Budget

The Academy for Urban Scholars (012528) - Franklin County - 2017 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (30)

U.S.A.S. Fund #: 466
Plus/Minus Sheet (opens new window)

Object Code / Purpose Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction	0.00	0.00	195,000.00	141,030.00	0.00	0.00	336,030.00
Support Services	40,000.00	12,000.00	16,000.00	0.00	0.00	0.00	68,000.00
Governance/Admin	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development	0.00	0.00	25,000.00	0.00	0.00	0.00	25,000.00
Family/Community	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Safety	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Indirect Cost						0.00	0.00
Total	40,000.00	12,000.00	236,000.00	141,030.00	0.00	0.00	429,030.00
						Adjusted Allocation	0.00
						Remaining	-429,030.00

Application

The Academy for Urban Scholars (012528) - Franklin County - 2017 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (30)

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

A) APPLICANT INFORMATION - General Information

1. Project Title:
Every Twenty-Six Seconds

2. Project Tweet: Please limit your responses to 140 characters.
Every twenty-six seconds a student drops out of high school. We will use technology to increase our graduation rate.

This is an ultra-concise introduction to the project.

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.*

Grant Year

Pre-K Special Education	K	1	2	3
4	5	6	7	8
67 9	80 10	94 11	108 12	

Year 1

Pre-K Special Education	K	1	2	3
4	5	6	7	8
75 9	77 10	85 11	113 12	

Year 2

Pre-K Special Education	K	1	2	3
4	5	6	7	8
70 9	80 10	75 11	75 12	

Year 3

Pre-K Special Education	K	1	2	3
4	5	6	7	8
95 9	80 10	100 11	75 12	

Year 4

Pre-K Special Education	K	1	2	3
4	5	6	7	8
84 9	100 10	77 11	89 12	

Year 5

Pre-K Special Education	K	1	2	3
4	5	6	7	8

75 9	78 10	92 11	105 12

4. Explanation of any additional students to be impacted throughout the life of the project.
This includes any students impacted indirectly and estimates of students who might be impacted through replication or an increase in the scope of the original project.

N/A

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

First and last name of contact for lead applicant
Roger Fox

Organizational name of lead applicant
The Academy for Urban Scholars

Address of lead applicant
1808 E. Broad St, Columbus, OH

Phone Number of lead applicant
614-545-9890

Email Address of lead applicant
rfox@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' inability to perform in an educational setting. Research shows 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 had access to the latest 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. Access to the latest technology in the home will allow students to do research projects, web-based learning, interact with teachers and increase parental interaction with the teachers.

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. & Demirtas, 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 Chromebook, 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 educational resources in the home, including computers, is a strong predictor of academic success in mathematics and science (National Center for Educational Statistics, 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). 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.

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 process. - (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 males ages 14-21 who will graduate from the Academy for Urban Scholars. Research suggests students without technology in the home spend less time studying, but students in schools that provide them with external technology spend more time involved in collaborative work, project-based instruction, produce writing of higher quality, 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 rate and are considered to have the greatest education system in the world.

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.

Urban families lack the technology needed to help students perform in school due to the limited exposure to advanced technology. When students are introduced to the latest technological instruments, they tend to quickly gain proficiency. Firstly, we conducted a case study 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 assessments. Tactile learning is the style we have adopted in the Academy for Urban Scholars, because it simply the way urban students learn.

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

In the 2013-14 school year the Academy for Urban Scholars did a case study with 50 African American male students that refused to attend school every day. We purchased 50 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 80 percent of the 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 counterparts, schools that provide students with their own lap-tops open opportunities for students to 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). A school administrator reviewed the 50 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 50 students: o Primary versus secondary learning styles - 40/50 (80%) of pilot students were primarily Tactile learners - 20/50 (40%) of pilot students were primarily Visual learners - 10/50 (20%) of pilot students were primarily Auditory learners - 25/50 (50%) of pilot students were secondarily Auditory learners - 10/50 (20%) of pilot students were secondarily Visual learners - 5/50 (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. 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 little 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 recovery 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 Assessments MAP assessments will be administered two 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.

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, 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.

☐ b. Spending reductions in the 5 year forecast

i. List the desired outcomes.
Examples: lowered facility cost as a result of transition to more efficient systems of heating and lighting, etc.; or cost savings due to transition from textbook to digital resources for teaching.

ii. What assumptions must be true for this outcome to be realized?
Example: transition to "green energy" solutions produce financial efficiencies, etc.; or available digital resources are equivalent to or better than previously purchased textbooks.

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 enter the Net Cost Savings from your FIT.

v. List and describe the budget line items where spending reductions will occur.

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.

N/A

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.

N/A

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

N/A

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 indictor for this goal.

N/A

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

N/A

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

N/A

☑ 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.

N/A

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.

N/A

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.

N/A

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

N/A

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.

N/A

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

N/A

10. Which of the following best describes the proposed project? - (Select one)

- [x] a. New - Never before implemented
- [ ] b. Existing - Never implemented in your community school or school district but proven successful in other educational environments
- [ ] c. Replication - Expansion or new implementation of a previous Straight A Project
- [ ] d. Mixed Concept - Incorporates new and existing elements
- [ ] e. Established - Elevating or expanding an effective program that is already implemented in your district, school or consortia partnership

C) BUDGET AND SUSTAINABILITY

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)

c. Upload the Financial Impact Table (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.

429,030.00 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 cost will provide services and equipment to students along with covering implemenation cost. (500) Instruction-supplies; Total: 111,530 500 Chromebook N2280SF0000US $179 each=$89,500 (each student will be given a laptop)i; software $30 each x 500=15,000; -10 charging carts $703 each= 7030 (500) Instruction-supplies; Total: $29,500.00 3-Apple Mac books for technology instructors, Total: $4,500 ($1,500 each) General supplies, apps, software, flash drives Total: $25,000 (avg cost $40 per student x 500 students) (500) Grand total Instruction supplies : $141,030 (400) Instruction-purchased services, Total:$195,000 3-contracted instructors paid $65,000 annual for 12 months (100) Supportive- Salaries, Total $40,000 , Learning Coach, this person provides life coaching to student to help identify barriers for them to be successful at school (200) Supportive-Benefits, Total: $12,000, 30% fringe benefits including medical and SERS retirement (400) Supportive Purchase Services, Total: $16,000 $10,000 Program Evaluator outside evaluator from The Ohio State University $6,000 internet wireless service for 100 students ($10 month x 50 students x 12) (400) Professional Development-$25,000 will be used to train teachers/staff on how to use computers academically from converting direct instruction to online/computer base instruction

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.

21,000.00 a. Sustainability Year 1

22,050.00 b. Sustainability Year 2

23,153.00 c. Sustainability Year 3

24,310.00 d. Sustainability Year 4

25,526.00 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.

Sustainability costs include Instructional Purchased Services ($15,000) and Instructional Supplies and Materials ($6,000). These costs are likely to increase by about 5% each year. Purchased Services will include ongoing professional development, training and external technical support to maintain technology capabilities across all students and staff in the entire school. This will be in addition to existing budgeted amounts for technology support and services. Instructional Supplies and Materials include purchase of internet services for students outside the school building on an as-needed basis.

100 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 realized in Salaries and Wages ($10,500) and Supplies and Materials ($10,500). The current standard classroom operating procedures reflect significant one-on-one instructor and student administrative activity and significant distribution and collection of individualized instructional materials. Both of these activities take time and resources away from direct instructional and assessment opportunities. Generally speaking, teachers spend a lot of time helping students understand how to move through the course content as part of our individualized instruction and personal pacing teaching model. In addition, a lot of copies are made of the instructional material to ensure the material is available to all students at all times that they may possibly need it. Salaries and Wages will be reduced by the amount of time teachers currently spend on administrative tasks that may be reinvested in instructional opportunities. Six teachers will likely reduce their administrative activities for photocopying and retrieving paper materials by about 5% of their overall weekly hours. Supplies and Materials costs will be reduced by the amount of textbooks, photocopies and other paper instructional materials that are no longer needed to meet the individualized and personal instruction of each student. These materials will be available to students online at all times and the students will not need to interrupt other students receiving individualized instruction or retrieve paper copies for all their lessons and assessments. Amount of copies and materials should be reduced by about 25% each year.

0 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.

Does not apply.

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 Team Key Personnel information by clicking the link below:

Add Implementation Team

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 Range07/01/16 - 08/31/16

b. Scope of activities - include all specific completion benchmarks.

07/01/16-Project Director will convene a (Tech Team) consisting the director, 2 parents, a technology consultant, 1 teachers. Tech team will visit 3 schools to explore how the schools are teaching technology. These schools will have a similar dynamic; team will make sure the project meets schools' state standards; team will review the 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 Chromebooks will be distributed, orientation in the homes of students, retraining teachers and the Tech Team will interview vendors for technology purchasing. Tech Team with understanding on scope of work, timelines and plan for next steps. Director will schedule Professional Development for teachers while parents are notified of activities and project goals/outcomes (Evaluate Chromebooks, train teachers). Project Director will develop a progress monitoring database to monitor and report on project success to key stakeholders and ODE. 08/31/16-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. School will purchase Chromebooks, modems and etc., AUS will add section to website to keep parents and all stakeholders informed on the grants' progress.

22. Implementation(grant funded start-up activities)

a. Date Range09/01/16- 11/01/16

b. Scope of activities - include all specific completion benchmarks

09/01/16- Meet with external evaluator (Dr. Deana Wilkerson) 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; Start calling parents and preparing them for the technology in their homes; Training will include Chromebooks, mimio boards, laptops and other technology. The 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. 11/01/16-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 assessments; Bi- weekly: data collection for process/outcome sessions; Quarterly: process/outcomes reports to 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. The cost of bringing internet into students homes will be paid for by Job and Family Services.

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

a. Date Range08/01/18-06/01/22

b. Scope of activities - include all specific completion benchmarks

The importance of becoming programmatically sustainable is paramount for AUS. Educators are quickly learning the need for change in learning styles for students to achieve academic 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. Programmatic Sustainability Plan: Monthly-Student Sounding Board meets for opinions; meeting with teachers to review MAP assessments; bi-weekly-data collection for process/outcome sessions; quarterly-process/outcomes reports to 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.

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 case study, 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 Chromebooks 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 Chromebook and/or desktop. Nevertheless, the opportunity to learn a limitless amount of information in a small setting and short amount of time is priceless. NCUS will provide the technical support and coaching to assist staff members negotiate the new technology with proficiency. Organizationally, 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 to the next course. In order for us to meet the desired outcomes for the case study, 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. 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.

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:

1. External-Dr. Deana Wilkerson, The Ohio State University (135 Campbell Hall, 1787 Neil Ave., Columbus, Ohio 43210, (614) 292- 7705) 2. Internal-Roger Fox 1808 E. Broad St, Columbus, OH 43215 (614)545-9890

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 form The Ohio State University, she will be leading this project from 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. 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 AIR 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 progression 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. Students will have the opportunity to evaluate the program at the beginning and the end of the project. 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 increased parent participation in the education process is an effective model for the success of our students.

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.

The project will validate the need for technology in urban schools and in students' homes. By closing the "digital divide" we will demonstrate how technology will increase 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 is often culture driven, and the culture we have chosen to target are urban youth, preferably African-American males. Our model will be perfected and expanded by the implementation of technology. Our model will have proven students who have the use of technology have a greater chance of negotiating the competitive job market. We are certain urban students are as academically sound as any other when learning atmosphere is conducive to them. 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).

Roger Fox

Consortium

The Academy for Urban Scholars (012528) - Franklin County - 2017 - Straight A Fund - Rev 0 - Straight A Fund

Sections

Consortium Contacts

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

Partnerships

The Academy for Urban Scholars (012528) - Franklin County - 2017 - Straight A Fund - Rev 0 - Straight A Fund

Sections

Partnerships							
First Name	**Last Name**	**Telephone Number**	**Email Address**	**Organization Name**	**IRN**	**Address**	**Delete Contact**
Deana	Wilkerson	614-292-7705	wilkerson.110@osu.edu	The Ohio State University		138 Campbell Hall, 1787 Neil Ave., Columbus, OH 43210, , Columbus, OH, 43210	
Perry	Gregory	614-754-7511	pgregory@ncusolutions	National Center for Urban Solutions		495 S. High St, , Columbus, OH, 45213	

Implementation Team

The Academy for Urban Scholars (012528) - Franklin County - 2017 - Straight A Fund - Rev 0 - Straight A Fund

Sections

Implementation Team								
First Name	Last Name	Title	Responsibilities	Qualifications	Prior Relevant Experience	Education	% FTE on Project	Delete Contact
Jon	Collins	Director	Project Manager	MBA/Project Mgmt	School Director/Superintendent	BS, MBA	100	