

Budget

Canfield Local (048314) - Mahoning County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (229)

U.S.A.S. Fund #:

Plus/Minus Sheet ([opens new window](#))

Purpose Code	Object Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction		24,200.00	3,800.00	0.00	200,377.00	356,000.00	0.00	584,377.00
Support Services		0.00	0.00	50,000.00	0.00	0.00	0.00	50,000.00
Governance/Admin		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Family/Community		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Safety		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total		24,200.00	3,800.00	50,000.00	200,377.00	356,000.00	0.00	634,377.00
Adjusted Allocation								0.00
Remaining								-634,377.00

Application

Canfield Local (048314) - Mahoning County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (229)

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

A) APPLICANT INFORMATION - General Information

1. Project Title:

Changing the face of Education at Canfield High School.

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

The primary goal of this project is to increase student achievement at Canfield High School by adding blended learning vocational programs with an internship component, altering our current schedule, and refreshing and updating our current technology infrastructure. In addition the district will eliminate /reallocate funds from an existing program to sustain a blended year around vocational program.

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.

950 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 type="checkbox"/> Kindergarten |
| <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| <input type="checkbox"/> 5 | <input type="checkbox"/> 6 |
| <input type="checkbox"/> 7 | <input 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
John Tullio

Organizational name of lead applicant
Canfield High School

Address of lead applicant
100 Cardinal Drive, Canfield, OH 44406

Phone Number of lead applicant
330-702-7032

Email Address of lead applicant
jtullio@canfieldschools.net

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

While about 90% of students in Canfield move on to college, we find that many are heading toward generalist degrees and are finding it difficult to find employment following college graduation. Parents in this upper middle-class community are often reticent to allow their children to attend the local Career and Technical Center as juniors where they might learn a trade or technical skill. As a result, we have a minority core of students who have no strong career direction, but who definitely plan on attending a four-year college. Helping students ascertain a career field and then being able to direct them into the correct training or college program will assure that our students are career ready in a timely manner. Offering students career guidance, internship opportunities to test various career tracks and expanded technical career offerings via an innovative schedule will allow them to develop a career path that utilizes their strengths and interests. Partnering with our local community college (Eastern Gateway) to provide credit for this training can start students along a pathway with proven job availability at the end of the trail. Both an IT program and a manufacturing program can be offered as a blended learning vocational opportunity, providing students choices in burgeoning fields with local job openings. Students have the drive to utilize the most recent advances in technology and teachers want to be able to capitalize on their interest by planning lessons integrating such technology, but due to funding cuts, have been unable to do so. Students who will be trained in computer repairs and networking via a blended STEM/Vocational IT program will be able to help maintain the equipment, even as they utilize it to gain skills which can transfer to career training

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

This proposal aims to achieve both student achievement and utilization of a greater share of resources in the classroom. The IT program will replace our current HTML program which serves six to ten students. The new IT program will have the potential to serve up to twenty-four (24) students. In addition to the blended IT program the new technology (computers) will allow the district to reallocate monies from the Technology department into new materials such as E-text books. The e-text books, over time, will save the district in the area of text book purchases. A decrease in paper usage will also result as assignments will be online; again resulting in a savings which will be reallocated into classroom materials throughout the district. Academic achievement will increase as the staff and students are introduced to best practices associated with the most current technology. The new technology will enable the district to offer new online classes not offered remediation and credit recovery. The professional development component will provide staff the opportunity to investigate a variety of schedules. The goal is to develop a schedule which will result in some teachers teaching an additional period without adding costs to the district. The added classes could be remedial, which will assist in improving academic success by giving students more face-time with teachers. A change in schedule will also provide teachers an opportunity to offer blended learning experiences beyond the regular classroom. When fully implemented the IT project will provide students the opportunity to get certified in repair and maintenance of computers during the first phase. Once they complete the first phase and get certified, the students can work to complete the networking phase; when completed they can / will get a second certification. This blended stem / vocational program will be offered all year round. Students will be able to complete or start the program during the summer months. This program will fill the void for the students who do not want to attend the local career center, or who do not qualify to attend. It will also provide some of our special needs students the opportunity to become successful.

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.)

Academic achievement will increase as the staff and students are introduced to best practices associated with the most current technology. Technical networking opportunities for students and teachers will allow them to work cooperatively, extending learning opportunities outside of the school day. New technology will enable the district to offer new online classes not currently offered through our remediation and credit recovery programs, allowing more students to complete degree requirements. In addition, a new master schedule will allow us to offer additional classes, including remedial classes, allowing teachers to work with smaller groups and target specific needs, thereby improving academic success. For those students enrolled in the IT and Manufacturing programs, it is expected that interest and involvement in the programs will increase performance levels. Rather than taking a series of disjointed electives, students will be able to see that their coursework is providing increased skills along a specific career path which they have chosen. Having a chance to commit to a path of their choice with relevant coursework and internship opportunities should improve their motivation for success. When fully implemented, the IT project will provide students the opportunity to get certified in repair and maintenance of computers during the first phase. Once they complete the first phase and get certified, the students can work to complete the networking phase; when completed they will earn a second certification. The manufacturing program will have certification options in the areas of FANUC robotics, CNC, mechatronics, and MSSC Certified Production Technician. These blended stem/vocational programs will be offered all year round. Students will be able to complete or start the program during the summer months. This program will fill the void for the students who do not want to attend the local career center or who do not qualify to attend. It will also provide some of our special needs students the opportunity to become successful. Finally, the goal of having credentials that will propel them ahead of other candidates for a job should also increase their time on task behavior, with subsequent increased achievement.

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.)

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.)

The IT program will replace our current HTML program which serves six to ten students. The new IT program will have the potential to serve up to twenty-four students and the Manufacturing program can serve ten students. The purchase of additional computers will allow the district's technology budget to be reallocated for the purchase of new materials, such as e-text books. These e-texts over time will save the district additional monies in the area of text book purchases. A decrease in paper usage will also result as assignments will be online, again resulting in a saving which will be reallocated into classroom materials for use throughout the district. The new technology will enable the district to offer new online classes not currently offered through our remediation and credit recovery program. Additionally, it will better prepare the district to test students with Next Generation Assessments. The professional development component will provide staff the opportunity to investigate a variety of schedules. The goal is to develop a master schedule which will result in some teachers teaching an additional period without adding costs to the district. New classes would be for remediation or blended learning.

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.)

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.

622,400.00 State the total project cost.

* Provide a brief narrative explanation of the overall budget.

Total Cost of Program \$622, 400.00 The stem / vocational IT program will replace our current HTML classes. The resources from the HTML class (teacher for the) will be relocated to cover the cost of the instructor for the new program. (\$48,377.00) The Manufacturing Class will replace an advanced wood technology class and/or be incorporated into the existing class as a blended learning class, and not necessitate additional personnel. Savings from the elimination of the Business Manager position and the elimination of a rehire/retire position will also be used to offset the cost of the program. The professional development will be used to send staff member to other high performing schools to investigate their schedules and to conference on stem education and technology. This expense will be a onetime cost covered by the grant (\$43,000.00) The money used to update and add to our technology will be a onetime expense which will also be used to cover the cost of the equipment and materials associated with it, no warranties will be bought. The district will use in house personnel to maintain the equipment, allotting an additional \$25000. The funds for the media center, educational materials, computer apps and e-books will be a onetime expense and be covered by the grant. Any replacement costs will be covered by the current subject materials and by savings from textbook purchases which will no longer be needed. IT Academy Certification Program \$ 38,400.00 24 Students Professional Development Subs 100 a day x 150 subs \$ 15,000.00 Travel for 20 teachers at \$1,000 per teacher \$ 20,000.00 (gas, food, lodging & fees) Equipment Dell laptop computers 360 computers at \$800.00 each \$288,000.00 Laptop Carts 20 carts at 1,800.00 each \$ 36,000.00 Desktop computers 40 computers at \$800.00 each \$ 32,000.00 Media Center / Educational materials/ Programs / apps. and E-books. \$150,000.00 Professional development Subs \$100.00 a day x 130 subs \$ 13,000.00 Travel Transportation, Lodging, Meals, regular fees 30 teachers at \$1,000.00 per teacher \$ 30,000.00

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.

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

This proposal will not increase or cause the district to incur any additional cost. The stem / vocational IT program will replace our current HTML classes. The resources from the HTML class (teacher for the) will be relocated to cover the cost of the instructor for the new program. (\$48,377.00) The Manufacturing Class will replace an advanced wood technology class and/or be incorporated into the existing class as a blended learning class, and not necessitate additional personnel. Savings from the elimination of the Business Manager position and the elimination of a rehire/retire position will also be used to offset the cost of the program. The professional development will be used to send staff member to other high performing schools to investigate their schedules and to conference on stem education and technology. This expense will be a onetime cost covered by the grant (\$43,000.00) The money used to update and add to our technology will be a onetime expense which will also be used to cover the cost of the equipment and materials associated with it, no warranties will be bought. The district will use in house personnel to maintain the equipment, allotting an additional \$25000. The funds for the media center, educational materials, computer apps and e-books will be a onetime expense and be covered by the grant. Any replacement costs will be covered by the current subject materials and by savings from textbook purchases which will no longer be needed. A change to the four by four block schedule may result in a savings to the district since some teachers may be required to teach one additional period during a semester. This would provide the students an opportunity for more stem/vocational classes or electives.

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.

0.00 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

This proposal will not increase or cause the district to incur any additional cost. The stem / vocational IT program will replace our current HTML classes. The resources from the HTML class (teacher for the) will be relocated to cover the cost of the instructor for the new program. (\$48,377.00) The Manufacturing Class will replace an advanced wood technology class and/or be incorporated into the existing class as a blended learning class, and not necessitate additional personnel. Savings from the elimination of the Business Manager position and the elimination of a rehire/retire position will also be used to offset the cost of the program. The professional development will be used to send staff member to other high performing schools to investigate their schedules and to conference on stem education and technology. This expense will be a onetime cost covered by the grant (\$43,000.00) The money used to update and add to our technology will be a onetime expense which will also be used to cover the cost of the equipment and materials associated with it, no warranties will be bought. The district will use in house personnel to maintain the equipment, allotting an additional \$25000. The funds for the media center, educational materials,

computer apps and e-books will be a onetime expense and be covered by the grant. Any replacement costs will be covered by the current subject materials and by savings from textbook purchases which will no longer be needed. A change to the four by four block schedule may result in a savings to the district since some teachers may be required to teach one additional period during a semester. This would provide the students an opportunity for more stem/vocational classes or electives.

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.

The program is sustaining due to the fact that, first, the blended learning, STEM, vocational programs costs will be covered by eliminating our current, outdated HTML class. The monies spent on the HTML program (teacher salary and materials) will be reallocated to cover the cost of the new programs. There will be no additional costs involved. The start up cost of the program will be covered by the grant. Secondly, the professional development project will only be for one year and covered entirely by the grant. This part of the project will provide our staff the opportunity to attend professional development activities and visit other high performing schools in order to reexamine our current block scheduling format for modifications to enhance student achievement. By attending professional development/conferences, our staff will be keeping up-to-date on best practices which will result in higher student achievement. By reexamining our current block schedule, we hope to improve student scores by creating review sessions and/or electives which will complement the core areas. In addition, a change in the schedule could provide for more classes being taught which will result in more resources being put back into the classroom. Thirdly, updating and adding new technology will be a one-time expense for the district that will last for at least five years. Any maintenance/repair to the new technology will come from the current technology budget. In fact, when students are trained and certified they will help to reduce repair and maintenance costs by assisting our current staff with repairs and network issues throughout the district.

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 4/2014-8/2014

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

April - Meet with the curriculum council to discuss the use of laptops, iPads, or Chrome Books, and discuss the master schedule. - Investigate E-Books - Connect the public library regarding E-Books availability - Collect information regarding zero-period; poll staff for availability / preference. - Talk with the technology department regarding needs for new IT program - Build master schedule to include classes offered during zero-period - Include parents and students as part of the planning team May - Discuss how the new technology will be integrated into all classrooms and in the blended stem/vocational IT and manufacturing programs. - Start to explore different programs (apps) that will work with the new technology. - Recruit students for the blended stem/vocational IT program. June - Prepare the purchase orders for technology and related materials - Prepare room for new blended stem/vocational IT program - Outline the new IT program to the Technology Department and what their role will be in the program - Explain the new blended learning IT program to the staff - Refine the evaluation process July - Review the total program to determine that everything is in place for the program of awarded the grant. Hold a coordination meeting with all stakeholders to ascertain readiness July-August Prepare public announcements to inform the community regarding obtaining the Grant and explaining the new blended stem/vocational IT manufacturing programs. Explain how the new technology will assist the district by improving academic success. During this time period start to develop the professional development plan with start-up scheduled for October.

* Anticipated barriers to successful completion of the planning phase

Barriers The number one barrier will be time; having enough time to insure all the specifics of the program are met is a major concern because of time. Lack of funds and the disappointment of not being awarded that Grant will be a barrier to motivate staff in the future due to the amount of time and effort in planning this Grant Lastly, a huge barrier will be how to secure funds from outside sources for start-up funds which the grant would have provided if received.

18. Implementation - Process to achieve project goals

* Date Range June 2014-August 2015

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

July Order new computers and materials associated with them. Update all stakeholders. August Install and prepare new technology for staff and students for the start of the 2014/2015 school year. Update Board of Education In-service staff on new technology September Recruit and enroll students in the new blended learning stem/vocational programs. Begin conversations with Eastern Gate Way Community college to see if our IT program can eventually lead to a two year associate degree upon graduation from CHS. Investigate certification for manufacturing program. Teachers continue to develop and utilize their new technology along with their students for use in all classrooms. Zero period for AP Psychology starts and runs for a full year along business class (Cardinal Cafe). Government starts second semester during zero period. Teachers start to visit other schools and attend conferences to observe alternative master schedules October, November, December Visits and conferences continue. Curriculum Council at high school meets monthly to discuss findings and suggest changes. January New master or revamped master schedule developed with teacher input. Visits and conference February ? New schedule or revised schedule shared with staff for approval. ? Visits and conferences continue. ? Have sophomores take the Self-Directed Search to help identify students who might be advised to pursue the IT or manufacturing programs. March, April, May ? Students' schedules are developed for the 2015/2016 school year. ? Parent meetings are held to explain Stem / IT programs. June, July, August ? Preparations are finalized for the 2015/2016 school year ? A complete review of the 2014/2015 school year is made and reported to the Superintendent and the Board of Education.

* Anticipated barriers to successful completion of the implementation phase.

Anticipated barriers are; the computers and materials arriving on time, and having a new schedule in place for the following year.

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

* Date Range Present-June, 30, 2018

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

-25% of the staff will integrate the use regular of technology into their classrooms by the end of the first year, with an increase of an additional 25% each year. By the fourth year of the program, 100% of teachers will be actively integrating technology into their lessons on a regular basis. -Students will be enrolled into the program (maximum of 24 in the IT program and 10 in the manufacturing program) based on career interest inventories, pre-testing in math, and counselor interview to establish interest and ability to perform independently in this blended learning STEM program. -Establish baseline academic data on each student. After completion of the course, all students in IT will earn the A plus certification- this will serve as the measure of academic success.-100% of students enrolled will complete the program and become certified where applicable -100% of students who are certified in the IT program will enroll in internship program with the IT department -Two staff members from each department will complete one site visit and report back to all staff. -Monthly staff meetings will be held with staff for communication and progress monitoring of grant -50% of community stakeholders will return survey with a 50% approval rating.

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

-Poor survey completion rates-Students lose interest in program during the program -Students struggle with certification process

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:

The expected instructional changes that will result from implementation of the grant are as follows: First, the blended learning stem/vocational IT program will replace our current HTML classes which, when completed by the students result in two different certifications (a plus for computer repairs and a plus for networking). As a result of the certifications earned, the students will become part of the "Canfield Geek Squad". This group will assist our Technology department with computer repairs and solving network issues, not only at the high school, but at our two elementary schools and middle school. The program will be a blended learning class, the student will do online coursework and lab work (at least twice a week, or as needed) with our Technology department. After the students complete the coursework and get certified, they will do an internship for the district serving as the "Cardinal Geek Squad". The students will be able to complete the coursework during the summer months and get certified at the time if necessary. This will be the beginning of all-year-long school. Secondly, the updated and new technology will bring Canfield High School and its students into the 21st Century. To have immediate access to the most current information will provide students the opportunity to dig deeper and investigate topics immediately; this will eliminate the need for students to travel to the Media Center to do research (it will be available in the classroom). The old computer lab will be used as a technology room for our new blended learning stem/vocational program. Thirdly, the money for professional development will provide the staff the opportunity to investigate, research, and see best practices and incorporate the best practices into their classrooms, and offer suggestions for changing/improving the current master schedule. As a result, one should see an increase in student achievement.

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.

In James Kulik's 1994 meta-analysis of 500 research studies done to evaluate computer-based instruction there were three major positive findings. Students who used computer-based instruction had an average score at the 64th percentile on achievement tests versus students in the control groups without computers who scored at the 50th percentile. Students using computer-based instruction learned more in less time. Finally, students using computer-based instruction liked their classes more and had more positive attitudes about their classes. In 1998 Jay Sivin-Kachala reviewed the research from 219 studies assessing the effect of technology on learning and achievement. He found the following consistent patterns: students in technology rich environments experienced positive effects on achievement in all major subject areas; they showed increased achievement in preschool through higher education for regular and special needs children; and they had improved attitudes toward learning and an improved self concept. By utilizing technology in the classrooms we hope to increase achievement across domains and type of learner. Further, we want improved the students' positive perceptions about learning. According to the Commerce Department, "people in STEM fields can expect to earn 26 percent more money on average and be less likely to experience job loss." The U.S. is expecting a shortage of three million high skills workers by 2018. Adding the two STEM blended learning programs in IT and Manufacturing will provide a sound career basis for students who might otherwise have chosen to go in a direction for which employment was more problematic. The November-December 2003 Issue of Educational Technology discusses blended learning formats and suggests that organizations must use "a blend of learning approaches in their strategies to get the right content in the right format to the right people at the right time." Further, they state that multiple delivery media should be designed to complement each other and be designed to promote application. This often is a mix of traditional instructor-led training, online conferencing, self-paced study, and structured on-the-job training from an experienced worker or mentor. Our blended learning program will incorporate all of the above, and hopefully connect with students who are in need of a new challenging format for education. The North American Council for Online Learning states that the blending of online programs and the classroom setting has been relatively slow to develop in K-12 education. However, emerging models in other countries, such as Singapore and Australia, as well as in higher education, suggest that a large part of the future of education will involve providing content, resources, and instruction both digitally and face-to-face in the same classroom. This blended approach combines the best elements of online and face-to-face learning. It is likely to emerge as the predominant model of the future - and to become far more common than either one alone.

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.

The project will be internally evaluated by John Tullio, Principal of Canfield High School. He may be contacted by phone at 330-702-7032, by US mail at Canfield High School, 100 Cardinal Drive, Canfield, Ohio 44406, or by e-mail at JTullio@canfieldschools.net. The projects short and long term objectives will be evaluated on a weekly basis for the five-year grant period.

* 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).

Have all materials been ordered? Have promotional materials been developed and sent out? Have students signed-up for the class? How many students completed and earned certification in the IT program? Have students completed the first certification and started the second? If so, How many are on track to complete the total program? How many students completed the program and are they working as interns? Is the internship program helping the technology department or hindering? What changes, if any, need to be made? Has the student attendance rate changed? Have students grades improved as a result of the program? Have student behavioral issues improved? Survey teachers "How has the new technology impacted your instruction?" What percentage of teachers are using the new technology? How are you Using the new laptops and carts? Ask students for their input on the use of the new laptops. What changes, if any, need to be implemented concerning the laptops? Teachers/students? Has the professional development impacted teachers in a positive manner? Have any changes occurred in the master schedule as a result of site visits by staff members? What changes have occurred? If no changes resulted, explain why. How has the community reacted to the new technology, new programs, and new scheduling? What other stem programs would you like to see at your high school?

* 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.

Should the answer to any of the key monitoring questions be insufficient or any of the broad goals mentioned in question 19, the leadership team will reconvene, problem solving and create action plan.

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.

Based on an article in the Harvard Business Review in 2011, we are moving into an age of "hyper specialization" that has been defined as a work force that has authentic, experiential knowledge and is uniquely savvy with technology. Given that businesses in 2013 are driven by both innovation and specialization, we would like to implement that same philosophy in our school. The "one size fits all" approach is no longer working in the business world or educational world. Canfield High School wants to become a regional center for 21st Century learning. By using staff technology and community assets, students at Canfield High School will continue to develop the interpersonal, technological and communication skills needed to compete and succeed in an ever-changing society. Likewise, rationale clearly exists in Ohio teaching standards. Our proposal exemplifies basic best practices in education, ensuring success. Standard Seven clarifies that "Teachers are agents of change who seek opportunities to positively teaching quality, school improvements and student achievement." Teachers at Canfield created this proposal with precisely that intent and focus in mind. Our blended stem/vocational IT program will meet that needs of the student who doesn't want to pursue a four year degree while providing them with practical internship experience. Finally, the improved technology piece clearly is nationalized through standard Four, which states "Teachers use resources effectively, including technology to enhance student learning." The current technology available at Canfield hinders the educational process. Improved technology along will have a major impact and lasting value on student success and achievement. By maximizing use of faculty with blended learning and utilizing progressive technology, Canfield High School will uniquely and proudly prepare effective, contributory members of a global community.

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

Teachers and students will utilize technology in and out of the classroom to work collaboratively on extended learning opportunities. Our FIRST robotics team will be one example of a collaborative, project- focused use of technology. The blended learning IT program will allow students to build their own computers, learn to network them and complete minor repairs. Students will then complete an internship with our technology department as they progress in utilizing these skills. Students will also participate in internships with local community based companies. We have contacted a local multi-national media company (MultiMedia Farms) to set up internships for our students. In the first year, a maximum of twenty- four students would participate in the IT program. In five years, we would have the possibility of having trained one hundred twenty students, who would become a core group available to update, network, and repair the district's computers. The students who take manufacturing will also progress through certification programs, having earned a valuable career asset. In five years we will have trained a maximum of fifty students who will have received MSSC Production Technician certification. Blended learning opportunities in the areas of IT and manufacturing will provide smooth career transition into our local community college (Eastern Gateway) and to Youngstown State University, building on existing programs in these institutions and career opportunities in the Mahoning Valley.

* Spending Reduction in the five-year fiscal forecast

* Utilization of a greater share of resources in the classroom

In five years, an additional choice of at least ten new courses will be available for students to take online through our remediation and credit recovery program due to new technology. Students are typically very successful at Canfield, with about 90% of our students attending a four-year college. For the student who is not focused on college in high school and AP classes, our course offerings have little variety. While our credit recovery program has helped to increase graduation rates, the number of class offerings is limited. With new technology available, additional classes which appeal to students will be available, helping to further boost graduation rates. We foresee offering two new courses each year over the next five years. Graduation rates will serve as the measurement of success in this area. A new master schedule will be implemented to include a more varied presentation of classes, including summer opportunities and a zero period. This will create additional classes and sections of classes without increased spending by allowing some teachers to add an additional forty-five minute class to their teaching load. Those not teaching an additional section or new course will be available to supervise students doing credit flexibility classes and act as resources for students completing online AP courses and blended learning programs. We foresee adding two additional "zero" period classes each year for the next 5 years for a total of ten participating teachers. The measurement of success will include student satisfaction surveys which will be implemented annually to seek input for new courses and to review class success.

* Implementation of a shared services delivery model

* Other Anticipated Outcomes

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**

This project can become a model for other districts. By restructuring and giving more flexibility to our scheduling process, we have identified and addressed the idea that in all educational institutions learning is not static and does not begin or end inside the walls of any institution. Learning is dynamic and ever changing. It is lifelong and does not fit into a neat package. Instruction has to be as dynamic and life-applicable as each individual is different. Each learner has a different skill set, interest and motivation to learn. A blended stem / vocational program allows us to differentiate and meet the needs of each student. The implementation of technology upgraded across the building, places the necessary educational tools and resources into students' hands, allowing them to individually own and personalize their learning experience. With real-world applications, the technology piece meets the demand of our present-day learning styles, networking/communications and work force models. This ties into our blended stem/vocational IT program which will provide an opportunity to gain real-world work experience through an internship program. The internship program will be specialized and individualized based on the students' own unique interest. This program can be easily replicated in any district with little or no cost. Total cost can be covered by relocating funds from other areas.

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 agree

Sections 

Consortium Contacts

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

Partnerships

Canfield Local (048314) - Mahoning County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections ▶

Partnerships

No partners added yet. Please add a new partner by using the form below.

Implementation Team

Canfield Local (048314) - Mahoning 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
John	Tullio	Principal, Canfield High School	Under Mr. Tullio's leadership, eight members of the teaching staff (all representing different disciplines) have worked with him in developing the proposal. John has an extensive background in education (42 years) and has held a number of administrative positions including Supervisor, Assistant Principal, Principal and Assistant to the Superintendent for High School and Middle School programs.	John Tullio, Principal of Canfield High School, will serve as the project manager and oversee all aspects of the proposal. In addition Mr. Tullio just recently, with the assistance of others, wrote and managed two advanced placement grants for Canfield High School.	He led the development and served as project manager of small schools in Youngstown (2.1 million dollars) and Youngstown Early College (the only four-year high school housed on a four year state college campus).	