

Budget

Crestwood Local (049189) - Portage County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (199)

U.S.A.S. Fund #:

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

Purpose Code	Object Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction		0.00	0.00	0.00	410,000.00	13,391,723.00	0.00	13,801,723.00
Support Services		0.00	0.00	78,118.00	0.00	0.00	0.00	78,118.00
Governance/Admin		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development		0.00	0.00	130,000.00	0.00	0.00	0.00	130,000.00
Family/Community		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Safety		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total		0.00	0.00	208,118.00	410,000.00	13,391,723.00	0.00	14,009,841.00
							Adjusted Allocation	0.00
							Remaining	-14,009,841.00

Application

Crestwood Local (049189) - Portage County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (199)

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

A) APPLICANT INFORMATION - General Information

1. Project Title:

Crestwood and Rootstown Move Outside the Box

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

The Crestwood and Rootstown Move Outside the Box project encompasses all goals of the Straight A Fund. Academic Achievement will increase through a blended learning, project-based learning environment to science programs including Zulama (online gaming and computer science courses); Astronomy (online projects in collaboration with New Horizons West, Astronomy Magazine, and Night Sky); and online courses from Ohio's iLearns site for remediation, acceleration. Specific reductions and shared services include moving the Crestwood Board of Education offices to the Crestwood high school; selling the buildings that currently house the Board offices, creating a science wing with state of the art equipment (shared services and academics); adding a Community Resource Room/Media Center with computers for students and families to use; and shared services creating an online, gamified professional development program as part of shared services.

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

3249 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
Mr. Dave Toth, Superintendent

Organizational name of lead applicant
Crestwood Local School District - 049189

Address of lead applicant
4656 West Prospect Street Mantua, Ohio 44255

Phone Number of lead applicant
330-357-8206 x5006

Email Address of lead applicant
dtoth@crestwoodschoools.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

The consortium consists of Crestwood Local Schools, Rootstown School District, and the Portage County Educational Service Center. The fundamental issue is that the school buildings for each district are not conducive to providing students with the educational opportunities that will prepare them for the digital world in which they will live as adults, or prepare them for jobs that will provide them with a sustainable income. The job forecast for Northeast Ohio relies heavily on careers in Science, Technology, Engineering, Math, and Medical (STEMM). The two school districts are in need of remodeling and upgrading technology in order to offer online and blended learning, and to be able to teach science using project and problem based learning. This change in instructional strategies creates a need for educators to retool and learn best practices in online, blended, and problem/project-based learning. The Portage ECS needs to be able to offer online and blended professional development to meet the needs of educators in Portage and surrounding counties.

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

In order to save money, Crestwood will close its Board of Education offices and house them within the High School building. Space in the high school will be remodeled to provide a STEMM wing with specialized state of the art technology, equipment, and materials to be able to teach science in a manner that will blend instruction with real world activities to better prepare students for college and the workforce. Students will be able to participate in Zulama's Entertainment Technology Academy with semester long courses that will count as electives and will prepare students for college majors and careers in related fields. Zulama courses are delivered online and students participate in hands-on, project-based activities that correlate to common core standards. The students will be connected to state-of-the-art telescopes and solar scopes run by Astronomy Magazine and Night Skies in New Mexico. Students will be able to manipulate the telescopes and solar scopes, take astronomy photographs, and post them on Night Sky, which is an online astronomy site. Since few students utilize the library, the space will be recreated as a community learning center that supports online learning for students and the community. Students will be able to take online classes through iLearns and Virtual Community School of Ohio for remediation, credit recovery, AP and accelerated coursework, and online college classes from Kent State University. Rootstown will share these services with Crestwood without losing students in their district. Rootstown will also remodel their existing High School building to make it accessible to all students and community members. Rootstown will also create two new online academy classrooms with associated state of the art technology, equipment & materials for use by District students as well as adult community members. The Portage ESC will redesign professional development to offer it online through blended learning, and project/problem based learning, to prepare educators to use these models of instruction. Additional professional development offerings will move to a virtual environment, and professional development will be gamified.

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.)

Crestwood and Rootstown see the need for the creation of opportunities that engage learners in developing critical thinking and problem solving skills. This project will increase student achievement in all STEMM areas through construction of a STEMM wing that offers state-of-the-art classrooms conducive to experimentation, problem-based learning, hands-on instruction, and collaborative inquiry. Science classes will be able to use modern equipment that will be found through college and in the work place. Experiences with updated equipment and procedures will better prepare our students for the world beyond graduation. The two blended learning classes that will be offered, gaming and astronomy, will provide students with the opportunity to interact with real scientists in a real world context and truly show students how fun science can be. The media center increases student achievement by opening class options, allowing students to gain knowledge in areas of interest. It also gives students with scheduling conflicts an opportunity to be engaged in learning through the digital format. If students need to meet specific requirements for graduation, but have scheduling conflicts, the digital learning system gives them options. By signing out computers and other technology, all high school classes incorporate technology into the learning process. Students in grades K-12 in both school districts will have the opportunity to take online classes for remediation, credit recovery, or acceleration. Students in grades 9-12 will have the opportunity to take online AP classes and Kent State University online classes through an agreement with Virtual Community School. This project gives educators the resources they need to meet the needs of all learners and truly differentiate instruction.

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.)

The consortium partners will see a spending reduction, in total, over the five year forecast period of approximately \$2,531,165. The breakdown per District is as follows: Crestwood Local - Salary Reduction - \$202,325 annually for the five year forecast period. This salary reduction relates to a .5 FTE reduction of the Board Office/Pupil Services Custodian. The District will be able to eliminate this .5 FTE by moving these offices into a current building. This salary reduction also relates to a 2.0 FTE reduction in Teachers. The District will be able to eliminate this 2.0 FTE by offering on-line options at the High School. The on-line offerings will allow High School and Middle School students greater availability to other offerings and more flexibility in their schedules. Benefit Reduction - \$32,676 annually for the five year forecast period. This benefit reduction relates to the salary reduction of .5 FTE custodian and 2.0 FTE teacher. Purchased Services Reduction - \$51,138 annually for the five year forecast period. The savings in Purchased Services relates to closing the Board Office/Pupil Services Buildings. The annual utility savings for both buildings is \$22,500 annually. The other savings in Purchased Services will be a reduction in annual professional development costs of \$2,000 annually. With the new Media center and the ESC's involvement in professional development it will save the district money from sending the teachers other places. The other savings in Purchased Services is a reduction in postsecondary costs. With the knowledge of Rootstown and the online course offerings that will be available to students the district will see a reduction in this expense. This savings is \$36,660 annually. There will be an increase in utility costs for the added space at the High School. This is shown as an addition to the above savings of \$10,118 per year. Supplies & Materials - \$2,036 annually for the five year forecast period. The savings in supplies will be seen through less custodial supplies for the Board Office/ Pupil Services Buildings and less consumables for the 2 FTE teacher reduction. Capital Outlay - \$93,000 one-time expense. The current Board Office/ Pupil Service Buildings are in need of repair to the foundations, mold remediation and waterproofing. This savings is a one-time avoided capital cost savings by moving into another building and the district will not have to incur this cost if the grant is received. Rootstown Local - Salary Reduction - \$28,474 annually for the five year forecast period. The decrease in salary is an FTE teacher reduction for foreign languages and an FTE addition for an aide to monitor the new online academy. Benefit Reduction - \$4,579 annually for the five year forecast period. These savings represent the benefits associated with the reduction of 1 FTE teacher and the benefit increase of 1 FTE aide. Capital Outlay Reduction - \$553,184 one-time expense. The current High School is not ADA compliant and in 2 years it will need to be compliant for a student with special needs. This savings is a one-time avoided capital cost savings that the District will not have to incur if the grant is received. Portage County ESC - Purchased Service Reduction - \$20,000 annually for the five year forecast period. The decrease in Purchased Services will be seen through professional development offerings that the ESC provides at their facilities. The ESC will be able to house all of their professional development at the new Media Center located at Crestwood. If this grant is received it will allow for the purchase of online professional development software that the ESC will utilize for professional development.

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.)

Reduction of spending on the central office facilities will allow this money to go toward curriculum materials and other necessary classroom purchases. Also, by bringing digital learning to Crestwood and Rootstown, options for classes are diversified, as well as opportunities to connect to experts in the field. Students and community members can utilize on-line classes to better prepare for learning at a college level, and also as a means to master the technology. Teachers will be able to sign-out technology, giving them opportunities to learn the technology and then share this with their students. Updated science facilities will allow for hands-on, blended, project/problem based learning. With such a strong emphasis for reading and math at the elementary grades, it is even more important to offer strong STEM options at the high school. The technology improvement plan specifically addresses the need for increased access to technology for students, and the redesigned media center will be the vehicle to drive this initiative.

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.)

The Portage County Educational Service Center will be the driving force for the shared service delivery model. They will create professional development with a delivery system similar to what is being created for students, utilizing online, blended, hands-on, and project-based learning. Additional professional development offerings will cover a multitude of subjects. The professional development will be available to Crestwood and Rootstown school districts, as well as to all school districts in Portage County and the region. The professional development offerings will be gamified to make them more interesting and fun for educators.

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.

14,009,841.00 State the total project cost.

* Provide a brief narrative explanation of the overall budget.

The budget consists of the following: \$410,000 - Instructional Supplies. This budget item would include the Zulama software, the astronomy program, Technology (computers, copier, printers and technology updates), Furniture, and ilearn Ohio and VCS software. \$13,391,723 - Capital Outlay Instruction. This budget item would include at Crestwood Local the new addition construction including the new media center, a new science wing and moving the Board Offices to the High School. This budget item would include at Rootstown Local the improvement to the High School for ADA compliance and the addition of 2 new classrooms. \$78,118 - Purchased Services Support Services. This budget item would include the evaluation of the programs, moving costs, and increases in utilities due to the new construction. \$130,000 - Purchased Services Professional Development. This budget item would include online professional development program, and ilearn Ohio Professional Development.

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.

There will be costs of sustaining the project after June 30th of the grant year. The first cost will be for the software (Zulama, Astronomy, ilearn Ohio/VCS). The up front costs of purchasing the software noted above are included in the grant budget. However there will be licensing fees and module fees that the Districts will incur annually. It is projected in the budget that these licenses and module fees are included for the five year period. The second cost will be for the increase in utility consumption for both Districts. The increase in utility costs has been figured into the budget figures and reflected on the Financial Impact Tables. Both Districts will see substantial savings from receiving this grant and through these savings, the project will be sustainable after the five year period. Crestwood will develop a strategic technology plan to ensure the media center, and science labs are updated after five years including the software. The savings from the closing the Board Office and Pupil Services building will be set aside annually to meet the future needs of sustaining this project. Rootstown will also develop a strategic technology plan to ensure the on-line academy labs are updated after five years. The savings from the reduction in teaching staff will be set aside annually to meet the future needs of sustaining this project.

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

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

Yes

No

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

applications with similar scores during its final selection process. Cost savings will be calculated as the amount of expected cost savings less sustainability costs relative to the project budget.

288,184.00 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

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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.

This project is self-sustaining. Once the Crestwood Board of Education and Pupil Services move their offices to the high school, the savings from not operating that building and paying utilities will continue. Once the new Community Resource Center and associated online learning academy classrooms have been constructed and equipped to be able to offer online classes, the increase in academic achievement will be sustained by using online programs from iLearns, Virtual Community School, and Kent State online college course for advanced courses, AP courses, and courses for remediation, and credit recovery. Academics will increase and will be sustained by the STEM wing that will be created with blended learning through Zulama and astronomy; online science classes and real world applications of concepts learned; and project/problem based learning. The creation of the new online learning academy will allow Crestwood to eliminate two Middle School FTE math and science teaching positions by offering the opportunity for the middle school students to complete coursework online, the savings from eliminating these two FTE positions will continue. Likewise, the creation of the online academy will allow Rootstown to replace a High School FTE teaching position with a High School FTE aide to supervise the online learning academy classrooms, the savings from this staff modification will be ongoing. The increase in content knowledge and pedagogical skills of educators will be sustained by attending online, blended, and project/problem based learning professional development opportunities delivered by the Portage County ESC.

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: Award Date - Fall 2013

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

The planning began in fall, 2013 with the districts discussing the project with the Chevron Energy Solutions Company. George Locher, Jr developed the construction plans and costs with the superintendent. During December and January, the superintendents met with the evaluator and discussed how the program would look, planned the professional development, and the online classes. In February, the Crestwood superintendent met with Kevin Gerrior about incorporating Zulama. The other partners and evaluator met with Kevin Gerrior in March. In March, 2014, a meeting with George Locher, the superintendents, building principals, treasurer, curriculum director, and evaluator met to finalize plans for the project. The scope of work and timeline included the Crestwood superintendent discussing the project within his own district, Board of Education, and then with the Chevron Energy Solutions Company. Chevron created construction plans and then the discussion was with the superintendent of the Portage County ESC. Simultaneously, Rootstown followed the same steps with Chevron. In 2014, it was decided that Rootstown would join with Crestwood and the Portage ESC to collaborate on a consortium Straight A grant to share blended learning services and the professional development offerings that the Portage ESC would create. Planning has continued amongst partners predominately through emails since the joint meeting held in late March. A Project Implementation Team consisting of the superintendents, treasurers, curriculum directors, and evaluator will meet quarterly to examine data that informs the progress of the grant goals and to create an improvement plan for any weak areas that are identified. Communication and coordination will occur as necessary through phone calls, emails, and meetings when necessary among entities.

* Anticipated barriers to successful completion of the planning phase

Barriers could occur during the planning stage because it is nearing the end of the school year when districts are very busy closing the year and preparing for the following year. All members of the consortium are very engaged with this project and it is anticipated that they will drive the planning work to completion.

18. Implementation - Process to achieve project goals

* Date Range: July 2014 to June 2015

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

Work includes repurposing space so that will reduce spending and allow for space that will support blended, online, and project/problem based learning, with professional development planned for educators in those areas. Memorandums of Understanding will be created between all partners that identify the tasks and deliverables each partner is responsible for within a timeframe. Each partner will receive signed, dated copies. The blue prints for projects at both schools have already been created. Other than basic wiring, current wireless capabilities will support the new technology. Several activities will occur simultaneously. The buildings will be renovated first during the summer months. If the renovations are not complete by the end of August, the use of those spaces will occur for the second semester. The curriculum directors will begin designing the online courses that will be utilized for grades K-12 and ensure that they are part of the curriculum offered for the 2015-2016 school year. The high school online coursework that will be offered and the blended learning classes will be in the high school course catalog. For this part of the implementation, the curriculum directors will serve as a liaison between building administrators, superintendent, treasurer, teachers, building supervisor, technology department, and school board members. The evaluation plan will be formalized and given to every member of the Implementation Team. The evaluation plan will include dates for formative data collection, surveys that will be used, instructions for how to collect the data, how it will be analyzed, and the type of data that the Implementation Team will receive as part of their continuous improvement process. The evaluation plan will be a guide to and a timeline for implementation. The Portage County ESC will begin developing the online professional development. Kevin Gerrior will discuss gamifying professional development with ESC administrators.

* Anticipated barriers to successful completion of the implementation phase.

There could be barriers in completing the construction phase on time due to construction materials being delayed; however, because the plans are already developed and Chevron has vast experience working with schools, this seems unlikely. If the curriculum directors have a lot of additional tasks to complete for the districts, it is possible that the online courses will not be ready on time to be in the course catalog. If that occurs, an addendum to the course catalog could be developed.

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

* Date Range: July 2018 - June 2019

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

A summative evaluation plan will be written that will include longitudinal data to show increases over the five year period. Data collection and surveys will continue as described over the four years prior to the final year of the grant. For student achievement, the data will be collected in year one to be used as baseline data. Quantitative data will include the number of students in grades K-11 who transition to the next grade level as a result of using online programs for remediation or credit recovery; the number of students who take the Zulama and astronomy classes in grades 9-12; the number of students who plan to major in STEMMM upon graduation from high school; and the number of students who take online classes for acceleration in grades K-12. Qualitative data will include short answer survey responses from students

in grades K-12; students plan for postsecondary for students in grades 9-12; and interviews. For specific reductions, the treasurer will monitor the budget on a bi-yearly basis. For utilization of a greater share of resources in the classroom, specific resources will be delineated such as computers, online classes, blended learning, etc. and monitored to gauge their use. For the shared service delivery model, the data will be collected in year one to be used as baseline data. The number of students from Rootstown who go to Crestwood for specific classes sponsored by Zulama and astronomy will be counted. The number of online professional development offerings will be counted yearly. The schools who participate in the online professional development will be counted yearly. Qualitative data will be collected from online evaluations at the conclusion of each professional development offering. (activities and/or events, including quantitative and qualitative benchmarks and other project milestones).

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

Anticipated barriers include the probability that not all members of the Implementation Team will still be working on this project. Some could possibly retire or take a different position elsewhere. This will cause additional effort for team members to bring new members up to speed and maintain the same vision and passion; however, it should not affect the data collection, analysis, or summative outcomes.

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:

There are many instructional and organizational practices that will change because of the planned changes to building use and the planned changes in instructional and professional development changes that will positively impact student academic achievement and prepare students for college and careers. For both school districts, K-12 students will have the opportunity to take online classes for remediation and credit recovery that has a direct link to academic achievement. Instruction in the sciences will be blended, hands-on, and project based with the opportunity for real world application. Organizational practices will change as the Board of Education and Pupil Personnel offices are moved to the high school, and the STEMM wing will be created with state of the art technology. The educators learning will be supported by the professional development offerings created by the Portage County ESC. This will transform the way professional development is offered and creates an opportunity for all educators in the region. The community room will transform the library into a place where students and community members can meet, utilize computers, and take online classes. Shared services between the two school districts will also change the organizational structure of both school districts. Rootstown will be able to send students to Crestwood for the blended learning classes in gaming and astronomy, and all students from both school districts will be able to use online classes from Virtual Community School and iLearns.

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.

STEMM education is an approach to teaching and learning that integrates the content and skills of science, technology, engineering, mathematics, and medical. STEMM Standards of Practice guide STEMM instruction by defining the combination of behaviors, integrated with STEMM content, which are expected of a proficient STEMM student. These behaviors include engagement in inquiry, logical reasoning, collaboration, and investigation. The goal of STEMM education is to prepare students for post-secondary study and the 21st century workforce. STEMM education removes the artificial barriers that isolate content and allows for an integrated instructional approach. The curriculum allows students to develop life skills and apply content knowledge within a real world context. STEMM education is active and focuses on a student-centered learning environment. Students engage in questioning, problem solving, collaboration, and hands-on activities while they address real life issues. In STEMM education, teachers function as classroom facilitators. They guide students through the problem-solving process and plan projects that lead to mastery of content and STEMM proficiency. STEMM proficient students are able to answer complex questions, investigate global issues, and develop solutions for challenges and real world problems while applying the rigor of science, technology, engineering, and mathematics content in a seamless fashion. STEMM proficient students are logical thinkers, effective communicators and are technologically, scientifically, and mathematically literate. One positive aspect of on-line education is that it essentially forces students to become more educationally responsible. Students are required to attend virtual classes, provide documentation of work and complete formal assessments without a teacher providing direct supervision. Students who are taking on-line courses need to become fairly adept at navigating their way through a variety of electronic media. Students become more technologically advanced due to their on-line courses. Another positive effect of on-line learning is the increased desire that individuals experience to further their education due to the availability of distance learning courses. Individuals have more avenues to pursue their chosen careers than ever before due to on-line education. Individuals are able to enter their virtual classrooms at any chosen time, thus helping students by allowing them to attend classes when their learning potential is the greatest. Students will inevitably learn more when they are able to focus their attention on the materials at hand instead of at a pre-scheduled time.

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.

This will be an external evaluation. Dr. Gloria Dunnivan 2010 Lovers Lane NE Canton, OH 44721 330-495-8543 gdunnivan@gmail.com Rodney Long, LSW, MSSA 145 Myers Ave Akron, OH 44305 330-608-2825 rodneyljr@gmail.com Dr. Dunnivan has extensive training and experience in program evaluation related to large grants. She has conducted more than 15 program evaluations for a variety of constituents. She is a former K-12 and Higher Education administrator. Rodney Long will assist with the evaluation by designing surveys and analyzing survey data. He is currently the evaluator for several 21st Century after school grant programs. Rodney has a Master of Science in Social Administration from Case Western Reserve. They will both be on the Project Implementation Team.

* Include the method by which progress toward short- and long-term objectives will be measured. (This section should include the types of data to be collected, the formative outputs and outcomes and the systems in place to track the project's progress).

The evaluation will consist of formative and summative evaluation utilizing quantitative and qualitative data. The formative evaluation will be conducted on a quarterly schedule. The focus of the formative evaluation is to ensure that the project is being implemented as written and to provide the Project Implementation Team with data to determine if outcomes are being met. The Project Implementation Team will identify weak areas; thus creating a continuous improvement process. Summative evaluation will examine the long term effect and verify that the project is sustainable and cost saving. Quantitative evaluation will consist of increases in students' academic achievement in literacy and math based on state testing, and in science based on report card grades from the first through the fourth nine weeks over a five-year period. Pre and post test data will provide both qualitative and quantitative data. Project based learning will provide qualitative data based on students' projects. Students will write a plan for postsecondary that will serve as qualitative data. The lead person for the evaluation is Dr. Gloria Dunnivan, PhD. Rodney Long, LSW, MSSA will be responsible for designing surveys that are valid and reliable, tallying surveys, and analyzing survey data. For student achievement, the data will be collected in year one to be used as baseline data. Quantitative data will include the number of students in grades K-11 who transition to the next grade level as a result of using online programs for remediation or credit recovery; the number of students who take the Zulama and astronomy classed in grades 9-12; the number of students who plan to major in STEM upon graduation from high school; and the number of students who take online classes for acceleration in grades K-12. Qualitative data will include short answer survey responses from students in grades K-12; students plan for postsecondary for students in grades 9-12; and interviews.

* 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.

The data will be collected quarterly and presented to the Project Implementation Team at their quarterly meeting. Data will be examined for weak areas and implementation will be changed to strengthen those areas; thus, a continuous improvement plan will be in place. A yearly evaluation with all objectives and corresponding data analysis will be presented to the school districts, ESC, and community. This report will be able to be shared with others who wish to implement similar activities.

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

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

Please enter your response below.

The substantial value and lasting impact are the positive effects on student achievement. Through STEM and online learning, students can become lifelong learners who are prepared for a postsecondary education and can earn a sustainable income when they enter the workforce. Since the job forecast in Northeast Ohio is comprised of careers in STEM and medicine, students will be prepared to enter these fields with the skills, knowledge, and habits if mind necessary for careers in STEM.

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

Benchmarks include online courses chosen; blended learning courses (Zulama and Astronomy) in place, courses offered to students, and data collection and surveys developed.

* Spending Reduction in the five-year fiscal forecast

Benchmarks include sustainable technology plans in which money is set aside from the savings in receiving the grant. Benchmarks would also include an immediate savings as outlined in the Financial Impact tables.

* Utilization of a greater share of resources in the classroom

Benchmarks include resources available and cataloged; sign out sheets developed; educators informed of resources, how to use them, and how to obtain them; and data collection set up.

* Implementation of a shared services delivery model

Benchmarks include districts notify Board of Education, administrators, educators, and staff of the shared services and the process and procedures related to sharing them; the Portage County ESC notifies districts of available professional development; how to access it; communication to educators set-up; and data collection set up.

* 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 easily be implemented in districts in Ohio. If school districts have the technology to be able to offer online classes, iLearns is already in place, Virtual Community is set up to share online classes with school districts in Ohio, and most of the Kent Core classes (the first two years of general education classes) are online. The Ohio STEMM Learning Community provides supports to districts who want to create STEMM learning. The online professional development that is being created by the Portage County ESC will be available to educators in Ohio. The innovated way that these resources are being combined to offer students in grades K-12 remediation, credit recovery, online classes, blended classes, advanced classes, and project/problem based learning can revolutionize the opportunities for differentiated instruction and educational opportunities for all students. This model can be adapted to school districts and can be organized based on the school district's needs.

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 Jill A. Rowe Treasurer/CFO Crestwood Local Schools

Consortium

Crestwood Local (049189) - Portage County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

Consortium Contacts

First Name	Last Name	Telephone Number	Email Address	Organization Name	IRN	Address	Delete Contact
Dewey	Chapman	330-569-5278	dchapman@portage-esc.org	Portage County ESC	049163	326 E Main St, Ravenna, OH, 44266-3136	
Andrew	Hawkins	330-325-9911	hawkins@rootstown.sparcc.org	Rootstown Local	049213	4140 State Route 44, Rootstown, OH, 44272-9697	

Partnerships

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Sections 

Partnerships

First Name	Last Name	Telephone Number	Email Address	Organization Name	IRN	Address	Delete Contact
Kevin	Gerrior	937-671-8730	Kevin@Zulama.com	Zulama; Online STEAMM, Gaming		1501 Preble Ave , 4th Floor, Pittsburg, Ohio, 15233	
David	Reed	614-247-6342	dreed@ilearnohio.org	iLearn Ohio		1900 Kenny Rd, Suite 1036, Columbus, Ohio, 43210	
Gene	Turner	520-237-2105	ET423@aol.com	New Horizons West		30 Washburn Rd, , Animas, New Mexico, 88020	

Implementation Team

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Sections 

Implementation Team

First Name	Last Name	Title	Responsibilities	Qualifications	Prior Relevant Experience	Delete Contact
Andrew	Hawkins	Superintendent, Rootstown Local	Andrew Hawkins is responsible for leading the district in implementing the grant and serves as a member of the Project Implementation Team.	Andrew Hawkins has a masters in educational administration and has been the superintendent at Rootstown for several years.	Andrew Hawkins has worked extensively with Kent State University to deliver online college courses to qualified high school students. He understands how college coursework can be counted for high school coursework. He also has experience using online coursework for remediation and credit recovery. He is responsible for overseeing the building renovations in his district and collaborating with Crestwood with online, blended, and project/problem based learning.	
David	Toth	Superintendent, Crestwood Local	Dave Toth is responsible for leading the district in implementing the grant and serves as a member of the Project Implementation Team.	Dave Toth has a masters in educational administration and has been an administrator prior to being the superintendent at Crestwood.	David Toth's charge is to lead the district into the 21st century and he brings knowledge of digital learning environments and a desire for 24/7/365 learning in the future for K-12 students and the community.	
Dewey	Chapman	Superintendent, Portage County ESC	Dewey Chapman is responsible for leading the ESC with the online and blended learning professional development offerings, with assisting with the online curriculum offerings with iLearns, Virtual Community School, and KSU online courses. He will serve as a member of Project Implementation Team.	Dewey Chapman has a masters in educational administration and has been the superintendent of the Portage County ESC for eight years.	Dewey Chapman leads the county schools by providing quality professional development, among other services. They have provided this service for over ninety years. Their curriculum consultants and technology department have the expertise and skills to be able to tailor professional development to the needs of this grant and offer it to other school districts in the county and the state.	
Kevin	Gerrior	Founder of Zulama	Kevin Gerrior is responsible for implementing Zulama, the blended learning curriculum for gaming, apps, and computer science. The program includes Games Through the Ages, Mobile Game Design, Game Design Programming, Games	Kevin Gerrior, the founder of Zulama, has successfully implemented this blended learning program in school districts throughout Ohio. Kevin Gerrior is well-versed in gaming and computer science curriculum.	Kevin Gerrior has experience working in Fortune 50 and startup companies, experience with software sales for Ed Tech companies, has worked with learning management and mobile website software	

			Programming, Modern Storytelling, 3D Modeling, and Game Production Studio. He will serve as a member of Project Implementation Team.		application projects, SEO and opt in text messaging marketing solutions, and is an iPhone developer program member. He has successfully implemented Zulama in school districts in Ohio.	
Gene	Turner	Founder, New Horizons West	Gene Turner is responsible for the blended learning astronomy program in partnership with Astronomy Magazine and Night Skies. He is responsible for providing online, project-based programs for classes in Astronomy. Feeds provided by Astronomy Magazine and Night Sky will be available to students from state of the art telescopes and solar scopes in New Mexico, which has the darkest skies on the continent. Students will be able to host a site for Night Sky by controlling the telescopes from computers at the school. He will serve as a member of Project Implementation Team.	Gene Turner is founder of New Horizon's West and Rancho Hidalgo, serving Universities, Research and Educational Outreach Programs, or motivated Individuals. The ranch offers dark skies, and modern telecommunications. Astronomy Magazine and Night Skies have telescopes and solar scopes that can provide live feeds to students combined with an online astronomy curriculum for blended learning. Astronomy Magazine and Night Skies are leaders in the country in astronomy.	Gene Turner is the founder of New Horizons West and has worked with Astronomy Magazine and some of the top scientists in the field of astronomy including scientist from NASA and Neil Parker, who was the lead engineer for Great Britain for the Gemini Project that put men on the moon.	