

Budget

Cuyahoga Falls City (043836) - Summit County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (433)

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

Purpose Code	Object Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction		0.00	0.00	0.00	141,000.00	790,000.00	0.00	931,000.00
Support Services		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Governance/Admin		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development		0.00	0.00	68,400.00	0.00	0.00	0.00	68,400.00
Family/Community		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Safety		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total		0.00	0.00	68,400.00	141,000.00	790,000.00	0.00	999,400.00
Adjusted Allocation								0.00
Remaining								-999,400.00

Application

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

A) APPLICANT INFORMATION - General Information, Experience and Capacity

1. Project Title: Differentiated Pathways through Experiential Learning for the 21st Century

2. Executive summary: Provide an executive summary of your project proposal and which goal(s) in question 9 you seek to achieve. Please limit your responses to no more than three sentences.

The Cuyahoga Falls City Schools is establishing a College and Career Ready focus K-12 in order for its students to experience greater relevance in their learning. It is based on 21st Century skills across all grades, built through Design Challenges around the career clusters and interest-based learning communities. This grant would capitalize on teaching students in a manner they find engaging, interesting and relevant, supported by the existing professional development structures and a district emphasis on Professional Learning Communities.

4800 3. Total Students Impacted:

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

First Name, last Name of contact for lead applicant: Mark Gleichauf

Organizational name of lead applicant: Cuyahoga Falls City Schools

Unique Identifier (IRN/Fed Tax ID): 043836

Address of lead applicant: 431 Stow Avenue, Cuyahoga Falls, OH 44221

Phone Number of lead applicant: 330-926-3800 (502043)

Email Address of lead applicant: cf_gleichaufm@cfalls.org

5. Secondary applicant contact: - Provide the following information, if applicable:

First Name, last Name of contact for secondary applicant: James Marras

Organizational name of secondary applicant: Cuyahoga Falls City Schools

Unique Identifier (IRN/Fed Tax ID): 043836

Address of secondary applicant: 431 Stow Avenue, Cuyahoga Falls, OH 44221

Phone number of secondary applicant: 330-926-3800 (502050)

Email address of secondary applicant: cf_marrasj@cfalls.org

6. List all other participating entities by name: Provide the following information for each additional participating entity, if applicable: Mention First Name, Last Name, Organizational Name, Unique Identifier (IRN/Fed Tax ID), Address, Phone Number, Email Address of Contact for All Secondary Applicants in the box below.

N/A

7. Partnership and consortia agreements and letters of support: - (Click on the link below to upload necessary documents).

* Letters of support are for districts in academic or fiscal distress only. If school or district is in academic or fiscal distress and has a commission assigned, please include a resolution from the commission in support of the project.

* If a partnership or consortium will be established, please include the signed Straight A Description of Nature of Partnership or Description of Nature of Consortium Agreement.

[UploadGrantApplicationAttachment.aspx](#)

8. Please provide a brief description of the team or individuals responsible for the implementation of this project including relevant experience in other innovative projects. You should also include descriptions and experiences of partnering entities.

Mark Gleichauf and Jim Marras have worked together in the Lakewood City Schools for 11 years prior to coming to Cuyahoga Falls. They have worked on extensive infusion of instructional technology into K-12 classrooms. Their work, along with a strong Cuyahoga Falls teaching staff that is open to change, the visionary leadership of Cuyahoga Falls Schools, and the robust schools-business partnership, will result in improved student achievement, sustainability and increased professional capacity.

B) PROJECT DESCRIPTION - Overall description of project and alignment with Outcomes

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

Student achievement

Spending reductions in the five-year fiscal forecast

Utilization of a greater share of resources in the classroom

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

New - never before implemented

Existing and researched-based - never implemented in your district or community school but proven successful in other educational environments

Mixed Concept - incorporates new and existing elements

Enhancing/Scale Up - elevating or expanding an effective program that is already implemented in your district, school, or consortia partnership

11. Describe the innovative project.

How do school districts address the needs of 21st Century students, the new expectations of employers and prepare students for a successful transition to college and workforce? The Cuyahoga Falls City Schools are doing so through smaller interest-based learning communities, collaborative design challenges and providing multiple pathways to learning that break down the traditional school day. Critical thinking, collaboration, communication and creativity (4C's) are the underpinnings of the Common Core. They are skills identified by our business partners for employers. These smaller interest-based learning communities address both business and curricular expectations. These 4C's elements would be the emphasis of in-District classroom "grants" offered across all grade levels in the CFSD. As part of this grant, teachers would be able to apply for a class set of technology by showing how they will infuse the above concepts into daily practice. This Straight A grant would help in the foundation for the pedagogy transformation that is necessary for this type of work. The smaller interest based learning communities authentic learning opportunities, which the Straight A grant will help support, requires strong teacher professional development. This work concludes by providing multiple pathways for post-high school success. The district needs to provide 24/7 access to the curriculum and learning opportunities for ALL students. To that end, technology infrastructure will be enhanced to support student access to resources, teachers, and business experts via a Learning Management System (LMS). Temporarily used vendor curriculum after two years, a decrease in textbook needs, and elimination of permanent improvement moneys spent on technology infrastructure. Through the Straight A grants seed money, savings will be further seen by building infrastructure that will allow any device to access the district resources, allowing greater opportunities for learning. Technology infusion coupled with meaningful PD will energize students because of the instruction based on their interests and needs.

12. Describe how it will meet the goal(s) selected above. - If school/district receives school improvement funds/support, include a brief explanation of how this project will advance the improvement plan.

When students are interested in their work, they are more engaged, bring energy to their work, and achieve at higher levels. To be authentic and problem solving based students need to utilize the technologies of today. Teaching that is problem-solving based has a .82 correlation to student achievement according to John Hattie's meta-analyses studies. Expenditures will be reduced by dropping the temporarily used vendor curriculum after two years, a decrease in textbook needs, and elimination of permanent improvement moneys spent on technology infrastructure. Through the Straight A grants seed money, savings will be further seen by building infrastructure that will allow any device to access the district resources, allowing greater opportunities for learning. Technology infusion coupled with meaningful PD will energize students because of the instruction based on their interests and needs.

C) SUSTAINABILITY - Planning for ongoing funding of the project, cost breakdown

13. Financial Documentation - All applicants must enter or upload the following supporting information. Responses should refer to specific information in the financial documents when applicable:

a. Enter a project budget

b. Upload the Straight A Financial Impact Template forecasting the expected changes to the five-year forecast resulting from implementation of this project. If applying as a consortia or partnership, please include the five-year forecasts of each school district, community school or STEM school member for review.

c. If subsection (b) is not applicable, please explain why, in addition to how the project will demonstrate sustainability and impact.

This grant has great sustainability value because of its emphasis on developing structures and systems that have longevity. The smaller learning approach has already begun in the District and the Straight A grant will only make it more institutionalized. Additionally the district has a commitment to Professional Learning Communities and the Ohio Improvement Process. The collaborative structures there will be prevalent in the smaller learning communities. The District commitment to bring your own device but supplementing that with the in-District 4C grants, which have been successfully implemented elsewhere by District personnel, allows instructional technology to be the focus. The sustainability is also augmented by the District's commitment to weekly professional development time with early release Wednesdays that allows for the PLCs to meet around student data that improves instruction through purposeful technology infusion to address the Common Core.

14. What is the total cost for implementing the innovative project?

999,400.00 * Total project cost

* Provide a brief narrative explanation of the overall budget. The narrative should include the source and amount of other funds that may be used to support this concept (e.g., Title I funding, RttT money, local funding, foundation support, etc.), and provide details on the cost of items included in the budget (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.).

The budget has three broad areas of expenses. The first focuses on pedagogy before technology where money is spent on professional development and smaller interest-based Learning Community Work. This can be done with the equivalent of 3 full days of up front PD for teachers and sustained through our early release Wednesday PD schedule. The second area is supplies that include interim software to help scaffold the blended learning model and support delivery of professional development to teachers. This includes an LMS. Additionally it will help infrastructure to support this additional traffic on the network and among the schools. The third area is creating equity for BYOD access. These technology purchases coupled with the smaller learning community development will create a lesser need for textbooks through the life of the 5 year forecast.

15. What **new/recurring costs** of your innovative project will continue once the grant has expired? If there are no new/recurring costs, please explain why.

50,000.00 * Specific amount of new/recurring cost (annual cost after project is implemented)

* Narrative explanation/rationale: Provide details on the cost of items included in the budget (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.). If there are no new/recurring costs, please explain why.

The grant may incur additional hardware costs but those will be offset by the reduced need for texts as the locally made curriculum content on the LMS is developed. There may be some replacement technology costs, but those may be offset with greater participation in BYOD by students as teachers daily use becomes more prevalent. This dollar amount represents supplemental resources that may be necessary for any course K-12 and replacement of computing devices. These costs though will NOT be experienced at least until FY16, though.

16. Are there **expected savings** that may result from the implementation of the innovative project?

200,000.00 * Specific amount of expected savings (annual)

* Narrative explanation/rationale: Provide details on the anticipated savings (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.)

Savings include the following: A reduction of \$68,400 in purchased services for FY15-FY17. After the initial costs from the Straight A grant for purchased services, those reductions will be experienced in the subsequent three years. There will be a reduction of \$75,000 in supplies for FY15-FY17. These expenditure reductions will be realized through reduced textbook needs due to the influx of materials from the grant in FY14. The increased PD for teachers to develop curricular resources for the smaller learning communities may allow the district to realize these savings for longer than the three subsequent years. The district will reduce expenditures in capital outlay in the amount of \$50,000 per year for FY15-FY17. This will be realized by reduced technology costs and infrastructure upgrades made in FY14.

17. Provide a brief explanation of how the project is self-sustaining. If there are ongoing costs associated with the project after the term of the grant, this explanation should provide details on the cost reductions that will be made that are at least equal to the amount of new/recurring costs detailed above. If there are no new/recurring costs, explain in detail how this project will sustain itself beyond the life of the grant.

Once the smaller interest based learning communities are established, the systemic PD work can continue weekly. The 21st Century skills will be taught daily and teachers will be sharing best instructional practices during the weekly early release collaborative time. The large initial capacity of daily practice infusion will allow growth and sustainability to happen naturally but within structured times via protocols.

D) IMPLEMENTATION - Timeline, communication and contingency planning

18. Fill in the appropriate dates and an explanation of the timeline for the successful implementation of this project. In each explanation, be sure to briefly describe the largest barriers that could derail your concept or timeline for implementation and your plan to proactively mitigate such barriers. In addition, the narrative should list the stakeholders that will be engaged during that stage of the project and describe the communication that occurred as the application was developed.

Describe the ongoing communication plan with the stakeholders as the project is implemented. (Stakeholders can include parents, community leaders, foundation support and businesses, as well as educational personnel in the affected entities.)

* Proposal Timeline Dates

Plan (MM/DD/YYYY): Current -through January 2014

* Narrative explanation

The Cuyahoga Falls High School smaller learning community work is underway with the support of EdWorks. The 4C District grant model had been replicated in a previous district work could be implemented January 2014.

Implement (MM/DD/YYYY): 01/01/2014

* Narrative explanation

From the point of receiving grant money in January 2014 through September 2014, the following would take place: The 4C grants would be introduced, collected, selected and distributed with funding. Full implementation would begin in Spring 2014 with Ohio Achievement Assessment, Ohio Graduation Test and iReady data being used to determine student growth. All teachers receiving a class set of technology will be given a 21st century skills assessment to determine understanding, abilities, and infusion levels. The first of the CFHS learning communities will be introduced in the Fall 2014 and awarded resources.

Summative evaluation (MM/DD/YYYY): 09/01/2014

* Narrative explanation

The 4C grants will be assessed and new grants (coming from previously allocated textbook money) will be awarded. These grants would be awarded to teachers not issued in first round, thus increasing capacity around the district. Both 4C and interest based pathways will further developed to maximize student engagement in learning.

19. Describe the expected changes to the instructional and/or organizational practices in your institution.

Classroom pedagogy will be more authentic and relevant for students in all grade levels. Teachers will be emphasizing curriculum through a more authentic, relevant and interesting lens for all students. The Ohio Improvement Process, implemented in Cuyahoga Falls, will be the conduit for this professional growth. Teacher teams will be reviewing student data, sharing that with building teams and the district team, in order to harvest the best instructional strategies. The current weekly PD structure allows a perfect vehicle to keep this systemic, ongoing and job-embedded.

E) SUBSTANTIAL IMPACT AND LASTING VALUE - Impact, evaluation and replication

20. Describe the rationale, research or past success that supports the innovative project and its impact on student achievement, spending reduction in the five-year fiscal forecast or utilization of a greater share of resources in the classroom.

Many school districts have incorporated smaller learning community models with great success. Most notably Reynoldsburg City Schools, which has been visited and studied by Cuyahoga Falls teachers, has a four high school academy approach. Cuyahoga Falls is developing a similar structure in order to build off student interests in order to provide the appropriate post-secondary pathways.

21. Is this project able to be replicated in other districts in Ohio?

Yes

No

22. If so, how?

It can be replicated with commitment of the district to set aside some resources to purchase class sets of technology devices that are necessary for infusion into daily practice. (i.e. All districts have textbook allocations that could be redirected.) Building principals or district personnel can shepherd this work, as it coincides with Ohio Teacher Evaluation System requirements and the Common Core digital literacy expectations.

23. Describe the substantial value and lasting impact that the project hopes to achieve.

The District has surveyed local business and industry asking what skills students need to be successful in the 21st Century as future employees. The skills of communication, creativity, collaboration and critical thinking were heard loud and clear. These 4Cs are addressed specifically through the smaller learning communities already being developed, the 4C technology infusion grants, and the work of professional learning communities. This grant will help the Cuyahoga Falls City Schools develop a sustainable and efficient model of instruction that will produce college and career ready students for the foreseeable future.

24. What are the specific benchmarks related to the fund goals identified in question 9 that the project aims to achieve in five years? Include any other anticipated outcomes of the project that you hope to achieve that may not be easily benchmarked.

Spring 2014 - Distribution of at least 74 classroom sets of technology; Announcement of one or more learning communities for 2014-2015 2014-2015 - Implementation of at least one CFHS learning community. Development of district blended online curriculum 2015-2016 - Introduction of remaining CFHS learning communities. Additional 20 sets of classroom technology distributed. Student achievement on PARCC assessments commensurate with 2013-2014 OAA/OGT. 2016-2017 - Elimination of consulting costs , \$100,000 in textbook costs, and \$200,000 in vendor curriculum costs. At least 10% increase in student performance on PARCC assessments. Additional 20 sets of technology distributed to Cuyahoga Falls City Schools classrooms. Every CFHS student involved in personalized pathway based on their interests. Every CFHS student informed they will take one blended or entirely online course by end of CFHS career.

25. Describe the plan to evaluate the impact of the concept, strategy or approaches used.

* Include the method by which progress toward short- and long-term objectives will be measured. (This section should include the types of data to be collected, the formative outputs and outcomes and the systems in place to track the program's progress).

* Include the method, process and/or procedure by which the program will modify or change the program plan if measured progress is insufficient to meet program objectives.

Smaller Learning Communities implementation - These will be monitored by CFHS course catalog and schedule. At least one of the smaller learning communities will be reflected in the 2014-2015 course catalog/schedule. All four will be reflected in the 2015-2016 CFHS course catalog/schedule. Expenditure reductions - These will be monitored by 5-year forecast, textbook supply expenditures, instructional material purchase orders, and purchased service contracts. In 2014, the district will have \$190,400 in savings and over the a three year period will experience over \$580,000 in district savings. Student Achievement increases - This will be monitored by iReady data and District report card data. In the short term, iReady progress monitoring data will show increases in 2014-2015 due to the improved engagement and instruction. In the long term PARCC testing results will continue to improve due to the advanced rigor from the student engagement, professional development and reaching students at higher levels. Student Engagement - This outcome will be measured by student attendance, graduation rate, student interest surveys and parent surveys. In 2014-2015, CFHS attendance rates will increase for all students in smaller learning communities and in grades K-8 involved in the technology infusion classroom grants. In the long term, CFHS graduation a=rate will increase and district attendance rate will increase annually. Instructional Technology - This outcome will be monitored by number of district applications for in-District grants, Teacher-based Team notes, Building Leadership Team notes, OTES observations and walkthroughs, Teacher technology surveys, and CFHS "readiness" surveys. In 2014-2015, the district will experience ample applications for in-District grants, Increased documented use of technology on daily basis, and positive teacher survey results. In the long term, one or more blended online courses will be required for CFHS graduates, Technology infusion evidence will be documented in teacher-based team and building leadership team notes.

By virtue of applying for the Straight A Fund, all applicants agree to participate in the overall evaluation of the Straight A Fund for the duration of the evaluation timeframe. The Governing Board of the Straight A Fund reserves the right to conduct evaluation of the plan and request additional information in the form of data, surveys, interviews, focus groups, and any other related data to the legislature, governor, and other interested parties for an overall evaluation of the Straight A Fund.

PROGRAM ASSURANCES: I agree, on behalf of this applicant agency and/or all identified partners to abide by all assurances outlined in the Assurance section of the CCIP. In the box below, enter "I Accept" and indicate your name, title, agency/organization and today's date.

I accept