

The Entrepreneurial Academy
August 29, 2013

Assistive Technology Grant Proposal for The Any Name Foundation

August 29, 2013

Susan Smith
Executive Director
The Any Name Foundation
P. O. Box 1754
Atlanta, GA 30359

Subject: Assistive Technology Grant Proposal

Dear Ms. Smith:

In the twelve years since its founding, The Entrepreneurial Academy has enabled hundreds of students with exceptional learning needs to develop the competencies they need to reach their highest potential. We are an accredited private school that serves a diverse group of students who learn best in non-traditional ways. We are dedicated to providing our students with a rigorous, experiential, and multi-sensory learning environment that will enable them to become responsible, viable and contributing members of the community at large.

Our programs are a synergistic system of systems that:

- Provides individualized and authentic real world learning opportunities;
- Promotes the teaching and learning of 21st century skill outcomes (critical thinking and problem solving, collaboration, communication, creativity, and innovation);
- Enables students with special learning needs to master the multi-dimensional skills and abilities required of them in the 21st century (work readiness, financial literacy, and entrepreneurship);
- Emphasizes high academic standards, community service, and social responsibility.

Our service model emphasizes hands on experiential learning strategies, utilizing all learning style preferences, and is conducive for the academic success of students with exceptional learning needs (e.g. those with mild to severe developmental disabilities: attention deficit disorder, autism, visual impairments, sensory processing issues, specific learning disabilities, traumatic brain injury, emotional disturbance, Tourette syndrome, and the like). The Entrepreneurial Academy is the collaborative work of an involved, active, and informed team of parents, educators, community members, and business professionals who contribute to the lifelong success of its students. Approximately thirty percent of our students have diagnosed special learning or behavioral needs (and a majority of them require exceptional instructional supports). This educational technology grant will:

- Significantly impact academic achievement by further integrating technology into all course objectives;
- Provide access to assistive technology mechanisms for exceptional learners;
- Serve as a vehicle in enabling students to develop advanced logic and problem solving skills;
- Enable students to develop the specialized computer literacy skills which are necessary in the increasingly competitive corporate world; and
- Enable students to expand their interdisciplinary community engagement projects.

Your contribution of \$22,558 will allow our instructors to implement research proven teaching and learning strategies that use interactive touch screen technology to enhance the communication and social skills, cognitive and motor abilities, motivation, and self-esteem of our students. We believe that this technology can make a difference in the lives of these students who are most at risk of failing to realize their potential and/or dropping out of school because their exceptional needs are often neglected in traditional classrooms. If I can provide additional information to encourage consideration of our request, please feel free to contact me at (770) XXX-XXXX or apenn@pennconsulting.org. Your consideration is greatly appreciated.

Respectfully,

Althea Penn, M.Ed.Adm.
Director

Any Name, M.Ed.
Board of Trustees Secretary
Assistant Director

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ORGANIZATION INFORMATION

Name: The Entrepreneurial Academy
Telephone: (770) XXX-XXXX
Address: Any Street
City: Any City
State: GA Zip: 30039
Email: apenn@pennconsulting.org
Fax: 678-557-8684
Contact Person: Althea Penn
Title: Director
Tax I. D. No.: 58-XXXXXXX
Tax Exempt Status: 501©3 organization
Public Charity Status: 509 (a) (1) and 170 (b) (1) (A) (ii)
Website: <http://www.TheEntrepreneurialAcademy.org/>

BRIEF SUMMARY OF AGENCY HISTORY

The Entrepreneurial Academy (TEA) opened its doors in the fall of 2002, serving thirty-seven students in grades 6 through 12. We currently serve seventy-five middle and high school students. The average class size is 8 students, with a maximum of 15. Volunteers contribute an average of 10,000 hours of service to the school annually. Our core values are:

- A multisensory learning experience
- A rigorous learning environment
- An athletic department that enriches academics
- An experiential learning environment
- Community service learning
- Developing intrinsic motivation
- Social skills development

TEA is home to student entrepreneurs who serve as Chief Executive Officers of their own business ventures. This unique entrepreneurial track is designed to provide these student CEOs with the ability to plan and administer profitable and sustainable businesses, develop philanthropic behaviors as they support local charities, and to master and build the necessary skills for future business management. In this capacity, student representatives have operated independent businesses under the direction of lay and school leadership, developed and published several books of authentic student writing, displayed numerous works of art, and made significant contributions to local charities. Students play an active role in every aspect of their educational experiences. Student representatives sit on the school's Board of Trustees, empowering them to share in decision making, providing them with a vehicle to give a teenager's perspective on diverse issues, and concurrently allowing them to assume leadership in communicating student generated plans and needs for school improvement.

The Entrepreneurial Academy has been accredited by the Accrediting Commission for Independent Study (ACIS) since October 2003. In the spring of 2004, The Entrepreneurial

Academy also received accreditation from the Southern Association of Colleges and Schools (SACS), the Southern Association of Independent Schools (SAIS), and Georgia Accrediting Commission (GAC). The Entrepreneurial Academy is the youngest school in the State of Georgia to secure all four accrediting possibilities doing so, within its first three years of existence. The Entrepreneurial Academy received re-accreditation by SAIS-SACS in 2010.

BRIEF STATEMENT OF AGENCY'S MISSION, GOALS, AND/OR OBJECTIVES

Mission: To provide students with a rigorous experiential, multi-sensory learning environment that will not only prepare them for all their future endeavors, but will also enable them to become responsible, viable members of the school and the greater community.

Goals and Objectives: The Entrepreneurial Academy (TEA) exists as an active community dedicated to lifelong learning, breeding success, and empowering students to reach their greatest potential.

TEA is philosophically grounded in the significant educational importance of:

- Process in its relationship to product
- Learning by doing in its relationship to higher critical thinking
- The use of assistive technology which enhances the communication and social skills, cognitive and motor abilities, motivation and self-esteem of exceptional learners
- Community service learning in its relationship to practicing solutions to authentic societal problems
- Placing students in internship opportunities with journalists, television producers, architects, veterinarians, surgeons, chiropractors, park rangers, photographers, engineers, jewelry designers, cosmetologists, lawyers, judges, the mayor's office, hotel management, culinary arts, theater, bankers, teachers, experts in the field of technology, and professionals in retail management [Strategic plans include expanding several of the job shadowing experiences into internships and future employment opportunities.]
- Entrepreneurship to train students to be the business leaders of tomorrow

DESCRIPTION OF CURRENT PROGRAMS AND ACTIVITIES

Enrollment

- Open enrollment throughout the year
- Serving seventy-five 5th-12th grade students

Curriculum

- Emphasis on the individual student with continuous transition to higher critical thinking levels
- Core curriculum which is aligned with National Entrepreneurial Standards, Georgia Department of Education Performance Standards, and the Common Core State Standards
- Experiential learning emphasis through problem posing and solving; addressing real life questions, and finding unique and diverse solutions to the problems
- Leadership opportunities inclusive of Board of Trustees participation, Student Council, Student Ambassador Program, Business Entrepreneurial Leadership
- Community service requirement for all students to actively support environmental, non-profit, and civic organizations

Statistics

- SAT Math ranges from 500-740
- SAT Critical Reading ranges from 560-800
- SAT Writing ranges from 570-740

Class Size

- Maximum: 15:1 student/teacher ratio
- Average student/teacher ratio of 8:1

Accreditation

- SACS, SAIS, GAC, ACIS, AAAIS, GISA

Scholarships

- 14 students receive the Georgia Special Needs Scholarship (GSNS) Senate Bill 10
- 10 students receive the Georgia GOAL Scholarship (need based)
- 1 student receives the Georgia Student Scholarship (GASSO) (need based)

Extra-Curricular

- Sports: soccer, basketball, track and field, baseball, golf and tennis
- Clubs: student interest generated after school programs

Entrepreneurial Program

Four business partners collaborate with our faculty as they share their expertise and leadership to train the student entrepreneurs for future success. Kevin Jones of the Wells Fargo; Mary Smith of Junior Achievement; Stacey Silverman, CEO of First Baptist Church., and David Long of Experian provide instruction in real life business skills (e.g. strategic planning, sales, marketing, financial recordkeeping, cash flow, management, advertising, graphic design, and customer relations). Students are working to develop the first Student Chamber of Commerce which will keep student CEOs informed regarding pertinent issues that impact Georgia businesses.

In an effort to promote social responsibility and community involvement, the students are required to donate fifteen percent of their annual funds to an outside charity (proceeds may not be contributed to the school). The following charities are being sponsored currently: Atlanta Food Bank, Autism Stars Foundation, Foster Kids Foundation, Feel Beautiful Today, and the American Heart Association.

➤ Annual Art Show

Students display and sell art on a regular basis at the Wells Fargo Bank and at Christian Fine Art. An Art Show is held annually and students display art in venues throughout the city. Students donated \$2,000 in proceeds to start the Foster Kids foundation (which serves children aging out of foster care).

➤ Geeks Computer Repair

Students repair and refurbish computers (e.g. for the Easter Seals Day Care Center, elderly, English as a Second Language Learner graduates, and at-risk and economically disadvantaged students in North Gwinnett County), provide regular computer checkups for the elderly, maintain the school's computers, and recycle electronic parts.

➤ Girls Club Only

Students in partnership with Vintage and Vogue sell used clothing. Proceeds are contributed to Feel Beautiful Today (a non-profit organization that provides homemade jewelry to women battling cancer).

➤ Man's Best Friends

Animal treat business (Student researches and experiments with various recipes which contain natural, grain free, and human quality ingredients). Treats are safe for human consumption. Annual pet food drive held to benefit local animal rescue shelters, Southeastern Greyhound Adoption Club, and the Atlanta food bank.

➤ Morning Brew at the Bean Carte

Students sell coffee, hot tea, and hot chocolate at school functions. Proceeds are used to purchase canned food for donation.

➤ Student Lunch Program

Students select vendors, set prices, and maintain financial records. Proceeds were contributed to the canned food drive and students contributed \$500 to the Foster Kids foundation.

Entrepreneurial Programs continued

➤ **Student Publishing**

The Entrepreneurial Academy First Authors (2003) ISBN: 1-4184-2329-7

Without Boundaries (2005) ISBN: 0-9767749-0-9

Inside.....Out (2007) ISBN: 978-1-4259-9534-8

Mind Harvesting (2009) ISBN: 978-1-4389-6936-7

➤ **The Muffin Cart**

Bakery (pumpkin break, muffins and other delicious treats) for school functions and caters for local community businesses.

Other Co-curricular Project Based Learning Programs

➤ Atlanta Police Department

Students collect and donate stuffed animals for children experiencing traumatic circumstances.

➤ Wells Fargo Food Drive

Feed the Children Project - Peanut Butter & Jelly Food Drive

Holiday Toy Drive

➤ Wells Fargo Bank Student Branch

TEA is the only school with a savings bank on campus. Students deposit money into personal accounts and are rewarded for frequency and regularity of deposits as opposed to the amount deposited.

➤ Borders

Students conduct Spanish Language Story Hour for children

➤ Book Drive

Bilingual books are collected and placed in a library which is open to the public.

➤ City of Atlanta

Keep Atlanta Beautiful

Adopt-A-Road, Adopt-A-Stream

First school awarded the "Environmental School of the Year" Award in 20012-20013

Senior Center Garden Construction Projects

➤ Heart Walk

The health class coordinates a carnival and participates in a sponsored walk for Heart.

➤ Easter Seals Day Care Center

Students provided computers and installed necessary programs for employee and parent access to technology.

➤ English as a Second Language Classes

Weekly ESOL classes offered to the surrounding Latino community.

➤ Film Participation

Shepherd's Academy, A Screen Actors Guild movie (filmed on location with student actors)

➤ Lockhart and Gardner; North Gwinnett Chamber of Commerce; and Kroger

Award winner of the "Can Do Good" Engineering/Architectural Project

➤ Greater North Gwinnett Chamber of Commerce

Recognized as "Business of the Year" two out of four times nominated

Student Internships

Canned Food Drive

➤ Hats for Hearts

Hats and canvas bags were sold to raise money for the medical expenses of a child born with a heart defect.

➤ Hope for Haiti

Students collected money for school supplies, medical supplies, and a water purification system.

➤ Minds in Motion Literacy Project

Students collect and donate books to fight illiteracy. They also mentor and tutor elementary students.

➤ North Gwinnett Community Charities

Bi-annual Canned Food Drive to benefit local food banks

Annual Pet Food Drive

Other Co-curricular Project Based Learning Programs continued

➤ Publix Stores

Students collect donations for the Toys for Tots campaign.

➤ Recycling Coloring Books

Students recycle and personalize coloring books for Hispanic children.

➤ Ronald McDonald House

Students collect soft drink can tabs to benefit the Ronald McDonald House.

➤ Atlanta Historical Society

Students work to preserve the oldest rural dwelling in Atlanta, the Tullie Farm.

➤ Atlanta Senior Citizen Center

Students collaborate with the residents to create raised fruit and vegetable gardens for the elderly.

➤ Shoes for the Cure

Students participate in a shoe drive whereby shoes are sold at a local thrift store. Unsold shoes are recycled into playground surfacing material.

➤ Starbucks Caring Arms Project

Students participated in a canned food drive. "Can Man"

➤ Starlight Children's Foundation

Starhouse Foundation Volunteers

➤ Student News Program

News broadcast produced on Youtube

➤ Susan G. Komen Bake Sale

Students raised money by baking and selling treats and donated funds to the foundation.

➤ The Big C Project

Students increase awareness of Pediatric Cancer and patient needs

➤ The Foster Kids Foundation

Students raised funds to start this foundation to serve children aging out of foster care.

Students and faculty developed a high school curriculum to train children in foster care. This program is currently operating under a federal grant that serves hundreds of teenagers annually.

➤ Toy and Coat Drive

Students collect coats, toys, and food for holiday meals to donate to impoverished families.

➤ Veteran's Association

Students collect eye glasses and frames to donate to veterans. The U.S. and World History classes are interviewing veterans and compiling biographical sketches - developing a Veteran's Museum.

➤ Wal-Mart and the Children's Miracle Network

Students collected donation in the stores for this non-profit organization. They replaced Wal-Mart employees for the event.

DESCRIPTION OF ORGANIZATION STRUCTURE, BOARD/STAFF RESPONSIBILITIES

The Entrepreneurial Academy, Inc. (TEA) is governed by a Board of Trustees and receives informed guidance from its Advisory Board. Parents, students, and community leaders serve as board officers and members. Our highly qualified teachers and administrative staff are dedicated to innovation in education and the guiding principles of John Dewey's Experiential Learning Model. A strong and mature teacher-mentoring program assists newer faculty in their transition from a traditional education model to TEA's unique program and improves teacher retention. Please see the attached bylaws for additional information regarding responsibilities.

AGENCY AFFILIATION WITH FEDERAL, STATE, COUNTY OR CITY FUNDS OR PUBLIC AGENCIES

Georgia Department of Education

Georgia Special Needs Scholarship (GSNS) Program

A school choice program available for special needs students attending Georgia public schools who are served under an Individualized Education Plan (IEP).

205 Jesse Hill Jr. Drive SE

Atlanta, GA 30334

404-656-2800

PURPOSE OF GRANT

Statement of Need/Problem to Be Addressed

Assistive technology is any kind of technology and/or tool that can be used to enhance the functional independence of a person with a disability. Touch screen technology (e.g. Apple's iPad™ and Smartboard® interactive whiteboard) engages exceptional learners while targeting specific learning needs. This technology will enable each student to reach their full learning potential by enhancing communication skills and promoting the development of social and basic academic skills at a lower cost than other communication tools.

We serve students from Gwinnett and surrounding metropolitan Atlanta counties (e.g. DeKalb, Cobb, Cherokee, Forsyth, Fulton, and Hall). Our student population is ethnically and racially diverse. Approximately thirty percent of our students have special learning needs and/or are economically disadvantaged and do not have access to technology in their homes. Many of our students have mild learning disabilities to severe physical, emotional, social, and cognitive disabilities or disorders and a majority of them require exceptional instructional supports. Students who have specific learning or behavioral disabilities (e.g. Autistic spectrum disorders, Sensory Integration Disorders, specific learning disabilities, Tourette syndrome, emotional disturbance, limited communication or social abilities, visual impairments, traumatic brain injury, and so forth) are being engaged in real world learning experiences and use a variety of computer applications which enhance behavioral or social skills, understanding of math, science language arts, and business concepts, and communication methods. This technology grant will provide entrepreneurial opportunities which are multi-sensory learning experiences that are

aligned with national entrepreneurial standards, national academic standards, Common Core state standards, and are research proven to close academic achievement gaps.

Research indicates that teachers and students are reporting numerous measurable effects of technology on classrooms and students. Educators cite technology's motivational advantages in providing a venue in which a wider range of students can excel. Compared to conventional classrooms with their stress on verbal knowledge and multiple choice test performance, touch screen technology provides numerous ways in which students can demonstrate what they know, understand, and are able to do (e.g. by programming a simulation to demonstrate a concept rather than trying to explain it verbally). Non-verbal or autistic students who have difficulty communicating with words will use a series of pictures or applications such as Tap to Talk™ or TapSpeak™ to make their thoughts and desires known. Visualized schedule applications will assist teachers and students in mitigating a known trigger-transition periods by executing easy to follow schedules with user-friendly reminders. The teachers will use applications to: assist students in understanding emotional expression and construct grammatically correct sentences; practice fine and gross (large muscle) motor skills; enhance handwriting abilities; teach the concept of cause and effect; teach sign language for the deaf and hearing impaired ; overcome linguistic and cognitive delays; encourage the development of self-help skills (e.g. tying shoes, fastening buttons and similar tasks); and support literacy development. Technology skills are vital to business operations today, and there are many opportunities to incorporate technology as a teaching medium. The entrepreneurial program encourage students to complete writing assignments (e.g. writing business plans or creating marketing materials) in a Word or Publisher document, use Excel or Quatro Pro for developing budgets, use Power Point to give presentations, and explore the vast amount of current information on the internet when performing research concerning venture feasibility.

Description of Project Goals and Measurable Objectives and Activities to accomplish these goals

Project Goals:

1. Improve student achievement and decrease gaps in achievement as measured by standardized test and practical technology and entrepreneurial applications.
2. Improve student learning through technology (e.g. students will use higher order thinking skills because of the support and capabilities provided by the technology, students will engage in daily collaborative and cooperative learning activities, and the like).
3. Improve equitable student and staff access to appropriate technologies, curriculum, and support related to standards (local, state, and national).
4. Improve the instructional uses of technology through research and evaluation.
5. All students will demonstrate mastery of technology literacy as digital content and assessments will be integrated into instruction as appropriate.
6. The creation of an "entrepreneurial mindset" whereby the student, regardless of the business or social environment, creatively seeks opportunities, solves problems, and pursues ideas.
7. Students develop the ability to identify resources and tools as well as build and manage teams of people with complementary skills to help them translate opportunities into sustainable solutions.

8. Students write a venture plan which guides the development of sustainable solutions and demonstrate the competence to execute such a plan.
9. Students with visual and hearing challenges or learning difficulties will have access to effective ways to process information, interact with others, and demonstrate twenty-first century technical skills.

Measurable Objectives and Activities

1. Students with visual and hearing challenges or learning difficulties will have access to effective ways to process information, interact with others, and demonstrate 21st century technical skills.
2. Students will use higher order thinking skills because of the support and capabilities provided by the technology.
3. Students will be able to master English and language arts concepts and communication skills including building vocabulary, learning to read, practicing writing, grammar, and spelling skills, and comprehending main ideas in classic literature.
4. Students will master math operations and solve algebraic equations through engaging interactive activities and applications.
5. Students will discover scientific concepts in biology, chemistry, anatomy, and astrology.
6. Students will view high definition historical documents, maps, and understand the themes of history from ancient times to the present day current events.
7. Students will develop the ability to collaborate and learn cooperatively through the use of technology.

Measurable Outcomes

Computer based teaching and learning is especially effective among populations of at-risk students particularly when there is an entrepreneurial emphasis. Compared to conventional classrooms with their stress on verbal knowledge and multiple choice test performance, technology provides numerous ways in which students can demonstrate what they know, understand, and are able to do. Work readiness skills, technology transfer, performance management, organizational theory, and financial decision-making concepts are being and will continue to be used to design student operated independent businesses under the direction of business professionals, lay and school leadership.

The Entrepreneurial Academy' entrepreneurship education model provides its students, including those with disabilities, the opportunity to learn crucial organizational skills, including time management, leadership development and interpersonal skills, all of which are highly transferable skills sought by employers. According to *Logic Models and Outcomes for Youth Entrepreneurship Programs (2001)*, a report by the D.C. Children and Youth Investment Corporation, other positive outcomes include:

1. improved academic performance, school attendance; and educational attainment
2. increased problem-solving and decision-making abilities
3. improved interpersonal relationships, teamwork, money management, and public speaking skills
4. job readiness

5. enhanced social psychological development (self-esteem, ego development, self-efficacy), and
6. perceived improved health status (Logic Models and Outcomes for Youth Entrepreneurship Programs, 2001)

The National Foundation for Teaching Entrepreneurship (NFTE) has found that middle and high school participants in entrepreneurship programs:

1. interest in attending college increased 32 percent
2. occupational aspirations increased 44 percent
3. independent reading increased 4 percent
4. leadership behavior increased 8.5 percent
5. belief that attaining one's goals is within one's control (locus of control) increased, and
6. alumni (99 percent) recommended NFTE programs (Benefits of Entrepreneurship, 2013)

Students with disabilities who participate in entrepreneurial education and special education in integrated settings are more likely to be competitively employed than students who have not participated in such activities. By launching a small business or school-based enterprise, students with disabilities also develop leadership and communication skills while engaging in problem solving and critical thinking. The ability to effectively use technology, set goals and to manage time, money and other resources are important entrepreneurship skills which are useful in any workplace. (Greaves, Hayes, Wilson, Gielniak, & Peterson, 2010) The use of Smart Boards will benefit students by providing an additional resource for student motivation and participation and to foster independence. The use of Smart Board activities will increase the effectiveness of students with disabilities support programs by improving student learning through the visual and kinesthetic presentation of the entrepreneurial curriculum. It will also promote a reduction in discipline concerns or lack of student engagement by creating a classroom in which students are more motivated to learn and everyone can participate through the interactive lessons made possible through touch screen assistive technology.

Timetable for Implementation

Purchase and Install Equipment	October 15, 2013
Professional Development for Staff and Volunteers	October 16-17, 2013
Integrate Technology into Entrepreneurial Programs	November 1, 2013
Pre-Test of Student Knowledge and Skills	November 1, 2013
Assess Impact of Technology	April 15, 2014
Evaluation and Report	June 1, 2014
Progress Report to Any Name Foundation	June 15, 2014

Other Organizations

Wells Fargo Bank
Kevin Jones, Manager
10446 Atlanta Street
Atlanta, GA 30359
(770) XXX-XXXX

First Baptist Church.
Stacey Silverman, CEO
1905 Medlock Rd
Atlanta, GA 30087
(678) XXX-XXXX

Experian
Mary Smith, Sales and Marketing
4240 Robin Hood Way
Atlanta, GA 30359
770-XXX-XXXX

Artists Unlimited
Dan Johnson, Owner/Photography
42 Rhythm St
Atlanta, GA 30078
(770) XXX-XXXX

List of Names and Qualifications of Key Staff Responsible for Project Implementation

Althea Penn: Co-Founder and Director
B.S. Armstong College
M.Ed.Adm. Mercer University
Post Graduate Georgia State University
Certified in Students with Learning Disabilities, Gifted, English as Second Language, and Special Education
Life Credential Georgia in Social Sciences
Over 50 years of experience in education (general and special education, higher education)

Any Name: Assistant Director
B.A. Comparative Literature and English Education Marshall University
M.Ed. Higher Education Administration Georgia Southern University

Any Name: Middle and High School Science
B. A. Architectural Studies and Art History Rice University
B.S. Middle Grades Education Kennesaw State University
M.Ed. Secondary Education Kennesaw State University

Any Name: High School English and Middle School Language Arts
B. A. Honors English University of Teeside
Licensed United States Soccer Federation Coach

Any Name: High School Mathematics
B.S. Math Education Pensacola Christian College

Any Name: Athletic Director, High School and Middle School, Art, Health and P.E.
B.F.A. Art Education: Georgia State University

Any Name: Technology
B.A. Film and Video Production: Art Institute of Atlanta

B.S. Computer Science: Bob Jones University

Any Name: Spanish

B.A. Middle Grade Education

B.A. High School Science

Any Name: Instructional Support

B.A. Political Science, Pre-Law Georgia State University

Any Name: Middle School Math, High School Social Studies

B.S. Secondary Education and Social Studies Missouri Baptist University

Project Focus

This project is compatible with the Any Name Foundation's focus (to serve and enhance the lives of individuals with neuromuscular and severe developmental disabilities as well as acquired/traumatic brain injuries). It provides students with disabilities the assistive technology required to enhance their functional independence academically and as future citizens of society. Students who do not have access to this technology at home are able to develop the communication and social skills necessary to succeed in the 21st century.

Projected Project Budget

Part No.	Description	Price	Quantity	Total
BH448LL/A	Apple iPad Learning Lab (with 10- iPad2 16 GB Wi-Fi devices) with Apple Care Protection Plan	\$7,059	1	\$7,059
D2460LL/B	Apple Professional Development Program (Two Day Training for staff members and volunteers)	\$4,500	1	\$4,500
SB880i6	880i Smartboard with UF70 projector	\$3,699	1	\$3,699
n/a	Media Specialist (10 hours/month)			\$7,300
Total				\$22,558

Evaluation

Research indicates that assistive technology such as the iPad™ and Smart Board® interactive technology helps students with disabilities to develop independence, fine motor skills, higher order thinking skills and abilities, and keeps students engaged and less distracted. The touch screens, built-in accessibility tools (e.g. zoom and high contrast display for the visually impaired, the VoiceOver screen reader, mounts, and adaptive stylus), and the ease of use make this assistive technology an effective tool for learning that supports the achievement of measurable Individualized Educational Plan goals and encourages a high level of interactivity between students and the staff.

Success of the project is defined by students demonstrating critical thinking and problem solving, collaboration, and communication skills in real world scenarios. Students will be

assessed according to national entrepreneurial and Common Core state standards in relation to the following three areas: work readiness, financial literacy, and entrepreneurship. Comparisons will be made between the student's basic skills performance to nationally reported norms using formative and summative assessment tools (e.g. rubrics, teacher observation, checklists, portfolios, participation in entrepreneurial and co-curricular project based learning experiences) which measure student progress and achievement over time. The Director will collaborate with instructional staff to evaluate assessment data, monitor student progress and attitudes, and guide instruction.

ATTACHMENTS

List of Officers and Board of Directors or Trustees

Agency's Current Operating Budget

Most Recent Annual Financial Statement

IRS Determination Letter

Bylaws

Board of Trustees

Any, Name, President	AT&T, Second Level Manager
Any Name, Secretary, Assistant Director	The Entrepreneurial Academy
Any Name, Treasurer	GEICO Insurance
Any Name, Vice President	Goldsby Construction
Althea Penn, Director	The Entrepreneurial Academy

Advisory Board

Dr. Any Name	Georgia State University
Marvin Black	Retired, Lockheed-Martin
Wendy Jackson	Certified Public Accountant, P.C.
Lisa Long	Chairman & CEO, The CEO Advisory Board
	Wells Fargo Bank

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