

Budget

Achieve Career Preparatory Academy (011507) - Lucas County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (148)

U.S.A.S. Fund #:
 Plus/Minus Sheet (opens new window)

Purpose Code	Object Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction		0.00	0.00	0.00	55,180.00	96,305.00	0.00	151,485.00
Support Services		0.00	0.00	45,000.00	0.00	0.00	0.00	45,000.00
Governance/Admin		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development		0.00	0.00	3,000.00	0.00	0.00	0.00	3,000.00
Family/Community		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Safety		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total		0.00	0.00	48,000.00	55,180.00	96,305.00	0.00	199,485.00
Adjusted Allocation								0.00
Remaining								-199,485.00

Application

Achieve Career Preparatory Academy (011507) - Lucas County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (148)

Applicants shall respond to the prompts or questions in the areas listed below in a narrative form.

A) APPLICANT INFORMATION - General Information, Experience and Capacity

1. Project Title: Think Tank

2. Executive summary: Provide an executive summary of your project proposal and which goal(s) in question 9 you seek to achieve. Please limit your responses to no more than three sentences.

The project will address all three of the Straight A Fund goals. The "Think Tank" will focus on student engagement, incorporating the newest technology across the curriculum and providing students with additional resources for classroom activities. These resources will be in the form of 3-dimensional (3D) learning tools that expose students to career-related artistic, mechanical, and technological skills.

200 3. Total Students Impacted:

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

First Name, last Name of contact for lead applicant: Kerry Gordon-Keese

Organizational name of lead applicant: Achieve Career Preparatory Academy

Unique Identifier (IRN/Fed Tax ID): 011507

Address of lead applicant: 301 Collingwood Blvd., Toledo, Ohio 43604

Phone Number of lead applicant: 419-243-8559

Email Address of lead applicant: kerry.keese@leonagroup.com

5. Secondary applicant contact: - Provide the following information, if applicable:

First Name, last Name of contact for secondary applicant: Not applicable

Organizational name of secondary applicant: Not applicable

Unique Identifier (IRN/Fed Tax ID): Not applicable

Address of secondary applicant: Not applicable

Phone number of secondary applicant: Not applicable

Email address of secondary applicant: Not applicable

6. List all other participating entities by name: Provide the following information for each additional participating entity, if applicable: Mention First Name, Last Name, Organizational Name, Unique Identifier (IRN/Fed Tax ID), Address, Phone Number, Email Address of Contact for All Secondary Applicants in the box below.

Not applicable

7. Partnership and consortia agreements and letters of support: - (Click on the link below to upload necessary documents).

* Letters of support are for districts in academic or fiscal distress only. If school or district is in academic or fiscal distress and has a commission assigned, please include a resolution from the commission in support of the project.

* If a partnership or consortium will be established, please include the signed Straight A Description of Nature of Partnership or Description of Nature of Consortium Agreement.

[UploadGrantApplicationAttachment.aspx](#)

8. Please provide a brief description of the team or individuals responsible for the implementation of this project including relevant experience in other innovative projects. You should also include descriptions and experiences of partnering entities.

Kerry Gordon-Keese, School Leader: As the school leader and visionary for this project, Ms. Keese will be responsible for leading her staff through the planning and implementation of the project. She will ensure that quotes are obtained, coordinate the collection of data, oversee set-up of the Think Tank, and monitoring of student progress. She has successfully led her staff through planning and implementation of many grant programs, including the Public Charter Schools Program, Lucas County: Vertical Growing Garden, Positive Behavior Support grant, as well as Title I, Title II-A grants. Barbara Contreras, Instructional Coach: Ms. Contreras will be responsible for ensuring that activities align with the standards and that accommodations meet the depth and rigor demanded by the Common Core and New Ohio Learning Standards. ?She will also assist teachers with adjunct activities that support these lab activities (displays, research, graphing, etc.) to help demonstrate and differentiate their knowledge according to the Ohio Extended Standards for students with disabilities. Ms. Contreras has been a key player in developing teachers' abilities to implement inquiry-based learning and ensuring that the strategy was used school-wide. She is also an active participant on the school's technology team, helping to ensure that technology is integrated into classroom instruction. Kenneth Strong, Paraprofessional: Mr. Strong has a degree in Computer-Aided Drafting and Design (CADD), and has worked in the engineering field for 7 years using AutoCAD and MicroStation at CSX Railroad and the Army Corp of Engineers. He is presently helping run the 3D lab that the school has and is passionate about introducing students to computer-aided design products that will incorporate math and science into instruction and give students a competitive advantage in the workplace. Mr. Strong will be pulled from his current assignment to serve as the Technology Support staff member described in this application. He has a strong background in technology and is the lead on the school's technology team. That, combined with his experience with CADD and the existing 3D lab will make him an ideal candidate for setting up the Think Tank lab. James Heilman, Math Teacher: Mr. Heilman has a background in technology and mathematics. He participated in Computer Communications Network Technician program through The Technology Center in which he was involved with the building and upkeep of computer systems and networks. He regularly uses online activities and games in his classroom to reinforce content in a fun and exciting way. He will be responsible for liaising with the contracted IT support team who will set up the hardware in the lab and has agreed to champion this project amongst his peers, helping support those teachers needing additional guidance while learning about the technology to be used. Erika Gerkman, Grants Director: Ms. Gerkman oversees approximately \$19 million worth of grant funds annually. Her department helps schools understand and comply with the requirements of the grants they receive, including allowable uses of funds, cash management principles, contract management, equipment management and monitoring, conflicts of interest, personnel costs, and periods of availability. She will be responsible for ensuring the school understands and complies with all requirements applicable to this program. Scott Gillen, Grants Coordinator: Prior to Mr. Gillen's role as Grants Coordinator, he served as the Data Coach/Technology Coordinator for a high school in Detroit. He has been involved with similar technology projects, building them from the ground up. He will be responsible for helping school personnel build this into their school improvement processes, identifying ways to best implement and evaluate the effectiveness of the program.

B) PROJECT DESCRIPTION - Overall description of project and alignment with Outcomes

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

Student achievement

Spending reductions in the five-year fiscal forecast

Utilization of a greater share of resources in the classroom

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

New - never before implemented

Existing and researched-based - never implemented in your district or community school but proven successful in other educational environments

Mixed Concept - incorporates new and existing elements

Enhancing/Scale Up - elevating or expanding an effective program that is already implemented in your district, school, or consortia partnership

11. Describe the innovative project.

Problem: Because of the student population/dropout recovery school, more classroom participation/engagement is needed for increasing scores. Over 80% of the student population at Achieve Career Preparatory Academy (ACPA) has been identified as being at-risk of dropping out of school (i.e. demonstrating academic deficiencies in reading or math, significant high school credit deficits, academically transient, at least one contact with the court system, teen pregnancy, etc.). The unique setting provided by ACPA responds to the individual needs of the student population by merging traditional classroom and computer based instruction with career experience and employment related opportunities. ACPA has used inquiry-based learning (IBL) as an improvement strategy for the past 3 years. IBL is a student-centered instructional approach that engages students in investigating real-world questions within a broad thematic framework. The Think Tank concept aligns closely with the IBL approach because it

employs a methodology where students use strategic project planning, idea development and concept completion while learning. The "Think Tank" concept allows students to realize concept completion in a tangible way, making the learning all that much more relevant to real life. ACPA currently hosts the only reported 3D lab of its kind, which has been in operation for the past 2 years. The current 3D lab allows teachers to incorporate 3D images, videos, and assessment software to enhance their curriculum. The lab is professionally airbrushed with a science space theme, with special black light paint. ACPA has seen tremendous success with the 3D lab, having never seen a single behavioral referral from this room. Students overwhelmingly enjoy using the 3D lab for learning. Because of the success experienced, ACPA proposes to expand on this concept through the Straight A Fund by instituting the Think Tank, which will incorporate additional innovative 3D equipment and software, including: -Digitizer - a scanner where an object is placed on the scanning surface, which rotates and takes a 3D scan of the object and imports that scan into the software program. This allows the user to have a starting point for modifying and creating objects in the software. Because this isn't an item that most readers will be familiar with, a link to a video demonstration of the item is included here: <http://store.makerbot.com/digitizer.html> -3D printer - Students use software programs to create objects which can then be sent to the 3D printer. The printer creates a 3D rendering of the object. Because this isn't an item that most readers will be familiar with, a link to a video demonstration of the item is included here: <https://www.youtube.com/watch?v=7dGfEJHjP4>. -Ibench - The EON Ibench is a virtual reality unit that allows students to have real-time interactions with the objects or environments displayed by the Ibench, providing complete immersion into the curricular activity. Because this isn't an item that most readers will be familiar with, a link to a video demonstration of the item is included here: <https://www.youtube.com/watch?v=JAVVJMNIIE-w> Use of various software programs that allow students to create graphic displays relating to coursework. These programs will teach students skills that can be valuable in the workplace, including: -SketchUp - 3D modeling software -Tinkercad - tool for creating digital designs that are ready to be 3D printed into physical objects -123D Design - a 3D creation & editing tool -Blender- a 3D creation tool -Open SCAD-for creating solid 3D CAD objects -AutoCAD-an industry leader in 2D & 3D CAD design, drafting, modeling, architectural drawing, & engineering CAD software -Adobe Suite (Photoshop CS6, Adobe Lightroom)-for digital media development -Eon Reality-to access, create, share virtual 3D learning experiences -Makerbot -to modify, improve, share, and 3D print models created

12. Describe how it will meet the goal(s) selected above. - If school/district receives school improvement funds/support, include a brief explanation of how this project will advance the improvement plan. Goal 1 - Raising student achievement: ACPA's school improvement goal in the CCIP is increasing student achievement in language arts and math. IBL is an improvement strategy used in this effort and helps to increase the level of rigor in accordance with the Common Core Standards and Ohio's Model Curriculum. The Think Tank is a deliberate extension of IBL, providing students with an engaging way to take projects to concept completion by interactively immersing students in the content in a tangible way, extending it beyond solving a problem on paper. An important part of implementation of this project will be staff training. When the grant is received and the equipment set up, the tech support staff member will go out for training on the hardware and software programs in order to begin the process of becoming the resident expert for the Think Tank. Teachers will receive formal vendor training in June as an introduction to the new equipment and software. When teachers return in the fall, each teacher will complete a project, using the technology themselves so they can learn how to use it. Students will begin using the Think Tank during the second semester. At the present time teachers use a 1-week cycle for IBL assignments, working through the process of ask, investigate, create, discuss, reflect, assess and extend to solve the problem within that week. Think Tank projects will have a longer cycle, but follow the same concept. All teachers in all classes including electives will participate in at least 1 project per semester and will be encouraged to do additional projects. Especially during the first year of use, teachers will be paired together on projects to encourage cross-curricular collaboration. Teachers participate in data teams, wherein they use pre-tests to gauge student understanding of standards to be taught, and this information will be used for selecting the types of projects appropriate for the student's skill levels. The vendor Makerbot, manufacturer of the digitizer and 3D scanner, has a bank of projects aligned to the CCS which will help teachers get started on some initial projects while they're still learning how to use the software and hardware. Common planning time will be provided for teachers to plan their projects. Administration will approve all projects prior to implementation to ensure alignment to standards. While the core focus of the Think Tank is improving student learning, the Think Tank also provides students an opportunity to gain exposure to specialized equipment and software and learn skills that can be useful in careers upon graduation. Additionally, when selecting software programs, preference will be given to those programs that could lead to certifications that would be helpful for employment so that students can gain experience that would help lead them toward those certifications. Goal 2 - Spending reduction in the five-year fiscal forecast: This goal will be met by discontinuing a program that has had less participation than originally anticipated. The ongoing costs of the Think Tank are expected to be less than the costs of the discontinued program. Ongoing costs for the Think Tank will include software updates, equipment maintenance and replacement, and spools of filament for the 3D printer. The spools of filament cost about \$48 each and can make up to 390 projects. This will result in some additional savings in classroom supplies since the use of project boards and materials will be minimized. Goal 3 - Utilization of a greater share of resources in the classroom. The software and hardware include secondary and postsecondary curriculum including teacher and student resources and a plethora of global sharing components.

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

13. Financial Documentation - All applicants must enter or upload the following supporting information. Responses should refer to specific information in the financial documents when applicable:

- Enter a project budget
- Upload the Straight A Financial Impact Template forecasting the expected changes to the five-year forecast resulting from implementation of this project. If applying as a consortia or partnership, please include the five-year forecasts of each school district, community school or STEM school member for review.
- If subsection (b) is not applicable, please explain why, in addition to how the project will demonstrate sustainability and impact.

Not applicable

14. What is the total cost for implementing the innovative project?

199,485.00 * Total project cost

* Provide a brief narrative explanation of the overall budget. The narrative should include the source and amount of other funds that may be used to support this concept (e.g., Title I funding, RttT money, local funding, foundation support, etc.), and provide details on the cost of items included in the budget (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.).
Furniture and equipment, \$96,305: 3 MakerBot Replicator 2X (3D printers) with dome covers, \$2810 each; 3 MakerBot Digitizers (3D scanners) plus service plans, \$1650 each; 27 computers for the Think Tank lab, \$1800 each; Servers and switches to support the new technology, \$20,000; Furniture for the Think Tank lab (desks, chairs, mounts for computers), \$14,325. Software, \$52,300: 27 AutoCAD software licenses, \$900 each; other software licenses totaling \$28,000, with a good portion of these coming from Amazing Interactives Limited. Amazing Interactives has interactive 3D software in math, language arts, and science that can be used in lessons. Supplies, \$2,880: 60 spools of filament for the 3D printers, \$48 each Personnel, \$25,000: 1 Technology Support staff member full time for January through June, salaries \$17,500 and fringe benefits \$7,500. The technology support staff member will be a temporary position, leading the final selection, ordering, set-up and initial training of the Think Tank. Contracted services, \$20,000: Contracted set-up of Think Tank lab, 4 people, 40 hours, \$125/hour Professional development, \$3,000: Training for Technology Support staff member and teachers totaling \$3,000. The Technology Support staff member will become the resident expert on use of the Think Tank hardware and software. S/he will receive training from the vendors and use online training resources to learn about the technology and will then teach the teachers about the technology in an ongoing way. Teachers will also participate in a vendor training in June 2013. All staff will also learn by doing, using the technology during the first semester, prior to using it in instruction. The initial costs of the Think Tank will be funded through Straight A Fund. Ongoing costs will be paid through general operating funds.

15. What new/recurring costs of your innovative project will continue once the grant has expired? If there are no new/recurring costs, please explain why.

12,380.00 * Specific amount of new/recurring cost (annual cost after project is implemented)

* Narrative explanation/rationale: Provide details on the cost of items included in the budget (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.). If there are no new/recurring costs, please explain why.
During the 2013-14 school year, \$29,000 was budgeted for NovaNet credit recovery software, which gave ACPA 40 site licenses. However, past experience has shown that that number of licenses is not needed. Beginning with the 2014-15 school year, the number of licenses will be reduced to 20, costing \$14,500. These funds will be used to pay for Straight A Fund sustainability. \$12,380 - Total ongoing costs annually \$5,500 - Furniture and equipment: Each year, ACPA will set aside \$5,000 of general funds for equipment repair and replacement. Additionally, the MakerBot Digitizer has a \$500/year service plan. \$4,000 - Software: Some of the software to be used in the Think Tank are free, some are purchased and don't require an annual subscription fee. Each year, ACPA will set aside \$4,000 of general funds for software licensing agreements. \$2,880 - Supplies: Filament \$0 - Personnel: Teachers will all be trained to use the equipment and software. \$0 - Professional development: New teachers will be trained by existing staff.

16. Are there expected savings that may result from the implementation of the innovative project?

0.00 * Specific amount of expected savings (annual)

* Narrative explanation/rationale: Provide details on the anticipated savings (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.).
There are no savings expected as a result of implementation of the Think Tank.

17. Provide a brief explanation of how the project is self-sustaining. If there are ongoing costs associated with the project after the term of the grant, this explanation should provide details on the cost reductions that will be made that are at least equal to the amount of new/recurring costs detailed above. If there are no new/recurring costs, explain in detail how this project will sustain itself beyond the life of the grant.
During the 2013-14 school year, \$29,000 was budgeted for NovaNet credit recovery software, which gave ACPA 40 site licenses. However, past experience has shown that that number of licenses is not needed. Beginning with the 2014-15 school year, the number of licenses will be reduced to 20, costing \$14,500. These funds will be used to pay for Straight A Fund sustainability.

D) IMPLEMENTATION - Timeline, communication and contingency planning

18. Fill in the appropriate dates and an explanation of the timeline for the successful implementation of this project. In each explanation, be sure to briefly describe the largest barriers that could derail your concept or timeline for implementation and your plan to proactively mitigate such barriers. In addition, the narrative should list the stakeholders that will be engaged during that stage of the project and describe the communication that occurred as the application was developed.

Describe the ongoing communication plan with the stakeholders as the project is implemented. (Stakeholders can include parents, community leaders, foundation support and businesses, as well as educational personnel in the affected entities.)

* Proposal Timeline Dates

Plan (MM/DD/YYYY): 01/01/2014

* Narrative explanation

Plan: October 1, 2013 - December 31, 2013 During the planning stage, the following activities will occur: -The grant planning team will meet for plan refinement, the product research and selection process will become more rigorous--identifying specific software, hardware and other equipment and furniture to be purchased if grant is awarded -Potential candidates for the Technology Support staff position will be explored. Mr. Kenneth Strong is being strongly considered, but other candidates will also be explored before that decision is made. No barriers are foreseen for the planning stage. Prior to application development, the School Leader researched options for 3D instruction online, identifying potential resources available and how they impacted instruction and aligned with inquiry-based learning. She contacted vendors and obtained quotes to determine how attainable the equipment was. Staff were informed of the possibility of this grant for the school by the School Leader, with the details to be shared upon award. During application development, the School Leader, Instructional Coach, Grants Director and Grants Coordinator met each Tuesday and Thursday during the month of October to discuss responses to the application questions and worked with vendors to obtain more information about products. The Paraprofessional and Math Teacher were pulled in for specific questions as needed. Communication with stakeholders: ACPA stakeholders include the sponsor, board of directors, management company, parents, students, staff, community. All stakeholders will be notified upon receipt of grant through emails, discussions during meetings, website posting and flyers home. The notifications will outline the goals, major activities and the timeline as it pertains to that stakeholder group. For example, staff will want to know what the training process is, but parents and students will be more interested in the date that the Think Tank will become operational for student use.

Implement (MM/DD/YYYY): 01/01/2015

* Narrative explanation

Implement: Phase 1--January 1, 2014 - December 30, 2014 During the implementation stage, the following activities will occur, with implementation being divided into 2 phases: -The Technology Support staff person will be hired, s/he will identify and engage in training opportunities (webinar training modules, user manuals, vendor trainings, training blogs). S/he will begin experimenting with the technology. -Furniture and equipment will be ordered and set up. -All staff will receive training in June 2014. During the first semester of the 2014-15 school year teachers will use the equipment to become experienced enough to use it with students during the second semester, teachers will be paired with a team member and will work with their team member to develop cross-curricular projects for the second semester. Potential barriers include backordered equipment, teacher training/embracing of using the technology (comfort/fear/one more new thing), staff turnover, technology incompatible issues. The timeline that is being proposed is an effort to mitigate these potential barriers. Delivery of furniture and equipment is dependent upon the vendors selling the equipment, so ample time has been allotted for this. Setup and configuration of the technology is also a time-intensive task. Because of this, staff are being introduced to formal training in June, then giving them the first semester to become comfortable with using the new technology. A more ambitious timeline was discussed, but it is believed that in order for this project to be successful, ample time must be provided before rolling out to the students. Communication with stakeholders: The ACPA staff will be the group most interested in this phase of implementation. Communication with staff will be embedded throughout school operations, informing staff through staff meetings, data meeting, memos and providing staff opportunities to work and ask questions as they learn about the technology. Implement: Phase 2--January 1, 2015 - June 30, 2016 -Students begin receiving instruction in the Think Tank -Data will be collected and analyzed to determine effectiveness (student surveys, participation points, OGT scores) No barriers are foreseen for phase 2 of the implementation stage. It is expected that all of the kinks will have been worked out during phase 1 of implementation. Communication with stakeholders: All stakeholder groups will be interested in phase 2 of implementation. There will be a "ribbon-cutting" ceremony for the opening of the Think Tank lab and all stakeholders and news outlets will be invited to report on the opening of the lab. As students begin to use the lab, videos will be made and posted on the school website. Teachers will review data collected during data team meetings to see if the project is having the desired impact on learning. Implement: Phase 2--January 1, 2015 - June 30, 2016 -Students begin receiving instruction in the Think Tank -Data will be collected and analyzed to determine effectiveness (student surveys, participation points, OGT scores) No barriers are foreseen for phase 2 of the implementation stage. It is expected that all of the kinks will have been worked out during phase 1 of implementation. Communication with stakeholders: All stakeholder groups will be interested in phase 2 of implementation. There will be a "ribbon-cutting" ceremony for the opening of the Think Tank lab and all stakeholders and news outlets will be invited to report on the opening of the lab. As students begin to use the lab, videos will be made and posted on the school website. Teachers will review data collected during data team meetings to see if the project is having the desired impact on learning.

Summative evaluation (MM/DD/YYYY): 06/30/2016

* Narrative explanation

Summative evaluation: June 2016 The final test of the success of the Think Tank will come in the form of increased student achievement. This will be measured through OGT growth, comparing student scores from the first test administration to the second. The School Leader will collect and compare this data and present out to all stakeholder groups in June 2016 when the spring test scores become public information.

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

Improved student behavior due to higher engagement will result in increased academic achievement. While ACPA is already a close-knit team that collaborates on many issues of common concern, this will be the first formalized cross-curricular activity in which teachers will engage. It is anticipated that this will increase the level of rigor of instruction.

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

20. Describe the rationale, research or past success that supports the innovative project and its impact on student achievement, spending reduction in the five-year fiscal forecast or utilization of a greater share of resources in the classroom.

In 2010 Texas Instruments initiated and conducted the Learning in Future Education project, a research project led by Professor Anne Bamford, Director of the International Research Agency. According to "The 3D in Education White Paper" drafted to summarize this project, the goal was to determine the most effective type of 3D experiences in the classroom and to measure the value and impact on student learning. The results of the research indicated marked positive effects on recall, retention and performance on tests. Under experimental conditions, 86% of pupils improved from the pre-test to the post-test in the 3D classes, compared to only 52% who improved in the 2D classes. Within the individuals who improved, the rate of improvement was also much greater in the classes with the 3D. Individuals improved test scores by an average of 17% in the 3D classes, compared to only an 8% improvement in the 2D classes between pre-test and post-test. Retention is improved, with pupils in the 3D classes remembering more than the 2D classes after four weeks. Not only were there differences in the quantity of material recalled, but the pupils who studied with 3D remembered in a more connected 'systems' manner.

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

Yes

No

22. If so, how?

For this project to be replicated in another district, the first component needed would be leadership for the project. Then funding for the equipment, teacher buy in, training, and monitoring of use. It is expected that another district could follow a similar timeline as the one described in the application, with approximately 18 months of planning, setup, and training time, then implementation after that. Sharing with other districts across the state: Lessons learned from the project will be (1) posted on school website (2) shared with other community schools who work with the same management company (3) shared with the sponsor so that the sponsor can share information within their network (4) provide ODE with any required reports resulting from receipt of Straight A funds.

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

Goal 1 - Raising student achievement: Success within goal 1 will be realized with participation percentages of 85%, surveys of students indicating 90% of students stating that the Think Tank lab curriculum is engaging and relevant, and 80% of students demonstrating growth from one OGT test to the next. Goal 2 - Spending reduction in the five-year fiscal forecast: Success within goal 2 will be realized with cost-neutrality beginning with the 2014-15 school year. ACPA anticipates \$12,380 in annual ongoing costs, however, because the equipment will be new in 2014-15 the actual use of those funds to repair and replace equipment will be in later years. So over the course of 5 years, costs of \$61,900 (\$12,380 x 5 years) would be considered cost-neutral and success of goal 2. Goal 3 - Utilization of a greater share of resources in the classroom: Success within goal 3 will be realized with 100% of teachers having at least 1 project tied to the Think Tank technology per semester.

24. What are the specific benchmarks related to the fund goals identified in question 9 that the project aims to achieve in five years? Include any other anticipated outcomes of the project that you hope to achieve that may not be easily benchmarked.

Goal 1 - Raising student achievement: -Participation - ACPA assigns participation points to students as part of the schoolwide positive behavior support program. Student participation will be examined to see if the Think Tank is having a positive impact on student participation. Successful participation will be 85% of participation points being earned. Data for students who are enrolled for the entire semester will be included in this analysis. ACPA has many students who attend school sporadically (for a variety of reasons--work, in juvenile detention, lack of interest and enrolled largely to maintain government assistance benefits, etc.) Therefore, ACPA will exclude students who miss 23 days or more per semester to avoid skewing the data. % of participation = # students x # days of school x # points actually earned = total points earned divided by # students x # days of school x 14 points possible in a day = total possible points -Surveys of students: Surveys will be distributed at the end of each semester to get student feedback on how engaging and relevant the activities in the Think Tank were to them. ACPA expects to have 90% of respondents indicating that it is relevant and engaging. -OGT growth - Summative evaluation Compare growth from one OGT test to the next for students who remain the school and who need to retest and excluding students who miss 23 days or more per semester. ACPA expects to see 80% of students showing growth in their scores: Grade 10 = Compare March 2015 test to March 2016 test Grade 11 = Compare fall 2014 test to March 2015 test Grade 12 = Compare fall 2014 test to March 2015 test

25. Describe the plan to evaluate the impact of the concept, strategy or approaches used.

* Include the method by which progress toward short- and long-term objectives will be measured. (This section should include the types of data to be collected, the formative outputs and outcomes and the systems in place to track the program's progress).

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

Short-term progress will be measured through surveys and participation. Participation data will be collected through existing systems set up for Positive Behavior Support. A survey will be created by administration and distributed at the end of each semester. Long-term progress will be measured through OGT growth, utilizing data returned to the school from ODE. Mid-course correction - As data is collected, it will be discussed during data team meetings. Suggestions for improvement will be considered and implemented as appropriate. Lessons learned from the project will be (1) posted on

school website (2) shared with other community schools who work with the same management company (3) shared with the sponsor so that the sponsor can share information within their network (4) provide ODE with any required reports resulting from receipt of Straight A funds.

By virtue of applying for the Straight A Fund, all applicants agree to participate in the overall evaluation of the Straight A Fund for the duration of the evaluation timeframe. The Governing Board of the Straight A Fund reserves the right to conduct evaluation of the plan and request additional information in the form of data, surveys, interviews, focus groups, and any other related data to the legislature, governor, and other interested parties for an overall evaluation of the Straight A Fund.

PROGRAM ASSURANCES: I agree, on behalf of this applicant agency and/or all identified partners to abide by all assurances outlined in the Assurance section of the CCIP. In the box below, enter "I Accept" and indicate your name, title, agency/organization and today's date.

I Accept Kerry Gordon-Keese, School Leader, Achieve Career Preparatory Academy 10/25/2013