

Budget

Gallia County Local (065680) - Gallia County - 2014 - Straight A Fund - Rev 0 - Straight A Fund

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	0.00	0.00	0.00	0.00
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	0.00	0.00	0.00	0.00	0.00
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	0.00	0.00	0.00	0.00	0.00
<b>Adjusted Allocation</b>								0.00
<b>Remaining</b>								0.00

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: Celebrating Every Child's Gift

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.

Our district believes that every child has a gift. This proposal is focused on providing an individual teacher-mentor to help every student set individual goals and facilitate at least one opportunity, annually, for each child to showcase his or her gift. The goals addressed through this proposal include student achievement and a slight reduction in the five-year forecast.

1400 3. Total Students Impacted:

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

First Name, last Name of contact for lead applicant: Rochelle Halley

Organizational name of lead applicant: Gallia County Local Schools

Unique Identifier (IRN/Fed Tax ID): IRN# 065680

Address of lead applicant: 230 Shawnee Lane, Gallipolis, Ohio 45631

Phone Number of lead applicant: (740) 446-7917

Email Address of lead applicant: gl\_rhalley@seovec.org

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

First Name, last Name of contact for secondary applicant:

Organizational name of secondary applicant:

Unique Identifier (IRN/Fed Tax ID):

Address of secondary applicant:

Phone number of secondary applicant:

Email address of secondary applicant:

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.

Denise Shockley, Gallia-Vinton ESC, IRN# 125682, P.O. Box 178, Rio Grande, Ohio 45674, (740) 245-0593 Joseph Wright. The French Art Colony. Fed Tax ID# [REDACTED] 530 First Avenue, Gallipolis, Ohio 45631. (740) 446-3834

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.

The potential grant manager has experience with managing grants such as Title I, Title II A, Title VIB, and the district's Race to the Top grant. She has a strong understanding of compliance requirements, as well as the necessity to complete the intended scope of work. She has worked with numerous innovative projects through the district's Race to the Top initiative, as well as on a building level as both an elementary and high school principal. One such project was the Ohio Community Collaboration Model for School Improvement (a partnership with her building, The Ohio State University, and the Ohio Department of Education). The school was one of six pilot sites across the state used to study how community collaboration could positively impact a student through targeting social and emotional aspects of the child, thus positively impacting student achievement. Our proposed grant embodies many of the same concepts. Partnering entities also have much experience with innovative projects and grant management. The Gallia-Vinton ESC, annually, manages numerous 21st Century programs and other innovative programs largely through the use of grant funds.

**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.

Our district believes that every child has a gift. This proposal is focused on providing an individual teacher-mentor to help every student set individual goals and facilitate at least one opportunity, annually, for each child to showcase his or her gift. The goals addresses through this proposal include student achievement and a slight reduction in the five-year forecast. Over the past several years, student attendance has been a concern for our district. Another concern is closing the achievement gap between all students and various sub-groups. The proposed program is an extension of an existing program that the district has used for approximately ten years. Currently, each child is matched with a teacher-mentor and works through individual consultation to set goals that are included in that student's individual education plan (Student Education Plan or SEP). Each student updates his or her plan quarterly. Progress is tracked and goals are revised based upon student data. Although this program has been somewhat effective, it still lacks some buy-in from students and staff. We have not yet managed to form meaningful connections as far as mentor/mentee relationships are concerned, as well as intrinsic motivation for students. By identifying each child's gift, the teacher-mentor will work with the student to focus on things that intrinsically motivate the student. Strong consideration will be given to individual students' interests and abilities. This program embodies the concept that all children are special. Recently, we came across the following quote by former coach Bob Springer, "Inside every good child is a great child." This is exactly what we hope to find. We want to focus on what makes our good students great students and then provide them with opportunities to showcase these gifts. Our staff has had some initial training on the thirty-three assets that have been determined to be essential in relationship to student success. This grant would provide funds to train all staff at a deeper level. Students will then be given the asset survey so that each mentor will have data that helps them understand the assets that each child possesses. This will help mentors to guide student through individual goal writing based upon not only academic achievement, but also social and emotional needs. Next, mentors will begin to identify what gifts each child seems to possess. Finally, together, the student and the teacher-mentor will identify the particular gift to showcase and find an avenue to help make this possible. These avenues would not be by way of a graded project. They would be more like helping to plan a piano recital or providing a student with the opportunity to plan a community event in which they can focus on a charity that is important to them. The possibilities would be completely open-ended and the opportunities would be endless. Our partnerships with Gallia-Vinton ESC and The French Art Colony would provide additional opportunities for lessons for students, as well as venues for exhibiting work and becoming involved in activities that may not be otherwise affordable. The partnerships already exist, but this grant could help to make them stronger and provide more opportunities for more students. Additionally, the types of opportunities would be expanded so that more children could potentially benefit because the variety of opportunities could be expanded. This project is meant to provide students with a mentor that gives them individual attention and makes them feel safe to take a chance. Ultimately, by creating this relationship and these opportunities, it is our hope that students will be more

confident by receiving the right types of motivation and praise. We are hopeful that they will feel supported by their entire community through the opportunities afforded to them through this program. Research shows that children who receive the "right ty

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.

**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.

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

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.  
\* 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.

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

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.

**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):  
\* Narrative explanation

Implement (MM/DD/YYYY):  
\* Narrative explanation

Summative evaluation (MM/DD/YYYY):  
\* Narrative explanation

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

**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.

21. Is this project able to be replicated in other districts in Ohio?  
 Yes  No

22. If so, how?

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

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.

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.

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.