## 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)**

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**Adjusted Allocation** 0.00

**Remaining** -1,617,500.00
Application

Foundation Academy (001502) - Richland County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (546)

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

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.

The 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.

3. Unique identifiers (IRN/Fed Tax ID): 009192

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

First Name, last Name of contact for lead applicant: Maxsam 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: mhipster@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 (000557), Latahza Morgan 1333 Morse Road Columbus, OH 43229; (614) 261-1200 Lmorgand@columbushumanitiesartsela.org Columbus Arts & Technology Academy (000557), Derrick Shelton 2255 Kimberly Pkwy. E. Columbus, OH 43232 (614) 577-0900 dxelilton@columbusart.org Youngstown Academy of Excellence (007984) Melvin Brown 408 Rigby Street Youngstown, OH 44506 (330) 746-3970 mbrown@mossiaeeducation.com Cleveland Arts and Social Sciences Academy (007995) Deborah Mayes 10701 Shaker Boulevard Cleveland, OH 44114 (216) 229-3000 Dmays@clevelandartsocii.org Arts and Science Preparatory Academy (008001) Michelle Person 2711 Church Ave Cleveland, Ohio 44113 (216) 344-2081 MPerson@aspsacademy.org Lorain Preparatory Academy (Mansfield Academy of Excellence) (008002) James Sinclair 3038 Leavitt Rd Lorain, OH 44052 (440) 282-3127 sinclair@jositionp.org Star Academy of Toledo (009171) Juliette Dinkins 5025 Glendale Avenue Toledo, OH 43614 (419) 720-6330 jodinkins@staracademytoftoledo.org STEAM Academy of Akron (012627) Nova Ocalaghan 1338 Virginia Avenue, Akron, OH 44306 (330) 773-1100 NOcalaghan@STEAMAcademyAkoron.org STEAM Academy of Warren (012644) Timothy Freeman, 261 Elm Rd. NE, Warren OH 44483 330-394-3200 TFreeman@steamaacademywarren.org STEAM Academy of Dayton (013146) Judy Eschleman 545 Olton Ave. Dayton, OH 45405 School: 937-262-7063 JEschleman@steamaacademidayton.org STEAM Academy of Warrensville Heights (105530) Gary Lane 4700 Richmond Road, Warrensville Heights, OH 44128/216/955-2866 Glane@garylane@steamaacademywarren.org STEAM Academy of Cincinnati (014132) Valerie Massam 3556 Reading Road Cincinnati, OH 45229 (513) 221-1810 VMassam@steamaacademycincinnati.org Cornerstone Academy (133439) Natalie Long 6015 E. Walnut St. Westerville, Ohio 43081 (614) 775-2216 Nlong@cornerstoneacad.org Academy of Arts and Sciences (008004) Erik Thorson 201 W Erie Ave Lorain, OH 44052 (440) 244-0156 Ethorson@academyartsandsciences.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 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 packet that incorporates STEM and the arts in interdisciplinary ways. Students participate in STEAM activities and the arts in social studies blocks, focused on the architecture and engineering associated with historical monuments and buildings in history. STEAM 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 create a "STEAM 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

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

F Student achievement
F Spending reductions in the five-year fiscal forecast
F Utilization of a greater share of resources in the classroom

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

F New - never before implemented
F Existing and researched-based - never implemented in your district or community school but proven successful in other educational environments
F Mixed Concept - incorporates new and existing elements
F Enhancing/Scale Up - elevating or expanding an effective program that is already implemented in your district or 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 "STEAM 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
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 working to implement the curriculum along with 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, microscopes, math manipulatives, and technology needs. The schools will be given a set allocation for supplies and equipment. As the school is 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 host 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.

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 impact.

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 for 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).
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.

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 STEMlab 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 its 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 travel-specific 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 partners as volunteers, judges, and guide (i.e. invention Convention, Math Night, Science Fair). Encourage 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.品种说明

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 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.

* B. Describe the expected changes to the institutional and/or organizational practices in your institution.

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. 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 2003. Today, the share in the S&E labor force is not much higher than it was in 1990. U.S. Science 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.

* C. Evaluate the plan to evaluate the impact of the concept, strategy or approaches used.

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

Yes

22. If so, how?

While the Consortium schools choose to use STEM lessons that lead to the educational model of our Educational Service Provider; it is the institutional 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 a way that will set them up to lead the world. Our goal is to create a safe environment for students to learn and grow. We will then create a simple system of Continuous Improvement that will allow teachers to track the progress of each student and adjust instruction. All of these efforts will be supported by the introduction of new teaching strategies and new curricular materials that will be used across the Consortium schools.

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 professional development lessons 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 in order to student achievement to participate in a rich STEM educational experience. We improved the programs of each school by teaming up with the Consortium schools to create a STEM lab. The program will continue after the grant period has expired because we believe 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 a way that will set them up to lead the world. Our goal is to create a safe environment for students to learn and grow. We will then create a simple system of Continuous Improvement that will allow teachers to track the progress of each student and adjust instruction. All of these efforts will be supported by the introduction of new teaching strategies and new curricular materials that will be used across the Consortium schools.

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.

The goal would improve 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 likely very be beneficial to 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.

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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).

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 all equipment/furniture. 2. STEM focused after school clubs will be created for all schools. Evaluation: Detailed program descriptions from schools. 3. Community outreach fairs/open house with a STEM focus will occur annually. Evaluation: Sign in sheets and "agenda" 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 "agenda" 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 evaluate 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.

26. 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.

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 assurances outlined in the Assurance section of the CCIP. In the box below, enter "Accept" and indicate your name, title, agency/organization and today’s date.

Donni Hipsher, Head of School Foundation Academy, *Accept* 10/25/2014