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Adjusted Allocation: 0.00
Remaining: -198,225.00
Please respond to the prompts or questions in the areas listed below in a narrative form.

A) APPLICANT INFORMATION - General Information

1. Project Title:
Think Tank at Achieve

2. Executive summary: Please limit your responses to no more than three sentences.
The Think Tank at Achieve Career Preparatory Academy, a dropout prevention school in Toledo, OH 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.

This is an ultra-concise description of the overall project. It should not include anything other than a brief description of the project and the goals it hopes to achieve.

3. Total Students Impacted: 200
This is the number of students that will be directly impacted by implementation of the project. This does not include students that may be impacted if the project is replicated or scaled up in the future.

4. Please indicate which of the following grade levels will be impacted:
- Pre-K Special Education
- Kindergarten
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12

5. 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
Address of lead applicant
301 Collingwood Blvs. Toledo, OH 43604
Phone Number of lead applicant
(419) 243-8559
Email Address of lead applicant
kerry.keese@leonagroup.com

6. Are you submitting your application as a consortium? - Select one checkbox below
- Yes
- No
If you are applying as consortium, please list all consortium members by name on the "Consortium Member" page by clicking on the link below. If an educational service center is applying as the lead applicant for a consortium, the first consortium member entered must be a client district of the educational service center.

Add Consortium Members

7. Are you partnering with anyone to plan, implement, or evaluate your project? - Select one checkbox below
- Yes
8. Describe the innovative project: - Provide the following information

The response should provide a clear and concise description of the project and its major components. Later questions will address specific outcomes and the measures of success.

The current state or problem to be solved; and

Over 80% of the student population at Achieve Career Preparatory Academy (ACPA) has been identified as being at risk of dropping out of school. Students are identified as being at risk when they, for example, demonstrate academic deficiencies in reading or math, are significantly deficient in high school credits, are academically transient, have at least one contact with the court system, experienced pregnancy, or have other life circumstances that statistically make them more likely to fail. Often students at ACPA have been unsuccessful in other dropout prevention schools. Because of the student population's at-risk status, the academy needs to identify and provide greater opportunities for classroom participation and engagement to increase scores, increase student attendance, and promote more innovative, inviting learning experiences. By merging traditional classroom and computer based instruction with career experience and employment related opportunities, ACPA responds to the individual needs of the student population by providing a unique setting. Only 26% of students pass the state test for graduation (OGT) compared to 50% in comparison groups. The school has a 4 year and 5 year graduation rate of 14% compared to 20% in other dropout recovery schools in the state. The 6 year graduation rate is 42% which is significantly better than the state's 19.6%. According to a survey of staff students are not likely to master the OH technology standards. 15% are predicted to be proficient in the standard for the Nature of Technology; 23% the standard for Technology and Society Interaction; 31% the standard for Technology for Productivity Applications; and 23% the standard for Technology and Communication Applications.

The proposed innovation and how it relates to solving the problem or improving on the current state.

ACPA currently hosts the only reported 3D lab of its kind. The current 3D lab allows teachers to incorporate 3D images, videos, and assessment software to enhance their curriculum. Students overwhelmingly respond to this learning technique. Students who take advantage of the 3D courses score better in math, ELA and science on the OGT than those who do not. Student attendance is also much better for lab students. Students take pride in this learning environment and there has never been a single behavioral referral from the lab. Because of this type of the successful learning environment in the 3D lab, 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. 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. This includes a digitizer and scanner whereby an object is placed on the scanning surface, rotated, and a 3D scan of the object is imported into the software program. This process allows the user to have a starting point for modifying and creating objects in the software. Students will use software programs to create objects that can then be sent to a 3D printer. The printer creates a 3D rendering of the object. ACPA has used Inquiry Based Learning (IBL) as an improvement strategy for the past three years. IBL is a student centered instructional approach that engages students in investigating real world problems 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. Using "Think Tank" students will make use of various software programs that allow them to create graphic displays relating to course work. These programs will teach students skills that can be valuable in the workplace, including; Sketch Up 3D modeling software; Tinker-Cad Tool for creating digital designs ready to be 3D printed; Blenders 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, and share virtual 3D learning experiences; and Makerbot to modify, improve, share, and 3D print models they have created.

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

Applicants should select any and all goals the proposal aims to achieve. The description of how the goals will be met should provide the reader with a clear understanding of what the project will look like when implemented, with a clear connection between the components of the project and the stated goals of the fund. If partnerships/consortia are part of the project, this section should describe briefly how the various entities will work together in the project. More detailed descriptions of the roles and activities will be addressed in Question 16.

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 train in the use of 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 will know how to use it. Students will begin using the "Think Tank" during the second semester. Currently, teachers use a one 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 one project per semester and will be encouraged to do additional projects. Particularly 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 pretests to gauge student understanding of standards to be taught. This
SUSTAINABILITY

Higher education should use the "non-traditional" tab and county boards of developmental disabilities and institutions of higher education should use the "ESC" tab and county boards of developmental disabilities and institutions of higher education seeking to achieve positive performance on other approved fiscal measures should submit the budget information approved by an executive board or its equivalent on the appropriate tabs of the Financial Impact Table. Educational service centers should use the "ESC" tab and county boards of developmental disabilities and institutions of higher education seeking to achieve positive performance on other approved fiscal measures should submit the budget information approved by an executive board or its equivalent on the appropriate tabs of the Financial Impact Table. Educational service centers should use the "ESC" tab and county boards of developmental disabilities and institutions of higher education seeking to achieve positive performance on other approved fiscal measures should submit the budget information approved by an executive board or its equivalent on the appropriate tabs of the Financial Impact Table. Educational service centers should use the "ESC" tab and county boards of developmental disabilities and institutions of higher education seeking to achieve positive performance on other approved fiscal measures should submit the budget information approved by an executive board or its equivalent on the appropriate tabs of the Financial Impact Table. Educational service centers should use the "ESC" tab and county boards of developmental disabilities and institutions of higher education should use the "non-traditional" tab.

- Spending reductions in the five-year fiscal forecast or positive performance on other approved fiscal measures (Describe the specific reductions you anticipate in terms of dollars and spending categories over a five-year period in the box below or the positive performance you will achieve on other approved fiscal measures. Other approved fiscal measures include a reduction in spending over a five-year period in the operating budget approved by your organization's executive board or its equivalent.)

  This goal will be met by discontinuing a program, NovaNet, which has had less participation than originally anticipated. Savings from eliminating the existing program is expected to be $70,000 over the course of the grant and will offset the cost of any new supplies and software licensing and updates necessary to continue with the project. This upgrade in technology will reduce the projected need for new capital equipment by 50% over the grant period, saving $26,000.

- Utilization of a greater share of resources in the classroom (Describe specific resources (Personnel, Time, Course offerings, etc.) that will be enhanced in the classroom as a result of this innovation in the box below.)

- Implementing a shared services delivery model (Describe how your shared services delivery model will demonstrate increased efficiency and effectiveness, long-term sustainability, and scalability in the box below.)

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

- New - never before implemented
- Existing: Never implemented in your community school or school district but proven successful in other educational environments
- Mixed Concept: Incorporates new and existing elements
- Established: Elevating or expanding an effective program that is already implemented in your district, school or consortia partnership

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

11. Financial Documentation: - All applicants must enter or upload the following supporting information. The information in these documents must correspond to your responses in questions 11-14.

* Enter a project budget in CCIP (by clicking the link below)

Enter Budget

* If applicable, upload the Consortium Budget Worksheet (by clicking the link below)

* Upload the Financial Impact Table (by clicking the link below)

* Upload the Supplemental Financial Reporting Metrics (by clicking the link below)

Upload Documents

For applicants without an ODE Report Card for 2012-2013, provide a brief narrative explanation of the impact of your grant project on per pupil expenditures or why this metric does not apply to your grant project instead of uploading the Supplemental Financial Reporting Metric.

The project budget is entered directly in CCIP. For consortia, this project budget must reflect the information provided by the applicant in the Consortium Budget Worksheet. Directions for the Financial Impact Table are located on the first tab. Applicants must submit one Financial Impact Table with each application. For consortium applications, each consortium member must add an additional tab on the Financial Impact Tables. Partners are not required to submit a Financial Impact Table.

Applicants with an "Ohio School Report Card" for the 2012-2013 school year must upload the Supplemental Financial Reporting Metrics to provide additional information about cost savings and sustainability. Directions for the Supplemental Financial Reporting Metrics are located on the first tab of the document. If your organization does not have an "Ohio School Report Card" for the 2012-2013 school year, please provide an explanation in the text box about how your grant project will impact expenditures per pupil or why expenditure per pupil data does not apply to your grant project.

Educational service center, county boards of developmental disabilities, and institutions of higher education seeking to achieve positive performance on other approved fiscal measures should submit the budget information approved by an executive board or its equivalent on the appropriate tabs of the Financial Impact Table. Educational service centers should use the "ESC" tab and county boards of developmental disabilities and institutions of higher education should use the "non-traditional" tab.
12. What is the total cost for implementing the innovative project?

Responses should provide rationale and evidence for each of the budget items and associated costs outlined in the project budget. In no case should the total projected expenses in the budget narrative exceed the total project costs in the budget grid.

| 198,225.00 State the total project cost. |

* Provide a brief narrative explanation of the overall budget.

As stated, the project will be an extension of the current 3D lab. It will require preparing a new space, however. Furniture and related equipment will be necessary ($14,325). The technology acquisition will include three replicators ($9,000), three digitizers ($5,600), twenty-seven computer workstations ($49,000), upgrades to the school’s electronic infrastructure ($20,000), installation of new equipment and other infrastructure needs ($45,000) and professional development over and above what the selected vendors will provide for staff ($3,000). The Technology Support staff member will become the resident expert on use of the Think Tank hardware and software. They 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 September, 2014. 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.

| Box below.

13. Will there be any costs incurred as a result of maintaining and sustaining the project after June 30th of your grant year?

Sustainability costs include any ongoing spending related to the grant project after June 30th of your grant year. Examples of sustainability costs include annual professional development, equipment maintenance, and software license agreements. To every extent possible, rationale for the specific amounts given should be outlined. The costs outlined in the narrative section should be consistent and verified by the financial documentation submitted and explained in the Financial Impact Table. If the project does not have sustainability costs, applicants should explain why.

Yes - If yes, provide a narrative explanation of your sustainability costs as detailed in the Financial Impact Table in the box below.

If yes, provide a narrative explanation of your sustainability costs as detailed in the Financial Impact Table in the box below.

No - If no, please explain why (i.e. maintenance plan included in purchase price of equipment) in the box below.

14. Will there be any expected savings as a result of implementing the project?

Yes

No

Applicants with sustainability costs in question 13 or seeking to achieve significant advancement in spending reductions in the five-year forecast must address this response. Expected savings should match the information provided by the applicant in the Financial Impact Table. All spending reductions must be verifiable, permanent, and credible. Applicants may only respond “No” if the project will not incur any increased costs as a result of maintaining and sustaining the project after June 30th of your grant year. The Governing Board will use the cost savings as a tiebreaker between applications with similar scores during its final selection process. Cost savings will be calculated as the amount of expected cost savings less sustainability costs relative to the project budget.

8,592.24 If yes, specify the amount of annual expected savings. If no, enter 0.

If yes, provide details on the expected savings (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.). If no, please explain.

The school anticipates a long term savings of $42,962 over the grant period (an average of $8,592.24 per year). This savings will be realized by reducing general fund expenditures by eliminating inefficient and ineffective instructional programs (NovaNet), reducing initial supply expenditures, reducing the need to purchase new and replacement capital equipment. There will be no increase in staffing. An increase in purchased services is included for maintenance and repair.

15. Provide a brief explanation of how the project is self-sustaining.

All Straight A Fund grant projects must be expenditure neutral. For applications with increased ongoing spending as documented in question 11-14,
### Timeline, scope of work and contingency planning

**16. Please provide a brief description of the team or individuals responsible for the implementation of this project, including other consortium members and/or partners.**

This response should include a list of qualifications for the applicant and others associated with the grant. If the application is for a consortium or a partnership, the lead should provide information on its ability to manage the grant in an effective and efficient manner. Include the partner/consortium members’ qualifications, skills and experience with innovative project implementation and projects of similar scope.

**Enter Implementation Team information by clicking the link below:**

Add Implementation Team

**For Questions 17-19 please describe each phase of your project, including its timeline, scope of work, and anticipated barriers to success.**

A complete response to these questions will demonstrate specific awareness of the context in which the project will be implemented, the major barriers that need to be overcome and the time it will take to implement the project with fidelity. A strong plan for implementing, communicating and coordinating the project should be outlined, including coordination and communication in and amongst members of the consortium or partnership (if applicable). It is recognized that specific action steps may not be included, but the outline of the major implementation steps should demonstrate a thoughtful plan for achieving the goals of the project. The time line should reflect significant and important milestones in an appropriate and reasonable time frame.

**17. Planning - Activities prior to the grant implementation**

* **Date Range** June - October (2014)

* **List of scope of work (activities and/or events including project evaluation discussions, communication and coordination among entities).**

The technology committee will meet to finalize the proposal. Partners will be consulted for additional assistance developing the project. Curriculum for the new program will be developed (Curriculum maps, pacing guides, student learning objectives and quarterly assessments). The technology team will develop a plan for evaluating the success of the program. Baseline data will be collected based on the plan. The team will establish project milestones and interim measures they would like to monitor as the program is implemented. The implementation team will conduct a final survey of the technology needs of the building. Candidates for a temporary technology support person will be considered. The additional tech support person will be hired RFPs for equipment, furnishings will be created and bids will be solicited. Bids will be evaluated and vendors will be selected. Purchase orders will be processed. A plan for installation will be developed by the implementation team. Professional development for staff will begin. The technology committee will be meeting regularly to monitor the progress of the project.

* **Anticipated barriers to successful completion of the planning phase**

It may take more than the allotted time to fully develop the curriculum for the class. The process of writing SLOs sometimes becomes an complicated task. There may be unforeseen problems with the infrastructure and technology backbone in the building and additional planning and design issues may need to be addressed.

**18. Implementation - Process to achieve project goals**

* **Date Range** November - January (2015)

* **List of scope of work (activities and/or events, including deliverables, project milestones, interim measurements, communication, and coordination).**

The additional IT support person will coordinate the implementation of the project. Equipment will begin arriving or may have already arrived. Installation of the furnishings and equipment will begin and be completed. Software will be installed All systems will be tested to ensure they work properly. Professional development will continue for staff. The project will be completely implemented and ready for student use by the beginning of the second semester in January, 2015. The technology committee will be meeting regularly to monitor the progress of the
19. Summative Evaluation - Plans to analyze the results of the project

* Date Range: January - July (2015)

** List of scope of work (activities and/or events, including quantitative and qualitative benchmarks and other project milestones).

Student achievement in math and ELA, as measured with the schools’ SLCs and classroom assessment will be reported to the project evaluation team. Students will demonstrate improved math and ELA scores on classroom tests. Student attendance will be reported to the project evaluation team. It’s anticipated this will have improved. Students will take newly created quarterly assessments in science. Results will be reported to the evaluation team. A survey of staff will be conducted to determine if students are more likely to master the OH tech standards. A survey of students will be conducted to determine the level of satisfaction with the program. The student graduation rate will be evaluated and report to the team. It too is expected to have improved. The project evaluation team will review and revise the evaluation process and make plans for it to continue beyond July, 2015.

* Anticipated barriers to successful completion of the summative evaluation phase.

Data the school wishes to monitor may not be available within the timeline for evaluation. The population tends to be transient and data may be skewed as a result. Staff turnover is possible which may result in a delay in the evaluation or inconclusive evidence of success.

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

The response should illustrate the critical instructional and/or organizational changes that will result from implementation of the grant and the impact of these changes. These changes can include permanent changes to current district processes, new processes that will be incorporated or the removal of redundant or duplicative processes. The response may also outline the expected change in behaviors of individuals (changes to classroom practice, collaboration across district boundaries, changes to a typical work day for specific staff members, etc.). The expected changes should be realistic and significant in moving the institution forward.

Please enter your response below:

The work day of paraprofessional, Kenneth Strong will have changed to include more time in the lab than in previous years. The school’s curriculum offerings will have changed to include classes offered in the new lab. With the assistance of the school’s partner, Harbor Connections more students will be secure jobs during the school year and after graduation. With the assistance of the school’s partner, America Makes contacts and relationships will have been established with local, regional, and state manufacturing companies that will expand opportunities for students to become employed. Teachers in the program will have developed additional skills teaching in the 3D lab. The school culture will have become more collaborative as teachers work more closely together to develop, implement and evaluate the program. Parents will report improved satisfaction with the school’s academic programs and culture. The culture of the school, especially in terms of student attendance and behavior will have improved. The new program will increase student interest in attending school. It is anticipated that this will increase the level of rigor of instruction and give teachers an additional means of incorporating higher order thinking skills. The project will also pique student, especially minority students’ interest in pursuing 3D related education and careers.

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

The responses in this section are focused on the ability to design a method for evaluating the project’s capacity for long-term sustainable results. Therefore, the questions focus on the method of defining the problem(s) the project hopes to solve and the measures that will determine if the problem(s) have been solved.

21. 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.

* Anticipated barriers to successful completion of the implementation phase.

If there are delays in delivery of equipment the installation and testing may be delayed. Training of staff may prove to be more challenging than planned.

The response should provide a concise explanation of items which provide rationale that will support the probability of successfully achieving the goals of the project. Answers may differ based on the various levels of development that are possible. If the proposal is for a new, never before implemented project, the response should provide logical, coherent explanations of the anticipated results based on some past experience or rationale. For projects that have been implemented on a smaller scale or successfully in other organizations, the response should provide the quantifiable results of the other projects. If available, relevant research in support of this particular proposal should also be included.

Please enter your response below:

The 2007 Horizon Report classified virtual worlds as an emerging area likely to impact higher education and provide educational opportunities for high school graduates in the very near future, within two to three years. Furthermore, in an article, “Looking into the Future: Higher education in the Metaverse (EDUCAUSE Review, 43), author C. Collins reports that in the near future business and industry will look for an educated workforce ready to meet the challenges of virtual and 3D technologies to meet the needs of their customers. According to Pappert & Caperton, Vision for Education, 1999, “The conversation about technology in schools is trapped in the wrong subject. The talk is all about ‘does the technology work’ as a fix for the old. It ought to be about developing and choosing between visions of how this immensely powerful technology can support the invention of powerful new forms of learning to serve levels of expectation higher than anything imagined in the past. According to the Project RED researchers in their article, “The Technology Factor, Nine Keys to Student Achievement and Cost Effectiveness,” research is clear that to ensure student success, education must move from a teacher-centric to a learner-centric approach.

Teachers can become facilitators of powered up learning experiences - meaningfully linking technology to curriculum and instruction. ?This is the impact we anticipate with an expansion of the technology available to students at ACPA. 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
22. Describe the overall plan to evaluate the impact of the concept, strategy or approaches used in the project.

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

Evaluation of the program's effectiveness will be the responsibility of the school's instructional coach, Barbara Contreas (419) 243-8559, assisted by the grant coordinator of The Leona Group and the instructional technology team from The Leona Group. A pre-survey of staff and parents has been taken and an overwhelming majority of staff reported that students are unlikely to meet the Ohio Academic Standards in Technology due to the new program. A post survey of student engagement and staff opinion of how many students will be prepared to meet the Ohio technology standards. Students at ACPA will benefit greatly from the new program at the school and it is predicted that most students will graduate with 3D technology skills.

A post survey of student engagement and staff opinion of how many students will be prepared to meet the Ohio technology standards. Students at ACPA will benefit greatly from the new program at the school and it is predicted that most students will graduate with 3D technology skills.

Attendance, including tardy statistics, both at the classroom level and the school level. It is expected student classroom attendance and participation will improve as students become more engaged and interested in the 3D lab. Teachers will be able to report short-term progress using observation and by tracking participation points. The long-term objective is to improve the likelihood students master the OH tech standards will be measured using a post-project survey. Student achievement in ELA and Math will be monitored by classroom teachers using teacher created assessments. Short-term results will be reported to the school leadership team and part of the teacher based team meetings as they discuss student achievement and interventions. Teachers will also be able to measure student success using the student learning objectives (SLO) each teacher has written. Long-term success will be measured using OGT Math and ELA sections. A long-term objective, increasing the 4-year graduation rate will be measured using current year graduation rates compared to previous years.

* 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 project’s progress).

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

The ACPS staff is an effective team that collaborates on many issues of common concern, This will be another opportunity for the staff to engage in cross curricular planning, implementation and evaluation. It is anticipated an increase in the level of rigor of instruction will give teachers an additional means of incorporating higher order thinking skills. Because of this Inquiry Based Instructional strategy, and its impact on the above, the school anticipates growth in all academic areas. It is anticipated this effort will lead to improved student behavior due to higher levels of engagement in the lab and other classes. The new program will increase student interest in attending school and average daily attendance will improve. Because of interest in this project, improved attendance, fewer behavior issues, and improved academic skills, it is expected graduation rates will improve. ACPA may become a school of interest to others in the community because of the programming and success of students. As the program gains popularity and demonstrates its effectiveness it is hoped students will engage
in less self-destructive behavior and persist in becoming effective and productive adults. The project will also pique student, especially minority students' interest in pursuing 3D related education and careers. ACPA will earn a reputation for developing high quality students. Community leaders will have a positive opinion about the efforts of the school and its mission to assist at risk students. Parents will have a positive opinion of the school and will recommend it to others.

24. Describe the specific benchmarks, by goal as answered in question 9, which 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 applicant should provide details on the quantifiable measures of short- and long-term objectives that will be tracked and the source of benchmark comparative data points. Responses should include specified measurement periods and preliminary success points that will be used to validate successful implementation of the project. If a similar project has been successfully implemented in other districts or schools, identification of these comparable benchmarks should be included.

* Student Achievement

ACPA assigns participation points to students as part of the school wide Positive Behavior Support Program. Participation points are currently tracked by classroom teachers. This will serve as benchmark data to measure improvement in student engagement. Student participation will be re-examined to see if the "Think Tank" is having a positive impact in engagement. A short-term objective would be teacher observation and feedback on a quarterly basis to the school leadership team that participation is improving. This data will also be used to measure the long-term objective of improved student engagement. Pre-project student surveys will be distributed at the beginning of each semester, followed by a post-project survey 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 indicate that it is relevant and engaging. The long-term objective, increased student achievement will consist of growth from one OGT test to the next. It is expected students will perform better as a result of the project. Attendance data will be tracked as benchmark and progress data. The short-term objective will be improved daily attendance. The long-term objective will be a summative report at the end of the school year showing improvement in student attendance. Another long-term objective will be an increase in the 4-year graduation rate. Employability of graduates is also a long-term objective that can be tracked and monitored by the school's partner.

* Spending Reduction in the five-year fiscal forecast

Grant related expenditures will be reviewed and approved by the State and Federal Grant Coordinator for Leona (OH). The coordinator will ensure all purchases are grant allowed and within the parameters of the grant budget. The school leader and budget manager are kept informed of the grant expenditures on a short-term basis, with longer term reporting done at the end of each FY. The school's budget manager monitors the school's revenue and expenditures frequently and will be able provide both short-term and long-term measures of the schools spending reduction. It will become a priority to monitor the expected savings in capital equipment purchases, the significant source of savings very closely. The school's budget assistant monitors and processes all purchase orders and will be able to keep the school leader and budget manager abreast of purchasing. This goal will be met by discontinuing a program, NovaNet, which has had less participation than originally anticipated. Savings from eliminating the existing program is expected to be $70,000 over the course of the grant and will offset the cost of any new supplies and software licensing and updates necessary to continue with the project. This upgrade in technology will reduce the projected need for new capital equipment by 50% over the grant period, saving $26,000.

* Utilization of a greater share of resources in the classroom

* Implementation of a shared services delivery model

* Other Anticipated Outcomes

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

☐ Yes
☐ No

If the applicant selects "Yes" to the first part of the question, the response should provide an explanation of the time and effort it would take to implement the project in another district, as well as any plans to share lessons learned with other districts. To every extent possible, applicants should outline how this project can become part of a model so that other districts across the state can take advantage of the learnings from the proposed innovative project. If there is a plan to increase the scale and scope of the project within the district or consortium, it should be included here.

* Explain your response

For this project to be replicated in another district, the first component needed would be leadership, followed by adequate funding for the equipment, software and teacher training. It is expected that another district could follow a similar timeline as the one described in this application, allowing approximately 18 months of planning, setup, and training time, with implementation following. Lessons learned from the project will be (1) posted on the school website (2) shared with other community schools who work with the same management company (3) shared with the sponsor so they can share information within their network and (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 time frame. The Governing Board of the Straight A Fund reserves the right to conduct an evaluation of the project and request additional information in the form of data, surveys, interviews, focus groups and other related data on behalf of the General Assembly, Governor and other interested parties for an overall evaluation of the Straight A Fund.
PROGRAM ASSURANCES: I agree, on behalf of this applicant, and any or all identified consortium members or partners, that all supporting documents contain information approved by a relevant executive board or its equivalent and to abide by all assurances outlined in the Straight A Assurances (available in the document library section of the CCIP).

Kerry Keese, School Leader
Achieve Career Preparatory Academy
Toledo, OH
(419) 243-8559
No consortium contacts added yet. Please add a new consortium contact using the form below.
<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Telephone Number</th>
<th>Email Address</th>
<th>Organization Name</th>
<th>IRN</th>
<th>Address</th>
<th>Delete Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Michael</td>
<td>Hripko</td>
<td>(330) 277-2017</td>
<td><a href="mailto:mike.hripko@ncdmm.org">mike.hripko@ncdmm.org</a></td>
<td>America Makes? National Additive Manufacturing Innovation Institute</td>
<td></td>
<td>236 West Boardman Street, Youngstown, OH, 44503</td>
<td></td>
</tr>
<tr>
<td>Rachel</td>
<td>Rodriquez</td>
<td>(419) 479-0323</td>
<td><a href="mailto:rrodriguez@harbor.org">rrodriguez@harbor.org</a></td>
<td>Harbor Career Connections</td>
<td></td>
<td>4334 Secor Road, Toledo, OH, 43623</td>
<td></td>
</tr>
<tr>
<td>Daniel</td>
<td>Scow</td>
<td>(517-333-9030)</td>
<td><a href="mailto:dan.scow@leonagroup.com">dan.scow@leonagroup.com</a></td>
<td>The Leona Group</td>
<td></td>
<td>2740 West Central Avenue, Toledo, OH, 43603</td>
<td></td>
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<tr>
<td>First Name</td>
<td>Last Name</td>
<td>Title</td>
<td>Responsibilities</td>
<td>Qualifications</td>
<td>Prior Relevant Experience</td>
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<tr>
<td>Verron</td>
<td>Knowles</td>
<td>IT Coordinator (OH) - The Leona Group</td>
<td>IT support and installation of equipment.</td>
<td>Associates Degree - Computer Networking Systems</td>
<td>He has been working in IT for four years. He’s administered Apple, Microsoft, and Linux based technologies. He has completed several business courses, and is currently pursuing a degree in Business Administration - Project Management. He’s been in web development (HTML/CSS/JavaScript) for more than 8 years and web-based application development (LAMP/SCM) for about 5 years.</td>
<td></td>
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</tr>
<tr>
<td>Kerry</td>
<td>Keese</td>
<td>School Leader</td>
<td>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 setup of the “Think Tank”, and monitoring of student progress.</td>
<td>Master of Arts - Education</td>
<td>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 and Title IIA grants.</td>
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</tr>
<tr>
<td>Barbara</td>
<td>Contreras</td>
<td>Instructional Coach</td>
<td>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.</td>
<td>Master of Arts - Education</td>
<td>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.</td>
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</tr>
<tr>
<td>Jim</td>
<td>Salliotte</td>
<td>Midwest IT Manager - The Leona Group</td>
<td>IT support and installation of equipment.</td>
<td>Bachelor of Arts - Computer Science</td>
<td>He was a computer teacher for 10 yrs. He has been in IT for about fifteen years and an IT manager for five years. He has taken several Microsoft courses and is a certified Sonicwall security administrator. He has completed the certified ethical hacking course.</td>
<td></td>
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</tr>
<tr>
<td>Kenneth</td>
<td>Strong</td>
<td>Paraprofessional</td>
<td>Technology support Planning curriculum and instruction</td>
<td>Bachelor's Degree - Computer Aided Drafting and Design</td>
<td>He has worked in the engineering field for seven years using AutoCAD and Micro-Station at CSX Railroad and the Army Corp of Engineers. He is presently helping run the 3D lab that</td>
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</table>
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. 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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Education</th>
<th>Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>James Heilman</td>
<td>Math Teacher</td>
<td>Bachelor of Arts - Education</td>
<td>2 years experience as high school science teacher 20 years experience as a principal 5 years experience as a superintendent of schools 1 year experience as grant coordinator</td>
</tr>
<tr>
<td>Daniel Scow</td>
<td>State and Federal Grant Coordinator</td>
<td>Bachelor of Arts - Secondary Education (University of Montana) Master of Arts - Educational Leadership (Central Michigan University) Master of Arts - Organizational Management (Spring Arbor University)</td>
<td>2 years experience as high school science teacher 20 years experience as a principal 5 years experience as a superintendent of schools 1 year experience as grant coordinator</td>
</tr>
</tbody>
</table>

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.

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.