

Budget

Stow-Munroe Falls City School District (044834) - Summit County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (161)

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	74,683.87	0.00	74,683.87
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	74,683.87	0.00	74,683.87
Adjusted Allocation								0.00
Remaining								-74,683.87

Application

Stow-Munroe Falls City School District (044834) - Summit County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (161)

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: Distance Learning (DL) and Post-Secondary Enrollment Options Program (PSEOP)

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.

This proposal seeks to build a Distance Learning lab at Stow-Munroe Falls High School, which would allow qualified high school students to participate in post-secondary classes and earn tuition-free college credit without leaving their high school building. Students would enter college with courses and credit completed, saving parents and students both time and money. This proposal will increase student achievement, reduce spending on education, and allocate more resources to the classroom.

1609 3. Total Students Impacted:

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

First Name, last Name of contact for lead applicant: Karen Moore
Organizational name of lead applicant: Stow-Munroe Falls City Schools
Unique Identifier (IRN/Fed Tax ID): 044834
Address of lead applicant: 4350 Allen Road
Phone Number of lead applicant: 330-689-5437
Email Address of lead applicant: st_kmoore@smfcsd.org

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

First Name, last Name of contact for secondary applicant: John LaGuardia
Organizational name of secondary applicant: The University of Akron
Unique Identifier (IRN/Fed Tax ID): Fed Tax ID:
Address of secondary applicant: The University of Akron Akron, OH 44325-4719
Phone number of secondary applicant: 330-972-5328
Email address of secondary applicant: jal1@uakron.edu

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.

The University of Akron or a contractor whom the University hires will install the required DL equipment in the high school classroom at no charge to the school and perform first line of support to triage hardware issues. UA will also provide the professors/teachers for the DL PSEOP courses, the courses themselves, and required books, at no charge to the school. UA or its contractors have successfully installed 13 Distance Learning Labs in high schools and have successfully offered DL PSEOP courses in those 13 high schools. The University of Akron has a 15 year history of installing and operating DL classrooms and providing DL PSEOP courses.

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.

This project seeks to place a Distance Learning Lab in Stow-Munroe Falls High School, which allows the school to connect with The University of Akron for real-time delivery of college courses for high school students. High school students interact with the college instructor and college classmates by employing synchronous video-conferencing technology from the comfort and security of their high school classroom, earning both high school credit and tuition-free college credit that is transferable to any public institution of higher learning in Ohio. Students in the high school classroom can see, hear, and interact with the UA professor and college students. Each time a high school student wishes to speak, he simply presses a button on his desk, which turns on his microphone and causes a camera in the room to zoom in and focus on him. His image is shown in close up on the screen in the UA classroom and in any other connected classrooms. Depending upon the type of class-whether it is lecture or discussion based-anywhere from 4 to 12 classrooms can be connected at any one time. For example, in this semester's Government and Politics course, there are 12 high school classrooms connected with the DL classroom on UA's main campus, and 130 students-a mix of high school and college students-are taking the course. The Straight A Fund monies would be used to purchase and install the lab equipment (cameras, microphones, audio-visual equipment, etc.). This project will address state-wide education problems, including student achievement, the cost of college, and college debt. By providing a convenient and safe venue for high school students to take tuition-free college courses while still in high school, this program will reduce college cost and potential college debt. This program fulfills a specific goal of the Complete College Ohio Task Force to "increase the number of students graduating from high school with college credit." It also allows students to finish college more quickly, meaning that they can enter the workforce at a younger age. This program will also increase student achievement by plugging high school students into college classrooms while still in high school, thereby increasing their desire and ability to succeed in their present high school classes and future college courses. As parents and students realize the time savings and cost reduction associated with this program, many students will improve their academic performance in order to be eligible for the program. PSEOP courses offered through DL vary based upon student interest and need, but for Fall 2013 the courses are Cybercrime, Computer Forensics, English Composition I and II (multiple sections), Introduction to Psychology (multiple sections), Introduction to Sociology (multiple sections), Personal Health, Government and Politics, State and Local Government, Introduction to Public Speaking, and Classic and Contemporary Literature. Currently, there are 13 high schools offering DL PSEOP courses through UA: Stow-Munroe High School (Stow currently is using a make-shift DL cart but is in need of a permanent DL room), Coventry HS, Medina HS, Springfield HS, Wadsworth HS, Brunswick HS, Cloverleaf HS, Highland HS, Buckeye HS, Barberton HS, Green HS, River View HS, and Malvern HS.

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.

Once a high school is connected to UA via Distance Learning, student achievement at Stow-Munroe Falls High School will increase because students who complete college courses in high school are

more likely to do well in their high school courses and to attend college. Entrance requirements for the PSEOP are high, but students will be encouraged to meet them in order to take tuition-free college courses. Spending reductions on the cost of education for the district may occur due to reduce teaching assignments for those involved in AP and dual enrollment courses since UA can provide college-credit courses to students using its professors. Students, parents, and the state would save money because high school students can take tuition-free college courses while in high school, reducing both the time and cost of attending college. The resources requested for this project would be used in the classroom itself for the benefit of students. The University of Akron provides the DL PSEOP courses, professors, books, and access to university academic and course advising, and the university's library collection (including the digital collection).

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.

n/a

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

74,683.87 * 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.).

A) The total cost for installing a Distance Learning Lab is \$74,683.87 for a DL Fully Equipped Instructor Classroom.

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.

10,000.00 * 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.

This cost covers the technology and its basic installation. The cost of the professor to teach the PSEOP courses and the hardware maintenance contract on the DL Lab would be covered by state reimbursement that UA receives from state funds already designated for PSEOP courses. There would be no additional cost to the high school or to the state. In addition to state reimbursement, the budget for the Distance Learning program at UA comes from college courses taught by DL. There are no new or recurring costs for this project. The grant covers the basic installation of the technology as well as the technology itself. Basic maintenance and upkeep is covered by the state tuition money that UA receives from PSEO student participation. UA provides the teachers, and students also receive textbooks, academic advising, course scheduling, and library access from UA for free.

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

10,000.00 * 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 specific savings to Stow-Munroe Falls High School may result in the school having to offer fewer early-college classes, whether those be AP or dual-enrollment courses since UA provides the courses and professors. In addition, this program helps parents, students, and taxpayers save money since students earn high school credit and college credit at the same time without having to pay for it. This reduces college debt and allows students to move through college more quickly. It also provides students a natural pathway to college.

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.

Courses offered for the DL PSEOP are already offered at UA, meaning that UA is already procuring a professor to teach its own students. Also, UA offers all PSEOP courses to all participating high schools, making the program self-sustaining based upon state monies received for the PSEOP students as well as the tuition money paid by college students taking the courses. The financial records of the PSEOP program throughout its 15 year history at The University of Akron demonstrate that it is self-sustaining.

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): 01/01/2014

* Narrative explanation

We will begin the process of physically installing the distance learning lab and recruiting students for Fall 2014 courses. The University of Akron or one of its contractors will install the technology and ensure that the video-conferencing technology connects properly with UA. Students with appropriate academic qualifications will be notified of the PSEOP DL opportunities for the fall and encouraged to apply for the program. Stow-Munroe Falls High School counselors and UA counselors will be instructed on the program and will meet with student prospects to recruit them for the program. Stow-Munroe Falls High School and UA will be involved in promoting the DL PSEOP.

Implement (MM/DD/YYYY): 08/15/2014

* Narrative explanation

By the start of the school year 2014, DL PSEOP courses will be offered to Stow-Munroe Falls High School students based upon interest at the school. It is important to understand, though, that there will be a wide range of available courses for the students since UA currently offers DL PSEOP courses to 13 high schools.

Summative evaluation (MM/DD/YYYY): 10/01/2014

* Narrative explanation

By the beginning of October, students will have been involved in DL PSEOP courses for about a month, and Stow-Munroe Falls High School and UA can together evaluate the program, the number of students involved, and ways to improve the program for Spring 2015. In its 15 year history of offering DL PSEOP courses, UA has never had a high school drop out of the program.

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

Stow-Munroe Falls High School would have a closer relationship with an institution of higher education, which would encourage more high school students to enroll in PSEOP courses and remove the hassles normally associated with PSEOP courses, such as leaving the high school campus and driving to a college campus. Entering into a relationship with The University of Akron and having a college-focused room on campus would increase our school's academic focus and strengthen our identification as a college-preparatory school. The video conferencing technology would provide the opportunity to connect and share faculty and courses with other high schools in our district or outside our district, along with other two-year and four-year colleges and universities. It also enhances the learning experience with virtual field trips, guest speakers from anywhere in the world, and other unique events made possible by the technology. Since the courses are transferable to any public institution of higher education in Ohio (as well many private institutions), this would encourage students to attend college in Ohio, thereby retaining our college-focused students in Ohio. It would also help our school align with the goals of the state of Ohio's education authorities to see more high school students graduate with college credit.

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.

The University of Akron began partnering with high schools to offer DL PSEO courses in 1997. Over the years, the program has grown to include 13 high schools. For Fall 2013, UA DL PSEO courses have

285 high school students enrolled, and they are taking 1,338 college credit hours. The revenue generated from tuition from Spring 2013 was \$218,304, which covers the professors' salaries, course delivery, maintenance of technology, and other related costs. The difficult part of the DL program is the installation of the lab itself, which is what this grant requests.

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

Yes No

22. If so, how?
Any school district that can install a Distance Learning Lab has the ability to connect with The University of Akron. Currently, UA is connected with 13 schools. Once the cost of the lab is covered, connecting the school and The University of Akron is a relatively easy process.

23. Describe the substantial value and lasting impact that the project hopes to achieve.
This project will increase high school students ease and convenience in attending college, encourage more high school students to attend college in Ohio (because the credits earned are transferable to public institutions in Ohio as well as many private Ohio colleges), and reduce the time and cost associated with college. For the high school, the DL PSEOP approach allows the high school to focus on high school coursework and allows UA to provide college preparatory courses for students who wish to take college courses. The high school student is exposed to other high school students from diverse socioeconomic, cultural, and religious backgrounds, preparing them for their college experience.

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.
Within 5 years, this project aims to increase the number of students taking PSEOP courses and to reduce the time and expense of college for students taking part in the program. To have at least 10 students begin the program in Fall 2014 and to add at least 5 students annually is the goal. UA will assess these goals by tracking those students who participate in the program and compiling data each semester that shows how many credits each student earned and an estimated cost of those credits if they had paid for them at the college level. UA will also track how many students who participated attend UA, the length of their degree time, and the average cost of college for them compared to the general student population. While difficult to measure, we believe that as more students take advantage of convenient PSEOP courses, Ohio college-debt figures will lower because students will be able to complete many general education requirements at the high school level without paying college tuition. This will result in young people entering the workforce at an earlier age, allowing them to repay any college debt they have incurred at a quicker rate. This may also result in reduced state spending on higher education since students would complete more college credit in high school.

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.
UA will record the number of students participating in the program as well as the number of college credit hours students take at the high school level. Stow-Munroe Falls High School will track any reduction that occurs in spending on AP courses and/or dual-enrollment courses.

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" Karen Moore Director of Academic Achievement Stow-Munroe Falls City School District October 23, 2013