

Budget

Horizon Science Academy Columbus (133660) - Franklin County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (311)

U.S.A.S. Fund #:

Plus/Minus Sheet ([opens new window](#))

Purpose Code	Object Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction		0.00	0.00	0.00	170,000.00	0.00	0.00	170,000.00
Support Services		0.00	0.00	0.00	45,000.00	0.00	0.00	45,000.00
Governance/Admin		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Family/Community		0.00	0.00	0.00	10,000.00	0.00	0.00	10,000.00
Safety		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities		0.00	0.00	0.00	52,000.00	0.00	29,040.00	81,040.00
Transportation		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total		0.00	0.00	0.00	277,000.00	0.00	29,040.00	306,040.00
Adjusted Allocation								0.00
Remaining								-306,040.00

Application

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

A) APPLICANT INFORMATION - General Information

1. Project Title:

Horizon Science Academy-College Ready, College Bound and College Completion

2. Executive summary: Please limit your responses to no more than three sentences.

Our grant targets a Blue-Ribbon high school-Horizon Science Academy Columbus. We will create 4 new high-needs, STEM career academies at HSA Columbus in order to prepare our non-AP students, who make up 60 to 70% of the student body, for both college and career pathways. Our Horizon College Completion Initiative will focus on finding, developing, and expanding solutions to help our low-income students get to college and persist through college to postsecondary attainment. Our Horizon Parent University will help mentor and coach parents along the way toward college completion. Reduction of costs will occur through the implementation of a one-time purchase, technology infrastructure that will decrease our dependence on paper and other supplies. Professional development for the career academy teacher training will occur within our charter school network and therefore reduce costs from using an external partner.

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.

480 3. Total Students Impacted:

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:

- | | |
|--|--|
| <input type="checkbox"/> Pre-K Special Education | <input type="checkbox"/> Kindergarten |
| <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| <input type="checkbox"/> 5 | <input type="checkbox"/> 6 |
| <input type="checkbox"/> 7 | <input type="checkbox"/> 8 |
| <input checked="" type="checkbox"/> 9 | <input checked="" type="checkbox"/> 10 |
| <input checked="" type="checkbox"/> 11 | <input checked="" type="checkbox"/> 12 |

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

First Name, last Name of contact for lead applicant
Murat Efe

Organizational name of lead applicant
Concept Schools-North Ohio Regional Office

Address of lead applicant
2265 Columbus Road Columbus, OH 44113

Phone Number of lead applicant
Phone: (216) 298-9002 Ext: 202

Email Address of lead applicant
efe@conceptschoools.org

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

No

If you are partnering with anyone, please list all partners by name on the "Partnering Member" page by clicking on the link below.

[Add Partnering Members](#)

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

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

In 2009, Horizon Science Academy Columbus received the Blue Ribbon Award of Excellence from the U.S. Department of Education. We are proud of our other awards and accomplishments: (1) Bronze medal, US News and World Report Magazine - Best High School 2010; (2) 100% college of acceptance since 2008; (3) National Title I Distinguished School Award 2009; and (4) Named Ohio Department of Education School of Promise 2008 -2011. We are proud to offer a rigorous and challenging STEM-curriculum that has been uniquely designed to prepare students for high academic achievement, for example, 100% of our students in both schools met state standards. HSA Columbus enrolls close to 480 students in grades 9 -12. Nearly 80% come from economically disadvantaged households. HSA's student body is 80% African-American, 10% Hispanic and the remainder, white. The majority of students live in the city of Columbus. With a 100% college acceptance rate since 2008, students are able to finish high school and attend post-secondary schools. This success is possible due in large part to the rigorous academic curriculum, longer school days, teacher and parent commitment and out-of-school enrichment opportunities. About 80% of our graduates become the first member of their family to attend college. In order to make this transition from high school to college successful, HSA has hired a full time alumni coordinator to work with students and their families throughout college and beyond. The problem is that while 100% of HSA's 12th grade students are accepted to college, only 35% actually enroll in a 2 or 4 year college. Fewer still will graduate from college. Hard statistics on college graduation are difficult to obtain as students move on with their lives and out of contact with the school. The issue is complicated by the fact that most of HSA's graduates who do go on to college are likely to be among the first in their families to achieve this goal.

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

The solution to our problem is threefold: (1) 4 STEM career academies for the students currently enrolled at HAS Columbus; (2) strengthening our alumni relations and following our students until college completion; and (3) building a Parent University at each high school.

1. Career Academies in High-Need STEM Fields in Grades 10-12. At our Blue-Ribbon high school, we will create 4 career academies for our non-AP track students in Grades 10-12 who make up 60 to 70% of the total school population. Each student in the Career Academy will receive a Google Chromebook for our one-to-one laptop program. Here are the themes we will choose for our 4 Horizon Career Academies: The Horizon Academy of Information Technology (HAIT) will be a broad-based program designed to provide students with the computer skills needed in today's work place. The curriculum will focus on six areas: technical support, networking, databases, programming, web design and multimedia. Students in the HAIT will have mentors from local high-tech companies whose employees donate their time and expertise to bring clarity to the complex IT world. The Horizon Academy of Bioscience and Health Science (HABHS) will be designed to give students an overview of the healthcare industry and insight into the healthcare provider's role. The academy will provide students with the medical skills and training necessary to succeed in post-secondary healthcare career education and/or to successfully transition into the healthcare workforce. An intense clinical and laboratory experience will be conducted at the area hospitals and other healthcare facilities. The Horizon Academy of Engineering (HAE) will focus on science, technology, engineering and math. The curriculum provided by Project Lead the Way, which we already offer, is a great introduction to the academy's focus on engineering, computer-integrated manufacturing, digital electronics, principles of biotechnology engineering, civil architecture, and engineering design and development. Courses in aeronautical and biomedical engineering will also be added. Students will gain valuable hands-on experience working with industry-based tools and equipment, preparing them for postsecondary education. The Horizon Academy of Finance (HAF) will introduce students to the broad career opportunities in the financial services industry. It will be a college preparatory program with required course work in computers, economics, finance, accounting, banking and financial planning. In addition to the required courses, students will take one or two specialized courses each semester and dual enrollment courses during their senior year. Students also will participate with mentors in job shadowing experiences and in paid internships. Students will gain real-world experience by working in local banks and credit unions.

2. Strengthen Our Alumni Network: Linking High School and Postsecondary Education. We will use the grant funds to Horizon College Summit in June 2015 targeting all our college-bound high school juniors, college-ready high school seniors and postsecondary alumni in their freshmen year of college with workshop presentations on a long list of possible topics: scholarships and awards, workforce skills training, career coaching, resume building, interview protocols, professional dress, financial responsibilities, presentation skills, confidence building skills, perseverance and persistence behaviors, expanding career interests, test preparation for advanced studies, leadership development, etc.

3. Parent University HSA Columbus will be executing an exciting new partnership with our parents and families which will focus solely on finding, developing, and expanding solutions to help our students get to college and persist through college to graduation.

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.

Student achievement (Describe the specific changes in student achievement you anticipate as a result of this innovation (include grade levels, content areas as appropriate) in the box below.)

School improvement rests on the ability to build internal teamwork, focusing on commitment to shared educational goals and the ability to help students achieve them - and simultaneously to engage local parents and community leaders seriously in the work of the school. Our proposal calls for improved instruction, extensive evaluation and analysis of current practices, parent and community engagement and more careful planning of the college bound curriculum. The Horizon Career Academies in Grades 10-12 at our Blue-Ribbon HSA high school will focus on increasing academic achievement: 1. They will be organized as small learning communities (150 to 250 students) in each high school to create a more supportive, personalized learning environment. 2. They will establish partnerships with local employers to provide career awareness and work-based learning opportunities for students. 3. They will be committed to creating an environment that nurtures students in a seamless transition from high school to post-secondary education. 4. They will develop an education that provides the knowledge, technical skills, and work ethics necessary to form a foundation upon which to build a successful life. 5. They will provide mentoring adults and role models for students. 6. They will lead to collaboration with parents, businesses, and the local community. 7. They will each have a School-Based Enterprise Program which will allow Academy students to become entrepreneurs and create school-based businesses (e.g., a school store, a graphic design production company, etc.) that are open to the public. 8. They will encompass 60 to 70% of our high school population. 9. They will receive a Certificate of Completion from the National Academy Foundation. The Horizon academies will foster an interdisciplinary environment where creativity and learning cross disciplinary and technological lines. They will provide a solid foundation in the latest knowledge and skills required to obtain post-graduation employment and/or to pursue higher education. Horizon Academy staff will have their hands on the pulse of their industry's needs and requirements. They will have a firm grasp of the knowledge and skills being sought by both higher education institutions and the business world. To ensure a successful academy experience, our teaching staff will provide a comprehensive high school program that is supplemented with hands-on skills training and related opportunities. Students will be encouraged to explore and expand their personal and professional goals under the close supervision of caring teachers and career mentors. Summer camps focusing on ACT preparation will also be integrated into the career academy requirements. Student growth, graduation rates, and college enrollment and persistence rates are critical metrics for understanding a school's performance in preparing students for college and life. Student growth during high school is a particularly powerful predictor of future success - and proves that a student's academic starting point does not define his or her potential. Our Horizon College Summit and Parent University initiatives meet the need for increasing our post-secondary attainment numbers. The skills necessary to get into and succeed in college are essential to creating greater opportunity and self-sufficiency. Far too many smart, hard-working students from low-income backgrounds are not being prepared for college, and those who are attending are not graduating at the rates of higher-income peers. While making it to college is an important step, our goal is to equip our students with the skills needed to graduate from college on time. Preparing parents for that college pipeline as early as kindergarten is also needed for continued success. In the end, we would like to see a 100% college acceptance rate along with a 100% college enrollment rate and finally a 100% college completion rate. In terms of the ACT scores, we would like to

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.)

Our proposal will reduce costs in a three ways. First, by purchasing the Google Chromebooks for the career academy students and creating new computer labs, we will reduce the cost of paper based forms of instruction and communication. Currently, we spend anywhere between \$3000 and \$5000 a year for paper and other supplies-sometimes higher. However, our greatest reduction in costs is through the creation of the 4 new career academies without hiring new faculty and staff, therefore reducing the largest chunk of a school's budget. In order for us to create 4 new career academies without hiring new faculty and staff, we will provide professional development from within our charter network as well as share resources across our charter network. HSA Columbus is a part of a larger network of STEM-based charter schools managed by Concept Schools, which has 30 schools across the Midwest. The central headquarters for Concept Schools is located outside of Chicago where there is a Chief Academic Officer, a Director of Assessment as well as a Director of Math, Director of Science, Director of English, Director of Social Studies, Director of Foreign Language, Director of Technology, Director of Alumni Relations and Director of Special Education. The charter network will spend its own monies to provide an extensive two-week long Summer Institute in Ohio in July 2015 for the HSA Columbus teachers and administrators. The Summer Institute will focus on the transition from a two-track high school system (AP versus non-AP students) to now a three-track system with a new track of career academy students. Extensive time and money will be spent by the central headquarters on course redesign, building infrastructure and creating a sustainable career academy model for our other 6 Concept Schools' high schools in Ohio. Lastly, we will reduce costs by closing courses with a low number of students and offer them an online option instead. For example, some of our AP classes at HSA Columbus have low enrollment, and for those specific courses, we would have the 2-3 students take the course online and then have the AP teacher placed in our career academy track instead. It is more cost effective for our high school students in the AP track, where our numbers are lower, to take an online course with some additional tutoring and afterschool support. Shifting teachers from the AP Track to the career academy track will be a necessary shift over time as we move forward with structural changes. All HSA students may choose to enroll in online courses and earn high school credit upon their successful completion. These courses offer students opportunities to participate in online discussions and group projects while learning rigorous course content with teachers who not physically located in their own school. Credit will only be given for courses that are offered by an accredited educational institution and approved by Concept Schools.

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.)

Career and College Counseling: HSA Columbus will develop a fully equipped Career Center onsite. Information on careers, planning for the future, and learning more about oneself will be available in a variety of print and non-print formats. There will be computers, recent college catalogs and videos, handbooks, applications, directories, and trade and vocational school guides. Specific job briefs describing the level of education needed to enter and progress within a career field will also be featured. All students have access to Naviance, a web based tool for guiding students and their parents through the entire college planning process. Naviance costs \$2000 per year per school district so we will make this available for all the high schools in our network. Students can search for scholarships, explore careers, take interest inventories, investigate their learning style, and participate in ACT and SAT tutorials and test practice using application, and decision making process. Through Naviance, they can review academic and admission data for colleges across the United States and also gauge their chances of acceptance by comparing their own grade point average and SAT/ACT scores with statistics of recent successful applicants. Students and parents can access further information, including log-on credentials, for Naviance Family Connection from our Career Center. Students will be encouraged to browse, begin a career search, or follow up on interests in the Career Center. This is a means by which individuals

become aware of the relationship between school courses and possible career options. The Center will be open to students at all times. We will train our high school counselors for specializing in career planning. Students can use the computers in the Career Center to explore occupations, colleges, the armed services, and financial aid. Opportunities for them to learn more about their interests and abilities will be made possible through a variety of tests and assessments in various formats. The students and our counselors will use this information, along with other factors, to discuss possible careers and their educational requirements. Work-based Experiences: Job Shadowing - HSA Career Academy students can spend a full day in a business environment shadowing an adult who is in a job they are interested in learning more about. This exposure allows a student to see first-hand what it's like to work in a variety of different environments. Internships - Students who are part of a career academy can participate in an internship in and around the city of Columbus. Several different internship programs (paid and non-paid) will be made available including: part-time after school; volunteer/ community service positions; and full-time summer internships in the business industry or in an educational environment. Work-based experiences include Job Shadowing, Career Focused Internships, and Academy Internships. We currently have a community relations person at HSA Columbus, Sharon McGraw, who has already begun building partnerships with local businesses. Partnerships with local universities and community colleges will be developed in order to provide a bridge program for college credit-bearing courses for our HSA Career Academy students. We currently have a long-standing relationship with Columbus State University and wish to expand potential partners in our college bridge program such as Cuyahoga Community College. Student Clubs, leadership opportunities, and a variety of activities such as guest speakers, field trips and ACT camps for the Career Academy students. Career Expo -We will develop a day-long event, jointly sponsored by the Columbus Chamber of Commerce, includes presentations from professionals representing eight career fields who engage, motivate, and captivate students with many real-life experiences related to their particular industry. Students choose break-out sessions based o

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.)

Shared services is the provision of a service by one part of an organization or group where that service had previously been found in more than one part of the organization or group. Thus the funding and resourcing of the service is shared and the providing department effectively becomes an internal service provider. The key is the idea of 'sharing' within an organization or group. Therefore, using less managers and less resources reduces the costs. Since Horizon Science Academy Columbus is a part of the larger Concept School charter network, we do not outsource our professional development. Rather, we use an "in-house" model in which the central office in Chicago provides the necessary professional development and support for all 30 schools in the network. We save costs in choosing this shared service model. Furthermore, the central office team travel together and services the needs of one school at one time so each need is met immediately within a scheduled time. Traditionally the development of a shared services within an organization is an attempt to reduce costs (often attempted through economies of scale), as well as to standardize processes (through centralization). Shared services are more than just centralization or consolidation of similar activities in one location. Shared services can also mean running these service activities like a business and delivering services to internal customers at a cost, quality and timeliness that is competitive with alternatives. We use this model for providing professional development in the 4 regional areas of Concept Schools. More school districts are getting away from generic professional development -- the "spray and pray" approach -- in favor of their own professional development programs targeted to their needs and presented by their staff. When it comes to professional development, many schools and districts are finding that the usual one-size-fits-all approach only fits a few. Tired of paying for professional development programs that do not address the needs and goals of their staffs, more administrators are bringing their programs in-house just as we do at Horizon Science Academy Columbus. Concept Schools is devoted to in-house professional development and most of the programs involve some formal instruction, reflection, and correction, with a heavy focus on mentoring and coaching new and struggling teachers. Teachers say doing staff development themselves allows them to mold the training to their needs and places more responsibility for improvement on classroom teachers. We pay our teachers \$200 a session to present their own effective practices at our regional PD days. School-based professional development not only ensures local oversight of content, but also requires more accountability on the part of the faculty and staff. Teachers like the idea of having professional development on the grounds. In order for us to create 4 new career academies without hiring new faculty and staff, we will provide professional development from within our charter network as well as share resources across our charter network. The central headquarters for Concept Schools is located outside of Chicago where there is a Chief Academic Officer, a Director of Assessment as well as a Director of Math, Director of Science, Director of English, Director of Social Studies, Director of Foreign Language, Director of Technology, Director of Alumni Relations and Director of Special Education. The charter network will spend its own monies to provide an extensive two-week long Summer Institute in Ohio in July 2015 for the HSA Columbus teachers and administrators. The Summer Institute will focus on the transition from a two-track high school system (AP versus non-AP students) to now a three-track system with a new track of career academy students. Extensive time and money will be spent by the central headquarters on course redesign, building infrastructure and creating a sustainable career academy model for our other 6 Concept Schools' high schools in Ohio.

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 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.

306,040.00 State the total project cost.

* Provide a brief narrative explanation of the overall budget.

CAREER ACADEMIES [Total Cost \$261,040] 1. Facilities and Technology: \$52,000 (We will be creating two new classrooms: one digital lab and one simulation lab. We are pricing the cost at \$52,000 for both labs.) 2. Chromebooks for Grades 10-12 Career Academy Students (\$300/300 students): \$90,000 3. Increased Bandwidth [1.5 MB/sec transfer option] = \$484 a month/5 years=\$29,040 4. Tuition Reimbursement for Dual Credit/College Credit Courses: \$30,000 5. Lab Materials and Supplies: \$20,000 6. School Library Texts for All Academies: \$10,000 7. Naviance College and Career Software: \$10,000 8. ACT Summer Camps: \$20,000 ALUMNI RELATIONS [Total Cost \$35,000] 1. Horizon College Summits PARENT UNIVERSITY: [Total Cost \$10,000] 1. Guest Speakers and Workshops 2. College Tour Trips 3. Financial Aid Assistance Sessions The addition of 4 career academies at Horizon Science Academy Cleveland requires funding for facilities such as refurbishing existing classrooms and bringing in new furniture. We will be creating two new labs: a digital computer lab and a simulation lab. The digital computer lab will be housed in one classroom and the simulation lab will be housed in another classroom. The digital lab will include 30 desktop computers, 2 printers, 2 scanners, basic software and design software (CAD), editing equipment, and digital technology like digital cameras and video recorders. A transition from a conventional to digital laboratory means many changes beyond just having a computer mouse and monitor on the workbench. Our high school Career Academy students in Grades 10-12 will receive a Google Chromebook in order to enroll in on-line dual credit and college credit courses in relation to their career academy choice, as well as the use of virtual labs. The Chromebooks are easy to maintain and will allow students to communicate with each other as they work on paper-less assignments. The Chromebooks will be returned at the end of the two-year track and handed down to the next incoming grade level. In addition to the one-to-one program, we are also asking for \$30,000 for tuition reimbursement for the dual credit and college credit courses over the next five years. In order to continue the push for college completion, we are also requesting funds for ACT summer camps for all our HSA Cleveland students. We are pricing the ACT camps at \$20,000 for five years and this includes teaching stipends, textbooks, bus transportation for students, food, student awards and incentives, software, and practice tests.

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.

The majority of our budget is for one-time costs: technology, textbooks and supplies, equipment, software. However, we do have a Director of Technology in each school and one in our national headquarters who oversees all technology needs for our charter network. Therefore, we have personnel and a school budget that will help maintain the costs of updating technology. The maintenance of the new technology will be a recurring cost that we need to factor into our 5-year budget, as well as maintenance costs for the Parent University, Alumni Relations and the Career Academies. The depletion of materials and supplies for the labs in the career academies will also create recurring costs, as well as maintenance costs for the labs. Our operating costs will need to be adjusted in order to avoid increasing our overall budget. However, after the 2015-2016 school year, we need to reassess our new and recurring costs. Here are the questions we need to address through our findings: 1. Should we continue to offer the ACT Camps in our high school? Did the ACT Camps lead to an increase in ACT scores? 2. Should we continue to hold the Horizon College Summit? Was there a strong turn out? Did it lead to stronger social networks amongst our current students and alumni? 3. Should we continue to hold the Parent University? Was there a strong turn out? Did it affect college enrollment

numbers? College completion numbers? 4. Should we continue to use the Naviance software? Was it used frequently by the students? 5. Are the HSA career academy students taking advantage of the dual credit courses? By continuously looking at the data analytics, we can then determine whether we may need to cut some programs and expand others. The School Board and Finance Committee can help us closely examine the data and lead us in the right direction.

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.

20,000.00 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

We are expecting savings between \$20,000 and \$50,000 a school year based on the reductions we will be making. Our proposal is also cost-saving because it does not increase our personnel costs; rather, it is arguing for the increased use of technology for personalized education and individualized instruction with a continued focus on enrichment, advancement and intervention. Updating our aging technology, facilities, and equipment will create more efficient systems that can lead to cost-saving measures such as reducing our paper consumption to reducing our use of electricity. The writing of this grant, nonetheless, has led us to self-examine the effectiveness and efficiency of our programs. Before writing the grant, we surveyed all of our 800 plus teachers and administrators using Survey Monkey about which programs they would eliminate due to lack of cost effectiveness. An overwhelming response was our Ivy League Mentoring program which has dwindling student numbers and increasing costs. Subsequently, after looking at our budget, we have recently decided to eliminate this program. Furthermore, due to the large number of responses from our teachers, we are now inviting teachers and parents to join a newly developed Finance Advisory Committee to review budgets, investments, audits and our rolling 5-year projections with the school board. We will use their continued feedback to help reduce spending.

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, this spending must be offset by expected savings or reallocation of existing resources. These spending reductions must be verifiable, permanent, and credible. This information must match the information provided in your Financial Impact Table. Projected additional income may not be used to offset increased ongoing spending because additional income is not allowed by statute. Please consider inflationary costs like salaries and maintenance fees when considering whether increased ongoing spending has been offset for at least five years after June 30th of your grant year. For applications without increased ongoing spending as documented in questions 11-14, please demonstrate how you can sustain the project without incurring any increased ongoing costs.

For educational service centers and county boards of developmental disabilities that are members of a consortium, any increased ongoing spending at the educational service center or county board of developmental disabilities may also be offset with the verifiable, permanent, and credible spending reductions of other members of the consortium. This increased ongoing spending must be less than or equal to the sum of the spending reductions for the entire consortium.

Explain in detail how this project will sustain itself for at least five years after June 30th of your grant year.

The Horizon Schools in Ohio have a history of sustaining effective programs in its 30 schools over a long period of time and since 1999 due to the use of effective practices: STEM focus programs such as Project Lead the Way and Gateway to Technology are part of the Horizon design; longer school days and school year; personalized learning; ongoing assessment of learning; highly skilled and dedicated staff; a motivating school culture; student engagement; high standards and expectations; 21st Century skills; college readiness for all; home visits; professional development; community partnerships; network-wide competitions such as spelling bees, writing contests, spoken words competitions, robotics competitions, math competitions, and the CONSEF science fair. Furthermore, the Horizon Schools have a track record of successful high-minority, high-achieving schools: Horizon Science Academy Columbus is a blue ribbon recipient and it was the only charter school in Ohio in 2009 to receive the honor. The same school made the best 100 public high schools list published by the US News and World Magazine in 2008 and 2010. Horizon Science Academy Columbus was also awarded National Title I Distinguished School Award for Closing the Achievement Gap. Horizon Science Academy Columbus is also a Blue Ribbon recipient and it was the only charter school in Ohio to receive this honor in 2012. The same school made the best 100 public high schools list published by the US News and World Magazine in 2012. Noble Academy Columbus was rated "Excellent with Distinction" by the Ohio Department of Education in 2010. Noble was the only charter school to receive such rating out of 350 charter schools. HSA Columbus in FY 2010 and HSA Columbus in FY 2011 also received dissemination grants from ODE. All Horizon Science Academies with high schools have had more than 90 percent college acceptance rates for years. This past year alone the seniors received millions in college scholarships: HSA Columbus (\$4,800,000); HSA Columbus (\$4,100,000), Toledo (\$476,000); Dayton (\$1,116,000); and Cincinnati (\$312,000). In the end, the Horizon Schools have a strong infrastructure that allows the sustainability of many different successful programs. When we look at the health of our Horizon schools, we ask ourselves six essential questions: 1. Are we serving the children who need us? 2. Are our students staying with us? 3. Are our students progressing and achieving academically? 4. Are our alumni climbing the mountain to and through college? 5. Are we building a sustainable people model? 6. Are we building a sustainable financial model? The answer to these questions is an overwhelming "yes" since we approach sustainability from a holistic approach by accounting for the utilization and maintenance of all kinds of resources and capital:

human, social, financial, intellectual and natural. The track record for the Horizon Schools clearly demonstrates our ability to sustain the programs outlined in our proposal. Our central administration is in the process of ensuring that our initiatives are sustained: a plan of action to achieve our common goals; effective organization; the sensible delegation of tasks; a well-integrated staff; clear direction and control; perform enthusiastically; fulfill their potential and operate effectively and efficiently. The Horizon Schools also consider a budget to be a financial tool that will help us to: set future goals; evaluate activities; decide how and when funds should be spent; measure results; identify problem areas that require attention; examine past financial trends and increases or decreases in student enrollment. The way we go about creating sustainable programs in our Horizon Schools depend heavily on: the education level of those responsible for the administration of the school; the interest of the school's directors in having useful and reliable information to make decisions.

D) IMPLEMENTATION - 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 2014-2015

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

Summer 2014: Notification of Grant Fall 2014: (1) Have vertical and horizontal team conversations at HSA Columbus about what changes the 4 career academies will bring; (2) Articulate a Vision for each academy; (3) Articulate a Theory of Action for each academy; (4) Build trust among educators; (5) Set goals and objectives for each academy in teams; (6) Begin to develop a scope and sequence for each academy in teams; (7) Set goals for data collection in teams; (8) Build time in to practice and rehearse practices for each academy; (9) Analyze case studies for each academy; (10) Discuss how the career academies will affect teacher and principal evaluations; and (11) Begin Twitter accounts for each academy and increase buzz. January 2015: (1) Central administration begins to purchase all technology, furniture, equipment and materials and supplies for academies; (2) Human Resources begins to review resumes and begins interviews for current Horizon teachers who should have taught for 3 plus years, who have demonstrated academic success with her/his students based on summative assessments, and who are committed to tailoring learning for each student to then be placed in the career academies; (3) Directors from the central office begin to prepare for the Summer Institute in July 2015; (4) Director of Alumni Relations begins to plan for the Horizon College Summits in SY 2015. March 2015: (1) Workshops, flyers and orientations are set up in order to recruit 9th graders for the Career Academies in Fall 2015; (2) Work on the Career Center begins by the national Director of Alumni Relations and HSA Columbus's public relations director; and (3) Present workshops and orientations on the new initiatives for the Parent University and the wider school community. April 2015: (1) School principal begins to prepare for the Parent University; (2) Naviance is installed in the school; (3) Build relationships with colleges and universities for dual-credit and college-credit courses in the career academies.

* Anticipated barriers to successful completion of the planning phase

1. Lack of communication 2. Lack of organization 3. Lack of student interest 4. Lack of parent involvement 5. Not meeting deadlines 6. Teacher apathy

18. Implementation - Process to achieve project goals

* Date Range 2015-2016

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

September 2015-May 2016: (1) Implement Career Academies, Alumni Relations and Parent University; (2) Make approved revisions to curriculum and assessments along the way; (3) Update technology needs along the way; (4) Begin to collect data tables and share data tables with all stakeholders on the effectiveness of the pilot programs in SY 2015-16; (6) Begin offering courses in our Parent University on college readiness. June 2016: (1) Spend majority of the time reflecting, trouble shooting, problem solving and planning ahead for next year's implementation; (2) Create a cycle of inquiry by analyzing the current data, trying new ideas, and thinking ahead; (3) Make approved revisions to curriculum and assessment; (4) Update technology needs; and (5) Begin to collect data tables and share data tables with all stakeholders on the effectiveness of the pilot programs in SY 2015-16. September 2016-May 2017: (1) Implement Career Academies, Alumni Network and Parent University for the second year; (2) Make approved revisions to curriculum and assessments along the way; (3) Update technology needs along the way; (4) Begin to collect data tables and share data tables with all stakeholders on the effectiveness of the pilot programs in SY 2016-17; and (6) Continue offering courses in our Parent University on college readiness. June 2017: (1) Trainer-of-Trainer Model in which the HSA Columbus will train other Ohio high school teams on the implementation of Career Academies, Alumni Network and Parent University during our Summer Institute. We will invite high schools from within the Concept Schools Network as well as outside our network.

* Anticipated barriers to successful completion of the implementation phase.

1. Lack of communication from central office to HSA Columbus 2. Lack of self reflection 3. Resistance to evaluation 4. Resistance to change 5. Not meeting deadlines 6. Student attrition 7. Weak partnerships 8. Lack of parent involvement

19. Summative Evaluation - Plans to analyze the results of the project

* Date Range 2016-2017

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

Evaluation of our initiatives such as Career Academies, Horizon College Summit and Parent University to accelerate achievement and close achievement gaps is a key step in our continuous school improvement process. Therefore, we will evaluate these areas of effectiveness: (1) Impact; (2) Readiness; (3) Knowledge and Skills; (4) Opportunity; and (5) Fidelity. Our Chief Academic Officer will develop these Likert-scale surveys and each school principal will be responsible for disseminating the surveys in a timely fashion to all parents, students and staff. 1. Impact: What was the initiatives' impact on our students? We will look at the evidence and what it shows regarding student achievement when compared to baseline state and local data. We will use performance data on the OGT and compare our results against the state test scores and our district peer scores. We will examine the value-added data to determine whether HSA Columbus is showing signs of academic growth and our letter grades from ODE. We will examine the progress monitoring data from the NWEA, Interim Course assessments, and End-of-the-Course assessments. 2. Readiness: What was the readiness level for implementing our initiatives? We want to evaluate how well prepared our stakeholders were in implementing our initiatives. 3. Knowledge and Skills: Did staff and administrators have the knowledge and skills to implement the initiatives? 4. Opportunity: Was there opportunity for high quality implementation of the initiatives? We want to evaluate how building and district administrators provide significant support for project implementation, whether sufficient funds have been allocated and continue to be managed by the building principals, whether adequate resources are available for full implementation including time for staff collaboration in various forms. 5. Fidelity: Were our initiatives implemented as intended? We want to evaluate how all personnel involved in the initiatives implemented.

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

The changes we are proposing require dramatic structural and cultural shifts in HSA Columbus. Therefore, we are going to face what education theorist Michael Fullan labels as the "implementation dip" when and where the first years of implementation are marked by a decrease in gains rather than an increase. It takes about 3 to 5 years of full implementation to see the positive results of the proposed school change and to work out the kinks needed before fruition. Furthermore, most of the summative evaluation will be completed through the survey format and therefore we could face survey exhaustion. Low numbers of survey completion will not give us the data we need in order to make changes to the upcoming school year. Therefore, the school administrators must get a pulse or feel for the reactions toward the proposed changes at the ground level. How are the students reacting to the changes? How are the parents reacting? Is the proposal working? What needs to be changed immediately versus what changes need built-in consensus? The use of informal and formal interviews and focus groups can give us more immediate feedback in time to make democratic changes that can move us in the positive direction. Monitoring the assessment data will also be taken on by the Chief Academic Officer and Director of Assessment within the Concept Schools charter network. The added responsibilities will need to be carefully delineated in order to meet deadlines for HSA Columbus.

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:

One expected change is a Summer Institute for teachers in which we will provide a two-week-long professional development session on these new initiatives. Rather than purchase professional development, our Directors of education at the central Chicago site will be responsible for executing the development and dissemination of our proposed initiatives. The Directors are familiar faces to the Ohio schools and this personal connection will make professional development more meaningful when it is conducted in-house and on such a large scale that it will lead to a sense of community and shared interest and investment. The Career Academies will also change our organization. Currently, our high schools have two academic tracks: AP and Regular. By creating the four career academies in each high school, we are offering great choice to our non-AP students by offering rigorous STEM-based career pathways in which they can begin taking dual credit and college credit courses and enter into their first year of college ahead of their peers. The digital lab and simulation lab will create an authentic, real world, hands-on context to secondary education and which will appeal to the non-traditional learner. By developing partnerships with local businesses for internships and work study programs, our students can earn certificates toward future careers. Our Alumni Network and Horizon College Summit are new initiatives that will allow us to better track which students gain not only college acceptance but also college attainment. We need to build structures within our charter network that will allow our alumni in college to reach out to us for direction, support, and motivation. The Parent University initiative is also a new endeavor which is much needed as we continue to expand in numbers. Research shows how important it is to develop partnerships with the parents in our schools. However, the purpose of our Parent University is to begin developing college knowledge early on so that we prime our parents for the economic necessity of a college degree. Furthermore, our theory of change also depicts a shift in our capacity as a network of schools. We want to take a developmental approach toward student learning by creating a long-term trajectory from Kindergarten to 12th Grade and from cradle to career. We also want to build teams of teachers and administrators at each of our schools who will work collaboratively and collectively to improve what curriculum is being taught and how it is being taught. Effective whole-school reform initiatives must focus on the root nature of curriculum and instruction. FROM ? ? TO Focus on programs ? ? Focus on relationships Deficit-based and Adversarial ? ? Strength-based and Supportive Random Acts ? ? Systematic Individual Responsibility ? ? Shared Responsibility Compliance Driven ? ? Learning Outcomes Driven Service Based ? ? Developmental One-Time ? ? Sustained

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.

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.

Even in the recent economic recession, there is still a need to fill job positions in certain STEM fields. According to the US Department of Education, career academies across the country have shown that offering students academically rigorous curricula embedded in career-related programs reduces high school drop-out rates and prepares students for careers that lead to high earnings. Career academies are cited for being rigorous, relevant and relational. Career academies combine a college-preparatory and career and technical curriculum with a career theme. Yet, there are not enough career academies in urban cities across Ohio. Recently, the Washington D.C. school district also adopted career academies for its high schools since vocational education is now obsolete and all students must choose a college and career pathway. Our career academies will develop current and innovative curriculum, directly preparing our non-AP students for careers in high-demand and high-growth fields and working to close the skills gap that often keeps people from filling currently available STEM positions. Participation in after school programs, such as our proposed ACT Camps, is influencing academic performance in a number of ways, including better attitudes toward school and higher educational aspirations; higher school attendance rates and lower tardiness rates; less disciplinary action, such as suspension; lower dropout rates; better performance in school, as measured by achievement test scores and grades; significant gains in academic achievement test scores; greater on-time promotion; improved homework completion; and deeper engagement in learning. Dozens of studies of after school programs repeatedly underscore the powerful impact of supporting a range of positive learning outcomes, including academic achievement, by affording children and youth opportunities to practice new skills through hands-on, experiential learning in project-based after school programs. Our Alumni Network, Horizon College Summit and Parent University all address the research related to college matriculation and completion. As the demand for skilled workers continues to grow, a research report by Lumina Foundation shows that the rate of college attainment is steadily improving across America. Unfortunately, the pace of progress is far too modest to meet future workforce needs. The report also finds massive and ongoing gaps in educational achievement-gaps tied to race, income and other socioeconomic factors-that must be addressed since the majority of our students are low-income, racial minority student groups. According to the report, A Stronger Nation through Higher Education, 38.7 percent of working-age Americans (ages 25-64) held a two- or four-year college degree in 2011. However, the Stronger Nation report shows that degree attainment rates among adults (ages 25-64) in the U.S. continue to be woefully unbalanced, with 59.1 percent of Asians having a degree versus 43.3 percent of whites, 27.1 percent of blacks, 23.0 of Native Americans and 19.3 of Hispanics. The Stronger Nation report measures progress toward Goal 2025 which is a national effort to increase the percentage of Americans with high-quality degrees and credentials to 60 percent by the year 2025. In order to ensure that our Horizon students are prepared for the economic reality of 2025, we want to start focusing on the college pipeline since research tells us that 65 percent of U.S. jobs will require some form of postsecondary education by 2020, yet fewer than 40 percent of Americans are educated beyond high school today.

22. Describe the overall plan to evaluate the impact of the concept, strategy or approaches used in the project.

This plan should include the methodology for measuring all of the project outcomes. Applicants should make sure to outline quantitative approaches to assess progress and measure the overall impact of the project proposal. The response should provide a clear outline of the methods, process, timelines and data requirements for the final analysis of the project's progress, success or failure. The applicant should provide information on how the lessons learned from the project can and will be shared with other education providers in Ohio.

* Include the name and contact information of the person who will be responsible for conducting the evaluation and whether this will be an internal or external evaluation.

The projects we are proposing ensure that our students will be prepared to excel in the jobs and careers of tomorrow and increase their access to the skills and knowledge needed to succeed in the future. With this proposal, we can support our teachers in the expanding and ever-changing field of education, and also ensure that students are getting the skills and knowledge they need to succeed in college, career and life. Yet, we can measure the substantial impact of our proposal through these specific measures: 1. Student achievement data through each school's value-added measures 2. A 1-standard-deviation improvement in teacher value added 3. Teacher evaluation performance scores 4. Principal evaluation performance scores 5. Superintendent evaluation performance scores 6. Rates of high school graduation 7. Rates of college attendance and completion 8. Rates of student and teacher retention 9. Parent surveys and feedback Furthermore, the Concept Schools central office will use data analytics to first measure the growth in student performance on selected initiatives in our proposal, such as the gain in ACT scores from the ACT Summer camps, and then calculate the performance per dollar spent metric which is known as the Return on Investment. To calculate ROI, the benefit of an investment is divided by the cost of the investment; the result is expressed as a percentage or a ratio. The return on investment formula: Return on investment is a very popular metric because of its versatility and simplicity. However, as the Nobel laureate James Heckman has shown, early investments enhance equal opportunities and higher achievement at the same time and they should be higher where the problems are greatest.

* 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).

We can measure the substantial impact of our proposal through these specific measures: 1. Student achievement data through each school's value-added measures ? OGT Data ? ACT/SAT data ? Plan/Explore data ? End-of-Course and Interim Assessments 2. A 1-standard-deviation improvement in teacher value added 3. Teacher evaluation performance scores 4. Principal evaluation performance scores 5. Superintendent evaluation performance scores 6. Rates of high school graduation 7. Rates of college attendance and completion 8. Rates of student and teacher retention 9. Rates of dual credit courses taken by our students 10. Amount of student scholarships for college 11. Parent surveys and feedback from Parent University 12. Attendance rates and feedback from our Horizon College Summits 13. Survey data from our

career academy partners

* 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.

How will you make changes if progress is insufficient? I. Review progress thus far in school-wide meetings ? Implement a Checklist of Progress and self-monitor each component ? Re-rate goals for our proposal II. Identify progress and what still needs work ? Help teachers and students assess themselves for progress ? Validate what is working well ? Challenge teachers and administrators using data analytics III. How to continue to progress ? Avoid avoidance and complete what needs to be done immediately ? Keep using professional development sessions to build change ? Don't take short cuts by skipping steps in implementation timeline ? Continue to progress monitor ? Change school mindset from negative to positive IV. Reward yourself for school success ? Give teachers, students and parents credit for success ? Celebrate successes within the school community ? Celebrate ways in which school is showing growth V. Use additional strategies ? Provide more staff development ? Provide more afterschool opportunities for students ? Integrate parents more into the school community Several motivation theories attest that positive feedback is more effective for motivating goal pursuit than negative feedback because it increases outcome expectancy of the goal and perceived self-efficacy of the pursuer. According to this theoretical approach, positive feedback increases people's confidence that they are able to pursue their goals, leading people to expect successful goal attainment. Negative feedback, in contrast, undermines people's confidence in their ability to pursue their goals and their expectations of success.

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

The response should provide specific quantifiable measures of the grant outcomes and how the project will lead to successful attainment of the project goals. Applicants should describe how the program or project will continue after the grant period has expired.

Please enter your response below.

HSA Columbus wants to create an innovative college persistence program by working to make college graduation possible for all students. We want to implement a results-driven model that shows that with the support of a strong college persistence program and dedicated teachers and parents, students can dramatically improve their academic performance and become competitive - and successful - college students. Three main components of our work will lead to transformational outcomes with our students: -We will support and guide excellent high school teachers to become excellent career academy teachers. -We will teach non-cognitive skills within the context of a rigorous career academy curriculum. -We will bridge the gap between high school and college, supporting our alumni during their first years in college. -Our targeted college and career partnerships will also help ensure students' long-term, continued success. -We will involve parents in the college pipeline and build a stronger support system for them.

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

Concept Schools has in-house technology experts, and along with the Chief Academic Officer and the Director of Assessment, we have a team of individuals in our central office who are constantly collecting data, updating data, analyzing data and sharing data with all stakeholders. The Chief Academic Officer develops professional development sessions with each Horizon School so each school site can analyze data continuously throughout the year through graphs, screenshots and digital files. At the same time, our proposal will provide the instruction and services needed to close the larger academic gaps across our school with the goals listed below: Goal 1: Provide opportunities for our non-AP students to enter the career academy track and complete a successful certification process in one of the 4 academies. We propose that 100% of our career academy track students will receive a certificate of completion after their two years. Goal 2: Decrease the academic gaps in all subject areas and in all grade levels so the difference between our students and other highest performing subgroups across the state is less than 10% over a 5-year period. In particular, we will decrease the gap in mathematics where it is the largest between Asian students and Black/Hispanic students. Goal 3: Increase the ACT average of 19 in SY2013-2014 to an average of 23-26 over a 5-year period. Goal 4: We currently have a rate of 23.6% for postsecondary attainment and we would like to increase that to 80% over a 5-year period, as well as collect better data and more data on postsecondary attainment. Goal 5: We would like to create an academic culture in the school by promoting college and career pipelines beyond the four years. We like to see an 80-90% alumni involvement rate in our Horizon College Summits in which alumni can share their academic achievements with our current students.

* Spending Reduction in the five-year fiscal forecast

Goal 1: Continue to have 100% of our students meet state standards while keeping the cost per child below/near \$10,000. Goal 2: Continue using sustainable and environmentally friendly practices that reduce our carbon footprint through paper reduction and other school wide initiatives. Goal 3: Expand the structure of the career academies without hiring new faculty and staff. Goal 4: Continue to use our in-house professional development model. Goal 5: Continue to build career academy partnerships at no cost to the school. Goal 6: Use the trainer-of-trainer model by having graduating parents from the Parent University then train new parents.

* Utilization of a greater share of resources in the classroom

Goal 1: Continue to use our in-house professional development model. Goal 2: Continue to build career academy partnerships at no cost to the school. Goal 3: Continue to expand dual credit options for our students.

* Implementation of a shared services delivery model

Goal 1: Continue to use the in-house professional development model to help analyze and expand the career academies through summer institutes and PD throughout the school year Goal 2: Bring in the Instructional Coaches from the national office to help transition the career academy teachers Goal 3: Work with the national office and the Director of Alumni relations to analyze and expand the Horizon College Summit Goal 4: Work with the national office and the Director of Community Engagement to analyze and expand the Parent University Goal 5: Have the career academy teachers then present what they have learned and gained at the regional and national professional development

institutes

*** Other Anticipated Outcomes**

We want to provide high school juniors and seniors with opportunities and resources to explore college as a realistic, attainable, post-high school option. We will leverage an intensive college awareness curriculum and emphasize building academic behaviors of successful students. Our proposal includes ACT test preparation to maximize potential, improve options for college selectivity and open new doors for our alumni. We want our students to be accountable for their personal and collective goals, while embodying professionalism, ambition, integrity, resilience and resourcefulness. We want to provide high school seniors with the tools, guidance and resources necessary to successfully apply to and enroll in college following high school graduation, secure the strongest possible financial aid packages, and become 100 percent 'college-ready' in advance of their first day on a college campus. It is important work that results in high school graduation, college enrollment and matriculation to best-fit match colleges. We want to guide them in the four core components of the college process: Application, Admission, Aid and Enrollment. Our Career Center will require students to complete assignments that prepare them for the academic and social life to expect on campus during their third and final year at HSA Columbus as well as their freshman year of college and beyond. Once our students have enrolled in their first year of college, our Horizon College Summits will lead students through the pivotal freshman year of college, and as they develop into independent individuals and leaders of the college and professional communities. Freshman year is simultaneously an exciting and uncertain time for our students and their families. We want our alumni to take advantage of cell phone, email, online chat, and social networking technologies in order to provide the direct feedback we need from them in relation to their footing on campus. Our alumni network will consistently communicate with each other about th

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.

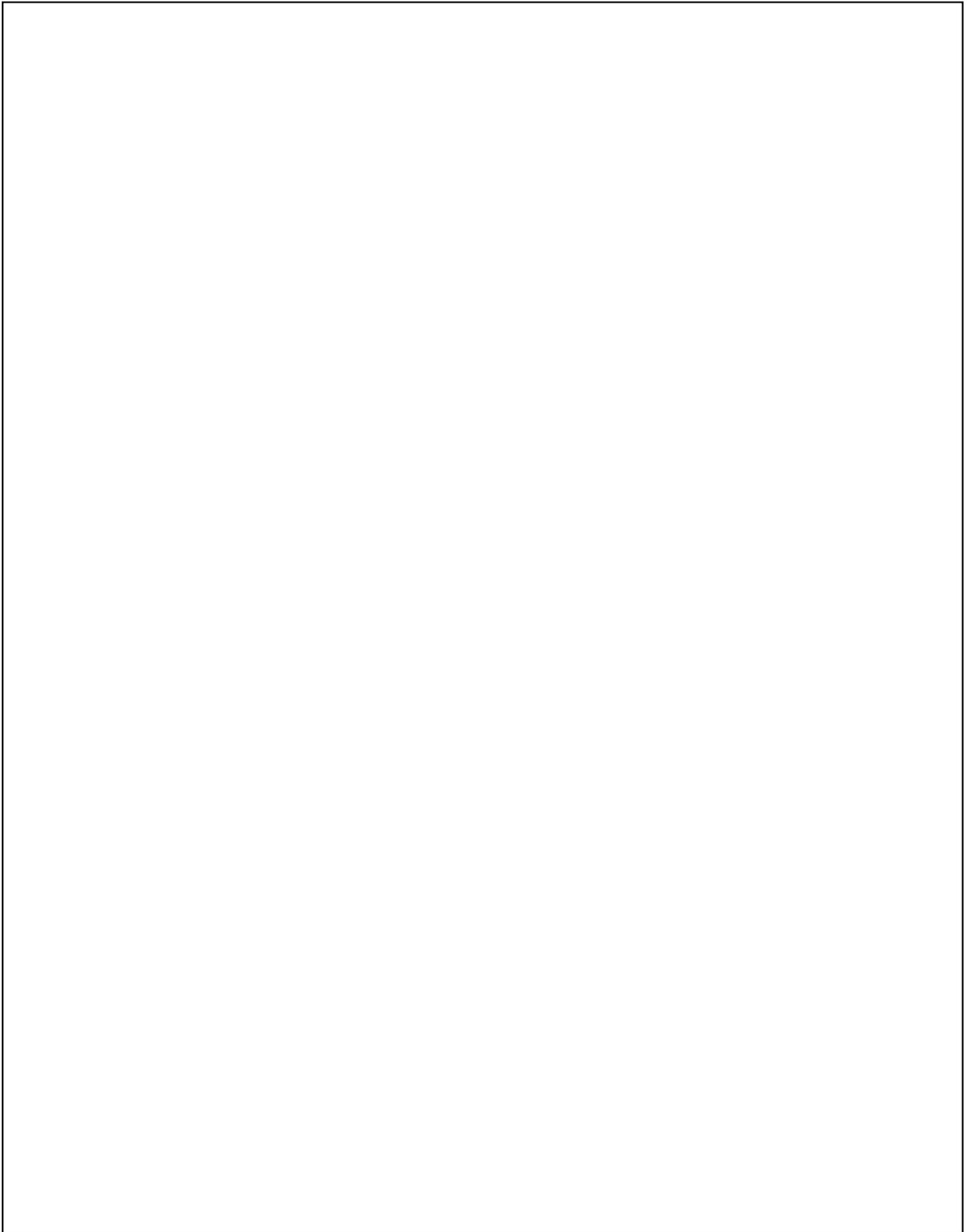
*** Explain your response**

Our proposal can function as a stepping stone for scaling up the model of personalized education and individualized instruction across the state. The career academies ask high schools to restructure the school day, to add more rigor to their curriculum, to provide differentiated instruction on a weekly basis, and to provide high degrees of enrichment, advancement and intervention before students enter college. First and foremost, we will share our deliverables on our website and with ODE. Additionally, we will formally evaluate the academic impact of our initiatives over the 2015-2017 school years in order to consider expanding it from HSA Columbus to all Ohio high schools within our network in the coming years. We will share the results of our research at state conferences, through written articles and editorials, faculty blogs, and through school visits in which we invite the outside community to come in and observe our innovations in action and through guided tours. We would love to collaborate with ODE and provide webinars for interested parties during the summer break in which we showcase our innovative practices, perhaps even a TED Talk conference sponsored by ODE. We will also be videotaping classroom instruction and uploading the videos onto our award-winning school website for others to browse. Furthermore, we will be activating a Twitter account for each of our innovative projects in order for others to follow the conversation as we implement ideas unknown to us, which can be daunting. In the end, our high degree of transparency and the sharing of knowledge is the greatest benefit of our proposal. Lastly, we will organize a Trainer-of-Trainers model in which the Horizon schools will train any interested Ohio school team on the Career Academy Model, the Horizon College Summits and Parent University. We will schedule that training as a Summer Institute in Summer 2017.

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).

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. Murat Efe



Consortium Contacts

No consortium contacts added yet. Please add a new consortium contact using the form below.

Partnerships

Horizon Science Academy Columbus (133660) - Franklin County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections ▶

Partnerships

No partners added yet. Please add a new partner by using the form below.

Implementation Team

Horizon Science Academy Columbus (133660) - Franklin County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections

Implementation Team						
First Name	Last Name	Title	Responsibilities	Qualifications	Prior Relevant Experience	Delete Contact
Ali	Uslu	Chief Academic Officer	Ali Uslu is responsible for the oversight and operation of all the academic programs for all schools under Concept Schools' management. He has extensive experience as a science teacher, administrator, and published textbook author. Ali has been influential in Concept Schools' success since 2001. He holds a degree in Biology with a minor in Education from Marmara University in Istanbul. He received his Master's degree in charter school leadership from Central Michigan University.	EXECUTIVE PROFILE Chief Academic Officer with company oversight, committed to highly effective management of resources and quality performance. Highly motivated, hardworking, and high performing personality with 17 years of experience in education. With the motto of "In God we trust, All others must bring data", my data-driven approach has made a huge difference in the organization. I am dedicated, result and detail oriented professional. SKILL HIGHLIGHTS - Leadership/Communication Skills - Human Resources - Staff Development - Staff Motivation - Team Leadership - Total Quality Management - Organizational Structure and Change - Performance Evaluations & Analysis - Departmental Operations Management EDUCATION & CERTIFICATIONS - Master of Arts in Educational Leadership on Charter School Emphasis Central Michigan University, Mt. Pleasant, MI - 2012 - Master Coursework completed in teaching science University of Marmara, Istanbul, TR - 1998 - Bachelors of Science Biology and Science Education University of Marmara, Istanbul, TR - 1997 - Teaching License from Illinois Department of Education - Administrative License from Michigan Department of Education	EXPERIENCE Chief Academic Officer 2008 - Present Concept Schools Des Plaines, IL Science Instructional Coordinator 2005 - 2008 Concept Schools Des Plaines, IL Assistant Principal - Principal 2003 -2005 Science Academy of Chicago Chicago, IL Science Teacher - Department Head - Science Fair Coordinator 2002 -2003 Science Academy of Chicago Chicago, IL Science Teacher - Science Fair Coordinator 2001 - 2002 Horizon Science Academy Cleveland, OH Science Teacher - Department Head 1998 - 2001 Kasimoglu Private High School Istanbul, TR Co-author 1997 - 1998 Surat Publication Company Istanbul, TR Science Teacher 1997 - 1998 FEM Istanbul, TR PROFESSIONAL AFFILIATIONS President 2008 - 2010 Illinois Junior Academy of Science Chicago, IL Co-chair -IJAS Region 2 Board of Director 2003 - Present Illinois Junior Academy of Science Chicago, IL President Elect - IJAS Board of Director 2007 - 2008 Illinois Junior Academy of Science Chicago, IL KEY QUALIFICATIONS - Awarded as "the Teacher of the Year" - Coached Olympiad team - Supervised award winning science project team - Co-authored textbooks - Created curriculum and designed an assessment module - Oversight of 800 staff in 27 charter schools	
Dincer	Koc	Director of Science Education	Dincer Koc has been working in teaching and administrative positions for 16 years. After becoming the Director of Science Education in 2007 for Concept Schools, he created a unique science curriculum integrating mathematics and	HORIZON SCIENCE ACADEMY, Cincinnati/OH Dean of Academics, September 1, 2007- September 30, 2008 Achievements - Held department chair and staff meetings - Analyzed the students achievement and sought solutions for low achieving students - Communicated with parents to seek help	BASKENT EDUCATION - YAVUZ SELIM COLLEGE, Dakar/ Senegal Assistant Principal, October 1999-2003 Achievements - Instilled discipline to the students through love and respect. - Arranged regular	

		<p>engineering. One of his major responsibilities is to organize an Interstate Science Fair allowing young minds to seek solutions to today's problems. Dincer also evaluates teacher performances throughout the year and provide feedback to improve their instruction. He helps develop the Concept School Achievement Tests to monitor students' success and development. He earned his Masters degree in charter school leadership from Central Michigan University. Summary of Qualifications - Motivated and creative educator with demonstrated history of performance and leadership in science and math focused environment. - Experienced science teacher with a demonstrated history of core knowledge student rapport. - Positive, collaborative team member. - Adapt at developing programs and events. - Dedicated, organized, and goal driven with strong communication skills. Expertise - Collaborative teamwork - Working in a multicultural environment - Using advanced computer technology; web pages, Microsoft Office, Photoshop programs. Professional Experience CONCEPT SCHOOLS, Des Plaines / IL Director of Science Education, October 2009- Present - Write, align, and modify science curricula for Concept Schools. - Evaluate teacher performance and provide feedback to improve their instructions. - Analyze student data and develop practice tests. - Enrich freshmen teachers' job skills through periodic seminars. - Organize professional development days for Science and Math teachers. - Hold science department heads' meetings. - Organize science fairs to promote science education among the Concept Schools.</p>	<p>for their kids - Established a strong school culture among the students, parents, and staff - Created policies for school as well as an academic calendar. CHICAGO MATH AND SCIENCE ACADEMY, Chicago / IL Student teacher /Science Fair Coordinator, September 1, 2004 - August 31, 2007 Achievements - Taught science and biology courses. - Helped the regular teachers as a teacher aid. - Organized a Science Fair. - Organized after school and extra curricular activities. - Worked with individual students on science fairs and Olympiads. - Coached a soccer team. - Organized national and international trips. - Participated parent visits. - Organized international student exchange programs. - Participated in workshops and subject related seminars; and - Helped purchasing of Science laboratory equipment. HORIZON ELEMENTAIRE Ouagadougou/ Burkina Faso Founder, September 2003- September 2004 Achievements - Created policies for school as well as an academic calendar and held staff meetings. - Hired teachers and designed workshops. - Assisted board members in designing of the school and its dormitory. - Promoted school through public relations. - Arranged a science fair to promote science in urban areas. - Planned and supervised the extra curricular activities. - Promoted parental involvement through organizing activities for parent. ASSOCIATION OF HORIZON EDUCATION Ouagadougou/ Burkina Faso General Secretary March 2004 - March 2006 Achievements - Advised and created policies for school and association</p>	<p>meetings with teachers and mentored them through academic and educational issues. - Planned and supervised the extra curricular and after-school activities. - Organized a science fair working with the school staff collaboratively. Biology and ESL Teacher Achievements - Taught biology and Chemistry courses in English - Utilized technology and other resources in class to increase student interest. - Developed a good rapport with students and families through home visits and other activities. - Prepared students to International Baccalaureate exam. - Worked with individual students on science fair projects - Organized international trips for students and families. The Principal of Dormitory Achievements - Organized different social activities - Assisted the students to cope with their individual, social and family problems and guide them for college and careers. - Kept tracking of the students and cooperate with their teachers at the school. - Organized parent-teacher activities RUSSIAN-TURKISH COLLEGE, St. Petersburg / Russia Biology Teacher September 1998- august 1999 Achievements - Taught biology lessons in English (8th - Built an excellent students rapport trough activities organized. - Organized after school and extra curricular activities. - Worked with individual students on science fairs and Olympiads. grades trough 11th</p>	
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