## Budget

Lake Local (050990) - Wood County - 2014 - Straight A Fund - Rev 6 - Straight A Fund - Application Number (438)

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<th>Purpose Code</th>
<th>Object Code</th>
<th>Salaries 100</th>
<th>Retirement Fringe Benefits 200</th>
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Adjusted Allocation 0.00

Remaining -600,000.00
The University of Toledo is one of 14 state universities in Ohio. Established in 1872, it became a member of the state university system in 1967. The University of Toledo and the Medical University of Ohio merged July 2006 to form the third-largest public university-operating budget in the state. The University is accredited by The Higher Learning Commission of the North Central Association of Colleges and Schools. The University of Toledo offers more than 300 undergraduate, graduate and professional degrees. The University of Toledo also has part-time and full-time options of study and a large distance-learning program open to approximately 25,000 students. Mrs. Takats and Dr. Schultz have been collaborating for more than a year regarding the Lake Local Schools gifted education service project. This project allows the collaboration to become formalized with financial support, bringing to bear the resources available at the University of Toledo CARE: GT center with the synergistic needs of all school buildings and the administration of Lake Local Schools. A goal of both co-principal investigators is that program staff feel invited and welcome in either location and establish working relationships at both sites. A feature of the research collaboration is building and establishing a connection between the University of Toledo and Lake Local Schools by setting aside physical space for collaboration on campus, and in the Lake Local Schools. Office space will be allocated at both locations in order that individuals working on the project have places to work both individually and together on the project and development of ideas.

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.

Jodi Takats is Director of Curriculum for the Lake Local School District and a member of the Lake Local Schools administration. She has extensive experience working with teachers to implement curriculum and align practices to meet the district’s diverse educational needs. Jodi is responsible for overseeing all individualized student educational plans such as IEP’s, 504’s, WEP’s, and WAP’s for Lake Local Schools’ students. Jodi holds an Education Specialist degree in Special Education and works with the Intervention Teams to provide appropriate accommodations, modifications, and interventions for students of all abilities. Additionally, Jodi guides the district testing team during diagnostic, standardized, and other types of assessment processes for all students in the district, and is responsible for district data reporting compliance to the State of Ohio. Robert A. Schultz is a professor at the University of Toledo in Gifted Education and Curriculum Studies. He has extensive experience working with GT individuals and development and administration of GT programs. Professor Schultz designed and developed the curriculum plan for the Davidson Academy-a public school for highly/profoundly-gifted learners located in Reno, Nevada. He also served as the Curriculum Director for the school from its founding in 2006 through 2008. Professor Schultz’s areas of specialization include: the nature/needs of gifted learners; curriculum theory, design and development; teacher education; program evaluation; and, science education. The Lake Local School District is located in northern Wood County. Ohio. Students reside in the villages of Watbridge and Millbury, as well as Lake Township. Approximately 1,700 students are served by over 100 teachers in preparation for successful lives and careers. The University of Toledo is one of 14 state universities in Ohio. Established in 1872, it became a member of the state university system in 1967. The University of Toledo and the Medical University of Ohio merged July 2006 to form the third-largest public university-operating budget in the state. The University is accredited by The Higher Learning Commission of the North Central Association of Colleges and Schools. The University of Toledo offers more than 300 undergraduate, graduate and professional degrees. The University of Toledo also has part-time and full-time options of study and a large distance-learning program open to approximately 25,000 students. Mrs. Takats and Dr. Schultz have been collaborating for more than a year regarding the Lake Local Schools gifted education service project. This project allows the collaboration to become formalized with financial support, bringing to bear the resources available at the University of Toledo CARE: GT center with the synergistic needs of all school buildings and the administration of Lake Local Schools. A goal of both co-principal investigators is that program staff feel invited and welcome in either location and establish working relationships at both sites. A feature of the research collaboration is building and establishing a connection between the University of Toledo and Lake Local Schools by setting aside physical space for collaboration on campus, and in the Lake Local Schools. Office space will be allocated at both locations in order that individuals working on the project have places to work both individually and together on the project and development of ideas.

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 goal is to develop a collaborative partnership between the University of Toledo Center for Advanced Research in Education: Gifted and Talented (CARE: GT) and the Lake Local School District to establish a research agenda that captures pertinent empirical data to be used to guide program and educator professional development both for Lake Local Schools (LLS) and graduate students from the University of Toledo majoring in education and the nature/needs of GT learners. The partnership will improve the research capacity by establishing a research team able to empirically study the education and learning outcomes of GT students. This will be easy to do because office space will be allocated at both locations to work together on the project and the development of ideas. Our goal includes compilation of
historical data regarding GT learner performance over the past five years at Lake Local Schools, and, close monitoring of student performance as a guiding parameter to program changes and revisions throughout the grant period. We also want to document teacher assumptions, beliefs and biases regarding GT learners in regular classroom settings in order to develop and eventually implement professional development plans for teachers to better understand the nature and needs of high ability learners and develop compelling curriculum opportunities for GT learners. Issues we aim to empirically study include: LLS have limited curricular opportunities for GT students. General education teachers have no training in the nature/needs of GT learners. These individuals are therefore unaware of how to provide instruction for the unique needs of these learners. We need a stronger GT identification strategy in place before the 3rd grade, in addition to the new mandated policies, in so that we can start working with as early as possible to provide optimum educational opportunities for these learners.

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. The Lake Local School District has been identified as a low-performing district. A Strategic Improvement Plan has been adopted by the Board of Education in order to address the challenges facing the district. The Strategic Improvement Plan focuses on five key areas: student achievement, instruction and professional development, facilities and maintenance, budget, and community engagement. The project will address each of these areas by providing professional development opportunities for teachers, developing a new program to attract and retain high-achieving students, and improving the physical facilities of the schools.

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?

600,000.00 * 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, RTT 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.

31,000.00 * Specific amount of new/recurring cost (annual cost after project is implemented)

* Narrative explanation/rationale: Provide details on the costs 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?

47,000.00 * 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.)

The project will increase our teachers' knowledge base of instructional practices for our GT students. Thus, eliminating the need for additional GT staff members and purchased services ($47,000). The district currently has one district-wide GT coordinator, which is insufficient for the mandated tasks.

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.

The district will be implementing professional development for all teachers to increase the quality of education of GT students. The district will be able to provide a new curriculum to the resources that are currently available. The district will like to type this kind of research benefit the education of all students and provide insight into areas of weakness. The district would like to continue the collaboration with the University of Toledo after the grant expires.

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 (MMD/01/07/11): 02/10/14
Research Plan Development engages project team in analysis of data and building frameworks for future work. Establishes connection between methodology development, data collection and data analysis. Team Member Research Journals for each team member who is responsible for daily narrative of data collection. This process provides an audit trial for experiences incurred during the project and is a means of gathering pertinent experiential data from each team member through duration of project. Mid-Project evaluation which will include an outside evaluation of the goals and outcomes of the Partnership and Compiles Mid-Project activities, while reporting the results of Hypothesis testing process. This will also include the method, process and/or procedure by which the project will modify or change the program plan if measured progress is insufficient to meet program objectives. Newsletter and district website will be used to allow for monthly dissemination of partnership development and activities to stakeholder groups at both sites, and establishes presence for activities and building trust and collaboration.

Summative evaluation (MM/DD/YYYY): 06/10/14

* Narrative explanation

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

29. 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.

In the broader field of Teacher Education, there is ample acknowledgement that teacher bias exists, but limited suggestions for addressing the issue in order to improve the learning experience. Educators often unwittingly cause the identified population of GT learners to be the most disabled group in schools. They lack a statewide or federal mandate to provide services. They lack a core group of advocates in schools since many “myths” about giftedness (see Gifted Child Quarterly, 1982; Schultz, 2012; Treffinger, 1982, 2009 for more discussion) are recognized in the field of Gifted Child Education and commonly addressed by Berman, Schultz and Weber (2012) found that pre-service teachers held distinct beliefs about the gifted and talented (GT) learners they might have in their classroom upon earning their teaching license. However, these beliefs have little to no evidence to support them in terms of having GT students means teaching will be easier than if you have regular or special needs students. Although this study was conducted with pre-service teacher candidates, it is reasonable to assume that many practicing teachers hold similar biases and beliefs that have an impact on how GT learners are treated in the education environment and, ultimately, on GT student performance. We intend to test this hypothesis by collecting data from the Lake Local School district to develop research-supported policies and plans for GT learner success. “Giftlessness is an ongoing process and not a product” (Roepke, 1995, p. 107). An Intelligence Quotient or ability score is a snapshot-one buck view at a time point in the child’s development. It does not explain the meaning behind the person or provide any information about the emotional, psychological, or physiological state of the individual at the time of the measure. Measures, aspirations, and interests are also lacking in the numeric result. In essence, you get a few numbers from these tests to compare with other people’s numbers. But you have no valid or reliable information concerning the being of the person. The perception that one must perform or produce in order to show giftedness or talent also works against a developmental definition of growth. Skill and talent become goals and not part of the daily experience that GT children have been labeled “gifted.” This is often directly attributed to the child being gifted, meaning they are labeled as having special abilities or skills. They are not recognized by others, and few teachers have professional development training, or pre-service teacher education courses and professional development outside the classroom setting are downplayed in importance (Book, Byers & Freeman, 1983). These views are bolstered by years of observation as many “myths” about giftedness (see Gifted Child Quarterly, 1982; Schultz, 2012; Treffinger, 1982, 2009 for more discussion) are recognized in the field of Gifted Child Education and commonly addressed by Berman, Schultz and Weber (2012) found that pre-service teachers held distinct beliefs about the gifted and talented (GT) learners they might have in their classroom upon earning their teaching license. However, these beliefs have little to no evidence to support them in terms of having GT students means teaching will be easier than if you have regular or special needs students. Although this study was conducted with pre-service teacher candidates, it is reasonable to assume that many practicing teachers hold similar biases and beliefs that have an impact on how GT learners are treated in the education environment and, ultimately, on GT student performance. 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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.

In support of the collaboration partnership, initial funding will provide the ability to provide a stipend for clerical assistance to collect and compile GT student performance data for Lake Local Schools using the school district's approved State of Ohio data coordinator. This gives us direct access to student data using trained and certified staff members whose responsibility is reporting of this information to the State of Ohio. We also will provide stipends for research assistants at both locations to aid in our collection, analysis and development of research study plans. At the University of Toledo, these will be graduate students seeking advanced degrees in Gifted Child Education. At Lake Local Schools, these will be staff members, teachers or administrators seeking advanced training for professional development or enhancements to their licensure. Thus, we foster synergy between both institutional settings by providing educational and research opportunities for individuals at both sites to grow professionally. The collaboration project also provides the opportunity to fund a research methodologist to assist in design and development of research plans based on outcomes from our initial study of existing district data and questions developed for a research agenda throughout the partnership. Having a dedicated methodologist provides the Co-PIs the ability to emphasize the day-to-day operations and development of the project, while having expertise available to help us establish empirically sound research design plans. Overall, our goal in the collaboration partnership is to begin and nurture a mindset of trust between the University of Toledo and Lake Local Schools focused on the success and accomplishment of GT students from the Lake Local School's community. Trust building and collaboration will lead to a sense of ease between project members from both settings, which will enhance our ability to focus on outcomes and establishment of a working research group (Kegan & Rubenstein, 1973). We will initially be looking for trends in performance GT students as they have moved through the education system. The intent is to note grade levels where performance shows gains or losses. These targets will then be analyzed through comparison of class placements, teacher assignments, or administrative changes. Concurrently, we will develop and administer a GT learner perception survey to all administrators, teachers and staff at Lake Local Schools to test the hypotheses presented earlier in this narrative. Data will be tabulated on several criteria, such as: school building, grade taught, years of experience, any reassignment of position, gender, ethnicity, and other criteria that come to awareness during the study that are pertinent to the developing research plan. These distinct data sets will then be analyzed and research plans will be designed to explore hypotheses derived from the cross-analysis. Guiding our research design is the key issue of GT student outcome performance and the program issues developed in our earlier collaboration (academic years 2011/12 and 2012/13). By establishing a trusting relationship during the initial partnership grant period, we will encourage stakeholder groups to provide input. We intend to avail both co-PIs of all lake Local School personnel, community members and University of Toledo personnel by staffing research offices on campus at both UT and Lake Local School District. Jodi Takats and Robert Schultz will be responsible for being on site at least one day per week at both sites to enable synergy development. It will be the co-PIs' responsibility to decide on the research plan (including changes in direction) based on the aforementioned guiding structure and an on-going needs assessment based on findings and evolving circumstances at both partnership "home" settings (University of Toledo and Lake Local School District). The partnership is an equal collaboration.

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.

Jodi Takats
Director of Curriculum and Special Education
Lake Local Schools
10/25/13