## Budget

Southeastern Local (046276) - Clark County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (244)

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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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1. Project Title: Get out your cell phones, iPads, tablets...class has begun...breaking the mold of traditional teaching in Greenon/Southeastern/Tecumseh’s Grad

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.

3. Total Students Impacted: 500

4. Lead applicant primary contact: - Provide the following information:
   - First Name, last Name of contact for lead applicant: Stacia A. Smith
   - Organizational name of lead applicant: Clark County ESC
   - Unique Identifier (RN/Fed Tax ID): 046277
   - Address of lead applicant: 25 W Pleasant Street, Springfield, Ohio 45506
   - Phone Number of lead applicant: 937-325-7671
   - Email Address of lead applicant: stacia.smith@clarkesc.org

5. Secondary applicant contact: - Provide the following information, if applicable:
   - First Name, last Name of contact for secondary applicant: Brad McKee
   - Organizational name of secondary applicant: Southeastern Local/Greenon Local
   - Unique Identifier (RN/Fed Tax ID): 046276
   - Address of secondary applicant: 226 Clifton Rd., PO Box 2, South Charlston, OH 45368
   - Phone number of secondary applicant: 937-462-8388
   - Email address of secondary applicant: bmckee@sels.us

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 (RN/Fed Tax ID), Address, Phone Number, Email Address of Contact for All Secondary Applicants in the box below:

   - First Name, Last Name of Contact: David Shea, Southeastern Local, 046277, 195 E Jimtown Rd, PO Box Z, South Charleston, OH, 45368, 937-462-8388, dshea@sels.us
   - Daniel Bennett, Greenon Local, 046235, 500 Enon Xenia Rd, Enon, Ohio 45323, 937-864-1202, dbennett@greenon.k12.oh.us
   - Stacia A. Smith, Clark County ESC, 046227, 25 W Pleasant St, Springfield, OH 45506, 937-325-7671, stacia.smith@clarkesc.org

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.

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 other participating entities.

The CCESC Superintendent, Dr. Stacia Smith will take the lead in coordinating all activities of the grant, facilitating meetings, visiting individual teachers in schools, implementing and evaluating progress towards meeting the goals of the grant, acting as a liaison to Dr. Rhodus OSU professor, expert in interactive communication, and teachers, districts, and evaluation procedures. The secondary person is the shared services treasurer, Mr. Brad McKee, from Southeastern/Greenon Local Schools who will take the lead to monitor the grant budget allocated to the goals. As Southeastern Treasurer for more than 6 years, Mr. McKee has maintained a five-year forecast that is consistently on or under-budget and is a stalwart budget person. The three superintendents/Greenon/Southeastern/Tecumseh), the respective principals from middle and high schools (Greenon/Southeastern/Tecumseh) and the tech support group have formed a committee that will meet beginning in January once the grant has been awarded to discuss implementation of the model classrooms. At this first meeting, a face to face media conversation will occur with Dr. Rhodus, OSU Professor as to the best steps to take to recruit the change teachers and classrooms. A specific timeline will be developed with exact details as to the respective roles and responsibilities of each applicant committee member. For recruitment, a brief job description will detail the responsibilities of being a STEM change teacher and will be distributed to all STEM MSHS personnel so that interested teachers clearly understand their roles and responsibilities in this project. Dr. Smith will meet individually with perspective teachers to outline the specific responsibilities and goals of the grant. Meetings of all major district stakeholders will occur every five weeks to discuss these topics with the OSU professor (via face time): teachers’ progress towards goals, multimedia opportunities, successes, challenges, and view observational data gathered from CCESC Superintendent’s visits to classrooms, input from principals and superintendents, input from OSU professor working with teachers, etc. The anticipated meetings will be:

   - Feb 21, March 28, May 1, and June 13

   - Experiences: The CCESC superintendent has had multiple successful experiences with writing of and implementation of local, state, and federal innovative grants and works collaboratively with all three superintendents and principals in Clark County in the implementation of all grants that the ESC has received over 3-4 million since 2006. Stacia Smith holds a doctorate, National Board Certified Teacher twice, and is experienced in implementing successful reform movements in both suburban and urban districts. Mr. McKee is an experienced teacher who monitors grant monies accurately for his district has had positive five year forecasts. The three superintendents have been a part of various innovative grants that the CCESC has written and implemented in their districts that have impacted their teachers’ professional growth, including the just emerging FLIP classroom information featured in books and journal articles Dr. Rhodus is sought not nationally as an expert in bringing technology to education. The school principals are kept informed by their superintendents and hold master’s degrees in education. Prior to the writing of this grant, all stakeholders met to outline details of the grant, review research participated in a face to face media conversation with Dr. Rhodus, in addition to input as the grant was being written.

8) 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.

Todays' generation students are digitally connected. They individually navigate apps, blogs, etc. & mobile devices with ease. Using students' technology embedded skills, and linking it to learning is an excellent motivation for classroom instruction where the learning becomes more personalized & individualized. Each student can access apps/literature to address their individualized needs. This project addresses the need & problem to motivate students to engage in STEM courses, get passing grades & continue taking more advanced courses to be prepared for 21st century jobs and careers. This project incorporates the concept of flipping instructional delivery of STEM content, using outside resources through a shared platform, i.e., EVERNOTE, such that the information developed can be accessed on any
mobile device. However, it goes beyond the concept of flipping & watching teacher lecture videos to helping students locate millions of apps for personalized learning. This means that with all teachers involved, students will be helped in creating multimedia platforms and archiving these multimedia lessons to be used repeatedly or shared across districts.

12. Describe how it will meet the goal(s) selected above.

Once teachers are trained on how to create multimedia platforms, the media lessons are archived and can be used repeatedly or shared across districts. The teachers can build from their original lessons using technology and research methods/practices to develop and implement multimedia lessons. Using multimedia, teachers have multiple opportunities to review for tests, pass & meet the graduation requirement.

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 Draft 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 district school, community school or STEM school for member 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 project?

$541,342.26 * 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, etc.)

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

15,000.00 * Specific amount of new/recurrent cost (annual cost after project is implemented)

* Narrative explanation of 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.)

16. Are there any expenses that might affect the design or implementation of your innovative project?

449,803.00 * Specific amount of expected savings (annual savings after project is implemented)

* Narrative explanation of rationale: Provide details on the anticipated savings (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.).
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): 01/06/2014
  Narrative explanation

Meetings with all stakeholders to determine vision/action steps of results, roles and responsibilities of each participant, recruitment of teachers, development of timelines for implementation/summative evaluations, MOU with associations. Dr. Rhodus guidelines, ordering of media items. Dr. Rhodus/Smith’s meetings with teachers of demonstration of how expectations, discussion of how to implement, addressing concerns about technology, in-service days with Dr. Rhodus.

Implement (MM/DD/YYYY): 02/03/2014
  Narrative explanation

Creation of multimedia lessons, consultations with Dr. Rhodus, teacher visits from ESC/network meetings for change teachers. Dr. Smith observational visits, input from administrators, classroom walkthroughs with administrators, support from tech group to teachers district tech support. March & April progress monitoring of implementation work with Dr. Rhodus; continuation of support to change teachers as they develop lessons, PD offered to other teachers in districts discussing 2015 grant/recruitment of teachers April/May—other district teachers visit model classrooms; student/parent input/recruitment for 2015 grant; evaluation complete by ESC; June seminar with change & 2015 teachers; five meetings of major stakeholders. Barriers—Teacher buy-in to change the way of teaching, integrating technology deficits, time to learn tech. The grant offers 2 pilot teachers in math/science per building familiar with technology & solid content knowledge. The change teachers will work closely with Dr. Rhodus to visually model for other staff ease of using technology, creating media & be compensated for the extra time plan needed to begin transition. Once mastered, this compensation is gone. Tech issues is outsourced to a group working directly with teachers but also training district tech support staff. Recently hired teachers who are younger than veterans may be attracted to FLIP beyond classrooms. Attracting more teachers for 2015 grant implementation is a consideration here.

Summative evaluation (MM/DD/YYYY): 02/03/2014
  Narrative explanation

Summative evaluation happen per month based on timeline outlined to teachers in January. Evaluation is an ongoing process throughout project to determine if modifications need to happen based on teachers/students/administrator input. Dr. Smith will visit classrooms weekly to progress monitor implementation & problem solve. Change teachers will meet face-to-face periodically to discuss their views/concerns, addressing Dr. Smith, bringing data from lessons, critiquing multimedia lessons. Stakeholders’ communication & collaborative meetings will occur with monthly walk-throughs. Students—Students interaction with media will be collected through observational walkthroughs by principals, superintendents, Dr. Smith. A pre-assessment of students’ needs will be gathered & progress monitoring will occur throughout the project. Locating access to outside hardware for students will be problem solved by teachers/principals/superintendents. Dr. Smith. Data will be collected from all major stakeholders. Time frame for teachers may be obstacle until switching to a multi-media platform. Dr. Rhodus & Dr. Smith will be available to problem solve. Parent buy in to beyond lecture style learning will have to be addressed. Project will begin to be implemented to fidelity when teachers commit to being change teachers. Dr. Smith will collect data throughout the complete six months. The summative evaluation will be based on following: number of students involved, students’ perception of learning, attitudes toward learning, grade comparison of learning vs. traditional way, teachers’ use of media/number of lessons, cost effectiveness vs. time involved for lessons, number of students signing up for courses 2015, administrators/parents evaluations of course work/goals, participation results from ODE assessment. Answering questions: what is net impact? What is effectiveness? Impact on other teachers/other students linking to standards? Rigor of coursework?

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

20. Describe the rationale, research or past support that succeeds 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.

Dr. Rhodus & Dr. Smith have had experiences with successful implementation of grants and working with teachers that have impacted student achievement gains. A clear vision of goals, open communication channels, addressing all stakeholders in in-person meetings that vary on varying stages of the project. Anticipates outcomes of goals in multimedia lessons and their level of technology implementation and comfortableness. The success of the two Colorado classrooms and Dr. Rhodus’ OU college courses successful student experiences are important factors in the success of this grant. In past several years, recent research has outlined the positive results of flipping classrooms, infusing technology into education, teaching with technology and the impact it has had to help students master content. Using technology options has also been noted by researchers as a means of intervention practices for ELL students. The multisensory media experiences helps students who learning styles differ from typical lecture like classroom instruction.

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

Yes

22. If so, how?

This can be replicated with the following conditions: With the right equipment provided to the teacher, the selection of teachers who have strong content knowledge, and familiarity with the use of technology hardware and applications, Dr. Smith & teachers can allow them to time how to create multimedia lessons, and the willingness to change their traditional way of teaching to impact the learning styles of today’s students. Dr. Rhodus and Dr. Smith will document steps to successful implementation to others to read in professional articles. Both will submit proposal to teaching and learning conferences for 2015 school year by ODE. Superintendents and principals have agreed that the change classrooms will be available to other districts to tour and talk with teachers. Sharing of created lessons and success stories is documented through a multimedia presentation and placed on districts’ websites.

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

Results will be measured quantitatively and qualitatively. Quantitative results will be the number of students passing the STEM courses, number of new students attracted to STEM for 2015 school year, and the number of media lessons developed by teachers based on course outcomes. The goal is to attract more students to STEM courses through a change in the traditional instructional delivery of course outcomes for 2015. After the grant is over, first phase change teachers will continue creating media and sharing across the districts. Qualitative data through parent/teacher/students surveys, observational walkthroughs, analysis of quality of media recorded input and other stakeholder input will measure the when goals have been reached.

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.

Student Achievement Benchmarks: End of year passing grades for students should increase over trend data; more students enrolled in 2015 change teachers courses; less students needing remedial classes next year. Teacher professional development to get create lessons from STEM classes. A slight change should happen in 2014 but more significant changes should happen in 2015 as teachers continue to develop media for both school contexts. Benchmark: number of media lesson connections to concepts taught and created by teachers in 2014. These lesson should significantly increase by end of 2015. Benchmark: More teachers requesting to use multimedia platforms for 2015 courses. Reductions—Benchmarks should be the number of students not needing remedial work end SY 2014 for summer school. Cost to districts/payments to teachers salaries for summer school credit recovery courses. Resources: Benchmarks number of multimedia platforms developed and shared by three districts to help teachers’ master content. This is a new concept and SY 2014 would be baseline data for the next five years. Benchmark: Comparison of students in non-change classrooms in passing subject matter would also be collected and analyzed.
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.

The evaluation of this project is based on the Friedman Quadrants Model and will also include the reports required by ODE. Gathering data from all stakeholders as they progress through the grant will be but not limited to the following: number of students involved, students' perception of learning, attitudes toward learning, grades comparisons, impact of learning vs. traditional way, teachers' use of equipment, media number of lessons, cost effectiveness vs. time involved for lessons, number of students signing up for courses 2015, administrators/parents evaluations of course work/goals, participation results from ODE assessment. Answering questions: What is net impact? What is effectiveness? Impact on other teachers? Other students? Linking to standards? Rigor of coursework? Feedback to the collaboration partnership during the 2014 program will guide implementation for the program during the school year as well as for the 2015 program, to better meet the needs of students. Impact on student achievement will be the focus as students' progress through STEM courses. Barriers: successes and challenges impacting students/teachers/district will be included in the data. Collaborative meetings with stakeholders will be held at set dates to review data and revise implementation plan with Dr. Rhodus. Friedman's Quadrants Model includes the following: Quantity - two questions answered: How much? How much effect? Data from number of students in courses; number of students accessing media; frequency of passing summative course tests/formative end of year tests; variety of resources used to develop media lessons; number of teacher lessons created; number of apps/notes/lectures completed by teacher; number of minutes spent per week planning new lessons; passing grades of students compared to previous years; number of students enrolled in 2015 classes. Effect: number of students passing; number enrolled in 2015 classes; number of new teachers want to FLIP; number of parents involved with homework using media lessons. Quality answers following questions: How well? How good was effect? Impact on students' perceptions of STEM, learning impact, impact on teaching practice, impact on student achievement, impact on students' input to lessons, impact on learning environment to district/classroom, impact on content instruction, impact on stakeholders use, analysis of quality of videos developed to content/instruction/learning environment/students, alignment to progression of students from struggling to mastery. This data will be collected midpoint March, and endpoint June. Dr. Smith will progress monitor throughout the project. Data collected will be written input, quantitative figures and observational, surveys with stakeholders. Dr. Rhodus' analysis of project will be incorporated into the results. A final written report will be available to ODE and interested stakeholders and in August and posted on all stakeholders' websites.

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, Stacia Smith, Superintendent, Clark County ESC 10/24/2013