

Budget

Crestwood Local (049189) - Portage County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (200)

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	80,000.00	746,495.75	0.00	826,495.75
Support Services		0.00	0.00	68,500.00	0.00	0.00	0.00	68,500.00
Governance/Admin		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development		0.00	0.00	5,000.00	0.00	0.00	0.00	5,000.00
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	73,500.00	80,000.00	746,495.75	0.00	899,995.75
Adjusted Allocation								0.00
Remaining								-899,995.75

Application

Crestwood Local (049189) - Portage County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (200)

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 Local School District

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

The Crestwood project encompasses all goals of the Straight A Fund. Academic Achievement will increase through a blended learning environment and online courses from Ohio's iLearns site and Virtual Community School for remediation, acceleration and advanced placement. Specific reductions and shared services include moving the Crestwood Board of Education offices to the Crestwood Middle School; selling the buildings that currently house the Board offices; creating an online academy at the High School for remediation, acceleration and advanced placement.

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.

1997 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:

Pre-K Special Education

Kindergarten

1

2

3

4

5

6

7

8

9

10

11

12

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

First Name, last Name of contact for lead applicant

Mr. David Toth, Superintendent

Organizational name of lead applicant

Crestwood Local School District

Address of lead applicant

4565 West Prospect Street Mantua Ohio 44255

Phone Number of lead applicant

330-357-8206 x5006

Email Address of lead applicant

dtoth@crestwoodschoos.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

Through this grant Crestwood hopes to expand learning into the 21st century through offering on-line classes and improving course opportunities to students. The project begins by moving the current Board Office and Pupil Service Building to the Middle School. This eliminates a drain on the budget by closing two non-energy efficient buildings that are in a state of disrepair, and utilizing current facilities which have undergone an extensive energy saving plan, and have direct access to parking and handicapped accessible entrances. Once central office is relocated to the Middle School, this opens the opportunity and sustainability to create a new online academy at the High School to offer remediation, acceleration and advanced placement opportunities to students.

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 it within the existing Middle School. Space in the high school will be remodeled to provide an online academy for remediation, acceleration and advanced placement. The space will be equipped with state of the art technology, equipment, and materials for students to be able to utilize online learning as part of Crestwood curriculum. Students will be able to take online classes through iLearns and Virtual Community School of Ohio for remediation, credit recovery, AP and accelerated course work, and online college classes from Kent State University. Professional development offerings will be made available to current Crestwood Teachers regarding iLearn and Virtual Community School of Ohio.

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 sees the need for the creation of opportunities that engage learners in developing critical thinking and problem solving skills and offers a differentiated learning environment. This project will increase student achievement by allowing more options in remediation, acceleration and advance placement. 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 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 District will see a spending reduction, in total, over the five year forecast period of approximately \$1,298,159. The breakdown 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 - \$19,596 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 \$22,596 annually. There will be an increase in utility costs for air condition at the Middle School and the High School. This is shown as an addition to the above savings of \$3,000 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.

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 technology and other necessary classroom purchases. Also, by bringing digital learning to Crestwood, options for classes are diversified, as well as opportunities to connect to experts

in the field. Students 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.

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.)

iLearn Ohio will be the driving force for the shared service delivery model. Professional development will be created 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 Teacher.

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.

899,995.75 State the total project cost.

* Provide a brief narrative explanation of the overall budget.

The budget consists of the following: \$80,000 - Instructional Supplies. This budget item would include Technology (computers, printers and technology updates), Furniture, and iLearn Ohio and VCS software. \$746,495.75 - Capital Outlay Instruction. This budget item would include the renovation to the Middle School for the Board and Pupil Service Offices and the renovation to the High School for the new online academy. \$68,500 - Purchased Services Support Services. This budget item would include the evaluation of the program, moving costs, and increases in utilities due to adding air condition to these areas. \$5,000- Purchased Services Professional Development. . This budget item would include iLearn and VCS Ohio Professional Development for the teachers.

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 (iLearn Ohio and 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. The increase in utility costs has been figured into the budget figures and reflected on the Financial Impact Table. The 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 online 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. 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.

256,633.00 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

The District will see a spending reduction, in total, over the five year forecast period of approximately \$1,376,158.55. The breakdown 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 - \$19,596 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 \$22,596 annually. There will be an increase in utility costs for air condition at the Middle School and the High School. This is shown as an addition to the above savings of \$3,000 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.

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 Middle School, the savings from not operating that building and paying utilities will continue. Once the new 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. 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 course work online, the savings from eliminating these two FTE positions will continue.

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 district 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 March, 2014, a meeting with George Locher, the superintendent, 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. 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 superintendent, treasurer, curriculum director, 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 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 - June 2015

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

The scope of the work includes re-purposing 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 project have already been created. Other than basic wiring, current wireless and 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 director 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 director 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.

* 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 a vast experience working with schools, this seems unlikely. If the curriculum director have a lot of additional tasks to complete for the district, 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; 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.

* 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 changes that will positively impact student academic achievement and prepare students for college and careers. For the district, K-12 students will have the opportunity to take online classes for remediation and credit recovery that has a direct link to academic achievement. Organizational practices will change as the Board of Education and Pupil Personnel offices are moved to the middle school and the online academy created at the high school. The educators learning will be supported by the professional development offerings through iLearn and VCS Ohio.

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.

Students will have the option 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.

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 (every three months). 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 that might need attention; thus creating a continuous improvement process. Summative evaluation will examine the long term effects the project had on participants 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. 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 Post-Secondary 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; 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.

* 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 district. 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 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.

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

Academic Achievement: Benchmarks include online courses chosen; blended learning courses 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.

* 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 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 Rowe Treasurer/CFO Crestwood Local

Sections 

Consortium Contacts

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

Partnerships

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

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Partnerships

First Name	Last Name	Telephone Number	Email Address	Organization Name	IRN	Address	Delete Contact
David	Reed	614-247-6342	dreed@ilearnohio.org	iLearn Ohio		1900 Kenny Road, Suite 1036, Columbus, Ohio, 43210	

Implementation Team

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

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Implementation Team

First Name	Last Name	Title	Responsibilities	Qualifications	Prior Relevant Experience	Delete Contact
David	Toth	Superintendent	David Toth is responsible for leading the district in implementing the grant and serves as a member of the project implementation team.	David 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.	
Jill	Rowe	Treasurer	Jill Rowe is responsible for ensuring all deadlines are met and the budget is adhered to.	Jill Rowe has been a Treasurer for 7 years, and has a bachelor of business administration in accounting.	Jill Rowe has extensive experience in developing budgets including the five year forecast and ensuring these are followed and understood.	
Mary Ann	Strenk	Curriculum Director	Mary Ann Strenk will be responsible will include standards analysis and understanding of engaging students in differentiated learning.	Mary Ann Strenk has been the curriculum director for the District for the past 7 years.	Mary Ann Strenk has been a math teacher prior to becoming the curriculum director for the district.	