

Budget

Buckeye On-Line School for Success (000417) - Columbiana County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (41)

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
<b>Instruction</b>		0.00	0.00	471,958.34	0.00	372,084.08	0.00	844,042.42
<b>Support Services</b>		0.00	0.00	89,286.76	0.00	65,661.89	0.00	154,948.65
<b>Governance/Admin</b>		0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Prof Development</b>		0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Family/Community</b>		0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Safety</b>		0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Facilities</b>		0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Transportation</b>		0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Total</b>		0.00	0.00	561,245.10	0.00	437,745.97	0.00	998,991.07
<b>Adjusted Allocation</b>								0.00
<b>Remaining</b>								-998,991.07

Application

Buckeye On-Line School for Success (000417) - Columbiana County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (41)

**Please respond to the prompts or questions in the areas listed below in a narrative form.**

**A) APPLICANT INFORMATION - General Information**

1. Project Title:

VOICE - Virtualized Operations for Independent and Collaborative Education

2. Executive summary: Please limit your responses to no more than three sentences.

With the support of \$998,991.07 in Straight A funds over 12 months, the Buckeye Online School for Success (BOSS) will implement the Virtualized Operations for Independent and Collaborative (VOICE) initiative, which is built upon a sustainable, innovative model proven to increase operational efficiencies and reduce costs. In doing so, we will achieve the following goals: 1) reduce operational costs, reinvesting savings into the provision of educational services; 2) reduce equipment maintenance-related downtime and thereby increasing the amount of time our students spend engaged in educational activities; 3) improve our students' academic outcomes; and 4) demonstrate a cost-effective, replicable and sustainable model for other schools and school districts. , VOICE will achieve its ambitious yet attainable goals by deploying an advanced virtual desktop infrastructure (VDI) learning environment, which will allow BOSS to reduce expenses while improving the delivery of educational and support services.

*This is an ultra-concise description of the overall project. It should not include anything other than a brief description of the project and the goals it hopes to achieve.*

1200 3. Total Students Impacted:

*This is the number of students that will be directly impacted by implementation of the project. This does not include students that may be impacted if the project is replicated or scaled up in the future.*

4. Please indicate which of the following grade levels will be impacted:

- |  |  |
|--|--|
| <input type="checkbox"/> Pre-K Special Education | <input checked="" type="checkbox"/> Kindergarten |
| <input checked="" type="checkbox"/> 1            | <input checked="" type="checkbox"/> 2            |
| <input checked="" type="checkbox"/> 3            | <input checked="" type="checkbox"/> 4            |
| <input checked="" type="checkbox"/> 5            | <input checked="" type="checkbox"/> 6            |
| <input checked="" type="checkbox"/> 7            | <input checked="" type="checkbox"/> 8            |
| <input checked="" type="checkbox"/> 9            | <input checked="" type="checkbox"/> 10           |
| <input checked="" type="checkbox"/> 11           | <input checked="" type="checkbox"/> 12           |

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

First Name, last Name of contact for lead applicant  
Frank Leppar

Organizational name of lead applicant  
Buckeye Online School for Success (BOSS)

Address of lead applicant  
119 East Fifth Street, East Liverpool, OH 43920

Phone Number of lead applicant  
330-385-1987 x1254

Email Address of lead applicant  
fleppar@go2boss.com

6. Are you submitting your application as a consortium? - Select one checkbox below

- Yes  
 No

If you are applying as consortium, please list all consortium members by name on the "Consortium Member" page by clicking on the link below. If an educational service center is applying as the lead applicant for a consortium, the first consortium member entered must be a client district of the educational service center.

[Add Consortium Members](#)

7. Are you partnering with anyone to plan, implement, or evaluate your project? - Select one checkbox below

Yes

No

If you are partnering with anyone, please list all partners by name on the "Partnering Member" page by clicking on the link below.

[Add Partnering Members](#)

## B) PROJECT DESCRIPTION - Overall description of project and alignment with goals

8. Describe the innovative project: - Provide the following information

*The response should provide a clear and concise description of the project and its major components. Later questions will address specific outcomes and the measures of success.*

The current state or problem to be solved; and

As learning becomes increasingly digital, ready access to electronic educational resources is critical to student success. Modern technologies enable students to engage in real-time collaboration with teachers and their peers while offering unprecedented opportunities to participate in virtual, inquiry-oriented learning labs and activities. These interactive opportunities support individualized, targeted learning that engages learners of every type, including students with special needs, struggling learners and those at-risk of academic failure. As a 100% online school, technology is the backbone of the BOSS educational model. A recent (2013) analysis of our technological infrastructure as it relates to engaging students and delivering educational content (including a cost benefit analysis) revealed the following: 1) As BOSS enters its tenth year, it is clear that its technological infrastructure has not kept up with the pace of change. Shared resources and cloud-based computing have emerged as highly cost efficient means of maximizing educational resources. Our current infrastructure does not support this sharing of resources 2) Valuable student educational time is being lost to time spent on support and maintenance of student laptops. BOSS students currently receive a fully functional computer with which to conduct their studies - maintaining individual operating system licenses is costly and requires frequent updates (which results in excessive downtime for students who have difficulty with the oftentimes cumbersome process). In 2013, we fielded 2,701 phone calls, 657 of which required shipping a replacement computer. Overall, about 667 days of class time among all students was missed due to individual computer repairs. 3) An increasing percentage of financial resources are being directed towards technology maintenance, repairs and upgrades. These are funds that could otherwise be invested in the classroom, driving improved student learning

The proposed innovation and how it relates to solving the problem or improving on the current state.

BOSS serves approximately 1,200 students across Ohio. Many of our students were not successful in a traditional, seat-based classroom. Our students are often faced with juggling the rigors of education with the responsibilities of parenting or working full-time to support their family. More than 61% qualify for free and reduced lunch. Students with disabilities comprise 18% of our student population and 11% of all new enrollments were previously homeschooled. Overall, 58% (700) of our students are in high school; 25% (300) are in middle school; and 17% (200) are in elementary school. VOICE will demonstrate the efficacy of a shared resource, Virtual Desktop Infrastructure (VDI) learning environment, which will be the largest such deployment in the State of Ohio. VOICE has been specifically designed to solve the problems above by deploying a proven, technology-focused solution. VOICE was designed based on extensive research of best practices and in close consultation with Indianapolis Public Schools, which deployed a similar solution among 31,000 students several years ago, resulting in millions of dollars of savings, while increasing student learning time. Specific elements of the VOICE initiative include: 1) deployment of a virtual desktop infrastructure (VDI); 2) thin clients- ('dummy' computers) for student use that operate within the VDI framework rather than individual operating system licenses. VDI and thin clients: In the current BOSS student computing environment, each student takes home a computer that serves as the host of the operating system (OS) and the applications, which together constitute the "computer learning experience," as well as the device itself (the "client") that accesses that experience. Desktop virtualization separates the operating system and applications from the student device. The "virtual desktop," which will be housed on servers in the BOSS facility, is delivered over the Internet to student devices (thin clients). In this manner, VDI delivers a traditional computer experience through a managed infrastructure in which the processing, storage, and memory are delivered to devices that no longer host these components locally. With VDI, users can log in from anywhere they have an Internet connection. VDI provides a model of desktop computing that is much more agile and flexible than traditional solutions and more efficiently uses resources. Because VDI decouples hardware and software, VDI is managed from one central location rather than each individual student device. The flexibility of VDI will enable the BOSS learning experience to be transformed from a fixed environment to learning spaces that are instantly customizable and tailored. With VDI, learning-space clients can shift to any variety of different configurations in a matter of minutes. VDI will improve efficiencies by bringing about significant time and cost savings as each thin client will not have to be individually 'wiped clean' when returned. Additional cost savings will result from the ability to centrally update student devices in a matter of moments, drastically cutting the time and increasing the frequency and accuracy of maintenance without additional labor costs. This approach represents a shift from a model in which individual student devices have all of the computing power and software on them (and all of the associated hardware and licensing costs) to a model in which computing power and licenses are centralized in the BOSS facility. Because the local devices don't do any processing, they use less power, even while providing access to the same high-end, compute-intensive tasks and have longer lifecycles, resulting in lower replacement costs. The VDI environment will also enable students and families from anywhere in Ohio to take a virtual tour of the BOSS online learning environment, which will enable them to make an informed decision regarding whether or not online learning is right for their child

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

*Applicants should select any and all goals the proposal aims to achieve. The description of how the goals will be met should provide the reader with a clear understanding of what the project will look like when implemented, with a clear connection between the components of the project and the stated goals of the fund. If partnerships/consortia are part of the project, this section should describe briefly how the various entities will work together in the project. More detailed descriptions of the roles and activities will be addressed in Question 16.*

Student achievement (Describe the specific changes in student achievement you anticipate as a result of this innovation (include grade levels, content areas as appropriate) in the box below.)

Over a five-year period, in comparison to 2014 baselines, the percentage of students achieving proficiency in Mathematics and Reading (as measured by the Ohio Achievement Assessment) will increase by a total of ten percentage points for Math and five percentage points for Reading (currently 53% of BOSS students achieve proficiency on the OAA Mathematics assessment and 82% achieve proficiency on the OAA Reading assessment). Benchmarks: Year 1 Math (increase of 2%); Reading (increase of 1%); Year 2 Math (increase of 2%); Reading (increase of 1%); Year three Math (increase of 2%); Reading (increase of 1%); Year four Math (increase of 2%); Reading (increase of 1%); Year five Math (increase of 2%); Reading (increase of 1%);

Spending reductions in the five-year fiscal forecast or positive performance on other approved fiscal measures (Describe the specific reductions you anticipate in terms of dollars and spending categories over a five-year period in the box below or the positive performance you will achieve on other approved fiscal measures. Other approved fiscal measures include a reduction in spending over a five-year period in the operating budget approved by your organization's executive board or its equivalent.)

Outcome 2: Over a five-year period, VOICE will result in total, cumulative savings of \$651,525 (\$130,305 per year)

Utilization of a greater share of resources in the classroom (Describe specific resources (Personnel, Time, Course offerings, etc.) that will be enhanced in the classroom as a result of this innovation in the box below.)

By the end of year two, the percentage of BOSS overall funding that goes to the classroom as opposed to administration, maintenance, facilities, and similar expenditures will decrease by .5 percent. By the end of the third year this percentage will drop by an additional one percentage point. By the end of the fifth year, this percentage will have decreased by a total of two percentage points. These additional funds will be allocated towards curriculum and improving the content of course offerings in the online classroom.

Implementing a shared services delivery model (Describe how your shared services delivery model will demonstrate increased efficiency and effectiveness, long-term sustainability, and scalability in the box below.)

By the end of year one, the BOSS educational service delivery model will be completely converted to one in which software and services reside on individual student computers to a VDI shared services delivery model. VOICE will demonstrate the efficacy of a shared resource, Virtual Desktop Infrastructure (VDI) learning environment, which will be the largest such deployment in the State of Ohio. VOICE has been specifically designed to solve the problems of a service delivery model in which programs and services reside on individual student computers by deploying a proven, technology-focused solution. VOICE was designed based on extensive research of best practices and in close consultation with Indianapolis Public Schools, which deployed a similar solution among 31,000 students several years ago, resulting in millions of dollars of savings, while increasing student learning time. Specific elements of the VOICE initiative include: 1) deployment of a virtual desktop infrastructure (VDI); 3) thin clients- ('dummy' computers) for student use that operate within the VDI framework rather than individual operating system licenses. In the current BOSS learning (service delivery) environment, each student takes home a computer that serves as the host of the operating system (OS) and the applications, which together constitute the "computer learning experience," as well as the device itself (the "client") that accesses that experience. Desktop virtualization separates the operating system and applications from the student device. The "virtual desktop," which will be housed on servers in the BOSS facility, is delivered over the Internet student devices (thin clients). In this manner, VDI delivers a traditional computer experience through a managed infrastructure in which the processing, storage, and memory are delivered to devices that no longer host these components locally. With VDI, users can log in from anywhere they have an Internet connection. VDI provides a model of desktop computing that is much more agile and flexible than traditional solutions and more efficiently uses resources. Because VDI decouples hardware and software, VDI is managed from one central location rather than each individual student device.

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

New - never before implemented

Existing: Never implemented in your community school or school district but proven successful in other educational environments

Mixed Concept: Incorporates new and existing elements

Established: Elevating or expanding an effective program that is already implemented in your district, school or consortia partnership

### C) SUSTAINABILITY - Planning for ongoing funding of the project, cost breakdown

11. Financial Documentation: - All applicants must enter or upload the following supporting information. The information in these documents must correspond to your responses in questions 11-14.

\* Enter a project budget in CCIP (by clicking the link below)

[Enter Budget](#)

\* If applicable, upload the Consortium Budget Worksheet (by clicking the link below)

\* Upload the Financial Impact Table (by clicking the link below)

\* Upload the Supplemental Financial Reporting Metrics (by clicking the link below)

[Upload Documents](#)

For applicants without an ODE Report Card for 2012-2013, provide a brief narrative explanation of the impact of your grant project on per pupil expenditures or why this metric does not apply to your grant project instead of uploading the Supplemental Financial Reporting Metric.

The project budget is entered directly in CCIP. For consortia, this project budget must reflect the information provided by the applicant in the Consortium Budget Worksheet. Directions for the Financial Impact Table are located on the first tab. Applicants must submit one Financial Impact Table with each application. For consortium applications, each consortium member must add an additional tab on the Financial Impact Tables. Partners are not required to submit a Financial Impact Table.

Applicants with an "Ohio School Report Card" for the 2012-2013 school year must upload the Supplemental Financial Reporting Metrics to provide additional information about cost savings and sustainability. Directions for the Supplemental Financial Reporting Metrics are located on the first tab of the document. If your organization does not have an "Ohio School Report Card" for the 2012-2013 school year, please provide an explanation in the text box about how your grant project will impact expenditures per pupil or why expenditure per pupil data does not apply to your grant project.

Educational service center, county boards of developmental disabilities, and institutions of higher education seeking to achieve positive performance on other approved fiscal measures should submit the budget information approved by an executive board or its equivalent on the appropriate tabs of the Financial Impact Table. Educational service centers should use the "ESC" tab and county boards of developmental disabilities and institutions of higher education should use the "non-traditional" tab.

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

Responses should provide rationale and evidence for each of the budget items and associated costs outlined in the project budget. In no case should the total projected expenses in the budget narrative exceed the total project costs in the budget grid.

998,991.07 State the total project cost.

\* Provide a brief narrative explanation of the overall budget.

BOSS is requesting a total of \$998,991.07 in Straight A Funds over 12 months to implement its VOICE initiative. Of this, \$471,958.34 is directed towards Purchased Services to directly support Student Instruction. An additional \$372,084.08 will be directed towards Capital Outlay and will also directly support Student Instruction. The remaining funds will go towards Support Services and will include \$89,286.76 in Purchased Services (this includes \$6,000 for the outside contractual evaluator) and \$65,661.89 in Capital Outlay. The budget accounts for all expenses relating to the deployment of the VOICE initiative and includes the cost of all equipment, installation, training, support services and licensing fees. The licensing and support services are covered for a five-year period.

13. Will there be any costs incurred as a result of maintaining and sustaining the project after June 30th of your grant year?

Sustainability costs include any ongoing spending related to the grant project after June 30th of your grant year. Examples of sustainability costs include annual professional development, equipment maintenance, and software license agreements. To every extent possible, rationale for the specific amounts given should be outlined. The costs outlined in the narrative section should be consistent and verified by the financial documentation submitted and explained in the Financial Impact Table. If the project does not have sustainability costs, applicants should explain why.

Yes - If yes, provide a narrative explanation of your sustainability costs as detailed in the Financial Impact Table in the box below.

As noted in question 14 below, VOICE will result in the following annual savings: Total savings per year: \$170,805 Total additions per year: \$40,500 (annual software licensing fees) Net total savings per year: \$130,305 For years five through ten, VOICE will incur \$503,890.44 in additional expenses over five years (post grant), which works out to \$100,778.09 per year. Of this, \$40,500 per year supports annual software licensing fees and the remainder represents ongoing maintenance and support costs. With the annual savings of \$170,805 (less the annual new expenses of \$100,778.09), annual savings will be \$70,026.91 in ongoing net savings per year beyond the five-year grant project period. For years five through then, this equates to \$350,134.55 in savings over five years post-grant.

No - If no, please explain why (i.e. maintenance plan included in purchase price of equipment) in the box below.

14. Will there be any expected savings as a result of implementing the project?

Yes

No

Applicants with sustainability costs in question 13 or seeking to achieve significant advancement in spending reductions in the five-year forecast must address this response. Expected savings should match the information provided by the applicant in the Financial Impact Table. All spending reductions must be verifiable, permanent, and credible. Applicants may only respond "No" if the project will not incur any increased costs as a result of maintaining and sustaining the project after June 30th of your grant year. The Governing Board will use the cost savings as a tiebreaker between applications with similar scores during its final selection process. Cost savings will be calculated as the amount of expected cost savings less sustainability costs relative to the project budget.

130,305.00 If yes, specify the amount of annual expected savings. If no, enter 0.

If yes, provide details on the expected savings (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.). If no, please explain

As detailed below, VOICE will result in significant annual savings: Total Savings - Straight A Fund 2014-2015 Computer Costs: Currently: \$679 / unit + \$60 / Office + \$8 / Ghost (Imaging) = \$747 / device Thin Client: \$299 / unit + \$50 / monitor + \$25 keyboard / mouse + \$60 Office = \$434 / device Computer Purchases: Currently 350 computers per year at \$747/unit - \$261,450 Proposed 350 computers per year at \$434/unit - \$151,900 Cost savings of \$109,550 / year Initial Setup (Imaging) of Computers: Currently 350 computers at 2 hours each at \$20/hour - \$14,000 Proposed 350 computers at 15 minutes each at \$20/hour - \$1,750 Cost savings of \$12,250 / year Helpdesk Support Savings: Currently 2701 phone calls per year at 2 hours per call at \$20/hour - \$108,040 Proposed 15% reduction, 2296 phone calls per year at 2 hours per call at \$20/hour - \$91,840 Cost savings of \$16,200 / year Ongoing Maintenance and Imaging: Currently 480 hours per year spent on

imaging at \$20/hour - \$9,600 Proposed 50 hours per year spend on imaging at \$20/hour - \$1,000 Cost savings of \$8,600 / year Technology Support Savings: Currently plan on hiring someone in year 3 at \$40,341 after benefits Proposed would not hire anyone in year 3 providing a full savings Cost savings \$24,205 / year (\$121,025 over years 3, 4, and 5). Microsoft Licensing Cost Addition: Currently do not use Microsoft VDA licensing Proposed: Add in Microsoft VDA licensing 1,350 devices @ \$30 / device / year - \$40,500 / year Cost addition of \$40,500 / year Final Numbers: Total savings per year: \$170,805 Total additions per year: \$40,500 Net total savings per year: \$130,305 Five year savings (years 1-5): \$651,525

15. Provide a brief explanation of how the project is self-sustaining.

*All Straight A Fund grant projects must be expenditure neutral. For applications with increased ongoing spending as documented in question 11-14, this spending must be offset by expected savings or reallocation of existing resources. These spending reductions must be verifiable, permanent, and credible. This information must match the information provided in your Financial Impact Table. Projected additional income may not be used to offset increased ongoing spending because additional income is not allowed by statute. Please consider inflationary costs like salaries and maintenance fees when considering whether increased ongoing spending has been offset for at least five years after June 30th of your grant year. For applications without increased ongoing spending as documented in questions 11-14, please demonstrate how you can sustain the project without incurring any increased ongoing costs.*

*For educational service centers and county boards of developmental disabilities that are members of a consortium, any increased ongoing spending at the educational service center or county board of developmental disabilities may also be offset with the verifiable, permanent, and credible spending reductions of other members of the consortium. This increased ongoing spending must be less than or equal to the sum of the spending reductions for the entire consortium.*

Explain in detail how this project will sustain itself for at least five years after June 30th of your grant year.

Once implemented, the VOICE initiative will be fully self-sustaining. State of Ohio Straight A funds will support the initial capital outlay costs to acquire the necessary equipment and technologies that comprise VOICE. Top quality, proven equipment and technologies have been specifically selected to provide years of trouble-free service and low ongoing maintenance and upgrade costs (BOSS will fund all maintenance and upgrade expenses). VOICE will result in annual net savings of \$130,305, or \$651,525 over five years. BOSS is committed to sustaining the VOICE initiative beyond the grant-funded period. The following expenses will be required to sustain the VOICE initiative beyond the five-year reporting period: Annual post-grant maintenance, support and licensing fees (totaling \$100,778.09 per year, will more than be covered by the \$170,805 annual savings that result from VOICE implementation. As noted, post grant, over a five year period, BOSS will save an additional \$350,134.55

#### **D) IMPLEMENTATION - Timeline, scope of work and contingency planning**

16. Please provide a brief description of the team or individuals responsible for the implementation of this project, including other consortium members and/or partners.

*This response should include a list of qualifications for the applicant and others associated with the grant. If the application is for a consortium or a partnership, the lead should provide information on its ability to manage the grant in an effective and efficient manner. Include the partner/consortium members' qualifications, skills and experience with innovative project implementation and projects of similar scope.*

Enter Implementation Team information by clicking the link below:

[Add Implementation Team](#)

*For Questions 17-19 please describe each phase of your project, including its timeline, scope of work, and anticipated barriers to success.*

*A complete response to these questions will demonstrate specific awareness of the context in which the project will be implemented, the major barriers that need to be overcome and the time it will take to implement the project with fidelity. A strong plan for implementing, communicating and coordinating the project should be outlined, including coordination and communication in and amongst members of the consortium or partnership (if applicable). It is recognized that specific action steps may not be included, but the outline of the major implementation steps should demonstrate a thoughtful plan for achieving the goals of the project. The time line should reflect significant and important milestones in an appropriate and reasonable time frame.*

17. Planning - Activities prior to the grant implementation

\* Date Range 01/02/2015-05/31/2015

\* List of scope of work (activities and/or events including project evaluation discussions, communication and coordination among entities).

Planning activities will include the following: 1) finalizing the equipment/technology list and obtaining quotes; 2) reviewing quotes and making final decisions regarding technology acquisitions; 3) issuing purchase orders for technologies and equipment; 4) finalizing timelines and action strategies for deploying technologies; 5) announcing VOICE to students, parents and other stakeholders (via email blast, mailed letter, website update and press release - updates will be provided monthly); 6) scheduling training sessions for teachers and BOSS information technology (IT) personnel; 7) planning for curricular and instructional changes necessary for the VDI learning environment; 8) finalize plans for transitioning from individual licensed laptops to thin clients; and 9) conduct approximately 20 hours of training for BOSS teachers and administrators in order to ensure that they are fully knowledgeable about the new system and are prepared for implementation.

\* Anticipated barriers to successful completion of the planning phase

Anticipated barriers: Based on discussions with Indianapolis Public Schools, ensuring effective communication of the planned rollout was the single greatest barrier to implementing their VDI project. In particular, in rolling out their VDI initiative, Indianapolis found that there was a general misunderstanding about the nature of online learning (e.g., perceived lack of social interaction with instructors, unstructured, too difficult, etc.). VOICE project planners utilized this experience to develop the following strategy to mitigate this barrier is to: 1) hosting online (on-demand) and in-person student and family engagement sessions (7-10 sessions held per year throughout Ohio) that will allow students and their families to actually experience a real interactive classroom so they can experience it first-hand, present any questions they might

have and have any concerns addressed; 2) engage parents and students in the project planning process and providing monthly communication (email updates) that will also include the use of surveys (e.g., via Survey Monkey) and setting up an interactive VOICE social media page where students and parents can be involved in the project; 3) ramping up communication and engagement (to weekly) in the 6-8 week period prior to the official launch of VOICE; 4) ensure that BOSS teachers communicate with their students about the VOICE project during the five-month planning phase; and 5) conducting post-implementation surveys to gather feedback.

#### 18. Implementation - Process to achieve project goals

\* Date Range 06/01/2015-12/31/2015

\* List of scope of work (activities and/or events, including deliverables, project milestones, interim measurements, communication, and coordination).

Implementation activities include: 1) conduct baseline assessments (e.g., financial, student achievement, etc.) and administer pre-implementation, ongoing satisfaction and post-implementation evaluation surveys; 2) issue request for proposal for equipment, technologies and professional development; 3) deploy and test VDI infrastructure; 4) provide VOICE information on website, create and distribute VOICE informational brochure; 5) email blast to parents and students informing them about the VOICE initiative; 7) distribute thin clients; 8) conduct online training for students and parents; 9) finalize implementation of VOICE; 9) all Straight A funds will be encumbered by June 30, 2015 and expended by August 1, 2015;

\* Anticipated barriers to successful completion of the implementation phase.

Acclimating students and teachers to the new VDI teaching/learning environment is the single greatest potential barrier to the timely success of the VOICE initiative. However, we have researched other deployments of VDI in order to learn from these situations and mitigate potential barriers. Mitigation strategies include: 1) ensuring proper training in an easy-to-understand format; 2) continuing to engage stakeholders throughout the deployment process through regular surveys; 3) continuing to ensure open lines of communications with stakeholders and providing regular (monthly) updates; 4) making a wide range of training and resource materials available to students and teachers (online and print); and 5) regularly communicating with students and parents to be sure they understand the system and are comfortable with its use. These strategies should fully mitigate this potential challenge. Indianapolis Public Schools cited ongoing, effective communication as being critical to the success of their project.

#### 19. Summative Evaluation - Plans to analyze the results of the project

\* Date Range 12/01/2015-12/30/2015

\* List of scope of work (activities and/or events, including quantitative and qualitative benchmarks and other project milestones).

Narrative explanation 1) conduct follow-up assessments and administer post-implementation surveys 2) summarize quarterly performance feedback reports into annual year-end report; 3) synthesize information into 'lessons learned' document to facilitate replication of the VOICE project approach in other school districts across the State of Ohio; 4) evaluation activities (e.g., start-of-school year baseline assessment, start-of-year surveys, ongoing expenditure monitoring and summary, end-of-year surveys, annual summative evaluation report, etc.) will be repeated in years two, three, four and five.

\* Anticipated barriers to successful completion of the summative evaluation phase.

Anticipated barrier: Ensuring that students and parents participate in surveys is the only barrier we anticipate encountering at this stage. We will mitigate this barrier by: 1) making the surveys available both online and in print; 2) sending regular reminders to those who have not responded; and 3) keeping the surveys brief and easy-to-understand (written in plain language).

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

*The response should illustrate the critical instructional and/or organizational changes that will result from implementation of the grant and the impact of these changes. These changes can include permanent changes to current district processes, new processes that will be incorporated or the removal of redundant or duplicative processes. The response may also outline the expected change in behaviors of individuals (changes to classroom practice, collaboration across district boundaries, changes to a typical work day for specific staff members, etc.). The expected changes should be realistic and significant in moving the institution forward.*

Please enter your response below:

Successful implementation of the VOICE initiative will result in lasting, systemic improvements in the quality of education BOSS students receive. First, reduced costs will enable more financial and personnel resources to be redirected from administrative and related budget categories towards student learning. This will result in annual savings of \$130,305. These savings can be redirected towards new curriculum and teaching strategies that are well-suited to the VDI learning environment. For instance, new curriculum could include self-guided, inquiry-oriented, project-based learning activities that place the student at the center of the learning process. Project leadership will explore these various opportunities once the VDI system is fully deployed and operational. Enhanced technologies and the shift from an individual license-based model to a VDI model will result in a number of key instructional and organizational practices that will not only save money but bring out an improved educational experience for BOSS students. These changes include: -First and foremost, VOICE will better equip BOSS to meet the educational needs of its students by increasing the amount of time they spend engaged in learning activities while also increasing access to educational resources. As noted, studies indicate that the more time students spend engaged in learning, the higher the expected levels of academic outcomes. Additionally, with centralized, shared resources, VDI supports higher level learning activities such as interactive, project-based virtual labs that engage students in independent, student-centered learning while facilitating the development of critical thinking and problem-solving skills. -VOICE will increase real-time teacher/student collaboration. VDI supports more effective, real-time monitoring of student performance, which will allow teachers to quickly and effectively target individualized academic interventions and supports to each student -VDI can globally update students' software, meaning that students will have faster, enhanced access to educational resources and programs such as the virtual interactive learning labs mentioned above. With VDI, learning-space thin clients can shift to any variety of different configurations in a matter of minutes simply by loading a different virtual desktop. Previously, in order for a student to upgrade his or her laptop, the device had to be sent to the BOSS facility to undergo the process, resulting in delays of 5 to 7 days - VOICE supports increased any time, anywhere learning. In the VDI learning environment, students' work is automatically backed up on a continual basis. Students can securely access their personal VDI via any Internet connection. -VDI improves security and provides greater

protections for students as no personal information is stored on the thin client. Rather, all information is house in a highly secure database (accessible only to certain authorized persons) located at the BOSS learning facility. All student data is encrypted and password protected to prevent unauthorized access. Furthermore, the VDI environment allows for more stringent content filtering and monitoring of students' Internet use. -VDI reduces the likelihood of theft because the thin clients lack their own operating system and are useless without the VDI connection. Currently 25% of all withdrawn families fail to turn back in their machines. Recovering PCs is a very difficult process necessitating one employee whose sole job is recovering PCs on a part-time basis.

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

*The responses in this section are focused on the ability to design a method for evaluating the project's capacity for long-term sustainable results. Therefore, the questions focus on the method of defining the problem(s) the project hopes to solve and the measures that will determine if the problem(s) have been solved.*

21. 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 response should provide a concise explanation of items which provide rationale that will support the probability of successfully achieving the goals of the project. Answers may differ based on the various levels of development that are possible. If the proposal is for a new, never before implemented project, the response should provide logical, coherent explanations of the anticipated results based on some past experience or rationale. For projects that have been implemented on a smaller scale or successfully in other organizations, the response should provide the quantifiable results of the other projects. If available, relevant research in support of this particular proposal should also be included.*

Please enter your response below.

The development of the VOICE initiative was guided by research into effective deployments of the VDI learning environment in school districts across the United States along with a comprehensive assessment of the current BOSS technological infrastructure as it relates to the delivery of the student learning experience. First, VDI learning environments have been successfully deployed in school districts both small and large throughout the United States. For instance, Indianapolis Public Schools' deployment of a VDI learning environment (31,000 students) resulted in permanent labor- and technology-related cost reductions of more than \$1.1 million. The rollout was in part, prompted by major security breach. Since deploying the VDI framework, the district has reported increased security and has had no breaches. Over a period from 2/17/2014 to 2/28/2014, the VOICE planning team held extensive conversations with Luther Bowens, Systems and Operations Manager at Indianapolis Public Schools to learn from their experience with their implementation. Similarly, the Oak Hills (Ohio) School District realized savings of \$1.27 million by deploying its VDI learning environment. Additionally, Oak Hills' students reported increased (anytime, anywhere) access to educational resources, while the district reported improved student academic outcomes and satisfaction with the overall educational experience. Additional rationale for the VOICE initiative, based on a thorough assessment of BOSS' current technological infrastructure, includes: -Switching from individually-licensed computers to 'dummy computers' will reduce the technical issues, technical support time and down-time resulting from repairs. This will be realized due to the fact that students will no longer have to manage the operating system updates, failures and incompatibility issues on their own, as these can all be managed centrally, from a single location. As noted, in 2013 technical support fielded more than 2,700 calls. Transitioning to a VDI learning environment will markedly reduce the number of these phone calls (thin clients are far less likely to experience hardware/software issues than fully functional computers) -Reducing technology-related downtime will increase learning time for students, which has proven to have a positive impact on students' academic achievement (Smith, B. Et al. (2005). "Extended Learning Time and Student Accountability: Assessing Outcomes and Options for Elementary and Middle Grades," Educational Administration Quarterly 2007) -Switching to a VDI learning environment will bring about significant, permanent cost savings (as indicated in the 'sustainability' section of this proposal

22. Describe the overall plan to evaluate the impact of the concept, strategy or approaches used in the project.

*This plan should include the methodology for measuring all of the project outcomes. Applicants should make sure to outline quantitative approaches to assess progress and measure the overall impact of the project proposal. The response should provide a clear outline of the methods, process, timelines and data requirements for the final analysis of the project's progress, success or failure. The applicant should provide information on how the lessons learned from the project can and will be shared with other education providers in Ohio.*

\* Include the name and contact information of the person who will be responsible for conducting the evaluation and whether this will be an internal or external evaluation.

BOSS will secure the services of an experienced, skilled third-party (external) evaluator to measure the degree to which VOICE is achieving its intended goals and objectives. Dr. Allison Frazier Jackson is our proposed evaluator (908.788.8238). The primary focus of the evaluation strategy will be student achievement, reduced costs, translation of financial savings into student support and advancement. Key metrics will be gathered and reported through the evaluation system, including knowledge gain, student / teacher performance/ participant satisfaction, return on investment and reduced costs. The measures will determine the value of the evaluation system itself, including the use of data, number of process improvements identified as a result of the data capture, etc. The evaluation will provide an "effective scorecard" that documents improvement opportunities for the virtual desktop infrastructure and the delivery of service performance solutions to its community. It will also identify barriers in the workplace that inhibit the transfer of knowledge gained through the learning activity back to BOSS as well assist in identifying "what we know" in the organization and "how we use (or don't use)" what we know to advance student achievement.

\* 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 project's progress).

The evaluation process will measure progress towards attainment of short- and long-term objectives from the following perspectives: - Learner Perspective: measure how those who participate in the learning solution react to it did participants gain skills of knowledge; have methods improved? Can a difference be measured using pre and post-testing or baselines? -Document Solution Meeting Needs: document how those involved in the learning solutions change their beliefs, improve knowledge, or increase skill as a result of the learning solution; - Behavioral Change; define the extent to which the behavior has changed in the district(s); -Financial Perspective: measure results by quantification of the impact to BOSS, including return on investment (ROI), increased student achievement performance, decreased costs,

reduced inventory, increased opportunity for BOSS to apply more financial resources to student education and support. -To assess outcome 1 (student achievement), BOSS will track students' OAA scores in Mathematics and Reading (data gathered and summarized once per year) - To assess outcome 2 (spending reductions), BOSS will track financial expenditures, reporting on the savings realized by those budget categories directly or indirectly impacted by the VOICE initiative (gathered and summarized quarterly -To assess outcome 3 (utilization of resources), BOSS will track financial expenditures, reporting on the percentage of financial resources that are allocated towards administrative and other related expenditures versus student learning (gathered and summarized quarterly) -To assess outcome 4 (interaction with students), a baseline survey will be administered at the start of the project period; follow-up surveys will be conducted at the end of each year of the project

\* Include the method, process and/or procedure by which the project will modify or change the project plan if measured progress is insufficient to meet project objectives.

Progress towards achieving financial targets will be evaluated through quarterly examinations of financial records and project budgets with corrections made as appropriate. Qualitative feedback will be gathered via and annual student/parent/administrator satisfaction survey (once per year) that will include project-related questions (using a Likert-like scale) as well as open-ended questions for the purpose of gathering individual feedback for the purpose refining, strengthening and improving the project approach as appropriate. All student data will be coded to ensure confidentiality and aggregated by sub-group. Our evaluation approach also includes a process for ensuring continuous improvement. Project leaders will review performance feedback on a quarterly basis in order to determine the degree to which the project is achieving its intended goals and objectives. If program progress is deemed to be insufficient, we collaboratively discuss strategies for refining, strengthening and improving the project approach. Student and parental input and suggestions for addressing any identified weaknesses will also be gathered via surveys and incorporated into the continuous improvement process (Ongoing quarterly meetings beginning in December 2014). The Project Director (Frank Leppar) will prepare and disseminate a year-end report summarizing the evaluation findings. Specifically, information would be disseminated at the Ohio Education Technology Conference, which is held annually in Columbus, Ohio at the Columbus Convention Center

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

*The response should provide specific quantifiable measures of the grant outcomes and how the project will lead to successful attainment of the project goals. Applicants should describe how the program or project will continue after the grant period has expired.*

Please enter your response below.

The substantial value of the VOICE initiative is that, by increasing efficiencies and reducing costs, a greater share of BOSS' financial and personnel resources will be able to be reallocated towards directly supporting student learning rather than administrative or other costs not directly related to education. Both the efficiencies and the cost savings will be sustainable over time with minimal recurring and upgrade costs. In carrying out the activities described herein, VOICE will realize the following quantifiable outcomes: Outcome 1: Over a five-year period, 2014 baselines, the percentage of students achieving proficiency in Mathematics and Reading (as measured by the Ohio Achievement Assessment) will increase by a total of ten percentage points for Math and five percentage points for Reading (currently 53% of BOSS students achieve proficiency on the OAA Mathematics assessment and 82% achieve proficiency on the OAA Reading assessment). Benchmarks: Year 1 Math (increase of 2%); Reading (increase of 1%); Year 2 Math (increase of 2%); Reading (increase of 1%); Year three Math (increase of 2%); Reading (increase of 1%); Year four Math (increase of 2%); Reading (increase of 1%); Year five Math (increase of 2%); Reading (increase of 1%); Outcome 2: Over a five-year period, VOICE will result in total, cumulative savings of \$651,525 (\$130,305 per year) Outcome 3: By the end of year five, the percentage of BOSS overall funding that goes to the classroom as opposed to administration, maintenance, facilities, and similar expenditures will decrease by a total of two percent. Outcome 4: In comparison to a baseline assessment at the start of the project period, by the end of year one, at least 75% of BOSS teachers will report increased interaction and collaboration with students (80% in year two; 85% in year three; 90% in year four; and 95% in year five) As noted, BOSS is firmly committed to sustaining the VOICE initiative. Carrying out the activities described herein will result in a total five-year cost savings of \$651,525. For years five through ten, VOICE will incur \$503,890.44 in additional expenses over five years (post grant), which works out to \$100,778.09 per year. Of this, \$40,500 per year supports annual software licensing fees and the remainder represents ongoing maintenance and support costs. With the annual savings of \$170,805 (less the annual new expenses of \$100,778.09), annual savings will be \$70,026.91 in ongoing net savings per year beyond the five-year grant project period. For years five through ten, this equates to \$350,134.55 in savings over five years post-grant.

24. Describe the specific benchmarks, by goal as answered in question 9, which 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.

*The applicant should provide details on the quantifiable measures of short- and long- term objectives that will be tracked and the source of benchmark comparative data points. Responses should include specified measurement periods and preliminary success points that will be used to validate successful implementation of the project. If a similar project has been successfully implemented in other districts or schools, identification of these comparable benchmarks should be included.*

\* Student Achievement

Successful implementation of the VOICE initiative will result in attainment of the following goals: 1) improved student achievement; 2) spending reductions in the five-year fiscal forecast; 3) utilization of a greater share of resources in the classroom; and 4) implementation of a shared services delivery model. Specific benchmarks for each of these goals are outlined below. 1) Student achievement: In comparison to 2014 baselines, by the end of year three, the percentage of students achieving proficiency in Mathematics and Reading (as measured by the Ohio Achievement Assessment) will increase by three percentage points (currently 53% of BOSS students achieve proficiency on the OAA Mathematics assessment and 82% achieve proficiency on the OAA Reading assessment). By the end of the fifth year, the percentage of BOSS students achieving proficiency on these two assessments will increase by an additional two percentage points. OAA assessments are conducted annually. Student achievement will be aggregated by sub-group (e.g., male, female, socioeconomic group, etc.).

\* Spending Reduction in the five-year fiscal forecast

2) Spending reductions: The VOICE initiative will achieve the following spending reduction benchmarks over five years: \$130,305 per year for a total of \$651,525 over five years

\* Utilization of a greater share of resources in the classroom

3) Utilization of a greater share of resources in the classroom: By the end of year two, the percentage of BOSS overall funding that goes to the classroom as opposed to administration, maintenance, facilities, and similar expenditures will decrease by .5 percent. By the end of the third year this percentage will drop by an additional one percentage point. By the end of the fifth year, this percentage will have decreased by a total of two percentage points. These savings will be redirected towards student instruction by purchasing curriculum and other materials that directly impact student learning in the online classroom.

\* Implementation of a shared services delivery model

4) By the end of year one, the BOSS educational service delivery model will be completely converted to one in which software and services reside on individual student computers to a VDI shared services delivery model.

\* Other Anticipated Outcomes

NA

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

Yes

No

*If the applicant selects "Yes" to the first part of the question, the response should provide an explanation of the time and effort it would take to implement the project in another district, as well as any plans to share lessons learned with other districts. To every extent possible, applicants should outline how this project can become part of a model so that other districts across the state can take advantage of the learnings from the proposed innovative project. If there is a plan to increase the scale and scope of the project within the district or consortium, it should be included here.*

\* Explain your response

The VOICE initiative represents a replicable model that can be used by other Ohio schools and school districts to lower costs and increase efficiencies in order to improve students' educational experiences and outcomes. Toward that end, BOSS will share information about VOICE with its peers. This will be accomplished through development and dissemination of a "lessons learned project replication template" that will provide the following information: 1) an introduction, providing the context and justification for the practice while outlining the key issues; 2) a discussion of the problem being addressed including the affected population and how the problem is impacting them; 3) a description of the implementation approach, identifying the main activities being carried out, when and where the activities were carried out and identification of key implementers and collaborators; 4) overview of outputs and outcomes including identification of concrete results achieved (SWOT analysis); 5) a discussion of lessons learned, including what worked well, what didn't work and how the approach might be improved; and 6) a conclusion, illustrating how the project benefited the targeted population and why, as well as recommendations for future implementations.

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 time frame. The Governing Board of the Straight A Fund reserves the right to conduct an evaluation of the project and request additional information in the form of data, surveys, interviews, focus groups and other related data on behalf of the General Assembly, Governor and other interested parties for an overall evaluation of the Straight A Fund.

PROGRAM ASSURANCES: I agree, on behalf of this applicant, and any or all identified consortium members or partners, that all supporting documents contain information approved by a relevant executive board or its equivalent and to abide by all assurances outlined in the Straight A Assurances (available in the document library section of the CCIP).

I accept Frank Leppar, Technology Coordinator, Rick Sheppard, Executive Director Buckeye On-Line School for Success 4/16/14.

**Consortium Contacts**

No consortium contacts added yet. Please add a new consortium contact using the form below.

Partnerships

Buckeye On-Line School for Success (000417) - Columbiana County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

**Partnerships**

<b>First Name</b>	<b>Last Name</b>	<b>Telephone Number</b>	<b>Email Address</b>	<b>Organization Name</b>	<b>IRN</b>	<b>Address</b>	<b>Delete Contact</b>
Richard	Cox	419-245-4150	rcox@esclakeeriewest.org	ESC of Lake Erie West	048199	2275 Collingwood Blvd, Toledo, OH, 43620-1148	

Implementation Team

Buckeye On-Line School for Success (000417) - Columbiana County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

Implementation Team						
First Name	Last Name	Title	Responsibilities	Qualifications	Prior Relevant Experience	Delete Contact
Emily	Long	Elementary School Treasurer	Will support the project team, assisting in curriculum integration with the new VDI system.	Emily earned her Masters in Education from Kent State University in August 2008.	Emily Long is a First Grade Teacher at Buckeye Online School for Success. Emily has worked at BOSS for eight years. Her duties include planning, instructing, and assessing all first grades students. She also works closely with parents to ensure the students are progressing with their work. Emily collaborates with administrators and other teachers to create meaningful, relevant assessments and also to review the data those assessments provide. Emily is a member of Race to the Top Committee and has attended many conferences focusing on technology and education.	
Rick	Sheppard	BOSS Executive Director	Will provide executive-level leadership and ensure compliance with grant requirements	Education Degrees in Finance and Management practices	-30 years of business experience including extensive time spent in the Finance area: -- President and Treasurer of Hall China, a 300 employee privately held company. Responsible for all finances of the company and eventually the COO duties. ---Corporate Controller of East Liverpool City Hospital and their related partners. Senior Accounting person responsible for budget controls, contracts, banking, capital spending, cash flow, and monthly reporting. -- Manager of Capital Planning for Anchor Hocking, a Fortune 500 company. Duties included the recommendation for approval of capital projects and the managing and oversight of spending of those projects.	
Richard	Cox	Treasurer, Educational Service Center of Lake Erie West	Will provide fiscal oversight and ensure fiscal accountability and transparency	Education and Certifications: Bluffton College, Bluffton OH., B.A. in Organizational ManagementOwens Technical College, Toledo, OH., A.A. in Finance Ohio Department of Education School Treasurer Certificate Auditor of State,	A skilled Treasurer/Chief Fiscal Officer responsible for administration of public finance departments, including cash management, payroll services, human resource management, and	

				<p>Commercial Paper Banking Acceptance Training Certificate Ohio Treasurer's Center for Public Investment Management Certificate</p>	<p>information management. Other skill sets are: Organizational Management; Trend Analysis and Forecasting; Financial Administration; Business Communications; Human Resource Development; and Computer Literacy. Public Service Employment Experience: Educational Service Center of Lake Erie West, February 1, 1999 to Present Serves as Chief financial Officer/Treasurer responsible for fiscal services. Oversees twenty five million dollar budget, an Assistant Treasurer, One Staff Accountant, one grant manager, and five finance accounting clerks. Oversee all Educational Service Center fiscal and payroll services. Act as treasurer for five Ohio Community Schools overseeing fiscal and payroll services. Oversee budgetary and revenue sources on behalf of Community Schools. Our fiscal services office has received a combined 17 Auditor of State Awards for exemplary financial reporting.</p>	
Frank	Leppar	Project Director	<p>Works with BOSS leadership and vendors to plan, direct, and coordinate activities of designated project to ensure that goals and objectives of project are accomplished within prescribed time frame and funding parameters - Reviews project proposal or plan to determine time frame, funding limitations, procedures for accomplishing project, staffing requirements, and allotment of available resources to various phases of project - Ensures compliance with all of the accountability, transparency, and reporting requirements that apply to the program - Establishes work plan and staffing for each phase of project, and arranges for recruitment or assignment of project personnel if necessary - Confers with project staff to outline work plan and to assign duties, responsibilities, and scope of authority - Directs and coordinates activities of project personnel to ensure project</p>	<p>Frank is a degreed professional with 8 years' experience at BOSS.</p>	<p>Frank is an experienced Project Director, and has managed numerous large scale school projects, including a complete overhaul of the school's server resource management systems. In addition, he was also the lead in 2010 when BOSS planned and implemented a brand new media center in our existing building. The media center was planned out very effectively and construction began on our existing rooms, with the entire project on-budget and operational within six months. We have used this equipment to provide highly engaging video learning lessons that simulate a 'real-world' experience. For example, using the green screen, teachers can teach from the fields of Gettysburg, the Eiffel Tower in France, or any other location they desire. We have also used the media center to render</p>	

			<p>progresses on schedule and within prescribed budget. - Reviews status reports prepared by project personnel and modifies schedules or plans as required - Prepares project reports - Confers with project personnel to provide technical advice and to resolve problems - Responsible for overall quality and management of the initiative - Research current education and training needs - Research grant funding sources - Develop grant proposals if necessary - Oversee budget and ensure financial accountability - Provide regular budget reports to project leadership and Advisory Council - Facilitate staff training - Recognize and solve potential problems and coordinate evaluation of project activities with outside evaluator</p>		<p>out education videos for our students such as "Story Time" where guest speakers would read books and other simple educational videos.</p>
Roberta	Shiry	Assistant Treasurer	<p>Will provide project implementation support and assist in preparation of budgets and expenditure reports</p>	<p>Roberta has an MBA and 31 years' experience as a CPA</p>	<p>Roberta has 9 years government accounting experience and 10 years school accounting experience. She has managed BOSS grants for the last 8 years and also has a school treasurers license.</p>
Joyce	Clemens	Grants Manager of ESC Lake Erie West	<p>Ensure compliance with grant program requirements</p>	<p>She has 20+ years of comprehensive and extensive experiences in the nonprofit field (public and private organizations). Her educational background consists of degrees in Business Administration (AS), International Relations (BA), and a MA in Urban Planning. Ms. Clemens has accumulated many certificates, including educational grants management, financial management, supervision/leadership, several from the Ohio Department of Education and the Ohio State Auditor's. She is one of the few professionals within the State of Ohio experienced in setting up Schoowide Pools. Her work experiences include positions such as Grants Administrator of a large community college; Planner/Grantswriter, Assistant Director of Community and Economic Development of large nonprofit organizations. Other employment includes Executive Director of 2 nonprofit organizations. She has been employed with the ESC of Lake Erie West since mid-2006 as the Grants Fiscal Manager.</p>	<p>Ms. Clemens oversees about \$10 million in Federal, state and local funds for state-wide community/charter schools (as the fiscal agent) and ESC of Lake Erie West programs; including setting up, revising and overseeing budgets; reviewing and approving all program expenditures; requesting monthly project cash requests (draw-downs) from funding sources; compiling Federal and state financial reports, including GASBs (intergovernmental receivables), A-133s (schedule of Federal awards expenditures), ARRA 1512; ensuring programs and funds comply with Federal and state regulations; preparing for state audits; consulting with schools and program staff about budget and program development; maintaining excellent working relationships with Federal and state government departments, schools, and program staff.</p>

