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I. Competitive Preference Priority 1

Supporting High-Need Students by Increasing Access to High-Quality Educational Choice

Crossroads Charter Schools strives for educational equity by working to create an environment where all students can flourish. The district does not discriminate on the basis of sex, race, religion, color, national origin, ancestry, age, disability, sexual orientation, gender identity, or any other factor prohibited by law in its programs and activities. Crossroads conducts an annual non-weighted enrollment lottery in March in accordance with state charter school law. Missouri law only allows enrollment preference for siblings of current students, children of employees, or for a geographically defined area that does not result in racially or socioeconomically isolated schools. This process ensures an equitable enrollment opportunity for all students regardless of background.

The percentage of Crossroads students who have disabilities or are English learners is compared to the comparable percentages of students in Kansas City Public Schools (KCPS) and within the portfolio of charter districts sponsored by the UCM in Table 1. The UCM charter districts represent approximately half of the charter school enrollment in Kansas City.

The percentage of these students who reenrolled in the district this school year is shown in Table 2. The state of Missouri does not collect nor report student retention data, so no comparative data for other districts is available. The retention rates of these students by Crossroads Charter Schools are comparable to or better than the overall retention rate for the LEA of 85%.

Table 1. Percentages of English Learners and Students with Disabilities Enrolled

District	English Learners	Students with Disabilities
Crossroads Schools	11.2%	8.2%
UCM Charters	27.0%	9.2%
KCPS	24.8%	12.6%
Missouri	3.5%	13.1%

Table 2. Percentages of English Learners and Students with Disabilities Retained

District	English Learners	Students with Disabilities
Crossroads Schools	96%	85%

Crossroads Charter Schools actively recruits students with “high-risk” factors as defined by Missouri law. The statutorily defined risk factors identified as priorities in Crossroads’ target population includes English Language Learners.

Students with “high-risk” factors will be provided many support services and opportunities to achieve at the same high level as their peers to close the achievement gap. Some of those support services include: ELL and Special Education (SPED) classes, small group work with an instructional specialist and blended learning coach, one-on-one tutoring, and community mentors. The Crossroads Charter School Board of Directors approves the adoption of a Local

Plan for Compliance with State Regulations Implementing Part B of the Individuals with Disabilities Education Act each year.

Crossroads Preparatory Academy intends to reach its aggressive academic goals for students by providing a rigorous academic program, highly effective instructors, certified ELL and SPED teachers, an engaging Project-Based Learning model, longer school days, and a robust summer program. Regular assessments measuring content mastery within the school year, single-year academic growth, and longitudinal academic growth over several years will provide Crossroads with rich data sets to track individual, cohort, and school-wide results. The designated periods each day for remediation and homework assistance, will also be critical components of the school's academic program.

The supports provided to English learners and students with disabilities result in positively differentiated outcomes for these students. Retention rates for these students are equal or surpassing the overall rate for all Crossroads students and higher than the average retention rate of surrounding districts. More importantly, as shown in Table 1 in Section I, the proficiency on state assessments of Crossroads' English learners and students with disabilities is better than the achievement of these groups of students across the State and significantly better than the achievement of such students in the Kansas City Public Schools. Crossroads Charter Schools is making a significant contribution to assisting English learners and students with disabilities.

II. Competitive Preference Priority 2

Dual or Concurrent Enrollment Programs and Early College High Schools

Crossroads Charter Schools is implementing a program called Career Academies within Crossroads Preparatory Academy enabling school students to begin earning credit toward a postsecondary degree prior to high school graduation. A project goal is to have at least 50% of 11th grade students earn college credit.

The district has partnered with *Prep-KC* a local nonprofit to design this program. Prep KC is an organization which works to advance career exploration and readiness among high school students in Kansas City. The Career Academies will prepare students for the regional workforce by providing intensive preparation for high-growth, high demand careers. Prep KC will assist with connecting Crossroads teachers, to business and industry professionals, and colleges.

Crossroads Prep Career Academies will take learning out of the classroom and into the workplace. Students have the opportunity to work on industry-themed projects, receive guidance and mentoring from industry professionals, and participate in summer institutes that extend learning year-round. Career Academy graduates will leave high school with college credit, workforce credentials, and real-world experience that will give them a jumpstart on their futures.

During the freshman year, students will have the opportunity to explore a variety of career academies. The purpose is to expose students to different options so they are aware of the wide range of careers available. At the conclusion of the sophomore year, students will select a career

academy path to study for the remainder of high school. Crossroads High School students will have the opportunity to participate in the following Career Academies:

Program	Careers Explored
Life/Health Science	Nursing, Dentistry, Medicine, and Pharmacy, Laboratory Animal Technician, Mammologist, Marine Biologist, etc.
Architecture, Construction, and Engineering	Architectural and civil drafter or engineer, Environmental designer, Residential or commercial carpenter, Systems configuration manager, Electrical design engineer, Electrician, HVAC/HVACR technician, etc.
TechStart	Computer science, Coding, Cyber security, Advanced manufacturing, and other technology-related career pathways, etc.
Public Service	Education, Public Safety, Government and diplomacy, Nonprofit administration, Natural Resources Conservation Service, etc.
Arts and Communication	Exhibition designer, Fine artist, Illustrator, actor, Museum/gallery curator, Printmaker, marketing, public relations, advertising, etc.

The Student Experience:

Beginning in 7th grade, students are provided with experiences that are tailored to both give information about post-secondary education and develop motivation and confidence to continue education beyond high school. Students participate in customized campus visits that include panel discussions with current college students and faculty, deep dives into specific departments

and degree programs, and opportunities to engage in labs, seminars, and other authentic college learning experiences.

In 8th grade, students participate in a *Career Ignite* event where they meet with professionals from a variety of career paths. Students rotate through 6-7 career stations and engage in hands on learning activities that stimulate curiosity about each career.

The Freshman Career Academy course empowers students by exposing them to career opportunities in various pathways. After completing the course, students will be able to make informed decisions about the internships, colleges and careers they want to pursue. Students will have practical experiences and a strong knowledge base that will equip them to advocate for and take the necessary steps to pursue the career of their choice.

During the sophomore year, students will participate in *Youth Entrepreneurs*, a semester long course that provides students business and entrepreneurial education and experiences that will help them prosper and become contributing members of society, by focusing primarily on three important priorities:

1. Students will gain the knowledge and skills necessary to start their own businesses
2. Students will apply those entrepreneurial skills to become better employees
3. Students will receive encouragement to continue onto higher education

Students in their junior and senior years will have the opportunity to take career related courses

for college credit, participate in job shadows and internships, and obtain professional certifications. Students will be learning information and skills that will apply directly to their chosen career and will be able to see the relevance of what they are learning. Students will make connections with potential future employers and may gain professional certifications before graduation. Students will have a distinct advantage over others their same age when applying for college or a job .

Career Academies have been shown to improve classroom engagement as students are seeing the relevance of what they're learning and how it will apply to their chosen field. Career Academy students show higher attendance rates, better grades, and fewer discipline issues.

The Teacher Experience

Career Academies involve teachers from different subjects working together as a team. Team members have shared planning time and will work together to make sure students' classes are complementary and all focused on reaching aligned goals using a common planning outline. They also will spend time in area businesses to ensure their teaching matches with what the workplace demands. Through the use of project based learning, teachers see the relevance in what they are teaching and how students will utilize the skills in the real world.

This teaching structure will help facilitate the hallmarks of 21st Century Learning:

Communication: Unlimited opportunities are present for communicating and showcasing different ways of thinking.

Collaboration: Students work as a team with those who are different than themselves to complete meaningful projects.

Critical Thinking: Students engage in learning experiences that require depth and complexity of thinking to analyze and evaluate.

Creative Thinking: Students will examine and evaluate ideas from different perspectives, think in new directions, and synthesize information in use

Selection Criteria

Responses to the application requirements are provided in the context with the responses to the selection criteria.

III. Quality of the Eligible Applicant

Crossroads Charter Schools is a Missouri charter Local Education Agency (LEA) sponsored by the University of Central Missouri (UCM) Office of Charter Schools, which oversees nine charter LEAs in Kansas City. Crossroads Schools currently operates the three charter schools listed in Appendix E. The scope of this project is to support the relocation and expansion of Crossroads High School to a school that serves students in grades 7-12 renamed as Crossroads Preparatory Academy.

The proficiency of students from Crossroads Charter Schools, the Kansas City Public Schools (KCPS), and the overall state on the Missouri state assessment are provided in Table 3. The difference in the percentage of students demonstrating proficiency between Crossroads Charter Schools, KCPS and the overall state is also shown. Crossroads Academy – Quality Hill had only one grade level of students tested in the 2016/17 school year, so results are provided at the LEA level. Comparison to the Kansas City Public Schools is important because Missouri charter school laws require that the comparison of charter LEA results to the traditional public school district serving the same geographic area be considered in charter renewal decisions. The criteria for this consideration is that charter LEA performance exceed that of the traditional public school district in at least three of the preceding four years.

Table 3. Percent of Students Proficient on State Assessments

School	Category	ELA	Difference	Math	Difference
Crossroads Schools	All Students	64%		42%	
KCPS		35%	-29%	22%	-20%
State of Missouri		61%	-3%	47%	+5%
Crossroads Schools	Students with Free-Reduced Price Lunch	57%		34%	
KCPS		35%	-22%	22%	-12%
State of Missouri		49%	-8%	34%	0%
Crossroads Schools	Students of Color	53%		31%	
KCPS		33%	-20%	20%	-11%
State of Missouri		47%	-6%	33%	+2%
Crossroads Schools	English Language Learners	46%		37%	
KCPS		32%	-14%	22%	-15%
State of Missouri		42%	-4%	32%	-5%
Crossroads Schools	Students with Disabilities	38%		11%	
KCPS		13%	-25%	8%	-3%
State of Missouri		29%	-9%	18%	+7%

The proficiency of Crossroads Charter School students demonstrate that it is a high-quality charter school. The percent of Crossroads students proficient in English Language Arts is higher than the overall state averages for all students and subgroups with the differences ranging from 3% to 9%. The proficiency of Crossroads students in English Language Arts is dramatically

better than the Kansas City Public Schools with the differences ranging from 14% to 29% across the various groups of students.

The proficiency of all Crossroads Charter School students in math is modestly below the overall state average by 5%, but exceeds the rate of the KCPS by 20%. The proficiency of Crossroads students in the subgroups of educationally disadvantaged students is comparable to the proficiency of such students across the state and significantly better than KCPS with the difference ranging from 3% to 15% across the various subgroups.

Another informative analysis is to compare Crossroads Charter Schools performance on state assessments to the other charter districts serving students within the geographic boundaries of the Kansas City Public Schools. The MAP Performance Index (MPI) is a measure derived from student achievement levels on the state assessment that the State of Missouri uses for their accountability system. Table 4 shows the average MPI in English Language Arts and math for the past three years for these districts. Crossroads Charter Schools is ranked fourth out of the nineteen charter districts serving Kansas City, above the average for the state overall and significantly above KCPS. Crossroads is clearly providing a high-quality alternative for Kansas City students and families.

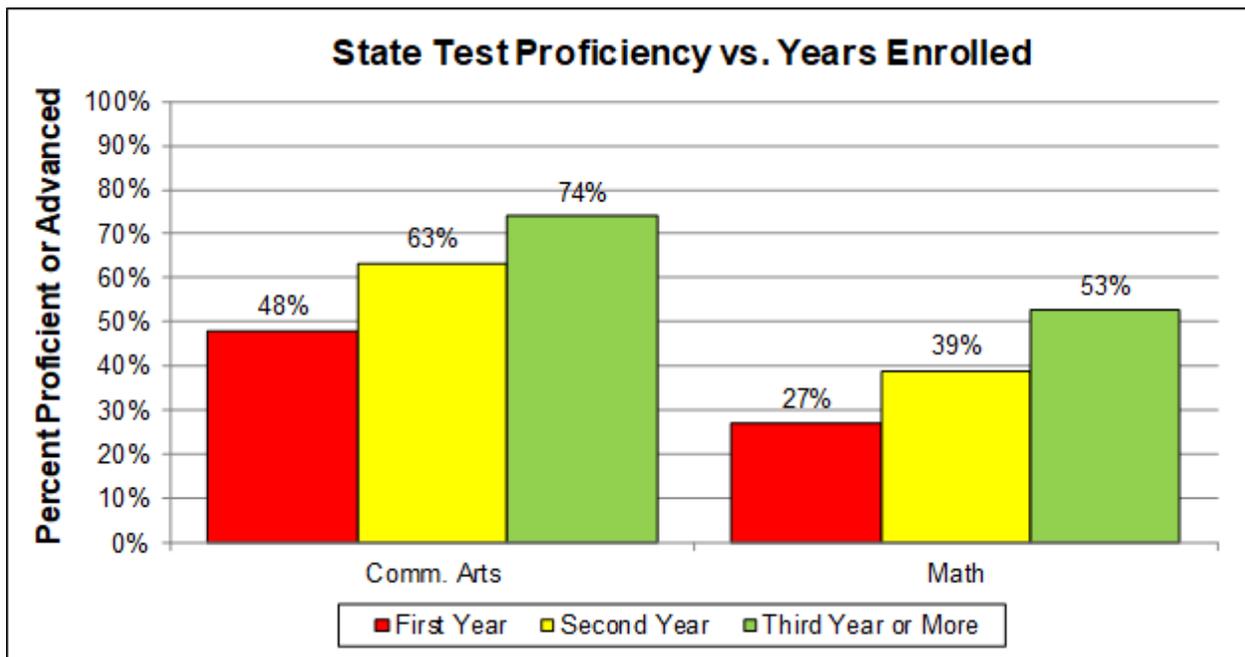
Table 4. Average 2015-2017 MAP Performance Index for Districts Serving Kansas City

District	Grades	2015-17
Academie Lafayette	K-8	405
Kauffman	5-10	359
University Academy	K-12	352
Crossroads	K-8	339
State of Missouri	K-12	335
Scuola Vita Nuova	K-8	328
Gordon Parks	K-4	323
Allen Village	K-12	309
Hope Leadership	K-4	290
Frontier	K-12	289
KIPP Endeavor	K-8	277
Tolbert	K-8	272
Brookside	K-8	267
Guadalupe Centers	K-12	263
Kansas City Public Schools	K-12	254
Pathway	K-5	247
Hogan Prep	K-12	228
Banneker	K-8	218
Genesis	K-8	212
Kansas City International	K-8	179

Crossroads Charter Schools administer the NWEA MAP Growth assessment three times per year to measure student achievement and growth and to monitor school effectiveness. The average student scored at the 63rd percentile in reading and 55th percentile in math on this assessment with the achievement of the population of students taking this test comparable to the overall populations of Missouri and the United States. Average fall-to-fall growth on this assessment in both content areas is also above average.

The clearest evidence of the effectiveness of Crossroads Charter Schools is seen by disaggregating proficiency rates on state assessments by the number of years which a student has been enrolled in the district. The below chart shows significant increases in proficiency as students' years enrolled in the district increases. It clearly demonstrates the effectiveness of instruction provided by the district.

Figure 1. Crossroads Student Proficiency vs. Years Enrolled



A comparable analysis of student proficiency vs. years enrolled in the district is provided for students in the free-reduced lunch and students of color subgroups in Table 5. The improvement in proficiency with increased years enrolled in the district for these subgroups of students is also pronounced and comparable to the improvement shown for all students in the above chart. This analysis wasn't completed for English Language Learners nor for Students with Disabilities, because there wasn't a statistically sufficient number of students in these subgroups when further disaggregated by years enrolled.

Table 5. Percent of Students Proficient on State Assessments vs. Years Enrolled

Category	Years Enrolled	ELA	Difference	Math	Difference
Students with Free-Reduced Price Lunch	First Year	43%		21%	
	Second Year	56%	+13%	33%	+12%
	Third Year or More	68%	+23%	48%	+27%
Students of Color	First Year	37%		22%	
	Second Year	54%	+17%	29%	+7%
	Third Year or More	66%	+29%	43%	+21%

Given the increase in student achievement with more years of enrollment, year over year retention of students is an important consideration. Missouri does not collect student retention data from districts; however, the UCM Office of Charter Schools tracks this measure for the nine charter districts they sponsor. Crossroads Charter Schools reenrolls 85% of its students for the following school year, while that average across the network of UCM-sponsored charter districts

is 80%. The higher retention rate is an indication of parental satisfaction with the quality of education provided by this LEA.

Missouri uses a proportional attendance rate for their accountability system, which is defined as the percentage of students with average daily attendance exceeding 90%. A comparison of the proportional attendance rate for Crossroads Charter Schools to KCPS and to the overall state are provided in Table 6. Student attendance at Crossroads Charter Schools is higher than the overall state and KCPS for all groups of students. The differences compared to the Kansas City district are very significant for all groups of students except English Language Learners. The difference compared to the overall state is very significant for students of color.

Table 6. Proportional Attendance Rates

School	Category	Proportional Attendance	Difference
Crossroads Schools	All Students	89.2%	
KCPS		79.1%	-10.1%
State of Missouri		87.9%	-1.3%
Crossroads Schools	Students with Free-Reduced Price Lunch	85.3%	
KCPS		79.1%	-6.2%
State of Missouri		84.9%	-0.4%
Crossroads Schools	Students of Color	89.5%	
KCPS		78.3%	-11.2%
State of Missouri		82.4%	-7.1%

School	Category	Proportional Attendance	Difference
Crossroads Schools	English	91.0%	
KCPS	Language	89.2%	-1.8%
State of Missouri	Learners	88.3%	-2.7%
Crossroads Schools	Students with	86.8%	
KCPS	Disabilities	73.0%	-13.8%
State of Missouri		82.8%	-4.0%

The charter governance system in Missouri systemically promotes high quality charter schools. The Revised Statutes of the State of Missouri exempt the school from significant State laws that inhibit the flexible operation and management of public schools. As previously mentioned, the University of Central Missouri Office of Charter Schools sponsors Crossroads Charter Schools. That office conducts a comprehensive annual review of charter school operations and performance. The review is conducted in several phases that span the school year. Results are measured against the targets established for the charter school in their accountability plan that is part of their charter contract. The accountability plan is comprehensive and is over fifty pages long. Crossroads consistently receives high marks from UCM for exemplary performance on their annual oversight reviews.

Missouri State charter law promotes outcomes from charter schools that are positively differentiated from the traditional public school district serving the same community. For example, whether charter school performance on the state assessment and in the state

accountability system exceeds that of the traditional public school system in three of the past four years must be considered when making charter renewal decisions. Missouri State charter law has provisions for the charter sponsor to place charter schools on probation or revoke charters. Indeed, the University of Central Missouri has closed or not renewed charters for 38% of the charter districts that it has sponsored over the twenty years of charter school operation in Missouri.

No charter schools operated by Crossroads Charter Schools have been closed; have had a charter revoked due to noncompliance with statutory or regulatory requirements; have had their affiliation with Crossroads Charter Schools revoked or terminated; have had any significant issues in the area of financial or operational management; have experienced significant problems with statutory or regulatory compliance that could lead to revocation of the school's charter; nor have had any significant issues with respect to student safety within the last three years. In fact, the charter for Crossroads Charter Schools was renewed in 2017 for five years through June of 2022. A letter from the Director of the UCM Charter School Office attesting to the statements made in this paragraph is appended to this proposal.

The Crossroads Charter Schools Board of Directors has been responsible for the strategic, fiduciary, and legal oversight for the school's programs and operations. The board meets on a monthly basis to review finances, progress relevant to the annual objectives and strategic plan, and to review legal matters and contracts requiring their attention. The Executive Director reports to the board of directors. The balance of governance responsibility resting with the board

of directors, and operational responsibility resting with the administration has served the school well.

The success demonstrated by the board in guiding the organization through growth and first six years of initial success is indicative of a good balance of authority between the board and administration, and by the high-quality and diversity of the board membership. The current board is comprised of seven individuals, with a variety of professional experiences, including banking, corporate communications, nonprofit management, education, business owner, human resources, and community development. Currently, among the seven board members, four members are women, two are African-American, and one is Hispanic.

The governance structure of Crossroads Charter Schools has been effective, but the district views it in the same way they approach other elements of the model, with an eye towards being flexible, dynamic, and innovative. Crossroads holds students, staff, and the board to high expectations and as the organization builds out the model of innovation for students and staff, they are also focusing on how to build out a model of innovation for the board.

In 2017 Crossroads Charter Schools was recognized as the *Missouri Charter School of the Year* by the Missouri Charter Public School Association. That said, the best testament to the quality of Crossroads Charter Schools is the confidence placed in the school by parents. The district maintains full enrollment with a waiting list. In August 2017 when the school year began, there were 399 students on the waiting list across all grades K-9 compared to total enrollment of just

under 700 students. These numbers speak to the high demand and deep desire for more high-quality schools in Kansas City.

IV. Contribution in Assisting Educationally Disadvantaged Students

Crossroads Charter Schools strives for educational equity by working to create an environment where all students can flourish. The welcoming school culture is sought out by families of diverse racial, ethnic and socioeconomic backgrounds, and Crossroads is committed to ensuring that every student succeeds. Crossroads Charter Schools does not discriminate on the basis of sex, race, religion, color, national origin, ancestry, age, disability, sexual orientation, gender identity, or any other factor prohibited by law in its programs and activities.

Crossroads conducts an annual non-weighted enrollment lottery in March in accordance with state charter school law. Missouri law only allows enrollment preference for siblings of current students, children of employees, or for a geographically defined area that does not result in racially or socioeconomically isolated schools. This process ensures an equitable enrollment opportunity for all students regardless of background. Crossroads uses a sibling preference and defines a geographically preferred area that includes the downtown urban core but extends approximately three miles to the south and to the east to encompass lower income neighborhoods. As a charter public school, Crossroads Charter Schools does not selectively admit students based on academic aptitude, race, ethnicity, income level, special education needs, prior school record nor any other personal characteristic.

Based on the belief that we all learn from those who are different from ourselves, the diversity of the Crossroads student body is highly treasured within the learning model. To achieve a diverse student body, Crossroads must ensure that plenty of families from all demographics apply to prior to the enrollment lottery.

In recent years, Crossroads has concentrated recruitment efforts prior to the enrollment lottery especially in regards to low-income and minority populations. As Crossroads grows in popularity among all populations, the schools continue to receive an increased number of applications from Caucasian families and from those with higher household incomes. In response Crossroads created a new full-time outreach position to concentrate recruitment efforts within target communities.

The *Community Engagement Coordinator* coordinates all recruitment and enrollment processes as well as conducts significant outreach among target populations in Kansas City. In addition, this position assists with communication and other needs of prospective and entering families ensuring a smooth transition for all. These efforts are concentrated on minority and low-income populations to provide targeted additional supports for recruitment, enrollment, and transition into Crossroads. With the addition of this position, in the 2018 enrollment lottery 56% of all kindergarten applications were from families of color, which is a 5% increase over the previous year.

The Community Engagement Coordinator targets early childhood, youth, and community centers, churches, and neighborhood centers throughout the priority zone. This position fosters

trusting relationships with organizations and families and works to develop a pipeline of interested families from all backgrounds who understand the benefits of a Crossroads education and desire to enroll their children.

The Community Engagement Coordinator also supports the transition into Kindergarten, especially in regards to low-income and minority families. Communication during this transition is essential to welcome families from all backgrounds into the Crossroads community. This position helps new parents get oriented to Crossroads, and can be a consistent contact person that can help answer questions, and support families in complex situations.

Students enrolled for the 2017-18 school year form a diverse student population that is representative of the broader community. The 697 students are 36% Caucasian, 36% African American, 15% Hispanic, 11% Multiracial, 1% Asian, and 1% American Indian.

The percentage of Crossroads students in various categories defined as being educationally disadvantaged is compared to the comparable percentages of students in Kansas City Public Schools and within the portfolio of charter districts sponsored by the UCM in Table 7. The UCM charter districts represent approximately half of the charter school enrollment in Kansas City. The free or reduced-price lunch data for low income students in KCPS and across the portfolio of UCM-sponsored LEAs is overstated. Five of the nine UCM-sponsored LEAs and KCPS use the Community Eligibility Provision for the federal lunch program and consequently report 100% of their students as being low income to the state. Public data on migrant, neglected

or delinquent and homeless students for Missouri districts is not available and consequently is not included in the table.

Table 7. Percentages of Educationally Disadvantaged Students Enrolled

District	Free/Reduced- Price Lunch	Students of Color	English Learners	Students with Disabilities
Crossroads Schools	54.5%	64.3%	11.2%	8.2%
UCM Charters	77.7% - CEP	81.2%	27.0%	9.2%
KCPS	CEP	91.2%	24.8%	12.6%
Missouri	51.2%	28.3%	3.5%	13.1%

The percentage of Crossroads Charter Schools educationally disadvantaged students who reenrolled in the district this school year is shown in Table 8. The state of Missouri does not collect nor report student retention data, so no comparative data for other districts is available. The retention rates of educationally disadvantaged students by Crossroads Charter Schools are comparable to or better than the overall retention rate for the LEA of 85%.

Table 8. Percentages of Educationally Disadvantaged Students Retained

District	Free/Reduced- Price Lunch	Students of Color	English Learners	Students with Disabilities
Crossroads Schools	89%	83%	96%	85%

Crossroads Charter Schools actively recruits students with “high-risk” factors as defined by R.S.Mo 160.405.2(4). The statutorily defined risk factors identified as priorities in Crossroads’ target population include students who are:

- At least one year behind in satisfactory completion of coursework
- English language learners
- Eligible for free or reduced-price school lunch.
- Homeless or has been homeless sometime within the preceding six months.

Students with “high-risk” factors will be provided many support services and opportunities to achieve at the same high level as their peers to close the achievement gap. Some of those support services include: ELL and SPED classes, small group work with an instructional specialist and blended learning coach, one-on-one tutoring, and community mentors. The Crossroads Charter School Board of Directors approves the adoption of a Local Plan for Compliance with State Regulations Implementing Part B of the Individuals with Disabilities Education Act each year.

Crossroads Preparatory Academy intends to reach its aggressive academic goals for students by providing a rigorous academic program, highly effective instructors, certified ELL and SPED teachers, an engaging Project-Based Learning model, longer school days, and a robust summer school program. Regular assessments measuring content mastery within the school year, single-year academic growth, and longitudinal academic growth over several years will provide Crossroads with rich data sets to track individual, cohort, and school-wide results. Designated

periods each day for remediation and homework assistance, will also be critical components of the school's academic program.

Crossroads students from low-income backgrounds are more likely to have traumatic experiences, have poor attendance, lack adequate healthcare, arrive hungry, or lack the social skills needed for success in the classroom. The communities where many Crossroads students reside have high incidences of crime, violence, poverty, and all of the associated environmental conditions. Crossroads Charter Schools makes every effort to address issues in concentrated efforts with families and has adopted trauma sensitive practices.

Interventions begin early and proactively. Teachers conduct home visits with all new students prior to the start of the school year. Visiting the child in their home orients the teacher to the child and the family. Teachers get to meet the important adults and to view the home life. Establishing a trusting relationship and partnership with families is key to future support of the child in their education.

Crossroads has a multitude of programs to support children experiencing other issues in the home. Counselors, Student Relations Coordinators, the School Nurse and Classroom Teachers work together with families to support students so that no matter the issues at home, children can still get to school on time and prepared to learn. Crossroads also partners with *Communities in Schools*. The Communities in Schools partnership provides Crossroads with a full time staff person for grades 7-12 who is focused on challenges students face in class or at home and connects them with resources such as food, clothing, mentorship, counseling, etc. The

Communities in Schools model uses an individualized approach to helping students move beyond their circumstances and stay in school to graduation.

Another deeply rooted problem that Crossroads is working to combat is that of the *school-to-prison pipeline*. The school-to-prison pipeline is a metaphor for a real trajectory in which some students go from school to a career, some go from school to college, and some go from school to the streets to prison. The school to prison pipeline represents the widely accepted process of disciplining a student, removing that student from the classroom as punishment, wondering at that student's decreasing academic interest and skills, and watching that student flounder and eventually enter the judicial system."¹ The school to prison pipeline disproportionately affects young men of color.

Crossroads rejects this trajectory and has set in motion a series of interventions to combat racial inequity within schools and to provide opportunities at self-examination regarding internal bias among staff. Crossroads has always carefully examined academic performance data of minority students and recently began to examine student disciplinary data as well to ensure equity. The results show that despite the interventions in place, Crossroads has more work to do in this area.

In response, this school year staff have participated in book studies, discussion groups, and professional development sessions focused on culturally responsive teaching. Raising awareness of their own implicit bias will help staff to respond to students in more culturally responsive

¹ Pane, D. M., & Rocco, T. S. (2014) *Transforming the School-to-Prison Pipeline* (Vol. 61, Educational Futures). Rotterdam, The Netherlands: Sense. <https://www.sensepublishers.com/>

methods. Crossroads staff will continue to seek opportunity to mitigate racial disparity in discipline as well as academic performance outcomes.

Crossroads Charter Schools intends to continually examine social and emotional health and well-being of students, and in doing so, reject policies and practices that punish and destroy children's social and emotional well-being, and ultimately push the most vulnerable students out of school and on a pathway to the juvenile and criminal justice systems. Rather than punish, Crossroads will support students through the explicit teaching of social skills. In doing Crossroads will see improved academic performance going hand in hand with improved social and emotional learning.²

As noted above, Crossroads Charter Schools strives to recruit and enroll educationally disadvantaged students and enable those students to meet challenging State academic standards. Outcomes for Crossroads educationally disadvantaged students significantly exceed those of such students in surrounding public school districts. Retention rates for Crossroads educationally disadvantaged students are equal or surpassing the overall rate for all Crossroads students and higher than the average retention rate of surrounding districts. More importantly, as shown in Table 1 in preceding section, the proficiency on state assessments of Crossroads educationally disadvantaged students is significantly better than the achievement of such

² Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D. and Schellinger, K. B. (2011), The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions. *Child Development*, 82: 405–432.

students in the Kansas City Public Schools. Finally, the data in Table 3 shows the dramatic improvement in the achievement of educationally disadvantaged students as their years enrolled in Crossroads Charter Schools increases. Crossroads Charter Schools is clearly making a significant contribution to assisting educationally disadvantaged students.

V. Project Design

A. Identified Needs and Project Components

Community efforts to improve the quality of the educational system in Kansas City have been ongoing for the twenty years that charter schools have been in existence in the state of Missouri. The community has put a significant focus on improving schools as a key component of a multi-billion-dollar project to revitalize the urban core. The philanthropic community in Kansas City has strongly supported K-12 education in the city.

Crossroads Charter Schools was founded to address the need for high-quality public schools in Kansas City. Despite recent gains locally, there remains the critical challenge of an insufficient number of high performing schools serving the children residing within the Kansas City Public Schools boundaries. In its short history, Crossroads Charter Schools has established a strong environment for learning in Kansas City and shows great promise for success into the future.

As previously noted, Crossroads Charter Schools maintains full enrollment with a waiting list of additional students and families desiring to attend the district. In August 2017, there were 399

students on the waiting list across compared to total enrollment of just under 700 students.

Clearly, there is a demonstrated need for increasing the capacity of the district. Further, families attending the district and community members expressed strong interest in the district expanding to serve high school students in grades 9-12. The district opened Crossroads High School for 9th grade students in leased space for the 2017/18 school year.

In parallel, Crossroads Charter Schools held focus groups of stakeholders to solicit community input and to help define the vision for increasing the district's capacity, as well as expanding to serve grades 9-12. A search committee was formed to identify potential buildings to support the district's expansion. Committee members included parents, board members, district staff, architectural and other professionals. This example of broad and strong community engagement is typical of the approach that the district has historically taken. Further, the district will continue to engage and value the input and involvement of community stakeholders as it continues to evolve and meet the needs of the community.

These efforts resulted in the planned purchase of the Thayer building in downtown, Kansas City. In the fall of 2018, Crossroads Charter schools will open Crossroads Preparatory Academy serving middle grades 7-8 and initially high school grades 9-10 to create a college and career preparatory school which will serve 600 students at capacity. The school will grow to reach capacity in the year 2025 when Crossroads Charter Schools will serve 1,296 students collectively. Relocating 7th and 8th grade students to the new building will allow the district to increase their capacity to serve grades K-6 students in their other two buildings. The capacities

and grade levels of the district’s schools currently served and planned for 2025 are summarized in Table 9.

Table 9. Current and Planned School Capacities and Grade Levels Served

School	Current Capacity		2025 Capacity	
	Grades	Capacity	Grades	Capacity
Crossroads Academy –Central Street	K-8	422	PreK-6	418
Crossroads Academy – Quality Hill	K-4	230	K-5	278
Crossroads High School/ Crossroads Preparatory Academy	9	35	7-12	600
Crossroads Charter Schools	K-9	687	PreK-12	1,296

Crossroads Charter Schools offer a unique model that emphasizes community engagement and authentic learning. Through project-based learning and downtown expeditions, students explore real-world issues and problems through hands-on learning experiences. Through a wide network of community partners, students experience learning throughout Downtown KC. As active community members, students visit city hall, the public library, downtown theaters, galleries, parks, and businesses. The district’s organic community partnerships continue to evolve to offer unique learning experiences for students. Focus group and other stakeholder input expressed a strong desire to build on this educational model in the design of Crossroads Preparatory Academy.

The scope of this project is to support the expansion of the opening of Crossroads Preparatory Academy and the expansion of the district. The estimated total cost of the overall project is \$12 million. There are two broad components of the activities proposed for this project:

- 1) Renovation of the building to support expansion of the school
- 2) Start up support for development of authentic learning programs

A logic model relating these components to the project objectives is provided in Figure 2. Details on the funded activities that comprise these components of the project are provided in the following paragraphs.

Figure 2. Project Logic Model

Project Component	Theoretical and Operational Relationships	Objective
Renovation of the building	Operationally, the school must have the physical assets to support more students and meet facility regulatory requirements.	Meet the project enrollment goals
Supporting authentic learning programs	Hattie ³ found that problem based learning has a significant impact on student achievement ranking 20 th in terms of its effect on achievement out of 138 interventions that were analyzed.	Meet the performance measure targets for proficiency on state assessments

³ John Hattie, *Visible Learning – A Synthesis of over 800 Meta-Analyses Relating to Achievement* (New York: Routledge, 2009), 210.

Crossroads Charter Schools is working with its architects and construction team to identify and plan renovations necessary to support the repurposing of the building for use as Crossroads Preparatory Academy. This project includes activities to convert three utility closets to ADA accessible restrooms, add a kitchen and cafeteria to support the school enrollment, conversion of some space for staff offices, and adding lockers and converting spaces to twenty classrooms in a phased approach over the project. The project also includes major replacement of the HVAC system and replacement or repair of sections of the building roof. The identification of the need for these activities and costing estimates for the same were all completed by property management professionals.

Crossroads Preparatory Academy will elevate the Crossroads model which utilizes downtown Kansas City as the extended campus for authentic learning. Through community partnerships and downtown civic and cultural resources, Crossroads scholars will pursue project-based learning and build the 21st century skills necessary to thrive in post-secondary education or career. Crossroads Preparatory Academy will be a model school that empowers students and staff to engage deeply with the community to foster the global leaders of tomorrow.

The curriculum of Crossroads Preparatory Academy will emphasize cross-curricular Project Based Learning units to make learning relevant and applicable to real world settings. By starting with a real-world problem and a driving question, students will participate in team-based, collaborative projects to identify solutions to real-life challenges. Whenever possible, students will visit physical locations or learn from professionals working in the field. By focusing on

genuine real world challenges, the learning will become more authentic and meaningful. Currently each school and each grade level participate in Project Based Learning units at Crossroads Charter Schools, but Crossroads Prep will elevate the sophistication of project based learning in the higher grades. Crossroads Prep will incorporate Project Based Learning units in all courses including the Humanities, Mathematics, Sciences, Career Academies, and electives. Crossroads has identified *Project Lead the Way* as a curriculum of choice for rigorous Project Based Learning in Science, Technology, Engineering, and Math (*STEM*) subjects.

This project includes the development of two Project Lead the Way courses each year to support authentic and project-based learning, one for the middle school grade levels and another for high school grade levels. Project Lead the Way is a well-established program with courses in a variety of Science, Technology, Engineering and Math disciplines. The State of Missouri considers the completion of a Project Lead the Way Course towards meeting their college/career readiness indicator comparably to completion of a dual-enrollment course or passing an Advanced Placement exam to earn college credit.

Teachers must be certified and trained in each Project Lead the Way course therefore the courses will be implemented gradually due to the commitments of time and expense. The significant expenses include the training course for the teacher and the purchase of start-up supplies and materials for the course. The expense of maintaining materials over time will be sustained within the annual operating budget. Many of the Project Lead the Way units coincide with specific careers that will be explored through the Career Academy program which Crossroads Prep will

offer. The curriculum combined with the career exploration will give students concrete experiences to prepare them to graduate college or career- ready.

A second activity in this project supporting authentic learning is the provisioning of classroom manipulatives, textbooks and student technology to provide a 1:1 student per device ratio for the increased enrollment. A high percent of the courses and project-based learning envisioned for the high school will extensively utilize technology. Educating students to develop proficiency in the use of technology as it pertains to careers is an essential 21st century skill.

Crossroads Charter Schools does not need nor request any waivers of Federal statutory or regulatory requirements to implement the project proposed herein. The district has not included activities supporting student transportation in this project. Approximately one-half of all students ride the bus to school. Crossroads contracts with a local bus company to provide this critical service. The district will support transportation costs through state funding.

This project includes procuring some external support for grant management activities such as annual reporting from an organization with experience executing Department of Education grants. Crossroads has planned for the Project Director and one additional employee to attend the annual program meeting. Crossroads expects those meetings to help ensure execution of the project with fidelity and to learn from experts in the field supporting the program and from the experiences of cohort of grantees. Finally, the project provides for an external evaluation of the program. Crossroads believes it is important to receive critical feedback from an external party without any organizational biases.

B. Project Goals, Objectives and Performance Measures

The objectives of this project are concise and specific. As documented in the logic model, they are to support the opening and expansion of Crossroads Preparatory Academy to reach a capacity of 450 at the end of this project and 600 when the expansion is completed in 2026. In addition to mirroring the programs currently implemented in the district, the project supports a limited number of new initiatives to support project-based, authentic learning described in the previous section. The objective of these initiatives is to ensure that student proficiency on the state assessments matches or exceeds that for all students in the state while serving a more educationally disadvantaged population. The GPRA Performance Measures and Project Goals for this project are listed in Table 10, along with baseline data from the 2016/17 school year and targets for each project year.

Table 10. Project Performance Measures and Targets

Performance Measure	Measure Type	Baseline	Targets/Project Year				
			1	2	3	4	5
Number of charter schools in operation around the Nation	GPRA	+0	+0	+0	+0	+0	+0
Percent of 8 th grade students proficient or better in English language arts on state assessment	GPRA	64%	64%	64%	64%	64%	64%
Percent of 8 th grade students proficient or better in math on state assessment	GPRA	44%	44%	44%	44%	44%	44%
Federal cost per student	GPRA	N/A	1224	2131	2009	2448	2771
Enrollment	Project	131	190	240	340	400	450
Percent of high school students proficient or better on Algebra I state assessment compared to state average	Project	N/A	0%	+1%	+2%	+3%	+4%
Percent of high school students proficient or better on English II state assessment compared to state average	Project	N/A	0%	+1%	+2%	+3%	+4%
Percent of 11 th grade students who have passed at least one dual-enrollment course	Project	N/A	N/A	50%	50%	50%	50%

The targets for the GPRA performance measures associated with the proficiency of 8th grade students on state assessments are to have the percentage of students scoring proficient or better

on those assessments exceed the proficiency levels for all students in the state while serving a population with more educationally disadvantaged students. There isn't growth in the targets for these measures as the baseline district results from 2017 exceed the state averages of 60% in English language arts and 39% in math. The State of Missouri is changing their English language arts and math assessments this year, which will result in new cut scores for proficiency being established. This might require proficiency targets for 8th grade students to be revised; however, the goal will remain to exceed the proficiency levels for all students in the State. Similarly, the English II and Algebra I state End-of-Course assessments are being changed this year. The targets for these high school assessments are to initially meet the proficiency of all students in Missouri and exceed the proficiency of Missouri students over the course of the project.

The targets for the project goal for enrollment are to fill the planned expansion of school capacity. The targets for the GPRA performance measure of federal cost per student are the planned cumulative federal fund expenditures for this project divided by the enrollment target for the year. The targets for the project goal for the percent of 11th grade students earning dual-enrollment college credit align with the activity described for Competitive Preference Priority 2 in Section VIII of this narrative.

Crossroads Charter Schools has provided reliable, valid and meaningful performance data for multiple projects. The district contracts with Informed Improvement LLC for assessment data analytics services. Samples of the data analytics services that the school has can be seen at www.informedimprovement.com.

The district maintains a comprehensive database of both State and other standardized assessments. The database contains student demographic data including free/reduced-price lunch, students with disabilities, English learners, race, and student retention. This facilitates readily disaggregating the data to identify achievement gaps for groups of students and to measure the effectiveness of the school, teachers and various interventions. The average growth of groups of students is used to measure effectiveness (e.g., overall school and average teacher effectiveness is better than 70% of schools) based on Marzano's effectiveness model developed from his work with meta-analyses and documented in "What Works in Schools – Translating Research into Action".

VI. Management Plan

Crossroads Charter Schools has demonstrated success in completing projects of similar scope to the one in this proposal on time, within budget and with high quality outcomes. In 2014, the district completed an \$8.2 million project to purchase the facility adjacent to their original building and expand the capacity of the school. Subsequently, the district purchased and renovated a historic building in downtown Kanas City in a \$5.5 million project to open their second school for the 2016/17 school year. The district also has successfully executed projects associated with multiple grants.

Mr. Dean Johnson, the Executive Director of Crossroads Charter Schools, will serve as the Project Director. The other key personnel are listed in Section VII. The co-founders of

Crossroads Charter Schools are leading this project, as they have led the two successful, past district expansion projects. This team will ensure that the project goals and objectives are achieved on time and within budget by executing the following project plan under the leadership of Mr. Johnson.

A high level plan for this project is provided in Table 11. The plan identifies the individual with primary responsibility for the completion of each activity, as well as the planned start and end dates. The activities in the plan are aligned to the line items in the project budget narrative.

Crossroads Preparatory Academy will be the third school operated by the district. The district budget including the budget for each school is outlined by the organization and approved by the board of directors with significant input from the Chief Academic Officer and individual school principals. The Chief Academic Officer oversees all programmatic elements including curriculum and instruction in collaboration with building principals and the instructional leadership team. The principals collaborate closely with each other and with the Chief Academic Officer. This team collaboratively constructs the annual professional development plan, and implement it both autonomously as schools, and collaboratively as a district. This team also collaboratively interviews potential candidates and makes personnel decisions. Operations including school lunches, transportation, technology maintenance, building maintenance, and housekeeping services are contracted by local vendors and coordinated by the central office.

Table 11. Project Plan

#	Item Description or Activity	Responsible Individual	Start Date	Completion Date
1	Project director's meeting	Dean Johnson	10/1/2018	9/30/2019
2	Grant management support	Bruce Hensel	10/1/2018	9/30/2019
3	Project Lead the Way PD	Tysie McDowell Ray	6/1/2019	8/31/2019
4	Project Lead the Way PD	Tysie McDowell Ray	6/1/2019	8/31/2019
7	Project Lead the Way Equipment	Tysie McDowell Ray	6/1/2019	8/31/2019
8	Project Lead the Way Equipment	Tysie McDowell Ray	6/1/2019	8/31/2019
9	Textbooks	Tysie McDowell Ray	10/1/2018	12/31/2018
10	Math Manipulatives	Tysie McDowell Ray	10/1/2018	12/31/2018
11	Student Technology	Anne Nichols	10/1/2018	12/31/2018
12	ADA Restrooms	Dean Johnson	6/1/2019	8/31/2019
13	Kitchen/ Cafeteria	Dean Johnson	6/1/2019	8/31/2019
14	Lockers	Dean Johnson	6/1/2019	8/31/2019
15	5th floor Classrooms	Dean Johnson	6/1/2019	8/31/2019
16	Project director's meeting	Dean Johnson	10/1/2019	9/30/2020
17	Grant management support	Bruce Hensel	10/1/2019	9/30/2020
18	Project Lead the Way PD	Tysie McDowell Ray	6/1/2020	8/31/2020
19	Project Lead the Way PD	Tysie McDowell Ray	6/1/2020	8/31/2020
22	Project Lead the Way supplies	Tysie McDowell Ray	6/1/2020	8/31/2020
23	Project Lead the Way supplies	Tysie McDowell Ray	6/1/2020	8/31/2020
24	Textbooks	Tysie McDowell Ray	7/1/2020	8/31/2020

#	Item Description or Activity	Responsible Individual	Start Date	Completion Date
25	Math Manipulatives	Tysie McDowell Ray	7/1/2020	8/31/2020
26	Student Technology	Anne Nichols	7/1/2020	8/31/2020
27	Lockers	Dean Johnson	6/1/2020	8/31/2020
28	Major HVAC equipment replacement	Dean Johnson	6/1/2020	8/31/2020
29	Project director's meeting	Dean Johnson	10/1/2020	9/30/2021
30	Grant management support	Bruce Hensel	10/1/2020	9/30/2021
31	Project Lead the Way PD	Tysie McDowell Ray	6/1/2021	8/31/2021
32	Project Lead the Way PD	Tysie McDowell Ray	6/1/2021	8/31/2021
35	Project Lead the Way supplies	Tysie McDowell Ray	6/1/2021	8/31/2021
36	Project Lead the Way supplies	Tysie McDowell Ray	6/1/2021	8/31/2021
37	Textbooks	Tysie McDowell Ray	7/1/2021	8/31/2021
38	Math Manipulatives	Tysie McDowell Ray	7/1/2021	8/31/2021
39	Student Technology	Anne Nichols	7/1/2021	8/31/2021
40	Lockers	Dean Johnson	6/1/2021	8/31/2021
41	3rd floor Classrooms	Dean Johnson	6/1/2021	8/31/2021
42	Replace/repair section of roof	Dean Johnson	6/1/2021	8/31/2021
43	Project director's meeting	Dean Johnson	10/1/2021	9/30/2022
44	Grant management support	Bruce Hensel	10/1/2021	9/30/2022
45	Project Lead the Way PD	Tysie McDowell Ray	6/1/2022	8/31/2022
46	Project Lead the Way PD	Tysie McDowell Ray	6/1/2022	8/31/2022
49	Project Lead the Way supplies	Tysie McDowell Ray	6/1/2022	8/31/2022

#	Item Description or Activity	Responsible Individual	Start Date	Completion Date
50	Project Lead the Way supplies	Tysie McDowell Ray	6/1/2022	8/31/2022
51	Textbooks	Tysie McDowell Ray	7/1/2022	8/31/2022
52	Math Manipulatives	Tysie McDowell Ray	7/1/2022	8/31/2022
53	Student Technology	Anne Nichols	7/1/2022	8/31/2022
54	Major HVAC equipment replacement	Dean Johnson	6/1/2022	8/31/2022
55	Project director's meeting	Dean Johnson	10/1/2022	9/30/2023
56	Grant management support	Bruce Hensel	10/1/2022	9/30/2023
57	Project Lead the Way PD	Tysie McDowell Ray	6/1/2023	8/31/2023
58	Project Lead the Way PD	Tysie McDowell Ray	6/1/2023	8/31/2023
61	Project Lead the Way supplies	Tysie McDowell Ray	6/1/2023	8/31/2023
62	Project Lead the Way supplies	Tysie McDowell Ray	6/1/2023	8/31/2023
63	Textbooks	Tysie McDowell Ray	7/1/2023	8/31/2023
64	Math Manipulatives	Tysie McDowell Ray	7/1/2023	8/31/2023
65	Student Technology	Anne Nichols	7/1/2023	8/31/2023
66	4th floor Classrooms	Dean Johnson	6/1/2023	8/31/2023
67	Replace/repair section of roof	Dean Johnson	6/1/2023	8/31/2023
68	1st floor office	Dean Johnson	6/1/2023	8/31/2023
69	Project evaluation	Bruce Hensel	10/1/2022	9/30/2023

VII. Project Personnel

The key personnel responsible for executing this project are:

Mr. Dean Johnson – Executive Director

Ms. Tysie McDowell-Ray – Chief Academic Officer

Ms. Kirsten Brown – Crossroads Preparatory Academy Principal

Ms. Anne Nichols – Chief Operating Officer

Mr. Johnson and Ms. McDowell-Ray were the co-founders of Crossroads Charter Schools. They were the key personnel responsible for successful execution of the two significant district expansion projects described in the previous section. Ms. Brown was responsible for successfully opening the district's high school this year.

Kirsten Brown is the founding Principal of Crossroads High School. Ms. Brown previously taught 6th grade at Crossroads Academy - Central Street and has taught and led teams in Kansas City schools for the past nine years. Ms. Brown graduated from the University of Missouri-Kansas City's Institute for Urban Education and has earned a Master's in Educational Leadership and Policy Studies at the University of Missouri-Columbia. Additionally, Ms. Brown has completed the Leading Educators Fellowship program, and was a Lean Lab Fellow.

Crossroads Charter Schools is proud of its exceptional staff, but their long-term goal is to increase the diversity of staff so that as a whole they are more representative of the student population. This 2017-18 school year there are 88 total staff among the three schools and central

office. 87% of the staff are female and 13% of the staff members are male. 71% of the staff are Caucasian, 26% are African American, and 3% are Hispanic. The leadership team of the district is diverse. Ms. McDowell-Ray and Ms. Brown are both African American.

Crossroads Charter Schools has identified recruitment and retention of diverse, high-quality, and culturally competent team members as one of five strategic priorities within the Crossroads Strategic Plan. Crossroads desires candidates that are of diverse backgrounds with desires to impact urban education. Initiatives toward this priority include revising and refining recruitment, screening, and offering processes to align to the Crossroads model to ensure a strong pipeline of quality talent. Teacher Recruitment is led by Tysie McDowell-Ray, Co-Founder and Chief Academic Officer.

Current recruitment strategies include visiting with college students, posting positions to websites and teacher recruitment networks and participating in teacher training programs. Mrs. McDowell-Ray visits college campus locations in Missouri and Kansas to speak with students about Crossroads. Many local college classes also bring students to visit the schools. These visitors get to meet with students, talk with teachers, and observe classroom teaching.

Crossroads posts positions on multiple websites such as the school website, the statewide website for Missouri teaching positions (MoREAP), and the New England Minority Network (NEMNET), a job website for teachers of color which allows candidates from all over the country to learn of position openings at Crossroads. Networking and word of mouth are likely the two most powerful recruitment tools. Crossroads teachers present at numerous conferences

and participate in multiple teacher leadership programs locally and nationally. These events provide good opportunities to recruit potential applicants.

Crossroads Charter Schools is a partner school with the Kansas City Teacher Residency Program (KCTR). The program places aspiring teachers at Crossroads for a full-time residency blended with graduate coursework through Park University. Last year Crossroads hosted five teacher residents. Four of them were hired on as Crossroads teachers for the next school year. This year Crossroads has two residents through the KCTR program. Overall this program has been outstanding for Crossroads students and for teacher recruitment. The residency year offers a tremendous experience for learning for the new teacher, and an opportunity to develop new teachers within the Crossroads model.

Crossroads is also participating this year in the Harvard Teacher Fellows (HTF) Program. Similar to the KCTR program, HTF places Harvard graduates as teachers, and combines graduate coursework in education. This year Crossroads High School is hosting two Harvard Teacher Fellows.

Crossroads has recently partnered with the University of Missouri Kansas City (UMKC) and US Prep to attract high school students into the field of Education. Through this program, students will study education at UMKC and could potentially come to Crossroads to conduct their practicum or student teaching. The hope is that someday Crossroads students will go on to participate in the US Prep program and come back as teachers to Crossroads!

VIII. Continuation Plan

The funding model for Crossroads Charter Schools is designed to meet core operating expenses with public funds. However, the district annually engages the donor community to support expansion efforts and enhance professional development, instructional technology, enrichment activities, and other value-added programming. These funds allow Crossroads to accommodate the growing student body and achieve a level of excellence that exceeds what is possible by relying on public funding alone. Similarly, none of the proposed activities in this project are for core operating expenses and require ongoing funding beyond the duration of this project.

As Crossroads Charter Schools continues to expand and ultimately reaches full-capacity in 2025, it will be better able to support its operating expenses with public funding. At full-capacity, it is expected that the overall fundraising need will go down from current levels, and the fundraising-per-pupil will go down significantly.

Crossroads Charter Schools has developed a long term pro forma financial plan through 2025 when it will reach full-capacity serving 1,296 students in grades K-12. This financial plan is included with this application as Appendix G. The pro forma indicates that while there will be lean years as the high school is being established, the district will maintain a positive cash flow each year during this build-out. To achieve this, Crossroads will continue to solicit the support of donors. The district has a full time Development Coordinator and has raised significant funds from the philanthropic community as described in the past projects described below.

Crossroads Charter Schools opened its first school in September 2012 in the leased building at 1015 Central in the heart of Downtown Kansas City. The “Kirk” building was approximately 16,000 square feet and housed 190 students in grades K-5 in the first year of operation.

Crossroads raised approximately \$600,000 for renovations which were necessary to convert the space from an office usage to a school. It was a beautiful building with historic and architectural significance, but it was also tight quarters, and the schools’ administrators and board members knew the space needed to expand to accommodate the natural growth of the school.

In the Spring of 2014, Crossroads was awarded \$5.5 million from the 11th Street Corridor Tax Increment Financing Redevelopment District. This award served as the basis for what ultimately amounted to an \$8.2-million-dollar capital campaign to create a full and permanent campus for 422 K-8 students at the original site. The \$8.2 million dollars (nearly \$8 million is committed through private and public awards, with the remaining \$200K being financed through annual operational funds) has been used to purchase and renovate the original building (1015 Central), purchase and renovate an adjacent building (1011 Central), adjoin the two buildings with a skywalk, build two new classrooms on the roof of the original building, and build a small, new gymnasium immediately behind and adjoined to the original building. In total, the Central Street campus now comprises approximately 50,000 square feet of space.

A second campus was added in 2016 at 1080 Washington in the Quality Hill neighborhood. The opening of “Crossroads Academy – Quality Hill” was made possible through the philanthropic support of supporters as well as the assistance of historic tax credits. The Historic Virginia Hotel building renovation successfully blends state of the art classrooms with Victorian-era

architectural character in one of Kansas City's oldest neighborhoods. Crossroads Academy – Quality Hill currently serves 230 students in grades K-4 the school building is large enough to accommodate grades K-5. In the future, Crossroads Charter Schools will establish a sixth grade center at the Central Street Campus where Quality Hill students will join with Central Street students prior to advancing to Crossroads Preparatory Academy for grades 7-12.

Crossroads Charter Schools is currently undergoing an aggressive capital campaign to raise money for Crossroads Preparatory Academy. To date Crossroads Charter Schools has secured \$4,425,000 in committed funds for Crossroads Preparatory Academy approximately \$2.5 million is specifically for Capital, the remaining \$1.9 million is for future operations.

Given Crossroads Charter Schools record of successfully raising funds to support expansion and the district's plan to largely utilize regular state and title funding for ongoing school operations, the financial risk of sustaining this project is very low. Similarly, given that the project's key personnel have successfully executed comparable projects for the district and the co-founders have long tenure with the organization, the operational risk associated with the sustainability of this project also is very low.