

Budget

Nexus Academy of Columbus (013201) - Franklin County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (217)

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		120,000.00	36,000.00	1,215,000.00	30,000.00	75,000.00	0.00	1,476,000.00
Support Services		0.00	0.00	10,000.00	0.00	0.00	0.00	10,000.00
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	0.00	0.00	0.00	0.00
Safety		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities		0.00	0.00	0.00	0.00	97,500.00	0.00	97,500.00
Transportation		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total		120,000.00	36,000.00	1,225,000.00	30,000.00	172,500.00	0.00	1,583,500.00
Adjusted Allocation								0.00
Remaining								-1,583,500.00

Application

Nexus Academy of Columbus (013201) - Franklin County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (217)

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

A) APPLICANT INFORMATION - General Information

1. Project Title:
Hacker High

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

Hacker High will empower a new generation of coders to improve their communities while jump-starting rewarding technology careers. Hacker High will leverage the innovative Nexus Academy blended schools and Ohio Connections Academy e-school models, which already provide one-to-one technology, digital curriculum, and personalized learning to offer a complete Information Technology-focused College Tech Prep program that allows students to graduate from high school with key industry certifications and college credit. In addition to working closely with local business and higher education partners to prepare students for technology careers, Hacker High will promote student programming projects, badging sequences, and "hackathons" that create solutions to specific community problems.

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.

1350 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
Andrew Pasquinilli

Organizational name of lead applicant
Nexus Academy

Address of lead applicant
4689 Hilton Corporate Drive, Columbus OH 43232

Phone Number of lead applicant
614-866-4761

Email Address of lead applicant
apasquinilli@connectionseducation.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

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

High school students in Ohio are forced to choose between innovative college preparatory blended learning environments, as exemplified by the Nexus Academy network of blended charter schools, and high-quality career-technical education programs which may now be available only at traditional high schools or at tech prep centers. In addition, neither the current college-prep nor career-prep environment quite harnesses the quest for meaning that drives this Millennial Generation of learners; for them, preparation for the future becomes much more compelling when it is connected to addressing problems they care about in the here and now. Meanwhile, opportunities for careers in the technology sector continue to multiply in Ohio. A recent study found that between 2004 and 2008, total employment in Ohio's high-tech industries grew 4.0 percent, adding 19,198 jobs, in spite of the current recession which began in 2007. By contrast, all other industry sectors in Ohio declined by a total 7,247 jobs during this period. (Making an Impact: Assessing the Benefits of Ohio's Investment in Technology-Based Economic Development. http://development.ohio.gov/files/otf/Final_OH_Impact_Exec_Sum_SRI.pdf)

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

Hacker High will empower a new generation of coders and other technologists to improve their communities while jump-starting rewarding technology careers. Hacker High will leverage both the statewide Ohio Connections Academy (OCA) e-school that has served Ohio since 2003 and the innovative Nexus Academy blended school model that took root in the state in 2012. OCA currently serves more than 3,000 K-12 students throughout Ohio, while the three Nexus Academy campuses - one each in Cleveland, Columbus, and Toledo - provide a comprehensive college prep high school program through a unique blended learning format. The Nexus Academy blended schools build on the excellent reputation of OCA and share its standards-aligned digital curriculum, which each Nexus Academy student accesses through a school-supplied laptop and any other devices she or he chooses to bring to school. The Nexus Academy schools add a combination of onsite and online instruction, driven by a steady stream of real-time performance data, to ensure student mastery of challenging subject matter. While OCA and Nexus Academy currently include multiple computer science and related Career Technology Education (CTE) electives, the Hacker High initiative will expand these offerings into a complete, state-approved Information Technology-focused College Tech Prep program that allows students to graduate from high school with key industry certifications and college credit. The Hacker High initiative will focus specifically on the Interactive Media (N1) and Programming & Software Development (N3) career pathways in Information Technology. Onsite and online staffing will be expanded to include CTE instructors with the appropriate credentials for technical courses, while partnerships with targeted higher education institutions will ensure appropriate college credits are available to students while in high school. Each school will also provide robust internship opportunities with local high-tech businesses, including start-ups and specialty companies representing the highest growth sectors in Cleveland, Columbus, and Toledo, respectively. The program will feature employer-valued soft skills such as communication, collaboration and work ethic, and will be tied together with a unique "badging" protocol that documents and celebrates student engagement. Career pathway instruction will only be part of the Hacker High approach. Unique to this program will be the focus on creating outputs that improve the local community, including the school community, in ways defined by students themselves. Each Nexus Academy faculty member, including CTE faculty members, will guide students in identifying up to three key community issues to focus on each year. Examples might include gaps in the public transportation system, challenges faced by local entrepreneurs in accessing the local market, lagging school math scores, or lack of uniform access to broadband Internet. Within and around its CTE course offerings, Hacker High will promote student programming projects and "hackathons" (intensive creative work sessions) that create solutions to these identified community problems.

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.)

Adding Hacker High as an option at their schools will result in students being more motivated and engaged, producing improved academic achievement as demonstrated by: * A steady increasing in the number of students successfully completing the necessary credits each year to progress toward graduation. * A maximization of the number of students who make at least a year's learning gain as measured by pre- and post-testing. * An annual incremental increase in the four-year cohort graduation rate. * An increased percentage of students benefiting from dual enrollment with participating higher education institutions. Detailed measures are discussed in the response to question 24.

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.)

The Hacker High program will result in spending reductions of \$230,000 per year over each of the five years following the grant year. These savings consist of waived per-course-enrollment licensing fees for CTE courses negotiated by the consortium with its curriculum provider, plus reduced annual student laptop lease costs through the purchase of a "loaner" pool of laptops/mobile devices. These costs savings are explained in detail in our response to question 14 and in the Financial Impact Table.

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.)

As the Hacker High program increases OCA and Nexus Academy enrollment, including possibly adding a "third shift" evening session at Nexus Academy, fixed non-classroom lease costs such as the rent and administration will decrease as an overall percentage of revenues, while a greater share of resources, will flow to the classroom (curriculum and instruction). For details, please see response to question 24.

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.)

The consortium members (three Nexus Academy schools and Ohio Connections Academy) will implement a shared services delivery model by providing complementary CTE pathways and sharing personnel with CTE credentials; developing a common marketing strategy and materials; sharing sites for testing and teaching; and exploring options for creating long-term efficiencies as consortium Career Tech Planning District.

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.

1,583,500.00 State the total project cost.

* Provide a brief narrative explanation of the overall budget.

The total grant request for Hacker High is \$1,583,500. Specific costs and rationales by budget category include: * Salaries (Object Code 100, Purpose Code Instruction): \$120,000 in salaries for two FTE teachers with appropriate CTE certifications, to be shared among the four consortium schools both virtually (through online instruction) and physically (through scheduled residencies at the three Nexus Academy campuses). These additional staff (which may be full-time or adjunct, equaling two FTE) will be required for CTE program approval; strategic hiring will facilitate dual enrollment/college credit. * Retirement/Fringe Benefits (Object Code 200, Purpose Code Instruction): Calculated at 30% of salaries, for taxes, health benefits, and 401K retirement services, for a total of \$36,000. This is a conservative estimate, in that some of CTE instructor positions may be part-time or adjunct, with differential benefits. * Purchased Services (Object Code 400): Under Purpose Code Instruction, Purchased Services consist of \$800,000 in CTE program development services provided by Connections Education, the curriculum/platform provider for the consortium schools, to ensure program quality and integration; \$75,000 for an Ohio-based CTE consultant to help expedite CTE program approvals and partnerships; \$100,000 for an evaluator who will provide both formative and summative evaluation services; \$225,500 for badge development and integration; and \$15,000 for CTE-related certification exams. Under Purpose Code Support Services, Purchased Services consist of \$10,000 for Career Technology Student Organization activities, for a total of \$1,225,000 in Purchased Services. * Supplies (Object Code 500, Purpose Code Instruction): The consortium requests \$30,000 in "Maker Kit" supplies for hands-on CTE activities, which will be piloted during the grant year. * Capital Outlay (Object Code 600): Under Purpose Code Instruction, Capital Outlay will consist of \$48,000 for student laptops/mobile devices, making up a pool of loaned devices at Nexus Academy school sites for students who do not have their assigned device (due to late enrollment, temporary testing, etc.); \$12,000 for 3-D printers and tech support, to be integrated into the IT career pathways; \$15,000 for other CTE related equipment as identified during the grant year; and \$7,500 in additional instructional furniture (such as meeting tables, locking cabinets, etc.) for the Nexus Academy school sites to accommodate additional program activities and visiting students. Under Purpose Code Facilities, the consortium requests \$90,000 for "meeting pods" inside the Nexus Academy school sites, to accommodate additional small group and testing activity; The total Capital Outlay request is \$172,500.

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.

Sustainability costs for the Hacker High program consist of: * Ongoing shared costs for additional two FTE teachers with appropriate CTE credentials, conservatively calculated at \$156,000 in Year 1 (\$120,000 for salaries and \$36,000 for taxes and benefits). This cost is expected to rise with inflation by 2% each year, as shown in the Financial Impact Table. * Recurring annual costs for "Maker Kit" supplies for CTE course work, calculated at \$30,000 per year shared across consortium schools. This cost is not expected to increase, as consortium members grow increasingly sophisticated regarding sourcing. * Recurring costs for certification exams, estimated at \$15,000 per year across the consortium. These costs are estimated very conservatively and not expected to increase in total. * Recurring costs for joint Career Technical Student Organization (CTSO) activities, estimated at \$10,000 total per year across the consortium. These costs are fungible so are not expected to increase each year. All other Hacker High program costs are one-time only professional services or capital outlays, several of which also result in significant cost savings as detailed in item 14.

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.

230,000.00 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

Key investments made by the Hacker High project during the grant year will result in \$230,000 in annual cost savings. These cost savings are: * \$200 in waived annual license fees per enrolled CTE course for all consortium schools, which anticipate a total of 850 enrollments per year, for a total of \$170,000 in curriculum cost savings across the entire consortium. These cost savings have been negotiated by the consortium schools with their curriculum provider and will be memorialized in an addendum to the contracts currently in force. * \$500 in annual lease costs (exclusive of tech support) per student loaner laptop. The 120 laptops purchased during the grant year will result in savings of \$60,000 per year.

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 Hacker High program will be self-sustaining for at least five years after June 30, 2015 since investments made during the grant year will result in cost reductions that more than offset sustaining costs from the program. Specifically, waived CTE course licenses and bypassed student technology lease costs will result in a total savings for the consortium of \$230,000 per year for each of the five years following the grant year; while the sustaining costs for Hacker High, including inflation, are expected to be \$211,000 in FY 2016; \$214,120 in FY 2017; \$217,302 in FY 2018; \$220,548 in FY 2019; and \$223,859 in FY 2020. Each year, the cost savings produced by the Hacker High grant will more than offset its sustaining costs. (Additional note: While the consortium schools also expect to see increased revenues as a result of the Hacker High program by virtue of additional student enrollments and CTE-enhanced per-pupil funding, these additional revenues are not reflected in the sustainability plan, as per Straight A Fund guidance. The program is fully sustainable based on cost savings.)

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 July-August 2014

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

The following activities and events are anticipated for the Planning phase from July-August 2014. Weekly Hold Weekly Consortium Coordination Calls July Grant Approval July Hire CTE Consultant July-August Crosswalk/Identify Courses Needed August Hold Planning Summit with Business, Community and Higher Education Partners August Define Process for Identifying Community Problems August Plan Program Development Hackathons / Summits for the fall of 2014 August Develop Physical Innovations Plan (Renovations, Furniture, Technology)

* Anticipated barriers to successful completion of the planning phase

Possible barriers include later-than-expected grant approval, which would require extending the Planning period into first semester of the school year; inability to identify/secure a qualified CTE consultant, which would require consortium members to conduct key activities themselves; and scheduling challenges bringing stakeholders together for an in-person summit, which would require a shift to web conferencing.

18. Implementation - Process to achieve project goals

* Date Range September 2014-June 2015

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

The following is a timeline for the Implementation Phase of the Hacker High program anticipated to take place between September 2014 and June 2015. Weekly Hold Weekly Consortium Coordination Calls September-June Develop/License Needed Courses September-December Develop Work Skill Badges September Hold Program Development Hackathons (Students/Staff/Parents) October Execute Community Partnership Agreements October Execute Business Partnership Agreements October Execute Higher Ed Partnership Agreements November Execute Evaluator Agreement November Hold Implementation Summit with Business, Community, Higher Ed Partners November Purchase Technology and Furniture November Develop/Submit Application for CTE Program Approval December Complete Needed Renovations December Recruit/Hire Needed CTE Face-to-Face Staff January-June Pilot Launch Hacker High in Spring Semester 2015 February-March Develop/Execute Marketing/Recruitment Plan for Hacker Hi

* Anticipated barriers to successful completion of the implementation phase.

Possible barriers to adherence to this timeline, and production of the milestones and deliverables it promises, include: slower-than-expected completion of course development or challenges in obtaining approval for CTE program from Ohio Department of Education, which could result in slower phase-in of complete Hacker High concept during the post-grant phase; delays in execution of partnership agreements, which may necessitate identification of new/replacement partners; and unexpected outcomes from the stakeholder Hackathons and Summit, which may require recalibration of plans going forward.

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

* Date Range January-August 2015

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

The following is an anticipated timeline with milestones for the Summative Evaluation phases of the Hacker High program, which is anticipated to take place between January and August of 2015, following selection of an evaluator in November 2014 (see Implementation timeline, previously stated). Weekly Hold Weekly Consortium Coordination Calls January-June Evaluator Studies Process and Prospects During Spring Pilot June Evaluator Report Draft Report July Evaluator Produces Final Report August Stakeholder Summit to Review/Respond to Evaluator Report

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

Barriers to fulfilling the Summative Evaluation timeline might include delays or complications in roll out of the Hacker High Pilot in the spring semester of 2015, which will provide much of the observational material for the evaluator; a thinner or shorter pilot would impact the depth of the evaluation exercise, and might necessitate refocusing evaluation efforts in part on process rather than product. In addition, delays in the draft or final evaluator report will impact the timing of the Stakeholder Summit, which could then impact roll out of the post-grant program, requiring it to be more fully tweaked in real-time.

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 Hacker High program will result in important improvements for the participating schools and their students. While the consortium members are already innovators among Ohio schools - pioneering the high-quality implementation of online/blended learning and creating altogether new models for high school - the Hacker High grant will provide them a once-in-a-lifetime opportunity to be truly future-focused. The flexibility and personalization the schools are known for will now be accompanied by a robust set of career, college, and community opportunities for every student. As a result of Hacker High, the consortium members will also have a template for developing innovative future career pathway programs in a way that only online/blended schools can do. In addition, as a purely practical improvement, the consortium schools all expect to attract more students and increase enrollment as a result of Hacker High; the anticipated increase in enrollment will result in increased efficiencies in operational processes and a per-student cost savings. For students, the combination of cutting-edge IT course work and meaningful real-world experience - in career, college, and community pursuits - is expected to be transformative. Motivation is expected to increase and be multiplied through successful acquisition of high school and college credits. Students who benefit from the compelling relevance of the Hacker High program will begin demanding similar experiences in their more purely academic classes - and the consortium schools are well-positioned to meet those demands. As a result, students will begin seeing high school less as a necessary evil and more as an immediate launch-pad for rewarding lives.

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.

Research shows that well-designed Career Technical Education, such as that provided by the Hacker High project, produces significant short- and long-term benefits for students, including: * CTE schools have higher on-time graduation rates than traditional schools serving the same population. * CTE schools have a substantial positive impact on the probability of their students successfully completing the college preparatory mathematics sequence of Algebra 1, Algebra 2, and Geometry.[1] * Four out of five secondary CTE graduates pursue postsecondary education immediately after high school. [2] * More than one-quarter of secondary CTE graduates work full-time while enrolled in postsecondary education. [3] * Four out of five secondary CTE graduates who enter postsecondary education immediately after high school either attain a credential or are still enrolled two years later. [4] * Students who earn a CTE-related associate degree or certificate make an average of \$9,000 more per year than an associate degree-holder with a humanities or social science focus. Those with credentials in high-

demand fields, such as health care, can average almost \$20,000 more per year. [5] * Of secondary CTE graduates who do not pursue postsecondary education within two years of graduating high school, 95 percent are working for pay for some time after graduating. [6] * A student who takes a ratio of one CTE class for every two academic classes is less likely to drop out of high school than a non-CTE student. [7] * CTE students, to a much greater extent than their non-CTE counterparts, report that they developed problem-solving, project completion, research, math, college preparedness, work-related, communication, time management and critical thinking skills during high school. [8] * CTE high school students are more motivated and interested in their hands-on, relevant course work and, as a result, are less likely to drop out than non-CTE students. [9] * A Gates Foundation study reports that over 80 percent of respondents said more classroom learning activities relevant to the real world would have helped them to finish high school. [10] [1] Neild, Ruth Curran, with Christopher Boccanfuso and Vaughan Byrnes, "The Academic Impacts of Career and Technical Schools," Center for Social Organization of Schools/Everyone Graduates Center, Johns Hopkins University, January 2013, <http://bit.ly/1lid7sL>. [2] National Center for Education Sciences, Postsecondary and labor force transitions among public high school career technical education participants, Issue Table 7, January 2011. <http://nces.ed.gov/pubs2011/2011234.pdf> [3] NCES, Issue Table 7, <http://nces.ed.gov/pubs2011/2011234.pdf> [4] NCES, Issue Table 4, <http://nces.ed.gov/pubs2011/2011234.pdf> [5] Gates Foundation/Hudson Institute, Pathways to boosting the earnings of low-income students by increasing their educational attainment, 2009. <http://www.hudson.org/files/publications/pathways%20to%20boosting.pdf> [6] NCES, Issue Table 7, <http://nces.ed.gov/pubs2011/2011234.pdf> [7] National Research Center for Career Technical Education, Dropping out of high school and the place of career and technical education, 2005. <http://136.164.122.102/userfiles/file/pubs/droppingout-plank.pdf> [8] National Research Center for Career Technical Education, Career and technical education pathways programs, academic performance, and the transition to college and career, 2007. http://136.164.122.102/userfiles/file/pubs/cte_pathway_programs.pdf [9] U.S. Department of Education Office of Educational Research and Improvement, Dropouts and career and technical education, myths and realities no. 23, 2002 [10] Civic Enterprises, The silent epidemic: Perspectives of high school dropouts, March 2006. <http://www.gatesfoundation.org/united-states/documents/thesilentepidemic3-06FINAL.pdf>

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 proposed external evaluator for the Hacker High project is TA Consulting, led by Dr. Tom Clark, a renowned researcher in educational technology and author of the forthcoming book *Online, Blended and Distance Education in Schools: A Global Perspective*. Partnering with Dr. Clark will be Evergreen Education Group, whose annual research report, *Keeping Pace with K-12 Online/Blended Learning*, is well known throughout the education industry. Together TA Consulting and Evergreen have conducted multiple program evaluations involving online and blended schools like OCA and the Nexus Academy schools, and will utilize Ohio-based staff for this project. Contact information for Dr. Clark is: tom@taconsulting.net, 217-585-1539.

* 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).

During the Implementation Phase in fall 2014, the evaluators will develop a detailed evaluation plan with key outcomes, measures and evidence sources needed to address key evaluation questions. Evaluators and project staff will review key benchmark metrics to be tracked over time in school data systems, and availability of student demographic and achievement data for evaluator analyses. The evaluators will develop/adapt evaluation tools for assessing student and other key outcomes, and conduct entry surveys and focus groups as described herein. During the Evaluation Phase in spring 2015, the remainder of evaluation data gathering and analysis activities will be conducted as described below. A Draft Report will be developed in June, and a Final Report will be developed in July, then shared for review/response at the August 2015 Stakeholders Summit. As the grant ends, project staff will institutionalize methods related to monitoring key project metrics over time as part of their school improvement effort, with the evaluators providing limited ongoing technical assistance and third party validation as requested. The analysis of the project's progress, success or failure for the Final Report will be informed by triangulation of multiple sources of quantitative and qualitative evidence gathered over time through specific evaluation processes and methods to answer six key evaluation questions. Two of these questions (1-Consortium/partnership quality and 2-Increase student engagement) are project goals. The other four questions are aligned with Straight A Fund program goals (3-Raise student achievement, 4-Reduce spending, 5-Greater share of classroom resources, and 6-Shared services delivery model).

* 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.

If student achievement measures fall short of expectations, the consortium schools will implement additional strategic academic supports and intervention services to accelerate students' mastery of critical skills. In addition, school leaders and their management support partners will carefully monitor the program's budget and operational impacts to identify additional efficiencies that can be put in place over time. The consortium schools do anticipate securing additional incremental revenues through enrollment increases and CTE funding through the Hacker High program.

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.

Implementation of the Hacker High program will provide the participating consortium members - and their counterparts across Ohio - with a fully disruptive model for high school education. By combining cutting-edge online and blended learning with immersive college tech-prep programming anchored in community engagement, Hacker High will significantly improve the career and college prospects of participating students while tipping the balance of secondary education toward long-term, tangible relevance. Long after the grant period has expired, the consortium members and other schools and districts that embrace the model will continue making progress toward: * Universal graduation

of students truly prepared for success in college and career, thanks to lucrative technical skills and money-saving college credits gained while in high school. Please see the response to question 24 for specific benchmarked measures of this impact, which is expected to be ongoing. * Tangible connections between school and community through annual application of creative problem-solving and technical expertise to commonly defined problems. This lasting impact will be measured by ongoing student participation in hackathons and resulting implementation of brainstormed solutions, at least one per participating community per year.

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**

As noted in question 9, the Hacker High project is expected to produce immediate achievement results. Over five years, the consortium schools expect to see: * 80% of students (in Year 1 of the grant) continuously enrolled in the Hacker High program from October 1 through May 30 earning at least 5 credits within that year, with the exception of successfully graduating seniors who require less than 5 credits to graduate. This percentage will advance by 2-3% per year during the five years of the grant. * 80% of full academic year students at consortium schools achieving one year's worth of growth as measured by pre- and post-testing in reading and math. * A 3% annual increase in each of the schools' four-year cohort graduation rate, beginning with the first cohort impacted by the program. * An increase by 5% annually in the number of students at consortium schools earning college credits through dual enrollment programming with participating higher education institutions.

*** Spending Reduction in the five-year fiscal forecast**

The Hacker High program will result in the following spending reductions over the five years following the grant year: * As a result of Hacker High investments in CTE program development, the consortium's curriculum provider has agreed to waive its per-course-enrollment licensing fees for all CTE courses, resulting in an anticipated cost savings across the consortium of \$170,000 per year. * In addition, purchase of a loaner pool of student laptops/mobile devices will save the consortium \$60,000 per year in technology lease costs.

*** Utilization of a greater share of resources in the classroom**

For the Nexus Academy members of the consortium, which as intentionally small schools have significant facilities-related operational costs, the Hacker High initiative is expected to result in a significant shift in percentage of school resources to the classroom. For example, in Fiscal Year 2014, the Nexus Academy schools devote an average of XX% of their budgets to fixed administrative and operational costs. As the Hacker High program increases Nexus Academy enrollment, including possibly adding a "third shift" evening session, these costs will decrease to XX% of the budget, with a concomitant increase of XX% of resources to the classroom.

*** Implementation of a shared services delivery model**

The Hacker High consortium members (three Nexus Academy schools and Ohio Connections Academy) will implement a shared services delivery model by: * Providing complementary CTE pathways. * Sharing CTE-credentialed personnel to teach the Hacker High courses. * Collaborating on required Career Technical Student Organization (CTSO) activities for students. * Providing convenient testing sites for certification and related testing. * Developing a common marketing strategy to increase enrollment at the schools by featuring Hacker High in the marketing materials and enrollment conversations. * Exploring options for creating long-term efficiencies as consortium Career Tech Planning District

*** Other Anticipated Outcomes**

With its focus on addressing community problems, the Hacker High initiative is expected to have a positive impact on the quality of life in communities across Ohio, creating lasting solutions to local problems and - perhaps even more important - lasting connections between young people and the areas in which they live.

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**

The Hacker High project can readily be replicated in other districts in Ohio. The core elements of the project - a high-quality digital curriculum in both academic and CTE subjects, a combination of online and onsite teaching, and a process for identifying and solving community problems - will be documented in a way that can be implemented by others. Key components are also publicly available and could be assembled in a variety of combinations to meet specific district needs.

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).

Andrew Pasquinilli, Principal, Nexus Academy of Columbus

Consortium

Nexus Academy of Columbus (013201) - Franklin County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

Consortium Contacts

First Name	Last Name	Telephone Number	Email Address	Organization Name	IRN	Address	Delete Contact
Brittany	Sanford	(216) 361-1314	bsanford@connectionseducation.com	Nexus Academy of Cleveland	013199	3615 Superior Ave E Bldg 44, Cleveland, OH, 44114-4138	
Andrew	Pasquinilli	(614) 866-4761	apasquinilli@connectionseducation.com	Nexus Academy of Columbus	013201	4689 Hilton Corporate Dr, Columbus, OH, 43232-4152	
Andrea	Weilacher	(419) 244-8875	aweilacher@connectionseducation.com	Nexus Academy of Toledo	013200	600 Jefferson Ave, Toledo, OH, 43604-1071	
Marie	Hanna	(513) 234-4900	mhanna@connectionseducation.com	Ohio Connections Academy, Inc	000236	3740 Euclid Ave Ste 101, Cleveland, OH, 44115-2229	

Partnerships

Nexus Academy of Columbus (013201) - Franklin County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections

Partnerships

First Name	Last Name	Telephone Number	Email Address	Organization Name	IRN	Address	Delete Contact
Tom	Kluding	419.755.5659	tkluding@ncstatecollege.edu	North Central State College	063354	2441 Kenwood Cir, Mansfield, OH, 44906-1546	
Rebecca	Wyatt	216.987.6133	Rebecca.wyatt@tri-c.edu	Northeast Ohio College Tech Prep Regional Center		Cuyahoga Community College , 2900 Community College Avenue, Cleveland, OH, 44115	
Nancy	Pietras	419.530.7229	nancy.pietras@utoledo.edu	Northwest Ohio College Tech Prep Regional Center		The University of Toledo , 2801 W. Bancroft St., Toledo, OH, 43606	
Mickey	Revenaugh	800-382-6010	mrevenaugh@connectionseducation.com	Connections Education		1001 Fleet Street, 5th Floor, , Baltimore , MD, 21202	

Implementation Team

Nexus Academy of Columbus (013201) - 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
Andrew	Pasquinilli	Principal, Nexus Academy of Columbus	* Lead applicant * Manage the Hacker High program in Nexus Academy of Columbus Andrew Pasquinilli, Principal of Nexus Academy of Columbus, will lead the consortium and partners and effectively manage the grant in an efficient manner. He will manage the grant and will retain responsibility for all aspects of grant management including, but not limited to this application submission and budget decisions. Mr. Pasquinilli will be supported by the school leaders of the other consortium schools as well as by a centralized Finance Office with deep experience in budgeting, reporting, and grant management.	Bachelor of Arts, Ohio State University Additional Honors & Awards Best Improved Ohio School 2009 - Life Skills Center of Columbus Southeast was recognized as the "Best Improved" school in Ohio by Business Week magazine and Greatschools.net. Certificates of Commendation 2008-2009, 2009-2010 - Awarded certificates of commendation from the Ohio State Board of Education and Ohio Department of Education for improving more than ten points over the past two years on the Local Report Card. 2009 & 2010 School Improvement Awards - Honored two consecutive years by the Ohio Alliance of Public Charter Schools for increasing two designations on the Local Report Card in the past two years.	Andrew has been the Principal of Nexus Academy of Columbus since September of 2012. Prior to joining the school, he held the following positions: Administrator Life Skills Center of Columbus Southeast * Instructional and managerial leader of a drop-out recovery charter high school serving at-risk students aged 16-21 Administrator in Training White Hat Management * Completed White Hat Management training in community school finance, human resources, marketing, Special Education, Adequate Yearly Progress (AYP), state reporting requirements, and student discipline. * Visited and learned best practices from administrators in Ohio, Michigan, and Arizona. * Served as in-house trainer for PLATO Web Learning Network, A+ Anywhere Learning System, curriculum, and classroom management at new and existing schools in Ohio, Michigan, and Arizona. Master Teacher Life Skills Center of Columbus North * Trained, supervised, and evaluated certified teaching staff. * Implemented standards-based curriculum at the building-level for all content areas. * Designed and implemented an entry-year teacher mentor program with perfect passage rate for the Praxis III. * Led Intervention Assistance Team (IAT) tasked with determining and implementing interventions for difficult to manage students and referring previously unidentified students with disabilities for evaluation. * Reviewed and approved teachers' lesson plans. * Coordinated state-mandated testing. * Developed processes for and conducted new staff training and orientation. * Trained staff at Life Skills Centers in Ohio, Michigan, and Arizona in PLATO, and A+ online curricula, information management systems, and classroom management. Teacher Life Skills Center of Columbus North Operations Manager Asian Arts Center	
Andrea	Weilacher	Principal, Nexus Academy of Toledo	Manage the Hacker High program in Nexus Academy of Toledo	Bachelor of Arts Degree in Marketing Education from Bowling Green State University Master's Degree in Business Education from Bowling Green State University Skills Elementary Education Curriculum	Andrea joined Nexus Academy of Toledo in August of 2012. Prior to joining the school, she held the following positions: Teacher Summit Academy Teacher Wauseon Exempted Village Schools	

				Development & Design Teacher Training Educational Leadership Tutoring Instructional Technology Educational Technology	
Sara	Deaterla	Principal, Ohio Connections Academy (OCA)	Support the Hacker High program for all OCA students	* Ohio Principal's License and Teaching Certificate * OTES and OPES trained and certified * Presently taking Master's Level Social Work Courses at the University of New England * Master's Degree, Principal Courses, from Ashland University * Master's Degree, Adult Education, Training, and Program Development from Marshall University * Bachelor's Degree, Secondary Education from Ohio University * Associate Degree, Child Development from Ohio University	As Principal of OCA, Sara supervise all aspects of the high school with over 70 staff members and 1400 students, advocates for on-line alternative education schools of choice, develops the career technical program for the on- line environment, and works with families and high school students with any issues and concerns including academics, social/emotional, teacher interactions, performance, etc. Her prior experience includes: Director of Continuing Education Scioto County Career Technical Center * Key in the creation of the conversion community school, Southern Ohio * Academy, which opened September 2012. * Direct supervision of 50+ staff of high school and adult teachers and supervisors * Participate in the hiring, evaluation, and termination process of staff * Manage a department budgets of 1.5 million * Applied and received and oversee the implementation of several State and Business grants * Directly responsible for all accountability to the State Report Card, Perkins, and NCA through CCIP, EMIS, AWD, and Progress Book. * Established 14 satellite career technical programs within our associate schools and directly supervise these programs. * Started 5 additional adult career education programs including the State's first Power Line Mechanic program. * Developed and implemented professional development series for teachers * Developed dual enrollment opportunities for high school and adult students with local and statewide colleges and universities. Tech Prep State Coordinator/Perkins Consultant Ohio Department of Education * Managed department budget of \$1.9 million and 23 sub-recipients with grants totaling more than \$9 million. * Monitored Tech Prep programs and consortia to ensure districts' and consortium's compliance with Carl D. Perkins Act of 1988 as well as ODE on policies. * Assisted with EMIS and teacher certification issues for the consortia and CTPD * Instrumental in creating a policy and procedure manuals
Brittiany	Sanford	Principal, Nexus Academy of Cleveland	Manage the Hacker High program in Nexus Academy of Cleveland	Master of Arts in K12 Educational Administration from Michigan State University Bachelor of Arts in English Langue and Literature/Letters from Michigan State University	Brittiany has been the Principal of Nexus Academy of Cleveland since August of 2013. Prior to joining the school, she held the following positions: Owner and Operator B. Sanford Test Prep * Owned and operated a standardized test prep and tutoring service * Assisted students in preparation for the ACT test by

				<p>Teacher Certification, ELA 6-12, Sociology, Michigan State University Honors & Awards Union Plus Graduate Student Scholarship Recipient MSU Cal Rapson UAW Scholarship Recipient SafeTalk Suicide Prevention Training Certificate of Completion Ann Arbor Educational Foundation Grant Recipient-Technology in the Classroom MSU Dean's List Michigan Competitive Scholarship Michigan Merit Award National Caucus of Black School Board Members Scholarship Epicenter of Worship Church Pillar Award 2007 African American Celebratory Graduation Speaker 2007 Detroit Compact Scholarship Detroit Business and Industry Scholarship Rosa Parks Scholarship</p>	<p>creating a personalized curriculum to meet their needs * Helped students in need of specific remediation in reading and writing Principal Buena Vista School District 7th Grade ELA and Sociology & Technology Educator Dansville Schools * Taught 7th-12th grades * English Language Arts teacher for 7th and 8th grade, responsible for creating curriculum, progress monitoring students, and differentiating instruction for students of varying academic levels * 9th-12th grade technology teacher, taught Business Computers, Productions and Technology & Sociology classes * Participated on district and school level English Language Arts Curriculum teams and on the District Literacy School Improvement Team * Co-chaired as sponsor for the Class of 2015 which included fundraising, planning and organizing a Diversity Assembly and supervising float building for homecoming * Teacher leaders on the district's Teachers Learning with Teachers (TLT) initiative sponsored through the ISD Teacher Ann Arbor Public Schools * Teacher at Arbor Stone Alternative School * Taught 10th and 12th grade English Language Arts, Writing for Publications * Supervised the school yearbook and newspaper * Taught a Sociology elective course * Teacher at Stone High School * Served a population of "at-risk" students who were seeking credit recovery * Worked closely with the Equity Team and was the leader over the C.A.R.E. Team. * Created equitable practices in schools that aim to make achievement patterns unpredictable by race and/or ethnicity * Worked with the Saving Our Students (S.O.S.) program which is an after school program designed to help students</p>
Shawn	Soltz	<p>Director of Charter School Financial Services, Connections Education, Certified Public Accountant</p>	<p>Accounting and Financial Support</p>	<p>Certified Public Accountant Completion of Course work for CPA from Community College of Baltimore County Bachelor's Degree from Ner Israel College * Proficient with Microsoft Office suite, Caseware, IDEA data extraction software, Go Systems Audit, Great Plains, FRx, BNA Fixed Asset, QuickBooks, Lotus Notes, Prosystems Tax, and Ultra Tax. Advanced Excel skills * Completed Dale Carnegie's 12-week Public Speaking Training Course * Member of the American Institute of Certified Public Accountants and Maryland</p>	<p>Shawn is a Certified Public Accountant who joined Connections Education in 2009. He has provided tax, consulting and audit services to large not for profit organizations including prestigious charitable organizations, schools, and government assistance programs. He has extensive experience working with federal program audits conducted in accordance with governmental auditing standards and federal circular requirements. For Connections Education, Shawn: * Provides accounting and financial/legislative audit support services for schools reporting under not for profit and governmental GAAP * Monitors federal/state accounting and regulatory requirements unique to various states to ensure school compliance. * Develops internal control design and provide support for the implementation of school financial processes and procedures. * Assists</p>

				Association of Certified Public Accountants.	with financial forecasting and cash management functions performed by the schools. * Prepares financial reports and disclosures to meet the reporting needs of multiple schools in various states. * Provides training sessions to school management to increase their awareness of financial and compliance matters unique to their school.	
Kenneth	Helt	Accounting Manager, Connections Academy	Accounting and Financial Support	Bachelor of Science Degree in Accounting from University of Baltimore Graduated Summa Cum Laude	Prior to joining Connections Academy, he was a manager at McGladrey LLP and an accountant at Broadway Services, Inc. and Boulder Medical Center.	
Mickey	Revenaugh	Executive Vice President, Connections Learning	* Thought leadership * Best practices development * Curriculum and materials creation * Overall guidance and implementation assistance	* 12 years of experience at Connections Education * 30+ years of experience in education * M.B.A. in Marketing, New York University, Leonard N. Stern School of Business * B.A., American Studies, Yale University * American Studies, Smith College	In addition to her position at Connections, Mickey is also the Board Vice President for iNACOL. Prior to joining Connections over 12 years ago, Mickey held the following positions: Writer & Editor Freelance Vice President Education Mindsurf/HiFusion Vice President for Education/Research Hifusion-Mindsurf Networks Vice President E-Rate - Schools and Libraries / USAC Editor in Chief, Instructor/Electronic Learning Scholastic Editorial Director Scholastic Managing Editor Rochester Patriot Newspaper	
Marie	Hanna	Executive Director, Ohio Connections Academy (OCA)	Support the Hacker High program for all OCA students	* Master of Education in Educational Administration from Xavier University * Bachelor of Science in Elementary Education, University of Minnesota-Duluth * Ohio Certified Principal and Superintendent License * Experienced school administrator with 10 years of experience with managing staff and handling operational and compliance issues * Worked in both brick and mortar and virtual settings * Successfully reported to a governing board * Holds an administrative and superintendent certificate in Ohio * Excellent staff retention and solid academic results * Completed the first cohort of the National Board Certified Principal program * OCA is the only state wide virtual school to receive the Excellent rating * OCA is the only virtual school to get an Effective or Excellent rating for three consecutive years.	Marie joined Connections Academy in 2005. In addition to being the Executive Director for OCA, she has previously been an Assistant Principal for Connections Academy. Her prior experience includes: Director Maud Booth Academy Maud Booth was a community school in downtown Cincinnati with approximately 100 students. In charge of academics, hiring and overall operations of the school. Instructional Supervisor Riverside Academy Master teacher at Riverside. Evaluated teachers, handled testing, assisted in IEP meetings, and ran the direct instruction reading program. First Grade Teacher Houston ISD Volunteer Impact 100 Cincinnati	
Katy	Brennan	Manager of Counseling	Support the Hacker High program for all	* Master's Degree in Education, School	Prior to joining OCA in May of 2011, Katy held the following roles: Learning	

		<p>Services, Ohio Connections Academy</p>	<p>OCA students</p>	<p>Counseling from University of Phoenix * Bachelor's Degree in Physical Education Teaching and Coaching from Miami University As the Manager of Counseling Services K-12, Katy: * Supervises 5 staff members on my counseling team * Focuses on creating a freshman academy and future planning for all high school students using OCIS, College week live website, Connexus * Promotes academic, career, and personal-social development. * Schedules and assists students with the tools to make the appropriate decisions for current and future goals * Manages student crisis</p>	<p>Strategist New Alliance Academy * Led weekly Senior/Junior seminars to prepare students for college and life after high school * Taught Physical Education * Assisted classroom teacher with class management, behavior modification techniques, and teaching strategies to better serve students at a therapeutic high school. Counselor Bunker Hill Haven for Boys * Supervised boys ages 12-17 on weekends at a residential facility. * Provided support and structure in preparing meals, maintaining hygiene, and enforcing rules of the facility. * Distributed medication as needed. High School Counselor Ross Local Schools * Promoted academic, career, and personal-social development. * Scheduled and assist students with the tools to make the appropriate decisions for current and future goals (career tech and PSEO options) * Coordinated Testing (AP, PSAT, PLAN), Career Specialist dealing with Kuder, Core interviews, portfolio completion.</p>	
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