

Budget

Elida Local (045773) - Allen County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (219)

U.S.A.S. Fund #:

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

Purpose Code	Object Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
<b>Instruction</b>		45,000.00	22,000.00	113,262.00	70,600.20	102,740.00	0.00	353,602.20
<b>Support Services</b>		22,000.00	19,000.00	9,600.00	0.00	0.00	0.00	50,600.00
<b>Governance/Admin</b>		0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Prof Development</b>		0.00	0.00	15,000.00	0.00	0.00	0.00	15,000.00
<b>Family/Community</b>		0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Safety</b>		0.00	0.00	20,000.00	0.00	0.00	0.00	20,000.00
<b>Facilities</b>		0.00	0.00	0.00	0.00	350,000.00	0.00	350,000.00
<b>Transportation</b>		0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Total</b>		67,000.00	41,000.00	157,862.00	70,600.20	452,740.00	0.00	789,202.20
<b>Adjusted Allocation</b>								0.00
<b>Remaining</b>								-789,202.20

Application

Elida Local (045773) - Allen County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (219)

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

**A) APPLICANT INFORMATION - General Information**

1. Project Title:

Transforming Elida Local Schools into Opportunity Schools

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

Transformation is the key to increasing the sustainability of our public schools by meeting the needs of our next generations of learners - providing them with OPPORTUNITY SCHOOLS that meet them where their needs/interests are and fulfill the transformative promises of technology and innovation. Elida Local Schools will transform through partnerships, innovation, and technology to provide: a) individualized interventions for struggling students, b) personalized student learning c) blended learning and online learning opportunities for traditional students, d) AP courses and other higher level courses not offered in the traditional model to allow the highest performing students to accelerate e) alternative options and an alternative school for disenfranchised students f) additional choices for home school students and virtual school students g) internships, externships, mentorships, service-learning, etc. This grant proposal provides the district with the seed money to set up the infrastructure, partnerships, and technology hardware/software to accomplish this transformation, offering endless possibilities to enhance educational experiences, expand academic opportunities, and develop critical employment skills.

*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.*

2600 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  
Jo Ellen Miller

Organizational name of lead applicant  
Elida Local Schools

Address of lead applicant  
4380 Sunnydale Ave., Elida, Ohio 45807

Phone Number of lead applicant  
419-331-4155

Email Address of lead applicant  
joellen@elida.k12.oh.us

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 mission of schools is shifting. Simply spending more to increase the performance of our school district is not enough. The fiscal pressure under which we are operating means that any new funding available will simply be allocated to stabilize current operations. Our schools are perfectly designed to meet the needs of society 75 years ago, but are misaligned with the needs, demands and expectations we face today. As a result, we also find students looking for alternatives that ultimately cost the district hundreds of thousands of dollars. Actual funding losses to other schools (online, community, alternative) for FY 2013 = \$685,313.25 What will we do instead/differently? Modular classrooms dedicated to innovation and experimentation will encourage administration, staff, and students to jump in and try new ideas. Year One: Transform the system to prepare students for a different and rapidly changing world. We need to find paths to accomplish this task in an affordable way. The Opportunity School model is our first step in that direction. We will provide individualized learning plans with a high level of differentiated support. Provide an "alternative school" with a combination of blended learning and time on campus. Provide enhancement, accelerated classes, blended remediation, online remediation, and provide online/blended curriculum to: 1) encourage the return of Elida students currently attending online schools, community schools and homeschooling, and 2) expand the opportunities for students already enrolled Year Two: Same as above, plus: pilot an online graduation requirement. Introduce service learning, internships, externships, mentorships opportunities/experiences. Same as above with the goal of fiscal sustainability. Year Three: Same as above with TOTAL fiscal sustainability.

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

Transform the educational system to prepare students for a different and rapidly changing world. We need to find paths to accomplish this task in an affordable way. Transformation holds the potential to increase the sustainability of our public education system and meet the educational needs of the next generation of American learners. Specifically, we plan to place double modular classrooms at each building site (space for 60 students in each modular), outfitted with the hardware and software technology that will provide our students with opportunities that traditional classroom alone will never be able to provide. Currently, traditional classrooms have 3 to 4 computers for student use. This does not allow for true integration of technology into teaching and learning. Typical Current Practice: Largely face to face teacher directed instruction Transformative Practice: Electronic, digitally-blended approaches Typical Current Practice: Technology assisted teaching and learning Transformative Practice: Technology INTEGRATED teaching and delivered teaching options Typical Current Practice: Largely print based instructional materials/textbooks Transformative Practice: Electronic/digital highly customized textbooks and online instructional and learning resources Typical Current Practice: Learning almost exclusively based IN school Transformative Practice: Learning occurs where students are, with school as the "base" from which students and teachers work Typical Current Practice: Standardized solutions Transformative Practice: Customized learning plans and processes Together, innovation and technology fuel improvements in nearly every sector. The world's information doubles every two years as a result of technology, and we must respond to that. Likewise, our students must be given opportunities for internships, externships, mentorships, etc.

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.)

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 Straight A grant project will have a tremendously positive financial impact in our district. The Return on Investment will be very material and will carry forward many years into the future. Also, the benefit to our local students and parents will be tremendous as well. This grant would be a great boost to our district as we have lost \$1,200,000 in inventory tax and our state aid collects at 2004 levels (with the same level of enrollment). It is very difficult to roll out new programs when revenue has continued to decline. This grant will allow us to roll out an online school, which will produce the following cost-savings: 1) Alternative School - Currently we spend \$60,000 per year for our students to attend a county alternative school. This grant will allow us to serve these students on our home campus AND generate an annual savings of \$60,000.

(Note: \$60,000 x 5 years = \$30,000). 2) Community/Open Enrollment Students - Elida currently loses \$828,165 to community schools and another \$1,458,404 through open enrollment. This grant will allow Elida to offer blended learning, total on-line learning, flipped classrooms, etc., attracting some of the same students to return to Elida Schools. It will give us the resources to actually compete. Offering local online opportunities with access to teachers who are on-site means we can offer parents a high quality, local program for students who are not succeeding in the traditional classroom. We predict the following trend over the next 5 years: Year One - 20 students x \$5700 = \$114,000 Year Two - 30 students x \$5700 = \$171,000 Year Three - 40 students x \$5700 = \$228,000 Year Four - 50 students x \$5700 = \$285,000 Year Five - 60 students x \$5700 = \$342,000 3) Home Schooled Students: We hope to attract some of our currently home-school students by providing exciting opportunities in courses not widely available, access to lab equipment, and the chance to earn a diploma from their local high school while maintaining a "mostly" home-schooled experience. We have no cost savings estimate for this item. TOTAL SAVINGS = \$1,440,000 COST OF THE PROJECT Year One: \$750,000.00 in capital outlay, software, purchased services, etc. Sustaining costs each year: Software/equipment/supplies \$50,000 Teacher/Aide (for alternative school) \$108,000 Cost Savings Ratio over 5 years: \$1,440,000 - \$790,000/\$1,000,000 = .65 As you consider the savings over the next 10 to 20 years, this grant would have a material positive impact on our district. At the same time, we would also enhance opportunities for ALL our students, but especially for those who desire an online education with greater local involvement.

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.)

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.)

We plan to work in partnership with Rhodes State. Initially, they will be providing an instructor for a Microsoft word course. But our meetings and conversations, sparked by this grant proposal and one that is being spearheaded by Rhodes State, have led us to an awareness that partnership is in both our best interests. Regardless of the outcome of Elida's grant proposal or theirs (Rhodes), we will continue to work in partnership for the success of our students. The potential for many additional educational opportunities for our students is anticipated through this developing partnership. With or without a grant, we will continue to pursue those.

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.

771,782.20 State the total project cost.

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

The start up costs for transforming Elida Local Schools into Opportunity Schools include: 3 modulars with 2 classrooms each, capable of serving 60 students at each building level for a total of 180 student capacity at any one time. Based on a 7 period day, the modulars will provide 1260 students (approximately half of our K-12 student body) the opportunity to learn in a fully equipped technology classroom daily. One of the modular classroom for grades 7-12 will provide the "site" for the alternative school. Cost for the modulars: \$350,000.00 Alternative school teacher and aide will cost: as follows: teacher salary \$45,000 plus benefits at \$22,000 and aide salary \$22,000 plus benefits at \$19,000. Total Personnel Costs: \$108,000.00 Also as part of the first year of transitioning our alternative school students back to our campus, we have included \$20,000 for school security in the form of a retired officer from the Allen County Sheriff's Office. In year two and subsequent years, the district will absorb the cost for this. Cost for security: \$20,000.00 Tables/chairs for students and teacher(s) for the modulars: \$70,600.20 Computers, whiteboards, laptops, etc. to supply the modulars: \$102,740.00 FuelEd Online Content, professional development and data collection/reporting: \$113,262.00 The services of an outside evaluator, Dr. Richard Bradley: \$9600 for evaluation planning, data collection and analysis plus a final report. Dr. Bradley will make several trips to Elida Local Schools during the course of the grant year, and will be in contact via phone and/or email at least bi-weekly. Total cost of evaluation services: \$9,600.00

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

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

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

Sustaining costs each year will include software/equipment/supplies in the amount of \$50,000 and the Teacher/Aide for the alternative school \$108,000. We also intend to keep the retired sheriff's deputy as part of our security plan. Software license agreements will be reduced substantially in subsequent years as students, parents and staff members become fully aware and familiar with the many online options available, allowing us to "pick and choose" what each student may need or want in terms of remediation, advancement, etc. The teacher/aide positions for the alternative school will continue to be an annual cost for the district, but will be offset by retaining alternative students on our home campus (vs. paying the county alternative school to send students there). Professional development costs are already annually included in the district budget and will provide continuing education for current teachers as well as professional development for use of the technology classrooms for new staff members. First year expenditures for training of all staff members will not need to be repeated in subsequent years and the district will absorb the costs in the already established budget line item. Likewise, equipment maintenance is already annually included in a line item in the district budget. The modular classrooms, technology, etc. will simply be added to the current maintenance rotation system. We are confident that, over time, instead of maintaining 3-4 computers per classroom, the technology based classrooms in the modular buildings will become the preferred method of technology based teaching (lessening the demand for replacement and/or maintenance of the classroom computers that currently serve such a small number of students in traditional classrooms). Funding sources after the grant period ends for the retired sheriff's deputy will be: Parent/Teacher Organizations, donors, and fundraisers.

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.

1,440,000.00 If yes, specify the amount of annual expected savings. If no, enter 0.

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

The Straight A grant project will have a tremendously positive financial impact in our district. The Return on Investment will be very material and will carry forward many years into the future. Also, the benefit to our local students and parents will be tremendous as well. This grant would be a great boost to our district as we have lost \$1,200,000 in inventory tax and our state aid collects at 2004 levels (with the same level of enrollment). It is very difficult to roll out new programs when revenue has continued to decline. This grant will allow us to roll out an online school, which will produce the following cost-savings: 1) Alternative School - Currently we spend \$60,000 per year for our students to attend a county alternative school. This grant will allow us to serve these students on our home campus AND generate an annual savings of \$60,000. (Note: \$60,000 x 5 years = \$30,000). 2) Community/Open Enrollment Students - Elida currently loses \$828,165 to community schools and

another \$1,458,404 through open enrollment. This grant will allow Elida to offer blended learning, total on-line learning, flipped classrooms, etc., attracting some of the same students to return to Elida Schools. It will give us the resources to actually compete. Offering local online opportunities with access to teachers who are on-site means we can offer parents a high quality, local program for students who are not succeeding in the traditional classroom. We predict the following trend over the next 5 years: Year One - 20 students x \$5700 = \$114,000 Year Two - 30 students x \$5700 = \$171,000 Year Three - 40 students x \$5700 = \$228,000 Year Four - 50 students x \$5700 = \$285,000 Year Five - 60 students x \$5700 = \$342,000 3) Home Schooled Students: We hope to attract some of our currently home-school students by providing exciting opportunities in courses not widely available, access to lab equipment, and the chance to earn a diploma from their local high school while maintaining a "mostly" home-schooled experience. We have no cost savings estimate for this item. TOTAL SAVINGS = \$1,440,000 COST OF THE PROJECT Year One: \$750,000.00 in capital outlay, software, purchased services, etc. Sustaining costs each year: Software/equipment/supplies \$50,000 Teacher/Aide (for alternative school) \$108,000 Cost Savings Ratio over 5 years: \$1,440,000 - \$790,000/\$1,000,000 = .65 As you consider the savings over the next 10 to 20 years, this grant would have a material positive impact on our district. At the same time, we would also enhance opportunities for ALL our students, but especially for those who desire an online education with greater local involvement.

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

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

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

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

The Straight A grant project will have a tremendously positive financial impact in our district. The Return on Investment will be very material and will carry forward many years into the future. Also, the benefit to our local students and parents will be tremendous as well. This grant would be a great boost to our district as we have lost \$1,200,000 in inventory tax and our state aid collects at 2004 levels (with the same level of enrollment). It is very difficult to roll out new programs when revenue has continued to decline. This grant will allow us to roll out an online school, which will produce the following cost-savings: 1) Alternative School - Currently we spend \$60,000 per year for our students to attend a county alternative school. This grant will allow us to serve these students on our home campus AND generate an annual savings of \$60,000. (Note: \$60,000 x 5 years = \$30,000). 2) Community/Open Enrollment Students - Elida currently loses \$828,165 to community schools and another \$1,458,404 through open enrollment. This grant will allow Elida to offer blended learning, total on-line learning, flipped classrooms, etc., attracting some of the same students to return to Elida Schools. It will give us the resources to actually compete. Offering local online opportunities with access to teachers who are on-site means we can offer parents a high quality, local program for students who are not succeeding in the traditional classroom. We predict the following trend over the next 5 years: Year One - 20 students x \$5700 = \$114,000 Year Two - 30 students x \$5700 = \$171,000 Year Three - 40 students x \$5700 = \$228,000 Year Four - 50 students x \$5700 = \$285,000 Year Five - 60 students x \$5700 = \$342,000 3) Home Schooled Students: We hope to attract some of our currently home-school students by providing exciting opportunities in courses not widely available, access to lab equipment, and the chance to earn a diploma from their local high school while maintaining a "mostly" home-schooled experience. We have no cost savings estimate for this item. TOTAL SAVINGS = \$1,440,000 COST OF THE PROJECT Year One: \$750,000.00 in capital outlay, software, purchased services, etc. Sustaining costs each year: Software/equipment/supplies \$50,000 Teacher/Aide (for alternative school) \$108,000 Cost Savings Ratio over 5 years: \$1,440,000 - \$790,000/\$1,000,000 = .65 As you consider the savings over the next 10 to 20 years, this grant would have a material positive impact on our district. At the same time, we would also enhance opportunities for ALL our students, but especially for those who desire an online education with greater local involvement.

#### **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 December 2013 - April 2014

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

Elida Local Schools were part of a consortium grant application FY14 (first round). The consortium's application did not make it past financial review. As soon as grant award winners were announced in December 2013, we began to review their applications and learn from them. We also held repeated discussions at every level to determine the direction of our grant application (having made the decision to apply independently) throughout January and February of 2014. February 2014: meeting with entire district administrative team (including several board members) about online education delivery system. Took part in ODE online webinars. March 2014: formal presentation to the Board of Education and approval for development at March 14, 2014 BoE meeting. Took part in ODE online seminars. April 2014: large formal meeting with Rhodes States representatives and ACSO representatives (partners), smaller meetings and email communications followed.

\* Anticipated barriers to successful completion of the planning phase

Time, as always, has presented the biggest barrier to the completion of the planning phase. However, our current and next Superintendent of Schools, along with the current and next High School Principal have been engaged in the discussion since the beginning of the 2013-14 school year. As that discussion progressed, the middle/elementary school administrators became involved as did the Director of Curriculum, Instruction and Assessment. Some barriers we have little to no control over: 1) compulsory school attendance requirements that do not respond to the individual student's developmental needs 2) inflexible requirements for days, hours and minutes of instruction 3) credit based progress and graduation requirements 4) under-funded, ineffective, prescriptive, out-of-date state and federal accountability systems that stifle innovation 5) lack of flexibility for regular public schools to operate like the private and charter schools that also receive public funds

18. Implementation - Process to achieve project goals

\* Date Range June/July 2014 through end of grant year

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

June/July 2014: prepare purchase orders for all equipment and supplies in preparation for grant award. August 2014: placement of modularity and technology equipment at the elementary school, middle school and high school. Check for connectivity to FuelEd online content. August/September 2014: Introductory Training to FuelEd Online Content for our staff. Opportunity for Rhodes State Instructor to become familiar with campus and classroom where he/she will teach Microsoft course(s). Administrators from the uppermost level down will message the acceptance and/or expectation of a culture of innovation. September 2014: school (including alternative school) begins, staff and students introduced to the technology classrooms in the modulars. Begin immediate monitoring (data collection) of useage of the modular classrooms by building. Who is using, when they are using it, what they are using it for (student remediation, blended learning, etc.). Students introduced to Rhodes instructor and begin taking Microsoft courses. October, November, December 2014: Advanced training for FuelEd Online Content for our staff. Ongoing monitoring and data collection. By the end of the year, review useage data for staff and students to determine if resources are being used to capacity. We will also incorporate methods of regularly rewarding and celebrating innovation efforts, including failures that deliver useful information as well. January 2015: Celebrate the "half way" benchmark. Share available data with entire district: staff, students, parents and the community at large via Facebook, e-newsletter, media, etc. February/March 2015: Follow up training for FuelEd Online Content for staff. Continued monitoring and data collection, along with celebrations and rewards. April/May 2015: Final rounds of data collection. Before students/staff leave for the summer, make certain that Dr. Bradley has all the information/data needed to complete his evaluation.

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

Anticipated barriers to implementation: Securing the grant would take care of the scarcity of resources, certainly the biggest barrier. But wise use of technology requires adequate training for teachers, and a change in "culture", along with attitudes, beliefs, knowledge and skills. As a result, to deal with this barrier we have contracted with the online content provider to provide three trainings: 1) introductory training 2) advanced training 3) follow up training We also have "waiver days" that are used for professional development and at least part of one of the days will be focused on integrating technology. We also have several "Team Time Thursdays" built into our calendar that delay the start of school by two hours. Portions of this time will be devoted to technology integration. Along with our technology staff, we also have several staff members who excel at technology integration. They will be made available to staff members in each building to extend the training, time, planning and support that our teaching staff will need to make this transformation possible.

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

\* Date Range August of 2014 - June 2015

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

Quantitative benchmarks: 1) Audits/Counts of the use of the modular classrooms and online resources (data collected daily). 2) Questions/Surveys of the students and staff using the modular classrooms (at the end of every month) Qualitative benchmarks: 1) Focus Groups and Interviews of Administrators, Teachers and Students conducted by the Program Evaluator, Dr. Richard Bradley. These will occur early in the project, mid-project and end of project. 2) Beyond the monthly quantitative surveys, we will ask participants to tell us a "story". The Most Significant Change (MSC) is a method of participatory evaluation that involves the collection of significant change stories at different levels of the intervention (for example project staff, change agents, intervention participants) and collectively deciding on the most significant change stories based on selected themes (called domains). The domains reflect broad categories, such as change in capacity to take action, or a change in participation in an activity, as well as lessons learned.

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

Time. We will work closely with Dr. Bradley, who has extensive experience in conducting evaluations, to make sure we utilize the most efficient methods of collecting the quantitative and qualitative data as outlined above.

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:

Expected organizational change (transformation) through the implementation of the Opportunity School project. According to the Regional Laboratory for Educational Improvement of the Northeast and Islands (Eiseman, Fleming & Roody, 1990), there are six commonly accepted indicators of institutionalization: 1. Acceptance by relevant participants—a perception that the innovation legitimately belongs; 2. The innovation is stable and routinized; 3. Widespread use of the innovation throughout the institution or organization; 4. Firm expectation that use of the practice and/or product will continue within the institution or organization; 5. Continuation does not depend upon the actions of specific individuals but upon the organizational culture, structure or procedures; and 6. Routine allocations of time and money.

## **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.

There are numerous benefits of educational technology when it is integrated deliberately and comprehensively into teaching and learning. These benefits are supported by research from various sources and include: Technology builds 21st century skills. Integrating technology into instruction can help students learn 21st century skills in addition to core academic subjects, which are essential but no longer sufficient for success in life and work (International Society for Technology in Education, 2008). Technology increases access to education, virtual communities, and expertise. Schools often provide students in disadvantaged communities their only access to computing devices and the Internet (International Society for Technology in Education, 2008). Technology fosters inclusion. Technology is instrumental in providing solutions that help K-12 and postsecondary schools create inclusive learning environments that engage all students regardless of ability, disability, background, or learning style (Apple Inc., 2009). Technology helps prevent dropouts. The National Dropout Prevention Center cites educational technology as one of 15 strategies that have the most positive impact on the high school graduation rate (Smink & Reimer, 2005). Technology facilitates differentiated instruction. Technology can help teachers provide personalized, just-in-time instruction and intervention for all students, which are especially important when supporting underperforming students, English language learners, and students with disabilities (Apple Inc., 2009). Technology strengthens career and technical education. Technology gives teachers the opportunity to prepare students with new kinds of knowledge and skills that are in demand in high-growth emerging industries (Apple Inc., 2009). Technology extends the learning day. Access to a computer or mobile device and an Internet connection can support learning beyond traditional school hours and classrooms (Apple Inc., 2009). Technology supports teacher quality. Research shows that ongoing, job-embedded professional development makes the most difference in improving teacher quality; technology enables online learning as well as access to web resources and virtual communities of practice (Apple Inc., 2009). Technology enables diagnostic, timely, and innovative assessments. Technology-based assessments can make state tests easier to administer and score, answer the need for more frequent classroom-based assessments, enable teachers to expand feedback through better communications with students, and provide real-time feedback and guidance (Apple Inc., 2009).

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.

We plan to have an external evaluator, Dr. Richard Bradley assist us with the evaluation. Contact information for Dr. Bradley: Phone 614-880-0094 Email creativityrb@yahoo.com Dr. Bradley's evaluation will include a summary, background, description of the evaluation study, results, discussion, conclusion and recommendations. Summative Evaluation questions: -Have objectives been met? -Have outcomes been achieved? -What are the key findings? -What impact did the project have? -What benefits are there for stakeholders? -Was our approach effective? -What lessons have we learned? -What would we do differently? Lessons learned from the project will be shared on our district's web page. We would be happy to share on ODE's webpage also. We will be glad to host visitors from other districts, and will also look forward to sharing lessons learned in person at conferences, etc.

\* 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).

Formative Evaluation questions: -Have milestones been met on schedule? Data to be collected: Checkmarks to timeline as developed in "implementation phase". Collect data regarding professional development activities (dates, times, number of teachers in attendance, etc. -

What is holding up progress? -What should we do to correct this? -Is project management effective? Collect data via surveys regarding the efficiency and effectiveness of the modular technology classrooms. -Are stakeholders on board? Collect data regarding use of modular technology classrooms: # of teachers and students using the classrooms daily # of course offerings and online resources utilized by teachers and students daily # of students, staff and administrators satisfied with the modular technology classrooms -Do they agree with interim findings? A January 2015 report will be provided to stakeholders and their feedback will be solicited in the form of a survey. This data will be collected online through an internal e-survey. -Is our dissemination effective?

\* 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.

Formative evaluation can save time and frustration as data highlight factors that impede the ability to implement the project. It can also identify at an early stage whether desired outcomes are being achieved so that implementation strategies can be refined as needed; it can make the realities of implementation more transparent to decision makers; and it can increase the likelihood of obtaining credible summative results about effectiveness and transferability of an implementation strategy. Formative evaluation helps to meet the many challenges to effective implementation. Specifically, as data is collected and reviewed daily, weekly, monthly, etc., program refinements will be made. For example, if teachers and students are not utilizing the modular technology classrooms and curricula to their fullest advantage, administrators will intervene immediately. Working with/through the Elida Education Association, teachers will be encouraged to "take risks" when it comes to use of the technology classrooms and curricula. OTES might be brought into play with positive encouragement to utilize the technology resources during at least one of the two "walk-throughs". Until formative assessment outputs are in hand, it is impossible to predict what modifications might be necessary, but we will be prepared to do whatever it takes to make sure the project meets its objectives..

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.

Students learn both from and with media and technology. Computer-based instruction, and integrated learning systems have been demonstrated to be effective and efficient tutors. There is considerable evidence that learners develop critical thinking skills as authors, designers, and constructors of multimedia or as active participants in constructivist learning environments. Further research on whether media and technology are as effective as teachers and other methods is no longer needed, as much as acting upon the research that is already available. At grant conclusion, we will have achieved and continue to provide: a) individualized interventions for struggling students, b) personalized student learning c) blended learning and online learning opportunities for traditional students, d) AP courses and other higher level courses not offered in the traditional model to allow the highest performing students to accelerate e) alternative options and an alternative school for disenfranchised students f) additional choices for home school students and virtual school students g) internships, externships, mentorships, service-learning, etc. (second year goal) The sustainability of the project, once start-up costs have been covered by the grant, has been previously demonstrated in this application. The gradual return of students who have left traditional public schools for alternative schools, online schools, etc. will provide the fiscal sustainability. The treasurer cautiously estimated the return of ten students per year. That, along with the savings from providing our own alternative school, will provide fiscal sustainability. Ongoing professional development for teaching staff to fully harness and utilize technology in instruction will be a major focus (utilizing funds already included in the annual budget). Equipment and modulators purchased with grant money will be added to the ongoing rotation of maintenance and repair. Though not required by the grant, we will continue to document and evaluate the success of the program. Longer term outcomes will continue to be reviewed and evaluated to guide the continuation of the program, well past the grant year.

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

\* Spending Reduction in the five-year fiscal forecast

The Straight A grant project will have a tremendously positive financial impact in our district. The Return on Investment will be very material and will carry forward many years into the future. Also, the benefit to our local students and parents will be tremendous as well. This grant would be a great boost to our district as we have lost \$1,200,000 in inventory tax and our state aid collects at 2004 levels (with the same level of enrollment). It is very difficult to roll out new programs when revenue has continued to decline. This grant will allow us to roll out an online school, which will produce the following cost-savings: Benchmark 1) Alternative School - Currently we spend \$60,000 per year for our students to attend a county alternative school. This grant will allow us to serve these students on our home campus AND generate an annual savings of \$60,000. (Note: \$60,000 x 5 years = \$30,000). Benchmark 2) Community/Open Enrollment Students - Elida currently loses \$828,165 to community schools and another \$1,458,404 through open enrollment. This grant will allow Elida to offer blended learning, total on-line learning, flipped classrooms, etc., attracting some of the same students to return to Elida Schools. It will give us the resources to actually compete. Offering local online opportunities with access to teachers who are on-site means we can offer parents a high quality, local program for students who are not succeeding in the traditional classroom. We predict the following trend over the next 5 years: Year One - 20 students x \$5700 = \$114,000 Year Two - 30 students x \$5700 = \$171,000 Year Three - 40 students x \$5700 = \$228,000 Year Four - 50 students x \$5700 = \$285,000 Year Five - 60 students x \$5700 = \$342,000 Benchmark 3) Home Schooled Students: We hope to attract some of our currently home-school students by providing exciting opportunities in courses not widely available, access to lab equipment, and the chance to earn a di

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

\* Implementation of a shared services delivery model

We are particularly excited about the possibilities our partnership with Rhodes State will provide for our students. First year, grant year, will simply be adding a Rhodes State instructor to teach Microsoft classes. But our discussions with Rhodes have only just begun. Whether or not a grant is awarded, we will continue to work with Rhodes State to develop every opportunity for our students. Though not part of the first year of the grant, we fully intend to move forward with internships, externships, mentorships, service-learning, etc. This will require additional partnerships and shared service delivery. We plan to partner with our local United Way and with the Chamber of Commerce to help realize these opportunities for our students.

\* 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

With grant funds to support "start up costs", any school district in Ohio would be able to replicate this project. Our program evaluator, Dr. Richard Bradley, intends to submit a complete final report on the project. This report would serve as a "blueprint" for other districts who might wish to duplicate the project. We commit to making all the information, reports, data collected, etc. available to any/all districts in Ohio (or outside of Ohio for that matter). We will post the information on our webpage with links to all pertinent information. Our staff and partners will be more than willing and able to communicate with interested parties via phone, via email, etc. We would welcome scheduled site visits to share what we have accomplished with representatives from other districts, and we would be willing to share at conferences/meetings around the state (the annual OSBA conference, etc.).

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, 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.

Consortium

Elida Local (045773) - Allen County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

### Consortium Contacts

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

Partnerships

Elida Local (045773) - Allen County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

**Partnerships**

<b>First Name</b>	<b>Last Name</b>	<b>Telephone Number</b>	<b>Email Address</b>	<b>Organization Name</b>	<b>IRN</b>	<b>Address</b>	<b>Delete Contact</b>
Rick	Woodfield	419-995-8357	woodfield.r@rhodesstate.edu	Rhodes State College		4240 Campus Dr., , Lima, Ohio, 45804	
Sam	Crish	419-993-1400	crish@acso-oh.us	Allen County Sheriff's Office		333 N. Main St., , Lima, Ohio, 45801	

Implementation Team

Elida Local (045773) - Allen County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

**Implementation Team**

First Name	Last Name	Title	Responsibilities	Qualifications	Prior Relevant Experience	Delete Contact
Craig	Kerns	Technology Coordinator	Set up of technology for modular classrooms at each building.	Graduate of Lima Technical College with Associates Degree in Applied Science, with a major in Electronic Engineering Technology Elida Local School District Technology Coordinator since November of 1997.	Craig has set up technology for the computer labs in each of our buildings.	
Tony	Cox	Superintendent	Mr. Cox will be ultimately responsible for the entire project: 1) setting the educational standards/goals 2) planning/leading professional development of staff 3) evaluate the curricula, teaching methods, and programs to determine their effectiveness, efficiency and utilization.	Certifications * Administrative: Superintendent, Valid Date: 7/1/2013 - 6/30/2018 * Administrative, Principal, Grades Pre-K-6 and 4-9 * Teaching: Elementary, Grades 1-8 With over 8 years of administrative experience, Mr. Cox was selected to be the next Superintendent of Elida Local Schools.	Mr. Cox has been a classroom teacher, a principal at both the middle school and high school level. He will become the Superintendent of Elida Schools as of July 1, 2014.	
Joel	Parker	Treasurer, CPA	Mr. Parker has been involved in the collection of financial data for the grant application. He will be responsible for oversight of the financial monitoring of the grant and its sustainability.	Mr. Parker is a graduate of Ohio Northern University with a degree in Business Administration. He has been a Certified Public Accountant since September of 1996 and a certified School Treasurer since March of 1998.	Mr. Parker oversees all the finances of the district and has done so for over a decade. As a part of that work, he is responsible for all grant finances.	
Faith	Cummings	Director of Curriculum, Instruction, Assessment and Professional Development	Mrs. Cummings will be responsible for the staff professional development in utilizing the FuelEd online content to maximum capabilities for our students. She will monitor the modular classrooms for the quality and quantity of innovative teaching methods.	Mrs. Cummings has an administrative specialist license in Curriculum, Instruction, and Professional Development. She also holds a Superintendent License, Elementary Principal License, and a Permanent Teaching License. In the past, she has served as the Director of Gifted Programming and Curriculum for the Allen County Educational Service Center. She has managed and overseen implementation of Elida's Race to the Top grant. She is currently the Director of Curriculum, Instruction, Assessment (2005 -Present) Professional Development, and Federal Programs , RtT and OIP etc. for Elida Local School District.	All of the above.	