<table>
<thead>
<tr>
<th>Purpose Code</th>
<th>Object Code</th>
<th>Salaries 100</th>
<th>Retirement Fringe Benefits 200</th>
<th>Purchased Services 400</th>
<th>Supplies 500</th>
<th>Capital Outlay 600</th>
<th>Other 800</th>
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<td>2,129,000.00</td>
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<td>1,461,800.00</td>
<td>0.00</td>
<td>4,399,000.00</td>
<td></td>
</tr>
</tbody>
</table>

Adjusted Allocation | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
Remaining               | -4,399,000.00 | -4,399,000.00 |
Please respond to the prompts or questions in the areas listed below in a narrative form.

A) APPLICANT INFORMATION - General Information

1. Project Title:
Promoting Achievement through Blended Learning

2. Executive summary: Please limit your responses to no more than three sentences.
There is ample evidence, from international testing studies to urban graduation rates and persistent achievement gaps (to name but a few), to demonstrate the significant work that remains to be done to ensure that all students achieve academic and life-long success. The movement towards a more blended model of instruction and learning—utilizing technology to engage students, deliver personalized instruction, and promote data-driven decision making—stands as the most promising model to meet these challenges. This comprehensive project will improve student performance in six of Ohio's neediest communities by establishing an innovative, sustainable and technology rich learning environment in ten community (charter) schools using shared service delivery model.

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.

2715 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
Clint Satow
Organizational name of lead applicant
Trotwood Preparatory and Fitness Academy
Address of lead applicant
3100 Shiloh Springs Road, Trotwood, OH 45426
Phone Number of lead applicant
937-854-4100
Email Address of lead applicant
csatow@performanceacademies.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
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

There is ample evidence, from international testing studies to urban graduation rates and persistent achievement gaps (to name but a few), to demonstrate the significant work that remains to be done to insure that all students achieve academic and life-long success. Here in Ohio, there are significant educational deficiencies in our urban areas, in our low-income communities, among our minority populations, and among our special needs populations. Value-added growth data also suggest that, in addition to performance gaps among subgroups, not all students are being adequately challenged. Value-added sub grades among sub-group populations demonstrates that not all sub-groups in all districts are adequately served. For districts with at-risk students, value-added sub-grades of "C" an below for at-risk populations strongly suggest that many existing performance gaps are not being addressed. In Columbus Public Schools, where five of ten consortium members operate, for example, the district received an overall value-added grade of "F" with no sub-groups receiving a grade higher than "C." With vital and important changes coming to education in the areas of standards, next generation, computer-based testing, and accountability, the public education system must be prepared to meet these new, higher academic demands placed on all students while simultaneously closing preexisting achievement gaps among our neediest students. All students must not only meet minimum performance requirements, but they must also meet minimum growth targets on value added measures—meaning that even high performing students must be constantly challenged and constantly growing academically. The proposed project will, in sum, address the need for a) all students to meet new higher standards as measured by next generation, computer-based assessments; b) all student sub-groups to be adequately challenged as measured by value-added test results; and c) existi

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

The movement towards a more blended model of instruction and learning—utilizing technology to engage students, deliver personalized instruction, and promote data-driven decision making—stands as the most promising model to meet these three needs. This comprehensive project will improve student performance in six of Ohio's neediest communities by establishing an innovative, sustainable and technology rich learning environment in ten community (charter) schools using shared service delivery model. The project will address the identified needs by implementing the following strategic goals:

1. More effectively deliver the Common Core State Standards (CCSS) to all students. 2. Engage all students in 21st Century Skills. 3. Support students with unique needs, including special education students, gifted students, low-performing students (those in the lowest 20%), and English Language Learners (ELL). 4. Provide individualized and differentiated instruction. 5. Implement student assessment protocols that incorporate the new technology-rich environment and CCSS-aligned assessment tools that will track mastery of CCSS on a student-by-student and standard-by-standard basis, creating ongoing formative data with the goal of demonstrating a high correlation between student performance in class and student performance on next generation assessments. 6. Implement comprehensive teacher professional development to prepare staff to deliver meaningful content using technology and through collaboration with staff among the consortium. The PD curriculum includes a research-based student engagement and technology integration program designed to be self-sustaining and spearheaded by the Hamilton County Educational Service Center (HCESC), a close project partner. 7. Expand existing Ohio Improvement Process (OIP) practices by providing new and meaningful data to Building Level Teams (BLT) and District Level Teams (DLT) as part of each consortium member's Professional Learning Community (PLC). 8. Establish a teacher evaluation system that incorporates all elements of the Academy's mission, proposed project goals, instructional quality, and student performance on formative and summative assessments. 9. Encourage teachers with professional support, educational support, and monetary incentives to participate in the project and PD curriculum. 10. Prepare students to perform well on upcoming next generation student assessments by, among other strategies, engaging students in multi-step, computer-based assessments. 11. Prepare students to transition to high school and beyond with the skills and content area expertise to be College and Career Ready (CCR). 12. Create opportunities and encouragement for teacher to collaborate, share best practices, receive ongoing PD and high quality mentoring. The consortium members participating in this project include ten campuses, all K-8 community schools sharing a common mission and educational program, which have already demonstrated sustained academic growth in Ohio's urban communities with students who are, on average, 82% low income, 84% non-white, and 21% special education. Research demonstrates that these strategies correlate with greater student engagement, greater instructional differentiation, and greater teacher effectiveness. Together these elements will lead the meetings of delivering meaningful academic content, increasing achievement for all student subgroups, and closing achievement gaps. Consortium members have begun transition to a more blended academic model and are piloting programs using existing technology at each member campus. This project will aggressively propel this process forward, by infusing project dollars directly into the classroom and advancing its timeline by multiple years, while also building capacity necessary to sustain programmatic changes and insure that resources remain available and proposed performance benchmarks are met.

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

Students 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.
Raising the academic achievement of student populations that are predominately at-risk requires a sustained focus of resources and staff on activities and programs that support these populations through a shared delivery model. Working with its primary partners, PA and HCESC, the project members will implement a comprehensive program to meet these goals. Within the shared delivery model, and within ongoing continuous improvement processes, benchmarks will be set for each participating campus based on internal CCSS-aligned short cycle assessments (SCA) as well as Local Report Card Data. SCAs will over time show a greater number of students demonstrating mastery of a greater number of standards. LRC data, over time with show higher Performance Index Scores, higher K-3 reading readiness, fewer students subject to the reading guarantee, smaller achievement gaps, and value-added grades that demonstrate that the project is meeting the needs of all students. Primary academic goals the six-year project aims to achieve include all students in grades K-8 is English language arts and math across several metrics. For all grades, the following the project anticipates improvements on the following measures: 1. Starting with the 13-14 school year as a base year, performance on a spring administration of the Stanford 10, as measured by NCEs and GLEs will increase. 2. Pre-and post testing using the S10 will show adequate value-added performance as well as a reduction in performance gaps. 3. Performance using the Mastery Connect CCSS assessment program will track for each student, grade, and cohort the percent of CCSS mastered, which should increase each year. For grades 3-8, English language arts and math, the project will demonstrate measurable improvements based on the upcoming, next generation, computer-based assessments. Based on first year, baseline data collected in the 14-15 school year, performance will increase in terms of aggregate Performance Index Score, aggregate proficiency rates, as well as individual member school's performance on achievement gaps, value-added metrics, and reading readiness. Additionally, performance, performance gaps, and value-added measures of member schools will be compared to statewide performance data, as well as the performance of local school districts.

Funds requested for this grant fall into two categories—funds directly going into the classroom, with the goal of providing a long-term benefit to classrooms, and funds that directly support classroom activities and teaching. There are no funds for administration, administrative support, or other purpose. The entire focus on the grant request to add resources to classrooms. First, the project anticipates classrooms and buildings ready to accept the infusion of technology and other project elements. Funds will be used to support infrastructure enhancements to the physical plant, including high voltage improvements to power devices and peripherals in classrooms and common areas. These will be enhanced by e-Rate funds, received by all schools, which have been and will continue to be used to augment low voltage wiring, wireless connectivity, server acquisition and maintenance, telephony, and internet bandwidth. Additionally, the project will support classroom and common area furnishings that support this environment, including furniture conducive to student-to-student collaboration, project-based learning, and device power management/security. Once these pieces are in place, technology must be purchased and prepared for deployment. Project members are currently field-testing deployment models, device management strategies, learning tools, and instructional strategies. Technological purchases anticipated by the grant include: 1. Tablet devices for all students (1:2 ratio), funded largely by the project, as the project members are testing with only 30 devices per campus. 2. Computers adequate to provide a1:4 ratio. This will include a combination of grant-supported and on-site devices. These devices may be in-classroom, mobile, or in media centers. They will also be adequate to provide enough devices for future, computer-administered high-stakes assessments. 3. Document cameras / projectors adequate to provide ample access for all classroom teachers, funded entirely with project funds. 4. Tablet devices and notebook computers for all educational staff, funded entirely by project funds. Existing staff desktops will be repurposed for additional classroom use. 5. Printers, compatible with mobile tablet devices, adequate to allow students and staff to wirelessly print. 6. Project-supported purchased services (again, augmented by e-Rate) adequate to deploy and manage equipment, as well as to de-bug systems and network issues. Funds will also be used to support student-use software, assessment systems, data analysis systems, and teacher stipends. The remainder to funds, used to support the shared delivery model, and described in more detail below, will also be used to directly support the classroom or provide other classroom supports. This includes substantial investment in PD, capacity building activities, and IT support to service classroom use of technology. All grant-supported activities will provide long-term classroom support during the six-year grant period—affection a permanent enhancement to all elements of the mission and educational model of the member campuses, described in more detail below. The list of mission elements includes, in addition to core academics, the character education / positive behavior intervention system, the fitness program, and programs devoted to special needs students. Currently, special needs students can be supported by a finite number of specific curriculum modifications purchased in bulk to service eligible students. While this has been successful, it is insufficient. The project envisions intervention specialists, Title tutors, and ESL staff having access to a nearly limitless range of tools, applications, and supports available digitally. Closing achievement gaps among these student groups represents a critical challenge. This project will demonstrably help these population perform at a level more equal to their peers.

Key elements of the shared delivery model include a comprehensive professional development program created with the support of HCESC; a robust communication system among member schools to promote collaboration, best practice sharing, and strategic staff mentoring; tuition supports for staff to augment the educational excellence and number of reading and math endorsed staff across all member schools; and a common set of data across all schools that is integrated into existing Ohio Improvement Process procedures. The shared model also includes careful planning, precise implementation of program elements, and proper monitoring of program elements through vigorous evaluation of program elements, implementation, adoption, and success. The program will follow the best practice guidelines set forth in the "Blended Learning Implementation Guide" created by the Digital Learning Now (DLN) network, which includes the most comprehensive guidance on transitioning to a more technology-rich educational experience. This guidance includes building stakeholder support, developing leadership, and deploying / managing technology. Educational staff and leadership will need comprehensive professional development to support this effort. Significant grant funds will be set aside for PD and capacity building. Project members will, at the project's end, have the internal capacity to carry out ongoing PD internally. The PD program, to be executed by HCESC through its "Contemporary Leadership Institute", includes modules devoted to "fostering teacher creativity," "authentic technology integration," "connected educators," "authentic...
problem-solving," and "student engagement and reluctant learners." The goal of this PD program is also to provide internal capacity by developing institutional capacity/memory, creating online tools for staff to access on a long-term basis, and maintaining access to the support and resources of HCESC. Institutional memory will also come from Performance Academies, who will continue to provide common leadership across all campuses, even as the staff at individual campuses begin to turn over. The shared leadership provided by Performance Academies will also help guide the planning, implementation, and monitoring of grant-supported activities at no cost to the project or the member schools. To provide incentives for staff-members to help build this capacity, staff members will be offered individual stipends from the project to compensate them for this additional PD work and reimbursements for additional endorsements and certifications, particularly as they relate to the 3rd grade reading guarantee. The use of MS Lync will be critical to the success of the project. As a vehicle to allow staff to communicate via text, voice, or video, either individually or as a group, the opportunity for sharing will be tremendous. Video capacity, combined with the technology in the classroom will also allow students in one campus to benefit from the expertise of teachers in other buildings, allowing the best teachers or most effective lessons to reach a greater number of students. Using a common set of data, based on CCSS-aligned assessments taken by students across the consortium will also provide critical data for analysis. Both PA and HCESC will have access to data be able to identify successes not only on a student-by-student basis, but also across classrooms, grades, teachers, and buildings. Data will not only allow teachers and school leaders to identify those students or teachers in need of additional supports, but will also allow project managers to identify and disseminate best practices, pinpoint classroom supports, and deploy and/or replicate resources. A final piece of shared delivery is a system of common IT support. Grant funds will be used to support activities not covered by e-Rate, particularly support for Lync, end-user devices, and one-on-one technical assistance.

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.

4,399,000.00 State the total project cost.

* Provide a brief narrative explanation of the overall budget.

$542,000 will be used for student-use tablet devices (to bring campuses to 1:2 ratio including existing devices), warranties, 35 mobile
security/charging carts, and accessories, as well as and $119,900 for staff-use devices (1:1 ratio) and $17,500 for printers (Five per participating campus). $108,000 will be used on tablet-based software application ("apps"). These will include supplemental academic materials for general population and special needs students. The project will also take advantage of the increasingly large number of open-source, no cost educational resource networks such as YouTube, KahnAcademy.com, CK12.org, and others. $540,000 will be used for technology-ready furniture for student use and $130,800 in technology-ready furniture for staff use. This will include reconfigurable classroom furniture to maximize educational flexibility as well as pieces that can charge battery-powered technology. $432,000 will be used for 24 mobile carts of 20 notebook computers with extended warranties (to bring all campuses to a 1:4 ratio including existing devices) and $239,800 for educational staff notebooks (1:1 ratio), also with a warranty. These units will come equipped with MS Office, security software. Carts will provide security, mobility, and power management. $247,500 will be used for document cameras / projectors ("Elmos") for use by educational staff (1 per classroom plus one extra per campus). $390,000 will be used for professional development and capacity building activities with HCESC. This includes group PD, push in PD, and online services, as well as a "train-the-trainer" component to build internal capacity, and evaluation services. The HCESC contract will include 16 months of service for one full year plus training through the summer and fall of FY 16 as well as long-term access to online tools. $45,000 will be used for Microsoft Lync licenses (a one-time fee) and server support, for inter-school and intra-school networking and collaboration, a critical element in the project’s shared service delivery model. $267,000 will be used for high voltage building improvements to accommodate the additional power needs envisioned by the project. This will fund power augmentations for classrooms, technology storage areas, and common areas. $549,000 will be used for stipends and supports for teachers, including $327,000 for stipends to compensate teachers for additional PD requirements envisions by the project, $150,000 for staff tuition and licensure supports (particularly in support of the 3rd grade reading guarantee), and $72,000 for staff stipends for after-school tutoring. $270,000 will be used for a six-year agreement with Mastery Connect, an online CCSS-aligned assessment system, as well as one-time software licenses for end-users in a student data management system. $500,000 will be used for six-year IT technical support agreement to deploy and manage devices, provide technical support, and troubleshoot project-specific activities. Funding is adequate to support roughly 2.5-days of service at each campus each week during the school year for six years.

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

<table>
<thead>
<tr>
<th>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.</th>
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<tbody>
<tr>
<td>Yes - If yes, provide a narrative explanation of your sustainability costs as detailed in the Financial Impact Table in the box below.</td>
</tr>
<tr>
<td>No - If no, please explain why (i.e. maintenance plan included in purchase price of equipment) in the box below.</td>
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</table>

The budget included in this project includes one time capital and capacity-building activities, along with build-in sustainability measures to insure the long-term continuation of the project. One-time expenses include computers, tablets, licenses, printers, electrical upgrades, and furniture. These will be sustained without new spending using the following strategies. Computers, printers, and tablet devices will be purchased with cases, secure and safe storage, and three-year service agreements and/or warranties. Budgeted project expenditures adequately cover expected costs. These steps will minimize replacement costs in the five years after the end of the project. Existing expenditures in these areas will be more than adequate to sustain needed replacement costs during that time period. All license agreements will be either one-time, or (if renewed annually) for a six-year term. Budgeted project expenditures adequately cover these costs. No additional costs will be necessary. Furniture has a useful life that exceeds the project period. Existing expenditures for furniture will sustain any necessary replacement. Major replacement of these materials is not expected until FY 2020 and beyond. Project expenditures for professional development include a capacity building element to assist the project member Academies in building their various student engagement and instructional “institutes” into the existing professional development regime utilized by the schools and supported by pre-project allocations. HCESC is also in the process of moving much of its PD into less costly online systems that can be supported by existing allocations for PD. As training will include full training through the summer and fall of FY 16 and long-term access to online services, the grant anticipates that this service contract will be adequate to build the institutional memory necessary to integrate the HCESC “Institutes” into the year-to-year PD program offered in the schools through its partnership with Performance Academies. PA has a longstanding service relationship with HCESC paid for with existing expenditures, which will be used to support this effort. Building upgrades to high voltage electrical systems represent permanent improvements with little to no ongoing expense. IT infrastructure and expanded broadband, vital to the project, but not supported financially by the project, will be supported by e-Rate throughout the sustainability period and beyond. IT technical support funds to deploy and maintain project-funded technology are adequate to enter a multi-year service agreement that will support the project through the sustainability period. Project funds to support additional staff work days for the increased professional development, tuition supports for endorsements and licensures, and tutoring expenses to acclimate students to the blended model are all one time expenses which will not need to be sustained.

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

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<th>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 &quot;No&quot; 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.</th>
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<tr>
<td>Yes</td>
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<tr>
<td>No</td>
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0.00 If yes, specify the amount of annual expected savings. If no, enter 0.
The purpose of the grant is to improve student performance through a permanent enhancement to the educational opportunities provided by the member schools through FY 2020. The purpose of this grant is not to save money. As the budget documents illustrate, a charter school has substantially lower operating costs and savings due to lower enrollment and operating expenses, typically has substantially lower revenue than urban school districts and the member districts, through their relationship with Performance Academies, have previously implemented numerous efficiencies and cost-saving measures.

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.

Sustainability is vital to any educational program. Sustainability entails several areas, including ongoing leadership, ongoing programmatic commitment, and ongoing financial support. Ongoing leadership and programmatic commitment represents a key challenge to any major shift in educational delivery and shall come from three sources. First, Performance Academies, as a management company to all schools, provides unified leadership across all project members and the shared delivery model. Second, the capacity-building activities laid out in the project will establish enough institutional memory and support for a sustained programmatic focus. Lastly, the collaborative and board-led continuous improvement process, as laid out below in the evaluation section, will sustain the ongoing mission focus and attention to outcomes. Specific project-funded dollars will be sustained as described above. With grant funds propelling and accelerating the member Academies’ overall technology goals, while adding capacity building and other one-time expenses, existing allocations made by Performance Academies on behalf of the member campuses for technology, professional development, furniture, and support will be adequate to meet any ongoing replacement costs, costs due to loss, or costs to sustain the project at its projected level. Other project funds, for IT support, software licenses, and building upgrades are either one-time or part of multi-year agreements that cover the sustainability period. These multi-year agreements remove any need for new funds to sustain the project. The schools will utilize applicable federal dollars long term to sustain the program. E-Rate is already a vital component of the project by supporting bandwidth, structured cabling, wireless capacities, server support, and telephony. While the project envisions and is structured in a way that it can be sustained without new spending through the program period, member schools will want to insure that adequate financial support is available as needed and as the boards of the member schools determine is necessary. For this reason, member schools will seek and acquire contractual assurances from Performance Academies that it, as the schools’ charter management organization and a project partner, will provide the financial support to meet performance benchmarks and maintain the student-to-device ratios and support services set forth in the project during the five-year post-grant sustainability period and beyond. Performance Academies is also providing services on behalf of the project at no cost to the project or the member schools. Acting in many ways like a "district office," PA provides strategic leadership across all project members, allowing the project to be consistently and effectively implemented. PA shall be providing several in-kind supports to the project. Among these are acting as a fiscal agent for the project, including the provision of payroll services, accounts payable, purchasing agent, accounts receivable, audit support, financial reporting, and human resources. PA will also provide project leadership, legal support and additional capacity building efforts at no cost to the project members. Costs related to these activities are not factored into the project budget. No project costs are used for additional staff to implement, manage, or otherwise support the project. These combined efforts also add to the project's overall sustainability and longevity.

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 timeline should reflect significant and important milestones in an appropriate and reasonable time frame.

17. Planning - Activities prior to the grant implementation
1. Establish and project committee, which will include all consortium members, to meet weekly to coordinate activities and track progress. 2. Request bids and/or RFPs for computers, tablets, licenses, professional development, furniture, and IT support. 3. Coordinate meetings with HCESC to establish framework and timeline for professional development. 4. Coordinate with existing IT vendor to assess current capacity of each consortium members’ local area network and well as the WAN covering all member schools and coordinate proposed project timeline with implementation of FY 15 e-Rate Priority 1 and Priority 2 funding. This includes a needs assessment of low voltage wiring, wireless networking capacity, device management systems, security, and use policies. 5. Establish terms of all multi-year licensing and IT support agreements. 6. Conduct site visits at member campuses to assess electrical capacity and conduct a needs assessment for upgrades to high voltage electrical. 7. Request bids for identified high voltage electrical needs. 8. Finalize a project calendar for the 14-15 school year incorporating the following elements: building upgrades, IT infrastructure, broadband enhancements, professional development, equipment procurement and deployment, student assessments, and stakeholder feedback. 9. Modify staff evaluation documents to accommodate new instructional strategies and programmatic elements. 10. Prepare staff contract amendments to incorporate professional development stipends for participating staff. 11. Identify staff members to be supported with stipends and/or reimbursements for reading endorsements tied to the 3rd grade reading guarantee or other credentials. 12. Meet with each member school’s staff to explain the project, submit a proposed project calendar, and seek staff input. 13. Finalize agreements between consortium members as a requirement of project participation and secure board approvals of those agreements.

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

1. Anticipated barriers to successful completion of the planning phase

The largest barriers to overcome are time and startup capital. Adequate planning is critical and planning takes time. However, project developers have already identified key partners, vendors, and contractors to place bids and assist with the finalization of bids, RFPs, and future project contracts. Consortium members have also been working together for several months on the design and overall structure of the project. As such, project planners are well positioned to complete the major planning steps by June 30. Regarding any startup costs associated with planning, including potential travel costs, due diligence costs, legal review of documents, and related costs, have been supported by Performance Academies as an in-kind support to the project. Over the course of the year, PA has supported project planning by field-testing device management systems, furniture options, and working with HCESC (a longtime partner of the member schools) to design, site visit protocols, program audits, and feedback systems.

18. Implementation - Process to achieve project goals

* Date Range: July 1, 2014 to March 31, 2015

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

1. Maintain weekly project committee meetings to coordinate activities and track progress. 2. Execute all purchase agreements, service agreements, and vendor contracts in July. 3. Execute all agreements among consortium members’ school boards. 4. Finalize list of staff for reading endorsements or other licensure. 5. Execute staff contract amendments regarding additional professional development compensation and/or reimbursements. 6. Commence professional development schedule in August. 7. Perform all identified upgrades to IT infrastructure including low voltage, wireless capacity, bandwidth enhancements, and server capacity over the summer (all supported by e-Rate rather than project funds, but nonetheless critical to the project). 8. Perform all high voltage upgrades at each campus over the summer. 9. Place orders for computer and support equipment based on previously designed procurement and deployment schedule. 10. Implement modified staff evaluation documents. 11. Monitor use of new student data elements in each member school’s PLC. 12. Continue meetings with member schools’ staff to assess implementation success and solicit feedback. 13. Provide ongoing feedback to the Governing Board of each member campus.

* Anticipated barriers to successful completion of the implementation phase.

The largest potential barrier to successful implementation will be proper coordination and logistics. All project elements, including building improvement, infrastructure enhancements, professional development, and equipment procurement and deployment must follow the project calendar very closely. A delay in any one element will delay the entire project. For this reason, the project calendar anticipates fully project implementation by April 1, leaving some time prior to the end of the 14-15 school year as a buffer to account for any delay. A second barrier is cash flow. The project must move forward with multiple vendors working simultaneously to implement project elements and expecting payments, even though the Straight A Fund is reimbursing, issuing payments after expenditures have been made. The project has two mitigating elements to overcome this barrier. First, to the greatest extent possible, vendor agreements will provide flexible payment terms, so that not all vendors will expect payment at the same time. Second, Performance Academies will provide cash management services on behalf of the project, making sure that funding will not hold up any aspect of the program.

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

* Date Range: April 1, 2015 to August 1, 2015

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

1. Continued weekly project committee meetings to assess implementation success, monitor incomplete elements, and measure integration of the project elements into the daily classroom environment. 2. Conduct end-of-year meetings at each campus to review staff data collection tools. 3. Continue to monitor professional development activities, which will be ongoing through this stage of the project. 4. Evaluate end-of-year academic data collected from the new CCSS-aligned short cycle assessments and compare those data to first year PARCC results. 5. Compare 13-14 Stanford 10 results to 14-15 Stanford results to assess immediate impact of project. 6. Establish benchmarks for next five years based on 2015 Local Report Card. 7. Report data collected regarding project implementation, project integration into the educational program of member schools, academic results for 14-15 and proposed academic benchmarks for future years at summer board retreat and strategic planning activities. 8. Finalize last component of project-supported HCESC professional development to address identified weaknesses or areas of concern at each member campus. 9. Finalize schedule to ongoing (non-project supported) professional development to address identified academic issues based on data-analysis. 10. Integrate identified academic issues in each member campuses OIP and PLC processes.
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:

This project represents a partial redesign of the educational delivery system for the member Academies. The project will enhance, improve, and carry forward the mission of the Preparatory and Fitness Academies. Key elements of the Academies’ educational delivery system, and the changes to it, include the following: 1. The incorporation of 21st Century Skills, particularly collaborative problem solving, project-based learning, learning in digital networks and through managed social media, and a focus on the “Three R’s.” 2. The incorporation of blended learning. This will be achieved through a combination of the “enterprise” approach, where all devices are administered and managed through one, united wide area network (WAN), and implementing similar core learning tools, and the “portfolio” approach, where individual project members, working within their own secure local area network (LAN), can establish their own innovative tools and strategies unique to their local needs. (As a condition of participating in the project, members will collaborate and share best practices.) The project will explore both “rotation models” and “flex models” of delivery. With older students, “flipped” classrooms and more self-directed methods will also be utilized. Project funds not only support hardware purchases, but also software and “apps” with which to provide quality learning opportunities. 3. Better and more focused assessments within a rich data environment. Project funds will support the replacement of the current, Ohio Standards-aligned, short cycle assessments (SCA) with CCSS-aligned tools, delivered electronically and targeted towards identifying student-by-student needs. Project funds will also be used for virtual student “data backpacks,” which push data into the PLC and data-driven, collaborative, team-based instructional decisions. 4. More individualized and differentiated instruction. Because of the increased access to a rich variety of learning opportunities, blended learning, by definition, is more learner-centered, personalized, and adaptable. When serving at-risk populations of students, blended learning incorporates these elements and engages students more effectively than traditional learning methods. Learning can be both individualized, meaning tied to the learning needs of each student, and differentiated, meaning tailored to the learning preferences of each student. Consortium members have significant experience in both of these areas, as the PLC identifies student needs and teachers are required to include differentiated learning strategies in written lesson plans and instructional delivery. The goals of the project, however, are to greatly expand on these key concepts, to make the educational experience truly personalized-by moving from learning cohorts to learning competencies. 5. Real time professional development and collaboration with peers. Technology can connect educators in real time. Project funds will support teacher communication and collaboration through the use of Microsoft Lync (also partially supported by e-Rate), which allows staff to video conference, text and communicate in real time in a controlled environment. Though existing YouTube and other accounts, such as Safe Schools, staff will also have increased access to real time professional development, available during daily 50 minute planning periods, or other time. The more robust establishment of high expectations for both students and staff. Clear expectations, as expressed through CCSS and PARCC assessments, clear data, provided by a project-supported student data and assessment system, as well as a data driven teacher evaluation system. By consistently re-affirming high expectations for both learners and learning professionals, based on reliable and real-time data, can drive the continuous improvement of systems, educational strategies, and ultimately, educational outcomes.

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:

While no educational strategy provides a “silver-bullet” for all educational needs, the technology-rich, blended classroom has been shown to be an effective, data-driven, and focused educational delivery model when thoughtfully implemented. Combined with the success already achieved by the member Academies, the consortium believes that the project will greatly enhance the short and long term academic goals of the project. There are several “drivers” of the move to blended learning. Among these are the desire to personalized learning, increase student motivation and engagement, maximize learning time, maximize teacher effectiveness and improve their working conditions, bridge the “digital divide,” improve communication between schools and families, and prepare students for what many expect to be a technology-rich high
22. Describe the overall plan to evaluate the impact of the concept, strategy or approaches used in the project.

* 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.

* 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).

From this data, school leaders, in concert with PA, and school boards, will make strategic adjustments to program implementation as necessary. Particular attention will be paid to LRC data, which will identify deficiencies altogether different than those identified by the OAA and the older LRC regime. Data will be used to establish campus-by-campus goals and benchmarks to gauge increased overall performance as well as identified performance gaps. This process of assess, analyze, adjust, and reassess is already built into the strategic planning process of member schools. While the processes require modification based on the programmatic elements introduced by the project, the new assessment programs (for both students and teaching professionals) and improvement to data collection and dissemination protocols will facilitate effective strategic planning for all campuses. An additional effort will be made to identify and disseminate best practices within the schools where insufficiencies have been identified. Replicating the efforts of top performing educators and effective learning tools represents an important long-term goals of the project. Using technology to help top performing individuals and strategies reach more students is among the primary goals of a technology rich learning environment. Expanding "flipped" classrooms, using video conferencing to reach students, and providing strategic teacher mentoring represent just a few available correctives. Ultimately the project will add to the growing body of success for blended learning. The technology-rich classroom provides many of the tools that can be used to share best practices to a wider audience. The advantages of technology and the collaboration it fosters can be used with learning professionals across Ohio. Through their partnership with PA, project campuses can efficiently compile the data points, strategies, videos, and tools that prove most effective with interested institutions.
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.

Improving the lives of students through education, as demonstrated by increased academic achievement and meeting the needs of all subgroups provides the substantial value and lasting, measurable impact that the Straight A Project seeks to achieve. While the specific and measurable lasting impact to content delivery are too extensive to list in full, a partial listing of key mission elements to be positively impacted by the project include: The strategies listed above are applied to all students in all subjects. One primary learning strategy includes basic time-on-task, where students spend two hours in reading and language arts and 90 minutes in math. Use of blended learning will make each minute more useful by making more engaging material available to students at all time and reducing student “down time” during these core subject blocks. Core subjects can also be addressed through project supported after school tutoring. (All project funds for this purpose are tied to additional teacher stipends.) Measurable outcomes for the project would include rising performance on formative and summative assessments measured over time across all sub-groups, as described below. Writing will again be a vital component of high-stakes testing. The ability to analyze multiple primary and secondary sources thorough writing represents one of biggest advances within CCSS. The rich access to content, journaling and other writing opportunities, research, and related activities afforded by technology can spearhead strong and measurable outcomes on PARCC and other assessments. A second core educational service relates to the comprehensive positive behavior intervention system (BPIS). This includes (among other things) a daily block of character education, behavior charts, thoughtful behavior intervention plans (BIPs) as necessary, and a system of rewards based on “dragon dollars.” Technology can advance all these items through the exponential growth in character education, anti-bullying, and socially relevant materials and apps supported by the project. The BPIS is supported by a clear and consistently enforced Code of Conduct. The more effectively the BPIS system fosters a safe, and achievement-based learning environment, incidence of discipline should decline, a measurable outcome of the project. Students in the member schools are exposed to daily fitness instruction. The P.E. program is closely tied to the BPIS system as the member Academies utilize a “coaching” instructional approach to three core sports programs in which all students participate-tennis, soccer, and martial arts. These programs help foster character development through the advancement of sportsmanship, self-respect, mutual respect, school spirit, excellence (particularly through the belt system), and physical health. The coaching model can be enhanced thought the use of student videos, performance tracking, and peer coaching. Technologies will also support and improve the currently utilized Fitness Gram health and fitness data system (not supported though project funds). Increased performance on Fitness Gram and EMIS reported P.E. standards, as well as declining incidence of student discipline are all quantifiable outcomes of the project. The final programmatic goal of this project is to fully embed all project elements into the day-to-day activity of the member schools. By maintaining the schools’ long term relationships with Performance Academies and HCESC, The strategic leadership, professional support, and financial support to carry the project forward through FY 2020 and beyond. As technology and software improves, adapts and changes over time, the common elements of having adequate infrastructure, improvement systems, and a wealth of accessible student-level data will provide the programmatic backbone to support the blended learning model over time.

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

Given that the project year is also the same year as the new, next generation assessments, the project year will also serve as a baseline year of data from which to benchmark improvements on Local Report Card data. In 14-15: 1. A base aggregate Performance Index Score for member schools will be established 2. Aggregate base proficiency levels will be established 3. A base level of reading readiness will be established 4. Performance gaps will be measured for applicable subgroups 5. No school will have an overall value-added grade less than “C” 6. No school will have a sub-group with an identified performance gap with a value-added grade of less than "C” 7. Performance gaps will be compared to performance egaps statewide 8. Performance will be compared with surrounding local schools in each future year: 1. The aggregate PIS of member schools will increase 2. Aggregate proficiency levels will increase for all schools 3. Schools will have a reading readiness grade of at least a “C” 4. Performance gaps for applicable subgroups will narrow 5. No school will have an overall value-added grade less than “C” 6. No school will have a sub-group with an identified performance gap with a value-added grade of less than “B” 7. Performance gaps will close at a rate equal to, or better than, the state. 8. Schools will be competitive with, or superior to, surrounding schools. The schools will collect internal data, specifically the project-funded Mastery Connect and ongoing S10 data. During the six-year project period: 1. The percent of CCSS mastered by students will increase each year, for each grade level, sub-group, and cohort 2. S10 data, as measured by NCEs and GLEs on an annual spring administration, will show an increase from the 13-14 school year to the 14-15 school year and from each year thereafter 3. S10data, as measure by a pre-and-post data, will show adequate value-added performance in each year for each grade level, sub-group, and cohort.

* Spending Reduction in the five-year fiscal forecast

* Utilization of a greater share of resources in the classroom

The infusion of resources into the classroom envisioned by the project will provide a lasting benefit through the project period and beyond. During the 14-15 school year, the following benchmarks will be met: 1. Classrooms will be fully upgraded with adequate high voltage capacity (grant supported) 2. Classrooms will be fully upgrades with low voltage and wireless capacity (e-Rate supported) 3. Computers adequate to meet a 1:4 ratio across all campuses will be purchased and deployed 4. Tablets adequate to a meet a 1:2 ratio across all campuses will be purchased and deployed 5. Instructional staff will have access to laptop computer, tablet device, and projectors 6. All campuses will have access to wireless printers compatible with tablet devices 7. All teachers have an adequate awareness and training in the use and utility of the technology 8. Devices, networks, and communication tools are working properly and being properly supported At the completion of the
year, project managers will assess and report to all stakeholders on the status of these benchmarks. In the first year, project managers will also report on the enhancements to teacher licensure and preparedness supported by the project. In future years, it is the expectation of the member campuses that the standards for the 14-15 school year are maintained in each of following five fiscal years. Project managers will continue to annually report on the status of the above items, and take any necessary corrective action to maintain these standards of classroom resources and supports.

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).

Clinton F. Satow
VP of Operations
Performance Academies
## Consortium Contacts

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<tr>
<td>Myrrha</td>
<td>Satow</td>
<td>Founder and President</td>
<td>1. General oversight of the project. 2. Chair of the Project Committee. 3. Primary liaison with partner Hamilton County Educational Service Center. 4. Oversight of implementation of teacher stipends and tuition supports. 5. Oversight selection of tablet and laptop devices. 6. Oversee stakeholder input and feedback. 7. Monitor planning and administration of HCESC professional development program. 8. Oversee student assessment programs.</td>
<td>As the founder and president of Performance Academies, Dr. Satow has successfully managed numerous charter schools for over a decade. She is a published author, editor, and longtime presenter on educational and charter school related issues. She has served on numerous nonprofit boards, administered an education resource center, and been a consultant to charter school sponsors and state education agencies. She received her Ph.D. in special education and education policy from the University of Southern Florida in 2000.</td>
<td>Dr. Satow has 25 years of education experience, including serving as a teacher, school psychologist, principal, superintendent, and leader of a successful charter school management organization. She has been working with charter schools since 1995. She applied for, and won, a $1,000,000 federal grant to train charter school operators and resource providers across six states. She is currently among the three or four most experienced charter school operators operating in Ohio.</td>
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<td>Bill</td>
<td>Sears</td>
<td>Director of Instructional Services</td>
<td>1. Liaison for HCESC2. Director of all services provided by HCESC to the project. 3. Oversee provision of professional development and other services provided by HCESC to the project.</td>
<td>As Director of Instructional Services, Mr. Sears oversees and manages all of the educational services offered by the Hamilton County Educational Service Center. His primary role at HCESC is to support the improvement of teaching and learning and develop customized instructional services for client schools. He brings a cadre of highly experienced and qualified trainers, consultants and evaluators.</td>
<td>Mr. Sears has been a mathematics teacher, assistant principal, principal, assistant superintendent for instruction, superintendent and adjunct instructor at Xavier University.</td>
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<td>Toby</td>
<td>Pinkerton</td>
<td>Vice President of Business</td>
<td>1. Finalize an oversee vendor contracts. 2. Bidding procedures. 3. Procurement and deployment of capital purchases and technology. 4. Oversee building upgrades.</td>
<td>Mr. Pinkerton is an experienced school business manager and former school treasurer. He has deep experience with the CCIP, funding procedures, grant requirements, allowable expenditures, grant compliance, audit procedures, and related topics.</td>
<td>Mr. Pinkerton served as a charter school treasurer for 12 years, successfully overseeing over 100 state and federal audits without any material findings or recoveries. He additionally has served as a school business manager and has significant experience with procurement processes, managing accounts payable, accounts receivable, and grant compliance.</td>
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<tr>
<td>Todd</td>
<td>Taylor</td>
<td>Treasure</td>
<td>1. Straight A Grant compliance. 2. Accounts payable. 3. Accounts receivable and PCRs. 4. Expenditure reports and other compliance reports. 5. Audit procedures. 6. Partnership agreements and consortium member agreements. 7. Financial reporting to</td>
<td>Mr. Taylor is an experienced accountant, project manager, financial manager and licenses school treasurer. He is currently the school treasurer for all the member schools.</td>
<td>Mr. Taylor has worked with Performance Academies for four years as an assistant treasurer and treasurer. Prior to that, he served as an accountant and business professional in the construction industry. He has a degree in Business with an emphasis on Accounting from Ohio Northern University.</td>
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