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**Adjusted Allocation**

**Remaining**

-310,555.98
His role will provide direct engagement to ensure the services at the Close to Home Centers are academically sound and delivered in accordance to AUS school policies.

vjester@ncusolutions.org

b. Columbus Urban Leaque (Education Efforts of self and school classes at one of the three educational centers in their neighborhoods making it convenient for them to learn and come to school. By implementing this project the goal of increasing student achievement will take place because current students that are not currently achieving will have resources needed to achieve. CHLC will offer an individualized educational model utilizing blended learning and flexible hours from 4pm-8pm to increase student's best chance of obtaining a high school diploma and being prepared for the workplace.

Dr. Martin will provide executive oversight and management for The Academy for Urban Scholars Close to Home program. Dr. Martin is presently the Superintendent of the Academy of Urban Scholars Columbus and Youngstown Districts. His primary mission centers around improving student achievement by equipping teachers, administrators, and school boards with the attitudes and skills that are needed to meet the learning needs of diverse urban students; that he believes is accomplished by providing rigorous, relevant and research based professional development. Dr. Martin is a well-respected veteran educator with an abundance of leadership experience in both public and charter schools and within both small and large urban public school districts. He has served students and parents in many roles, having served as a teacher, school administrator, principal, district level administrator and superintendent of schools. He has led school reform work with an exceptional record of success over the years. Dr. Martin earned a Bachelor's Degree in Education from The Ohio State University in Columbus, Ohio; a Master's Degree in Educational Administration from the University of Dayton located in Dayton, Ohio. He also earned a Ph.D. in Educational Policy and Leadership also from the University of Dayton. Dr. Martin is a model of a life-long learner after receiving a Ph.D. he continued his education and has since earned a Doctorate in Theology (Th.D.) from the Jacksonville Baptist Theological Institute located in Jacksonville, Florida. Aaron Butler, Mr. Butler, The Academy for Urban Scholar Principal will provide overall Educational oversight for the Close to Home project to ensure program implementation and management is directly aligned with the AUS mission and goals. His role will provide direct engagement to ensure the services at the Close to Home Centers are academically sound and delivered in accordance to AUS school policies and procedures. Butler is an experienced educator with over ten years committed to helping student achieve academic goals. He has a Master of Education in Educational Administration from Ashland University and a BA in Education from Wittenberg University Project Partners-National Center for Urban Solutions: NCUS has over 10 years of providing workforce and educational programming designed to deliver innovative solutions to the urban community. Designing and implementing curriculum; intensive supportive services; retention services; post secondary exploration; training and employment services to prepare individuals for economic self-sufficiency. NCUS’ Educational Services division is dedicated to providing programs and services specifically for hard to serve youth. Our collaborative designed AUS curriculum and overall educational service goals to meet each student exactly where they are to identify the best path to graduation. The concept focuses on the end goal of Employment, Education or Enlistment. Most recently NCUS hosted a career fair where 16 professionals from high growth industries; US Army and five secondary educational institutes on-site at The Academy for Urban Scholars for students. Family Missionary Baptist Church: Family Missionary Baptist Church has been in the Southeast Community for over 57 years. The center offers a host of community programs to support the efforts of self-sufficiency in the community that they are located. Currently, The Academy for Urban Scholars has a large number of students who live within walking distance of this location. The site will be staffed with The AUS Close to Home staff and the site will offer additional community support from the current programs offered at the site. The Columbus Urban League: The Columbus Urban League (CUL) is a community-based non-profit founded in 1918. Their mission is to empower families in need, with data-driven, life-changing strategies.

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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.

School improvement funds/support the goal of student achievement will be met by measuring data, identifying students that earn credits for classes that are taken, and tracking student attendance at the educational centers. The five core concepts provide each educational site to be located in the neighborhood of the students that the site will serve. Thus, transportation will not be an issue because students can walk to the neighborhood educational centers. Students that need transportation will receive bus tokens to ride the public transit if needed. Each center will have one educational aide who will float between each site based on need. While students are taking courses online the educational coaches will be on hand to teach, support, and encourage students to master academic standards. Each site will offer pre and post program assessments that will measure academic gains of the students at each site. That data will be used to show students are achieving academically. This project will create new research that shows that meaningful educational centers in poverty stricken areas can help the forgotten students achieve academically and earn high school diplomas. Each three educational site will be established in the neighborhoods where the students live in a churches, community center and high school in the inner cities that have the highest dropout rates in Columbus. The sites will use APEX learning software that offers high school core classes that are aligned with Common Core Standards and elective courses that includes foreign languages, enrichment courses, and even remedial courses. The out of the box concept provides each educational site to be located in the neighborhood of the students that it will serve. Thus, transportation will not be an issue because students can walk to the neighborhood educational center. Students that need transportation will receive bus tokens to ride the public transit if needed. Each center will have one educational coach commonly known as Teacher/Instruction and one educational aide who will float between each site. While students are taking courses online the educational coaches will be on hand to teach, support, and encourage students to master academic standards. Each site will offer pre and post program assessments that will measure academic gains of the students at each site. This project will create new research that shows that meaningful educational centers in poverty stricken areas can help the forgotten students achieve their high school diploma prepare for the workplace and life. Academy for Urban Scholars would be a education site.

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.

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

310,555.98 * 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).

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

200,000.00 * Specific amount of new/recurring cost (annual cost after project is implemented)

* Narrative explanation/note: 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.

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/note: Provide details on the anticipated savings (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.)

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 to bring the costs 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.

The program expenses should remain equal to the cost detailed in the budget. The AUS Close to Home Educational Centers will be self-sustaining after the grant term as a direct result of increased student enrollment. The project will offer flexible hours to a large number of youth; thereby increasing recruitment, attendance and retention for The Academy for Urban Scholars High School. The project will be sustained by Foundation support and Title I funding for services supporting those funding streams. The flexible hours allows students who work or have child care concerns to come to school during non-traditional hours.

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 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): 01/02/2014

* Narrative explanation

The pilot allows us to meet the objectives of the timeline because we are not starting from scratch. We have identified key individuals whereby some have volunteered their time and are prepared to make them job offers. Our timeline is realistic and will allow us to collect data for success and student progress.

Implement (MM/DD/YYYY): 01/02/2014

* Narrative explanation

We are currently doing a pilot of this project at one of the educational centers to work out the logistics to ensure a smooth implementation. Any obstacles we encounter doing the pilot will allow us to implement the project as of January 1, 2014. We are currently addressing issues as child care, food, follow up and the extension involvement of each the center. Our current funds do not allow us to operate the pilot as proposed in this grant. In addition to this pilot we are able to identify the roles the community, and other stakeholders will play. The stakeholders have been apart of the project and its implementation of the pilot.

Summative evaluation (MM/DD/YYYY): 07/31/2014

* Narrative explanation

We will use a third party evaluator along with pre-post test, survey and parent and student interviews to evaluate the effectiveness of change in the community and the student centered around education.
19. Describe the expected changes to the instructional and/or organizational practices in your institution.

The expected changes to the instructional practices at Academy for Urban Scholars (AUS) High School will show students are more focused on learning because a learning environment was created that allowed students to take classes in at educational site close to their home. An educational shift will take place because students will not receive the traditional school educational. Students will still attend class and receive face-to-face instruction during the school day at AUS and they will receive online instruction at the educational sites in the evening. By doing this instructional time will increase over the course of the school day via face-to-face instruction and/or online instruction. In all, we expect the teachers to teach and facilitate learning with the student’s educational needs in mind.

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 rationale that supports this project and its impact on student achievement is that students are dropping out of school every twenty-six seconds and this creates a devastating impact on society. By creating an alternative educational plan (evening school) we are providing additional opportunities for students to achieve academically, graduate from high school, and join the workforce with the skills necessary to impact society in a positive manner.

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

[ ] Yes  [ ] No

22. If so, how?

This model can be replicated by districts partnering with local community and social services agencies in their area. The community and educators must recognize the need to reduce social barriers in order to increase successful education outcomes for all students of any age.

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

The substantial value and lasting impact that this project hopes to achieve is priceless. This project will invade the community because the sites will be readily available for students to access. We are finding that there are dozens of students want to graduate but life's hardships has backed them into a corner. We are putting educational sites in those corners. The end result will be lasting because when a student obtains their high school diploma the floodgate to enrolling at colleges, enlisting in the military, and gaining employment are endless. The educational sites that are close to home will take away the excuses and give students an opportunity to educate themselves in a manner that will add value and substance to their life. The more students that we enroll in the educational sites means the more students that will graduate which in turns creates an educated society.

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.

Increase graduation rates, reading and writing levels in the zip codes identified and the new state testing, OGT/PARCC. Better align students to adapt to common core, increase a family value of education in the home by encouraging family participation in students education, prepare students for the workplace or military entrance.

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.

We will use Renaissance Learning assessment to measure students’ process in math and English; Iowa assessment will be used for social studies and science. Student process will be measured by their increase in grade, reading and math levels monthly. An individual Graduation plan will measure where they are in order to graduate. Student information/data will be collected from standard test, i.e. OGT and measure process by STRAND analysis. Students below expectations will receive additional testing and more one-one direct instruction and intervention plan.

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.

Accept Pamela Duckett Chief Administrative Officer 1808 E. Broad Street Columbus OH 43203 10/24/2013