

Budget

Licking Heights Local (048009) - Licking County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (321)

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		105,000.00	35,000.00	87,500.00	0.00	64,000.00	0.00	291,500.00
Support Services		0.00	0.00	0.00	0.00	65,000.00	0.00	65,000.00
Governance/Admin		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development		0.00	0.00	6,000.00	0.00	0.00	0.00	6,000.00
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		105,000.00	35,000.00	93,500.00	0.00	129,000.00	0.00	362,500.00
Adjusted Allocation								0.00
Remaining								-362,500.00

Application

Licking Heights Local (048009) - Licking County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (321)

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

A) APPLICANT INFORMATION - General Information

1. Project Title:

Bridging the GAP: Ensuring that all students graduate from high school with the skills necessary to be successful in college and their c

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

Licking Heights Locals Schools unfortunately has numerous students not graduating from high school, and they are not prepared for college or to start their careers. Our project named "Bridging the GAP" is an innovative alternative school that will differentiate for all students through a technology embedded, research-based, blended learning environment. The district will ensure that all students achieve and grow at a pace that maximizes their abilities and talents. The program will be able to serve the community as well by providing English as a Second Language for our vast number of immigrant families during extended evening hours. Thus supporting the whole family and engaging them in the importance of education. A minimum of 50 families will be impacted the first year as they are currently being served in electronic or digital classrooms outside of Licking Heights.

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.

250 3. Total Students Impacted:

This is the number of students that will be directly impacted by implementation of the project. This does not include students that may be impacted if the project is replicated or scaled up in the future.

4. Please indicate which of the following grade levels will be impacted:

- | | |
|--|--|
| <input type="checkbox"/> Pre-K Special Education | <input type="checkbox"/> Kindergarten |
| <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| <input type="checkbox"/> 5 | <input 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
Angel King

Organizational name of lead applicant
Curriculum Director Licking Heights Local School District

Address of lead applicant
6539 Summit Rd., Pataskala, OH 43062

Phone Number of lead applicant
740-927-9043

Email Address of lead applicant
aking@laca.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

Licking Heights Local Schools will refurbish and update an existing educational space in the district to create a new learning environment for students that do not typically succeed in a traditional classroom setting as well as allow students who have exited the district for various reasons to successfully transition back to the district. This project will also allow for the district to help educate a portion of our adult immigrant community that needs additional educational services. The project for the school age population exists in other districts and is research-based but has never been implemented in our District, but proven successful in other educational environments. Due to the structure of the program we believe it will also help with a deficit in our community which has a large Somali immigrant population.

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

At the Licking Heights Local School District, there are students each year that are not on track to graduate from high school or proceed to the next grade level due to various reasons. The goal of the proposed project is to create an alternative educational program that meets the needs of students that do not typically thrive in a traditional educational setting due to the complex issues that many students face in today's society. Our innovative program will be self-paced for students through an online software provider called Apex Learning, as well as, have certified teachers instructing students in a blended learning environment. Apex Learning is aligned to the Common Core Standards, is an accredited program, and is N.C.A.A. approved. Apex has a proven track record of success in providing students with an alternative program that better meets their needs than a traditional school program would allow. Teachers will be able to monitor the progress of their students through the Apex system. Students will work at school for at least four hours per day, and five days per week. The students will be provided with a lap top computer to use while they are at school and for home use as well. There will also be an opportunity for the students to complete assignments at home, with a flexible schedule to best meet their needs. Intervention specialists will be provided to students as needed.

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.)

The "Bridging the GAP" project is targeted to increase student achievement, attendance and academic performance by providing students in grade 6-8 with an alternative educational program that meets their needs through a self-paced, technology embedded, and blended learning environment with highly qualified teachers that will also lend support when needed. Research has shown that the district could increase the graduation rate by two to six percent by providing an alternative educational program to our students. In some cases, students that were behind in credits actually graduated ahead of schedule when given the opportunity to work through an alternative program at their own pace in a flexible environment. Another benefit of the project is ensuring that our students are more college and career ready by assisting them to enhance their communication skills and digital fluency. Other goals that have been set by implementing the program will measure in addition to graduation rates and achievement scores on standardized assessments are attendance rates, credit accounting, and the change in students' attitudes toward school through surveys at the beginning, middle, and at the end of the year. Also, parents and staff will be surveyed as well to measure the effectiveness of the program and to determine if modifications need to be made.

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.)

Licking Heights Local Schools will save money on textbooks because all of the texts will be digital in nature and not need to be updated every 3-5 years due to wear and tear. The district will save money on professional development because it is able to utilize a train-the-trainer model meaning that the cost for that will be a one-time cost. This will generate a savings of \$6,000 annually and \$30,000 over five years. Online course offerings are less expensive than hiring a teacher ourselves for each course that a student may take in a traditional educational setting. More than thirty courses are offered through the online provider versus hiring thirty additional members of our teaching staff. Licking Heights Local Schools will be able to retain some of the students that have left the district because they are more successful in attending classes at charter schools or other online programs. Licking Heights Local Schools has estimated that the district is losing \$2.9 million dollars a year on students that are attending school outside of the district because the district does not currently offer an educational platform that meets their needs. The goal is to reduce this amount by \$200,000 at the onset of the program.

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.)

A greater share of resources will be utilized by the project as the teaching staff will have a more flexible schedule than in a traditional educational setting and be available for not only the students involved in the project but will be available for additional tutoring opportunities for the community. Using an online educational platform that can be used across the district for additional online offerings for students that would like to earn credit in an area that the district does not currently have the staff or resources to incorporate for a single student or a small group of 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.)

Apex Learning is our partner as we will be using their online educational software. They will train our teachers initially and assist us with the implementation process. Apex has a self paced curriculum that can be completed at home or in our new learning environment where students of all ages will be provided with certified teacher support during the day or extended evening hours. Partnering with Apex will increase our efficiency and effectiveness as a district by all students to take additional courses that will meet their academic needs as well as allow students that need additional credits for course work to take those at their own pace.

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.

362,500.00 State the total project cost.

* Provide a brief narrative explanation of the overall budget.

Project budget Software licenses ...per student license \$37,500 All operating software licenses for five year period \$50,000 \$140,000 - two FTE teachers/ monitors for initial year, all years after current staff will be assigned based on courses/certification and student needs. \$40,000

laptop computers (including replacement warranty) \$24,000 smart boards \$65,000 for Internet connection/and all related services (LACA IT site) \$6,000 professional development -initial year "train the trainer" for future years

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.

The proposed project is self-sustaining because many of the costs are one-time, at the onset of the program. The two F.T.E.'s are built into the budget, and additional staff can be redistributed if the program expands as expected. The hardware will be replaced after five years, with that cost being built into the existing budget. The plan is to use a portion of the funds that are saved by keeping students in the district to continue to fund the alternative program. The savings from implementing the program far exceeds the expenditures. Licking Heights Local Schools will be able to retain some of the students that have left the district because they are more successful in attending classes at charter schools or other online programs. Licking Heights Local Schools has estimated that the district is losing \$2.9 million dollars a year on students that are attending school outside of the district because the district does not currently offer an educational platform that meets their needs. The goal is to reduce this amount by \$200,000 at the onset of the program.

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.

16,000.00 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

Licking Heights Local Schools will save money on textbooks because all of the texts will be digital in nature and not need to be updated every 3-5 years due to wear and tear. Estimated at \$10,000 per year for each of the five years. The district will save money on professional development because it is able to utilize a train-the-trainer model meaning that the cost for that will be a one-time cost. This will generate a savings of \$6,000 annually and \$30,000 over five years. Online course offerings are less expensive than hiring a teacher ourselves for each course that a student may take in a traditional educational setting. More than thirty courses are offered through the online provider versus hiring thirty additional members of our teaching staff. Licking Heights Local Schools will be able to retain some of the students that have left the district because they are more successful in attending classes at charter schools or other online programs. Licking Heights Local Schools has estimated that the district is losing \$1million dollars a year on students that are attending school outside of the district because the district does not currently offer an educational platform that meets their needs. The goal is to reduce this amount by \$200,000 at the onset of the program. This is a one time savings - not included in the annual savings of \$10,000 per year in textbooks and \$6,000 per year in professional development totaling \$16,000 ongoing annual savings.

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 proposed project is self-sustaining because many of the costs are one-time, at the onset of the program. The two F.T.E.'s are built into the budget, and additional staff can be redistributed if the program expands as expected. The hardware will be replaced after five years, with that cost being built into the existing budget. The plan is to use a portion of the funds that are saved by keeping students in the district to continue to fund the alternative program. The savings from implementing the program far exceeds the expenditures.

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 2/1/14 to 6/1/14

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

The leadership team in place for this project will begin to plan the creation of an alternative educational program that meets the needs of at-risk students in a technology embedded, blended learning environment. Tasks that must be completed during this time will be: to select the teachers to begin the program, ready the environment by purchasing the technology and the furniture, installing the necessary Wi-Fi connection, and to continue to research effective alternative programs in our area in an effort to have the best program possible for our students. The team will also need to speak to prospective students and parents about the program. (PLANNING)

* Anticipated barriers to successful completion of the planning phase

Licking Heights Local Schools does not believe that there will be any anticipated barriers at this point in the project as we have full administrative and community support of the project.

18. Implementation - Process to achieve project goals

* Date Range 6/1/14-8/1/14

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

The district will receive and assemble the furniture and technology. The teachers will have to be trained on teaching in a blended learning environment and using the software program. The students and parents will have to attend an orientation program hosted by the teachers so that all parties understand the expectations and procedures that come with a blended learning model. At that time, students and parents will tour the facility and they may ask questions about the program. A guidance counselor will be on hand to explain what credits students must obtain in order to graduate on schedule or what course work needs to be completed in order to go forward to the next grade level. (IMPLEMENTATION)

* Anticipated barriers to successful completion of the implementation phase.

Licking Heights Local Schools does not believe that we will face any anticipated barriers at this point in the project as we have full administrative and community support of the project.

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

* Date Range 8/1/14-6/1/15

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

Students and teachers will begin their year working through the program. Apex will be available to the teachers and District officials as questions or challenges arise. Surveys will be provided to the students, parents, and teachers, after the first grading period, at the end of the first semester, and at the end of the year so that we can use that data to assist us in measuring the effectiveness of the program. After evaluating that data, as well as, analyzing graduation statistics, student achievement on the Ohio Graduation Test or PARCC assessments, and attendance rates, the district will judge the effectiveness of the program, and the district will have the ability to modify the program if the data indicates there is a need. (EVALUATION)

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

The primary anticipated barrier that the district believes might occur will be students and staff adapting to the non-traditional learning environment but it is believed that this will be quickly corrected and overcome as students and staff become acclimated to the new environment. A well planned and organized orientation program will be implemented to help with this anticipated barrier.

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:

An innovative, sustainable alternative educational environment based on a blended learning model where instruction is rigorous and individualized for all students so that they may achieve and grow to their maximum capabilities. The Licking Heights Local Schools wants to ensure that all of our students have access to the best educational opportunities and to meet their specific educational needs. The installation of the project would be a sustainable change for the district as students who have sought other educational opportunities would be able to be successful at Licking Heights in a non-traditional educational setting that would be flexible enough to meet their unique and individual needs.

E) SUBSTANTIAL IMPACT AND LASTING VALUE - Impact, evaluation and replication

The responses in this section are focused on the ability to design a method for evaluating the project's capacity for long-term sustainable results. Therefore, the questions focus on the method of defining the problem(s) the project hopes to solve and the measures that will determine if the problem(s) have been solved.

21. Describe the rationale, research or past success that supports the innovative project and its impact on student achievement, spending reduction in the five-year fiscal forecast or utilization of a greater share of resources in the classroom.

The response should provide a concise explanation of items which provide rationale that will support the probability of successfully achieving the goals of the project. Answers may differ based on the various levels of development that are possible. If the proposal is for a new, never before implemented project, the response should provide logical, coherent explanations of the anticipated results based on some past experience or rationale. For projects that have been implemented on a smaller scale or successfully in other organizations, the response should provide the quantifiable results of the other projects. If available, relevant research in support of this particular proposal should also be included.

Please enter your response below.

The research indicates that by creating an innovative alternative high school program that blends online and traditional instruction with a more flexible schedule, we will increase our graduation rate by two to six percent. Also, student achievement has shown to increase if students are allowed to choose an alternative program instead of the typical school program. In some cases, at-risk students have graduated ahead of schedule after being behind because of the self-paced, individualized environment that an alternative program allows for as well as meeting the needs of those students that need to work at their own pace or have other factors that impede them from attending a traditional school setting.

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.

Evaluation of the program will be conducted internally within the district and the grant lead will ensure that the evaluation will be completed. The district will analyze the data for increased achievement rates from all participants by examining their assessment scores and grade point averages and compare them to previous years. Also, the district expects to increase the graduation rate by 3% in order to conclude that the district had a successful first year for our alternative educational program. The individual responsible for conducting the evaluation will be the Licking Heights Curriculum Director- Angel King. Mrs. King can be contacted at aking@laca.org or at 740-927-6926.

* 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).

Short Term Objectives: An increase in students that are enrolled as Licking Heights students rather than seeking other educational opportunities that offer online or blended learning environments because the district only had a traditional educational environment available.
Long Term Objectives: The substantial impact that this program will have on the students of the Licking Heights Local School District are profound. The district will see an increase in the achievement rates, the graduation rate, and the attendance rates of our students at all grade levels by providing them with an alternative to the traditional school setting. The specific benchmark that Licking Heights Local Schools is working to attain is an increase in achievement in 100% of the participants in the alternative program that can be measured through the assessment scores and individual grade point averages on student report cards. Also, another benchmark that the district will have set as a priority is to increase the graduation rate by 3% which can be measured by an increase on the district's report card.

* 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.

Surveys will be created to monitor progress and will influence how the project will be modified if necessary. Student grades and progress will be monitored weekly and each student will have a conference time with a teacher each week and parents will receive updates each week as well. The project will seek feedback from parents and families each month and from students each week.

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 impact that this program will have on the students of the Licking Heights Local School District are profound. We will see an increase in the achievement rates, the graduation rate, and the attendance rates of our students at all grade levels by providing them with an alternative to the traditional school setting. We will provide course offerings for students that are both online and in-person that are self-paced and flexible in order to best meet their educational needs with proper supports in place. The specific benchmark that Licking Heights Local Schools is working to attain is an increase in achievement in 100% of the participants in the alternative program that can be measured through the assessment scores and individual grade point averages on student report cards. Also, another benchmark that the district will have set as a priority is to increase the graduation rate by 3% which can be measured by an increase on the district's report card.

24. Describe the specific benchmarks, by goal as answered in question 9, which the project aims to achieve in five years. Include any other anticipated outcomes of the project that you hope to achieve that may not be easily benchmarked.

The applicant should provide details on the quantifiable measures of short- and long- term objectives that will be tracked and the source of benchmark comparative data points. Responses should include specified measurement periods and preliminary success points that will be used to validate successful implementation of the project. If a similar project has been successfully implemented in other districts or schools, identification of these comparable benchmarks should be included.

*** Student Achievement**

The "Bridging the GAP" project is targeted to increase student achievement, attendance and academic performance by providing students in grade 6-8 with an alternative educational program that meets their needs through a self-paced, technology embedded, and blended learning environment with highly qualified teachers that will also lend support when needed. Research has shown that the district could increase the graduation rate by two to six percent by providing an alternative educational program to our students. In some cases, students that were behind in credits actually graduated ahead of schedule when given the opportunity to work through an alternative program at their own pace in a flexible environment. Another benefit of the project is ensuring that our students are more college and career ready by assisting them to enhance their communication skills and digital fluency. Other goals that have been set by implementing the program will measure in addition to graduation rates and achievement scores on standardized assessments are attendance rates, credit accounting, and the change in students' attitudes toward school through surveys at the beginning, middle, and at the end of the year. Also, parents and staff will be surveyed as well to measure the effectiveness of the program and to determine if modifications need to be made. The specific benchmark that Licking Heights Local Schools is working to attain is an increase in achievement in 100% of the participants in the alternative program that can be measured through the assessment scores and individual grade point averages on student report cards. Also, another benchmark that the district will have set as a priority is to increase the graduation rate by 3% which can be measured by an increase on the district's report card.

*** Spending Reduction in the five-year fiscal forecast**

Licking Heights Local Schools will save money on textbooks because all of the texts will be digital in nature and not need to be updated every 3-5 years due to wear and tear. The district will save money on professional development because it is able to utilize a train-the-trainer model meaning that the cost for that will be a one-time cost. This will generate a savings of \$6,000 annually and \$30,000 over five years. Online course offerings are less expensive than hiring a teacher ourselves for each course that a student may take in a traditional educational setting. More than thirty courses are offered through the online provider versus hiring thirty additional members of our teaching staff. Licking Heights Local Schools will be able to retain some of the students that have left the district because they are more successful in attending classes at charter schools or other online programs. Licking Heights Local Schools has estimated that the district is losing \$2.9 million dollars a year on students that are attending school outside of the district because the district does not currently offer an educational platform that meets their needs. The goal is to reduce this amount by \$200,000 at the onset of the program.

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

A greater share of resources will be utilized by the project as the teaching staff will have a more flexible schedule than in a traditional educational setting and be available for not only the students involved in the project but will be available for additional tutoring opportunities for the community. Using an online educational platform that can be used across the district for additional online offerings for students that would like to earn credit in an area that the district does not currently have the staff or resources to incorporate for a single student or a small group of students.

*** Implementation of a shared services delivery model**

Apex Learning is our partner as we will be using their online educational software. They will train our teachers initially and assist us with the implementation process. Apex has a self paced curriculum that can be completed at home or in our new learning environment where students of all ages will be provided with certified teacher support during the day or extended evening hours. Partnering with Apex will increase our efficiency and effectiveness as a district by all students to take additional courses that will meet their academic needs as well as allow students that need additional credits for course work to take those at their own pace.

*** Other Anticipated Outcomes**

The Licking Heights Local Schools anticipates that the district will see an increase in student enrollment or re-enrollment as the district creates an educational environment that meets their individual and sometimes unique educational needs .

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**

Yes-The project can be replicated in other districts in Ohio. The project will be implemented in the Licking Heights Local School District with a clear plan of how to implement the program in other districts. We have specific timelines in order to plan, implement, and evaluate our alternative educational program. Licking Heights would be willing to share all information about project with other districts as well as present at various conferences to share and provide information about the project.

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).

Dr. Phillip H. Wagner, Ph.D, Superintendent Angel King, Director of Curriculum and Instruction

Save And Go To 

Consortium Contacts

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

Partnerships

Licking Heights Local (048009) - Licking County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

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Partnerships

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

Implementation Team

Licking Heights Local (048009) - Licking County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Save And Go To 

Implementation Team

First Name	Last Name	Title	Responsibilities	Qualifications	Prior Relevant Experience	Delete Contact
Angel	King	Director of Curriculum and Instruction	Mrs. King will serve as the coordinator of this grant project and ensure the completion of all assurance areas in the scope of work for the grant.	Mrs. King earned her Master of Education in Educational Leadership from the University of Rio Grande. She holds current educational licenses as: Superintendent, Principal grades 5-12 and Integrated Social Studies Grades 7-12. She was named the Buckeye Council of History Education Teacher of the Year for Local History in 2009, a Gilder Lehrman Scholar in 2008, recipient of The Arthur and Rochelle Belfer National Conference for Educators Scholarship at the United States Holocaust Memorial Museum 2007 and has served as an Ohio Historical Society Think History Master Teacher since 2011.	Director of Curriculum and Instruction Angel N. King, M.Ed. joined the Licking Heights Schools in July of 2013. Earlier in her career she held the position as Curriculum Supervisor and School Improvement Facilitator with the Athens Meigs Educational Service Center and State Support Team 16. Prior to her employment at the Athens Meigs ESC, she served as the Federal Programs and Special Education Coordinator as well as Race to the Top and High Schools That Work Coordinator at Sciotoville Community Schools. Mrs. King is a state trainer for many educational initiatives such as the Ohio Teacher Evaluation System (OTES), Ohio Principal Evaluation System (OPES), Student Learning Objectives (SLOs), Common Core and Ohio's New Learning Standards and is a Resident Educator Mentor Trainer. She has also served as a Region 16 Value Added Leader and as a facilitator at the Connecting the Dots Conference.	