

If the proposed school is planning to include an Early Learning Program, please submit the Official Early Learning Program(s) Application (available at www.themocha.org) and reflect associated costs in the New Charter School Application Budget.

- I. Executive Summary Maximum: 2 pages
Provide a two-page overview of the proposed charter school. *An exemplary application will include the following elements:*

- A brief explanation of why the founding members are proposing to open a charter school, including the need of and demand for the school at this time and in the proposed location
- Mission and goals
- Statutory purpose(s)
- Intended location
- Grade levels and total number of students to be served, initially and at capacity
- Learning philosophy and instructional approach
- Plans to improve *all* pupil learning and *all* student achievement and meet or exceed the outcomes adopted by the commissioner for public school students

- II. School Foundation Maximum: 3 pages
Provide an overview of the proposed charter school. *An exemplary application will include the following elements:*

A. Need

- Description of existing school offerings in the intended community
- Evidence of the need for the school
- Description of the new and unique characteristics of the proposed school and how these characteristics distinguish the school relative to other proximate education options available to students and families.

B. Demand

- Description of the demand for the school in the location identified
- Evidence of community support for a school in this area, e.g. community meetings, responses to social media, etc.

C. Mission & Goals

Statements that reflect the values, goals, and purpose of the proposed charter school.

Mission:

- What the proposed school will accomplish
- How the school will achieve its vision and goals
- Identify whom the proposed school will serve

Goals

- Clear and succinct description of the purposes the proposed school expects to fulfill and how the school will quantify success
- Aspirations that are compelling
- Goals that can be measured

D. Statutory Purpose(s)

Details of how the proposed school supports the purposes delineated in Minnesota Statutes §124E.01.

1. Describe how the school will improve *all* pupil learning and *all* student achievement and provide a comprehensive description of how the school's mission and goals are aligned to the primary purpose in Statute.

2. Identifies other statutory purposes the school intends to meet and a comprehensive description of how the school's mission and goals are aligned with the purposes.

III. Learning Program

Maximum: 12 pages

Describe the learning program that will be implemented at the proposed charter school. *An exemplary application will include the following elements:*

- A. A complete and coherent learning program with clear plans to improve *all* pupil learning and *all* student academic achievement.
 1. Provide compelling research and data that indicate the learning program is effective for *all* students, including the curriculum and instructional practices that will be used. Identify research and compelling achievement data that would indicate that the learning program will be successful.
 - a) If replication of extant models is envisaged, identify the school(s) involved and the compelling achievement data that would indicate that the model would be successful in this instance (including student demographics).
 2. Demonstrate how the program is clearly designed to support state academic content standards and how the program will enable all students to meet Minnesota's student academic achievement standards.
 3. Describe how the program meets the outcomes adopted by the commissioner for public school students, including the World's Best Workforce goals under section 120B.11, Subd. 1. (see below in IV).
- B. Description of the school's plans for serving students with special needs, demonstrating an understanding of legal requirements:
 1. Describe how the school will appropriately serve students in the least restrictive environment, including instructional programs or practices, access to the general education curriculum, plans for monitoring and evaluating progress toward IEP goals, and staffing to meet student needs.
 2. Describe how the school will employ or contract with appropriately licensed special education director, teachers, specialists, etc.
 3. Describe how the school will use an appropriate Child Find process.
 4. Describe the equity and Inclusion plan which demonstrates an understanding of the challenges to academic achievement for students in racial and ethnic groups and/or with disabilities.
- C. Description of how the school will provide services to Students with Limited English Proficiency, i.e., English Learners (ELs).
 1. Describe how EL students will be identified?
 2. Describe specific instructional programs or practices to be used.
 3. Describe how student progress and success will be monitored.
 4. Describe staffing plans to meet student needs.
- D. Description of how the school will identify, support and meet the diverse learning needs of individual students, including:
 1. Students who are intellectually gifted.
 2. Students who are performing below grade level/are at-risk but do not qualify for special education or other services.Describe how the school will eliminate disparities for racial/ethnic groups.
- E. Description of Supplemental Programming. If the school will provide extended-day and/or extended-year supplemental programs, describe:

1. Rationale for the envisaged offerings.
 2. Describe community partnerships (if applicable).
 3. Describe the frequency and how often the programs will be offered and to whom.
 4. Describe program funding needs and sources (and identify income and expenses in the Budget, Section VIII below).
- F. Description of job-embedded professional development initiatives that will prepare teachers to deliver the school's unique program to the targeted student population.
1. Describe professional development opportunities aligned to the Mission and Goals of the school.
 2. Include anticipated professional development in the proposed school calendar (G.3, below).
 3. Allocate funding in the Budget (Section VIII below).
- G. Description of how the school's daily schedule and school-year calendar will provide sufficient opportunity for the school to effectively deliver the proposed learning program and meet state requirements for instructional clock hours hours (Minnesota Statutes §124E.03, Subd. 6 and §120A.41)
1. A description of a student's "typical day" experience.
 2. A snapshot of the school's proposed daily/weekly schedule that includes length of day.
 3. A snapshot of the school's proposed school year calendar that includes total annual instructional hours and professional development.

IV. **Accountability Goals and Outcomes**

Maximum: 3 pages

Describe the academic and nonacademic goals/outcomes of the proposed charter school with the expectation to improve *all* pupil learning and *all* student achievement. Applicants are encouraged to align accountability goals with the state's World's Best Workforce (WBWF) education priorities (Minnesota Statutes §124E.03, Subd. 2(i) and §120B.11)¹ and the North Star Excellence and Equity System.²

An exemplary application will include the following elements:

- A. SMART goals that focus on improving *all* pupil learning and *all* student achievement, including academic proficiency, academic growth, attendance, graduation rates, and post-secondary readiness.

¹ All children are ready for school.

- The applicant describes plans to ensure all children are successfully prepared to attend school.

All third-graders can read at grade level.

- The applicant describes plans to accelerate learning and ensure all students are reading well by third grade.

All racial and economic achievement gaps between students are closed.

- The applicant describes plans to decrease achievement gaps by ensuring academic achievement targets are met.

All students are ready for career and college.

- The applicant describes plans to prepare students for post-secondary success.

All students graduate from high school.

- The applicant describes plans for student graduation.

² This comprehensive system uses five indicators: academic achievement (calculated and reported separately for math and reading), progress toward English language proficiency, academic progress (calculated and reported separately for math and reading), graduation rates (calculated and reported separately for four-year and seven-year rates), and consistent attendance.

- B. A well-articulated plan for how the school will use assessment data to affect teaching and learning to improve *all* pupil learning and *all* student achievement.
 1. Describe the school’s philosophical approach to assessment.
 2. Describe systems to manage and disseminate student data and personnel responsible.
 3. Describe training and support that school leadership and teachers will receive in analyzing, interpreting, and utilizing student data.
 4. Describe how the school will use assessment data to drive decisions about the learning program, budget, and the strategic direction of the school.

V. Governance, Management, and Sustainability Plan Maximum: 10 pages

Describe how the proposed charter school will be governed and managed. MOChA requires all School Founders/Board members to have completed training on the board's role and responsibilities (Governance), employment policies and practices, financial management, and Special Education *prior* to the submission of this New School Application. Thereafter, new board members must begin the required trainings within six months after being seated and complete that training within 12 months after being seated.

Please attach verification certificates for each board member in ONE file, and label as Exhibit A: Name of School | Board Training and complete the table below (add additional rows, if necessary):

Board Member Name	Governance	Employment	Finance	SPED
Name	<i>Date</i>	<i>Date</i>	<i>Date</i>	<i>Date</i>
Name	<i>Date</i>	<i>Date</i>	<i>Date</i>	<i>Date</i>
Name	<i>Date</i>	<i>Date</i>	<i>Date</i>	<i>Date</i>
Name	<i>Date</i>	<i>Date</i>	<i>Date</i>	<i>Date</i>
Name	<i>Date</i>	<i>Date</i>	<i>Date</i>	<i>Date</i>

An exemplary application will include the following elements:

- A. Board Capacity. Describe the school founders/board members and demonstrate that the school founders and board members have the capacity to develop, plan and implement a new high-performing charter school:
 1. Describe the current legal status of the Founders/Board. If the board has been seated, please provide member roles and terms.
 2. Confirm that board membership is aligned to [Minnesota Statutes §124E.07](#), including at least a licensed teacher under section 122A.18, Subd. 1, or a group of individuals that includes one or more licensed teachers under section 122A.18, Subd. 1.
 3. Describe the responsibilities and obligations of the board. Describe the board’s role in: academic success, operations, and financial matters and how and when the board will plan and oversee these important areas.
 4. Describe the board’s plan to ensure compliance with all applicable laws and regulations governing charter schools.

5. Describe how the board will ensure its policies and procedures promote academic success, accountability, and compliance.
6. Describe how the Founders/Board have the capacity to oversee the successful development and implementation of the learning program, accountability goals, outcomes, and state education priorities presented in this application.
7. Discuss how the Founders/Board have the capacity to oversee the effective and responsible management of public funds and demonstrate effective financial management practices and policies.
8. Describe the Founder's/Board's capacity to oversee and be responsible for the school's compliance with its legal obligations.
9. Cite and describe the experience and expertise of the Founders/Board related to public education, legal compliance, real estate and facilities, school financial management and accounting, fundraising and development, community engagement and parent involvement.
10. Describe specific expertise/characteristics sought in yet-to-be recruited board members and explain the added value of those characteristics and how the board will recruit individuals.
11. Describe the onboarding and proper orientation of new members, including board obligations and expectations.
12. Complete the form below and insert the table into the application (add rows, if necessary). Provide information for individuals directly and significantly involved in the development of this new charter school (e.g., founders, consultants, board members and developers).
 - a) Minnesota Statutes §124E.07, Subd. 1 stipulates: "Before entering into a contract or other agreement for professional or other services, goods, or facilities, the operators authorized to organize and operate a school must establish a board of directors composed of at least five members who are not related parties. The initial board continues to serve until a timely election for members of the ongoing charter school board of directors is held according to the school's articles and bylaws under subdivision 4."

Name	Role(s)	Phone number	E-mail address	Does this person serve or intend to serve on the new school board of directors?	MN File Folder No. (if applicable)

13. Attach resumés for each founder/board member.
14. Provide evidence of a background check for each founder/member - including ex officio members - (within the past 12 months, prior to submission).³
15. Signed Assurances from each founder/member.

- B. Effective Governance. Describe the school’s governance plan and how the board will ensure effective and accountable governance over the school’s operations:
 1. Provide a governance plan that demonstrates a clear understanding of the roles and responsibilities of a charter school board, including board duties outlined in Minnesota Statutes §124E.07, Subdivision 6:
 - a) Carry out the school’s mission and goals.
 - b) Evaluate how charter contract goals and commitment are executed.
 - c) Evaluate student achievement, postsecondary and workforce readiness, and student engagement and connection to goals.
 - d) Establish a teacher evaluation process under Minnesota Statutes §124E.03, Subdivision 2 (h).
 - e) Provide professional development related to the individual’s job responsibilities.
 2. Articulate the Board’s plan to annually evaluate those who hold administrative, supervisory, or instructional leadership roles (based on the Organizational Chart, E.2, below).
- C. Transportation. Describe plans for how the school intends to meet the student pupil transportation requirements.
 1. Transportation Options
 - a) 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.
 - b) 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
 - a) Describe the school’s policy for providing transportation to special populations.
 - b) Describe the school’s policy for providing transportation to students that live outside the resident district.

³ If the background check yields a conviction of criminal offense involving assault or sexual activity involving minors, financial impropriety (such as embezzlement), or breach of fiduciary duty, automatic disqualification. If the background check yields a conviction of a criminal offense involving violence, disqualification is at the discretion of MOChA, depending on subsequent history of rehabilitation. If the background check yields a conviction of other offense, or if it yields filed charges but no conviction, then no disqualification is required.

- D. Facilities. Describe a plan and timeline to secure an appropriate facility that meets the needs of the learning program and complies with health, safety, and code requirements for a public school.
 - 1. Facility Needs Planning Process
 - a) Describe the school's space needs in reference to the learning program and projected enrollment.
 - b) Describe results of a preliminary facility needs assessment.
 - 2. Facility Selection Process
 - a) Describe the plan, including milestones, timeline, and process, for locating and selecting an appropriate facility.
 - b) Provide a description of any potential facility or facilities that have been identified.
- E. Staffing and Management. Describe how the governance plan demonstrates an intent to use a fair and open process to select a well-qualified school leadership team including:
 - 1. Organizational chart clearly distinguishes between governance (board) and management (school leadership) and provides key roles and responsibilities of each.
 - 2. Recruitment plans and hiring timeline(s)
 - 3. The names of any founders/board members intending to apply for employment at the new school and/or to contract for services with the new school.
 - 4. Plans to recruit candidates who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age or disability.
- F. Education Service Provider (ESP)/Charter Management Organization-CMO/Education Management Organization-EMO). If applicable, discuss the school's plan to contract with a ESP/CMO/EMO or other comprehensive service provider. Service Provider and Service Contracts require an addendum to the Charter Contract (cf. B.3.2. Provision_Service Provider|Service Contract, available at www.themocha.org).
 - 1. The Organizational Chart (cf. V.E.1, above) includes the ESP
 - 2. Provide specific evidence demonstrating the provider's successful track record in academic, financial, and operational performance, especially serving the envisaged student population.
 - 3. Provide a copy of the school's fully-executed management agreement. If the agreement/contract is not yet executed, provide a draft (does not count towards page limit).
 - 4. If the applicant is not contracting with a charter management organization, educational management organization, or other comprehensive service provider, please clearly state that in the application.

VI. Parent, Family, and Community Engagement Maximum: 4 pages

Describe the school's clear vision and effective strategies for meaningful parent, family and community engagement that are supportive of the program design, planning, and implementation phases of the school. *An exemplary application will include the following elements:*

- A. Demonstrable evidence that parent, family and community engagement began in the design of the proposed charter school and will continue in substantive ways throughout the:

1. Planning,
2. Development, and
3. Implementation phases of the new school.

VII. Marketing, Outreach, Enrollment & Admissions Maximum: 7 pages

Describe the marketing, outreach and recruitment strategies that will be used to insure equal and open access to all and full enrollment. *An exemplary application will include the following elements:*

- A. Projected Enrollment.
 1. The number of students expected to attend the school each year by grade level. Enrollment projections should be realistic and supported by evidence of actual or potential demand and marketing and recruitment plans that seem likely to generate enrollment sufficient to meet projections.

Projected Enrollment Table

Please provide enrollment projections. Note: *The table represents grade levels and total numbers of students to be served when fully operational. If this takes more than five years, please add additional years/rows.*

Year of Operation	PreK	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 the rationale for the growth plan depicted above (i.e., initial grade levels identified, the number of students projected). Include a statement describing the school’s plan of action should the enrollment be lower than projected.
- B. Outreach and recruitment plan that demonstrates understanding of the community to be served and is likely to be effective, including reaching families traditionally less informed about educational options.
 1. How will the school inform the community about the new charter school and ensure equal opportunity to attend the school?
 2. How will the school intentionally and specifically conduct outreach to educationally and economically disadvantaged and hard-to-reach populations.
 - C. Description of the school’s admissions and lottery process that ensures equal access to all students who apply, pursuant to Minnesota Statutes §124E.11.
 1. 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.

VIII. Budget and Financial Oversight Maximum: 8 pages

An exemplary application will include the following elements:

A. Board Processes

Describe the school's fiscal management plan

1. Develop and approve the budget
2. Monitor the financial condition of the school
3. Select financial manager(s) and auditor
4. Policies related to financial management

B. Budget

Provide a start-up budget plus a 3-year operating budget that includes:

1. Detailed and reasonable assumptions for all revenue and expenditures for each year (page limit does not apply to the Budget).
2. The budget is aligned to the anticipated staffing and learning program needs.
3. Increasing general fund balance, annually.
4. A description of how the budget will be revised if enrollment does not meet projections

C. Cash Flow

Provide cash flow projections for the preoperational year and first operational year that includes:

1. Detailed and reasonable assumptions reflecting an understanding of charter school monetary flow
2. A description of strategies if confronted with cash flow challenges

D. For any contributions or grant funds in the school budget, provide letters of commitment from the funding sources detailing the amounts and any required uses for/limitations on the funding.

IX. Additional Information

- A. Have you submitted a New School Application to another authorizer? If so, provide the authorizing organization's name, application date and status. If denied, provide a copy of the letter stating the reasons for the denial.
- B. Do you intend to submit a substantially similar application to another authorizer?

X. Assurances

Each founder/member is required to sign the Assurances (below)

End of document



Charter School Founder/Board Member Statement of Assurances

According to Minnesota Statute §124E.10, each founder/board member is required to sign an agreement, attesting the intent to comply with all federal and state laws governing organizational, programmatic, and financial requirements applicable to charter schools.

I hereby certify that I am a current founder/member of *Name of School*.

Consistent with the provisions of Minnesota Statute §124E.10, I agree to comply with all federal and state laws governing organizational, programmatic, and financial requirements applicable to charter schools.

Secured (encrypted) block signatures.

Note: This document will be electronically e-mail to each member once the application has been received by MOChA based on the information provided in Section V.A.12 of the Application.

End of document