

Budget

Clearview Local (048132) - Lorain County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (332)

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	15,000.00	0.00	125,000.00	0.00	140,000.00
<b>Support Services</b>		0.00	0.00	5,000.00	0.00	15,000.00	0.00	20,000.00
<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	15,300.00	5,000.00	5,000.00	0.00	25,300.00
<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	24,500.00	6,000.00	31,000.00	0.00	61,500.00
<b>Transportation</b>		0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Total</b>		0.00	0.00	59,800.00	11,000.00	176,000.00	0.00	246,800.00
<b>Adjusted Allocation</b>								0.00
<b>Remaining</b>								-246,800.00

Application

Clearview Local (048132) - Lorain County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (332)

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

**A) APPLICANT INFORMATION - General Information**

1. Project Title:

The Three C Highway - Connecting to College and Careers

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

"The Three C Highway - Connecting to College and Careers" will provide the students of our district with the technological bridge necessary to move from a high-poverty environment to a College/Career track that accesses a broad range of information, resources, and educational strategies. With the help of the "Straight A Fund" Grant, our district knows that it can leverage existing money, grant funds, and educator talent to provide a network of district-wide wireless access, Google ChromeBook machines, technological infrastructure, and professional development designed to move 100% of our instruction and learning into the present - giving our students the skills and increased motivation needed to compete with more affluent districts and their students. Providing contemporary technology to all of our students and teachers will increase their skills and motivation, putting them on the road to compete and succeed in the 21st century.

*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.*

1600 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  
Michael Tomlin-Brenner

Organizational name of lead applicant  
Clearview Local Schools

Address of lead applicant  
4700 Broadway - Lorain, OH 44052

Phone Number of lead applicant  
440-233-5412

Email Address of lead applicant  
Mike.Tomlin-Brenner@Clearviewschools.org

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 the Clearview Local School District shares all of the problems that public schools everywhere face, it's contextual scenario is unique. The factors that make Clearview unique are the same factors that cry out for a creative response before they overwhelm a deserving student population and a hard-pressed staff. The Clearview Local School District is classified as a "Type 4" district: High Poverty, Small Town, Average Student Population. However, its high Open Enrollment rate (31%), its low median income (\$22,000), its high percentage of minority students (51%), its low Adult College Degree rate (13.5%), its high poverty (65%), and its low Property Value/Student (\$68,000) - all conspire to magnify the challenges faced by today's educators: distracted students, global competition, increased public scrutiny, and a new paradigm of technological literacy. As a district of only 4 square miles, sandwiched between two small cities (Lorain and Elyria), our 1,600 students can be overlooked - even so, our students and staff have worked diligently to move our district out of the shadow of our demographic model to achieve excellence and Value Added heights (17th/800). "The Three C Highway - Connecting to College and Careers" is our response to these challenges. Our efforts to move ahead, and stay ahead, have produced great results - but extra effort alone has limited application. We require the additional technological resources we have searched out, that engage our hard-to-reach students and challenge our hard-to-teach transient students (10.5%). We have used prior grant resources to create an organizational structure that provides collaboration, communication, and connectivity. We also have used those grant funds to pilot instructional programs, hardware, and software. We are now prepared, with the help of the Straight-A Grant, to launch successfully into implementation.

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

The Clearview District is dedicated to improvement, having moved from Continuous Improvement in 2009 to Excellent in 2013, with the help of the OIP (Ohio Improvement Process) and RtT (Race to the Top). Our district has been making forays into the realm of technological pedagogy, but has been stymied by our lack of district-wide wireless access. We have implemented some FLIPPED classroom experiences in our High School and Middle School Science classes; we have sent teachers to Google workshops; over the last four years we have purchased classroom sets (and docking carts) of NEO2 word-processors, laptop computers, and Google ChromeBook machines; we moved our entire system from Outlook to Google and provided district-wide professional development; as part of our Race to the Top scope-of-work we have implemented a number of IIS (Instructional Improvement System) tools, such as TestingWerks, Curriculum Mapper, iObservation, and Renaissance STAR. In every case, as we move to implement, we are pulled up short by our lack of a sufficient wireless network. Using local/classroom access points only works for smaller populations of students/teachers and creates a patchwork of user codes that often sends our buildings into crash-mode. Teachers that start out with positive motivation become less supportive - making the job of moving to a more technologically appropriate pedagogy even more difficult. We are on the brink of moving to a more modern educational system and have a number of teachers willing to try things out. We are using electronic curriculum tools such as Study Island, Renaissance Learning, Reading A-Z, BrainPop, etc. We use our TBTs (Teacher Based Teams) to provide local/targeted professional development. We would like to move to a more modern electronic curriculum base, ie., texts and resources, but can not, without the wireless component and the machines to connect with. While our present budget situation will support the implementation of a wireless system in one of our three buildings - a district-wide implementation would be more effective. Because Clearview's tax-base is one of the lowest in Ohio, our funding is not strong enough to provide the resources necessary, even though we have passed three levies in the last four years. As we struggle to keep up with student needs and still reach out to more effective pedagogy, we find it difficult to replace existing resources - much less invest in additional ones. Since we have the 2nd highest percentage of Open Enrollment students in Ohio, our residents must support students from neighboring communities - as well as their own. While the generous Clearview community is willing to share its meager resources, support from the Straight A Fund would lift our progress to the next level, allowing us to apply our efforts more strategically and effectively. In order to make optimum use of electronic resources we would have to extend the wireless initiative to all three buildings. This would require a complete wireless survey, the installation of wiring through the buildings, the placement of switches in the appropriate locations, and providing access points in all of the classrooms. In addition, the upgrade of our 10-year old server would provide reliable/complete Google usage for teachers and students. With the addition of an electronic cart of 30 (classroom set) Google Chrome books for each grade-level, we would be in a position to make-use of electronic resources as a substantive pedagogical tool.

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.)

Clearview has worked diligently (and successfully) to identify strategies and activities that would lift it from "Continuous Improvement" to

"Excellent." It's high school has been a "School of Promise" for three of the last four years. It's middle school has gone from "School Improvement" status to "Excellent." It has used OIP, RttT, ARRA, and federal grant funds to supplement local funds in order to implement more effective classroom instruction, increase rigor, provide appropriate professional development, and identify initiatives that would increase academic achievement in the years to come. In order to maintain this growth and continue improvement, our staff wants to move forward with technological pedagogy - both for educational and motivational reasons. Our students often require additional resources just to keep up with more affluent districts, and these days, all students require the enhancements that technology provide. The resources that a reliable wireless network would provide are necessary for the success of our students in the world which they will inhabit beyond Clearview. At present, only a few of our students can access wireless resources - and only on a supplemental basis. Those teachers who want to implement cutting-edge strategies like FLIPPING the Classroom, BYOD (Bring Your Own Device), or Google Apps, can only participate to the extent that our hardware will allow, and must find ways to work around the weaknesses - thus taking time and effort from the process itself. Moving ahead is difficult enough with out those kinds of limitations, and such efforts take away from the energy and drive necessary to make substantive changes. While the district may be able to piece-meal its way toward this goal over a number of years, Straight A Funding would allow the district to use those funds for additional materials and resources that will be necessary as we move toward full implementation of Common Core State Standards and STEM - immediately. Straight A Funding would allow Clearview to implement a well-developed curriculum package now - rather than try to prioritize necessary resources and put-off important purchases that could stymie energy and improvement at a critical stage. The one-time funding that the Straight A Fund grant provides would free up those local funds needed to maintain the system and allow us to proceed on the higher level we are striving for.

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.)

Since Clearview is requesting funding primarily for one-time infrastructure and hardware costs, the majority of the recurring expense will be maintenance - most of which would exist any way. While our budget could not support the investment of these funds all at once, it is set up to handle replacement costs and smaller equipment purchases - which will provide additional ChromeBooks (as well as desk-top machines) in the future. In addition, the purchase of three-year warranty & maintenance agreements at this time will greatly reduce those costs, well into the future, at which time our technology budget will have accrued additional funds because of the Straight A funding. We have been using Race to the Top and Title 1 (Building-Wide at 2/3 sites) Capital Improvement funds to make smaller purchases for instructional and administrative purposes, and will continue to do so. beyond the initial grant year, the monthly lease of access points (\$40/year per location) will be covered through Title 1 and eRate funding w/o cost to the district General Fund. Since the plan already exists for funding wireless for a single building, that additional recurring cost will be minimal. The purchases we have made over the last four years through ARRA, RttT, and Title 1 - hardware, software, and professional development - have given us a strong foundation from which to launch Clearview Connections. With Straight A Fund backing the district can move comfortably to the next level, and continue to fund itself at that plateau. While the district has found resources to provide wireless service to one of our three buildings, without Straight A funding there is no promise of similar funding being available next year for a second building, or the year after that for our third building. However, with Straight A Fund support, the district will not have to find that funding - saving that money for other, equally important, initiatives. In addition, while the purchasing of 500 ChromeBooks would not be possible under normal circumstance, that kind of purchase now, will alleviate the need for such a large purchase of new equipment in the near future, saving \$20,000 - \$30,000 a year for the next four to five years. Working with our technology providers (EMG-Epiphany Management Group), we have developed a new Five-Year Plan that spells out in detail what our goals are, what our hardware and professional development needs are, and what strategies need to be implemented to achieve our plans. Part of this process includes the development of a separate "Technology Budget" that can be allocated and tracked so that our Technology Committee and our administration is always aware of where we stand. The district treasurer has been a part of these meetings and is working with us to meet these needs. If we receive a Straight-A Grant, this budget will immediately show a savings, both allowing us to purchase additional technology and to move the savings into other line items.

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 21st Century world of Blended Learning takes students and teachers out of the traditional roles of presenter and receiver. By putting technology in the hands of students they become directors of their own learning and the teacher becomes a facilitator. Through technological connections the students can link to any source of information in the world - communicating directly with Asian students, African researchers, or South American professors. No longer limited to a single (and possibly out-dated) textbook, classrooms can access information from a myriad of resources. In the Clearview Science classroom that are piloting ChromeBook technology and FLIPPED classroom models, students eagerly log-in to sites to research topics such as food-webs, Ohio wetlands, the state-park system, Diane Fosse's Korsoke Gorilla Research Center, or Jane Goodall's Gombe Stream chimpanzee center. Teachers can guide individual students to personal connections that best illustrate the classroom focus - for them - increasing their interest and motivation. Providing students and teachers with the appropriate technological infrastructure will allow them to create additional course offerings. By having access to the tools and resources of the 21st century, students will be ready to take additional STEM classes and will be able to participate in higher level classes offered by Lorain County Community College in a remote-access environment. At this time we partner with the Lorain County Joint Vocational School and Lorain County Community College in a pre-engineering program that can lead to dual, high-school diploma and a 2-Year Associate's degree. By ramping up our use of technology - both through the ChromeBooks and the use of electronic instruments/data processors - we are preparing students to see these dual credit courses as a real possibility. The total wireless environment will help us achieve this reality. Since only 13.5% of our students come from the home of a college graduate, the world of academia is unknown to the majority. Opening their minds and their imagination to 21st Century technology and education will provide a quantum leap in generational advancement. Many of our students (51%) are minority and economically disadvantaged (65%) - technology is not as prevalent in their homes as in more affluent homes. Blended Learning sparks their interest, speaks to their imagination, and sends the message that they are as deserving as anyone - all they have to do is put forth the effort.

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.*

246,800.00 State the total project cost.

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

"Clearview Connections" Straight A Fund grant budget items - October 25, 2013 Clearview Local has three buildings: Clearview High School Grades 9 -12 @ 550 students Durling Middle School Grades 5 - 8 @ 550 students Vincent Elementary School Grades K - 4 @ 550 students - None of the buildings have a comprehensive wireless network and all have the need for one. -The present budget forecast will allow the district to fund the implementation of a comprehensive wireless network in only one of the buildings. -We are requesting grant funding to enable us to implement a comprehensive wireless network in the other two buildings, thus creating a comprehensive district-wide wireless network, K-12. -Because the three buildings are similar in size, age, construction, and existing resources - the costs of implementation will be similar for each of the three buildings. -The older, existing, server for the Google network is housed at the high school and provides district-wide Google access. The upgraded server would replace this mechanism and also be housed at the high school. -We contract with EMG Technology for our district technology services. They will be managing the implementation and servicing of our wireless network. Our wireless is provided by the North Coast Council (NCC), our A-Site provider. -A Power-Cart and 30 Google Chrome machines / grade level would provide students with access to the information available on the network at our present stage of development. This would be in addition to the machines we have already purchased, and those we will purchase as the program matures. These machines - Wireless access survey for three buildings: \$ 15,000 Grant funding: \$ 12,000 - Wiring for three buildings: \$ 24,000 Grant funding: \$ 16,000 - Network switches for three buildings: \$ 18,000 Grant funding: \$ 12,000 (4 locations/building @ \$1,500 each) - Wireless Access Fee (one time) for three: \$ 1,200 Grant funding: \$ 800 - Monthly Access Point fees for three buildings: \$ 3,000\* Grant funding: \$ 2,000 (\$40/year per location, 25 locations/ building) - Network Server for Google Drive \$ 3,000 Grant funding: \$ 3,000 - 500 Google Chrome machines (Samsung) \$125,000 Grant funding: \$125,000 (\$250/machine; 30 machines /Grade level) - 17 Power carts (\$1,500) \$ 25,500 Grant Funding: \$ 25,500 - Professional Development for Google \$15,500 Grant Funding: \$ 15,500 (6 days @ \$2,500/Day) - Related Professional Development costs \$10,000 Grant Funding: \$ 10,000 (registration, substitutes, travel, meals, etc.) - ChromeBook management system \$15,000 Grant Funding: \$

15,000 (\$30/machine) - Maintenance Agreement on equipment \$ 10,000 Grant Funding \$ 10,000 (\$15/machine) - \*This recurring cost would be picked up by the district, but covered by eRate and funding presently used for replacement fees that would not be necessary in the future.  
Totals: \$265,200 Grant Funding: \$246,800

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.

-Maintenance Plan as part of purchase. -Initial savings outweigh additional costs -Present technology budget will realize a savings through the grant and additional peripheral costs will be less than the present budget already sustains.

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.*

25,000.00 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

-Clearview has only added one FTE teacher to our staff in the last five years - and the initial cost of this educator was borne by the federal Educational Jobs grant. Because we have passed three levies in the same time, we have been able to sustain this FTE educator position. While that position has changed over time, we have been able to manipulate that individual's duties to meet our specific needs - adding to our effectiveness. We will continue this strategy w/o additional cost. -Our Straight-A Grant request does not include staff, only equipment and training. Our aging technology infrastructure will expire soon, however, even without receiving grant funds. Replacing our servers and switches will cost in the neighborhood of \$21,000, Receiving grant funds would give us this savings immediately. -Clearview has already planned and budgeted for a wireless upgrade/installation in one of our three buildings - receiving grant funding will reduce the cost of similar planning and budgeting for our other two buildings, at a savings of \$30,000. -We presently spend \$20,000-\$25,000 yearly for new technology purchases. The Straight-A Grant funding would collapse a five year spending plan into a single purchase of \$150,000. A portion of the originally budgeted money could then go for additional technology purchases in other areas. -Our Professional Development costs (registration, substitutes, travel, etc.) over the last five years have been approximately \$50,000 (including Ohio Improvement Process + Race to the Top). An infusion of \$25,000 to facilitate training through the Straight A Grant, would allow us to continue funding other PD needs while still providing Google and Blended Learning training. -The purchase of three-year maintenance agreements on equipment through the Straight-A Grant would not only save the initial purchase costs of the agreements (\$10,000) but also reduce maintenance costs overall (@\$10,00) as well. - Our current computer replacement cycle would not be affected, although with the implementation of new servers, we would be able to provide a better information product to all of our stakeholders - at no additional cost. -Our current maintenance/replacement costs could be increased in the last two years of the time-frame due to the increase of ChromeBooks (although that is an unknown). If we are looking at a "savings" of \$10,000 through the maintenance agreements (above) it might be reasonable to expect a similar increase in those costs for the final two years.

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 use of technology in the classroom is only beginning. While we have already started the process on a small scale, once the project is

initiated a critical-mass will have been created - changing the instructional paradigm. The machines and infrastructure will be in place, teachers and students will be implementing and growing more capable on a daily basis. Technological advancement will take place regardless of our grant implementation, so keeping up with the process will always be a challenge. Having the equipment and support materials in place will generate a more positive attitude, as well as higher academic achievement - creating an environment where sustainability is more likely. Unlike textbooks or chalkboards, technology produces an excitement and motivation on its own. With grant support we will be able to focus that energy and move to a higher level.

#### **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 2012-2014

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

Clearview Local Schools have been engaged in strategic planning for the last three years. With help of the Ohio Improvement Process (OIP) and Race to the Top (RtT) we have developed a structure for district/building collaboration, communication, and connectivity. Our District Leadership Team (DLT) is comprised of committee leadership and provides a focus for all district decisions. Our Building Leadership Teams (BLTs) meet monthly and send a representative to the district meetings. Our Technology Committee meets monthly with our providers (EMG: Epiphany Management Group) and also sends a representative to the DLT meeting. This network of committees exams data and reviews needs, bringin together all aspects of district planning. Our Straight - A Grant application is a direct result of these meetings and flows from a history of planning and discussion. We have completed the OIP "Decision Framework" and the RtT "Scope of Work" - our Straight-A grant application is designed to continue this process and meet the future needs of the district. Our Technology Committee (District and Building representatives) have been meeting with EMG since the Fall of 2013 to develop a comprehensive 5-Year Technology Plan. Blended Learning is the back-bone of this plan. The Technology Committee has also been planning and implenting professional development programs for the last three years in order to meet RtT SOW needs, as well as Common Core requirements. This grant application flows directly from those initiatives as well.

\* Anticipated barriers to successful completion of the planning phase

Because " The Three C Highway - Connecting to College and Careers" is part of a long-range plan, we have been discussing our needs, requirements, and expectations for some time. The bulk of the planning stage is completed, as is a majority of the "piloting" process. As it stand now, we are at the "Yellow Light" stage and will be waiting for the "Green Light" that will allow us to move forward. At the same time we realize that there are certain details that we may have overlooked. " The Three C Highway - Connecting to College and Careers" will be an integral part of our DLT, Technology Committee, and Administrative Team Meeting agendas. We will be performing ongoing assessments of progress and monitoring implementation as we go - allowing for adjustments and additional details along the way. Our continuous planning mode will rely on formative assessments of progress at every step of the way.

18. Implementation - Process to achieve project goals

\* Date Range August, 2014- June, 2015

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

~ Wireless installation in one building completed (by Aug. 1) ~ Implementation Group to meet and lay out details (Aug. 1) ~ Announcement to go out to staff and community (Aug. 8) ~ Professional Development Scheduled (Aug. 8) ~ Servers and swtiches ordered and installed (Aug. 30) ~ ChromeBooks and Carts Ordered, Delivered, Enabled (by Aug. 30) ~ Initial professional development to take place (Aug 14, 15, 30) ~ DLT and Technology Committee meetings (Aug 12/13) ~Google ChromeBook Train-the-Trainer professional Development (Aug, 16-30)

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

~ Until all buildings hav their wirelss infrastructure developed, individual wireless receivers will have to compensate - which may lead to some intermittant crash situations. ~ Grade-Level and Department leaders will have to coordinate procedures within their groups. ~ All carts and machines will need to be labled appropriately and procedures for use will have to be communicated. ~Google Chrome book professional development will have to be initited and follow through created

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

\* Date Range Aug. 2014 - June 2015

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

Aug, 2014: ~Review progress and plan monthly implementation ~Schedule Building Wireless Survey with NCC ~Schedule wiring installation for September/October, to be based on survey results ~Plan technology professional development for Waiver Day in October., as well as for December waiver day and June PD ~Order ChromeBooks and carts for each grade level ~Order Server -Sept, 14: ~Review progress and plan monthly implementation ~Review results of the Building Wireless Survey ~Install wiring based on survey results ~Install server ~Order Switches based on survey results ~Order Access Points based on survey results ~Provide technology professional development at Waiver Day ~Continue to plan for Professional development ~Inventory and Tag each ChromeBook and cart ~Charge-Up all ChromeBooks ~Have each BLT create an implementation plan to detail how Carts/ChromeBooks will be scheduled, shared, monitored. ~Have each BLT create a building PD plan that will help every staff member be ready to use the ChromeBooks Oct, 14 ~Review progress and plan monthly implementation ~Install Access Points in classrooms ~Continue to plan for Professional development ~Have BLTs provide small group/local PD targeted to individual staff needs ~Test connections (Server, Switches, Access Points, ChromeBooks) and report situation/ ~Make adjustments as needed, based connection tests. ~Have teachers pilot ChromeBook usage where possible - get feedback on viability ~Make necessary changes to process based on feedback Nov, 14 ~Review progress and plan monthly implementation ~Continue to plan for Professional development ~Create Ashland University Grad credit proposal for June technology PD ~Have teachers implement ChromeBook based instructional practices. December, 2014 ~Review progress and plan monthly implementation

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

We have planned to implement the LOTI (Levels of Teacher Innovation) program in August 2014, in order to measure and gauge overall teacher comfort and use of technology. We will initiate that measurement again in May, 2015 to measure growth. We anticipate a wide range of ability, comfort, and growth. Past technology professional development has shown the need for differentiated implementation, based on age and experience. Acceptance of technology use is relative and must be implemented carefully to keep a comfort level among staff.

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:

According to Newton's Laws of Motion, overcoming inertia is more difficult than keeping a moving object in motion. Over the last four years Clearview has moved from Continuous Improvement to Excellent. A small district with high poverty, high subgroup population, and low tax base - has come to see itself as the School of Promise that ODE has awarded us for three of those four years. Value Added results from the 2011/2012 school year (reported in 2013) placed Clearview at # 21 out of 800 school districts, and last year's results placed the district at #138 - an A. We would like to implement Clearview Connections (with Straight A Funding) in order to maintain our growth and improve our achievement further. We have staff ready to implement current technological pedagogy, but they are being held back by our lack of a comprehensive wireless network and a dearth of equipment. Our involvement with the OIP (Ohio Improvement Process) and RtT (Race to the Top) has ramped up our organizational practices, but as we implement advanced communication and data technology to scaffold our more complex organization we run into multiple glitches caused by our lack of a comprehensive wireless network and/or equipment. As part of our improvement plan Clearview has been granted Waiver Days for professional development. Technology PD has been a major component of these Waiver Days. Again and again, the Technology Committee and the district Transformation Team is slowed in their attempts to bring all staff up to speed by the limitations of our electronic networking system and our lack of up-to-date equipment. On a positive note, these organizational improvements have also helped us to implement instructional improvements - from electronic curriculum-mapping/lesson-planning to an electronic data warehouse accessible to all educators, from an improved evaluation system that includes video observations and iObservation walk-throughs to student use of Google doc sharing and storage. Teachers and students want to move ahead, and I believe that Clearview is on the cusp of another move up the achievement ladder. The improved structure that "The Three C Highway - Connecting to College and Careers" would create, will provide a solid foundation from which to build - using the skills, knowledge, materials, and motivation that we have been able to collect over the last four years. We expect to see 100% of the teachers using technology to provide an appropriately rigorous instructional agenda. We also expect to see 100% of Clearview students using technology appropriately to meet academic benchmarks and individual needs.

#### **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:

As a Bibliophile and Reading Specialist I will always defend the use of books for learning, but the days of relying solely on a text book or a worksheet for instruction are gone. Research and practice has shown that today's students (and today's young teachers) are technology-

based. In addition, educational materials are becoming more and more technology-based as well. If we do not provide these resources we will find it more and more difficult to make the connections we need to. Also, today's students will be expected to perform well with technology and need the practice at school to become comfortable with Google, STEM, Web Research, etc. The low income/low tax-base situation here at Clearview does not provide students and staff with available technological resources. There is a constant danger that a culture of low expectations and low performance will creep into the process. "The Three C Highway - Connecting to College and Careers" is designed to provide students and staff with an acceptable level of technological application to allow for growth and success. We have a very positive record of achievement over the last four years, having moved from "Continuous Improvement" to "Excellent" - and we want to "keep this ball in the air." Straight A Fund support will provide Clearview with an acceptable level of technology without overwhelming capabilities, while freeing up existing budgets for other necessities. Those funds which might have been stretched to provide even less technology than "The Three C Highway - Connecting to College and Careers" will now be available for classroom resources that this project can support. With "The Three C Highway - Connecting to College and Careers" students and staff will be able to access electronic resources that w/o wireless or sufficient ChromeBooks we would be unable to make use of.

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.

Our involvement with OIP (Ohio Improvement Process) and RtT (Race to the Top) has schooled us in the use of agendas and meeting-minutes to document our work toward setting and achieving goals. Once "The Three C Highway - Connecting to College and Careers" has been accepted by the Straight A Fund, this program will become part of our ongoing strategy for district improvement, and as such will be an integral piece of the District Leadership Team, the District Technology Committee, the Building Leadership Teams, and the Race to the Top Transformation Team. We will revisit the progress of our plan (as stated in our Implementation Schedule) on a regular basis at all of these various monthly meetings. Our short-term goals of implementing a new wireless system are straightforward and concrete - easily measured and documented. The Building Wireless-Surveys and the ordering of materials has already been discussed and outlined - so moving to a broader implementation will be a relatively simple process of extending existing protocols. By following timelines and collecting timely progress data we should have more than enough time to install the needed equipment in time for the use of the ChromeBooks. Because we are enhancing an existing implementation, we have already begun professional development for Google Drive, have already begun installing Google Chrome platforms on machines, and have Waiver Days in place. Additional PD days in June are far enough out to allow planning around ChromeBooks, Google Drive, and Technology Pedagogy even if unforeseen delivery problems arise. Long Term goals of student achievement and improving teacher instructional practices, are already being measured through eTPES, Value Added, and the State Report Card. In addition, local data use through TestingWerks and by the DLT and BLTs are in place and are part of an ongoing review process. International research confirms the positive results of using technology.

\* 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 LOTI (Levels of teacher Innovation) tool will track teacher understanding/implementation -Evaluation protocols require repeated Observations and walk-through situations -ChromeBook & cart sign-out sheets will be reviewed -The technology committee representatives will monitor progress through BLT, DLT, and Staff meeting -Multiple professional development opportunities will reveal needs, strengths, and obstacles -Teacher websites will contain additional/multiple links

\* 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.

As we proceed with "The Three C Highway - Connecting to College and Careers" it may be necessary to increase professional development or slow down implementation, based on the feedback we will get through surveys, evaluations, technology committee input, and State Report Card results. Alternatively, it may be necessary to increase the scale of our implementation to include additional GoogleChrome machines. Additional Grants may be necessary, as well as a modification of the district budget. However, because this initiative has grown from a culture of innovation, the gradual implementation planned should be adjustable to meet both growth and reduction needs without a major change in the program.

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.

As our District Professional Growth Team continues to evaluate SLOs (Student Learning Objectives), we observe first hand our teachers reaching for rigorous academic goals. As our RtT Transformation Team reviews our Scope of Work and determines if we are meeting our benchmarks, we see what tools we will need to reach a higher level. As our staff increases its collaboration, we see which modes of communication are missing. Over the last four years we have implemented a number of new practices: the use of SMART Boards for instruction; the use of hand held clickers for formative assessment; the use of Renaissance Learning, Study Island, and BrainPOP for connecting curriculum to individual student levels and needs - as well as giving them home access; the use of Google Drive to store and share both student and teacher information. "The Three C Highway - Connecting to College and Careers" is designed to strengthen these initiatives, as well as to move staff and students to a higher level of practice and achievement. This project will enhance our academic endeavors as well as strengthen our energy and motivation to move even higher.

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

-The new Math & ELA CCSS (Common Core) and Science/Social Studies State Standards require students to generate a higher order of thinking/problem solving. Blended Learning provide students and teachers with the tools and procedures to implement the new standards as well as STEM (Science, Technology, Engineering, Math)based instructional methods. -Our discussions over our data, evaluations, and instructional practices have concluded that Blended Learning will provide the needed foundation for those kinds of changes. -Our State Report Card showing the results of our implementation should reflect an increased academic performance as a result of the increased rigor and opportunity provided by the grant. -Providing the additional technological connections should also increase communication and involvement by parents, another key ingredient in student success.

\* Spending Reduction in the five-year fiscal forecast

-If the grant is received there will be a concrete reduction of the technology line item of our 5 year fore-cast. While not reduced completely, this area will not have the overwhelming need that exists at this time. -There is an anticipation of \$25,000/year in instructional materials - as the Blended Learning method requires fewer textbooks than more traditional instructional approaches.

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

While Clearview already focuses the majority of its resources in the classroom, the addition of ChromeBooks will increase the student and staff motivation and involvement. The pilot implementation of this project has already demonstrated a request for additional resources beyond what is normally possible. By putting these resources in the hands of the teachers and students, both groups will increase their energy.

\* Implementation of a shared services delivery model

\* Other Anticipated Outcomes

The district will be able to document the strategic use of technology in 100% of the classrooms. The district will be able to document appropriate student usage of technology tools The district will be able to document student proficiency with appropriate technology tools at various grade levels. The district will continue to make progress on Ohio Report Card indicators. The district will continue to research and implement appropriate technological resources as they become available.

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.

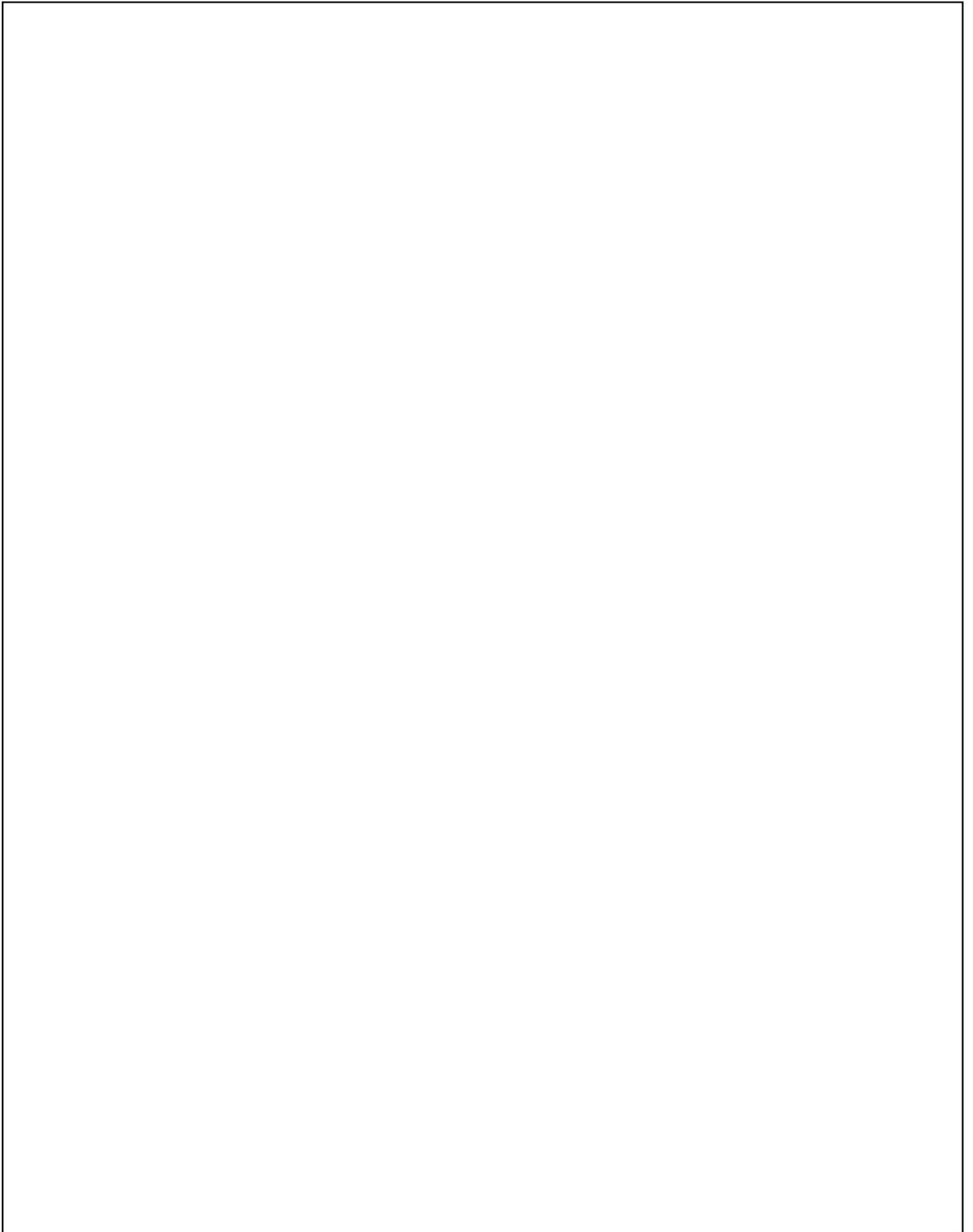
\* Explain your response

This project is unique in the sense that it is the product of four years of work. However, the idea that of "installing a reliable wireless network in all of a district's buildings" is certainly capable of replication - as is the purchase of ChromeBooks for each grade level. The fact is, though, "Clearview Connections" is also about the "why" - the reason we want this network and these machines is based on our past work. We have made some progress and we have identified "The Three C Highway - Connecting to College and Careers" as the strategy we need to move forward at this time. Our success with this initiative will be based on the foundational work we have already done, that has lead up to this point. BYOD (Bring Your Own Device) is not a new idea - but we have identified it as a strategy that will enhance our existing initiatives; ChromeBooks are not unique, but we have used Google successfully and have identified the ChromeBook as a reliable tool that can be purchased at a reasonable price. We have used the NEO2 word-processor successfully at \$99 @ and we have used lap-top computers successfully at \$500 @ - the ChromeBook at \$250 @ will be a good choice.

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).

As the Superintendent Designee for Clearview Local Schools, I agree. Michael Tomlin-Brenner, Curriculum Director 4/18/14



Sections 

**Consortium Contacts**

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

Partnerships

Clearview Local (048132) - Lorain 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>
Frank	Cikash	440-283-8832	fciksash@epiphanymgmt.com	Epiphany Mangaement		526 S.main Street, , Akron, OH, 44311	
Dave	Miller	440-324-3172	millier@nort2h.org	Northern OhioResearch Training and Technology Hub		1855 Lake Ave, , Elyria, OH, 44035	

Implementation Team

Clearview Local (048132) - Lorain County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections ▶

**Implementation Team**

<b>First Name</b>	<b>Last Name</b>	<b>Title</b>	<b>Responsibilities</b>	<b>Qualifications</b>	<b>Prior Relevant Experience</b>	<b>Delete Contact</b>
Michael	Tomlin-Brenner	Curriculum Director	-Grant Manager - Curriculum Director - Technology Coordinator - Federal Programs Budget Director	-District Administrator, 15 years - Federal Programs Coordinator, 15 years -Region 2 Literacy Coordinator, 2 years -Region 2 OIP Facilitator, 7 years -Director, Lorain County Reads, 5 years -Adjunct Instructor, Ashland University, 15 years	-Federal Programs Budget Coordinator Race to the Top ARRA Ed Jobs Title I Title II-A IDEA -School Improvement Consultant (ODE) North Ridgeville Sandusky City Elyria Willard	