

Sample RFP Proposal 'A'

Greenmount West Proposal

TABLE OF CONTENTS

| Tabs | | Page Number |
|-------------|---|--------------------|
| Tab A | | |
| | 1. Cover Letter | A-1 |
| | 2. Exhibit A.1 – A.6 | A-3 |
| | 3. Proposed Project Concept | A-6 |
| | 4. Proposed Development and Schematic Plans | A-7 |
| | 5. Proposed Project Timeline | A-10 |
| | 6. Construction Quality and Green Building Techniques | A-11 |
| | 7. Marketing Strategies | A-11 |
| | 8. Project Timeframe | A-11 |
| Tab B | | |
| | 1. Financial Return to the City | B-1 |
| | 2. Improvement to the Neighborhood | B-1 |
| | 3. Specific Amenities and/or Benefits to the Adjacent Neighborhoods | B-1 |
| Tab C | | |
| | 1. Economic Feasibility | C-1 |
| | 2. Exhibit B.1 – Development Budget | C-2 |
| | 3. Exhibit B.2 – Sources and Uses Statement | C-4 |
| | 4. Project Timeline | C-5 |
| Tab D | | |
| | 1. Previous Experience | D-1 |
| | 2. Project Team Resumes | D-2 |
| | 3. Financial Information: Exhibit B.3 example | D-5 |
| | 4. Audited Financial Statements | D-7 |
| | 5. Exhibit C.1 – Owned Property Disclosure Form | D-16 |
| | 6. Exhibit D.2 – Summary of Project Experience | D-17 |
| Tab E | | |
| | 1. Examples of Projects Involving Diverse Constituencies | E-1 |
| Tab F | | |
| | 1. Minority and Women-Owned Business Participation | F-1 |
| | 2. List of MWOB and Contractors | F-1 |
| | 3. Steps Taken to Maximize Minority Participation | F-1 |
| | 4. Name and Contact Information of Individual Responsible for Adherence to MWOB Participation Goals | F-1 |

Concept

1. Cover Letter

October 8, 2012

City Department of Housing and Community Development

Land Resources Division

Attention:

417 E. Fayette Street, Room 1037

Baltimore, MD 21202

RE: Proposal for Development of (6) Vacant Lots in Greenmount West

Dear

, a registered 501(c)(3) in Maryland, is pleased to submit the attached proposal in response to the City's RFP dated August 20, 2012, to acquire and develop the following vacant lots: , Lanvale, and . Guilford Avenue in Baltimore City (hereinafter referred to as "the Subject Property.")

was founded in November 2006 as a non-profit early education parent-toddler program that introduced and educated inner city children and their caregivers to the nurturing methods of the Montessori methodology. Due to the high level of interest from the families and the community to offer the full continuum of Montessori education through the elementary years, applied for charter school status. In December 2007, the application was approved, and the opened in August 2008 as the first public Montessori school in Baltimore. opened its doors for the 2012-2013 school year – the first year we're at full capacity and the first year with a graduating class of 8th graders.

Over the past six years, , has demonstrated a strong track record of completing projects that have a tremendous impact in the Greenmount West neighborhood and the City as a whole:

- In preparation for the 2008 opening of the school, .renovated the Mildred Monroe school building that sat vacant for ten years and was most recently a temporary shelter;
- In 2010, transformed nearly an acre of blacktop into a playground and living classroom, incorporating gardens, a bioswale, chicken coop, and an apiary; and
- In 2011, completed a \$3.2 million overhaul of the Historic School 32 building, which sat vacant for many years, for use as the and a community center for the New Greenmount West Community Association (NGWCA).

– Development Concept

is looking to further expand our educational and outreach efforts beyond the classroom doors of Guilford through the procurement and development of the Property. Not only will the development transform the corner in an environmentally and economically friendly manner, but the planning and design that goes into such a transformation will become a learning opportunity for our students on environmental stewardship, academic inquiry, community involvement, and consensus building. Our strategy for the development involves three phases:

- Phase I: Stabilize the Property
- Phase II: Community-Centered Planning
- Phase III: Develop and Occupy

Thank you for your consideration of our proposal. We look forward to the next steps of the process and stand ready to answer any of your questions.

Sincerely,

Greenmount West Proposal – Development Concept

2. Exhibit A

A1. Respondent Information Form

| | |
|---------------------|--|
| Name of Respondent: | |
| Address: | |
| Contact Person: | |
| Telephone Number: | |
| Fax Number: | |
| Email Address: | |

A2. Type of Organization

| | |
|-----------------------|---------------------------|
| Type of Organization: | Not-for-profit, 501(c)(3) |
|-----------------------|---------------------------|

A3. Principals (Board Members)

| Principal Name | Title/Position | Home Address | % Interest | Social Security No. |
|----------------|------------------------------|-----------------|------------|---------------------|
| | President | Baltimore, MD | n/a | |
| | Vice President, Secretary | Lutherville, MD | n/a | |
| | Treasurer | Baltimore, MD | n/a | |
| | | Baltimore, MD | n/a | |
| | | Baltimore, MD | n/a | |
| | | Baltimore, MD | n/a | |
| | | Towson, MD | n/a | |
| | | Baltimore, MD | n/a | |
| | | Pikesville, MD | n/a | |

Greenmount West Proposal – Development Concept

A4. Development Team Members and Consultants

| | |
|---------------------|--|
| Architect: | |
| Engineer: | |
| General Contractor: | |
| Marketing Agent: | |
| Legal: | |
| Other: | |

A5. Disclosures

Please identify any business entity or organization in which the Respondent is or was formerly a principal partner, managing member or otherwise owned or controlled more than 50% of the shares or assets of such entity/ organization and which has owned or operated residential property in the last five years in Baltimore City and elsewhere.

| Business Entity Name | Respondent's Role or Position |
|----------------------|-------------------------------|
| N/A | |

Check the boxes below regarding each individual and/or business entity buyer and any of the business entities listed above:

- | | | |
|---|-----|-----------|
| 1. Party in a pending lawsuit | Yes | <u>No</u> |
| 2. Conviction or pending case for fraud, bribery or grand larceny. | Yes | <u>No</u> |
| 3. Conviction or pending case for arson. | Yes | <u>No</u> |
| 4. Indicted for or convicted of any felony within the past 10 years. | Yes | <u>No</u> |
| 5. Adjudged bankrupt, either voluntary or involuntary, within the past 10 years. | Yes | <u>No</u> |
| 6. Unpaid delinquent taxes, municipal liens, and/or outstanding judgments. | Yes | <u>No</u> |
| 7. Declared in default of a loan or failed to complete a development project. | Yes | <u>No</u> |
| 8. Failed to complete or currently in violation of a Land Disposition Agreement or other agreement involving the City of Baltimore. | Yes | <u>No</u> |
| 9. Own a property which currently has a Vacant House Notice or other housing code violation in Baltimore City or elsewhere. | Yes | <u>No</u> |
| 10. Failed to obtain required building permit for work performed. | Yes | <u>No</u> |
| 11. Failed to register a currently owned, non-owner occupied dwelling unit in Baltimore City as required by Baltimore City Code Art. 13 4. | Yes | <u>No</u> |
| 12. Failed to comply with inspection and/or registration requirements under the Maryland Lead Law. (Maryland Code: Environment 6-801 – 6-852; Article 48A 734-737; Real Property 8-208.2) | Yes | <u>No</u> |

If the answer to any of the above is yes, please provide a full explanation including as appropriate for each case (1) date, (2) charge, (3) place, (4) court, (5) action taken and (6) current disposition. Attach documentation, as necessary.

Greenmount West Proposal – Development Concept

A6. Certification

Please note: If the Respondent is a joint venture, this certification form A.6 must be signed by an officer of each entity composing the joint venture.

Please note: If the Respondent is a joint venture, this certification form A.6 must be signed by an officer of each entity composing the joint venture.

I, _____, am an officer authorized to make a binding contractual commitment for the Respondent. I have received, read and understand the provisions of this Request for Proposals (RFP). I acknowledge that failure to disclose a material fact or to misrepresent a fact can result in disqualification of the development proposal from further consideration. I certify that all information contained in this response to the RFP, including but not limited to, the disclosure information above is true and correct to the best of my knowledge and belief. I understand by signing this form in conjunction with a response to this RFP, that the City may, at its choosing, conduct a check with Dun and Bradstreet and other credit verification or similar agencies. I understand that the City is not obligated to pay, nor will it in fact pay, any costs or losses incurred by the Respondent at any time, including, but not limited to, the cost of: (1) any prior actions by the Respondent in order to respond to the RFP, and/or (2) any future actions by the Respondent in connection with any negotiations between the Respondent and the City, including, but not limited to, actions to comply with requirements of Baltimore Housing, the City or any applicable laws. I agree that I will not enter into, execute or be a party to any Covenant, Agreement, Lease, Deed, Assignment or Conveyance, or any other written instrument which restricts the sale, lease, use or occupancy of the property or any part thereof, upon the basis of race, color, religion, sex, or national origin and will comply with all Federal, State, and local laws, in effect from time to time, prohibiting discrimination or segregation and will not discriminate by reason of race, color, religion, sex or national origin in the sale, lease, use or occupancy of the property.

Dated: _____

Signature: _____

Title: _____

Respondent Entity: _____

Greenmount West Proposal – Development Concept

3. Proposed Project Concept

Phase I: Make it “Cleaner and Greener”

Phase I of the project will take approximately nine months. Currently, the Subject Property is best characterized by gravel, broken glass, and trash. We propose to immediately *clean and green* the property by:

- Grading and resurfacing with a permeable or semi-permeable cover suitable for parking;
- Installing eco-friendly fencing, security cameras and solar-powered lights;
- Incorporating native plants to reduce wastewater runoff, mitigate “urban heat island effect,” and allow for natural water filtration; and
- Constructing a Market Stand that provides locally sourced products at a reasonable price to neighbors, commuters, and visitors. We envision an enclosed, farmer-stand type building to be used by our adolescents to sell vegetables, herbs, honey, and eggs – all from our school garden and local farmers – to the area residents.

These stabilization activities create a unique opportunity for our adolescent students (grades 7 and 8) to think creatively and strategically as they get involved in designing the space, working with the community and developers, and incorporating environmental stewardship and economic development. We have a strong micro-economic program for our students, who have sold the school’s honey and eggs at the City Market. Having a market place in their “front yard” will not only provide a venue closer to home, but bring a healthy and sustainable element to the neighborhood, identified by the Baltimore Food Policy Initiative as a food desert.

Phase II: Community-Centered Planning and Fundraising

anticipates Phase II of the project to take approximately one year, and run concurrently with Phase I. Once again, we hope to involve our Adolescent Community students as the project pertains to community outreach and partnering efforts.

While Phase I results in a beautiful, usable and meaningful space, it is our wish to do more. We will solidify partnerships with groups who have experience with teacher housing and our neighborhood stakeholders, including _____, in order to *conduct a feasibility study assessing the viability of constructing studio apartments elevated above Phase I that will serve as a low-rent option for interns, support staff, and first year teachers who make a huge investment in Baltimore City schools.* These teachers often relocate to Baltimore, and in their first years may struggle to live and invest in their career and the city in a long term way. It is our goal that these studios will provide new teachers with the professional and economic support they need to invest in Baltimore City schools and their calling to serve children in diverse, urban areas.

Greenmount West Proposal – Development Concept

Phase III: Develop and Occupy

anticipates Phase III of the project to take two years, and will commence after the completion of a successful feasibility study, the inclusion of the community in the planning and design process, and of course the obtaining of appropriate approvals by the City. Although we are five years young, we have a history of consensus building, community development, and success with ambitious projects in an area that have long scared away others. We will collaborate with prospective local developers interested in Greenmount West; the Baltimore Design School, which will be moving into their new space in the neighborhood in 2013; and other interested parties as we strive to transform this neighborhood through environmentally and economically thoughtful projects. We feel there are strong reasons above and beyond potential tax revenue to support our bid – research consistently shows that strong schools lead to thriving neighborhoods. We have contributed to the strengthening of the community, and we are eager to continue our relationships in order to make a greater impact.

4. Proposed Development and Schematic Plans

[See attached]



LANVALE STREET

42" HIGH ORNAMENTAL FENCE

RECYCLED RUBBER WHEEL STOPS

SLIDING GATES
TEMPORARY PRODUCE STAND

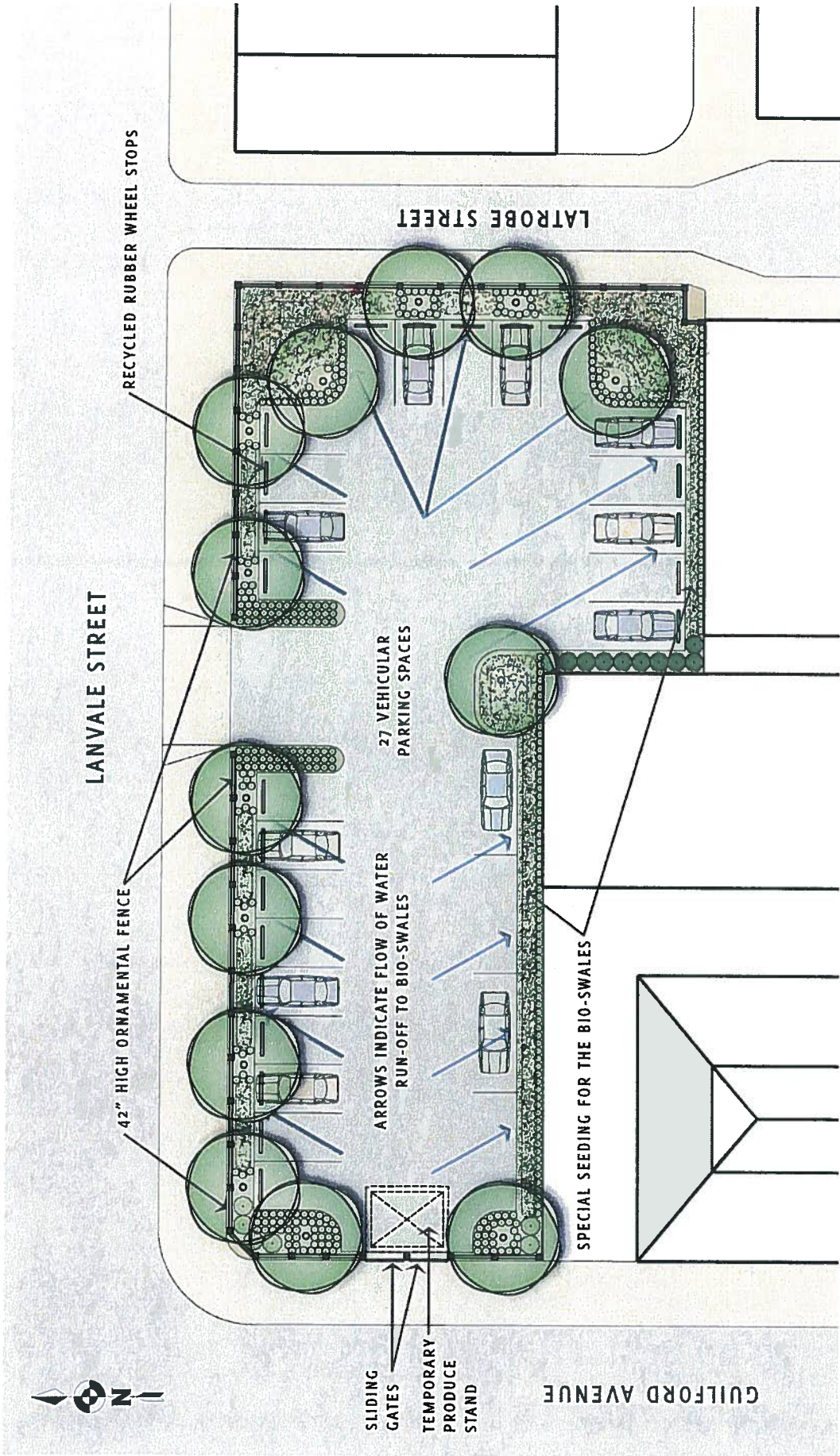
ARROWS INDICATE FLOW OF WATER RUN-OFF TO BIO-SWALES

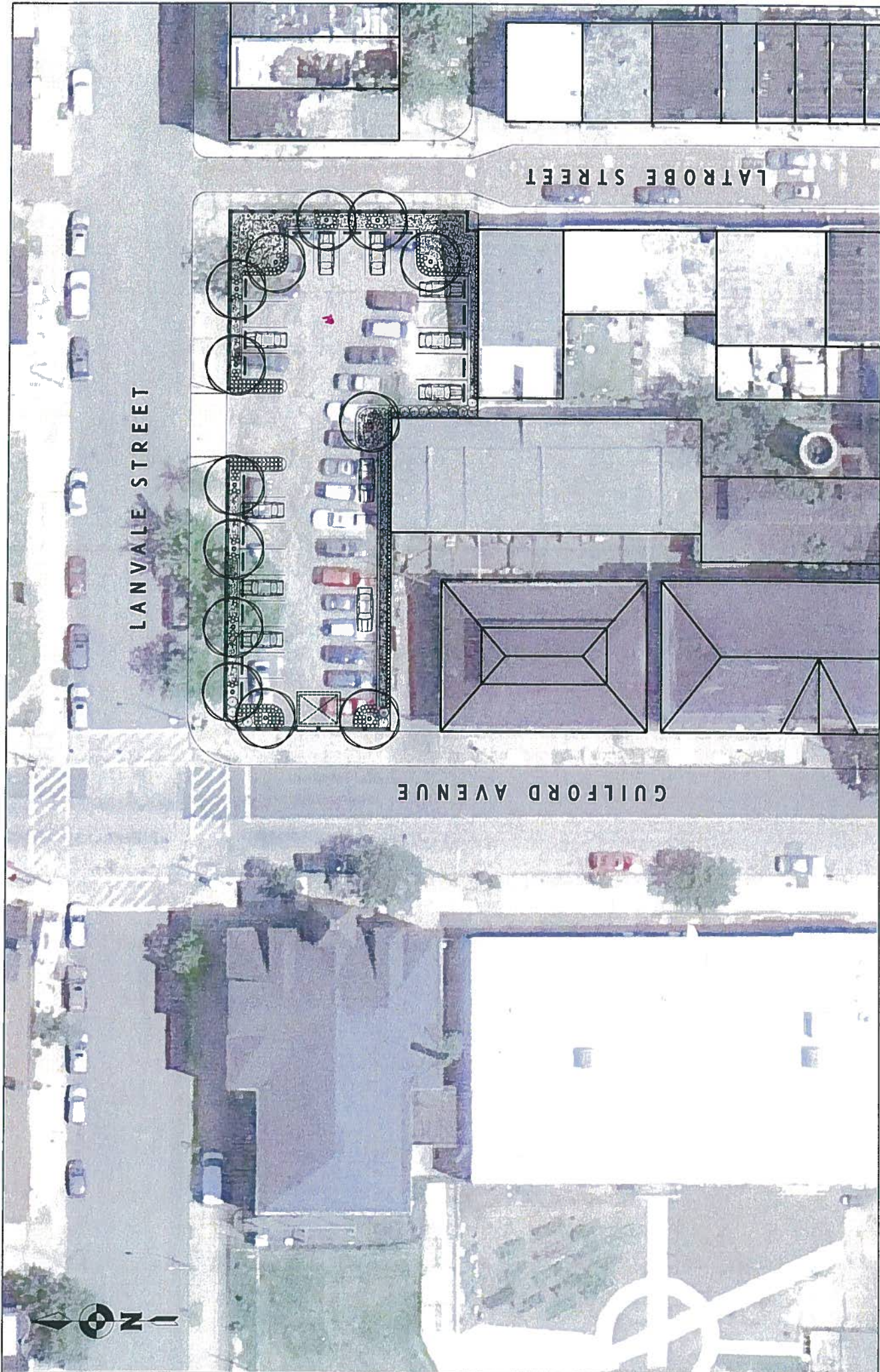
27 VEHICULAR PARKING SPACES

LATROBE STREET

GUILFORD AVENUE

SPECIAL SEEDING FOR THE BIO-SWALES





LANVALE STREET

LATROBE STREET

GUILFORD AVENUE



Greenmount West Proposal – Development Concept

5. Proposed Project Timeline

Phase I: Make it “Cleaner and Greener”

students will be involved in all activities to the extent possible, which include:

| Activity | Timeline (approximate) |
|--|-------------------------------|
| Involve the community in planning and activities | Mid November 2012 – ongoing |
| Remove debris and secure site | December 2012 |
| Resurface the site | December 2012 |
| Erect fencing | December 2012 |
| Install lighting and camera(s) | January 2013 |
| Research options or design storefront | December 2012 – February 2013 |
| Construct storefront | March 2013 |
| Establish native plants | May – June 2013 |

Phase II: Community-Centered Planning and Fundraising

students will be involved in all activities to the extent possible, which include:

| Activity | Timeline (approximate) |
|---|-------------------------------|
| Identify and engage stakeholders through community outreach activities | Mid November – ongoing |
| Conduct feasibility study for construction of teacher housing, including research of similar models in Baltimore and other cities | May – July 2013 |
| Explore and perform fundraising activities for development costs | January 2013 – ongoing |
| Engage architect and engineers to design building | August 2013 |

Phase III: Develop and Occupy

| Activity | Timeline (approximate) |
|--|-------------------------------|
| Prepare RFP for contractor proposals | January 2014 |
| Obtain necessary permits, work approvals, etc. | Spring 2014 |
| Employ general contractor and break ground | Summer 2014 |
| Market teacher housing availability through appropriate networks | January 2014 – August 2014 |

Greenmount West Proposal – Development Concept

6. Construction Quality and Green Building Techniques

The design of Phase I will be performed by [redacted], a local landscape designer, who regularly uses eco-friendly materials in his work. The design of the parking lot will attempt to incorporate recycled content materials for the surface and fencing. Solar powered lighting will be evaluated for effectiveness and cost. Native plants will be used for storm water runoff. Eco-friendly materials will be considered for use in the storefront.

Phase III construction design will incorporate cost-effective sustainable and eco-friendly materials and practices as practicable. Details can be provided once design is underway.

It should be noted that the Greenmount West neighborhood will soon be obtaining permitted parking to ease the burden of the commuters parking in the area. [redacted] currently has parking for about half the staff, and to lessen our impact on the neighborhood, have temporarily provided free parking for the rest of the staff at the Theater Parking garage on Charles Street. The proximity of this property to our school is crucial for parking and development in order to decrease the impact on the neighborhood.

7. Marketing Strategies

Our proposed three-phased project has several unique, intertwined marketing strategies.

- The first branch of marketing stems from our *community outreach and feasibility study activities*. Potential stakeholders include developers interested in Greenmount West, [redacted] students and families, the [redacted], the [redacted], and the [redacted]
- The second portion involves *direct marketing tools* such as brochures incorporating project descriptions and designs, photos, articles, and a website in order to attract new teachers to the residential benefit of the development.
- A third arm uses our *vast and various relationships* with developers, foundations, and [redacted] Team to research fundraising opportunities and gather support.

8. Project Timeframe

We are aware of the City's request for developing the property within one year. While the immediate blighted nature of the corner will be removed, cleaned, and greened within an estimated nine months from award, Phase III will be completed approximately two years later after deliberate and thoughtful partnerships and studies are made.

It is our experience that moving deliberately and building consensus around a project leads to

Greenmount West Proposal – Development Concept

sustainable and successful outcomes. While Greenmount West is rich in diversity and entertainment venues and home to long-time residents, it is lacking the cohesiveness that home ownership and investment brings to a community. It continues to need visionaries who are committed to strengthening the neighborhood by transforming lots, corners and streets in a manner that will encourage long-term investment. [redacted] is one of those proven visionaries, as evidenced by our recent renovation projects, strong partnerships, and a 1,000+ student waiting list.

As an example of our long-range planning, the decision to purchase and rehabilitate the adjacent Historic School 32 was predicated on more than just our desire to grow an adolescent program. Even before [redacted] opened its doors, we worked with New Greenmount West Community Association (NGWCA) to determine what as a school might we do to best help strengthen their position in the community. As a result, the building houses [redacted]' Adolescent Program as well as the long-awaited community center for the NGWCA.

We also partner with area college students in our Academic Coaching and Mentoring programs and the New Second Missionary Baptist Church's daycare, as they use our playground and green space every morning. Lastly, we have a growing relationship with the District's Office of Early Learning to become a hub for teacher professional development. As we give tours and provide courses for teachers across the City, we will attract a significant number of professionals to the Greenmount West neighborhood. Our relationships with these organizations are mutually beneficial: not only does [redacted] provide a stable presence in the transitioning neighborhood; the relationships model for our children the value of civic engagement and the merit in connecting to one's neighborhood.

Civic engagement is the second learning opportunity for our students in this project; they will learn that economic development and social responsibility are not mutually exclusive. A project such as this aligns well with our adolescent community mission: by integrating meaningful work, relevant academic study, and respectful social structure within real-world contexts, we will build an inspiring and cohesive adolescent community of compassionate, creative and responsible learners who have a strong sense of self, critical problem solving skills and the capacity for stewardship and fullness of life. Though community planning takes time, we feel it is an important element in any development project, as it helps create ownership and investment in the neighborhood.

Greenmount West Proposal – Benefits to the City and Community

1. Financial Return to the City

_____ is prepared to purchase the sites at _____ E. Lanvale and _____ Guilford Avenue for \$ _____ each for a total of \$ _____ of revenue to Baltimore City. While we recognize that our project will not add to the city's tax base because we are a non-profit entity, we believe that our project will have a tremendous impact on the neighborhood as well as the future of education and economic development in Baltimore City.

2. Improvement to the Neighborhood

The first immediate improvement will be the removal of a blighted, vacant lot. The corner will be transformed into a beautifully landscaped and maintained property. It will be used by _____ students as a living classroom, as they study the impact of native landscaping and bioswales in stormwater management. The _____ will also use the property as a location for their market stand, offering locally sourced and healthy food products to the neighbors.

Phase II of our proposed project will involve the immediate neighborhood in the planning and designing of Phase III. Community involvement is an element that must not be undervalued, as it creates strong partnerships, creative problem-solving, and stakeholder buy-in.

Phase III will create perhaps the largest impact to the neighborhood and the City as a whole. The Abell Foundation reported in 2006 that retaining new teachers is a recognized challenge in Baltimore City due to the lack of support they receive both economically and professionally. Through partnerships with developers and Teach for America, the foundation and others have developed low-rent apartments for teachers in the City. _____ plans involve forging partnerships with interested developers and learning from the existing models to create a similar housing development for Baltimore City school teachers. Jim Kelly, a University of Baltimore professor, reported that both private developers and governments benefit from such projects due to the stable market of the renters and the ability of the government to retain talented teachers. The City will gain an improved lot in an emerging neighborhood and a proven tool to assist in retaining new teachers in Baltimore City Public School system.

3. Specific Amenities and/or Benefits to the Adjacent Neighborhoods

The immediate transformation of the blighted corner will provide examples to other neighborhoods on what they can do to improve their corners. The model of including low-rent apartments for Baltimore City school teachers could be replicated in other parts of the city as well.

Greenmount West Proposal - Feasibility

1. Economic Feasibility – include connection between concept and feasibility

Although the City's RFP is asking for a year's timeframe for the completion of the project, we feel that thoughtful planning and stakeholder ownership of the project's concept is vital to the success of redevelopment in this transitioning neighborhood. We are proposing an immediate solution to the blighted ~~area~~ within nine months, which includes a "clean and green" project. Our longer term vision, while more than one year, can realistically be accomplished within two years following completion of Phase I.

Baltimore City Public Schools has a history of low retention with new teachers. New teachers face many challenges: the shortage of affordable housing in safe neighborhoods; the access of professional development courses; and feeling adrift in a new, urban environment. Baltimore City has several teacher housing projects that offer low-rent options to new teachers. We believe that a similar option in the Greenmount West neighborhood will provide much needed support for Baltimore City teachers, as well as a stable and beautiful new addition to the Greenmount West neighborhood. It is our goal to contribute to the retention of new teachers in the school district. With the option of affordable housing near the District Office and professional development opportunities, is in a position to offer new teachers the financial and professional support they need while settling into a new career in a diverse city.

In order to fully achieve its potential, we have planned in Phase II of our proposal a thorough economic feasibility study. We anticipate our strong partnerships with our neighbors and area developers and our short history of successful renovations will lead to a financially sound and community-supported project. have operated under a balanced budget every year of our existence, and we currently have over \$ in savings.

Greenmount West Proposal – Feasibility

2. Exhibit B

B.1 Development Budget

| Acquisition Per Unit Per Sq. | Amount | Per unit | Total |
|---|---------------|-----------------|--------------|
| Acquisition (sales price offered for the Site) | | | |
| Hard Costs/Trade Breakdown Including, but is not limited to, all applicable items listed below: | Amount | Per unit | Total |
| Demolition / Pavement Removal | | | |
| Landscaping / Site Work (Shade Trees) | | | |
| (Shrub Trees) | | | |
| (Perennials) | | | |
| (Bio-Swale Seeding) | | | |
| (Bioswale Soil Mix) | | | |
| (Shredded Hardwood Mulch) | | | |
| Concrete / Asphalt / Eco-Friendly Surface | | | |
| Masonry, Pointing, Waterproofing, Cleaning | - | | |
| Rough Carpentry / Finished Carpentry | - | | |
| Roofing / Insulation | - | | |
| Doors, Frames, Hardware | - | | |
| Windows and Glazing | - | | |
| Drywall and Plastering | - | | |
| Ceramic Tile / Finished Flooring | - | | |
| Painting / Kitchen Cabinets / Appliances | - | | |
| Heating and Ventilation and Plumbing | - | | |
| Electrical (Lights and Camera) | | | |
| Other (Recycled rubber wheel stops) | | | |
| (42" Ornamental Fencing) | | | |
| (Produce stand – prefab) | | | |
| Subtotal | | | |
| General Conditions (10%) | | | |
| Overhead | | | |
| Contingency (Indicate Contingency as Percentage of Hard Costs <u>20</u> %) | | | |
| Total Hard Costs | | | |

Greenmount West Proposal – Feasibility

| Soft Costs Including, but is not limited to, all applicable items listed below: | Amount | Per unit | Total |
|--|--------|----------|-------|
| Appraisals | - | | |
| Surveying | - | | |
| Architect and Engineer | | | |
| Legal and Accounting | | | |
| Permits and Fees | | | |
| Promotion and Advertising | - | | |
| Construction Interest | - | | |
| Construction Loan Closing Costs | - | | |
| Property taxes during construction | - | | |
| Expenses during lease-up and lease commissions | - | | |
| Permanent Loan Closing Costs | - | | |
| Development Fees | - | | |
| Other (specify) | | | |
| Contingency (Indicate Contingency as Percentage of Hard Costs <u>20%</u>) | | | |
| Total Soft Costs | | | |
| Total Hard and Soft Costs | | | |

Greenmount West Proposal – Feasibility

3. Exhibit B

B.2 Sources and Uses Statement

| Sources | Amount |
|--|---------------|
| Including, but is not limited to, all applicable items listed below: | |
| Respondent Equity – Cash – List by source and provide terms | |
| | |
| | |
| Respondent Equity – Other – List by source and provide terms | |
| | |
| | |
| Private Debt – List by source and provide terms | |
| | |
| | |
| Public Debt – List by source and provide terms | |
| | |
| | |
| Other Public Support – List by source and provide terms | |
| | |
| | |
| Other (specify): | |
| Overhead | |
| Total Sources | |
| Uses | |
| Including, but not limited to, all applicable items listed below: | |
| Acquisition | |
| Hard Costs | |
| Soft Costs | |
| Total Uses | |
| Net | |

Greenmount West Proposal – Feasibility

4. Project Timeline

Phase I: Make it “Cleaner and Greener”

students will be involved in all activities to the extent possible, which include:

| Activity | Timeline (approximate) |
|--|-------------------------------|
| Involve the community in planning and activities | Mid November 2012 – ongoing |
| Remove debris and secure site | December 2012 |
| Resurface the site | December 2012 |
| Erect fencing | December 2012 |
| Install lighting and camera(s) | January 2013 |
| Research options or design storefront | December 2012 – February 2013 |
| Construct storefront | March 2013 |
| Establish native plants | May – June 2013 |

Phase II: Community-Centered Planning and Fundraising

BMPCS students will be involved in all activities to the extent possible, which include:

| Activity | Timeline (approximate) |
|---|-------------------------------|
| Identify and engage stakeholders through community outreach activities | Mid November – ongoing |
| Conduct feasibility study for construction of teacher housing, including research of similar models in Baltimore and other cities | May – July 2013 |
| Explore and perform fundraising activities for development costs | January 2013 – ongoing |
| Engage architect and engineers to design building | August 2013 |

Phase III: Develop and Occupy

| Activity | Timeline (approximate) |
|--|-------------------------------|
| Prepare RFP for contractor proposals | January 2014 |
| Obtain necessary permits, work approvals, etc. | Spring 2014 |
| Employ general contractor and break ground | Summer 2014 |
| Market teacher housing availability through appropriate networks | January 2014 – August 2014 |

— DEVELOPER EXPERIENCE

- HISTORY

- PAST PROJECTS

- TEAM RESUMES

BUDGET



| | ACTL FY11 | FCST FY12 | Budget FY13 | FCST FY14 | FCST FY15 | FCST FY16 | FCST FY17 |
|----------------------------|--------------|--------------|----------------|--------------|--------------|--------------|--------------|
| Revenues: | | | | | | | |
| Base | | | | | | | |
| Grants | | | | | | | |
| Total Revenues | | | | | | | |
| Expenses: | | | | | | | |
| Base | | | | | | | |
| Expense | | | | | | | |
| Total Expenses | | | | | | | |
| Surplus/(Shortfall) | | | | | | | |

Greenmount West Proposal – Developer Capacity

4. Audited Financial Statements

[See attached]

AUDITED FINANCIAL STATEMENTS

Year Ended June 30, 2011

Table of Contents

| | <u>Page</u> |
|---|-------------|
| Independent Auditors' Report | 1 |
| Financial Statements | |
| Statement of Financial Position..... | 2 |
| Statement of Activities..... | 3 |
| Statement of Cash Flows..... | 4 |
| Notes to Financial Statements..... | 5-7 |



HANDWERGER, CARDEGNA, FUNKHOUSER & LURMAN, P.A.
CERTIFIED PUBLIC ACCOUNTANTS • BUSINESS CONSULTANTS

To the Board of Directors

Baltimore, Maryland

John F. Funkhouser, CPA
Thomas F. Cardegna, CPA
Sam Handwerger, CPA, MST
Ofer Lurman, CPA, MSF
Kimberly A. Mustard, CPA
Barry S. Miller, CPA
Jeffery D. Stine, CPA
Gwendolyn E. Brown, CPA
Richard Hoffman, CPA

INDEPENDENT AUDITORS' REPORT

We have audited the accompanying statement of financial position of _____ (the "Organization"), as of June 30, 2011, and the related statements of activities and cash flows for the year then ended. These financial statements are the responsibility of the Organization's management. Our responsibility is to express an opinion on these financial statements based on our audit.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the Organization as of June 30, 2011, and the changes in its net assets and its cash flows for the year then ended in conformity with accounting principles generally accepted in the United States of America.

Handwerger, Cardegna, Funkhouser & Lurman, P.A.

Handwerger, Cardegna, Funkhouser & Lurman, P.A.
November 30, 2011

CIRCULAR 230 NOTICE. In accordance with Treasury Regulations which became applicable to all tax practitioners as of June 20, 2006, please note that the advice given herein (including any attachments) is not intended or written to be used, and cannot be used by any taxpayer, for the purpose of (i) avoiding tax penalties or (ii) promoting, marketing or recommending to another party any transaction or matter addressed herein.

Statement of Financial Position
June 30, 2011

ASSETS

Current Assets

Cash and cash equivalents \$
Accounts receivable _____

Total Current Assets _____

Fixed Assets

Less accumulated depreciation _____

Total Fixed Assets, Net _____

Total Assets _____

LIABILITIES AND NET ASSETS

Current Liabilities

Accounts payable \$
Accrued payroll _____
Unearned grant revenue _____

Total Current Liabilities _____

Net Assets

Unrestricted _____
Temporarily restricted _____

Total Net Assets _____

Total Liabilities and Net Assets \$ _____

Statement of Activities
Year Ended June 30, 2011

| | <u>Unrestricted</u> | <u>Temporarily Restricted</u> | <u>Total</u> |
|--|---------------------|-----------------------------------|--------------|
| Revenues, Gains, and Other Support | | | |
| Baltimore City Public School System | | | |
| In-kind contributions | \$ | \$ - | \$ |
| Grants | - | - | - |
| Total Baltimore City Public School System | - | - | - |
| Grants from Other Governmental Agencies | - | - | - |
| Public Support | | | |
| Grants and contributions | - | - | - |
| Contributed services | - | - | - |
| Total Public Support | - | - | - |
| Other Revenue | | | |
| Fee income | - | - | - |
| Interest income | - | - | - |
| Total Other Revenue | - | - | - |
| Net Assets Released from Restrictions | - | - | - |
| Total Revenues, Gains, and Other Support | - | - | - |
| Expenses | | | |
| Salaries, benefits, and taxes | - | - | - |
| Occupancy | - | - | - |
| Instructional programs and materials | - | - | - |
| Support services and supplies | - | - | - |
| Depreciation | - | - | - |
| Total Expenses | - | - | - |
| Change in Net Assets | - | - | - |
| Net Assets - Beginning of Year | - | - | - |
| Net Assets - End of Year | \$ | \$ | \$ |

The accompanying notes are an integral part of these financial statements.

Statement of Cash Flows
Year Ended June 30, 2011

Cash Flows from Operating Activities

| | |
|--|----|
| Change in net assets | \$ |
| Adjustments to reconcile change in net assets to net cash provided by operating activities | |
| Depreciation | |
| Increase in operating assets | |
| Accounts receivable | |
| Increase in operating liabilities | |
| Accounts payable | |
| Accrued payroll | |
| Unearned grant revenue | |

Net Cash Provided by Operating Activities

Cash Flows from Investing Activities

| | |
|--------------------------|--|
| Purchase of fixed assets | |
|--------------------------|--|

Net Cash Used in Investing Activities

Net Change in Cash and Cash Equivalents

Cash and Cash Equivalents - Beginning of Year

| | |
|--|----|
| Cash and Cash Equivalents - End of Year | \$ |
|--|----|

Notes to Financial Statements

NOTE A - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Nature of Operations

....., Inc. ("the Organization") is a non-profit Maryland corporation. The Organization is a public charter school. The vision of the Organization is to nurture a love of learning in a small, family-like environment by providing an extraordinary and proven Montessori public school experience for families living in Baltimore City.

The Organization is funded primarily by the As a charter school, the Organization receives a per-pupil allotment each quarter for children ages five and older from The Organization also receives grants from other governmental agencies, as well as donations from the public, and various foundations.

Basis of Accounting

The financial statements of the Organization have been prepared on the accrual basis of accounting and, accordingly, reflect all significant receivables, payables, and other liabilities.

Contributions

In accordance with Financial Accounting Standards Board Accounting Standards Codification ("FASB ASC") 958-225-45 contributions received are recorded as unrestricted or restricted support depending on the existence and/or nature of any donor restrictions.

Recognition of Donor Restrictions

All donor-restricted support is reported as an increase in temporarily restricted or permanently restricted net assets, depending on the nature of the restriction. When a restriction expires (that is, when a stipulated time restriction ends or purpose restriction is accomplished) temporarily restricted net assets are reclassified to unrestricted net assets and reported in the Statement of Activities as net assets released from restrictions.

Financial Statement Presentation

The financial statements are presented in accordance with FASB ASC 958-210-45. Under FASB ASC 958-210-45, the Organization is required to report information regarding its financial position and activities according to three classes of net assets: (1) unrestricted net assets, (2) temporarily restricted net assets, and (3) permanently restricted net assets.

Cash and Cash Equivalents

Cash and cash equivalents include all monies in banks and highly liquid investments with initial maturity dates of three months or less.

Grants and Revenue Recognition

The Organization requests and receives, from governmental organizations, grants that are specifically designated for program services. The funds are expended in accordance with grant requirements. Grant revenue is earned when the Organization has incurred expenses related to a specific grant. Grant revenue that has been received but not expended is recorded as unearned grant revenue.

Notes to Financial Statements

NOTE A - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Allowance for Doubtful Accounts

Management established an allowance for doubtful accounts for those receivables that are not considered fully collectible. As of June 30, 2011 management considers receivables fully collectible.

Fixed Assets

The Organization generally capitalizes all property and equipment with useful lives greater than one year and \$5,000. Property and equipment are carried at cost or, if donated, at the approximate fair value at the date of donation. Such donations are reported as unrestricted support unless the donor has restricted the donated asset to a specific purpose. Maintenance and repairs are charged to operations when incurred. Construction-in-progress accumulates until the asset is placed in service. Depreciation is computed using the straight-line method over the estimated useful lives of the assets. The estimated useful lives are 30 years for leasehold improvements, and seven years for furniture and equipment.

Income Taxes

The Organization is exempt from federal income taxes under Section 501(c)(3) of the Internal Revenue Code. The Organization's tax filings are subject to audit by various taxing authorities. The Organization's open audit periods are 2008-2011. There are currently no audits for any tax periods in progress.

Subsequent Events

Management has evaluated subsequent events through November 30, 2011, the date the financial statements were available to be issued.

Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect certain reported amounts and disclosures. Accordingly, actual results could differ from those estimates.

NOTE B - FIXED ASSETS

At June 30, 2011 fixed assets consisted of the following:

| | |
|-------------------------------|-----------------|
| Leasehold Improvements | \$ |
| Furniture and equipment | |
| Construction-in-progress | <hr/> |
| Less accumulated depreciation | <hr/> |
| Fixed Assets, Net | \$ <hr/> |

Depreciation expense for the year ended June 30, 2011 was \$

Notes to Financial Statements

NOTE C - CONCENTRATION OF REVENUE

The Organization received approximately 67% of its revenue during the year ended June 30, 2011 from BCPSS. The support consisted of the following:

| | |
|-------------------------------------|-----------------|
| In-Kind Contributions | |
| Teachers and other support provided | \$ |
| Grants | |
| Direct cash payments | _____ |
| Total | <u>\$</u> _____ |

NOTE D - RESTRICTIONS ON NET ASSETS

As of June 30, 2011, temporarily restricted net assets included \$ _____ available for program support in future school years and facility upgrades.

NOTE E - CONTRIBUTED SERVICES

The Organization recognized revenue of \$ _____ for contributed services during the year ended June 30, 2011. Revenue from services was measured based on the fair value of these services, and the amounts recognized were used towards construction-in-progress and support services.

NOTE F - FUNDRAISING

Total fundraising costs for the year ended June 30, 2011 was \$ _____, and is included in support services and supplies on the Statement of Activities.

NOTE G - LEASE/SUBSEQUENT EVENTS

In 2008, the Organization entered into a lease agreement with the Mayor and City Council of Baltimore (the "City") to lease 70,833 square feet of 1 Guilford Avenue to be used as the location for the children's house and elementary school programs for ages three through twelve. May 19, 2010, the lease agreement was amended to include an approximately 12,000 square foot, two-story building to be used as the location for the middle school program for seventh and eighth grade students. The Organization's middle school charter application was approved by the Baltimore City Board of School Commissioners on August 10, 2010. The building for middle school is nearing the end of the renovation process, and the middle school began operations in August 2011 for seventh grade students.

During the year ended June 30, 2011 lease payments ranged from \$ _____ per month. Total rent expense for the year ended June 30, 2011 was \$ _____. Subsequent to June 30, 2011 (July 20, 2011), the Organization picked up an option to purchase the entire leased premises from the City for _____ less a \$ _____ repair expense credit. As a result of the purchase, the Organization has a \$ _____ mortgage with the City. Payments on this mortgage will take place monthly over the next 20 years. As a result of other miscellaneous credits given to the Organization at the time of purchase, the Organization is not required to begin making mortgage payments until sometime in 2012.

The Organization also obtained two loans on July 20, 2011 from M&T Bank. The first loan is a construction to permanent loan with the potential to borrow a maximum of \$ _____. This loan was guaranteed by the Abell Foundation. The second loan allows the Organization to borrow up to _____. The interest rates on the loans are 3.50% above one month LIBOR, adjusted daily.

Greenmount West Proposal – Developer Capacity

5. Exhibit C

C.1 Owned Property Disclosure Form

List all properties owned or sold within the past five years in Baltimore City and elsewhere by Respondent and business entities identified in Exhibit A. Use additional sheets as necessary.

| ADDRESS (include Zipcode) | Property Owners (Full Name) | Currently Owned? If no, please enter year sold |
|--|------------------------------------|---|
| Guiford Avenue Baltimore, MD 21202 | | Yes |
| Guilford Avenue Baltimore, MD 21202 | | Yes |

Greenmount West Proposal – Developer Capacity

Exhibit D.2 Summary of Project Experience

| | Project 1 | Project 2 | Project 3 |
|-----------------------------|-----------|-----------|-----------|
| Project Name: | | | |
| Role: | | | |
| Type of Project: | | | |
| Number of Buildings: | | | |
| Construction Costs: | | | |
| Start Date: | | | |
| Completion Date: | | | |
| Current Status: | | | |
| Construction Lender: | | | |
| Permanent Lender: | | | |

Greenmount West Proposal – Commitment to Community Participation

1. Three Examples of Projects Involving Diverse Constituencies and Community Organizations, and Contact Information

As stated in Tab D, _____ has successfully completed three renovation projects in a diverse neighborhood serving a diverse population. Besides those three physical projects, we'd like to comment on our largest community achievement - the establishment of _____ and _____.

_____ was founded in 2006 as a non-profit early education parent-toddler program that introduced and educated *inner city children* and their caregivers to the nurturing methods of the Montessori methodology. The charter school initiative was based on the high level of interest from the families and the community to offer the full continuum of Montessori education through the elementary years. We feel our 1,000+ waiting list is further evidence of a diverse population being willing to become a part of the Greenmount West neighborhood.

Our commitment to serving our diverse community is also echoed in our Mission Statement: *Our mission at _____ is to build a diverse and respectful community of joyfully engaged learners by providing a holistic Montessori environment that supports individual fulfillment, compassion, self-discipline, lifelong learning and a deep awareness of our responsibility to contribute meaningfully to our world.*

Our students and families hail from 24 of the City's 26 zip codes, and our building is home to 3 year olds through 8th graders from racially and socioeconomically diverse backgrounds. We build community among our students and families through various lessons, events, committees and discussions.

As we grown and learn from our past, we have shifted emphasis of our hiring new staff to find those with experience teaching in a more racially and socioeconomically diverse student population. With continuing staff development, we've placed an increased emphasis on diversity awareness and teaching in a multicultural community. To augment this training, we have also created a parent-staff diversity committee to ensure that we have sufficient and meaningful resources to successfully engage all involved.

Greenmount West Proposal – Minority and Women-Owned Business Enterprises

1. Minority and Women-Owned Business Participation in Development Team

As we are not a business with ownership, but rather a non-profit with a diverse board, we feel this section does not directly apply to us. We serve a diverse community, and have become a strong presence in a diverse neighborhood.

2. List of MWOB and Contractors

TBD during the RFP and bid process.

3. Steps Taken to Maximize Minority Participation

Our previous projects took into account the use of MWOBE in our subcontracts, and we will seek qualified minority and women-owned businesses through the standard bid process in this project.

4. Name and Contact Information of Individual Responsible for Adherence to MWOBE Participation Goals.

_____ Board Member _____ the person responsible for adhering to MWOBE participation goals. She can be reached at:

Office: _____

Email: _____