# Budget

The Academy for Urban Scholars (012528) - Franklin County - 2016 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (91)

**U.S.A.S. Fund #: 466**

**Plus/Minus Sheet (opens new window)**

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<th>Salaries 100</th>
<th>Retirement Fringe Benefits 200</th>
<th>Purchased Services 400</th>
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<th>Capital Outlay 600</th>
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| Adjusted Allocation | 0.00 |
| Remaining           | -703,680.30 |
A) APPLICANT INFORMATION - General Information

1. Project Title:
   Every Twenty - Six Seconds

2. Project Summary: Please limit your responses to no more than three sentences.
   A student drops out of high school every 26 seconds, we'll use technology to increase the number of students that graduate from high school.

3. Estimate of total students at each grade level to be directly impacted each year.

   This is the number of students that will receive services or other benefits as a direct result of implementing this project. This does not include students that may be impacted if the project is replicated or scaled up in the future. It excludes students who have merely a tangential or indirect benefit (such as students having use of improved facilities, equipment etc. for other uses than those intended as a part of the project). The Grant Year is the year in which funds are received from the Ohio Department of Education. Years 1 through 5 are the sustainability years during which the project must be fiscally and programmatically sustained.

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<th>Grant Year</th>
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<td>7</td>
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4. Explanation of any additional students to be impacted throughout the life of the project. This includes any students impacted or estimates of students who might be impacted through future scale-ups or replications that go beyond the scope of this project. N/A

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

First and last name of contact for lead applicant
Aaron Butler

Organizational name of lead applicant
The Academy For Urban Scholars (AUS)

Address of lead applicant
1808 E. Broad St. Columbus, Ohio 43203

Phone Number of lead applicant
614-545-9890

Email Address of lead applicant
abutler@ausohio.com

Community School Applicants: After your application has been submitted and is in Authorized Representative Approved status an email will be sent to your sponsoring entity automatically informing the sponsor of your application.

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 (vendors, service providers, sponsors, management companies, schools, districts, ESCs, IHEs) 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. The following questions will address specific outcomes and measures of success.

a. The current state or problem to be solved; and

Every twenty-six seconds a student drops out of high school. This number increases in the urban community with an even higher percentage of African-American males. Most of these students lack any type of technology in their homes (ie. internet, computers). It is understood that the digital divide in the urban community has a direct correlation with urban students' lack of opportunity to have technology in their homes for educational purposes. Research has found that most urban students have been found to be kinesthetic and audible learners. They would have a greater chance of success in the classroom if they were introduced to use of technology. An example of this can be found in this population's ability to negotiate the latest video games and cell phones, however they do not possess computers, Ipads or desktops at home. Urban students lack the proper learning technology at home which inhibits their ability to do school work outside of the classroom. In 2015 enhanced education is done by the use of advanced technology. When we compare urban schools to suburban schools we find that suburban schools have access to the latest technology. The problem, the urban student's chance for success is stifled due to a limited exposure to technology outside of the school building. They lose access to homework, research and learning tools. The lack of technology in the home lends itself to the household being computer illiterate and feeds into the bias of the latest testing tools. The tests that are required by the state to measure student achievement are geared toward a student that is well versed in the latest technology. Therefore, in efforts to even the playing field, urban students must have a greater exposure to advanced technology and gain a competitive advantage for future success.
b. The proposed innovation and how it relates to solving the problem or improving on the current state.

There is evidence that using technology as an instructional tool enhances student learning and educational outcomes (Gulek, J. C. & Demirbas, H. 2005). The proposed innovation will allow urban students access to the latest technology and give them a competitive advantage in today's job market. Rochelle and colleagues suggest that positive effects are most likely to emerge when technology is used to support the four fundamentals of learning: active engagement, participation in groups, frequent interaction and feedback, and connections to real-world contexts. We are going to bring every student's home into the latest technology. We will provide iPads, laptops and or desktops in the homes of urban students with the sole intention of advancing their education. Every student will receive an industry certification before graduation from AUS. Eliminating poverty is directly involved with providing every student with an education with latest technology as the foundation. Our project will be modeled after the private school, Bishop Hartley High School in Columbus, Ohio who has been using technology for the past four years. All students are issued Ipads at the beginning of the school year and this becomes their tool for learning. In addition, each student will be provided with internet service in their home which will allow to access the school data base. This will allow many of our students to access online courses. Students will have access to live instructors past the normal school day, which includes evenings and weekends. Research shows that these students direct their own learning, report a greater reliance on active learning strategies, readily engage in problem solving and critical thinking, and consistently show deeper and more flexible uses of technology than students without individual laptops. Several studies show that students have direct access to technology in the home, including computers, is a strong predictor of academic success in mathematics and science (National Center for Educational Statistics, 2000). Having a home computer has been associated with higher test scores in reading, even after controlling family income and other factors related to reading test scores (Atwell, 2000). Still other findings indicate that participating in a networked community of learners improves educational outcomes for at-risk children (Cole, 1996; Project TELL, 1990-1997). Some researchers suggested that recent increases in nonverbal intelligence test scores may be attributable to "exposure to the proliferation of imagery in electronic technology". AUS will redesign its delivery to ensure that every classroom will include the latest technology in its lesson planning. Between 8-12PM students will take their core classes, but in the afternoon they will work on advance technology courses. Upon graduation, students may advance to college or even find employment in the technology field. In 2013-14 school year, AUS did a pilot project with 5 female students that were expecting and 5 male students that could not attend school every day. We purchased 10 laptops, Internet services for their homes and wrote a curriculum for them. All teachers participated along with assigning a technology coach. The result of this program was that 8 of the 10 students. The result on the computer, access information, find their studies and interact with their instructor. This motivated the students to come back to school. Another outcome of this project was that 3 of the girls that had no desire to go to college are now in college, 1 attends Wilberforce U. and 2 attend Columbus State. One of the most outstanding results involved a male student. George stayed away and disruptive in class. He was given a laptop to work at home until he could maintain his composure. He then returned to school ready to graduate in 2016. He comes to school to meet with teachers and goes home to complete assignments online. Incidents with George ceased. This is an example of kinesthetic learning.

9. Select which (up to four) of the goals your project will address. For each of the selected goals, please provide the requested information to demonstrate your innovative project. - (Check all that apply)

   a. Student achievement

      i. List the desired outcomes.

      Examples: fewer students retained at 3rd grade, increase in graduation rate, increased proficiency rate in a content area, etc.

      Outcome 1- Decrease the number of students that drop out of school and increase the number of African American students ages 14-16 who will graduate from the Academy of Urban Scholars. Past research suggests that compared to their non- laptop counterparts, students in classrooms that provide all students with their own laptop tops spend more time involved in collaborative work, participate in more project-based instruction, produce writing of higher quality and greater length, gain increased access to information, improve research analysis skills, and spend more time doing homework on computers (Rockman et al., 1997, 1998, 2000). Outcome 2- Increase parent participation and engagement. Teachers will now have greater access to the parents, it is found that students are more successful when parents are involved in their school activities. Denmark has a 98% parent participation and is considered to have the greatest education system in the world. Outcome 3-Increase the number of students that pass the math and reading assessment portions of the OGT AIR test. Outcome 4-Increase the students' employability upon graduation. The generation of students born after 1992 has been dubbed the 'net gen,' because the internet has been connecting the planet during their entire lives (Oblinger, 2005). Outcome 5-Increase the number of African American males school attendance and motivate them that go on to participate in college, military or employment opportunities. Various studies confirm a direction correlation with improved spatial skills and visual learning to gaming software used as educational tools.

      ii. What assumptions must be true for this outcome to be realized?

      Examples: early diagnosis and intervention are needed to support all children learning to read on grade level; project-based learning results in higher levels of student engagement and learning, etc.

      Having a home computer has been associated with higher test scores in reading, even after controlling for family income and other factors related to reading test scores (Atwell, 2000). Urban families lack the technology needed to help students perform in school due the limited exposure to advanced technology. When students are introduced to the latest technological instruments, they tend to quickly gain proficiency. Firstly, the prior example of George and his change in behavior due to his opportunity to have his learning environment adjusted to fit his learning style is critical. George and nine other students were given an opportunity to take computers home and gain greater exposure to the latest technology. As a result of their having this ability it increased their OGT scores and showed significant increase in their MAP and Terra Nova assessments. Tactile learning is the style we have adopted in the Academy for Urban Scholars, because it simply the way urban students learn. We feel that once this learning style is introduced into the student's consciousness, they can be immersed into the auditory and visual learning styles which are equally necessary for success. Technology is an example of Tactile Learning. Secondly, we emphasize parent engagement and involvement through the use of technology. Learning Coaches can contact the students and parents through the use of an iPad and facetime parents for a conference. The learning coach is charged with the responsibility to keep the parents involved with the student's academic progress, a computer in the urban home can keep a parent well informed. They are also tasked with finding the student's college and career goals using advanced technology. Thirdly, the impact of this technology project introduced to our school will have create the positive impact that we have been working towards. The many biases that can be overwhelming to a student can be minimized through the introduction of technology and tactile learning.

      iii. Describe any early efforts you have made to test these assumptions (pilot implementation, etc), or how these are well-supported by the
In the 2013-14 school year the Academy for Urban Scholars did a pilot project with 5 female students that were expecting and 5 male students that refused to attend school every day. We purchased 10 laptops, internet services for their homes and wrote a curriculum for them. All teachers participated along with assigning a technology learning coach. The result of this program was that 8 of the 10 students were able to get on the computer, access information, find their studies and interact with their instructor. This motivated the students to come back to school. All of these students passed their OGT’s, and their MAP assessment scores for reading and math, their Terra Nova scores for science and history increased from the lower percentile to average. Past research suggests that compared to their non-laptop counterparts, students in classrooms that provide all students with their own lap-tops spend more time involved in collaborative work, participate in more project-based instruction, produce writing of higher quality and greater length, gain increased access to information, improve research analysis skills, and spend more time doing homework on computers (Rockman et al., 1997, 1998, 2000). (Another outcome of this project was that 3 of the girls that had no desire to go to college are now in college. 1 attends Wilberforce University, 2 attend Columbus State Community College). One of the most outstanding results was a young man by the name of George who was angry and disruptive in class. He was given a laptop to work at home until he could maintain his composure. He then returned to school ready to graduate in January of 2016. He comes into the building, does his assignments, goes home and does more homework. There have been no further incidents with George. This is an example of the kinesthetic or tactile learning style of the urban population. A school administrator reviewed the 10 Individual Learning Plans (ILPs) that give a profile for each of the pilot students. Within these ILPs are Learning Style inventories which express the differentiated styles (Visual, Auditory and Tactile) of learning for each student. It was found that of the 10 students: o Primary versus secondary learning styles - 8/10 (80%) of pilot students were primarily Tactile learners - 4/10 (40%) of pilot students were primarily Visual learners - 2/10 (20%) of pilot students were primarily Auditory learners - 5/10 (50%) of pilot students were secondarily Auditory learners - 2/10 (20%) of pilot students were secondarily Visual learners - 1/10 (10%) of pilot students were secondarily Tactile learners This is greater evidence of the need for advanced technology to be introduced in urban schools for deeper learning. Past research suggests that compared to their non-laptop counterparts, students in classrooms that provide all students with their own lap-tops spend more time involved in collaborative work, participate in more project-based instruction, produce writing of higher quality and greater length, gain increased access to information, improve research analysis skills, and spend more time doing homework on computers (Rockman et al., 1997, 1998, 2000). Most people think of the "Digital Divide" as the gap between those who can connect to the Internet and those who cannot. It is not just about the lack of an affordable connection; it also involves the lack of computer equipment and training necessary to use it effectively. We believe "digital inclusion" is one of the most important social justice issues of our day. In some circles the term "digital equity" is used because access is also an issue that has a profound effect on academic success and economic opportunity for those who live in under resourced urban communities (connectingforgood.org).

iv. List the specific indicators that you will use to measure progress toward your desired outcome. These should be measurable changes, not merely the accomplishment of tasks. Example: Teachers will each implement one new project using new collaborative instructional skills, (indicates a change in the classroom) NOT; teachers will be trained in collaborative instruction (which may or may not result in change).

Indicator 1-Graduation Rate for African American Males We will measure the number of African American males that graduate during the project period. Our baseline will include the previous five years where there was no technology, and compare it with the graduation rate of African American males during the five years that technology has been introduced into the program. Indicator 2-Passage of OGT tests The Academy for Urban Scholars is a drop-out school, and many of the students that enroll have already taken the OGTs at least once and failed to pass. The current OGT scores will be used as a baseline for each student. Indicator 3-Increase scores for MAP and Terra Nova Assessments MAP and Terra Nova assessments will be administered four times per year giving students a progression of math, science, history and English scores. Indicator 4-Weekly progress Students will be assessed weekly through iReady, and we will measure the increases and decreases in student attendance. Indicator 5-Attendance The DAZLE system will be used to measure student attendance. Indicator 6-Parent participation We understand that in many urban schools parent participation is low. We will measure parent involvement by FaceTime (parent teacher conferences) and assess whether this increases parent participation in the education process.

v. List and describe pertinent data points that you will use to measure student achievement, providing baseline data to be used for future comparison.

Learning outcomes measurements will include pre and post comparisons of overall grade point averages (GPAs), Measures of Academic Progress (MAP) testing, Terra Nova, end-of-course grades, and OGT scores (for students that retest).

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

The evaluations that have been put in place are strong and can quickly identify the validity of our assumptions. If assumptions prove false and outcomes are not realized, we will identify the problem in the process and redirect the subject whether it be the technology, student or teacher. The project will be altered by the specific outcome and the new measurements will begin at the original baseline. We will investigate the process and redesign the project to meet the desired outcome. This investigation may include the redirection of either or both student and teacher, school, technology and home environment and any other variables that may alter the desired outcome.
iv. List the specific indicators that you will use to monitor progress toward your desired outcome. These should be specific dollar savings amounts. THESE MUST MATCH THE COST SAVINGS AS PROJECTED IN THE FINANCIAL IMPACT TABLE (FIT).

v. List and describe pertinent data points that you will use to measure spending reductions, providing baseline data to be used for future comparison.

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

- c. Utilization of a greater share of resources in the classroom
  
i. List the desired outcomes. Example: change the ratio of leadership time spent in response to discipline issues to the time available for curricular leadership.

ii. What assumptions must be true for this outcome to be realized? Examples: improvements to school and classroom climate will result in fewer disciplinary instances allowing leadership to devote more time to curricular oversight.

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, etc), or how these are well-supported by the literature.

iv. Please provide the most recent instructional spending percentage (from the annual Ohio School Report Card) and discuss any impact you anticipate as a result of this project. Note: this is the preferred indicator for this goal.

v. List any additional indicators that you will use to monitor progress toward your desired outcome. These should be specific outcomes, not just the accomplishment of tasks. Example: fewer instances of playground fighting.

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

- d. Implementing a shared services delivery model
  
i. List the desired outcomes. Examples: increase in quality and quantity of employment applications to districts; greater efficiency in delivery of transportation services, etc.

ii. What assumptions must be true for this outcome to be realized? Example: neighboring districts have overlapping needs in administrative areas that can be combined to create efficiencies.

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, data analysis etc), or how these are well-supported by the literature.

iv. List the specific indicators that you will use to monitor progress toward your desired outcomes. These should be measurable changes, not the accomplishment of tasks. Example: consolidation of transportation services between two districts.

v. List and describe pertinent data points that you will use to evaluate the success of your efforts, providing baseline data to be used for future comparison. Example: change in the number of school buses or miles travelled.

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

10. Which of the following best describes the proposed project? - (Select one)
11. Financial Information: All applicants must enter or upload the following supporting information. The information in these documents must correspond to your responses in questions 12-19.

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

Enter Budget

b. If applicable, upload the Consortium Budget Worksheet (by clicking the Upload Documents link below)

Upload Documents

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 of the workbook. Applicants must submit one Financial Impact Table with each application. For consortium applications, please add additional sheets instead of submitting separate Financial Impact Tables.

557,680.30 12. What is the amount of this grant request?

13. Provide a brief narrative explanation of the overall budget.

Responses should provide a 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.

The project costs will provide services and equipment to students and professional development to staff that will expose technology to urban students at home and at school that will allow for greater success in the classroom and in the ever changing world. Salaries/Benefits $225,450: Salaries will be directed towards two technology teachers ($67,000 salary) and one technology learning coach ($37,000). Teachers and the learning coach will be in the classroom and make themselves available online on weeknights and on the weekends to ensure students have support as needed. Purchased Services $40,000: Technology software ($25,000) will be purchased and installed on IPads and laptops. $5000 will go towards professional development to ensure staff is trained on how to implement the program. $10,000 will go towards the evaluator to review the program to make sure the program is on target to meet all set benchmarks. Supplies: IPads-$174,650, laptops-$27,399, MS Office License-$5,500, laptop carts-$7,698.80, laptop carts-$7,350, laptop/IPad cases-$34,650, Apple Care-$34,650, Internet services-$1750 will be installed in the IPads that way student can access work from home.

14. Please provide an estimate of the total costs associated with maintaining this program through each of the five years following the initial grant implementation year (sustainability costs). This is the sum of expenditures from Section A of the Financial Impact Table.

32,000.00 a. Sustainability Year 1
32,000.00 b. Sustainability Year 2
32,000.00 c. Sustainability Year 3
32,000.00 d. Sustainability Year 4
32,000.00 e. Sustainability Year 5

15. Please provide a narrative explanation of sustainability costs.

Sustainability costs include any ongoing spending related to the grant project after June 30, 2017. Examples of sustainability costs include annual professional development, staffing costs, equipment maintenance, and software license agreements. To every extent possible, rationale for the specific amounts given should be outlined. The costs outlined in this 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.

All expenses associated with this project are expensed over the 5 year period for capacity building, professional development, technical assistance and infrastructure improvements. The expenditures are recurring and the culture created from the inception will be self-sustaining in nature. The main expenses for the project: 1. Software licensing 2. Training and Professional Development 3. Equipment 4. Teacher stipends. Costs incurred for the duration of this project are expensed throughout the 5 year period. Year 1-equipment, salaries, professional development and internet services ($375,450). Year 2-salaries, professional development, internet services ($375,450). Year 3-salaries, Professional development, internet services ($375,450). Year 4-salaries, professional development, internet services ($375,450). Year 5-salaries, professional development ($356,000).

66.00 16. What percentage of these costs will be met through cost savings achieved through implementation of the program?
Total cost savings from section B of the Financial Impact Table divided by total sustainability cost from section A of the Financial Impact Table. If the calculated amount is greater than 100, enter 100 here.

17. Please explain how these cost savings will be derived from the program. Applicants who selected spending reductions in the five-year forecast as a goal must identify those expected savings in questions 16 and 17. All spending reductions must be verifiable, permanent, and credible. Explanation of savings must be specific as to staff counts; salary/benefits; equipment costs, etc.

Cost savings will be derived from the transfer of text books to iPads. $90 per book times 4 core classes equals $360 per student; $360 times 300 students equals $108,000. Each hard copy book can be downloaded onto an iPad at $30. $30 times 4 core classes equals $120 per student. $120 times 300 students equals $36,000. The difference is $72,000. $32,000 of the $72,000 can go towards the grant expenditures. That leaves a remaining balance of $40,000 that would normally go towards hard copy books.

34.00 18. What percentage of sustainability costs will be met through reallocation of savings from elsewhere in the general budget?

Total reallocation from section C of the Financial Impact Table divided by total sustainability cost from section A of the Financial Impact Table

Note: the responses to questions 16 and 18 must total 100%

19. Please explain the source of these reallocated funds. Reallocation of funds implies that a reduction has been made elsewhere in the budget. Straight A encourages projects to determine up front what can be replaced in order to ensure the life of the innovative project.

N/A

D) IMPLEMENTATION

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

This response should include a list of qualifications for the applicant and others associated with the grant. Please list key personnel only. 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 Key Personnel information by clicking the link below:

Add Implementation - Key Personnel

For Questions 21-23 please describe each phase of your project including its timeline, and scope of work.

A complete response to these questions will demonstrate awareness of the context in which the project will be implemented and the time it will take to implement the project with fidelity. A strong plan for implementing, communicating and coordinating the project should be apparent, including coordination and communication in and amongst members of the consortium or partnership (if applicable). Not every specific action step need be included, but the outline of the major steps should demonstrate a thoughtful plan for achieving the goals of the project. The timeline should reflect significant and important milestones in an appropriate time frame.

21. Planning

a. Date Range Feb. 1 - April 1, 2016

b. Scope of activities - include all specific completion benchmarks

02/01/16-Project Director will convene a (Project Tech Team) consisting the director, 2 parents, a technology consultant, 2 teachers. Tech team will visit 3 schools to explore how the schools are teaching technology. Schools will have a similar dynamic. Team will make sure the project meets schools' state standards. Team will review curriculum that meets state standards for technology use. Team will plan and implement schedule, discuss planning benchmarks. Team will put together implementation plan on how the project will be run. Implementation will include: how iPads will be distributed, orientation in the homes of students; retraining teachers; Tech Team will interview vendors for technology purchasing. 02/29/16-Project Tech Team with understanding on scope of work, timelines and plans for next steps. Director will schedule Professional Development for teachers. Parents will be notified of activities and project goals/outcomes. Purchase computers, train teachers. Project Director will develop a progress monitoring database to monitor and report on project success to key stakeholders and ODE. 03/30/16-Project Director will coordinate all activities ensuring they are timely and within budget; directly supervise the communication and execution of all activities; conduct monthly meetings with staff, partners and all other stakeholders to review the execution of activities; meet with staff bi-weekly to problem solve and survey benchmarks; hold quarterly meetings for parents to discuss and expound on student achievement. 04/01/16-AUS will add section to website to keep parents and all stakeholders informed on the grants' progress. Reports will presented to the Board once plans are complete. Review or revise budget while in planning stage.

22. Implementation(grant funded start-up activities)

a. Date Range July 1 - September 30, 2016

b. Scope of activities - include all specific completion benchmarks

07/01/16-School will purchase laptops, iPads etc.; meet with evaluator to begin to design the evaluation process; hire 1 technology teacher and instructors if needed. The last two weeks in July, in-service for teachers on the use of the technology; August 1, start calling parents and preparing them for the technology in their homes; Training will include iPAD, mimio boards, laptops and other technology. The Project Tech Team will meet bi-weekly to coordinate data collection, evaluation of activities, develop strategies and discuss potential problems. Staff will receive advanced notification of baseline and end of project surveys. 09/15/16-Monthly Board reports and community engagement events will
keep all stakeholders informed and involved with the ongoing project. Project Director will provide a monthly report on outcomes, while project leaders review data and make the appropriate adjustments. Monthly: Student Sounding Board meets for opinions; meeting with teachers to review MAP/Terra Nova assessments; Bi-weekly: data collection for process/outcome sessions; Quarterly: process/outcomes reports to Project Tech Team and Board. Academic Achievement Project Monitoring: baseline assessments; staff survey; student survey; Pre and Post Surveys; Parental surveys to assess parent participation; Use Progress Monitoring Tool to track progress towards outcomes; ODE reading achievement assessments; Cost Reduction Report: Treasurer will report to the Board

23. Programmatic Sustainability (years following implementation, including institutionalization of program, evaluation and communication of program outcomes)

a. Date Range August 2018 - June 2022

b. Scope of activities - include all specific completion benchmarks

Every 26 seconds a kid drops out of high school. The importance of becoming programatically sustainable is paramount for AUS. Educators are quickly learning the need for change in learning styles for students to achieve success in the classroom, however, the digital divide continues to grow between Urban and Suburban students. For the 21st century student to be successful, they must be able to negotiate the latest technology. As the average level of education continues to plummet in this country, Baby boomers are retiring and leaving well-paying technology and science jobs up for grabs. The standards for urban education must improve in order for students to receive a fair attempt at gainful employment. John Payne states "the United States does not produce enough scientists to support the industry because it has a pipeline problem that begins as early as kindergarten. That is when students, if taught science in a hands-on, inquiry based manner, begin to develop important lifelong science literacy skills, such as problem solving, critical thinking, and working in teams." (John Payne, "Precollege Science Teachers Need Better Training" Issues in Science and Technology, Fall 2004.) The United States no longer leads the developed world in the rate of college completion. 4/10 students in colleges/universities fail to graduate within six years. 1/4 of the urban students in the top 25th percentile of academic ability and preparation fail to enroll in college within two years of high school graduation. While more urban students are enrolling into college, most of them will not graduate. Parents will expect school staff to display technical acumen and to teach students about new technology and media literacy. Parents' expectations for technology instruction continues to grow, while technology continues to transform the way people live and work in the world. It will continue to transform education, redefining the educational process and c

E) SUBSTANTIAL IMPACT AND LASTING VALUE

24. 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 processes. The response may also outline the expected change in behaviors of individuals (changes to classroom practice, collaboration across district boundaries, changes to a typical work day for specific staff members, etc.). The expected changes should be realistic and significant in moving the institution forward.

Please enter your response below:

The Academy for Urban Scholars has proven through our pilot program, students will excel when given the resources (in this case technology) to work outside of the traditional classroom setting. Instructionally, AUS practices will change so that students will enter advanced technology into their already blended learning model, which integrates computer based remediation on targeted skills and content not mastered with traditional classroom learning. This remediation may extend beyond the regular school day and learning can continue at home or away from school. Students will use IPads in place of the traditional textbook which will also allow them the power to surf the internet and elaborate on topics they choose to research. Instead of having to go to a library, student can research with the iPad, laptop and/or desktop. Nevertheless, the opportunity to learn a limitless amount of information in a small setting and short amount of time is priceless. PSI Solutions will provide the technical support and coaching to assist staff members negotiate the new technology with proficiency. Organizational change, AUS will be able to support and monitor a significantly larger amount of students remediating multiple courses at the same time. Staff members will use a variety of technology based assessments to determine student readiness for progression the next course. In order for us to meet the desired outcomes for the project, the organizational structure must target the population we serve, African-American males. Therefore, the tactile or kinesthetic model of learning will be given greater emphasis. We will measure the number of African American males that graduate during the project period. Our baseline will include the previous five years where there was no technology, and compare it with the graduation rate of African American males during the five years that technology has been introduced into the program. We are confident the introduction of advanced technology will greatly increase the assessment scores, attendance and participation of our African-American male students and their parents' involvement with the school.

25. Please provide the name and contact information for the person and/or organization who will oversee the evaluation of this project.

Projects may be evaluated either internally or externally. However, evaluation must be ongoing throughout the entire period of sustainability and have the capacity to provide the Ohio Department of Education with clear metrics related to each selected goal.

Please enter your response below:

Dr. Deana Wilkerson, The Ohio State University (135 Campbell Hall, 1787 Neil Ave., Columbus, Ohio 43210, (614) 292-7705)

26. Describe the overall plan for evaluation, including plans for data collection, underlying research rationale, measurement timelines and methods of analysis.

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 shortfall. The applicant should provide information on how
the lessons learned from the project can and will be shared with other education providers in Ohio. Note: A complete and comprehensive version of the evaluation plan must be submitted to ODE by all selected projects.

We remain confident the technology introduction will greatly affect all indicators we have addressed. The project will have an evaluator, Dr. Deana Wilkerson from The Ohio State University, she will be leading this project form its inception. When measuring the number of African American males that graduate during the project period, our baseline will include the previous five years where there was no technology, and compare it with the graduation rate of African American males during the five years that technology has been introduced into the program. The goal is to increase the graduation rate by 50%. Upon enrollment, if the student has taken the OGTs, the current assessment scores will be used as a baseline for each student. However, many students enroll having already taken the OGTs at least once and failed to pass. The new technology will not only increase the students’ assessment scores, but give them the confidence to succeed given repeated exposure to the latest technology. MAP and Terra Nova assessments will be administered four times per year giving students a progression of math, science, history and English scores. These assessments are critical for gauging student progress and confidence. Oral interviews will be done, teaching assessment will be done to see if there is any change in their teaching style. Students will be assessed weekly through iReady, and we will measure the increases and decreases in student attendance. The DASL system will be used to measure actual real-time student attendance. We understand that in many urban schools parent participation is low. We will measure parent involvement by FaceTime (parent teacher conferences) and assess whether this increases parent participation in the education process.

27. Please describe the likelihood that this project, if successful, can be scaled-up, expanded and/or replicated. Include a description of potential replications both within the district or collaborative group, as well as an estimation of the probability that this solution will prove useful to others. Discuss the possibility of publications, etc., to make others aware of what has been learned in this project.

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 this 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 noted here.

We understand the need for this project to be validated, expanded and replicated. Every 26 seconds a student drops out of high school. Every 26 seconds someone decides education is not the answer for varies reasons. By closing the “digital divide” we will demonstrate how technology will increase our student attendance, increase the assessment scores and ultimately increase the urban students’ graduation rate. We know education is the answer, but we also understand everyone learns in their own way. We understand learning to be culture driven, and the culture we have chosen to target are urban youth, preferably African-American males. The model will be perfected and expanded by the implementation of technology. Students will have an opportunity to learn outside of the classroom and be exposed to limitless information. Technology allows a student to learn at their own pace, but once the basics are mastered, the process goes deeper. We are certain urban students are as academically sound as any other when learning atmosphere is conducive to them. Our goal is to gradually mold the model and it to perfection. Technology is the key to our success.

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).

Aaron Butler
Consortium Contacts

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

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Telephone Number</th>
<th>Email Address</th>
<th>Organization Name</th>
<th>IRN</th>
<th>Address</th>
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<tbody>
<tr>
<td>Perry</td>
<td>Gregory</td>
<td>614-754-7511</td>
<td><a href="mailto:pgregory@ncusolutions.org">pgregory@ncusolutions.org</a></td>
<td>National Center For Urban Solutions (NCUS) Workforce Development</td>
<td></td>
<td>1808 E. Broad St., Columbus, OH 43203, Columbus, Ohio, 43203</td>
<td></td>
</tr>
<tr>
<td>Deana</td>
<td>Wilkerson</td>
<td>614-292-7705</td>
<td><a href="mailto:wilkinson.110@osu.edu">wilkinson.110@osu.edu</a></td>
<td>The Ohio State University</td>
<td></td>
<td>135 Campbell Hall 1787 Neil Ave., Columbus, Ohio, 43210</td>
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## Implementation Team

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<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Responsibilities</th>
<th>Qualifications</th>
<th>Prior Relevant Experience</th>
<th>Education</th>
<th>% FTE</th>
<th>Contact</th>
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<tbody>
<tr>
<td>Aaron</td>
<td>Butler</td>
<td>Program Director</td>
<td>Aaron Butler - Superintendent - Project Director 1. Oversight of project 2. Meeting the monthly, quarterly, and annual goals 3. Partnership development 4. Make sure program aligns with school mission 5. Manage budget 6. Conduct classroom walk-throughs 7. Conduct student home visits 8. Meet with staff to ensure that all project outcomes are completed on time and within budget</td>
<td>Mr. Butler has a Bachelor's degree from Wittenberg University in Elementary Education and Master's Degree from Ashland University in Educational leadership. Mr. Butler came to AUS after serving as the principal at Mt. Auburn International Academy (MAIA) in Cincinnati, Ohio. As a principal at MAIA he moved the school from academic emergency to continuous improvement on the school report card. With over eight years of principal/superintendent experience and six years of teaching experiencing in urban communities Mr. Butler is mature, focused, and results driven in the area of student achievement. Over the past several years, Mr. Butler has worked with educators, parents, and students to ensure that dozens and dozens of urban students who were considered &quot;at-risks&quot; graduated from high school and enrolled in college.</td>
<td>Six years of teaching experiencing with Columbus City Schools and nine years of experience as a building principal in urban areas in Columbus, Ohio and Cincinnati, Ohio.</td>
<td>Mr. Butler has a Bachelor's degree from Wittenberg University in Elementary Education and Master's Degree from Ashland University in Elementary Education and Master's Degree from Ashland University in Elementary Education</td>
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<tr>
<td>Deanna</td>
<td>Wilkinson</td>
<td>Project Evaluator</td>
<td>Deanna Wilkinson - OSU Professor - Project Evaluator 1. Monitor progress 2. Collect, evaluate, and analyze program progress 3. Provide monthly updates 4. Meet monthly with Project Director to ensure all outcomes are on track to being met</td>
<td>Dr. Wilkinson received a bachelor's degree in Sociology from Cornell College, a Master degree in Criminal Justice from the University of Illinois at Chicago, and a doctorate degree from Rutgers in Criminal Justice. Currently she is an Associate Professor at The Ohio State University and a former Associate Chair for Outreach and Engagement. Dr. Wilkinson is major community stakeholder. She works strategically with community leaders to see lasting change in Columbus urban community.</td>
<td>Over nine years of experience as a professor at The Ohio State University.</td>
<td>Dr. Wilkinson received a bachelor's degree in Sociology from Cornell College, a Master degree in Criminal Justice from the University.</td>
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<tr>
<td>Perry</td>
<td>Gregory</td>
<td>Program Director</td>
<td>1. Work force readiness 2. Interview skills including writing and holding mock interviews 3. Resume writing via OhioMeansJObs website</td>
<td>Mr. Gregory graduated from Central State University. He is currently the Program Manager for the National Center For Urban Solutions (NCUS). As the program manager he has partnered with several local business and organizations to train and equip their current employees and future employees. Mr. Gregory is also known for taking a lead role in organizing The African-American Male Wellness WALK in Columbus, Ohio; Washington DC; Buffalo, New York; and several other cities across this great nation.</td>
<td>Mr. Perry has at least five years a program manager and over 10 years of experience working with The African-America Male Wellness WALK.</td>
<td>Mr. Gregory graduated from Central State University.</td>
<td>10</td>
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</tr>
<tr>
<td>Quinn</td>
<td>Haas</td>
<td>Tech Team Manager</td>
<td>1. Manage the day to day program operations 2.</td>
<td>Mr. Haas received a Bachelors degree in Secondary Mathematics Education from Kent State University, Eight years of teaching experience</td>
<td>Mr. Haas received a Bachelors degree in Secondary Mathematics Education from Kent State University, Eight years of teaching experience</td>
<td>Mr. Haas received a Bachelors degree in Secondary Mathematics Education from Kent State University, Eight years of teaching experience</td>
<td>100</td>
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<tr>
<td>Implement curriculum 3. Develop lesson plans 4. Meet with tech team daily and weekly 5. Track student progress 6. Track student data 7. Meet with grant administrators to track outcomes</td>
<td>a Master's degree in Administration/Supervision from Ashland University, and is pursuing a Master's degree in Pre K-12 Special Education from the University of Alaska, Fairbanks. Mr. Haas holds a valid mathematics/gen. science teaching license. He has a wealth of experience working as a teacher and an administrator.</td>
<td>and six years of admin experience Mansfield City Schools, Ashland County - West Holmes Career Center, and South Central High School in Greenwich, Ohio.</td>
<td>degree in Secondary Mathematics Education from Kent State University, a Master's degree in Administrati</td>
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