A PUBLIC CHARTER SCHOOL PETITION

FOR

THE SUMNER ENTREPRENEURIAL CHARTER ACADEMY

A CHARTER PROGRAM FOR AT-RISK STUDENTS,

BEGINNING WITH GRADE FOUR

Submitted to the Board of Education of Topeka Public Schools, USD 501 on behalf of students, educators, community leaders, and other concerned citizens of Topeka, Kansas.

December 1, 2008

SUMNER ENTREPRENEURIAL CHARTER ACADEMY

TABLE OF CONTENTS

are included **e) Clear description of how formative and summative student performance data is used to show the identified levels of improvement for all students**	

5. Facilities
   a) Documents provide evidence that facilities are obtained and are consistent with the quality of other Topeka Public schools
   b) All required provisions are documented to include legal standards of zoning, code requirements, heating and air conditioning, safety, AD, and all other applicable standards
   c) Fixed costs, maintenance costs and contingencies are included in the charter budget	

6 Staff and Governance
   a) Detailed description of management responsibilities for curriculum and instruction, staffing, special needs students, oversight of grant finances, data reporting and school leadership;
   b) Affirm the decision making authority of the Topeka Public Schools;
   c) Specifically articulated terms and conditions of employment, certification and experience required to meet the "needs" of the charter;
   d) Well-designed staffing plan that is aligned with the mission of the school and district;
   e) Complimentary professional development plan coordinated with the District professional development plan.	

7. Budget
    a) **An efficacious and comprehensive budget that includes consideration of startup funds and financial sustainability following grant fund availability;**
    b) **Additional information supporting each budget category;**
    c) **Budget figures accurately reflect anticipated student enrollment, cost of facilities, staffing, and programming expenses;**
    d) **Respective sections of petition addressed in the budget in a clear, concise manner;**
    e) **Proposed budget does not create a financial disadvantage for existing Topeka Public Schools or the District.**	

8. Appendices
    a) **Community Support**
    b) **Curriculum Examples**	

1. Petition identifies a compelling need for student accommodations that is supported by strong evidence. Targeted students are currently not afforded appropriate academic opportunities. A preponderance of the data provided indicates another research based program is necessary for student achievement to occur.

        a) A compelling need for student accommodations supported by strong evidence

The events of 9-11 changed the way Americans think. We now expect the unthinkable. Hope for a better future for ourselves and for our children fades with the declining economy and the dire predictions that bank failures, job losses, and business closings will inevitably occur – even in Topeka, Kansas. Uncertainty, anger, and alienation (even for young children) have, for many, become a part of daily life.

In this proposal, we address a set of critical issues that are presently facing Topeka's educational and business communities. We are challenged to work as partners to develop a strategic plan that will help our children, and us, face economic uncertainty with optimism while addressing the basic human need for self-sufficiency. At-risk children must be inspired to connect to learning in new ways, and their parents must also be involved in processes that engage children and lead them to become good citizens of Shawnee County and Topeka who are willing to contribute to their neighborhoods and communities in positive and profitable ways. This proposal uses cross-disciplinary learning environments to teach students to see opportunity where problems exist in the community and to immerse them with their parents/grandparents in current "live" community problem-solving initiatives, such as the Heartland Visioning process.

This proposal connects the learning of the classroom to the framework of the Topeka community, making the learning "real" and providing in-person resources from the community to help young learners develop solutions within open-ended learning environments. By participating in community-based entrepreneurships, the students will meet Kansas State

Department of Education fourth grade standards by creating group and individual solutions to scenarios adapted from the *Vanderbilt Entrepreneurs in Action* curriculum.

The 2008 elections highlighted well the priorities of the electorate—the disasters of the national economy, the depressed job market, and unemployment. Many of Topeka's citizens are affected daily by these issues, especially poor minorities and immigrant families. Their children are well represented in the demographics of 2007-2008 third grade student population.

Presently, USD 501 serves approximately 13,500 students. The majority of these students are successful, as evidenced by standardized assessment performance levels in the Kansas Math and Reading Assessments for the year 2007-2008. State assessments begin with the third grade class. As early as third grade, we can identify students who are failing to thrive in traditional academic curricula. Within the group of 1,060 third graders, 722 are eligible for free and reduced lunch, and 237 are Hispanic.

No Child Left Behind state assessment mathematics and reading records indicate that close to 30% of these youth are also failing to meet state standards. These are identified in the *2008 Kansas Assessment Program Results and Trends for Topeka Public Schools, Board Presentation, November 6, 2008* as students who have scored in the ranges of "Academic Warning" and "Approaches Standards" on both the Kansas Reading Assessment and the Kansas Math Assessment for 2007-2008.

Figure 1 below shows, with yellow and blue bars to the left of the chart, the number of students who score below green, or proficient. Twenty-nine percent of USD 501 students score at the Academic Warning Level (13.3%) and/or Approaching Standards level (15.7%) for 2007 and Academic Warning Level (11.4%) and Approaches Standard (16.2%) or 28% combined for 2008.

Figure 1
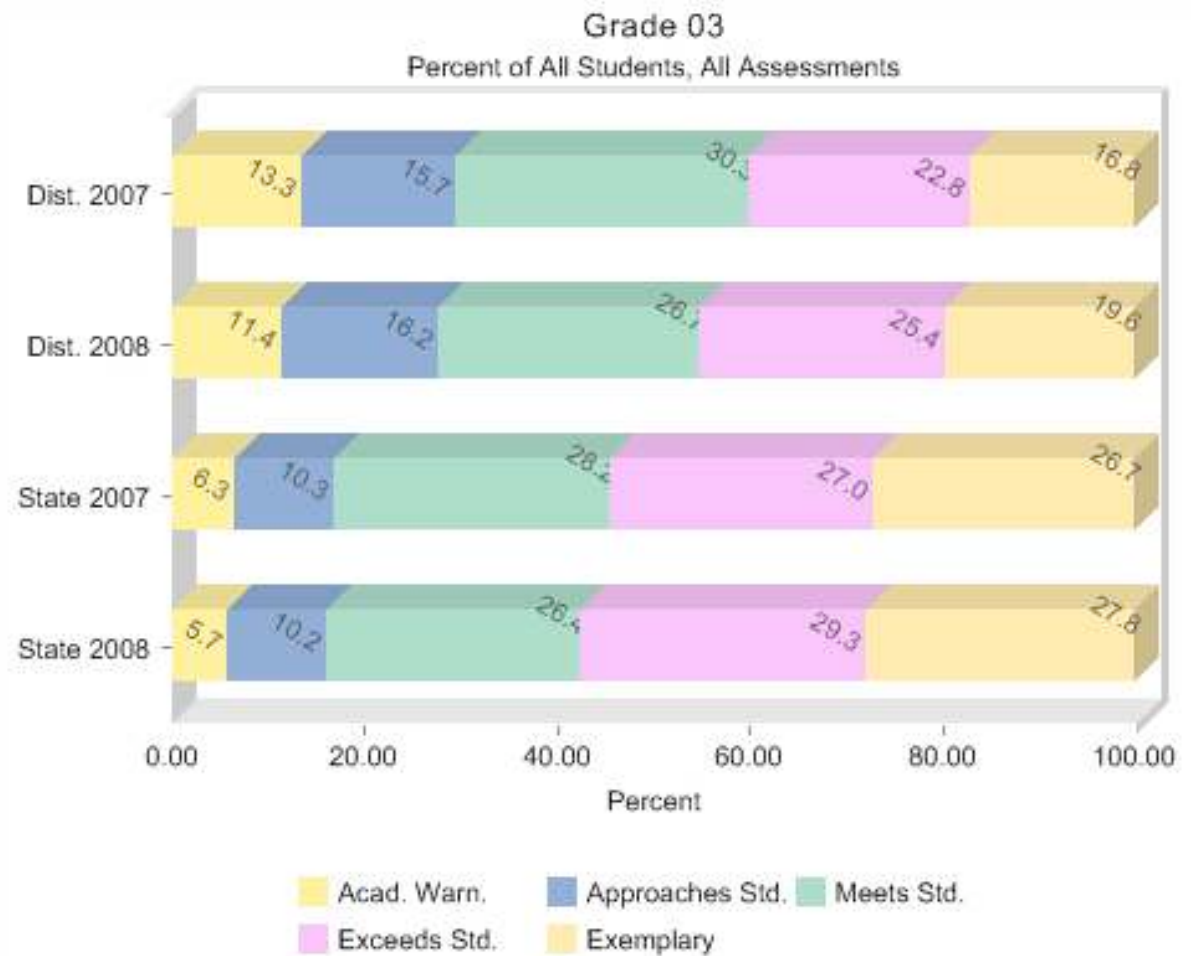
Grade 03
Percent of All Students, All Assessments

	Acad. Warn.	Approaches Std.	Meets Std.	Exceeds Std.	Exemplary
Dist. 2007	13.3	15.7	30.?	22.8	16.8
Dist. 2008	11.4	16.2	26.?	25.4	19.6
State 2007	6.3	10.3	28.?	27.0	26.7
State 2008	5.7	10.2	26.?	29.3	27.8

Figure 2 begins to examine the demographics of these students who fail to meet standards set by the Kansas State Department of Education. Approximately thirty-four percent of Figure 2 begins to examine the demographics of these students who fail to meet standards set by the Kansas State Department of Education. Approximately thirty-four percent of Figure 2 begins to examine the demographics of these students who fail to meet standards set by the economically disadvantaged students, identified by the district as students eligible for free and/or reduced lunches, score below standard in 2007 and 32.3 score below standard in 2008.

Figure 2

Grade 03
Percent of Econ. Disadvantaged Students, All Assessments

Legend: Acad. Warn. | Approaches Std. | Meets Std. | Exceeds Std. | Exemplary
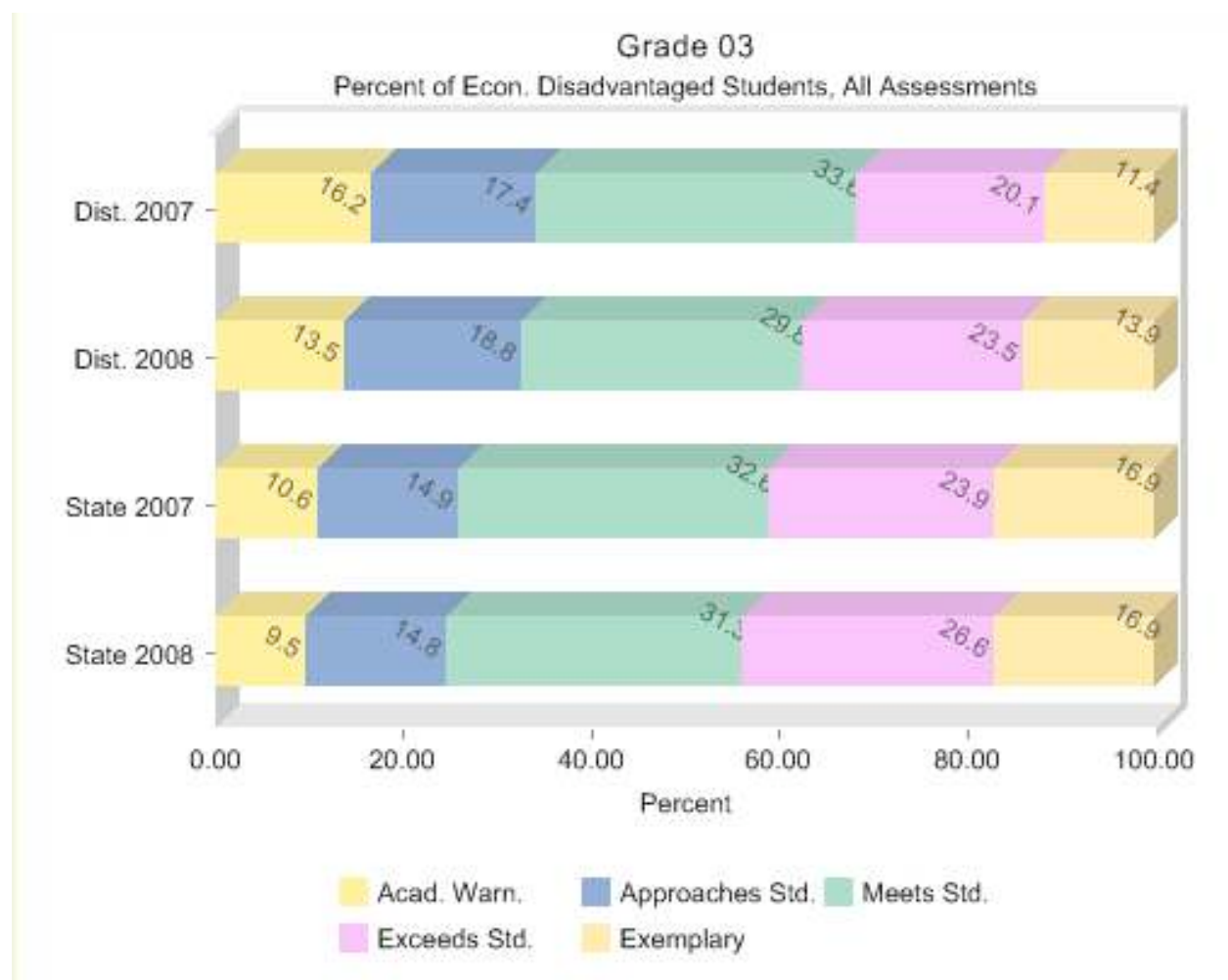
Figure 3 demonstrates the profile of students for whom English is a second language. Nearly fifty-one percent show reading scores below standard in 2007 and 55% in 2008 (a significant increase) and with a much higher failure rate than the state profiles for 2007 or 2008.

Figure 3

Grade 03
Pct. of English Language Learners, All Assessments

Dist. 2007: 28.2, 22.8, 31.0, 11.3, 5.8
Dist. 2008: 34.7, 20.9, 17.6, 15.4, 11.0
State 2007: 15.8, 18.5, 35.3, 17.8, 10.3
State 2008: 13.9, 18.4, 32.3, 22.0, 11.3

Legend: Acad. Warn., Approaches Std., Meets Std., Exceeds Std., Exemplary
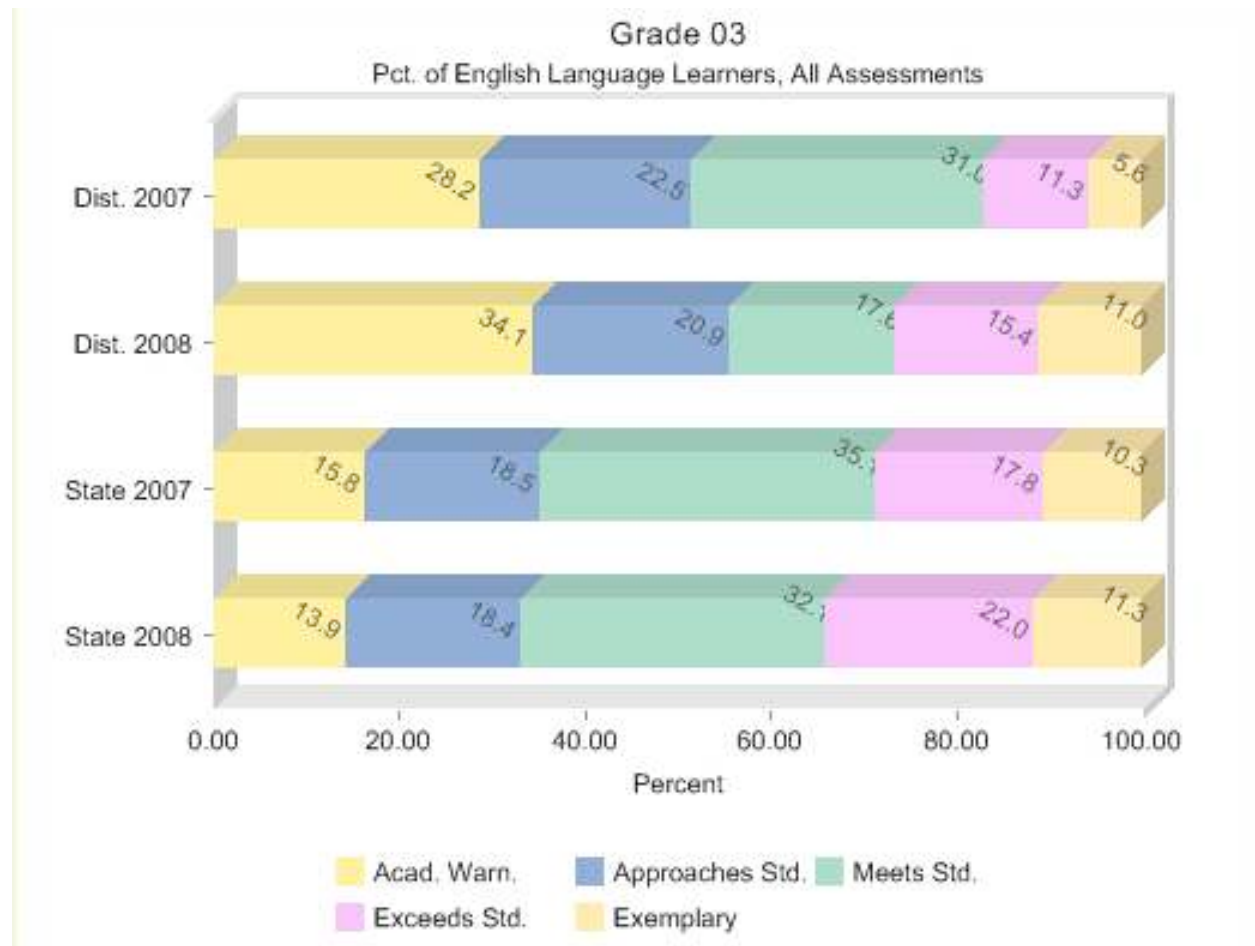
Figure 4 profiles the failure rate for students with disabilities. Forty-two percent score below standards for 2007 and 43.4 for 2008. As for students learning English, the failure rate for USD 501 students is significantly lower than for the statewide profile.

Figure 4

Grade 03
Percent of Students with Disabilities, All Assessments

	Acad. Warn.	Approaches Std.	Meets Std.	Exceeds Std.	Exemplary
Dist. 2007	19.3	23.0	34.8	16.1	6.8
Dist. 2008	20.8	22.6	25.6	19.0	11.9
State 2007	11.0	16.1	34.1	21.2	16.1
State 2008	10.1	16.8	33.2	23.3	16.0

Legend: Acad. Warn. | Approaches Std. | Meets Std. | Exceeds Std. | Exemplary
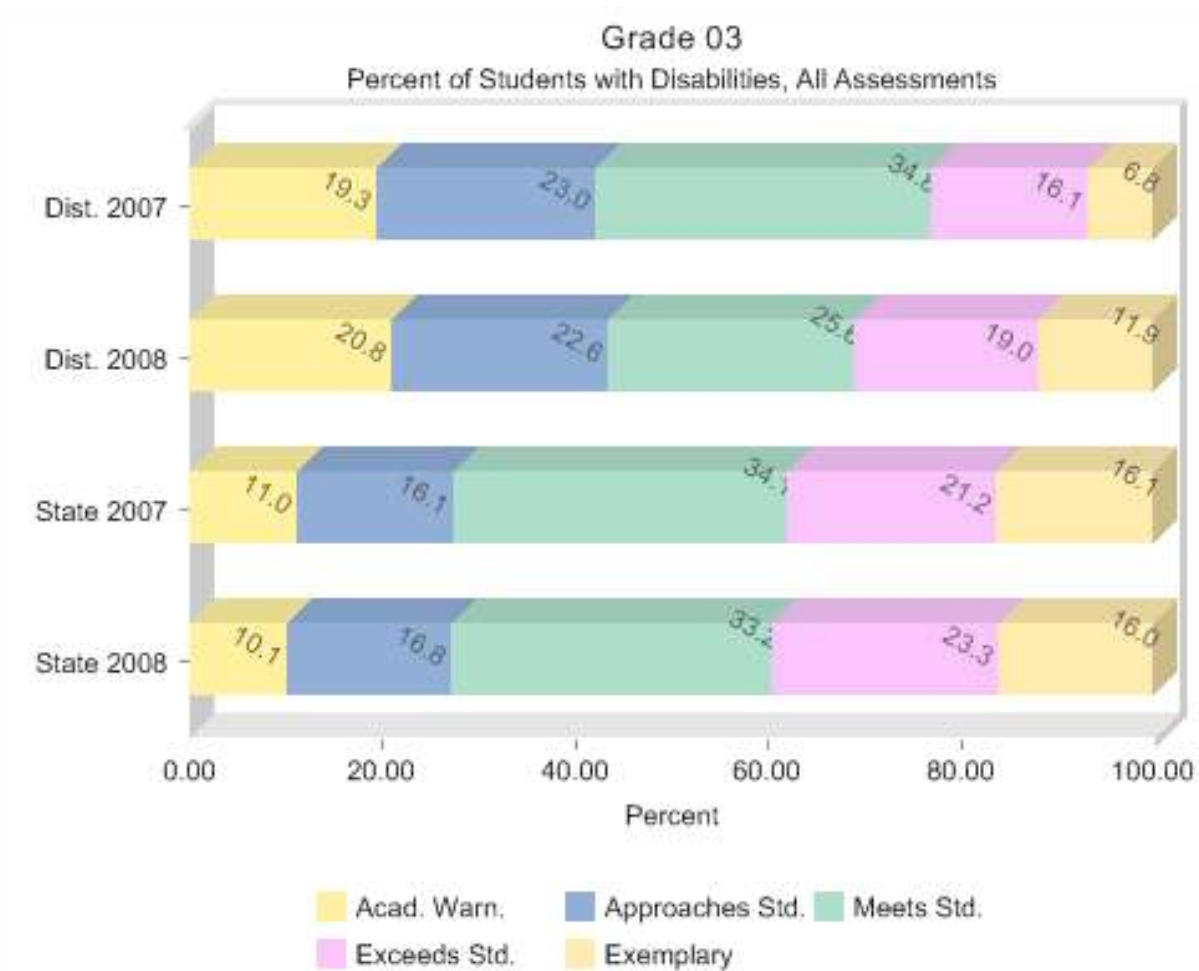
Finally, Figure 5 depicts the failure rate for minority students. Thirty-nine percent of African American students failed to meet standards in 2007 and 28.6% in 200. Thirty-eight percent of Hispanic youth in 2007 and 45.2 in 2008 failed to meet standards.

Figure 5

Grade 03
Percent by Ethnicity, All Assessments
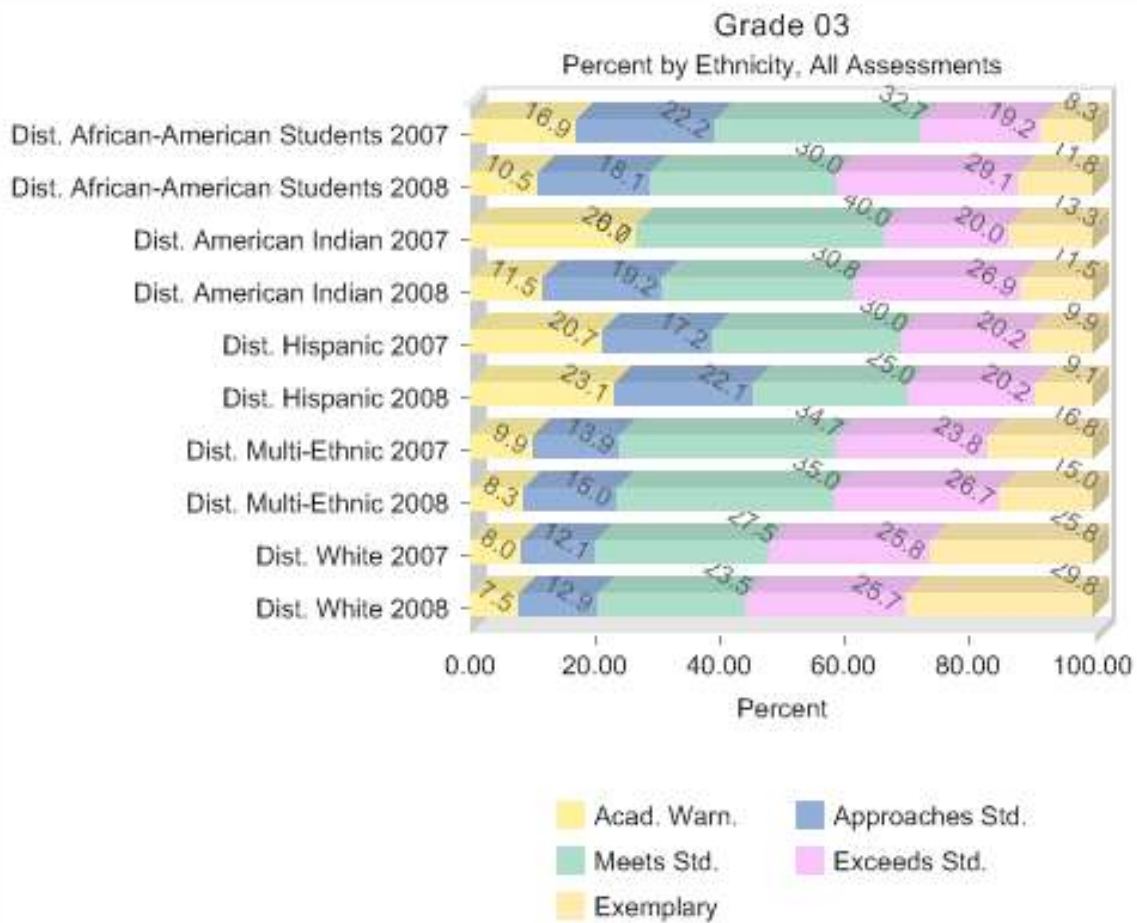
These charts provide the rationale for the Charter proposal to target USD 501 students leaving third grade who are economically disadvantaged, have disabilities, are learning English, and are members of minority groups.

b) Targeted students are currently not afforded appropriate academic opportunities

These statistical trends have developed over many years to illustrate a glaring truth. The children and their families lack the energy of hope and a promised place in the community of their choice. Without drastic intervention and a viable connection to the community through critical preparation for both present education and future employment, these students will continue this trend toward disengagement and potentially become school dropouts. Camilla A. Lehr, Mary F. Sinclair, and Sandra L. Christenson authored a study entitled *Addressing Student Engagement and Truancy Prevention During the Elementary School Years: A Replication Study of the Check & Connect Model.* Their research indicated that potential dropouts could be identified as early as in the third grade based on a group of factors that include academic performance. Anthony P. Carnavale, author of *Help Wanted…College Required*, concurs that students who rank in the lowest quartile of achievement scores "are 3.5 times more likely to drop out than students in the next highest quarter of academic achievement, and 20 times more likely to drop out than top performing students. Overall, the students in the lowest quartile account for about two-thirds of all dropouts" (2002).

These local statistics are representative of a national trend. On October 12, 2006 in *The New York Times* reporter David M. Herszenhorn wrote that two-thirds of all students in grades three through eight who took the New York statewide math and reading assessments in the previous year were not proficient in math or English, and that rate declined toward fifty percent the closer the cohort group moved to eighth grade. New York State Education Commissioner Richard Mills reflected that what was necessary to improve assessment scores was "immediate change in instructional practices, in curriculum, in professional development."

It is, therefore, critical that new and innovative curricular designs create new and engaging ways of thinking. Much of traditional schooling is built around systems of compliance and control. For young learners who are virtually unhooked now (and potentially unhooked from a future that promises advanced criteria for quality education and employment) we believe that the thrust of a new, creative entrepreneurial curriculum that develops independence, self-support, self-sufficiency, and productivity in a world of chaos and uncertainty is an intervention of necessity.

Class size is also a key component when working with students to improve their learning in core subject areas such as language arts and mathematics. Students at the Charter will enjoy a 1:10 teacher/student ratio. Leonie Haimson of the advocacy group Class Size Matters has cited large class size as being responsible for decreased performance levels between third and eighth grades in the state of New York. She contends children who were learning well and engaged in academics in the early primary grades tend to become slower learners who lose their excitement for learning when they are placed in large classes beginning at Grade Three. Eventually, they fall far behind their cohorts.

The Kellogg Foundation provided a $800,000 grant to educators in Polk County, Florida schools to target Black and Hispanic boys who were low performers on assessments, who represented 51% of expulsions and 40% of suspensions in the 2006-07 school year, and who comprised one-third of the special education population. The grant allowed the Promoting Academic Success of Boys of Color Initiative at the University of North Carolina, Chapel Hill to work with at-risk learners in kindergarten through third grade to help them to avoid following the trend of disengagement that usually manifests around the third grade.

The focused interventions implemented for rescuing youth in this Florida community are very similar to ones that are incorporated in this Charter: intense language arts interventions; models for appropriate social behaviors and opportunities to practice these with adults; a nurturing and supportive school structure; professional development training for staff in differentiated instruction; strong parental involvement in the educational process; before school, after school, and extended year programs; professional employment planning; and community volunteers to mentor students.

c) **Preponderance of data indicates another research-based program is necessary for student achievement to occur.**

The Sumner Entrepreneurial Charter Academy will serve students who are severely at-risk. The traditional public school is failing these students and their parents. Drastic interventions must occur. As Commissioner Mills stated, these local students will need innovative instruction within an innovative curriculum. Not only will the traditional "Three R's" of reading, writing, and arithmetic along with music, art, and physical education be critical components of the curriculum, the instruction will also encompass three additional "R's" promoted by noted researcher and writer Gene Bottoms, "Rigor, Relevance, and Relationship". Bottoms says, in *High Schools that Work*, that "High achieving schools teach all students a rigorous academic core, show students the relationship between …school studies and future success, and provide students with personal support."

Students at this charter will experience the rigorous development and improvement of language arts and mathematical skills, as well as the acquisition of computer skills. The curriculum will be relevant to students' real life needs as they acquire entrepreneurial skills and experience through mentorships and business models. Students will develop relationships with

volunteer mentors from the local community, guest speakers, life coaches, Junior Achievement volunteers, and dedicated staff members in order to learn hands-on skills that will help them build their own business or become positive contributors to existing businesses.

Much of our formal learning teaches us to think logically and in a linear fashion. We are taught to expect to find "the right answer" when our experience says there may not be one answer. These concepts are difficult for at-risk, struggling, disengaged learners to grasp. Traditional programs and traditional instructional methods do not provide them with the intrinsic motivation they must have in order to be successful in a traditional public school setting. This Charter will allow students who score in the bottom quartile of below-average performers in critical academic areas to find a place where they can become successful learners within a relevant curriculum that has been designed to meet their unique learning needs, as well as to support their learning deficiencies toward dramatic improvement through an 11-month learning program.

Year 1 invitees will be fourth grade students. Year 2 invitees will be returning fifth graders and a new cohort of fourth graders. Year 3 invitees will be returning sixth graders, returning fifth graders and new fourth graders and so on through Year 5.

Table 1 Introducing Students as Cohort Groups

Year 1	Year 2	Year 3	Year 4	Year 5
2008/09	2009/10	2010/11	2011/12	2012/13
Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eight Grade
	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade
		Fourth Grade	Fifth Grade	Sixth Grade
			Fourth Grade	Fifth Grade
				Fourth Grade

2 - Recruitment and Enrollment of Students

      a)   **Specific detail regarding a broad based outreach designed to attract and enroll targeted students;**

We ask that the District assist us in identifying students who are struggling in a traditional school setting and who show signs of potential disengagement from school success. We request a contact list of students who will be enrolling in Grade 3 for the 2009-2010 school year who, based on scores in the lowest quadrant on standardized assessments, could benefit from the support that the Charter will provide. The Charter staff will also publicize the Charter in mailings, advertisements, and a variety of media outlets to inform parents and community members of the opportunity to enroll students who would meet the enrollment criteria.

    b) **Detail rationale justifying the anticipated enrollment;**

    c) **Admission policy consistent with applicable law and the demographic balance required by the Board of Education;**

    d) **Admission criteria specific and includes a lottery system if necessary.**

Applications for enrollment will be accepted beginning March 1 and will continue for sixty days, unless space remains.

Any student who resides in the USD 501 school district is eligible to attend the Charter. Preference will be given to students whose standardized test scores indicate that their skill level falls in the range of "Academic Warning" and "Approaches Standards".

Students with special academic needs who are supported through an individualized education plan and students who are English Language Learners will also receive supported

services at the Charter. All students must have at least one risk factor from both Table 1 and

Table 2 below. Students will be prioritized according to accumulated totals from each Table.

Table 1

Risk Factor Score Sheet/State Assessment Performance Scores

Risk Factor (*from State Assessment, 2007/2*008)	Score
Math: Academic Warning	1
Math: Approaches Standard	1
Reading: Academic Warning	1
Reading: Approaches Standard	1
Total Possible Points:	4

Table 2

Risk Factor Score Sheet/Demographic Information Related to

NCLB Targeted Populations

Risk Factor	Score
Student qualifies as an English Language Learner	1
Student meets eligibility for special education services/supports	1
Student failing academically but determined not eligible for special education.	1
Student belongs to ethnic/racial minority group	1
Student qualifies for free lunch	1
Student qualifies for reduced lunch	1
Student expelled or suspended in Kindergarten, grades 1—3. (Each out of school suspension counts as one point, each expulsion counts as 1 point.)	1, 2, 3
Total Possible	9

If necessary, a lottery system will be implemented to select students from a pool of applicants that exceeds the maximum enrollment number of fifty. The lottery will be open to the public. It will be held on a night at a time announced during the enrollment process. Student names will be placed on a 3"x5" card. During the lottery, names will be pulled and placed on a board. A community member will select the names and a board member will post the name on the board. The names of students needed to fill the ten classroom seats will be numbered. Families will be notified of the results of the lottery by mail and by phone at least 72 hours following the close of the lottery and will have up to two weeks to accept the lottery seat by responding affirmatively to the Charter school personnel. Parents will be notified of their student's placement by May 15. They must accept the selection by May 30, or their place will be offered to the next candidate on the waiting list.

Applicants and their families will also be advised of the requirement that students who attend the Charter will be expected to adhere to a school uniform dress policy. Advocates for school uniform dress policies contend that uniforms can improve student safety, increase student learning, decrease behavioral problems, and increase self-esteem (Brunsma & Rockemore, 1998). The afore-mentioned issues represent many of the primary concerns that the Charter is focused on addressing. Aligned with the entrepreneurial focus, students will learn how to dress for their present profession – becoming a successful professional learner – and for a professional setting – in the business workplace as they collaborate with their business mentors. The uniform for the Charter students will be navy blue or khaki bottoms and white tops.

3 – Curriculum and Programming

a) Evidence of a system with a strong curriculum management plan

Entrepreneurs in Action! is a curriculum designed to teach entrepreneurship, creativity, and innovation by using online cases developed at Vanderbilt University. It is an action-oriented, learning-by-doing, problem-solving model of analyzing case studies via internet. It allows students to interact with experts and makes it possible for students to connect their learning to their daily life and to the Topeka community. The Vanderbilt model infuses problem-solving exercises in real-life business situations. The Entrepreneurial Charter Academy faculty will adapt the cases to the Topeka community and organize multiple disciplines across multiple content areas: math, language arts, social studies, science, music, art, and social skill development. Using the curricular design principles of whole-part-whole learning and just-in-time teaching, the Charter will encourage students to think and interact with each other and with adults in their own community.

English Language Learners Curriculum

Transitional Bilingual Education: Instruction for some subjects is in the student's native language, but a certain amount of instructional time each day is spent on developing English skills. Classes are made up of students who share the same native language. This instruction will be offered during the afternoon instructional period.

Two-Way Bilingual Education: Instruction is given in two languages to students, usually in the same classroom, who may be dominant in one language or another, with the goal of the students becoming proficient in both languages. Teachers usually team teach, with each one responsible to teach in only one of the languages. This approach is also sometimes called dual-

immersion or dual-language. This will be offered during the day when one teacher will be asked to use Spanish, and a Spanish translation instructional booth will be available for student use.

Enrichment Programs

Additional enrichment programs will provide the rigor, relevance, and relationship that is critical to ensuring the students' academic and future professional success. Following is a brief description of each program and the expected outcomes.

Computer Instruction: The Charter will have twenty personal computers and ten laptop computers for student use. Students will use computers for interactive academic work, document production, research, and presentations. Students will also use computers to take individual and standardized assessments.

Outcome: Students will demonstrate proficiency in the use of computers to support instruction and develop business-related skills. Students will learn to appropriately use and care for a personal computer.

Dual Language Learning: The Charter welcomes students who are learning the English language. A portion of the instructional day will focus on the acquisition of a second language. For limited English learners, comprehensive English instruction will be offered. For English speakers, Spanish will be taught. Two decades of research have substantiated that dual language programs are astoundingly successful in enhancing student learning and fully closing the achievement gap for second-language learners. (*Collier and Thomas*, 2004)

Outcome: All students will learn English and Spanish to develop bi-literacy skills and foster respect and value for other cultures in our community. Students will also gain skills that will be beneficial in the national and international business world.

Community Business Mentors: Local business owners will instruct, mentor, and interact with the students at the Charter site and other designated locations at least once a week. Students will receive practical instruction in developing their personal goals, public relations skills, and business skills.

Outcome: Students will be introduced to successful business models. They will learn foundational financial management skills. They will be mentored toward setting realistic professional goals and given the practical tools to support those goals.

Entrepreneurship Training: Investor and successful entrepreneur Ephren Taylor will provide many opportunities throughout the school year and in the summer program for students at the Charter to learn the techniques that have led to his success. Mr. Taylor earned his first million dollars when he was still a teenager. Certain important qualities – such as persistence, visioning, preparing a business plan, and applying good academic habits to daily life – contributed to his success as a young business owner.

Outcome: Students will be immersed in a model for professional success that can be replicated in their personal lives. This innovative learning experience will help students synthesize the components for school success. Students will connect daily academic work to future professional success. Students will become engaged in the curriculum as they recognize how the traditional educational elements relate to personal preparation for a career.

Character Development: A rigorous character education curriculum will be incorporated into daily instruction. It will underscore the importance of the acquisition of basic principles of respect and responsibility. Students will learn about strong character qualities and develop a healthy self-esteem. Honesty, fairness, kindness, and integrity as transformational tools can impact personal lives, communities, the business sector, and our nation.

Outcome: Students will prepare themselves for civic responsibility in order to contribute to their communities in positive ways.

Life Coaching: Students will be partnered with adults who have become successful in a variety of professions. This partnership will be established with the goal of continuation throughout high school and even throughout post high school educational settings. The life coach will provide information and motivation for at-risk students to help the student stay on track toward academic success. Life coaches will meet with their student during the extended portion of the school day, either before or after the instructional part of the day.

Outcome: Students will develop a lasting relationship with a successful adult who will provide advice as a role model toward academic success.

Junior Achievement: A volunteer from the Junior Achievement program will bring the positive principles of this mentorship model to the students who are at the Charter. Students will become familiar with local businesses that relate to their personal area of professional interest. They will learn about what they need to do to prepare themselves for productive employment and business leadership in the future.

Outcome: Students can begin to plan for early employment opportunities by learning the skills that they will need to have to become employable and to formulate business plans that can be marketable, even at a young age.

Extended-Year Entrepreneur Camp: The Charter features an extended year session in which students will participate in the Ephren Taylor Summer Entrepreneur Training Camp. The program will consist of four modules: Entrepreneurship Concept, Entrepreneurial Process, Building a Business Plan, and Presenting a Business Plan. Students will be taught how to work

to benefit themselves financially while applying science, math, and language arts instruction in a holistic business learning model.

The National Society of Black Engineers implemented a similar program in July of 2007. They sponsored the SEEK Camp in Washington, DC for elementary school students and focused on increasing their math and science aptitude by allowing them the experience of participating in collaborative engineering projects with the goal that this would inspire them to eventually graduate from high school and pursue a career in an engineering-related field.

<u>Outcomes:</u> Students will experience personal development, leadership development, character development, and skill development while learning to use the computer to make money and learning to work collaboratively in a business setting.

Entrepreneurs in Action!
K – 12 Summary of Statistically Significant Improvement of Student Achievement by Category

|	Elementary (Schenectady, NY)	Middle School (Hendersonville, TN)	High School (Mandeville, LA)
Overall EIA Project	X**	X**	X**
Market Research	X**	X*	X**
Product or Service	X*	X**	--
Industry Analysis	X**	--	--
Unifying Theme	X**	--	--
Financial Thinking	X*	X*	--
Entrepreneurial Thinking	X**	X**	X*

X = Statistical Significant Improvement
* = $p < 0.05$
** = $p < 0.01$

Figure 3

b) Comprehensive CMP establishes guidelines and procedures for the design delivery and evaluation of the aligned curriculum;

Entrepreneurs in Action! (EIA) rests on two theoretical designs: the broad field of entrepreneurship education and the concept of situated curricular design. The learning theory is shown in the following diagram –
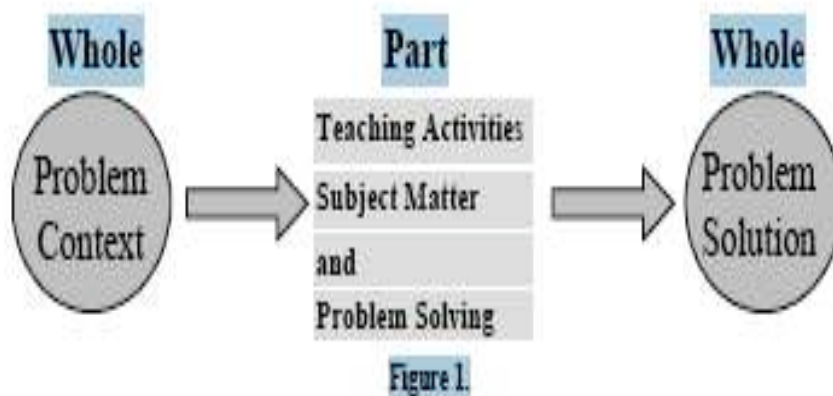
Figure 1.

As shown in the whole-part-whole model, Figure 1, the student sees the "big picture," breaks it into parts (facilitated by trained faculty members), and develops an integrated whole, based on his or her community framework. This learning model is set in five different sites across the United States: 1) Hendersonville, Tennessee middle school, 2) Mandeville, Louisiana high school, 3) Schenectady, New York elementary school, 4) Los Lunas, New Mexico middle school and 5) Murfreesboro, Tennessee middle school.

In the whole-part-whole model, the curricular design teaches independent thinking and creative problem solving in a business context. Students learn skills and concepts through practical application. Curriculum integration occurs naturally, engaging students to see the practical need for key knowledge areas, such as math and social studies that are included in the lessons. The outcome most significant to the field of entrepreneurship education is that students

begin to think for themselves while learning to explore and discover new ideas. This experience with real life context is meant to help them become more adept at understanding complex and murky situations, generate problems related to those scenarios, and then solve those problems effectively. The work done by Vanderbilt University's Cognition and Technology Group on projects such as *The Adventures of Jasper Woodbury* and *Scientists in Action* serves as a model for these aspects of the *Entrepreneurs in Action!* program (Brown, A. L. & Cocking, R. R., 1999; Brown, Collins, & Duguid, 1989).

In a similar approach to curriculum design, the Vanderbilt model makes use of instruction anchored in a context situated within the dominant subject area, in this case entrepreneurship. This instructional design supports the Clouse theory where the concept being taught is connected, or "hooked", to the framework of the learner. Students learn and then apply new knowledge in situations that will reinforce their learning. This strategy supports long-term learning and retention of important concepts, versus short-term memorization learning.

The Vanderbilt model also uses just-in-time learning techniques from local community entrepreneurs. By presenting curricular content just at the moment when the need for it arises, this feature addresses the issue of maintaining the relevance of the content being learned. In general, this means that students are given an opportunity to respond to a case developed for a local community, such as the current Heartland Visioning process; or a national issue, such as the recovery from Hurricane Katrina. Students are given the opportunity to think creatively about the entrepreneurial factors of the case. When students want more information about an issue, they are able to e-mail their questions to local on-line experts. Experts and entrepreneurs are selected from the local environment to provide expert information just at the time the students need to learn such information. This is what we call "learning the parts." Once the students have

the information they need, they then put together a new entrepreneurial "whole" for the case.

Students are required to develop an entrepreneurial approach to the case and find ways to

implement the entrepreneurial or creative activity. The research follows, to some degree, the

theories expressed by John Bransford and his colleagues (Bransford, J.D., Brown, A.L., &

Cocking, R.R.,1999), (Clouse, R.W., 2003), and (Clouse, R.W., 2002).

Vanderbilt currently offers cases at the elementary, middle school, high school, and

college level. These cases may be adapted for use in the community, with permission from

Vanderbilt. For reference, we have included three documents in the Appendix: a case each for

elementary and middle school and a teacher's manual. The cases are open-ended problem-based

cases for elementary, middle and high school. Cases developed in these areas have been field-

tested in Schenectady, New York; Hendersonville, Tennessee; Mt. Juliet, Tennessee;

Murfreesboro, Tennessee; Los Lunas, New Mexico; and Mandeville, Louisiana. The following

excerpt from the Vanderbilt web site explains the intent for the use of the cases as a cross

cutting, cross domain curriculum organizer for math, social studies, reading, written and oral

language arts, and other general curriculum areas of instruction.

> "The cases may be customized for individual learning environments. Since
> most formal education stresses conformity and not creativity, we take this
> opportunity to provide the student with a creative learning environment
> that connects with his or her own learning style and knowledge base. We
> believe that entrepreneurship is a way of thinking and that learning about
> an idea is not the same as living out that idea. The curriculum is designed
> to encourage students to dream and learn about new ideas and new
> business ventures so that they learn to create jobs instead of learning to
> take jobs. All cases are interdisciplinary in nature and are constructed in
> such a way as to encourage students to think creatively and
> entrepreneurially about major world issues. The intent in all cases is for
> students to see new opportunities and to develop new business services or
> products as a result of investigating the cases. "
> http://sitemason.vanderbilt.edu/site/ivnFTO/new_page_builder_5

1. ***Blackout in America!*** (Electrical Energy Case) This case is about the great electrical energy blackout that began in the Midwest and continued to the Eastern U.S. several months ago. This case encourages students to think about new alternatives to electrical power.

2. ***A Question of Power*** (Oil Related Case) This case is associated with the oil industry and provides the student with the opportunity to investigate new business ventures related to other sources of energy.

3. ***Chasing the Dragon*** (Drug Related Case) This case is about the problems associated with the increase of methamphetamine. The production of such toxic illegal drugs has created a major social, political, and economic problem across our country.

4. ***Not in My Backyard!*** (Recycling Case) The United States is a "throw away society." This case is about recycling and the many social and economic issues related to this problem.

5. ***Music City Blues*** (Music Case) This is a case about the music business. How does one write lyrics and find a means to support himself or herself?

6. ***Talking to the Air*** (Wireless Technology Case) This is a wireless technology case involving the opportunity to develop a wireless downtown community in a small town.

7. ***The Santa Fe Effect*** (Small Town Redevelopment) This is a case designed around the rejuvenation of small downtown areas.

8. ***The Phoenix*** (Cyber Café Case) This case is written to encourage students to develop a cyber café with a cross-disciplinary learning environment that could be the place where great ideas germinate and move into business ventures.

9. ***Long Lines, Short Tempers*** (Homeland Security) This case is written for engineering design classes interested in small device designs for homeland security and terrorist prevention.

These cases are written about issues of concern to most students and adults, and tie to modern day life. These cases take about four to six weeks to complete and can be part of on-going classroom instruction. Students are required to apply the curricular content of their class to the case, thus infusing entrepreneurship directly in to the classroom learning. In the Charter school, multiple classes will be using the same case and collaborating with each other.

The second approach is centered on the general concept that all students can learn and, to some extent, be creative and entrepreneurial. The focus of this approach is to be broad based, to take a cross-disciplinary approach, to be focused on seeing opportunities that others do not see,

and to stress self-fulfillment. The general theme is to <u>create</u> a job and not simply <u>take</u> a job.

Much of our academic learning is based on a system of compliance and heavy structure. Thus, there is very little room for creative thinking and entrepreneurial development in the traditional learning environment. It is our assumption that students can be encouraged to learn to think like creative entrepreneurs in a cross-disciplinary, problem-based learning environment.

The overall objective of this research project is to develop an on-line entrepreneurship curriculum that builds on the infrastructure already in use at the selected schools and investigate ways to infuse entrepreneurial principles into as many courses as possible. Infusion will occur through the *Entrepreneurs in Action!* cases. This problem-solving approach investigates the technical, social, political, and economic issues related the future of the world. Students develop cross-discipline solutions including several engineering fields, such as marketing, entrepreneurship, human and organizational development, and business.

Program Outcomes for the *Entrepreneurs in Action!* Curriculum

- Encourage the development of a cross-disciplinary learning environment

- Connect learning with the learner and his/her family

- Provide for just-in-time learning

- Utilize whole-part-whole teaching strategies

- Connect school (students, faculty and parents) with the Topeka community and economic solutions for the Topeka community.

- Use live cases for authentic learning

- Introduce students to a variety of personal and print resources (online experts, business and community mentors) as well as traditional research techniques and articles.

- Provide online national experts and local community entrepreneurs for content analysis and reflection on case completion.

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c) CMP provides strong evidence it will function in coordination with the TPS department of curriculum and instruction, textbook adoption cycle, and staff development plan;

The curriculum proposed here is not separate from the Topeka Public School curriculum. It is an

enriched, hands on, immersion in real work activities so that students may apply learning and

move beyond the memorization and skills geared toward demonstrations for NCLB.

The Sumner School Site Council and faculty will cooperate in all district curriculum adoptions.

d) Related curriculum and planning expenses are clearly outlined and are adequately reflected in the charter budget.

Curriculum from Vanderbilt is public domain, READ 180 curriculum for ELL, Special education

and economically disadvantaged students will be donated by Keys for Networking, Inc.

Training for teachers in Read 180 is budgeted here. Go Solve Math is included in the budget.

Research

Figure 3 shows the statistically significant results of the *Entrepreneurs in Action!* Program implemented in Schenectady, NY, Hendersonville, TN and Mandeville, LA.

Conclusions

Results of the statistical analyses, taken with the interviews, student journals and researcher observations support the following conclusions:

1. The use of the *Entrepreneurs in Action!* Program had a significant impact overall upon entrepreneurial project learning among the elementary school, middle school, and high school students involved in this study. Participating subjects showed a significant increase in the level of their entrepreneurial skills and entrepreneurial thinking at the end of the study, when compared to control group students who did not experience the intervention.

2. The use of the *Entrepreneurs in Action!* Program had a significant impact upon the elementary, middle, and high school students' content knowledge in the area of Market Research. Participating subjects showed a significant increase in the level of their content knowledge in this realm at the end of the study.

3. The use of the *Entrepreneurs in Action!* Program had a significant impact upon the students' content knowledge in the area of Product or Service at the elementary and middle school level.

4. The use of the *Entrepreneurs in Action!* Program had a significant impact upon entrepreneurial thinking in the elementary, middle, and high school students involved in this study. Participating subjects showed a significant increase in their level of entrepreneurial thinking at the end of the study.

5. The numbers of student requests for complex analytical information from Online

Experts at the middle school level increased over time during the course of the program. Results of this research will be reported later.

6. Elementary, middle school and high school students felt that they had made gains in creativity and the complexity of the problem-solving process during the course of the project. At the middle school level, the students also felt that these benefits would be long-lived.

7. Teachers at the elementary, middle school and high school level felt that their students had made gains in creativity and the complexity of the problem-solving process during the course of the project.

8. Online Experts added to the effectiveness of the program by giving accurate, specific and clear information in a timely manner. Furthermore, they cleared up issues and supported the problem-solving process by encouraging students to think on their own.

9. *Entrepreneurs in Action!* was effective in achieving its goal of integrating core "traditional" subject matter like math, social studies, language arts and science with drama and art and emerging core competencies like technology usage and presentation skills. Most of all, the program seems to have been effective at situating learning in the framework of the students and showing that interdisciplinary teaching can be a positive and powerful instructional method (Goodin, 2003).

Examination Categories

• Leadership: clear goals and high expectations in the context of entrepreneurship education.

• Information and Analysis: using data and information to support the overall mission of the program; systematically collecting information about issues such as demographics and performance measures of incoming students enrolling in entrepreneurship courses; comparative information on entrepreneurship, business school, and university students; descriptions of the

outcomes that specific entrepreneurship courses intend to generate and the measures of the efficacy of each course; and measures of the intended outcomes of the entrepreneurship program in terms of student performance, student satisfaction, and impact on the community (i.e., number of start-ups, students employed in new firms, students working in positions assisting new firms).

• Strategic and Operational Planning: focusing on how a program sets strategic directions and key planning requirements. For an entrepreneurship program, such a requirement would entail generating a strategic plan that specifies the purpose and mission of the program, key student and overall program performance requirements, external factors impacting the implementation of the plan, internal resources and university barriers to change, and key critical success factors.

• Human Resource Development and Management: Examining how faculty and staff are supported and developed so as to satisfy the strategic goals of the program. While an entrepreneurship program might typically measure "faculty productivity" as an indicator of this category, the intention is actually towards specifying the resources and systems that impact the ability of staff and faculty to be productive.

• Educational and Business Process Management: specifying key aspects of the design and delivery of the educational research and service components of a program, as well as an examining the processes involved in improving these components. Rather than programs being compared to each other by the quantity of courses offered, this category requires that programs be measured on the logic, coherency, and efficacy of the educational experience that entrepreneurship students undertake.

• School Performance Results: Examining the outcomes of a program, such as student performance and improvement, improvement in services provided by the program, and faculty productivity. The primary focus of this category is determining the improvements in student

performance. Such key measures might include student performance in specific courses, student demonstrations of key skills and knowledge through portfolios of original work that they create, measures of student satisfaction, and impact on the community (i.e., number of start-ups, students employed in new firms, students working in positions assisting new firms).

• Student Focus, and Student and Stakeholder Satisfaction: the process for determining student and stakeholder needs and expectations, as well as making comparisons of student and stakeholder satisfaction among other programs. This category accounts for 23 percent of the total evaluation score.

4. Measurable Goals and Assessments

a) **Specific, measurable, attainable goals that are time-bound leading to improved student achievement**

❖ Ensure that all students meet or exceed high academic standards and are prepared for the next educational level (fifth grade).

❖ Engage students in a cross-disciplinary learning environment centered in entrepreneurial enterprise.

❖ Connect learning and learners with the Topeka, Shawnee County economy.

❖ Connect school (students, faculty, and parents) with the Topeka community and economic solutions for the Topeka community.

❖ Adapt Vanderbilt curriculum (elementary through university) to Topeka, Shawnee County economics and create relevant-to-the-community learning opportunities.

❖ Introduce students to a variety of people and print resources (online experts, business and community mentors) as well as traditional research techniques and articles, including the library and Washburn University.

❖ Connect students and their teachers to online national experts and local school and community entrepreneurs and educational support services to analyze cases and reflect on solutions posed and process.

b) Stated goals consistent with the expressed "need" for the charter petition

Table 4
Comparison of Entrepreneurial Academy Charter Goals with Needs Identified

Goals	Need for the Sumner Academy Charter Petition
Ensure that all students meet or exceed high academic standards and are prepared for the next educational level (fifth grade)	The Entrepreneurial Charter Academy targets students completing the third grade or at risk of retention in the third grade who are below district and state standards in reading and math.
Engage students in a cross-disciplinary entrepreneurial learning environment centered enterprise.	Researchers suggest we can identify long term failure as early as the primary grades. Students who fail to thrive in the traditional academic environment may benefit from the meaning rich, practical hands on work experience connected to and modeled by the school founder, Ephren Taylor and community entrepreneurial role models who can offer them hope and demonstrate success from hard work and academic perseverance.

Connect learning and learners with the Topeka, Shawnee county economy.	Continuous focus on meaning and the connection between academics and the immediate local neighborhood success adds a structure to inform students and enrich the use of application of academic subjects: reading, math, writing.
Connect school (students, faculty and parents) with the Topeka community and economic solutions for the Topeka community.	Connection and communication of parents with students and teachers with the purpose of enriching and adding to the workforce and development of jobs in Topeka creates an agenda for meaningful links. This structure enriches communication to meet a purpose rather than communication for communication.

Adapt Vanderbilt curriculum (elementary through university) to Topeka, Shawnee County economics and relevant to the community learning opportunities.	Using research based, evidence based curriculum that have demonstrated evidence of promoting academic success and engaging students will heighten the chance for a successful school experience. Adapting the evidence based programming to the local community will enable students, parents and faculty to connect to it and connect it to the real life of constituents of the school.
Introduce students to a variety of people and print resources (online experts, business and community mentors) as well as traditional research techniques and articles including the library and Washburn University.	Connect students to the array of formal school supports (ELL, SPED, reading enrichment, math graphic analyzers) and to the rich human and print resources that are not traditional school supports broadens the opportunities for them to benefit from supports and establishes the community connection and purpose they often find lacking in traditional curricula which is text book focused.
Connect students and their teachers to online national experts and local school and community entrepreneurs and educational support services to analyze cases and reflect on solutions posed and process.	For reluctant learners, bombarding them with the richness of real life problems, help in solving and engaging in problem solving—captures interest and commitment because the school—students, parents, teachers—are focused with community members and field trips to explore solutions.

c) Academic and non-academic goals for student achievement are clearly outlined
The goals above include problem solving, development of expertise with cooperative learning,

and the development of social skills and shared work experiences as students join groups to

explore solutions and secure expertise from print and person experts.

d) Examples of qualitative and quantitative collection methods are included;

For the purpose of judging student production and progress along with entrepreneurial behaviors, the assessment rubric adds work products to quantitative assessment profiles of district and state assessments. Read 180, and Go Solve Math are initiated with established baseline performance scores, and parents and students receive weekly, monthly, and quarterly performance reports on work completed as well as objectives mastered and in progress. Entrepreneurial thinking will be tracked via a rubric that allots twenty points to content knowledge and twenty points to entrepreneurial

thinking.

	Level 0 - Beginner	Level 1 - Novice	Level 2 – Utilization	Level 3 - Proficient	Level 4 - Advanced
Market Research (2)	(0 pts) Target market is not identified.	(2 pts) Target Market identified, but lacks: 1) Wants or needs identified, 2) Competition, 3) Plan for Advertising and Promotion, 4) Pricing Plan	(4 pts) Target Market identified, plus 1 of: 1) Wants or needs identified, 2) Competition, 3) Plan for Advertising and Promotion, 4) Pricing Plan	(6 pts) Target Market identified, plus 2 of: 1) Wants or needs identified, 2) Competition, 3) Plan for Advertising and Promotion, 4) Pricing Plan	(8 pts) Target Market identified, plus 3 of: 1) Wants or needs identified, 2) Competition, 3) Plan for Advertising and Promotion, 4) Pricing Plan
Product or Service (2)	(0 pts) Idea is not stated.	(2 pts) Idea is vague, poorly stated and not developed. There is no evidence that the student combined knowledge in new ways or took a fresh or unexpected approach to the problem.	(4 pts) Idea is present, but not clearly stated and not well developed. There is little evidence that the student combined knowledge in new ways or took a fresh or unexpected approach.	(6 pts) Idea is clearly stated but not well developed. There is some evidence of combining knowledge in new ways and approaching the problem from a fresh or unexpected point of view.	(8 pts) Idea is clearly stated and well developed, with strong emphasis on combining knowledge in new ways and approaching the problem from a fresh or unexpected point of view.
Industry Analysis (1)	(0 pts) Factors are not listed.	(1 pt) The analysis of factors is barely mentioned, and omits a listing of special needs.	(2 pts) The analysis of factors is present but weak, and includes 1 or more of the following special needs for this type of venture: 1) equipment, 2) people 3) technology	(3 pts) The analysis of factors is present but not complete, and includes 2 or more of the following special needs for this type of venture: 1) equipment, 2) people 3) technology	(4 pts) The analysis of factors is thorough, clearly explained, and includes each of the following special needs for this type of venture: 1) equipment, 2) people 3) technology
Unifying Theme (2)	(0 pts) Purpose is not stated.	(2 pt) Some effort is made to state a purpose, but it is vague and ambiguous. The essay lacks focus and does not include: 1) A Vision statement or 2) A Mission statement	(4 pts) The purpose is presented, but is not clear and coherent, and not all parts of the essay support the purpose. The essay does not include: 1) A Vision statement or 2) A Mission statement	(6 pts) The purpose is clear and coherent, but not all parts of the essay support the purpose. The essay includes one or more of: 1) A Vision statement and 2) A Mission statement	(8 pts) The purpose is clear and coherent. All parts of the essay support the purpose. The essay includes: 1) A Vision statement and 2) A Mission statement
Financial (1)	(0 pts) Costs are not stated.	(1 pt) Description of costs is minimal, lacking major detail. It may mention, but does not explain, one or more of these: 1) Start-up costs, 2) Operational costs, and 3) Borrowing costs	(2 pts) Description of costs is present but lacks sufficient detail. It includes one or more of: 1) Start-up costs, 2) Operational costs, and 3) Borrowing costs	(3 pts) Description of costs is present, but is not thorough and complete. It needs more detail, but includes two or more of: 1) Start-up costs, 2) Operational costs, and 3) Borrowing costs.	(4 pts) Description of costs is thorough and complete, and includes a well developed discussion of each of: 1) Start-up costs, 2) Operational costs, and 3) Borrowing costs
Entrepreneurial Thinking (2)	(0 pts) Essay does not address the problem.	(2 pts) Essay lacks opportunity recognition, but includes one or more of the following: 1) Creativity, 2) Innovation, 3) Independent Thinking, 4) Risk/Reward, 5) Action Plan	(4 pts) Essay does not persuade, has major flaws, but includes two or more of the following: 1) Creativity, 2) Innovation, 3) Independent Thinking, 4) Risk/Reward, 5) Action Plan	(6 pts) Essay makes sense, but does not fully persuade. It includes three or more of the following: 1) Creativity, 2) Innovation, 3) Independent Thinking, 4) Risk/Reward, 5) Action Plan	(8 pts) Essay is persuasive, complete and coherent. The solution includes well-developed: 1) Creativity, 2) Innovation, 3) Independent Thinking, 4) Risk/Reward, 5) Action Plan
Total	(0 pts)	(10 pts)	(20 pts)	(30 pts)	(40 pts)

e) **Clear description of how formative and summative student performance data is used to show the identified levels of improvement for all students.**

The following table shows the various components of the curriculum and how progress in each

will be measured/assessed.

Table 5

The Relationship of Curriculum Components/Assessment of Each Curriculum Component

			Assessment		Work Products
Reading underachievers	District Reading Curriculum READ 180 (Scholastic)		District and State Assessments Individual Student Portfolios based on an analysis of Performance on State Assessment and District Assessment Read 180 provides weekly reports for teachers, parents, students	9 week grades	Participation in the Core Curriculum Individualized Portfolios Presented each 9 weeks to Showcase Test Scores, Materials covered, writing samples— self analysis of progress individual goals established with student, by team of parent/ grandparent/ faculty

Math underachievers	District Math Curriculum GoSolve Math (Scholastic)		District and State Assessments Individual Student Portfolios based on an analysis of Performance on State Assessment and District Assessment Go Solve Math provides weekly reports for teachers, parents, students.	9 week grades	Participation in the Core Curriculum Individualized Portfolios Presented each 9 weeks to Showcase Test Scores, Materials covered, math work—self analysis of progress individual goals established with student, by team of parent/grandparent faculty
English Language Learners	District Reading Curriculum Bilingual Instruction And Transitional Instruction via Tutoring and Read 180 Go Solve Math	ELL certified instructors			Participation in the Core Curriculum and Completion of Work in Read 180 Addition of Remedial/Enriched Curricula included in Individualized Portfolios Presented each 9 weeks to Showcase Test Scores, Materials covered,—self analysis of progress individual goals established with student, by team of parent/grandparent faculty

Students with Disabilities	RTI	SPED certified instructors			Participation in the Core Curriculum AND Completion of Work in Read 180 Addition of Remedial/Enriched Curricula included in Individualized Portfolios Presented each 9 weeks to Showcase Test Scores, Materials covered,— self analysis of progress individual goals per IEP established with student, by team of parent/ grandparent/ faculty
Students who are economically disadvantaged	All of the above				Participation in the Core Curriculum and Completion of Work in Read 180 Addition of Remedial/Enriched Curricula included in Individualized Portfolios Presented each 9 weeks to Showcase Test Scores, Materials covered,—self analysis of progress individual goals per IEP established with student, by team of parent/grandparent faculty

The Entrepreneurial Charter Academy will prepare students to show progress on district and state assessments. In addition, student progress will be measured in each of the support curricula: Read 180, Go Solve Math, and via the various support instructors, Title 1, Special Education and ELL staff. In addition, staff will prepare students through the development of individual targets in all subject areas, developed from individual performance in: a) state and district assessments; and, b) baseline measured from supplemental and support curricula and through authentic assessment measures, including growth in reasoning, problem solving, and demonstrated skills meeting the requirements of the entrepreneurial overarching curriculum:

1. The Entrepreneurial Charter Academy mission is to develop consumer-conscious, community-involved and business-engaged young citizens who hold academic, fiscal management, social and problem solving skills to contribute meaningfully to the Topeka economy.

2. To be a productive citizen of the Sumner Academy, each student must be capable of performing meaningful tasks in the real world.

To determine whether the student is successful and to develop the supports across the curriculum to make sure the student is successful, the Charter Academy will ask students to perform meaningful tasks that replicate real world challenges to see if students have met these goals.

Thus, various assessments drive the curriculum. Teachers will determine with the support of the Vanderbilt and Ephren Taylor Entrepreneurial Curriculum, the tasks that students will perform to demonstrate their mastery. With the approval of this plan, members of the Curriculum/Instruction and Assessment Subcommittees of the Entrepreneurial Charter Academy Site Council will refine the scope and sequence of the full fourth grade curriculum and begin to

develop instructional activities that will enable students to perform those tasks well, which would include the acquisition of essential knowledge and skills. This has been referred to as planning backwards (e.g., McDonald, 1992).

At the Entrepreneurial Charter Academy, we believe that we can teach students how to <u>do</u> math, <u>do</u> history, and <u>do</u> science, not just <u>know</u> them. Then, to assess what our students had learned, we can ask students to perform tasks that "replicate the challenges" faced by those using mathematics, writing business plans, creating marketing strategies, analyzing community demographics, and performing other skills as defined by local entrepreneurs and the business community.

Authentic assessments will complement traditional assessments. Teachers will teach to assessment measures defined by the Entrepreneurial Charter Academy Site Council. On traditional assessments, students are typically given several choices (such as selecting the correct answer; true or false statements; set matches) and asked to select the right answer. In contrast, authentic assessments ask students to demonstrate understanding by performing a more complex task, usually one representative of more meaningful application.

"Contrived to Real-Life" Assessments: It is not very often in life outside of school that we are asked to select from four alternatives to indicate our proficiency at something. Tests offer these contrived means of assessment to increase the number of times you can be asked to demonstrate proficiency in a short period of time. More commonly in life, as in authentic assessments, we are asked to demonstrate proficiency by doing something.

Recall/Recognition of Knowledge to Construction/Application of Knowledge: Well-designed traditional assessments (such as tests and quizzes) can effectively determine whether or not students have acquired a body of knowledge. Thus, as mentioned above, tests can serve as a

nice complement to authentic assessments in a teacher's assessment portfolio. Furthermore, we are often asked to recall or recognize facts and ideas and propositions in life, so tests are somewhat authentic in that sense. However, the demonstration of recall and recognition on tests is typically much less revealing about what we really know and can do than what can be demonstrated when we are asked to construct a product or performance out of facts, ideas, and propositions. Authentic assessments often ask students to analyze, synthesize and apply what they have learned in a substantial manner, and students create new meaning in the process as well.

Teacher-structured to Student-structured: When completing a traditional assessment, what a student can and will demonstrate has been carefully structured by the person(s) who developed the test. A student's attention will understandably be focused on and limited to what is on the test. In contrast, authentic assessments allow more student choice and construction in determining what is presented as evidence of proficiency. Even when students cannot choose their own topics or formats, there are usually multiple acceptable routes towards constructing a product or performance. At best, we can make some inferences about what that student might know and might be able to do with that knowledge. The evidence is very indirect, particularly for claims of meaningful application in complex, real-world situations. Authentic assessments, on the other hand, offer more direct evidence of application and construction of knowledge. Can a student effectively critique the arguments someone else has presented?   This is an important skill often required in the real world. Asking a student to write a critique should provide more direct evidence of that skill than asking the student a series of multiple-choice, analytical questions about a passage, although both assessments may be useful in select settings.

Teachers often feel obligated to teach to the test. Students need to learn how to perform well on meaningful tasks. To aid students in that process, it is helpful to show them models of good (and not so good) performance. Furthermore, the student benefits from seeing the task rubric ahead of time, as well. Authentic assessments typically do not lend themselves to mimicry. There is not one correct answer to copy. So, by knowing what good performance looks like, and by knowing what specific characteristics make up good performance, students can better develop the skills and understanding necessary to perform well on these tasks.

5. Facilities

a) Documents provide evidence that facilities are obtained and are consistent with the quality of other Topeka Public schools;

The facilities will be maintained by an experienced, certified HVAC technical engineer, who will use the same quality and insurance standards as other Topeka Public Schools' technical engineering staff use to ensure that the quality is consistent with 501's well-established maintenance exigencies.

This technical engineer will use the same standards for maintenance as the Topeka Public School's service center uses, which will include:
    1. Electrical/AV upkeep equipment to include: electrical (lighting, wiring, clocks, bells, intercoms, and fire alarms), vacuums, custodial equipement repairs, AV repairs, and security alarms.

2. Plumbing/HVAC: plumbing/boilers/heaters (gas)/steam fittings, HVAC (heat, ventilation/air conditioning, refrigeration, filters, mechanical pumps, kitchen equipment, and lawn irrigation.

3. Roads and grounds: mowing, nursery, snow removal, playground equipment, flag pole ropes, fencing, engraving, welding, and metal fabrication.

4. Carpentry/painting: doors, locks, keys, automatic closers, floors, carpet, tile, windows/glass, carpentry painting, ceramic tile, brick work, dry wall, plaster, and graffiti removal.

b) All required provisions are documented to include legal standards of zoning, code requirements, heating and air conditioning, safety, ADA, and all other applicable standards;

Required provisions will be well maintained and each provision will be documented to be reviewed as requisitions demand. The documents will inlucde the standards for zoning and code

enforcement. Requirements will be consistent and in accordant with federal, state and local requirements, and completely in harmony with the district policies.

Heating and air conditioning upkeep and maintenance will be under the direction of a certified HVAC technical engineer whose qualities, standards, and assurances for maintenance and facility upkeep are outlined in section 5 (a).

A daily and weekly safety check list will be adhered to. This checklist will include; fire extinguishers, key and locks, lights, electrical outlets, chairs, tables, and other classroom, library, and resource room equipment.

American Disabilities Act (ADA) standards will be consistent and in accordance with all federal and state laws that govern this act.

c) Fixed costs, maintenance costs and contingencies are included in the charter budget.

To answer the question in this section, a comparison study was conducted where we took several USD 501 schools and researched the fixed costs of maintaining the property, fluctuating costs of maintaining the property, and contingencies for unknown future problems.

The properties we've selected for this comparison were: Highland Park Central (HPC), and Hope Street (HS). The cost of maintaining those properties were each under fifty cents per square foot per month. Using those same calculations, our anticipation is that we will be able to maintain this property, including the aforementioned fixed and fluctuating costs, at the same rate.

PRIMARY PLAN

The long-term plan is that the historic Sumner Elementary School will be used for the

Charter school. However, considering its present state, the Sumner School facility may not

available or adequately renovated to be ready for the beginning of the 2009-2010 school year.

Therefore, a secondary site has been selected to serve as a facility that would accommodate the

needs of the Charter school should Sumner School not be ready for use. The Charter committee

has toured property at 2055 SW Clay Street. This property is currently advertised as available for

lease from Ken Schmanke of KS Commercial Real Estate Services, Inc. This property formerly

served as the office and services site for the Family Service and Guidance Center. This 12,474

square foot building will provide adequate space for classrooms, food service, library, meeting

rooms, offices, reception areas, storage areas, and a playground.   Investor Ephren Taylor would

lease this facility for the Charter school at the rate of $3.37 per square feet for the year

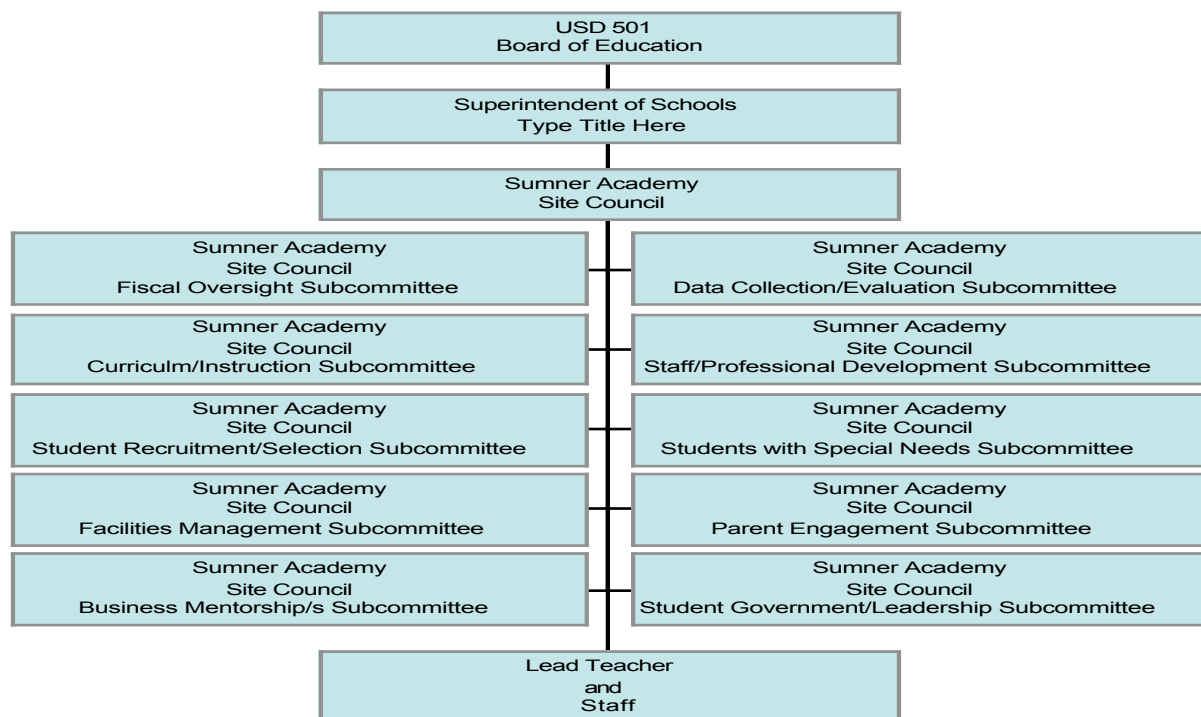($42,037.38) or $3,500 per month ($42,000).

SECONDARY PLAN

Once the purchase and subsequent renovations have been completed, the Charter will

operate from the historic Sumner School. Presently, this facility is targeted for sale by the City

of Topeka through an auction. Investor /Developer Ephren Taylor and his corporation, City

Capital Corporation, has communicated with the Topeka City Council on September 23, 2008

their intent to assist Community First, Inc. in the purchase of this building and then partner with

Urban Development Partners to oversee the renovation and restoration of this school to a state of

adequate use as an entrepreneurial Charter school and a community center. This 32,000 square

foot site will provide abundant space for provide classrooms, office space, meeting rooms, and

all other needs for the viable operation of a Charter school program.

6.Petition includes a detailed description of management responsibilities for curriculum and instruction, staffing, special needs students, oversight of grant finances, data reporting and school leadership. (The school governance affirms the decision making authority of Topeka Public Schools.) Terms and conditions of employment , certification and experience required to meet the "needs of the charter are specifically articulated. A well designed staffing plan is present that is aligned with the mission of the school and district. There is a complementary professional development plan coordinated with the District professional development plan.

a) Detailed description of management responsibilities for curriculum and instruction, staffing, special needs students, oversight of grant finances, data reporting and school leadership

The Charter Academy Site Council will be primarily composed (51%) of parents of children

currently enrolled who will advise school leadership in the management of the curriculum and

instruction, staffing, special needs students, oversight of grant finances, data reporting and school

leadership. The following organizational chart, Figure 6, represents the management structure

for the school. With the emphasis on entrepreneur training and leadership development for

students and parents who have been disenfranchised from the existing school structure and

decision-making membership, the Sumner Academy will engage, using existing USD 501

management structures, parent and youth voice in all management aspects of the school

operation.

USD 501 Board of Education

Superintendent of Schools Type Title Here

Sumner Academy Site Council

Sumner Academy Site Council Fiscal Oversight Subcommittee	Sumner Academy Site Council Data Collection/Evaluation Subcommittee
Sumner Academy Site Council Curriculm/Instruction Subcommittee	Sumner Academy Site Council Staff/Professional Development Subcommittee
Sumner Academy Site Council Student Recruitment/Selection Subcommittee	Sumner Academy Site Council Students with Special Needs Subcommittee
Sumner Academy Site Council Facilities Management Subcommittee	Sumner Academy Site Council Parent Engagement Subcommittee
Sumner Academy Site Council Business Mentorship/s Subcommittee	Sumner Academy Site Council Student Government/Leadership Subcommittee

Lead Teacher and Staff

Site Council Members are identified below. Each will serve for a term of three years—

would be good to make this read like the site councils or board of education.

Atty. LaRonna Saunders
Mariela Ferrell
Ruben West
Tynika Cook
Josh Saunders
Travis Sellers
Debra Sabb
Aaron Edwards
Parents 51% of students currently enrolled at the school.
Students

Advisory Board Members—what are these people supposed to do.

James Price
Dr. Jane Adams
Dr. Beryl New
Donna Mathena Menks
Karla Meggison
Todd Schell

Parent Engagement

Parents whose children meet the selection requirements will be asked to sign a parent investment contract to support the school.   With an accepted enrollment, contingent on parent participation and written commitment to the program, parents will be enrolled in a five-Tier program based on the Keys for Networking curriculum.

<u>Tier 1: Recruiting Parents as Full Participants/Decision Makers</u>

Tier 1 parents will enroll in the following:

- 1 hour: operating features of the Charter Academy

- 1 hour: invitation to the Site Council and parent options for involvement throughout the school: tutoring, orienting new parents, data collection, field trips, supervising before and after school hours, homework assistance.

- 1 hour: contract commitment advising

- 1 hour: how to observe student performance in classroom

To complete Tier 1, parents must complete the contract and complete three hours of introductions to the Charter Academy, including a two-hour visit to the child's classroom.

Total time expected: 5 hours

<u>Tier 2: Welcoming Parents as Change Agents</u>

Tier 2 parents will enroll in and complete the following:

- Complete 2 hour training in supporting homework

- Complete 2 hour training in learning strengths and developing parent student teacher learning compacts

- Complete 2 hour class in supporting classroom activities

- Create a homework zone at home and document, for one month, homework oversight.

- Complete comparison of parent vs. child learning strengths, and strategies to use strengths where teacher style does not match learning preferences.

- Participate in weekly parent events and Wednesday afternoon entrepreneurial sessions

- Volunteer for 1- 5 hours preparing instructional materials, serving as office assistants, assisting with homework after school, or other school activities with teachers and students.

<div align="right">Total Time Commitment: 15 hours</div>

Tier 3: Becoming Instructional Partners

- Complete 3 hour course on Connecting with the Teacher to Assure Academic Success
- Complete 3 hour course on instructional strategies of entrepreneurial education, Read 180, English Language Learning, and Special Education.
- Participate/meet commitment in one area of management, one area of tutoring, one area of event planning/sponsoring field trips, etc.
- Complete evaluations of activities to advise improvement for other parent participation

<div align="right">Time Commitment 25 hours</div>

Tier 4: Managing School Resources/Governing the School

- Complete 3-hour course on school management and oversight, expectations of site council members, attend any three Site council subcommittees of choice.
- Complete one hour interest inventory of school involvement opportunities: newsletter, supervision of programs before/after school hours, welcome/orientation to new parents, mentoring new parents to school, applying for membership to Site Council Subcommittees, joining Entrepreneur Business group to mentor students in career development and Vanderbilt case analysis, tutoring in specific subject areas, etc
- Join and participate as member of one of nine committees of the Charter Academy Site Council.

<u>Tier 5: Networking with other Parents</u>

- Complete training to support other parents, to encourage other parents to consider the Charter Academy, to mentor parents with difficult to manage children at the Charter and elsewhere.

- Offer name and experience to assist other parents, provide mentoring time to explain programs, support parents to pursue supports necessary for child to perform whether through ELL, special education, Title 1, etc.

Total Time: 25 hours

Student Engagement

Students who elect to participate in the Charter Academy will be required to sign a contract stating their commitment to adhere to the principles of the Charter and to volunteer for peer support, school support, and governance support activities, such as the following:

- peer tutoring during the extended day, before and after school;

- office proctor and building upkeep duties, before and after school;

- member of the Site Council, representing the student voice in the Charter program.

a. **Affirm the decision making authority of the Topeka Public Schools**

b. **Specifically articulated terms and conditions of employment, certification and experience required to meet the "needs" of the charter**

General staff will include:

Five classroom teachers (one teacher for every ten students)

At least two will be certified special education teachers

At least two will be English Language Learner certified

Two will serve as Lead Teachers to share supervision of the program

Two paraeducators

This salary would be paid by the District and would not be encumbered in the Charter budget. Allocation would be based on SPED enrollment.

One administrative assistant

Will also serve as coordinator for mentorship and parent support programs

One building custodian

This salary would be paid by the District and would not be encumbered in the Charter budget.

Hiring practices will follow USD 501 requirements and use the resources of the district to recruit them for teaching with the Charter school. All teachers, in addition to having met the requirements to teach in USD 501, must also have successful classroom experience and have demonstrated an excitement for teaching an entrepreneurial curriculum to high-risk students in a small classroom setting.

Teacher candidates will also be interviewed by a team comprised of the Site Council Staff Selection/Professional Development Subcommittee and respond to questions that demonstrate their creativity and investment in this model of teaching. Questions will be developed and scored by the Sumner Academy Site Council. All staff will be screened by the District to rule out unsatisfactory employment records, present drug use, and any other factors that would deem the applicant as unemployable for a school setting. Staff must also have a current health screening and certification of freedom from infectious disease, such as tuberculosis.

Staff will contract with the District and the Charter school for an eleven-month duty year, with commensurate salary to accommodate the extended school year and all hours beyond a typical duty day.

c. **Well-designed staffing plan that is aligned with the mission of the school and district**

The Charter will operate on a twelve-hour-a-day schedule, opening at 7:00 a.m. and closing at 7:00 p.m. Tutoring and enhanced learning opportunities will be offered between 7:00 a.m. and 8:30 a.m., and again between 4:30 p.m. and 6:00 p.m. Teachers, mentors, and volunteers will tutor. Classroom instruction will occur between 8:30 a.m. and 4:30 p.m. daily. With the focus each year on one cohort of students, beginning with fourth graders (adding another cohort each year), the teaching staff will focus on developing a cohesive social structure where students and teachers work and learn together as a community of problem solvers developing and implementing a new curriculum, but also developing a school where the people (students, parents, teachers) most impacted by the model have voice in what, for whom, and how the learning happens.

By emphasizing the strategy of developing the working schedule and outcomes for one class (fourth grade) and adopting cross-subject connections, the flexible schedule enables staff to focus on the needs of students rather than on coordinating the schedule. Each day, students will have uninterrupted time for reading, math, and writing in 120-minute blocks.

With this large block schedule, five dedicated teachers will be able to assist students in a very small classroom setting, facilitating their success to master basic standards for USD 501 students while pursing community-focused cases requiring action research, cooperative learning,

and data analysis. Following is the full-day schedule for Monday, Tuesday, Thursday, Friday,

and the morning schedule for Wednesdays.

Table 5

Schedule: Monday, Tuesday, Thursday, Friday

	Teacher 1 ELL certified	Teacher 2 ELL certified	Teacher 3 SPED	Teacher 4 SPED	Teacher 5 General Ed (1.0 FTE PE and Music)	Paras 2
7:00 7:30	Arrive and eat breakfast	Arrive and eat breakfast	Arrive and eat breakfast	Arrive and eat breakfast	Arrive and eat breakfast	
7:30 8:00	Affirmation Tutoring Indep. Activ. Team Planning	Affirmation Tutoring Indep. Activ. Team Planning	Affirmation Tutoring Indep. Activ Team Planning	x	Affirmation Tutoring Indep. Activ. Team Planning	x
8:30-10:30	Reading	Reading	Reading	Reading	Reading	
10:30-11:30	English/Spanish instruction	English/Spanish instruction	English/Spanish instruction	English/Spanish instruction	English/Spanish instruction	x
11:30-12:10	Lunch Recess	Lunch Recess	Lunch Recess	Lunch Recess	Lunch Recess	
12:10-12:30	Silent Sustained Reading time	Silent Sustained Reading time	Silent Sustained Reading time	Silent Sustained Reading time	Silent Sustained Reading time	x
12:30-2:30	Math	Math	Math	Math	Math	
2:30 3:30	English/Spanish instruction	English/Spanish instruction	English/Spanish instruction	English/Spanish instruction	English/Spanish instruction	
3:30-4:00	Social Studies Science Computer	Social Studies Science Computer	Social Studies Science Computer	Social Studies Science Computer	Social Studies Science Computer	
4:00-4:30	PE	PE	PE	PE	PE	
4:30-7:00	Afterschool Act Snacks, Tutoring Physical Act	Afterschool Act Snacks Tutoring Physical Act	x	Afterschool Act Snacks Tutoring Physical Act	x	

On Wednesday afternoons, following lunch, students will address Vanderbilt case studies and meet with community advisors who will help them identify problem statements, identify person and print resources, serve as respondents to solutions posed, and offer direction to the process from the real world perspective. They will also meet with their contractual mentors to discuss their business projects and their present grades. These two sets of activities will alternate from week to week. On the 1st and 3rd Wednesday of each month, students will participate in practical application exercises; visit with business leaders, entrepreneurs, and community experts; and take field trip visits to lab sites, job sites, and other community resources. Parent and community volunteers will transport students to activities away from the school site. Community First organization will also provide van transportation.

A sample curriculum for the 1st and 3rd Wednesday follows:

Table 6

12:30	All school meeting to review the Vanderbilt case, which would involve a closed business across the street. Students will dive into solving this case. The student team will prepare the case and present it via power point to the others in the group. Five students and one teacher would prepare the presentation and deliver it to the other four teachers and 45 students.

1:00	Students divide into Internet groups to brainstorm how to attack the problem. Teachers present SOLVE technique to offer process for problem solving related to:
	    d. Customer demographics – studying who is the target customer base for the business;
	    e. Traffic analysis – potential to draw customers in any location;
	    f. Quality of service;
	    g. Break-even income and loss;
	    h. Business plan;
	    i. Interviewing past customers for their impressions of the reason for the closing, need for new business in the location;
	    j. History of the business in Topeka and in Kansas and the U.S.A. exploring the question of why this business is good for Topeka;
	    k. Researching news articles;
	    l. Identifying past employees, administrators/managers regarding work conditions, problems drawing customers, reasons for closing;
	    m. Interviewing new businesses (i.e. Spangles, laser bowling lanes, new dog shelter);

	n. Employee impact on community – where did these employees go, what did they make, loss of jobs – impact on economy with jobs gained or lost; o. Tour arrangers to establish protocol for field trips to these sites selected – develop letters, contacts, and database to thank people and invite them to speak.
1:30	Students hear four downtown or East Topeka business owners or staff talk about closing of business/ reopening problems in a panel presentation. These business owners could come from China Inn, Falleys, the former mall buffet, or White Lakes business owners. Business mentors are selected based on the Vanderbilt case chosen and are specific to the case situation. Parents may also be invited to these presentations.
2:15	Nutrition Break
2:40	Student groups, limited to five per group, will report back to the whole group their action plan. Parent volunteers will be needed to help with this activity. Students will present to their own groups to polish their presentation before presenting to the whole group.
3:30	Whole group presentations with ratings for each presentation as well as identification of who participated, and how.
4:30	End of required school day. Work that has been done in these sessions will carry over to the following school day for application in the students' reading class, writing class, and math class and continue as the current topic for the week.

On the 2nd and 4th Wednesday of each month, students will meet with their personal mentors. Each student should have at least three contracted personal mentors. Students and their families who stay for the extended day curriculum on Wednesdays will share Pot Luck Dinner provided by adult volunteers and/or restaurants from 4:30 p.m. to 5:00 p.m. Tutoring and family game activities will follow from 5:00 p.m. until 7:00 p.m.

Table 7

	1st and 3rd Wednesday Schedule			2nd and 4th Wednesday Schedule
12:30-4:30	Review the Vanderbilt Cases Field Trips Consultations with Business Partners/Mentors (Nutrition Break at 2:15)		12:30 – 2:00	Mentors' Day – 3 mentors per child: Parents, Grandparents, Business partners, Staff. Mentors will visit with their student about his/her project and academic progress.
4:30 – 5:00	Pot Luck Dinner		2:00 – 2:15	Nutrition Break
5:00 – 7:00	Tutoring Family Game Night Activities		2:15 – 4:30	Special Activities: Junior Achievement Volunteer John Williams; Character Education Volunteer Telisa Haggerty
			4:30 – 5:00	Pot Luck Dinner
			5:00 – 7:00	Enrichment Activities Tutoring Family Game Night Activities

p. **Complimentary professional development plan coordinated with the District professional development plan.**

The following vision for supporting students who have become disengaged from the educational process and are at risk for school failure is one that all staff must embrace in order to adequate meet the learning needs of students at the Charter:

➢ Improving student learning, whatever it takes;

➢ Concern about every student;

➢ Following the thematic entrepreneurial curriculum;

➢ Participating in all professional development activities related to the entrepreneurial curriculum, dual language instruction, action-oriented research and problem-solving with adults invested from the community business environment.;

- Reflecting and researching current pedagogy;

- Collaborating with colleagues, students, parents and with community members;

- Ethical administration of formative and summative assessments;

- Use of assessment data to drive instruction and curriculum enhancement;

- Emphasizing higher-order and critical-thinking skills in instruction.

Not only will the Site Council Subcommittee on Staff/Professional Development screen teacher candidates for demonstrated competency with the above, but the Subcommittee will also require that each teacher selected develop a professional development agreement to add to these skills. With an agreement to this vision as the foundation for professional development, all instructional staff will participate in daily, weekly, and other planned staff development opportunities to complete the skills needed to deliver to the mission and vision of USD 501 and the Charter Academy. Staff will participate in the entrepreneurial meeting that will guide the common curriculum for the week.

On the Thursday and Friday following the Memorial Day holiday, staff members will be trained to implement the goals and curriculum for the four-week entrepreneurship summer program by Ephren Taylor and/or members of his staff, such as Dr. Marvin Lawrence, who piloted this program during the summer of 2008.

7. Petition includes an efficacious and comprehensive budget that includes consideration of startup funds and financial sustainability following grant fund availability. Additional information supporting each budget category (i.e. specific costs descriptions, breakdowns, calculations, rationale, etc.) is included. Budget figures are accurately reflective of anticipated student enrollment, cost of facilities, staffing, and programming expenses. Each respective section of the petition is addressed in the budget in a clear, concise manner. The proposed budget does not create a financial disadvantage for existing Topeka Public Schools or the District as an organization.

a) An efficacious and comprehensive budget that includes consideration of startup funds and financial sustainability following grant fund availability

Sumner Entrepreunurial Academy

Sumner Academy School Income	2009-2010	Rate	4th	2010-2011	Rate	4th - 5th	2011-2012	Rate	4th - 6th
Estimated Enrollment (total number of students):	50	4.433	$ 221,650	100	4,433	$ 443,300	150	4.433	$ 664,950
Estimated Weighted Bilingual Education Enrollment:	20	0.395	$ 35,021	30	0.395	$ 52,531	40	0.395	$ 70,041
Estimated At-Risk Student Enrollment:	50	0.456	$ 101,072	100	0.456	$ 202,145	150	0.456	$ 303,217
Estimated IDEA funds, based on December 1 count (1440 per)	10	0.31	$ 13,742	20	0.31	$ 27,484	30	0.31	$ 41,226
Estimated Title 1 funds	50	1000	$ 50,000	100	1000	$ 100,000	150	1000	$ 150,000
Ephren Taylor Contribution (leasing building/maintenance)			$ 200,000			$ 200,000			$ 200,000
Ephren Taylor Contribution (purchase of bld, upgrading/maintenance)									
Estimated Title 1 Resources (Teacher or Para)	.5 Teacher 1 Para			1 Teacher 1 Para			1.5 Teacher 1.5 Para		
Estimated Special Education Resources (Teacher or Para)	1-2 Teache 2-3 Paras			2-3 Teache 3-4 paras			3-4 Teache 4-5 Paras		
Total:			$ 621,485			$ 1,025,460			$ 1,429,435

Sumner Academy Elementary School Program	2009-2010		5 teachers	2010-2011		10 Teachers	2011-2012		15 teachers
1000 Teacher Salary (based on average salary of $42,777, 11 months)	5 FTE	42777	213,885	10. FTE	42,777	427,770			525,000
Music & P.E. Teachers	0.25	42777	10,694	1.0 FTE		42,777	1.50 FTE	42777	64,166
Substitute Teacher (Per Occurrence/90 per day)		90	3,600	80	90.00	7,200	120	90.00	10,800
Secretary / Administrative Assistant	.5 FTE	20000	10,000	1.0 FTE		20,000	1.0 FTE		20,000
Support Staff / Paraprofessionals (2*$1440 month x 11 months)	2 FTE	15840	31,680	44.00	1440	63,360	66.00	1400	92,400
Operations / Maintenance (Custodian)	1.00	26000	26,000	1.00		26,000	2.00	26000	52,000
Social Worker/Counselor	0.50	40000	20,000	1.00	42777	42,777	1.50	42777	64,166
Subtotal Personnel			315,859			629,884			884,532
2000 Benefits			0			0			0
.20 x total salaries	0.2	315859	63,172	0.2	629,884	125,977	0.2	884,532	176,906
Payroll Total:			**379,031**			**755,861**			**1,061,438**
2700 Field Trips (1 per month, bus rental @ $250 per)			2,750			2,750			9,000
4000 Former Family Service & Guidance Center Lease	12	3,500	42,000	12	3,500	42,000	12	3,500	42,000
Building & Grounds Including Utilities, Telephone & Insurance	12	12,000	144,000	12	12,000	144,000	12	12,000	144,000
Building Total:			186,000			186,000			186,000
6000 Read 180 System (In-kind donation by Keys for Networking)	45,000								
Equipment (desks, etc., inkind donated by Community First)	10,000					10,000			10,000
Technology Equipment (lap tops for staff and students)	60	560.00	33,600	60	560.00	33,600	60	560.00	33,600
Microsoft Office Home and Student 2007	60	69.99	4,199	50	69.99	3,500	50	69.99	3,500
Memory 1GB	60	20.00	1,200	50	20.00	1,000	50	20.00	1,000
Non-Instructional Supplies (orientation & assessment)			7,500			10,000			10,000
Instructional Supplies			7,204			10,000			10,000
Software/Equipment Total:			53,703			68,100			68,100
Subtotal: Fieldtrips, equipment, bld/mainter			242,453	0	0	256,850	0	0	263,100

Budget Summary:	2009-2010			2010-2011			2011-2012		
Total Estimated Program Income			$ 621,485			$ 1,025,460			$ 1,429,435
Total Estimated Program Expenses			$ 621,485	$ -	$ -	$ 1,012,710	$ -	$ -	$ 1,324,537
Budget Difference			0.60	0.00	0.00	12,749.55	0.00	0.00	104,897.30

65

b) Budget figures accurately reflect anticipated student enrollment, cost of facilities, staffing, and programming expenses

c) Respective sections of petition addressed in the budget in a clear, concise manner

d) Proposed budget does not create a financial disadvantage for existing Topeka Public Schools or the District.

The proposed budget creates no additional costs to USD 501. Community First has secured

funding and the commitment for funding from nationally recognized entrpreneur Ephren Taylor.

8. Appendices
a. Community Support
b. Curriculum

Appendix a. Community Support

Following are letters from members of the Topeka community expressing their support of the Sumner Charter Entrepreneurial Academy. It is evident that a number of leaders who represent a broad spectrum of the public citizenry also recognize the need to develop an alternative program which will give at-risk, failing students an opportunity to receive intense, practical instruction using an entrepreneurship model. The skills that these students will gain will not only benefit themselves but will benefit the Topeka community, as well.

Appendix b. Curriculum Examples:

The Case of the

Neighborhood Market Renaissance

The Problem

Late one warm Indian summer afternoon, at the end of September, Jeff Collins and Jaleel Barnes, both 5th graders at Northside Elementary School, were sitting on the front steps of their school. They were waiting somewhat impatiently for their sisters to appear. Their sisters, Terry and Rasheena, had stayed after school for an Art Club meeting.

School had been over since 3:15 pm – and it was now approaching 4:30 pm. Soon all four of them, Jeff, Jaleel, Terry and Rasheena, would be heading down the street the four blocks to their homes before it got dark. Jeff and Jaleel had known each other since Kindergarten. They were best friends and spent almost all of their free time together. As was usual for them in September, they had been playing on the playground since shortly after dismissal. Both sisters had joined the Art Club this year and it met each week after school. Jeff and Jaleel did not mind at all. They had spent the afternoon free time playing hard and having fun. Now, Jeff and Jaleel were hot and sweaty. The afternoon sun was warm on their faces. Playtime had been fun, but now they were tired. As they sat still, they caught their breath.

First, Jeff and Jaleel had played on the playground equipment. Each boy had slid down the twisting fire engine red slide many times. Then, Jeff and Jaleel had hung upside down on the monkey bars. They had chased each other up to the crow's nest and pretended it was a fort. If that wasn't tiring enough, for the last twenty minutes, the boys played football with two boys from Mrs. Jackson's class on the wide-open area of the playground.

Jaleel turned to Jeff and asked rhetorically, "Do you want to go inside for a drink of water?" Jaleel already knew the answer. They weren't dying of thirst, but it felt like it. Both boys knew instinctively that inside the front door and down the hall, about twenty-yards, was the coolest drinking fountain in the school. The water fountain was located outside the nurse's office at the end of the hall. They could almost hear the compressor running. But, both Jaleel and Jeff also knew that any second Terry and Rasheena would probably come bursting through the front double doors of the school. Jeff gave Jaleel a knowing glance and licked his dry lips. Jeff could still taste the dirt from the playground on his lips from when he had been tackled. Then Jeff said, "Well…we might miss our sisters." Normally, the girls would come out the main doors. But, if they went to Rasheena's or Terry's locker on their way out of the building, they would probably come out the lower side door. If the boys went to the drinking fountain, they would not be able to see them.

In that case, Jeff and Jaleel might miss them if they both went to get a drink. Neither one wanted to go home and face their mom's if the girls missed them. That meant the girls would have to go home alone. Although it was only a few blocks away, the prospect of the girls on the street without their big brothers – who weren't really that much bigger - didn't seem like a good idea. Jeff responded, "Nah. Let's wait a few more minutes. If they don't come soon, you can go to Mr. Kent's Art class and see what's up. Then you can get a drink while I wait here." Both boys nodded in agreement. They turned their faces back into the warm sun.

As they gazed forward across the street, the closed mini-market seemed to stare back at them. Danny's Market had been a neighborhood business for almost 50 years. It had closed last summer in late June. The owners, Danny and his wife Noreen, retired. Neither of Danny's kids had wanted to take over the market. There was a "For Sale or Lease" sign taped in the window with a name and number written in black ink.

It seemed the market had always done reasonably well and it had been a real convenience. The market had been, for over fifty years, the social crossroads for the neighborhood. It seemed that everyone used to run into each other at the store. Every time Jeff or Jaleel had gone into the store, it seemed that Danny had asked them about their grandmother, mom, dad or other relatives. And Danny knew everyone in the neighborhood. However, in the last few years, neither Danny nor Noreen had been as upbeat as they had once been. They always seemed to be complaining that business was down. This seemed to be due to the new supermarket that had opened up eight blocks away a couple of years before.

As Jeff admired the store, he remembered going there often with both his grandparents. When Grandpa was alive, it was a favorite outing for them both. He thought back and remembered sitting on the old fashioned, round soda fountain stools and spinning around at the counter. He recalled the old-fashioned pop coolers filled with delicious ice-cold soda. The thought of the overflowing candy racks made Jeff's mouth start to water. He thought about all the treats and how he used to munch on the penny candy on his way home. Then Jeff stated "Boy, I sure wish Danny's was still open," as he came fully back into the present moment.

Jaleel looked intently at the store. He said, "Yeah, me too." Jaleel pointed to the "For Sale or Lease" sign and said, "I wonder why no one has opened the store back up?" "Huh – I don't know," Jeff echoed back. "It sure was nice having Danny's open across the street. Remember how in the summer it was really fun to go there. We used to get ice cream on the really hot days when we were coming home from the pool." Jaleel said thoughtfully, "Yeah…and there used to be a line there everyday after dismissal from school. Danny used to have to limit the number of kids in the store. He used to give everyone a three minute time limit."

Both boys scrutinized the vacant store and building. They seemed to momentarily forget about being hot and sweaty and the warm afternoon sun. Jaleel thought for another moment. Then his face seemed to transform into a thoughtful expression filled with purpose. He stated, "I wonder what it would take to open Danny's up again?"

Both boys considered the question. A big Pepsi truck pulled up to the red traffic light and stopped. The driver glanced at them and then turned back to the light. The boys watched the light

turn green. The Pepsi driver roared off up the street as if he was late for his next stop. For a long minute, neither boy said anything as a dozen cars passed in both directions.

Finally, Jeff broke the silence. He stated knowingly, "You know, Danny's used to do a pretty good business in the mornings and afternoons from all the kids in school." Jaleel thought about it and then added, "My mom, dad and Uncle Joe always said Danny's had great coffee and donuts in the morning." "Yeah!" Jeff responded. "They used to be really busy at lunch time, too." Jeff continued, "They used to serve pizza slices and sandwiches for lunch, right?" Jaleel answered, "Yes – they did… but I don't think they made them at Danny's." "You know, I bet another store would do really well if it opened" Jeff answered. Jaleel responded saying, "Yeah, another mini-market would sure be nice. A sandwich shop or even a donut shop would probably do pretty well, too."

Another four or five cars pulled up to the light from both directions. The cars waited for the light to change. The boys looked at all the waiting cars. Then, they looked at each other. Jaleel said knowingly, "I bet fifty or even seventy-five five cars have passed us by in the last five minutes." Jeff counted out loud to eleven as the light changed again to green. "Well, there were just eleven cars stopped at the light," Jeff continued. Three more cars passed quickly by the corner as they sped up and tried to beat the light. Now the light changed from green to yellow and then to red. Two other cars, from both directions, slowed to a stop and waited at the light. Jaleel thought out loud and said, "I bet there is enough traffic going by here everyday to support a mini-shop like Stewarts or a cool sandwich shop." Jeff pondered the idea for a moment. Then his eyes came into sharp focus and he said, " I bet we could get someone to open Danny's up again."

Jeff sat up straight. He looked back and forth from Jaleel to the store several times. Suddenly, an excited smile spread across his face. An idea was forming. Jeff stated with enthusiasm, "I bet we could get a petition started. We could have all the kids in school sign it." Jaleel's voice picked up Jeff's enthusiasm. Jaleel stated, "I know probably half the school would go there everyday on their way home." Jeff added, "Besides, a lot of people in the neighborhood used to pick up milk there most every night. Almost everyone we know used to pick up their coffee, paper or something else there on their way to work in the mornings too." Jaleel added quickly without much of a pause, "And, Uncle Joe used to say how he'd like to run a place like Danny's."

Both boys started to talk more excitedly. The idea took hold of both of them and they stood up. "Do you think… Jeff," Jaleel pondered, "Do you really think we could get someone to open the store up again?" "I bet we could," Jeff responded as if he knew for sure. "Yeah, I think we could too," Jaleel almost shouted back.

Just then, they heard laughs and familiar voices. Terry and Rasheena came through the side doors. Both girls had colorful Art posters in their hands. Jeff and Jaleel waved and smiled. They did not respond with that much enthusiasm however…since they didn't want their sisters to think that they were too glad to see them.

Jeff shouted to the girls, "Come on, we've got to get home. But first, let's go across the street for a minute. Jaleel and I need to look in the windows of Danny's before we head home." The girl's looked puzzled. They shrugged their shoulders and shifted their hold on their posters as they

walked toward the boys. "All right… I guess," Rasheena stated "but not too long or Mom might get mad". Terry added, "We'd better not get into any trouble because of you guys." Jaleel shot back. "It will be ok. We'll fill you in on the way home." Jeff added, "Yeah, he's right…It will be ok."

They all merged together on the sidewalk in front of the school. Jeff and Jaleel looked at each other. They all looked both ways. Seeing nothing coming in either direction, they said almost in unison to the girls - "Let's go". The four of them ran across the street into Danny's small parking lot. They all ran up to the window to look inside. Jeff and Jaleel wanted to refresh their memories about the inside of the store. It seemed dark and lonely inside. The empty soda counter, soda coolers and candy racks were just like

they both remembered. The store's empty shelves were clearly visible through the dirty glass. They could even see all the way to the back of the store where the walk-in freezers were found.

Rasheena pulled on Jaleel's shirt and said forcefully, "Let's go before it gets any later." Jeff and Jaleel took one last look inside the store. Then, they turned to follow their sisters. Their sisters were already several steps ahead of them. Jeff hollered to the girls, "Wait up, we've got to talk to you about our plan." They all hurried up the street toward home.

Resources

Guiding Thought…

"Whether you think you can, or that you can't, you are usually right." by Henry Ford

Introduction to Entrepreneurship
Young Entrepreneurs Web-sites

http://ye.entreworld.org/

A magazine for teen entrepreneurs.

http://theeplace.org/

The e-Institute for entrepreneurship.

http://youngbiz.com

A young entrepreneurs site.

Business Plan Information

http://theeplace.org/youngebusinessplanoutline.htm

A business plan outline.

http://businesstown.com/planning/creating-plan.asp

A site that helps you create your business plan.

http://www.toolkit.cch.com/text/P02_0001.asp

A site that has a Business Owner's Toolkit: Total know-how to starting a small business.

http://smallbusiness.yahoo.com/resources/business_plans.html

Yahoo's business planning information page.

http://www.sbaonline.sba.gov/starting/indexsteps.html

The Small Business Administration's advice on starting a business.

http://allbusiness.com/articles/content/BP_article01.asp

A site that includes business planning pitfalls.

http://allbusiness.com/articles/content/BP_article02.asp

A site that tells why businesses fail.

Government Web-sites

http://www.treasury.gov/kids/

The U.S. Treasury departments web-site for kids.

http://uschamber.chamberbiz.com/sb/startup.asp

The national Chamber of Commerce website.

http://www.sbaonline.sba.gov/starting/

The U.S. Small Business Administration's website.

http://www.census.gov/main/www/cen2000.html

The U.S. Census Bureau's demographic information website.

Teacher Links

http://www.store.ncee.net/ncee/elschool.html

The National Council on Economic Education's web-site for elementary schools.

http://www.econedlink.org/lessons/index.cfm

The National Council on Economic Education's site for lessons for K-12 educators.

http://www.dallasfed.org/htm/educate/about.html

The Federal Reserve's Bank of Dallas K-12 educators site.

http://www.jumpstart.org/

A site that jump start's individuals for personal financial literacy.

http://entre-ed.org

An entrepreneurship education web-site.

Following are some documents to help students reach solutions and prepare plans:

Danny's Facts

Business Plan

Online Experts and their Roles in the Project

Mrs. Mary Anderson

Retired School Administrator, Schenectady Chamber of Commerce School-to-Work Liaison and Mentor Coordinator

Dr. Lenora Boehlert

School Administrator

Dr. Raymond Colucciello

Retired School Superintendent

Mr. Mark Gugino, Esq.

Attorney at Law, Entrepreneur and Real Estate Specialist

Dr. Hollis Palmer

School Administrator, Author, Book Publisher, and Entrepreneur

Mrs. Jan Smith

Manager -- External Communications and Public Relations

GE Power Systems

Guiding Questions

1. What positive benefit and role does a "neighborhood" store play in a local community?

What can be done to support neighborhood businesses?

2. Why did Danny's Market's close?

What impact did the closing of Danny's have on this local school and community?

Is this a unique or unusual problem?

Is it part of a trend that points to a bigger problem?

3. What uses could Danny's Market now be used for?

How might potential opportunities be advertised to interested businessmen or businesswomen?

What local, city or state support is available to people interested in opening a new business?

4. What cost factors must be considered in planning for new uses of Danny's?

How would a new business support itself?

What would the monthly and yearly expenses be for the property?

What income potential could a new business expect when successful?

Products

Phase One - Where are we now?

Write a one-page essay describing the issues surrounding the closing of Danny's store? Explain how the short and long term effect of these issues must be addressed in order for a business to remain profitable and successful over time.

Phase Two - Gather the Data, Do the Research & Make A Plan!

Building on the considerations addressed in Phase One, choose one of the following options for your group:

Design and develop a business plan for Danny's to be reopened as a neighborhood market and convenience store. Be sure to address all of the concerns in Phase One that caused the store to close in the first place. Consider all the possible support available to new business owners as well as the potential liabilities and expenses facing new business owners.

Design and develop a business plan for using the vacant store in some other way. Consider the positive or negative impact a new business could have on the neighborhood and school. Also, consider all the possible support available to new business owners as well as the potential liabilities and expenses facing new business owners.

Phase Three - Sell Your Plan!

After consulting with your Online Experts, you will finalize your plan. You will then present your plan to the experts. Your presentation should be well thought out, creative and provide a solid business plan to address the problem. The presentation may include the following: Artwork, transparencies, posters, Power Point presentations, skits, plays, music or other appropriate props.

General Information

Each part of your plan should take no less than one-half of a page and no more than a full page to complete. Students should make use of available classroom resources and materials. If typed on a computer, please use double spacing. All complete parts of the plan will be presented to the panel of judges for final evaluation. This panel of judges will be made up of entrepreneurs, educators and other appropriate community members.

This case was developed by Mark Davey, EdD and was the case used for his dissertation. It can be used as the framework for other similar situations.

!!!Entrepreneurs in Action!

Developing the Entrepreneurial Spirit

Learning in Action!
A Cross-disciplinary Problem-Based Learning Environment for Entrepreneurship

Middle School Cases

The Case of the Disappearing School

Test Version 1.0
(A Work in Progress)

Terry Goodin, EdD
Vanderbilt University

The Case of the
Disappearing School

Introduction

In order to reach a solution in the Case of the Disappearing School, it might be helpful for you to know some of the facts about the community. The imaginary town of Grandview is modeled after the real town of Goodlettsville, Tennessee. The town is part of Metropolitan Davidson County (Nashville) but has many of the functions of local government.

Goodlettsville City Hall

The Gateway School, which inspired this case, is located within the Gateway Subdivision in Goodlettsville. This area is made up of residential homes, with approximately 125 homes within a one-mile radius of the school grounds. In addition, there are two major apartment complexes and one large section of town homes also close to the school. Two more apartment complexes are within one and one-half miles.

Rivergate Mall Entrance   Rivergate Mall

Located close by is one the Nashville's largest retail centers. Rivergate Mall, with four department stores, over 150 stores and 15 eateries, provides the major source of the town's tax revenues. More information about the town's financial condition is included in the article "City Manager Conveys Status of Goodlettsville" published in the March 24th edition of The Goodlettsville Gazette. Links to more information are included below under the heading "Resources."

Learning Vignette -- The Case of the Disappearing School

Jonathan Bell, twelve years old, sat quietly on a short concrete wall overlooking his school's playground. Nobody else was around, he thought. It was Saturday afternoon, and the Grandview Heights School playgrounds were deserted. He was considering that rather remarkable fact as he gently turned over a stone with the toe of his right shoe. The underside of the stone was damp

and Jonathan noted with idle interest the vanishing end of an earthworm as it withdrew into its small hole.

"I don't blame you," he said to the worm. "There's not much to do out here." He looked around. It was strange, this silence in a place so normally alive with the sounds of young voices. *Why is it so empty?* he wondered to himself. With a sigh, he scooted off of his perch on the low wall and began a meandering trek up to the school building. The sun was warm on the back of his neck, but the breeze was chilly and brought with it the lingering memories of recent snows. Reaching the shadows of the white brick building, Jonathan shivered and quickly stepped around its cool corner and into the sunlight.

"Well, hi there, Jonathan!"
The boy started, looked up, then broke into a grin.
"Hi, Mr. Binkley!" It was the Grandview Heights School Principal, with an armload of books and papers. "What are you doing here on a Saturday?"
"I might ask you the same question!" returned Mr. Binkley, smiling as he shifted his load and faced the curious boy.
Jonathan glanced around at the empty playground. "Well, I was going to play ball or something, but no one showed up."

"Why is that, do you think?"
"I guess they thought it was too cold." Jonathan shivered again, folding his arms and rubbing the outsides of them briskly with his hands in an effort to warm them.
"That's probably right." Mr. Binkley started toward the school, then paused. "Say, Jonathan, some of the teachers are working inside today and they have just made some hot chocolate! Would you like to come in and warm up?"

"You bet! Thanks a lot!" Jonathan followed Mr. Binkley in through the wide glass front doors. The entrance to Grandview Heights School opened into a building that was functional, if not overly attractive. Jonathan had heard his dad, who was an architect, say that the school was well built, but with only ten classrooms, a library and a cafeteria it was "just not big enough anymore to do the job."

Classroom	Library
Cafeteria	Kitchen

"Go right on into the cafeteria. I'll just drop these papers off and catch up to you." Mr. Binkley's voice trailed off in the direction of the office. Jonathan turned to the cafeteria and pushed the swinging door open just enough to see into the large room. Several teachers were sitting at one of the tables, talking and laughing, with notebooks and papers scattered about in front of them. He really didn't want to go in without Mr. Binkley, but it *was* warm in there and the smell of hot chocolate *was* tempting! He pushed the door open a little wider. Suddenly one of the teachers said something to the others, and they all turned and looked right at him! *Oh, no,* he thought, *they'll think I don't belong in here.* He glanced around. Where was Mr. Binkley? "Jonathan? Is that you?" It was Mrs. Anderson, the librarian.

"Uh, yes ma'am." He edged into the room, letting the swinging door bump him from behind. "I, uh, I mean, Mr. Binkley said, well, it was cold, and…" His voice seemed to get caught up in the back of his throat. He cleared his throat and made another attempt. "Well, you see, it's cold outside and my friends didn't come to the playground. And then I was coming around the school and I saw Mr. Binkley, and he said…"

"And he said for you to come in and have some hot chocolate!" Mr. Binkley's booming voice finished the sentence from behind him. "So, come on in and have some! Mr. Perkins, would you be so kind as to pour some hot chocolate for this young man? He's just about frozen to death! Jonathan, come on over here and sit at the end of this table." Glad that Mr. Binkley had finally appeared, Jonathan followed him over to the big table where the teachers were working. Mr. Perkins smiled at him as he handed him a steaming mug of hot chocolate and some napkins.

"So, where were we?" Mr. Binkley inquired of the group in general. Everyone began to move their papers about, shifting their cups and retrieving pens and notes.

Mr. Perkins spoke up. "We just finished with the curriculum plan for the next six weeks, and we are ready to talk about the end of the year plans." His voice droned on, and Jonathan began to look around. It was odd, being in here with the teachers, almost as if he was a silent observer of a top-secret military meeting. *It's General Binkley, Captain Perkins, and Lieutenant Anderson, and they are planning to take over the world!* He shook his head. He was going to have to watch that imagination!

Mr. Perkins was just finishing "…because we want to say a proper 'good-bye' when we close Grandview Heights School." Everyone at the table was suddenly very serious. There was no laughter, no smiling, no sipping of hot chocolate, not even any notes being taken. It was as if time had frozen in place with everyone looking off into the distance, lost in their own thoughts. Jonathan looked around, just realizing that Something Really Big had just taken place while he was daydreaming about military conquests. He noticed that Mrs. Anderson had taken a tissue out of her purse and was dabbing at the corner of her eye.

"It just doesn't seem right, somehow," she blurted out. "Grandview is such a good school! I just don't understand why it has to be closed!" She put the tissue to her face again. "Why, I've worked here for twenty-four years myself! There are others with more time here than that! The parents and kids like this school, and it is important to the community for it to remain open!"

"We've been through all of that, unfortunately." Mr. Binkley's voice was softer than usual, as he looked around the room. "The decision is not ours to make." Suddenly, he flinched, as if struck, and turned to look down the table at Jonathan, who sat round-eyed, with a forgotten mug of hot chocolate before him. "Jonathan, I'm sorry. I forgot about your being here!" He nodded at the boy's questioning look. "Yes, I'm afraid it's true. Grandview is scheduled to close at the end of this year."

All at once, Jonathan Bell didn't want any more hot chocolate. He didn't want to play ball with his friends. He had forgotten all about being cold. He just wanted to go home. "Mr. Binkley," he said, "I'd like to go now."

"Sure, son, go ahead. And, I'm sorry if our talk has upset you. You see, I thought everyone knew about the school. It was announced several weeks ago."

"That's OK. I'll see you all later." Jonathan was out the door and on his way home. His house was just a block away from the school, and he made it in record time. Bursting through the door, he called, "Mom! Mom, where are you?"

"Hi, son! I was just about to call you in. It's too cold out there still!" Jonathan's mother was always worrying about him.

The words came out in a rush. "I'm fine, mom. Nobody showed up but Mr. Binkley let me in the school and I had some hot chocolate and I got real warm and the teachers were having a meeting and did you know that they are going to close the school?"

"Yes, I did, son. Remember your dad and I talking about it? It seems that the school district has plans that just don't include good old Grandview Heights School."

"But what about the school? The building is still in good shape. They just paved the parking lot and put new doors on it and everything!"

His mother thought for a minute. "Maybe you're right, Jonathan. I guess there could be some good use for that building. It has always been an important part of the Grandview community, after all."

"That's right! There has to be some use for it - some way for us to still have the school as a part of our neighborhood."

"Well, then. What do you suggest?"

Jonathan thought hard, but nothing seemed to come to him. He went to his room, lay down on the bed and stared at the ceiling with his hands clasped behind his head. He shut his eyes and imagined the old Grandview School building as a... as a... suddenly his eyes flew open and he sat bolt upright in the bed!

"Mom! Mom! Can I use the phone for a minute? I have to call Bobby and Kate!"

Excited about the idea that he'd just thought of, Jonathan barely heard his mother call back, "It's 'may I use the phone' and yes, you may."

He reached for the receiver and began to dial. Just wait until they heard this one!

Questions

1. What do you think is Jonathan's big idea?

2. Use the resources listed below to come up with one of your own!

Resources

Online Experts and Their Roles In The Project

Mrs. Monecca Brewer, Parent and Teacher

Mr. Damon Cathey, Parent and Assistant Principal

Mr. Randy Cline, Alderman

Mr. Bill Geiger, Real Estate Broker

Mr. Jeff Helbig, Assistant School Superintendent

Mr. Gary Key, Business Leader

Mr. Ted Ridings, Entrepreneur, Former School Board Member

Mrs. Patti Yon, School Principal

Links

Here are some good starting points for you, and some clues to keep you going!

The Disappearing School Slide Show This show will give you an idea of what the school and its grounds really look like!

Old Center School Pictures This page gives you a look at the other elementary school in the area, which will be expanded to hold the students from the school that is closing.
Clue: Do you need to know some more background about the area?

Here are some links to sites which will tell you more about Goodlettsville, Tennessee and Gateway School (the town and school that inspired this story).

http://gazette.nashville.com/

http://www.rivergate-mall.com/

http://www.goodlettsvillechamber.com/

Clue: Are you looking for reasons why the school is being closed? Go to the Nashville Schools Home Page at http://www.nashville-schools.davidson.k12.tn.us/ and check out the link called "school improvement plan." Also, you could look for articles from the local newspapers. Here are some links to local stories that might give you more clues!

http://www.amcity.com/nashville/stories/1998/03/02/editorial2.html

http://www.amcity.com/nashville/stories/1998/05/18/daily9.html

http://www.amcity.com/nashville/stories/1998/07/13/editorial1.html

http://www.tennessean.com/sii/99/04/13/transbar13.shtml

http://www.tennessean.com/sii/99/01/26/deseg26.shtml

http://www.tennessean.com/sii/00/02/09/schoolbrd09.shtml

http://www.tennessean.com/sii/99/01/27/deseg27.shtml

Clue: Do you need help with the elements of a business plan? Click on the link below.
Business Plan Elements

Guiding Questions

1. Why is Grandview Heights School closing?

    --What does the "demographic makeup" of the Grandview community have to do with the closing of Grandview Heights School?

    --What impact will closing the school have upon the community of Grandview? What role does a neighborhood school play in a community's growth?

2. What are other options to closing the school?

    --How would those options be carried out?

    --To what other use, besides public schooling, could the Grandview Heights School be put?

    --What factors must be considered in the planning for other uses for the property?

3. How would the property support itself, financially?

    --What expenses are associated with the property?
    --What ongoing costs must be paid if the facility is used in some other way?

--What sources of income might be created?

Products

Phase One - Where Do I Stand?

Write a one-page essay describing issues connected with the closing of Grandview Heights School. List them as pros and cons in an argument for or against closing the school.

Phase Two - Doing the Research

Building on Phase One, choose one of the following two written projects: 1) Create a plan for the continued use of Grandview Heights School as a public school, being sure to address all of the issues you identified, or 2) Create a business plan for using the facility in some other way.

Phase Three - Taking It Public!

Present the plan to a group of community leaders for judging. The presentation should be creative, and may include such elements as artwork, video or audio production, posters, overhead transparencies, computer-based multi-media presentations, acting, music, etc.

This case was developed by Terry Goodin, EdD and was the case used for his dissertation. It can be used as the framework for other similar situations.

¡¡¡Entrepreneurs in Action!

Developing the
Entrepreneurial Spirit

**A Cross Disciplinary, Innovative, Online
Entrepreneurship Curriculum Development Project**

**Los Lunas Manual
Test Version 1.0
(A Work in Progress)**

R. Wilburn Clouse, PhD
Vanderbilt University

TABLE OF CONTENTS

Legal Forms For Your Company

Acknowledgements ………………………………………………………………..

Introduction

The work environment will change drastically in this millennium. Twenty-first century entrepreneurs, if they are to succeed, must think differently and more creatively. Much of the current schooling process teaches students how to work inside a structured and oftentimes bureaucratic organization. It teaches certainty.

We envision schools that teach about uncertainty, helping students learn how to deal with ambiguity and how to manage chaos. Instead of reinforcing uniformity and conformity, we need to develop citizens who will be creative and original thinkers, who will "make jobs instead of take jobs." We want Americans to be prepared to compete effectively in tomorrow's multicultural global economic environment.

Learning Theories

Every person has the potential for entrepreneurial thinking. From pre-school age, children show entrepreneurial tendencies. Too often, the formal schooling process moves them away from entrepreneurial thought, shutting them into intellectual "boxes." It is our job as educators to help break these walls down, and to assist in the growth of entrepreneurial thinking. *Entrepreneurs in Action!* was designed with that goal in mind. Using the "whole-part-whole" teaching model (See Diagram 1), teachers can link learning with real-life applications (Clouse & Goodin, (2001a,b); Clouse, Goodin & Aniello, (2000); Clouse, Goodin & Helbig, (1999). Student projects progress

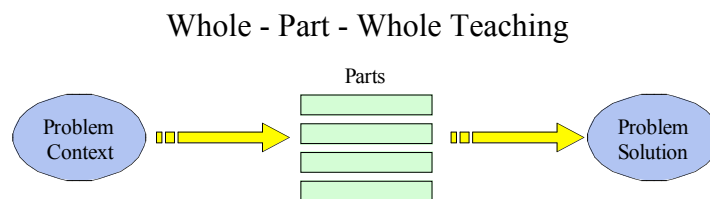Whole - Part - Whole Teaching

Diagram 1.

from the local to a global scope and from simple to complex topics and ideas. One unique feature is the use of "Online Experts" to relate local real-world situations to traditional curricular goals. The program is offered at all educational levels and in multiple locations.

Relating subject matter to the real needs of students has never been easy to do, and it seems that it is getting more difficult all the time. Changes such as the shift in demographics, the growth of populations with special needs, and overcrowding are just a few of the factors which prevent good teachers from connecting the needs of the individual child with the curriculum. On top of that, it seems that just when they think they have a handle on it, teachers are given a new program to implement. Increasingly, school systems are adopting more demanding curricula and expecting teachers to deliver the content in meaningful ways. Often, overwhelmed educators resort to a lecture/memorization model of teaching and learning in an effort to satisfy the requirements of the new programs (Donsky, 1999). Rather than solving the problem, such

methods seem to make matters worse. In many cases, children are able to master the material for a test but show little ability to transfer that learning into other domains. How can we overcome this obstacle?

There is a body of research that suggests that one way to involve children in the kind of learning which transfers to other tasks is to employ teaching methods built around the concept of situated cognition. Authors Brown, Collins, and Duguid (1989) hold that students learn more effectively if they are presented materials in realistic contexts. In such scenarios, students can attack problems from a "global" perspective, actually using the tools of their cognitive "trade." Thus, students who learn to "think like a mathematician" are more likely to solve problems mathematically. How does it work?

The Cognition and Technology Group at Vanderbilt University (1990) argues that situated cognition goes hand in hand with a concept called "anchored instruction," in which problems are anchored (situated) in a videodisc-based problem-solving scenario, which is naturally interdisciplinary. One of the fundamental principles is the use of problem presentations that contain all the data necessary for a solution. By focusing on the holistic nature of the task, learners are able to employ a variety of problem-solving techniques that may be grounded in altogether different disciplines.

There are numerous examples of situated cognition in action, some of which are included as references in this project. One such is the Jasper Woodbury Series, which was produced by Vanderbilt University (CTGV, 1997). The goal of this work is to "help people understand the kinds of problems and opportunities that experts in various areas encounter, and to see how experts use knowledge as tools to identify, represent, and solve problems" (CTGV, 1997, p. 24). As a second goal, the authors state the desire to encourage viewing problems from "multiple points of view" in an effort to have students integrate knowledge from different domains.

This project is built along the same lines. It is targeted at students at many levels. Its goal is to help them to integrate math, science, and social studies skills through a contextual teaching method. Our intention is to present a problem scenario and to have your students react by solving the problem using the skills you are already teaching them and the clues provided in the story. Put simply, this is an opportunity for them to put their knowledge to a "real-life" test, or at least to that of a close simulation of the real world!

Certain prerequisite skills need to be in place prior to undertaking this project. For example, students need to be familiar with group projects, using computers for research and presentation, and must have the ability to create and present an idea to others.

Process

Case studies have been developed around several issues related to innovation, creativity and entrepreneurial thinking. The cases are designed to encourage students to see opportunities that others often do not see, when viewing the case or real-life issues.

Each case is designed for a particular learning group and will contain a problem-based scenario, guiding questions, resources, online experts and an evaluation process. Learning strategies will be used to encourage students to look for entrepreneurial solutions, while dealing with social and economic issues. Students will be introduced to the case and information about the process, including the use of computers for research and online experts. Students will be given the freedom to identify their own issues from the case and to develop a solution or a plan

to help solve the issues. Students present the final product in a group presentation before a panel of the experts. The plan should include all elements shown in Diagram 2. A presentation of this plan design, complete with descriptions of the associated elements, is available at http://entrepreneurship.vanderbilt.edu/curricul.htm. In addition, several resources are included in appendix form at the end of this manual.
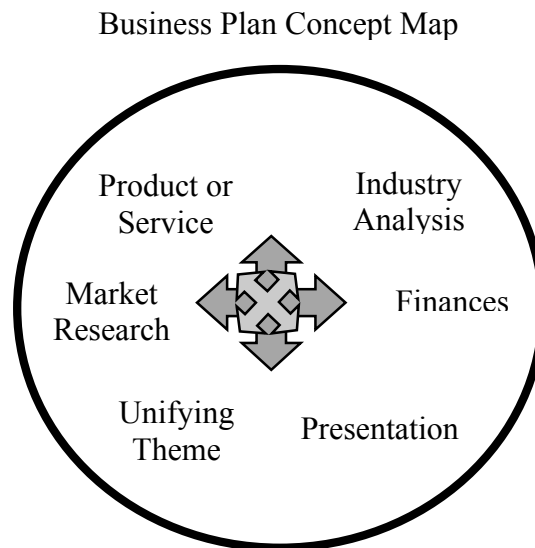
Business Plan Concept Map

Diagram 2.

Evaluation

The evaluation process is designed to support the work of the teacher in his/her regular classroom, as well as measuring the success of the Entrepreneurs in Action program.

Assignment 1 - Students will write a two-page essay describing the issues in the scenario. This is an individual exercise. The essay will be analyzed for writing style, problem identification and creative vision for a solution to the issue.

Assignment 2 - Students will work in groups to discuss the essay and to discuss the issues and possible solutions. Students may combine ideas as they move to the next step. Students will conduct research on their ideas identified in their groups and develop a plan of attack. Students will write a daily journal about their group work. The journal will be analyzed to study trends in the thinking process.

Assignment 3 - Students will develop a group presentation about the issues and how they can be solved. Students will be assessed on creativity of the solution, presentation methods and feasibility of the solution.

Daily Schedule

Each case is designed as an interdisciplinary unit, which may take as little as three weeks, depending upon the level of cooperation among teachers. It could be taught in a single classroom, but we recommend that Social Studies, Math, Language Arts and Art teachers work together on the unit. Physical Education and Music teachers may also participate, depending upon the solutions proposed by the students. Although it may begin in any classroom, we feel that it is best suited to start off in either Social Studies or Math. The following time line is offered as a general guideline for how to proceed with the unit, and may be altered to fit the needs of your situation.

Schedule of Events

Day #	Student Activity	Time	Evaluation	Teacher Role(s)
1	Pre-tests	:45	Reflective Essay	Monitor
2	Read Problem, Form Groups	:45	Daily Logs	Facilitator/Coach
3-8	Group Work*	:45	Logs, Concept Maps	Coach/Facilitator/Instructor
9-11	Presentation Preparation	:45	Logs, Concept Maps	Coach/Facilitator
12-13	Presentations	:45	Feedback Forms	Evaluator
14	Post-tests	:45	Reflective Essay	Monitor
15	Class Celebration			Host

* (Just in Time Learning Phase: Gather Data; Explore Business Plan Components; Watch Videotape; Problem-Solving; Access Online Resources.)

Introduction

The family of young Maria Alverez has a problem. Worse, it seems that Maria is the only one in her family to see it. Her parents, pre-occupied with news of an impending drought, don't seem to realize that her younger brother, Hector, is gradually becoming involved with a group known for its criminal activity. Hector is restless and bored, saying he has "nothing to do." Maria understands how he feels, because there really isn't much for a teenager to do in the high New Mexico desert. What should she do? She doesn't want to have to tell her parents about it, but at the same time she wishes that they would notice. She is fretting over the problem when suddenly trouble breaks.

Signs of a Storm

Maria Alverez was enjoying her day, walking along the road on her way home from school. She glanced up at the sky, squinting slightly at the sunlight, and looked for a sign of rain. There was none. There hadn't been any rain in several weeks, which was not so terribly unusual in the high desert of New Mexico, but she couldn't help but wonder what the effect would be if there was a serious drought. Already she had noticed a drop in the level of the irrigation ditches, and she had heard her parents talking about the decline in the water level of the Rio Grande.

I wonder what's causing that? She thought idly as she made her way along the hard packed dirt road toward the house where she lived with her mother, father and her younger brother, Hector.

Hector - now there was a problem waiting to happen, and it seemed that her mother and father were blind to it. Hector wasn't a bad boy, but he was hanging out with the wrong crowd and it was only a matter of time, Maria knew, until some of the crowd's bad habits started to rub off on him. Just the other day someone, or a group of "someones," had broken into the school and vandalized several of the classrooms. When Maria had mentioned it to Hector, he had just laughed and told her not to make such a big deal out of such a small thing. Besides, he had told her, there was nothing to do around there. He felt bored, and was tired of just sitting around the house after school. His grades had suffered, he always seemed angry, and Maria felt like somehow she was losing her brother. She hadn't said anything to her parents about it, but she was afraid that he knew something about the school break-in. She just hoped that he wasn't one of the guilty vandals that everyone was talking about.

She was about to turn up the lane to her home when she heard the roar of a car's engine approaching from the direction of the house. She stepped aside to get out of the way and paused as the oncoming vehicle bore down on her in a cloud of enveloping dust. Realizing that she was going to be covered in the fine, reddish dust, she stepped further away from the road, tripping as she did on a fallen branch. Stumbling backward, she looked down at the ground, fighting to regain her balance. By the time she had righted herself, she had just a glimpse of the car as it went rushing past. For a moment the image did not register itself in her mind. Then, as she realized what she had just seen, she stared after the vehicle in shock. Already disappearing around the distant curve in the road was the county sheriff's patrol car, and in the back seat, his face a tight mask of anger, sat Hector!

Forgetting her irritation at being "dusted" by the patrol car, Maria went running up to the house. Mounting the front porch steps, she slammed open the door and dashed into the kitchen. Her mother sat at the kitchen table, her head bowed, her hands clenched in front of her.

"Mother, what happened?" Maria nearly shouted. Her mother looked up at her, and slowly her face contorted into a painful grimace.

"I don't know. I just don't know. They came and took Hector. I don't know what to do." She began to cry, helplessly. Setting her books down on the table, Maria put her arms around her mother's shoulders.

"Mama, it'll be alright. Don't worry. It'll be alright. Have you called Daddy?"

"Not yet. He's just getting off from work. He'll be home soon. What are we going to do? How could this happen to us? I thought everything was fine! How does something like this happen?"

Maria thought about that for a minute, as she held her mother close. Perhaps now was a good time to talk about what was causing the problem. Maybe there was some way of preventing it from happening to others, or even some way to keep Hector from going too far. She leaned back, looked into her mother's tear-filled eyes, took a deep breath, and said, "Mama, let's talk."

What will Maria suggest? What is your solution to the problem?

Resources

Every plan must contain certain features in order to be judged feasible. View these Business Plan Elements (FREE resource at http://entrepreneurship.vanderbilt.edu). You may also review this web site for information about entrepreneurship development.

<u>Online Experts and Their Roles In The Project (Fill in their names and contact information here.)</u>

Local Entrepreneur(s) _____

Accountant _____

Attorney at Law _____

Real Estate Broker _____

Commissioner or City Planner _____

Local Government Representative _____

Architect _____

Local Social Agency Representative _____

Banker or Developer (Funding Representative) _____

_____

<u>Links</u>

Here are some good starting points for you, and some clues to keep you going!

<u>Web Sites Related to Business Start-Ups</u>

1. Entrepreneurship Education Forum will give you a starting point for all of your research into entrepreneurship. Go to the home page and follow the button marked "links."
http://entrepreneurship.vanderbilt.edu

City Planning -- General

1. Resource for Urban Design Information (RUDI) "RUDI is a multimedia Internet resource for teaching, research and professional activity in urban design and its related disciplines." Includes links to case studies, bibliographies, urban design journals, and more.
http://rudi.herts.ac.uk/rudi.html

2.UMRG Internet resource guide (Urban Morphology Research Group) Directory of Web resources relating to urban morphology.
http://www.bham.ac.uk/geography/umrg/umrg.html

3.Urban design and new urbanism (Cyburbia) Many links to full text papers & other resources for urban design, the new urbanism, etc.
http://cyburbia.ap.buffalo.edu/cgi-bin/pairc/urbn_des

4. The Association for Community Design Inc. (ACD) is a national membership organization composed of people who have formed centers dedicated to a development practice with the capacity to combat policies that contribute to the persistence of poverty.
http://www.communitydesign.org/

5. The Pratt Institute Center for Community and Environmental Development (PICCED) was established in 1963 to create a partnership between Pratt Institute's Department of City and Regional Planning and local organizations that were struggling to address issues of urban deterioration and poverty. This is the links page for that organization, which includes many sites that may be relevant to city planning.
http://www.picced.org/resource/links.htm

City Planning -- New Mexico

1. Consensus Planning - consulting firm in landscape architecture and urban design. Services encompass residential design to large-scale commercial development studies and layout.*
http://www.consensusplanning.com/

2. Bohanan Huston, Inc. - services include civil design, planning, photogrammetry, surveying, and software development.*
http://www.bhinc.com/

3. Architects Studio - offering planning, architectural and interior design, and construction administration services.*
http://pw2.netcom.com/~rossmall/frameset.htm

4. Kells + Craig Architects - projects include community, recreational, cultural, health care, performing arts, banking, and retail facilities, as well as master planning and historic preservation.*
http://www.kellsandcraig.com

5. nmAPA Online! New Mexico Chapter of the American Planning Association
http://www.nmAPA.org/

6. Sites Southwest -- General information about southwest area planning *
http://www.sites-sw.com/

7. Entranco - a multi-service engineering and environmental consulting firm dedicated to meeting the public works, infrastructure, and private development challenges of the West. *
http://www.entranco.com/

8. Horizons, Inc. specializes in providing leading-edge photogrammetric services. This team of photogrammetrists, engineers, GIS specialists, and mapping technicians provide mapping products, especially aerial photographs. *
http://www.horizonsinc.com/

Los Lunas Sites

1. Welcome to Los Lunas -- This site is devoted to giving a brief, virtual tour of Los Lunas, New Mexico both photographically and with a few words. *
http://www.wcp-nm.com/ll/

2. Los Lunas Chamber of Commerce -- This site contains information about the local business climate in Los Lunas, and includes information about the overall growth and development of the area. *
http://www.loslunaschamber.org/

3. Valencia County Web Page -- This is a general information website containing many links to other sites that may be of interest to you.
http://www.co.valencia.nm.us/

* Useful as online resources or possible sources of online experts

Guiding Questions

1. What are the underlying issues revealed in the story about Maria and Hector?
   a) **Parent-child relationships and dialogue.**
   b) **Rise of gangs in the area and why some young people join gangs.**
   c) **Brother-sister relationships.**
   d) **Lack of constructive after-school activities for students.**

2. What are the root causes of these problems? What do population shifts have to do with the problems you have identified?

3. What is significant about the lowering of the water levels in the Rio Grande river?

(Note: The drop in the water level reflects increased water usage by businesses and the increased population upriver. The long-term effect of this population growth and economic development is a possible extension of this problem.)

4. How can businesses react to these problems? What should the role of business be, and what types of businesses would best resolve some of the issues you have identified?

Instructor Notes

Learning Objectives

Learners will gain the following knowledge and skills from this project:

1. To understand the composition of a basic business feasibility plan (Knowledge, Comprehension).

2. To understand how the parts of the business plan work together to form a workable plan of action (Application/Analysis).

3. To judge the feasibility of a simple business plan (Evaluation).

4. To appreciate the role that small business owners play in the development of a community (Affective).

Product(s)

Phase One-Where Do I Stand?

Write a two-page essay describing issues connected with the problem(s) dealt with in the scenario above. List them as pros and cons in an argument for or against your proposed solution. In groups, discuss your ideas and decide on one idea or a combination of ideas that the group will work on as a group project.

Phase Two-Doing the Research

Building on Phase One, create a plan for your solution, being sure to address all of the issues you identified. Make sure that your solution is economically viable and community friendly.

Phase Three-Taking It Public!

Present the plan to a group of community leaders for judging. The presentation should be creative, and may include such elements as artwork, video or audio production, posters, overhead transparencies, computer-based multi-media presentations, acting, music, etc.

Assessment

LO#1. To understand the composition of a basic business plan.

Business Plan Logbook (Empty Outline, Minute Paper Combination) -- To be filled in after viewing the introductory video, and after each class session, this is both a formative and summative assessment and incorporates daily "talk-back." Each student will fill in the definitions of the business plan phase covered in their group activity for the day. There will be a section of journal in which they will also write any notes of observations that they make, questions that they generate, and responses from both teachers and online experts. At the end of the unit, each student should have a completed logbook.

LO#2. To understand how the parts of the business plan work together to form a workable plan of action.

Concept Map -- This exercise is somewhat like drawing a "web." Using figures (like circles and boxes) to represent concepts, and by connecting them with lines and arrows, the student begins to graphically represent understanding of complex relationships and influences (See Appendix B). This assessment has the advantage of appealing to those students who relate to the world better through the senses of vision and speech, and is both formative and summative in nature. As the unit progresses, each student group will create a concept map of the business plan's different parts. They will add to it as they reach understanding of how the many parts interact.

LO#3. To judge the efficacy of a simple business feasibility plan.

Class Modeling -- This reflects the culminating project, the development of a business feasibility plan. Two groups of evaluators are employed, volunteer experts(see the list of consultants for advice) and peers. Each will judge the worth of the group's business plan. The judges will fill out an evaluation form as the groups are giving their presentations, making recommendations for improvement, deciding whether these plans deserve to be pursued, and supporting their evaluations with reasons. Students will have their own feedback forms.

LO#4. To appreciate the role that small business owners play in the development of a community (Affective).

Reflective Essay -- Before beginning the unit, students will write a one-half page summary on the role of small business in the community's development. The prompt for this paper will be the phrase "To help keep young people out of trouble, our community needs a _____." At the end of the unit, they will write a two-page essay on a similar topic, and detailing their experiences with this project.

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Appendix A

Discussions, Activities and Extensions

Teachers should help guide the students to see unusual opportunities to solve the case. Here are some possible topics and activities that you may choose to use during the course of the project:

1) Have students talk about relationships with parents.
2) Have students talk about relationships with siblings.
3) Have students talk about gangs in the area and why some become involved with gangs.
4) Have students talk about other ways of relating to groups.
5) Have students dream up ideas for after-school activities.
6) Steer students toward some type of business venture that is of interest to them.
7) Once some business idea has developed in the groups, teach students how to develop a business plan.
8) Show the video "The E in Me." Focus on qualities of entrepreneurship that related to solving the problem at hand.
9) For background information, have students look up web sites to show in the case.
10) Using Just-in-time teaching, have students work on developing the venture's name and mission statement.
11) Continuing, have students develop a description of the venture.
12) Develop a cost analysis for the venture.
13) Develop a management team (i.e. CEO, CFO, etc.). Teach the students what these are and have them identify with the title.)
14) If possible, have students make a decision about the type of legal entity their venture should be (i. e., sole proprietorship, partnership, corporation, non-profit corporation, etc.).
15) Have students understand their competition and local requirements.
16) Have students present their ideas using PowerPoint or other technology to the class at the end. Also, have a written document turned in as the final product (See Products).

Teach students good format for the written feasibility plans. The plans will be reviewed and scored as a means of evaluation.

Appendix B

Developing a Mission Statement

The following is offered as a guide to developing a company mission statement.

_____ [produces or provides] _____
Name Of Company   *Choose One*   *What You Do*

for _____. Our market is _____
          Your General Customer Type   *Place*

and our customers are _____. The first priority of our company is
                    Your Specific Customer Type

_____. We are better than our competitors because_____
          What Matters Most   *What Makes*

_____. Our [product or service] is
Your Company Better   *Choose One*

_____. It is outstanding because
          Describe Your Product or Service

_____.
          What Makes Your Product Or Service Great

In providing our [product or service] our first goal is _____
                              Choose One   *Name of Most Important Goal*

_____.

We will reach this goal by _____.
                              Exactly How You Will Reach Your Goal

Appendix C

Legal Forms For Your Company

The type of legal form your company takes depends on the type of business you want to start. There are four general categories:

Sole Proprietorship -- You own it, you run it; if it succeeds, you win and if it fails, you lose.
Partnership -- You share everything with others, profits, losses, risks and rewards.
Corporation -- Stock is owned by many others. They finance the company. You have almost no
                personal risk or reward (you generally are paid a salary by the company).
Limited Liability Company -- Many members share profits, and there is little risk to individuals.

As you look at this table, ask yourself this question: Who is responsible?

	Sole Proprietorship	Partnership	Corporation	Limited Liability Company
Profits	You	You & others	Others	You & others
Losses	You	You & others	Others	You & others (limited)
Risks	You	You & others	Others	You & others (limited)
Rewards	You	You & others	Others	You & others

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