

Budget

The Next Frontier Academy (014130) - Summit County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (336)

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		30,675.00	6,975.00	126,916.62	0.00	0.00	0.00	164,566.62
Support Services		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Governance/Admin		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development		0.00	0.00	10,000.00	0.00	0.00	0.00	10,000.00
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	0.00	0.00	0.00
Transportation		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total		30,675.00	6,975.00	136,916.62	0.00	0.00	0.00	174,566.62
Adjusted Allocation								0.00
Remaining								-174,566.62

Application

The Next Frontier Academy (014130) - Summit County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (336)

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

A) APPLICANT INFORMATION - General Information

1. Project Title:

Agriculture and Entrepreneurship Opportunities - Incubator Business Program: Urban Egg Innovation, Hydroponic Indoor Gardening, and the "Say

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

The Next Frontier Academy, the first Urban Agriculture Education Community School in Ohio, focuses on agricultural science, vocational and college-preparation, while assisting students to develop a strong work ethic. This proposal to The Straight A Fund will raise student achievement through utilization of a greater share of resources in the classroom to enhance and elevate newly implemented research-based effective hands-on experiences. This project will allow the implementation of the following projects: Urban Egg Innovation, Hydroponic Indoor Gardening, and the "Say Yes to Work" Projects.

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.

75 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:

Pre-K Special Education

Kindergarten

1

2

3

4

5

6

7

8

9

10

11

12

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

First Name, last Name of contact for lead applicant

Tarik West

Organizational name of lead applicant

The Next Frontier Academy

Address of lead applicant

1127 Copley Road

Phone Number of lead applicant

330-835-9758

Email Address of lead applicant

twest@nfa.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

Incubator Business Project Project Description: The Business Incubator is designed to support the successful development of entrepreneurial companies through an array of business support resources and services. The Program will serve as an entrepreneurial model that would allow students to participate in service learning opportunities and hands on experiences. The Incubator Business Program was designed specifically to provide students with hands-on experiences to help them learn about the farm business and the over 300 agricultural careers that exist in the agricultural industry. In this program students will develop their various agricultural businesses that they will operate at the school. Throughout the year students will visit different types of farm businesses, agricultural manufacturing plants and farm related businesses. The students will talk with farm owners. A variety of agricultural employers will visit the school year to speak to the students on a variety of agricultural subjects. The students will conduct internships, volunteer and accept jobs with agricultural employers throughout their school years. Students will work in the classroom with their teachers to research and write about their hands-on experiences to help them better understand how math, English, history and science is important to their success. The students will grow in maturity each year with a stronger work ethic and a better understanding of how the success in their school studies are a direct link to the success in the world of work. It would also allow student entrepreneurs looking to spend the summer or school year fleshing out a viable business idea with the help and advice of experts. The Incubator Program will create a variety of career and entrepreneurial opportunities for interested students. The Business Incubator Program will allow students to learn, work, and earn a stipend as they progress through the program.

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

The Next Frontier Academy's purpose is to excite and motivate its students to explore one or more of the 400 different careers that exist in the agriculture industry. The school's mission is to help these young people when they graduate to end up working in one of these careers. Agriculture is Ohio's leading industry and is the largest industry in the U.S., involving 22% of the U.S. workforce. The need for innovative jobs and technology design is a must for Ohio's economic future. Aligned with a curriculum taught at The Next Frontier Academy, rich in Ohio agriculture tradition, students will be inspired to become familiar with the state's agricultural role by using cutting edge technology-driven design. With the implementation of the projects described below, participating students will be able to engage in hands-on, experienced based projects designed to prepare them for agriculture related careers based on 21st Century research and education. Therefore, students will have an opportunity to make a difference in helping Ohio grow.

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.)

"A recent study shows that when students are actively involved in the outdoors, their test scores improve, their behavior improves, and their self-confidence grows: Jamey Graham, Ohio Division of Wildlife, regarding outdoor learning labs. In the Nov/Dec. 2013 Grit Magazine, the Walton Rural Life Center of Walton, Kansas is cited: "the charter school uses farming activities as an avenue to further learning. They garden and raise chickens to learn about natural science, they practice math by calculating feed requirements, and they even master basic economics by selling eggs. While rural schools in general tend to struggle to meet state required academic standards, students of Walton Rural Life Center have soared above the rest, twice being recognized for scoring in the top 5 percent on statewide standardized tests. "The difference isn't what they learn," says Deborah Hamm, district superintendent. "It's how they learn." Such studies demonstrate the fact that student achievement as measured in standardized testing is raised through outdoor and agricultural programming. The Walton Rural Life Center has demonstrated that project-based learning through their entrepreneurial efforts such as our Business Incubator Program egg program.

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.)

N/A

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.)

N/A

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.)

N/A

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 Next Frontier Academy began operation on September 16, 2013. Therefore we have no cost prior to this year. The supplemental matrix table does not apply to us this first year because we are a startup school.

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.

174,566.62 State the total project cost.

* Provide a brief narrative explanation of the overall budget.

Provide a brief narrative explanation of the overall budget. The narrative should include the source and amount of other funds that may be used to support this concept (e.g., Title I funding, local funding, foundation support, etc.), and provide details on the cost of items included in the budget (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.). Salaries in Instruction \$30,675.00 Retirement Fringe Benefits in Instruction \$6,975.00 Purchased Services in Instruction \$126,916.62 Purchased Services in Professional Development \$10,000 Total of \$174,566.62. As this year is the first year of operation for The Next Frontier Academy, with limited funds available for startup, funding through the Straight A Fund is essential to enable our urban students to benefit from full implementation of our three major projects through the Business Incubator Program. Phase 1 includes full training and implementation of the Business Incubator Program through the "Say Yes to Work" program. Three major agricultural businesses will be planned, constructed, and provide vocational work experience in The Egg Project, The Hydroponics Project, and The Composting Project. Fully functioning projects will become self-sustaining, requiring minimal maintenance. Initial training through professional development, consultation and outside instruction/facilitation will become part of the in-house training, instruction, and facilitation, reducing expenditures. Returning students will train and encourage new students in business methods and programs. Revenue generated from businesses will provide funding for maintenance. Quality agricultural programs and successful businesses will attract new enrollment, facilitate community and outside support, and provide networking to support sustainability. Utilization of a greater share of resources in the classroom, the Straight A Funding will provide up front initial funds to be directed into project-based agricultural vocational programs and businesses in egg production, hydroponics, and composting. Complete training in the Business

Incubator Program and facilitation of the "Say Yes to Work" program will provide the necessary funding to provide our urban students with all the opportunities planned for Phase 1.

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.

\$37,650.00 The recurring cost that is anticipated to continue once the grant has expired will be materials, supplies and transportation of students.

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.

23,655.00 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

As this year is the first year of operation for The Next Frontier Academy, with limited funds available, funding through the Straight A Fund is essential to enable our urban students to benefit from full implementation of our three major projects through the Business Incubator Program. Phase 1 includes full training and implementation of the Business Incubator Program through the "Say Yes to Work" program. Three major agricultural businesses will be planned, constructed, and provide vocational work experience in The Egg Project, The Hydroponics Project, and The Composting Project. Fully functioning projects will become self-sustaining, requiring minimal maintenance. Initial training through professional development, consultation and outside instruction/facilitation will become part of the in-house training, instruction, and facilitation, reducing expenditures. Returning students will train and encourage new students in business methods and programs. Revenue generated from businesses will provide funding for maintenance. Quality agricultural programs and successful businesses will attract new enrollment, facilitate community and outside support, and provide networking to support sustainability. The knowledge and teaching from the professionals for the Say Yes to Work program and at Copley Feed may be replicated by trained staff at the school, students who progress in the program will have prior knowledge to share with new students, basic equipment will have been purchased through the Straight A Funding opportunity. Having state-of-the-art materials will validate the career to work program; therefore, we expect the expansion of our program as we provide a service to our urban community. We will also have produced and eggs to sell, provide work experience and funds, and participate in an urban market.

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 Agriculture on the Move in the Inner City Project is self-sustaining. As the three projects, The Egg Project, The Hydroponic Gardening Project, and The Composting Project become successful businesses with a marketing program, revenues may be put back into the programs for general maintenance and sustainability. The "Say Yes to Work" and Business Incubator Program training in the form of professional development, site license, texts and curriculum, consultation, and pilot program will not need to be in subsequent budgets, as training and materials will be in house. As work at The Next Frontier Academy is successful, we will benefit, and are now benefitting from newspaper coverage in The Akron Beacon Journal and Farm and Dairy. As news of our success is recognized by the public, we expect increasing revenues in increasing enrollment, networking with other agricultural and local business and marketing? Partnerships with

universities such as The Ohio State University and The Agricultural Technical University may provide additional pilot program and educational opportunities? and partnerships with foundations and agricultural organizations may provide additional grant funding, such as FFA.

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 03/10/2014 - 9/27/2014

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

The Next Frontier Academy opened as the first Agriculture based academy in the State of Ohio. After speaking with Brad Moffit, currently the Marketing Director of the Corn and Wheat Association and former FFA/ODE Agriculture supervisor. We will introduce 3 programs at The Next Frontier Academy. 1.) Urban Egg Innovation Program, 2.) Hydroponic/gardening project, 3.) Say Yes to Work Project. Scope of Work To start the students on their journey in agriculture, the Copley Feed staff will provide information and guidance to students on how to raise chickens for egg production. This will be a step by step program that will give the students an opportunity to engineer housing, raise livestock, to collect the eggs, develop a marketing plan and to sell the eggs.

* Anticipated barriers to successful completion of the planning phase

Anticipated Barriers: The anticipated barrier is that a population of our students may need additional academic assistance in mastering the ODE required concepts. This barrier would be removed with one on one student - teacher assistance in class, and in class tutoring.

18. Implementation - Process to achieve project goals

* Date Range 9/13/2014 - 4/15/2015

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

Scope of Work Once the grant is received or we are notified of our award we will implement the projects accordingly. We have already begun the Egg Innovation Project. Nancy Roesner has started the program by bringing several birds to the school and introducing the different types to the students. Once money is received, material will be purchased to build three coops with help from the math teacher. Birds will be raised from chicks by the 7th graders and sold to the eighth graders once the birds have reached egg laying maturity. The eighth graders along with the ninth graders will collect the eggs and sell them in the open market. The gardening program is also being started now. Two tables will be used to begin as well as lighting from a generous gift from Smithers-Oasis. We will build boxes to grow a variety of plants, vegetables, herbs and flowers. We will help to sustain our projects by again selling our products in the open market. We already have several organizations who have expressed interest in purchasing all our product. Our last project is a compost tea. We will utilize all of our waste products and rain water to develop and brew a variety of different compost teas. We will use the finished products in our hydroponics/gardening projects. We will also sell our tea in the open market. The money generated will be used to sustain the projects as well as teach the students work ethic and the entrepreneur spirit (business incubator program).

* Anticipated barriers to successful completion of the implementation phase.

Anticipated Barriers: The anticipated barrier is that a population of our students may need additional academic assistance. This barrier would be removed with one on one tutoring.

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

* Date Range 3/15/2015 - 5/31/2015

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

Scope of Work We will analyze our data frequently. We will use both formative assessment and summative assessment. We will provide surveys to be completed by students, parents, staff and our project vendors. Students will also keep journals and frequent conversations will be held to ascertain program effectiveness. Project Manager will evaluate programs on a variety of levels. A pre-evaluation will be conducted to develop baseline data and prior knowledge. Project Manager will also track progress, identify weather goals and outcomes can be reached and or have been reached. The Say Yes to Work Facilitator will evaluate students on attitude, behavior, attendance, overall change in self-confidence, self-motivation, and self-discipline. They will also take into account teacher evaluations. Students will also be evaluated on the success (profit/loss) of the business ventures. Lastly, students will be evaluated on how well they develop and write their Say Yes to Work

plan.

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

There are no anticipated barriers for this phase of the project.

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:

Fully functioning projects will become self-sustaining, requiring minimal maintenance. Initial training through professional development, consultation and outside instruction/facilitation will become part of the in-house training, instruction, and facilitation, reducing expenditures. Returning students will train and encourage new students in business methods and programs. Revenue generated from businesses will provide funding for maintenance. Quality agricultural programs and successful businesses will attract new enrollment, facilitate community and outside support, and provide networking to support sustainability. Formative and summative data will be available for analysis and data-driven instruction will be adjusted for next year. Phase 2 will be planned for the following school year. Leo Boes will be moved to Project Manager and oversee all projects in agriculture. As professionalism in the business areas increase for students, we expect to increase standards in both students and adults.

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.

The Next Frontier Academy is one of the first community schools to incorporate agricultural science along with core curriculum. This is a new venture that will be watched by other cities and states to determine how successful we are in order for similar programs to be implemented across the country in the future. Once we have implemented these programs that have been cited in the grant we will be able to gather historical data in order to provide a five year forecast in future years.

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.

This project will affect the community around West Akron, in that it will supply eggs and hydroponically grown vegetables to the urban community. Markets, farming and agricultural experiences will provide training, preparation, and placement of students in valuable agricultural careers, and will become a gathering place for community members to participate in an urban marketplace.

* 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).

The progress of the project will be measured on a short term bases on how well the students are able to work on these projects and comprehend in writing how each project is started from beginning to end. There will also be tests to measure their understanding of the data and hands on experiences with working on the project. This test will be given at varying stages of the program. Long term objectives will be measured through testing and the students ability to do various projects as an extension from the hydroponics and the egg program.

* 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.

Projects will be implemented in smaller stages if measured progress is insufficient and additional assistance provided to students in an effort to ensure project objectives were met. Additional information and time related to the projects would be added as a measure to ensure project goals are realized.

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.

This project will affect the community around West Akron, in that it will supply eggs and hydroponically grown vegetables to the urban community. Markets, farming and agricultural experiences will provide training, preparation, and placement of students in valuable agricultural careers, and will become a gathering place for community members to participate in an urban marketplace.

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 it relates to Student Achievement, Our goal is to raise the score of incoming students by at least 10% by the end of the school year, even as we are in our Straight A Fund implementation year. Studies from The Ohio Division of Wildlife outdoor learning labs and the Walton Rural Life Center of Walton, Kansas both demonstrate early gains as a result of agricultural education programs. Our five year goal is to raise scores, in order that The Next Frontier Academy is at or above the designation equivalent to previous continuous improvement. Spending reduction in the five year fiscal forecast, As a result of up front funding for the three basic agricultural hands-on projects: The Egg Project, Hydroponic Gardening Project, and The Composting Project, students will benefit from agricultural vocational work experience. Students will also benefit from the fully functioning Business Incubator Program based on the "Say Yes to Work" program, instilling good work ethics, planning, construction of, and developing agricultural businesses and marketing products to the community. Students will have the opportunity to earn stipends or network for actual business opportunities. In subsequent years, the professional development and training for initial programs and products will become in house, reducing outside instruction and professional development costs.

* Spending Reduction in the five-year fiscal forecast

Spending will be substantially reduced as it relates to the five year forecast. Purchase of a site license and participating in a pilot program, will not include additional expenses. Construction of initial programs will be maintained through sustainable businesses. Successful programming and student success will attract local business partners, funding, and agricultural opportunities. Funds this grant provides will eliminate the school's need to raise initial funding. A successful program will position the school to garner support from the agricultural industry, individual donations, and possible grants to grow the program to service more student.

* Utilization of a greater share of resources in the classroom

Utilization of a greater share of funding in the classroom, the Straight A Fund will provide the opportunity to complete all the planned educational experiences for Phase 1 for all of our students. Funds will provide professional development, student training, site license, books and curriculum materials, program manager, consultation, and a pilot program in the "Say Yes to Work" Business Incubator Program. The three major programs providing experience in planning, construction, and development of a fully functioning business, along with marketing will be complete this year: The Egg Project, The Hydroponic Gardening Project, and The Composting Project. Professionals will be available to train and network with the students, providing the ability to earn stipe

* Implementation of a shared services delivery model

N/A

* Other Anticipated Outcomes

Additional Anticipated Outcomes: Students will be able to gather and analyze data Students will be able to utilize set guidelines to accomplish similar tasks Studentts will be understand the importance of working within their respective communities

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

Method of evaluation of impact of the project will be ongoing, formative, and summative. Students will be journaling in their "Say Yes to Work" journals. Project coordinators will be evaluating students in their work habits, including clock in and out times, attendance, productivity, and resulting projects. Surveys will be prepared and given to staff, project coordinators, students, and parents, in order to assess progress at the midpoint of the project and at the end of the year. Standardized testing will be conducted as usual, and trends/progress will be gathered. Curriculum in the regular classrooms will provide assessment in other academic areas. Consultants, and outside program participants will also receive surveys, and ongoing feedback will be gathered from all participants. By virtue of applying for the Straight A Fund, all applicants agree to participate in the overall evaluation of the Straight A Fund for the duration of the evaluation timeframe.

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).

Mike Hoffman, Business Manager, The Next Frontier Academy 4/18/2014

Consortium

The Next Frontier Academy (014130) - Summit County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections ▶

Consortium Contacts

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

Partnerships

The Next Frontier Academy (014130) - Summit 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

The Next Frontier Academy (014130) - Summit 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
Anne	Rose	Agricultural Specialist	Anne will oversee all projects as it relates to Agriculture and maintaining Standards as set forth by the State of Ohio.	Director of Animal Management Technology program at Ellet High School, of the Akron Public School District. Additionally, Anne is an Agriculture specialist and 26 veteran with Akron Public Schools.	Rose worked 25 years with FFA, wrote curriculum for post- secondary agriculture in Indonesia. Revamped and modernized and created the curriculum for	
Tarik	West	Principal	Tarik will assist students to team build, gain leadership skills, and conflict resolution skills, reducing behavior incidents.	Tarik has a bachelors degree in physical education and has served as an elementary and middle school administrator for the past 7 years.	Tarik West The Next Frontier Academy (TFNA) Principal, former assistant principal, worked for Project Adventure as an Adventure Based Counselor.	
Nancy	Rofener	Owner - Copley Feed Supply	Nancy Rofener, owner of Copley-Feed, along with her Purina mills representatives, will teach the students about keeping a clean and healthy environment for chicken, as well as, birds like quail, pheasant, duck and many other types.	Nancy as owner of a major agricultural establishment in the area will provide needed resources to ensure the project is successful.	Nancy has a long standing history of teaching and mentoring students related to maintaining a clean and healthy environment for chicken, as well as, birds like quail, pheasant, duck and many other types. Her vast knowledge related to egg and hatching chicks will lend positively to this project.	
Leo	Boes	Science Teacher and Project Manager	Leo Boes will serve as Science teacher and Project Manager for all TNFA Agricultural Projects.	Leo has degrees in Biology, Chemistry and Environmental Science.	Leo has been providing innovative science education for urban students since 1998. He has been raising egg laying varieties of chickens on his own farm since 2003. Leo has been working with TNFA since it opened its doors. Leo has been a member of the National Egg Farmers of America since 2005. Leo was involved in a 40 acre low and high challenge course (i.e. obstacle course) in the implemented with 28 K12 charter schools in Ohio to create awareness and appreciation for the outdoors as well as build confidence, character, and translate it back to the classroom for success. Goals were measured by pre and post grade improvement across all subjects as well as behavior and attitude toward school and other students. Focused on communication skills, the program developed problem solving and trust building. All students participating were diagnosed with various learning disabilities. A similar program was developed for Imagine Schools. .	