Budget

Foundation Academy (009192) - Richland County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (546)

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

Object Code / Purpose 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	260,000.00	900,000.00	0.00	1,160,000.00
Support Services	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Governance/Admin	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Family/Community	0.00	0.00	97,500.00	0.00	0.00	0.00	97,500.00
Safety	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities	0.00	0.00	0.00	0.00	360,000.00	0.00	360,000.00
Transportation	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total	0.00	0.00	97,500.00	260,000.00	1,260,000.00	0.00	1,617,500.00
						Adjusted Allocation	0.00
						Remaining	-1,617,500.00

Application

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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:STEM for Community Schools Consortium

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.

A consortium of 15 Ohio Community Schools will infuse their current STEM programs with the necessary equipment, materials, and training needed to implement a state-of-the-art program. Each school will create a STEM lab either through the renovation of an existing space or through the creation of a mobile lab. All schools will work together to share ideas though bi-monthly peer professional development sessions. Through this project we will increase enrich the quality of the STEM instruction delivered at every school thereby increasing student achievement.

3628 3. Total Students Impacted:

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

First Name, last Name of contact for lead applicant: Joann Hipsher

Organizational name of lead applicant: Foundation Academy

Unique Identifier (IRN/Fed Tax ID): 009192

Address of lead applicant: 1050 Wyandotte Ave. Mansfield, Ohio 44906

Phone Number of lead applicant: 419.526-9540

Email Address of lead applicant: jhipsher@foundationacad.org

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

First Name, last Name of contact for secondary applicant: NA

Organizational name of secondary applicant: NA

Unique Identifier (IRN/Fed Tax ID): NA

Address of secondary applicant: NA

Phone number of secondary applicant: NA

Email address of secondary applicant: NA

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.

Columbus Humanities, Arts and Technology Academy (000553), Latasha Morgan 1333 Morse Road Columbus, OH 43229; (614) 261-1200 lmorgan@columbushumanitiesata.org Columbus Arts & Technology Academy (000557), Derrick Shelton 2255 Kimberly Pkwy. E. Columbus, OH 43232 (614) 577-0900 DShelton@columbusata.org Youngstown Academy of Excellence (007984) Melvin Brown 1408 Rigby Street Youngstown, OH 44506 (330) 746-3970 mbrown@mosaicaeducation.com Cleveland Arts and Social Sciences Academy (007995) Debroah Mays 10701 Shaker Boulevard Cleveland, Ohio 44104 (216) 229-3000 DMays@clevelandartsocsci.org Arts and Science Preparatory Academy (008061) Michelle Person 2711 Church Ave Cleveland, Ohio 44113 (216) 344-2081 MPerson@aspacademy.org Lorain Preparatory Academy (Mansfield Academy of Excellence) (008000) James Sinclair 3038 Leavitt Rd Lorain, OH 44052 (440) 282-3127 jsinclair@lorainprep.org Star Academy of Toledo (009171) Julieta Dinkins 5025 Glendale Avenue Toledo, OH 43614 (419) 720-6330 JDinkins@staracademyoftoledo.org STEAM Academy of Akron (012627) Nova Ocallaghan 1338 Virginia Avenue, Akron, OH 44306 (330) 773-1100 NOcallaghan@STEAMAcademyAkron.org STEAM Academy of Warren (012644) Timothy Freeman, 261 Elm Rd. NE, Warren OH 44483 330-394-3200 TFreeman@steamacademywarren.org STEAM Academy of Dayton (013146) Judy Eschleman 545 Odlin Ave. Dayton, OH 45405 School: 937-262-7063 JEschleman@steamacademydayton.org STEAM Academy of Warrensville Heights (013147) Gary Lane 4700 Richmond Road, Warrensville Heights, OH 44128(216)595-2866 Glane@SteamWarrensville.org STEAM Academy of Cincinnati (014132) Valerie Maxsam 3556 Reading Road Cincinnati, OH 45229 (513) 221-1810 VMaxsam@steamacademycincinnati.org Cornerstone Academy (133439) Natalie Long 6015 E. Walnut St. Westerville, Ohio 43081 (614) 775-0615 NLong@cornerstoneacad.org Academy of Arts and Sciences (008064) Erik Thorson 201 W Erie Ave Lorain, OH 44052 (440) 244-0156ethorson@academyartssciences.org

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.

The STEM Consortium is a group of 15 community schools with experience implementing STEM lessons in a K-8 school. Two of the schools currently have high school programs and a third is adding a high school in 2014. Each school is responsible for implementing weekly STEM lessons at least once a week during the 60 minute science block. The Consortium is being led by Foundation Academy due to their experience managing large federal grants like the 21st Century Community Learning Center's grant. Three of the other schools also have experience operating large federal grants (Arts and Science Preparatory Academy, Youngstown Academy of Excellence, and Columbus Arts and Technology Academy) and several managed Public Charter School Program grants. All 15 schools use a curriculum model that incorporates STEM and the arts in interdisciplinary way. Students participate in STEM activities during science and social studies blocks, focused on the architecture and engineering associated with historical monuments and buildings in history. STEM guides created by our Education Service Provider include STEM based activities and professional development that connect to the Core Curriculum. Lessons focus on Project Based Learning where students work collaboratively to determine the scope, materials, and strategy for their project connecting STEM to the Humanities. Activities are designed to answer a question or solve a problem and generally reflect the types of learning and work people do in the everyday world outside the classroom. All schools have received professional development on the STEM guides and participate in ongoing modeling of research based instructional methods.

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)

- [x] 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
- [x] 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: The Consortium has an outstanding STEM curriculum that links to our core curriculum, but our facilities for carrying out a STEM program are limited. None of the schools currently have rooms with science lab equipment or adequate technology to implement our STEM lessons with fidelity. Solution: The Consortium will enhance their existing STEM programs by creating STEM dedicated spaces in each school. The 15 Consortium schools will use Straight A Funds to do the following: - Each school will convert at least one classroom into a room dedicated to STEM. If an extra room is unavailable we will create a "STEM mobile lab" to allow for a similar experience for our students. Schools with a high school or expanding into high school in 2014 will be responsible for converting two classrooms. - Each school will participate in face to face or virtual professional development sessions on the implementation of STEM lessons in our program. - Each school will purchase curriculum and materials needed to

support STEM instruction with grant funds. Once grant funds are exhausted, we will supplement with general fund dollars. - Each school will be responsible for establishing a rotating schedule to ensure all classrooms have access to the STEM lab at least once a week.

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.

The STEM Guides used by each of the schools allow for connections between the core content areas. STEM lessons occur one day a week during the 60-minute science block and feature a student-designed project from the era and culture. Students work collaboratively to determine the scope, materials, and strategy for their hands-on project connecting Math and Science to the Humanities and Social Sciences. The STEM Guides make explicitly clear to students the timeless and ubiquitous applications of STEM in our daily lives and throughout the history of humankind, while empowering students to work in teams to problem-solve and to present their projects in a formal forum to their peers. While the schools are managing to implement the curriculum as well as their core science programs with some success, enhanced STEM classrooms would provide additional opportunities for all students. The Consortium will work together to maximize the Straight A Fund grant to ensure all 15 schools achieve state of the art STEM spaces. An advisory council will be established with the Head of School for each school, the Director of Facilities, and parent/community members if possible. Each school will be responsible for working with the Director of Facilities to determine the cost associated with renovating a room in their schools. All schools will report back to the advisory council the estimated cost of renovating their space including furniture, technology, minor construction, plumbing, and electrical needs. As all of the schools will not have the same costs associated with their STEM renovation, the advisory council will be responsible for ensuring the expenses are not excessive and the funds are distributed fairly between the schools. Once the costs have been determined and approved by the advisory council, each school will be responsible for gathering bids for the work to be completed. The schools will pay for the renovations and submit any bills to Foundation Academy for reimbursement. The accountant for Foundation Academy will be responsible for tracking the spending for all of the schools. Monthly spending reports will be provided to the advisory board. Upon completion of the renovations, each school will establish a rotating schedule to ensure all classrooms have equal access to the STEM lab. All schools will be responsible for doing an assessment of their STEM materials including science kits, math and engineering manipulatives, and technology needs. The schools will be given a set allocation for supplemental curriculum. As the schools are part of a management organization, their curriculum framework is similar but not all schools have the same budgets. This additional funding will allow each school to acquire the materials needed to implement their STEM program as well as core science and math programs with fidelity. Professional development will take the form of a monthly sharing of best practices. As the schools are scattered throughout the state, we will utilize a platform such as Jigsaw to hold virtual professional development sessions. This will allow the schools to meet without removing teachers and administrators from their schools. Meetings will be held before or after school to decrease the interruption of the school day. Two schools will be featured each meeting to maximize the professional development time. Each school will be responsible for creating a community outreach plan. Their plans must include at least one community Open House to feature the STEM projects from each grade level. All schools must also come up with an after school program with a STEM focus such as Robotics, Maker's Faire, or Astronomy. Schools can also use funds to reach out to community members about our innovative programs through a marketing campaign. Finally, each school will be encouraged to find at least one STEM focused community partner.

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:

a. Enter a project budget

b. 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.

c. If subsection (b) is not applicable, please explain why, in addition to how the project will demonstrate sustainability and impact.

See attached Financial Impact Template

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

1,332,500.00 * 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).

$260,000 Instructional Supplies - $20,000 per school to purchase supplemental STEM materials including science kits, microscopes, math manipulatives, engineering kits and any other materials needed to support their STEM program. $97,500 Community Purchased Services - $6,500 per school for community outreach activities to include Open House nights, marketing, and costs associated with these activities. $360,000 Capital Outlay - $20,000 per classroom (18) total (1 per K-8 school; 2 per K-12 school) for minor remodeling needs such as plumbing, electrical wiring. $900,000 Capital Outlay - $50,000 per classroom (18) for sinks, chemical ranges/hoods, laptop carts, SMART boards, projectors, lab tables, chairs/stools, computer tables, printers etc.

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.

0.00 * 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.

There would be no material recurring costs beyond the initial investment other than the cost of operations (personnel and those changes are referenced in the assumptions column of the financial impact table) resulting from additional students enrolled as a result of the initiative(s) being funded by this grant.The costs are one time cost of facilities improvements which create the environment for a richer learning experience. Adequately marketed, these improvements will attract additional students which will facilitate a stronger bottom line and lower per student operating costs (calculated per student cost reduction is notated at the bottom of the financial impact table). The extra resources generated by enrollment growth not only cover the cost of additional staffing but also help the school pay down some of its debt and/or build some rainy day reserves which in turn has compounding bottom line benefit.

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.)

Although not directly something that would have an impact of reducing total costs to the organization(s), the initiatives are expected to generate an enhanced STEM learning environment that will generate excitement and extra enrollment. With the extra enrollment, the per student costs of the organization go down by filling out existing class sections and over time give the school the opportunity and marketing event to grow building enrollments closer to building capacity. Once a class section reaches its capacity of no more than 25 students, an additional teacher will be hired. The timing of those hires and those enrollments would be at some point after the grant initiatives are enacted and marketed. Growth and community interest is expected to continue for several years after the initial investment using these grant funds.

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.

When the administration team discussed opportunities, they looked for costs that were one time capital costs to ensure that the benefit and impact of these putting these grant program funds to work would be recognizable for years to come. In addition, these costs do not create a financial burden against future budgets as the additional enrollments that such an initiative would create would be adequate to cover the cost of these additional enrollments. Over time, the better bottom lines will allow schools to pay down some of their operating loans from prior fiscal years and reduce the interest costs that burden schools.

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): 01/15/2014

* Narrative explanation

The Consortium has worked together to determine the needs of all of the schools involved. During the planning process we will continue this process to narrow down the expenses associated with creating STEM labs in each school. Each school will work with the Director of Facilities and their Board of Directors to select the classroom to be renovated and determine exact costs associated with renovation. By mid-January 2014, each school will have completed the following projects to further involve parents, board member, community members, and local businesses: - Each school will host a community meeting to discuss their plans for renovating. - Each school will form an advisory committee with staff, parents, and board members. The advisory committee will be responsible for working closely with the Head of School to oversee the project. - Each school will submit an estimate to the advisory committee for the renovation of the classroom(s). - Each school will be responsible for bidding out the renovation project and begin accepting bids. - Schools with a K-8 and High School program will be responsible for converting two classrooms to STEM labs (Columbus Arts and Technology Academy; Foundation Academy and Lorain Preparatory Academy).

Implement (MM/DD/YYYY): 03/15/2014

* Narrative explanation

By mid-March 2014, the Consortium will have accomplished the following: - All schools have at least 75% of the renovations completed with all renovations completed by June 30, 2014. - The advisory committee will have meet on a bi-monthly basis. - Monthly virtual professional development sessions will be held. - All curriculum and materials orders will have been placed. - All capital outlay (technology and furniture) orders will have been placed.

Summative evaluation (MM/DD/YYYY): 06/20/2014

* Narrative explanation

By June 30, 2014: - All funds will be committed by June 30, 2014 and expended by September 30, 2014 - All renovations will be complete and pass inspection by June 30, 2014. - All STEM labs will be operational. - At least one open house will be held to allow the public to tour the newly renovated classrooms and learn about the enhanced STEM program. - 75% of the schools will have a STEM community partner. - Schools will have taken the Science portion of the Scantron assessment to serve as a baseline for growth.

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

As stated previously, all Consortium schools are currently teaching STEM lessons once a week, but with minimal supplies, materials, and in inadequate facilities. Upon completion of the STEM lab renovations, peer professional development, and the inclusion of supplemental STEM materials, our schools will see increases in student achievement. Each school will remain focused on strengthening scientific, technological, engineering, and mathematical (STEM) concepts and skills through the use of its inclusion in all grade level curricula. The STEM focus will permeate school operations and learning opportunities through the following STEM-based activities: -Twenty percent of the math schedule will be dedicated to STEM activities. To allow students to fully engage in these activities, one 60 minute Science period a week will be spent on hands on STEM lessons. -Monthly assemblies w/ guest speakers from the STEM world to discuss real life connections to STEM coursework and careers. -Mandate grade-specific field trips to highlight student and parent exposure to local STEM resources and activities. -Create an annual calendar of STEM focused school-wide activities, utilizing parents and community supporters as volunteers, judges, and guide (i.e. invention Convention, Math Night, Science Fair). -Encourage teachers to host weekly STEM activities and clubs and solicit grants and funding that support STEM learning. In the Consortium schools, the magnet focus is on STEM and the Arts, so those elements, while fully integrated in the educational model, are placed in high relief and are prominently displayed at Open House Nights, science fairs, and other events throughout the year. Moreover, the after-school programming will have a STEM focus.

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.

The Consortium has chosen to build capacity in each of the schools in order impact student achievement. According to the U.S. Department of Labor, only 5% of U.S. workers are employed in fields related to science and engineering, yet they are responsible for more than 50% of our sustained economic expansion. In previous decades, growth in the Science and Engineering labor force has outpaced growth in the U.S. labor force as a whole.[1] The late 1990s was a period of especially strong economic growth that contributed to a rising demand for high-tech workers. Between 1990 and 2000, the share of the labor force in S&E occupations increased, from 4.4 percent to 5.3 percent. However, the share of the labor force in S&E occupations leveled off after 2000. Today, the share in the S&E labor force is not much higher than it was 20 years ago. While the U.S. S&E labor force has stagnated in recent years, the global pool of S&E workers has continued to increase-especially in China-so that the U.S. share of the global S&E workforce has declined over time.[2] STEM experts like Rodney C. Adkins, Senior Vice President of IBM's Systems & Technology Group, believe the way to combat this decline is to improve both the size and composition of the pipeline of U.S. STEM students. "We need to increase the size of the STEM education pipeline by maintaining an enthusiasm for science, technology, engineering and math throughout high school and college."[3] The Consortium will not only increase the size and quality of the pipeline in high school and college, but will begin with students as young as Kindergarten. By enriching the STEM lessons provided to students, we will get students excited about STEM and more likely to do well in other subject areas as well. Families are looking for ways to give their child a leg up in the world. By enhancing our STEM education program, we may attract additional enrollment to our schools. This increase impacts the overall five year forecast of the school by lowering the per student cost which allows the schools to push out ahead of breakeven. In turn this decreases the amount of funding that goes to the operational expenses and allows more funding to go to classroom based expenses. [1] National Science Board, "Growth of the S&E Workforce," Science and Engineering Indicators 2010 (Arlington, VA: National Science Foundation), accessed at www.nsf.gov/statistics/seind10/c3/c3s1.htm, on Jan. 24, 2012. [2] National Science Board, "Counts of Global S&E Labor Force," Science and Engineering Indicators 2010 (Arlington, VA: National Science Foundation), accessed at www.nsf.gov/statistics/seind10/c3/c3s5.htm, on Jan. 24, 2012. [3] Adkins, R., "America Desperately Needs More STEM Students. Here's How to Get Them" Forbes 7/09/2013, accessed http://www.forbes.com/sites/forbesleadershipforum/2012/07/09/america-desperately-needs-more-stem-students-heres-how-to-get-them/ on January 2, 2013.

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

☑ Yes ☐ No

22. If so, how?

While the Consortium schools choose to use STEM lessons that tie to the educational model of our Educational Service Provider; it is the instructional methods and the setting that are critical. Given a level playing field with an equipped STEM lab, all students have the ability to learn with the right techniques. Straight A Funds are being used to provide an enriched environment to allow our students the opportunity to participate in STEM lessons with all the necessary tools. Our project is not about buying "stuff" to make a fancy room to impress parents on a tour. Instead, our project is about acquiring the right tools to be able to educate students in an environment that will set them up to be global citizens. The Consortium will create a best practices document which combines the experiences of all of our schools. In this document we will highlight the basic equipment, materials, and supplies that were necessary to support our STEM lessons. We will also provide detailed descriptions of the STEM focused after school clubs created by our schools and the creativity associated with their use of the STEM lab. Finally our schools can share their use of technology to create virtual peer professional development sessions to decrease the costs associated with traditional training methods.

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

As stated previously, the goal of the project was to build capacity in each of the schools to enable students to participate in a rich STEM educational experience. We improved the programs of each school by creating a STEM lab to support our existing STEM lessons. The program will continue after the grant period has expired because we are enhancing our current curriculum. The program does not have additional costs or expenses apart from routine maintenance of the equipment and replacement of consumable supplies. All of these costs are easily assumed under the general budget of the school. The cost of maintaining regular virtual peer professional development is non-existent as we already have the virtual meeting space established. All Consortium schools use Scantron assessments to monitor the progress of their students. Children take a full battery in core subjects in the fall and spring. Student assessment data will show a 1.25 years growth in all subject areas from fall 2014 to spring 2015 once all labs are up and running and students are able to experience the enhanced STEM programs.

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.

One goal would be improved academic performance in STEM content instruction and a second goal would be improved financial performance that would occur by increased enrollment that results in lower per student costs as fixed costs are spread across a larger population. With regards to academic gains, increased knowledge application time in a STEM lab setting performing hands on activities to reinforce content instruction would be beneficial to students overall preparedness for High School and beyond. With regards to financial performance, having better profitability margins allow the school to reinvest in the long term financial viability of the school by building rainy day funds or by retiring debt that has accumulated over the years. Making accelerated progress on debt retirement, although not a specific goal of this initiative, would very likely be a benefit that would provide additional financial resources to students in the long run.

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.

The Consortium has established a number of long and short term strategies to implement our project. Short Term Objectives: 1. STEM labs will be operational by the beginning of the 2014-15 school year. Evaluation: Completion of all renovations, receipt and installation of any equipment/furniture. 2. STEM focused after school clubs will be created for all schools. Evaluation: Detailed program descriptions from each school. 3. Community outreach fairs/open house with a STEM focus will occur annually. Evaluation: Sign in sheets and "agendas" from each open house. 4. Supplemental STEM materials will be used in each school. Evaluation: Purchase orders and teacher observation reports. 5. 75% of schools will have at least one STEM partner. Evaluation: Partnership letter. Long Term Objectives 1. On the Scantron assessments, student achievement data will increase by 1.25 years growth annually starting in the 2014-15 school year. Evaluation: Scantron assessment data. 2. Community outreach fairs with a STEM focus will occur annually. Evaluation: Sign in sheets and "agendas" from each open house. 3. Parent survey data will show a parent satisfaction level of 8.25 or higher on a 10 point scale. Evaluation: Parent satisfaction survey results. 4. Enrollment at all schools will increase by at least 10% annually. Evaluation: Enrollment data. 5. All schools will receive an effective or higher rating. Evaluation: Ohio State Report Cards. The Consortium will form an advisory committee to evaluation the school's progress on the objectives above. The committee will use data to determine if changes should be made to the program. The advisory committee will report back to the Heads of School for all Consortium schools and the stakeholders on a quarterly basis during the project and throughout the life of the school's charter. Reports on the success of the project will be available to educators across the state. The Consortium will work closely with any organization looking to start a similar project in their area.

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.

Joann Hipsher, Head of School Foundation Academy, "I Accept" 10/25/2014