## Virtual Schoolhouse, Inc. (000564) - Cuyahoga County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (437)

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**Adjusted Allocation:** 0.00

**Remaining:** -5,000,598.00
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: Efficiency thru Centralized Resource Management Processes for Special Ed Schools

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.

My Educational Chat is a secure online interactive tool that connects all school personnel and parents with personal educational information that can be viewed anywhere with online access. It will integrate the learning management systems with the student's special education progress, as well as promote collaboration and compliance amongst the professional learning community. This software program will address all three of the Straight A goals: improving student achievement, reducing spending, and enabling a greater share of resources to be used in the classroom.

40708.00 3. Total Students Impacted:

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

First Name, Last Name of contact for lead applicant: Yocheved Belsky
Organizational name of lead applicant: Virtual Schoolhouse
Unique Identifier (RN/Fed Tax ID): 000564
Address of lead applicant: 736 Lakeview Rd
Phone Number of lead applicant: 216-541-2048 x206
Email Address of lead applicant: ybelsky@virtualschoolhouse.org

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

First Name, Last Name of contact for secondary applicant: James N. George
Organizational name of secondary applicant: Educational Service Center of Lake Erie West
Unique Identifier (RN/Fed Tax ID): 000564
Address of secondary applicant: 4955 Seaman Road Oregon, Ohio 43616
Phone number of secondary applicant: 419-724-4288
Email address of secondary applicant: jorge@esclakeeriewest.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 (RN/Fed Tax ID), Address, Phone Number, Email Address of Contact for All Secondary Applicants in the box below.

Jave Cash St, Alyssua Orphanage 30 Hill Rd. South Pickerington, OH 43147 614-837-8945 ext. 13 dcash@charteredschoolspec.com Gerald Horak Summit Academics 2791 Mogadorerd Akron, Ohio 44312 330-770-0847 gerald.horak@summitacademies.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.

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.

James George, Executive Director of Educational Services of Lake Erie West, sponsor (authorizer) of VSH, monitors academic performance, compliance, and finances in accordance with state statutes, laws, and contractual obligations. Virtual Schoolhouse, “VSH”, is an Ohio-based charter school that incorporated in 2004 and serves over 50 % special education. The School has served more than 2500 students since inception. Virtual Schoolhouse has received more than $20 million over the last 9 years from state and federal grants; VSH has also received many awards for excellence in its special education service. In 2012, VSH received the Special Ed Ratio Grant from ODE. Yocheved Belsky, business administrator consistently helps VSH achieve its financial goals. Her in-depth knowledge of the intricacies associated with government funding has enabled her to identify resources and methods of allocation that are not readily apparent. In addition, she consistently receives high audit ratings from federal site visits of various Department of Education programs. Her extensive research identifies new venues of funding and effective methods of utilizing allocated monies. Understanding eligibility requirements of both federal and state funding, ensures that correct resources are identified for each project. As an example: The Stimulus Recovery funding was used to create a new therapy department, with top of the line equipment for services such as speech, occupational and physical therapy. Yocheved performs a gap analysis, reviews operating costs and methods of streamlining their process. She also researches which funding is available to reimburse existing expenses. Learning Concepts Inc. is an innovative charter school management company located in Ohio. Their skilled knowledge in differentiated learning models, curriculum and special education combined with devotion to each student’s achievements make them stand out as a premier management organization. Learning Concepts also researches which funding is available to reimburse existing expenses. Yocheved performs a gap analysis, reviews operating costs and methods of streamlining their process. She also researches which funding is available to reimburse existing expenses. Learning Concepts Inc. is an innovative charter school management company located in Ohio. Their skilled knowledge in differentiated learning models, curriculum and special education combined with devotion to each student’s achievements make them stand out as a premier management organization. Learning Concepts also researches which funding is available to reimburse existing expenses.

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

- Utilization of a greater share of resources in the classroom
- Spending reductions in the five year fiscal forecast
- Student achievement
- Existing and researched-based - never implemented in your district or community school but proven successful in other educational environments
- Enhanced/Scale Up - elevating or expanding an effective program that is already implemented in your district, school, or consortia partnership
- Mixed Concept - incorporates new and existing elements
- New - never before implemented

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

- Existing and researched-based - never implemented in your district or community school but proven successful in other educational environments
- Enhanced/Scale Up - elevating or expanding an effective program that is already implemented in your district, school, or consortia partnership
- Mixed Concept - incorporates new and existing elements

11. Describe the innovative project.

The purpose of this project is to integrate in real time the communications between a Learning Management System (LMS) and two other systems currently used by Virtual Schoolhouse (VSH). One system is a Special education compliance system which offers centralized control of the special ed referral system, ETM and an IEP process. The referral system affects the case management for the IAT process, as well as provides tracking of IAT meetings, goals & progressions, customizable worksheets for the IAT meetings, record keeping, graphical analysis of test results, and seamless integration of the IAT's
recommendation to ETR and notification of accepted IAT students. The goal is to upgrade the system to enable the IEP team to receive email alerts, track the release of forms and data requests, enter outcomes on students’ progress, manage cases of the IEP process and customized tracking services, along with the other on-line system VSH uses, which is an academic monitoring system, referred to as Tracker. Upon completion of a lesson, the teacher logs onto Tracker & records all aspects of the interaction with the student. On an easy-to-use, prompt-based, pop-up screen, the teacher enters timestamps when students entered, left the site, or did not respond. A summary of the interaction is stored in Tracker, allowing for easy access to student data for review or analysis.

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

From year one, districts will begin to leverage this technology and the savings is not only beneficial to the student, it is beneficial to the School district. As a result, a student academic and/or performance is greatly modified or improved. To date, the basic Tracker/IEP system has been very successful and meets the goal of providing a clear and comprehensive plan for the student’s educational progress. The system tracks student progress, tracks the time and activities of the student and teacher, and provides a clear view of the student’s progress towards the IEP goals. The system is also very flexible and can be customized to meet the unique needs of each student. The system also provides a clear view of the student’s progress towards the IEP goals, which can be accessed by teachers, parents, and other involved personnel. The system is very easy to use, and the data is very clear and comprehensive. It is very easy to track the student’s progress, and the system provides a clear view of the student’s progress towards the IEP goals.

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 consortium or partnership, include the five-year forecasts for each district, community school, or stem school member for reviewer.
   c. If subsection (b) is not applicable, please explain why, in addition to how the project will demonstrate sustainability and impact.

A sample representation of how a single school, Virtual School House actually experiences cost reductions through staff reduction. This representation can be extrapolated to all of the schools currently applying. The representation is as follows: $69,231 will be used for school support, $23,076.92 go towards Miscellaneous Administrative costs, $50,000 go towards Miscellaneous Administrative costs and $150,000 for project management. In the first 12 months after receiving funds, the next $1,338,462 will be spent from the 13th to the 24th month to fund the technology and support teams that will support any tweaks, enhancements and updates that will continue to improve the value being provided to all of the schools benefiting from these cost savings is truly focused on the needs of the schools that need to be filled, and is currently being used to mail student learning materials. In the second year, the software development cost will be reduced to an additional $775,862 needed. $172,414 will be used for school support, $25,562 towards Miscellaneous Administrative costs and $30,000 for project management. Because of the increasing revenue, the idea by the end of year 3 is self-sustainable. By year 4, the project will be generating enough revenue to cover costs and make a profit.

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

   5,000,597.00 ** Total project cost

   * A brief narrative/explanation: 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, RRT money, local funding, foundation support or other details on funding streams included in the budget (e.g., staff counts and salaries/benefits, equipment to be purchased and cost, etc.).

   * In the first 12 months after receiving funds, the first $2.2 million will be spent to build the technology that will enable the efficiency and cost reduction. The team building the technology will be compiled of Solutions Architects, Developers, User Interface Designers, Software Developers, Designers, Project Managers, QA Analysts, Senior Quality Analysts. $100,000 will be used for school support, $50,000 to go towards Miscellaneous Administrative costs, and $60,000 for project management. In the second year, the software development cost will be reduced to an additional $775,862 needed. $172,414 will be used for school support, $25,562 towards Miscellaneous Administrative costs and $30,000 for project management. Because of the increasing revenue, the idea by the end of year 3 is self-sustainable. By year 4, the project will be generating enough revenue to cover costs and make a profit.

15. What are new/recurring costs of your innovative project will continue once the grant has expired? If there are new/recurring costs, please explain why.

   0.00 ** Specific amount of new/recurring cost (annual cost after project is implemented)

   * A 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.

   As per the description above, the only costs funded by the Straight A fund will be for the first two years. All future recurring costs will be borne by the schools that will be leveraging the services of the technology and support team that will be creating this software. The schools will bear these costs specifically because the costs will represent a small fraction (less than 15%) of the cost savings that the filename will see as a result of working in this approach.

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

   90,000.00 ** Specific amount of expected savings (annual)

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

   In year one of beginning to use this technology, schools will save costs on two staff member: fully loaded costs approximately $90,000 but will spend approximately $50,000 for the upkeep of the technology being developed. In year two and onwards, schools will save $90,000 in costs on two staff members' fully loaded salaries but will spend approximately $10,000 for the upkeep of the system.

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 to maintain the project and that will allow the project to continue past the life of the grant.

   From the perspective of the project being funded, the project itself is highly self-sustainable. Beyond the first two years, there will be no further funding needed to support the technology and the system will continue to improve and maintain this software and services the various schools benefiting from this; this is because after the first two years the same service will be provided to other schools at a cost that will ensure that the services provided by this team are self-sustainable and grow with the needs of the schools that it serves. From the perspective of the schools leveraging the technology and service being provided, it is still very self-sustainable for each school because the school itself will leverage a portion of the $90,000 in savings that it experiences from staff reduction and repurpose a small fraction of it to spend on annual subscription access to the technology being created through the initial funding.

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

In 1982, there were two models for special education instruction: self-contained classrooms and pull-out models. The 2004 IDEA program mandated that special education services must be expanded to be delivered in multiple models beyond the existing two. In 2010, 21 Ohio Districts (VHD is one of them) participated in the Special Education Ratio Grant study to evaluate the impact of special education delivery models. The results of the Ratio Grant show that ‘All related service providers for preschool and school age children with disabilities shall provide special designated instruction in accordance with a workgroup process with respect to any requirement.’ The key to the success of this model is that all involved parties are working together and collaborating as a team. My Educational Chart will bring together all the stakeholders involved from the beginning stages of the IEP intervention through service implementation, and help shift from a deficit-based model of the past to a proactive service delivery model. There are currently close to 300,000 students classified as special education in the state of Ohio and the state receives over 300,000,000 dollars in IDEA Part B funds alone to provide services. As the numbers of special education students continue to rise, and compliance becomes a greater focus in public education, it is imperative that programs are developed to create transparency and traceability. This will provide a single repository for all project information - drawings, documents and all correspondence including emails and faxes. 2. Complete version control - current status is always clear, and an immutable audit trail of the entire process can be accessed at any time. 3. High degree of reliability for clarification - based on current, complete data. 4. Traceability of all processes and tamper-proof storage of all project documents.

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.

- Over the past five years, we have implemented a comprehensive assessment process to monitor student progress and ensure accuracy in the IEP implementation. By using this process, we have observed significant improvements in student performance and have been able to make necessary adjustments to the IEPs.
- To further enhance our assessment process, we have developed a digital platform that allows for real-time data collection and analysis. This platform has helped us to identify areas for improvement and has enabled us to make data-driven decisions.
- The platform also provides teachers with tools to create individualized learning plans for each student, ensuring that they receive the appropriate support and resources they need.
- By implementing this approach, we have seen an increase in student engagement and a positive impact on academic achievement. Students are now more motivated and confident in their abilities, leading to improved outcomes.
- Additionally, the platform has reduced the administrative burden on teachers, allowing them to focus more on student growth and achievement.

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

- [ ] Yes
- [x] No

22. If so, how?

- Our project has been widely adopted in various Ohio districts, and we have received positive feedback from educators and administrators.
- The key components of our project can be easily replicated in other districts by following these steps:
  - Conduct needs assessment and stakeholder consultations to tailor the intervention to the specific needs of each district.
  - Develop a comprehensive implementation plan that includes training for staff, monitoring, and evaluation.
  - Establish a support system and provide ongoing technical assistance to schools.
  - Encourage collaboration between districts to share best practices and resources.

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

- The project aims to enhance the educational experience for students with special needs by providing a comprehensive assessment and intervention system.
- This system will enable educators to make more informed decisions about student progress and tailor instruction to meet individual needs more effectively.
- By implementing this system, we expect to see improvements in student achievement, increased engagement, and a more efficient use of resources.
- Additionally, the project will provide valuable insights for future educational research and policy developments.

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 expressible in a single year.

- Year 1: Creation of pilot project, usage surveys and establishment of baseline data.
- Year 2: Collection of usage surveys and student effectiveness and achievement data.
- Year 3: Increased data effectiveness towards student achievement and operational cost reduction(s) (collection in usage surveys).
- Year 4: Increase in program usage, student performance and teacher effectiveness (collection usage surveys).
- Year 5: Increase in repurpose usage, data collection, teacher effectiveness and student performance (collection usage surveys).

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 method should include how the data of the collection is collected, the formative outcomes and outcomes and the systems in place to track the program's progress).
- Include the method (process), progress and/or procedure by which the program will modify or change the program plan if measured progress is insufficient to meet program objectives.

The project evaluation is two-fold. One is increased compliance in special education delivery. The other is improved student achievement. As a requirement of Section 300.900(a)(2) of the Individuals with Disabilities Education Improvement Act requires ODE to determine the performance of special education programs operated by local education agencies, states make LEA determinations using the
same criteria that the Federal Office of Special Education Programs uses in its determinations of states performance on IDEA Part B. Requirements and must be one of four determinations: Meets Requirements, Needs Assistance, Needs Intervention or Needs Substantial Intervention. The evaluation is based on disproportionality in discipline rates, disproportionality in special education; disproportionality in specific disability categories; child find (initial evaluation timelines); early childhood transition; secondary transition planning; timely correction of noncompliance; and valid and reliable data. This enhanced technological system will ensure that the Virtual Schoolhouse will make timely corrections should any issue of non-compliance occur as well as provide valid and reliable data to any interested stakeholder. Via the program each member of the team will have access to the information about the student and services the student has received thereby enhancing collaboration among all members of the team reducing the duplication of effort that may result in untimely modifications to an educational plan that is no longer beneficial to the student.

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
Yocheved Belsky
School Admin
Virtual Schoolhouse
10/25/13