

Budget

Logan Elm Local (049080) - Pickaway County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (72)

U.S.A.S. Fund #:

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

Purpose Code	Object Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
<b>Instruction</b>		0.00	0.00	223,200.00	0.00	570,000.00	0.00	793,200.00
<b>Support Services</b>		0.00	0.00	0.00	0.00	0.00	0.00	0.00
<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	0.00	0.00	0.00	0.00	0.00
<b>Family/Community</b>		0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Safety</b>		0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Facilities</b>		0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Transportation</b>		0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Total</b>		0.00	0.00	223,200.00	0.00	570,000.00	0.00	793,200.00
<b>Adjusted Allocation</b>								0.00
<b>Remaining</b>								-793,200.00

Application

Logan Elm Local (049080) - Pickaway County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (72)

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

**A) APPLICANT INFORMATION - General Information**

1. Project Title:

Logan Elm VALUE: Vision And Learning United for Excellence

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

Logan Elm VALUE: Vision and Learning United for Excellence, built on the belief that hope is directly related to academic achievement, establishes a 5th-12th grade learning system that connects and aligns hope, vision, aspirations, and personalized learning opportunities. VALUE improves student achievement and graduation rate, and develops sound career readiness. Program components are: 1. 5th-8th grade career exploration system that includes on-site quarterly career events, virtual job shadowing, and development of online career portfolios; 2. 9th-12th grade personalized learning system that provides online and blended learning, credit flex options; internships, and mentorships that relate to career pathways; and 3. a professional development system for teachers related to supporting the students' career pathways, use of data to inform and transform instruction, and development of a rigorous curriculum that increases career readiness.

*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.*

1200 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 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  
Tim Williams

Organizational name of lead applicant  
Logan Elm Local Schools

Address of lead applicant  
9579 Tarlton Road Circleville OH 43113

Phone Number of lead applicant  
740-474-7501, extension 302

Email Address of lead applicant  
tim.williams@loganelm.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

\*Our vision for improvement: to establish a dynamic system that engages & develops students to be hopeful & career ready; LE submitted a Round 1 application to support this vision; it was unfunded. We proceed with Round 2, having specified our purpose, our goals, and measurable outcomes. \*LE serves 2000 students in Pickaway & Hocking Counties with 30%+ in Appalachia. \*LE's Report Cards show continued improvement in PI, closing the achievement gap, & overall performance, but improvement is still needed. \*We have 6 school buildings, most being 80+ yrs. old. \*LE has bond levy on ballot which would build a new 6-12 school & provide renovations to 2 schools to convert them to PreK-3 & 4-5. \*Buildings do not structurally support necessary technology that is essential for 21st Century learning. \*Current educational approach includes limited online learning. \*Stakeholders desire more tech. & access to information so that LE students have the best opportunity to be engaged & career-ready. \*Few opportunities exist to develop career awareness. \*HS students currently have 2 pathways: either access traditional courses on site, or attend the PRCTC for specialized programming. Most who stay at the HS plan to start college or seek employment upon graduation (over 40 students earn PSEO credits); those who attend PRCTC plan to get jobs in the area of program certification. \*Many who enter college do not finish because they began college with unrealistic expectations of college & independent living. \*Some struggle to find gainful employment because they did not have a realistic goal in mind when they sought employment. \*In the past 2 years, the graduation rate has decreased slightly; additional 18-year-olds have disconnected from their schooling & want to dropout. They question the purpose of school & how learning connects to their future.

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

We used feedback from our stakeholders, graduation rate data, and technology readiness data to identify the greatest need for Logan Elm to move forward in excellence and design a system that includes the components to allow improvement to happen. VALUE establishes a learning system that helps students set career goals, plan and prepare for the "ifs" of life that present challenges along the way, and creates pathways to each and every future goal, knowing that "life throws punches" (Lopez 2013), and that by taking full advantage of school offerings one can maximize his/her potential to succeed. VALUE commits to the following: linking student's thinking and learning to their future lives; teaching students specific pathways to reach their goals; and providing them with the resources, both personal and occupational, to succeed. VALUE provides opportunities for students to explore career options early on, and it connects students' visions, hopes, and aspirations about their futures to realistic goals and personalized coursework. VALUE increases student engagement in coursework, using student experience data and personal vision statements to create the appropriate learning pathway designed for each individual and accessed via technology. The project is based on making direct connections between the future that students want and their attitudes and behaviors at school. We know that when that connection exists, student commitment and effort will soar (Lopez 2013). Components: VALUE provides a grade 5-8 career exploration program, using student baseline data about vision and hope ("The Student Experience" by Gallup and Battelle For Kids) to create classrooms conducive to learning, and to design coordinated school events about career, hands-on learning opportunities, and virtual job and college shadowing. Valid student interest data, along with academic performance data, will be used at the classroom level for instructional design to increase students' hope, engagement, belonging, and management. During grades 7 & 8, students will complete future planning activities and career interest surveys, and develop online, interactive career plans that will transition to high school. Then during grades 9-12, students will be provided personalized learning opportunities via online, blended, and/or credit flex coursework that align with their career pathway. During grades 10-12, students will participate in mentorships, internships, and career forums. Our VALUE partners commit to help in developing employability skills and aptitude for work, along with problem-solving and people skills. VALUE includes a professional development system for educators related to students' career pathways, use of data to inform instruction, and development of a rigorous curriculum that increases career readiness. The PD will occur throughout the sustainability timeline, beginning with initial training provided by BFK, and followed by annual training led by teachers-on-site and online BFK modules for all teachers. Additionally, teachers will complete PD about on-line learning course design from iLearn. The project includes the establishment of a VALUE Leadership Team (VLT) that will create and oversee the implementation schedule of the grant project, including the Strategic Plan for Career Readiness (developed by stakeholders representing business, families, and educators, with work facilitated by BFK). This Strategic Plan will specify the process of the career work of the initiative for multiple years. In 2014-15, LE will consult with Shawnee State and other institutes of higher education about dual enrollment credentialing for our teachers so that dual enrollment opportunities are in place during the sustainability period of this project. Ultimately, students will leave LE with employability skill sets and personalized career plans to achieve their vision.

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.)

VALUE is comprehensive, involving all 5th-12th graders, and establishing partnerships with the Pickaway Ross CTC, Pickaway County Chamber of Commerce, four area businesses, Battelle For Kids, Hopewell Health Centers, Inc., Pickaway County ESC, Ohio University, the DLT, & DCT. Specific changes in student achievement will be evidenced in: 1. Increase in successful performance on all required State tests, grades 5-12 as a result of implementation of a rigorous curriculum that increases career readiness, personalized learning, and use of data to inform instruction. Enhanced curriculum will be made possible because of accessible technology. 2. Increase in graduation rate as a result of student engagement in purposeful learning, desire to stay in school because of the benefit a high school completion affords in being career ready. Increased engagement will occur as a result of personalization, flexible scheduling, mentorship/internship and credit/flex opportunities that haven't been readily available in the past. Our goal to increase student achievement is based on our belief that all students deserve access to a superior education that will enhance the quality of their school-age experience and their postsecondary life. The Strategic Plan for Career Readiness and personalized learning via technology will help us meet the goal. When implemented, VALUE "looks like": 1. At grades 5-8: Completion of "Student Experience Surveys" (pre-, post-assessments) that produce classroom level data for teachers about their students' beliefs related to hope, engagement, belonging, and class management. Using student experience data along with academic performance data, Salt Creek Intermediate School and McDowell Middle School will develop career exploration events and rigorous challenging curriculum that is engaging. Rigorous changes in curriculum will be delivered via available technology for students and access to the Internet. Student achievement will increase as students stay engaged in their work and as they access dynamic, purposeful information. 2. At grades 9-12: Completion of "Student Experience Surveys" at selected grade levels, that produce classroom level data for teachers who will use the data to develop rigorous, engaging courses for students (i.e., online, blended, and/or credit flex courses); all students will identify postsecondary goals that guide their personalized learning plans (career, college) and complete both traditional and innovative courses in order to graduate career ready. All high school students will have completed one online/blended course by graduation date. The VALUE initiative will allow students to complete more courses than what is currently possible because of creating flexible scheduling, online/blended learning, and providing access to technology. 3. At grades 10-12: Completion of mentorships and internships and participation in career forums, made available by/presented by local businesses, CTC, and Chamber of Commerce. VALUE provides hands-on experiences and personalized consultation from businesses and professionals. 4. For educators: Professional development in strategic planning for career readiness, instructional strategies related to personalized learning, creating innovative course offerings, and use of data to inform instruction. VALUE provides teachers the opportunity to learn about formative instructional practices, Common Core, and online/blended learning platforms. Our partners will provide mentorship & internship opportunities, presentations and forums with guidance in choosing appropriate postsecondary careers, and information about making realistic independent living plans. BFK will provide professional development for educators, and Ohio University will evaluate short- and long-term outcomes of the project. All partners will be represented on the VLT that advises strategic planning and program implementation strategies, and completes oversight related to grant.

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.)

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.)

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.

793,200.00 State the total project cost.

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

Logan Elm's total project cost is \$793,200. Detailed costs include: Capital Outlay (\$570,000) \* The District will purchase 1,000 Chromebooks at approximately \$300 per unit for total budget cost of \$300,000. \* The Chromebooks will include an additional 3 year no fault maintenance plan at \$179 per unit for total budget cost of \$179,000. The no fault maintenance plan includes a new battery each year for the three year agreement. \* The District will purchase 45 carts at \$1,800 per unit to store and charge the Chromebooks for total budget cost of \$81,000. \* The District will incur licensure fees of \$10,000 for the virtual job shadowing software that will help faculty research and guide students on career choices. Purchased Services (\$223,200) \*The District will expand its bandwidth limits within the current SCOCA networking contract to allow for added usage requirements of the District at an approximate 5-year cost of \$40,000. The District will also be able to recover a percentage of the added cost with E-Rate funding. \*The District will make upgrades to servers that are over 10 years old in the elementary buildings at a cost of \$20,000. The District has recently made the investment to upgrade the 15 year old servers at middle and high school buildings. \*The District will contract a Project Manager to manage the program for 2 years until the program can be self-sufficient with current District staff. The contract cost is \$30,000 per year for total budget cost of \$60,000. \*The program will include a 3-year agreement with Battelle for Kids to provide students with an experience survey for total cost of \$12,200. \*The District will contract with Ohio University for 5 years to perform external reviews of the program for a total cost of \$38,000. Ohio University has agreed to perform these external reviews for a lump sum percentage of the grant proceeds and will help guide the District to ensure program success. \*The District will allocate \$35,000 to professional development for the sole purpose of college and career readiness. The professional development allocation will include costs of \$15,000 for associated costs with teacher training provided by Battelle for Kids. The other \$20,000 allocation for professional development will allow teachers, administrators, and other staff to obtain additional professional development from other providers. Funds will be used to pay teacher substitutes, travel reimbursement, and seminar/training expenses. The District already allocates yearly professional development funds of \$15,375; however, the \$35,000 allocation will be in addition to the district funds already within the budget to ensure proper developmental training occurs for college and career readiness within the grant period. \*The District will have a consulting contract with Battelle for Kids costing \$18,000 to lead strategic planning of the program.

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 District estimates new/recurring costs at \$3,200 for fiscal years 2019 and 2020 to maintain the project for total 5-year cost of \$6,400. New/recurring costs are limited for this project due to multi-year contracts with vendors that fall within the grant period. Contract costs such as the Project Manager and consulting/professional development services (outside of the already budgeted funds for PD) will no longer be warranted once the program is established and operating efficiently. Costs associated with equipment, maintenance agreements, professional development, and license fees will be absorbed within current operating budgets. The District plans to replenish Chromebooks beginning in fiscal year 2017 by purchasing approximately 75 units per year for total of approximately 300 new units over five years. Total yearly cost to replenish Chromebooks including maintenance agreement is \$22,500; however, the Chromebooks purchased will be absorbed within the current \$30,000 building technology equipment budget. The new/recurring costs include the following: \*The District will expend \$3,200 per year in contracted services with Battelle for Kids to continue the student experience survey beginning in fiscal year 2019. As mentioned in question 12, the District will have a 3 year contract with Battelle for Kids beginning fiscal year 2016 and ending fiscal year 2018 to perform the student experience survey. The District will continue to utilize the survey to help monitor progress.

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.*

60,000.00 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 District estimates total savings of \$60,000 with \$30,000 occurring in fiscal year 2016 and \$7,500 each year thereafter as a result of the project. The cost savings include the following: \*The District will save \$60,000 from fiscal year 2016 to 2020 in capital outlay by reducing the District's building technology equipment budget. The District will reduce the building technology budget currently of \$30,000 to \$0 in fiscal year 2016 then to \$22,500 for fiscal year 2017 and beyond. The technology coordinator would continue to have a \$59,000 budget to purchase equipment district wide but the grant would reduce the necessity for building technology budgets with the purchase of 1,000 units funded within the grant. The District plans to begin replenishing Chromebook inventory by purchasing 75 additional units per year beginning in fiscal year 2017 for a total of 300 units at a yearly cost of \$22,500. Total 5-year savings directly related to reducing the building technology equipment budget is \$60,000 (i.e. \$30,000 in fiscal year 2016 and \$7,500 each year thereafter). \*The District will also experience nominal savings relating to reduced electricity, printing/copying costs, and reduced paper due to more energy efficient equipment and change in learning environment but we cannot accurately forecast the reductions thus we did not include within the estimated 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 District's total baseline expenditures would decrease in fiscal year 2016 by \$30,000 due to reducing the building capital outlay budgets. The District is able to eliminate \$30,000 in the budget allocated to buildings for the purchase of technology equipment in the fiscal year 2016 with the usage of Straight A grant funds to purchase the 1,000 Chromebooks. The District plans to purchase an additional 75 Chromebooks each year beginning in fiscal year 2017 for a total of 300 to maintain newer inventory and to avoid the cost burden of purchasing new equipment in the same year. The cost per year for the 75 Chromebooks is \$22,500 thus the District will save \$7500 per year by continuing to reallocate and reduce the \$30,000 building technology budget. The District will have recurring costs of \$3,200 per year beginning in fiscal year 2019 to continue contracted services with Battelle For Kids for the student experience survey. Thus, the District's baseline expenditures would decrease by \$7500 and \$4300 in fiscal years 2017-2018 and 2019-2020, respectively, due to the recurring \$3200 contract with Battelle For Kids and savings reflected by reducing building technology equipment budgets. The total five year savings less the recurring costs of \$6400 (i.e., \$3200 per year) from fiscal year 2016 to 2020 is \$53,600. The District would continue to monitor the program and if necessary would utilize the five year savings to improve and maintain the program. In 5 years, the District would have an ability to replenish 30% of the original equipment investment while still decreasing baseline expenditures. The purchase of additional systems would help allow the District to sustain the goal of bringing innovation to our students.

#### **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 8/13 - 8/14

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

8/13: DLT completed needs assessment & determined greatest needs were related to technology, student engagement in learning, & purposeful learning; 9/13: Submitted Round 1 Straight A application to increase technology capacity, add computers, complete professional development related to creating a more rigorous curriculum, and engaging students more in their learning; 12/13-1/14: After application was rejected, DLT & DCT studied the scorer comments; completed additional needs assessments with DCT and DLT; 2/14: Focused on improved graduation rate & engaged learning, using student experience survey data & strategic career planning to develop a rigorous, personalized learning environment focused on career readiness; 3/14: Established partnerships with PRCTC, Pickaway County Chamber of Commerce, Berger Health Systems, DuPont, Rhoads Market, Hopewell Health Centers, Pickaway County ESC, BFK, Accurate Heating, and OU; 3/14: Met with BFK representatives to discuss & plan for PD related to VALUE's goal; 3/14: Partnered with OU for external evaluation tool; 3/14: Planned the development of VLT that includes partner representatives who will participate in strategic planning, consult, & completing oversight of grant management; 4/14: DLT shared project details with all partners, identified specific services & in-kind resources that would be provided; 4/14: Supt. & curr. director met with teachers to share updated plans; 4/14-6/14: DLT, led by supt., meets with VLT to coordinate career events, mentorships, internships, forums & communication plan to be used in 2014-15; 4/14: Supt. communicates details of final VALUE timelines and next steps for implementation to teachers, school board, & public; 4/14-5/14: Establish a strategic planning team for career readiness; determine/design an efficient communications plan to involve all entities/partners; 6/14: Screen Project Manager candidates; review scope of work with candidates; identify participants in PD & serve on CCR Strategic Team

\* Anticipated barriers to successful completion of the planning phase

Creating a workable schedule and communication plan, related to project components and implementation activities, that works for all partners (educators, business, professional development providers) presents a challenge because working relationships will be new and scope of work will be comprehensive. Also unforeseen changes in staffing would present a challenge related to all participants knowing the history of the planning. Having assistance and guidance from our professional development provider and strategic planning consult (BFK) will help us overcome these barriers and successfully develop the team relationships, via a comprehensive communications plan.

#### 18. Implementation - Process to achieve project goals

\* Date Range 6/14 - 6/15

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

6/14: Inform stakeholders of award via communication plan; convene meeting of VLT; 6/14: Finalize sel. of Project Manager (PM); establish process for the PM work; 7/14: Identify support for technology director & tech. implementation; 7/14: Order computers & carts; begin installation; set-up complete 10/14; 7/14: Order software licenses for virtual job shadowing; 7/14: Coordinate PD schedule with BFK (6 PD days for FIP; quarterly schedule for Strategic Planning for Career Readiness) & schedule administering "The Student Experience Survey" grades 5-12; 7/14-8/14: Upgrade bandwidth & electrical capacity; 7/14-8/14: Finalize identification of staff to represent grade levels to participate in PD from BFK (including FIP & CCR); prepare schedule of PD; 8/14 - 6/15: PM coordinates grant activities; 9/14: VLT reviews PD schedules, status of computer & software purchases, Strategic Planning for Career Readiness; compile mentorships/internships for 2014-15; 10/14, 12/14, 2/15, 5/15: Career events at Salt Creek (2) & McDowell (4); 10/14, 1/15, 3/15, & 5/15: Quarterly Strategic Planning for Career Readiness sessions; develop 3-year Strategic Plan including essential communications plan by 6/15; consult Shawnee State & other IHEs about dual enrollment options for 2015; 10/14 - 3/15: Hold PD in FIP & CCR; 11/14: Administer "The Student Experience Survey" in grades 5-12; analyze Teacher Reports related to Survey results & plan next steps for classroom application; 10/14-6/15: Use technology for regular classroom learning & career exploration, online/blended courses; 11/14-5/15: Develop personal career interest lists (grades 5-8) and personal career pathways (grades 9-12); document plans in online tool (Google.Docs) that can be shared in transition from grade to grade; 4/15: Administer the 2nd "Student Experience Survey" in grades 5-12; analyze results from 2nd assessment in relation to 1st assessment; 11/14-6/15: Evaluate the project formative goals, per evaluation plan.

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

Numerous professional development opportunities and Strategic Planning sessions, along with work of the VLT, involve the same people in some instances (because of LE small staff, some staff fulfill many roles) so that honoring commitment to participate becomes challenging; because the career events/forums, surveys and use of data, and career development process are all new to the district, participants may feel overwhelmed; the group's varying skill sets will present challenges. To mitigate these potential barriers we will create specific training and event schedules that include the scope of the work and nature of one's commitment in order to avoid schedule conflicts for those with multiple responsibilities. We will use technology to the fullest extent to accomplish efficient communication and learning in consideration of participants' schedules. We will consult with BFK in order to effectively communicate and successfully move through the "knowing phase" to the "doing phase."

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

\* Date Range 5/13 - 6/20

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

5/13 - 6/20: Use external evaluation plan to evaluate formative and summative evaluation items, involving VLT members as appropriate, to make adjustments and complete oversight. 5/15 - 6/20: Establish a schedule of "checkpoints" to identify progress toward project goals and adjust project activities if progress isn't being made; establish and maintain a communication plan to inform and involve all entities and

partners about project status. 5/16 - 5/20: Transition Project Manager responsibilities to building principals, DLT, and identified classroom teachers. The summative evaluation will begin with baseline data collection that ranges from 2013 to 2015 and will then focus on outcomes for students through 2020. The evaluation will include monitoring of progress on numerous benchmarks such as test scores, graduation rate, OGT results, and student aspirations. Analysis will focus on comparison of follow-up to baseline data and the percentage of change observed. The external evaluators will work with the VALUE Leadership Team to coordinate and schedule all evaluation activities. The summative evaluation data will be collected annually and address the following questions: 1. How much improvement in state test results is seen among 5th to 8th grade students from 2015-2020? 2. How much do 10th and 11th grade OGT results improve from baseline in 2013? 3. Do 4 year and 5 year graduation rates improve? 4. How many and what percentage of students have blended learning credits, online course credits, or flex credits at graduation? 5. How much change is seen in students' aspiration ratings from 2015 to 2020?

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

We do not anticipate barriers to successful implementation of the evaluation which is more fully detailed in Section 22.

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:

Logan Elm expects specific instructional & organizational changes that will increase student engagement. 1. 5-12 teachers will complete critical PD and become proficient in formative instructional practices (i.e. setting learning targets, finding out where students are in relation to the target, assessing growth toward target, and personalizing instruction). Instructional changes will include: personalized learning, with teachers instructing in a "customized" manner to meet student need, both academic & career-wise; & development of a rigorous curriculum that aligns to New Learning Standards and prepares students for new assessments. As a result of PD, teachers will be more skilled in using assessments purposefully; they will grow from being "instructor" to "facilitator" as they learn to access real-time data about students and personalize learning, having the technology available to complete the work. They will no longer be limited in having necessary tools to transform the learning environment. 2. 5-8 teachers will use specific results from Gallup's "The Student Experience Survey" about hope, engagement, belonging, and management, & will develop an environment that is conducive to learning. Changed instructional practices will incorporate what the teachers have learned about their students' career interests. At 9-12, because of the available technology, students will complete courses to meet Ohio CORE requirements, but will also complete online/blended learning and/or credit flex options that apply to their career interests. At 10-12, students will complete mentorships, internships, and/or career forums in order to experience what postsecondary life includes. Evidence of these instructional changes in classrooms (what the result of changed instructional practice will look like) includes: students will be engaged in personalized learning; teachers will be facilitators; students will gather information related to their academic and career planning needs (via OCIS and Ohio Means Jobs K12), & they will be preparing for postsecondary life by learning to use technology in a purposeful manner, which is an expectation in career and college. We expect changes to organizational practices: LE will become a part of the networking world that provides students an array of coursework, by increasing the number of computers & bandwidth required to support the additional technology. We will have reduced costs associated with deploying & maintaining older desk-top computers and troubleshooting issues with technology because of moving toward a more easily maintained Chromebook system. We will see growth in our staff as they complete PD associated with formative instructional practices, college & career readiness, rigorous instruction aligned to Common Core, & online/blended learning course design. We will develop a commitment to following a Strategic Plan for Career Readiness so that all grade levels use student interest information & academic performance data to personalize instruction; & we will establish a career-minded culture because of the presence of & input from business partnerships. Evidence of these organizational changes (what our organization will look like) includes: PD offered on-site will be aligned to strengthening instructional practices, developing online & blended learning courses, and using student data will increase engagement & personalize learning; career development opportunities expand at grades 5-12; online and blended learning opportunities at grades 9-12, with dual enrollment options beginning 2015, allow students to earn more credits toward graduation that align to their career interests; a stronger career readiness effort is evidenced in personalized career planning and opportunities to connect with business partners; and a change in leadership behavior (district, building, and classroom) supports career development, personalized learning, use of instructional best practices, and student engagement.

#### **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.

Logan Elm's rationale for VALUE is based on the recognized need to help students develop personalized learning plans focused on their careers, provide new learning models for students, & transform our system so that students' learning potential and career readiness are maximized. That system transformation can happen by using technology tools, teacher instructional expertise, student experience data, and by implementing a concise strategic & communications plan about career readiness that includes partnerships to increase student

achievement & graduation rate. LE has studied the documented journey of the Ohio Appalachian Collaborative ("The Ohio Appalachian Collaborative: Paving a New Path for Rural Education," BFK, 2014) and the rural education research ("Making Rural Education Work for Our Children and Our Future," BFK, 2014), along with Making Hope Happen: Create the Future You Want For Yourself and Others (Lopez, 2013) because of the similarities between the research and LE's student population and needs. Logan Elm has more than 30% of its students living in Appalachia. Approximately 35% of our seniors start college upon high school graduation, with only about 25% continuing past their freshman year. Approximately 30% of our 11th & 12th graders attend the CTC to earn a program certificate that will lead to postsecondary employment, & about 80% of those students complete the program successfully. The majority of our students leave high school intending to get a job. Yet the unemployment rate in Pickaway County is 8.0% (1/14) & in Hocking County, 8.6% (1/14). According to the US Census, numerous residents live below the poverty level (Hocking County=16.7%, Pickaway County=13.5%) & the percentage of adults having a bachelor's degree or higher is lower than the state average (Hocking County=12.8%, Pickaway County=15.9%). Using research, we can reach higher academic achievement in school, increase student engagement in school so that students don't drop out, and prepare students for postsecondary career engagement. We seek to incorporate what other schools have established that have made a positive difference for students. OAC research provides information about how there are challenges associated with rural schools that those in suburban and urban areas don't face: lower college completion rates, access to rigorous curriculum (limited coursework and access to technology), career readiness (Appalachian students require more remediation in college), higher unemployment rates in the counties in which the schools are located, and a need for assistance in helping students transition more successfully into postsecondary living (more, not less, schooling is required in order for them to be successful). These same challenges apply to LE students. OAC is successful in initiatives that ensure that more students graduate from high school prepared for college and careers. Several areas of change OAC commits to are: enhancing teacher quality; engaging the community; redesigning learning opportunities; and using data to inform practice. VALUE's committed to these areas of change which will make an impact on the culture of our school and community. Using the rural education & OAC research, the comprehensive phased-in communication strategy that engages multiple stakeholders (Harvard Business School, BFK), and student hope research (Lopez), we expect the following improvements because of our commitment to PD for teachers, building/sustaining partnerships, & redesigning learning opportunities: In 5-8, the career exploration program and rigorous curriculum development will increase student access to learning and achievement. In 9-12, the personalized learning system will increase credits earned through online/blended learning, credit flexibility options, dual enrollment options after 2015, and opportunities for mentorships, internships, and/or career consultation. Students' online portfolios will evolve & guide them.

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.

Logan Elm's VALUE initiative will be done by an external evaluator. Information is shown below: Margaret Hutzel, Senior Project Manager with Ohio University's Voinovich School of Leadership and Public Affairs will serve as the external evaluator for the VALUE project. Building 19, The Ridges, Rm. 119W 1 Ohio University Athens, OH, 45701-2979 Ph. 740-597-2985 Fax. 740-593-1795 hutzel@ohio.edu. As Ohio University's primary public service entity, the Voinovich School has two main goals: -To provide research, technical assistance and training to government agencies, nonprofit organizations, businesses and communities. -To create excellent project-based learning experiences for university students that complements their academic studies. With a key focus on public, non-profit and business organizations in the 32 counties of Appalachian Ohio, the School's clients extend to Ohio state agencies and national partnerships. Clients range from a sole proprietor start-up business to a national network of child protective agencies, from a regional foundation to a multi-state organization of Local Development Districts. The School is a recognized leader in multidisciplinary research, training, and professional development programs that advance the understanding and application of leadership and organizational strategies.

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

The Voinovich School is prepared to conduct a rigorous formative and summative evaluation of the VALUE project and will track for example, percentage of teachers trained in FIP, incorporation of Student Experience Survey results, percentage of students participating in internships, mentorships or career forums, implementation and results of Student Experience Surveys, graduation rates, OGT results, and 5-8 grade tests results. The formative evaluation will address the following questions: \* How do teachers in grades 5-8 and selected grades in 9-12 use the Student Experience Survey results on hope and aspiration to change and personalize instruction and environment? \* What and how many career exploration events are created for 5-8 graders? \* How is the increased student access to technology incorporated into the curriculum? \* How is the curriculum modified to engage students and prepare them for post-secondary life? \* What percentage of high school students complete an online/blended learning or credit flex course by graduation? \* Is the project management team able to engage the necessary partners for mentorships, internships and career forums? \* How many staff participate in training in FIP, blended learning platforms, Common Core and assessment literacy and are they satisfied with the training? \* How many students in grades 10-12 participate in mentorships, internships and career forums and how do they perceive these activities? Evaluation methods would include regularly scheduled site visits, interviews with the leadership team, interviews with teachers, document review regarding blended online and flex credit courses, classroom, career day presentation, and training observations, as well as teacher surveys regarding training and implementation. Quantitative data collection will include student level data, district report cards and the student aspiration results.

\* Include the method, process and/or procedure by which the project will modify or change the project plan if measured progress is insufficient to meet project objectives.

The Voinovich School will develop instruments to assess incorporation of teacher training, teacher satisfaction with training and teacher use of Student Experience Survey results including an online teacher survey. The survey will be created as a user-friendly interface. Each respondent will receive a personalized e-mail invitation to participate in the survey including a unique URL for the survey embedded with a unique user id. The survey would be administered annually with teachers and query them on incorporation of Student Experience Survey, change in instructional practices and training received. During the first year of the evaluation, a six month preliminary evaluation report would be provided that addresses progress toward grant goals and includes recommendations. This would help to ensure sufficient progress and allow for adjustments should they be needed. Henceforth, annual evaluation reports that address progress toward goals and summative

results would be provided to project staff and administrators at Logan Elm School District and to the Ohio Department of Education Straight A Governing Board.

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

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

Please enter your response below.

The substantial value & lasting impact of VALUE addresses alarming statistics about our community that cannot be ignored: the percentage of adults having a bachelor's degree is lower than the State average of 24.7% (Hocking=12.8%, Pickaway=15.9%). The unemployment rate in our counties is higher than the State average of 7.5% (1/14: Hocking=8.6%, Pickaway=8.0%). Obvious needs are postsecondary education & career preparation. The key to the future is for students to connect to personal achievement goals while in school, to accomplish & access coursework that prepares them for postsecondary life, & to access learning tools & information that they will be expected to have upon high school graduation. Key quantifiable measures: 1. All 5-8 State required test results will increase, 2015-20 (baseline 2015 Report Card; Next Generation Assessments first administered 2015). 2. All 10th OGT results will increase 2015-20 (baseline 2013 OGT); when the new graduation assessments become operational, new growth targets will be established. 3. All 11th OGT results will increase 2015-20 (baseline 2013 OGT results); when the new graduation assessments become operational, new growth targets will be established. 4. 4-year & 5-year graduation rates will be graded "A" (baseline 2013 Report Card). 5. Partnerships will provide quarterly career exploration on-site school events (5-8); at 10-12, will provide mentorship/internship and small group career forums 2014-20 (baseline spring 2015). 6. Graduates will have completed online, blended learning, or credit flex course linked to career pathway 2015-20 (baseline spring 2015). 7. Student aspiration ratings will increase 2015-20, (baseline spring 2015). 8. Teacher completion & application of PD will increase 2015-20 (baseline spring 2015) VALUE's lasting impact & sustainability evidenced by: 1. Initial investment of funds from 7/14-6/15 would create the dynamic technology system for 5-12 students, provide PD from BFK for a representative group of 5-12 teachers, create a 3-year Strategic Plan for Career Readiness, and document student interest survey information that can be used to link hope & aspirations with instruction & environment. 2. 2015-17, the student experience survey will continue via a multi-year contract established with BFK. After 2017, LE will bear costs for survey (@ \$3200 per year) from General Fund. 3. 2015-20, new staff will complete FIP, CCR, and assessment literacy training on-site, led by our trained staff (additional support from online BFK learning modules at no cost). LE will use its established district PD fund for costs of substitute teachers for those taking PD. 4. Multi-year computer maintenance agreement is established for the new Chromebooks. Costs saved related to upkeep of older desktop computers that will be phased out will be allocated for replacement and maintenance of new computers. With Straight A grant, LE can outfit the district with essential technology & build the infrastructure capacity. Each year following the grant award, costs associated with maintaining equipment, continuing professional development, providing career exploration & mentorship/opportunities through business partnerships can continue & remain a priority as a result of: 1. Commitment & support of businesses as identified in Strategic Plan for Career Readiness; 2. Reallocation of dollars from maintaining older desktop computers and patching in a piecemeal fashion the district's infrastructure to a fund to maintain Chromebook technology which will be less expensive and still allow for the replacement of computers over time. 3. Use of already established professional development fund for continued teacher training. VALUE provides a rare opportunity for LE to transform our learning system & make a difference for all students. Students will be better prepared for career, will be more competitive in finding employment, & will realize value and relevance also.

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**

Short Term: \*Strat. Plan. Career Readiness: Convene team via BFK leadership, representation from business partners, etc.; 10/14, 1/15, 3/15, & 5/15; finish 6/15, implement 2015-18. \*PD for teachers: Emphasis on grades 5-12; PD, facilitated by BFK; 6 days on-site training 2014-15; complete BFK on-line modules; completion by 25+ teachers. PD from BFK 10/14-3/15; add. PD via "train the trainer" through 2020. \*Computer installation: Install 1000 Chromebooks at Salt Creek, McDowell, & LEHS, tech. director, support personnel, hs students; 100% installation ready 11/14. \*Infrastructure capacity: Complete upgrades Salt Creek, McDowell, & LEHS to support technology 7/14-9/14, 100% functioning 10/31/14. Long-Term: \*Grad. Rate: Baseline 2013 Report Card; raise grad.rate 1% per year (as possible) to earn & maintain "A" on both 4- & 5-year grad.rate. \*OAA, 5-8: Baseline 2015 Report Card; meet & maintain all test indicators, increase performance each year by at least 1% so that all indicators maintained solidly. \*OGT, 10-11: Baseline 2015 Report Card: meet & maintain all indicators, then increase performance each year by at least 1% so that indicators maintained solidly. \*Online, Blended, Credit Flex Courses: Baseline Spring 2015; Increase number of students who complete one online, blended, and/or credit flex course linked to career pathway by HS graduation; between 2016-20, establish benchmark of success per year by dividing difference between baseline & 100%, & establish increments of success. Goal is 100% to successfully complete online, blended, and/or credit flex course related to career pathway by 2020. \*Student Hope & Aspirations Survey (BFK): Baseline Spring 2015; Administer 2 times per year, 5-8 & at selected hs grades; Track student perspectives each year of the project to evaluate levels of student engagement. \*Business/Agency Partnerships: Baseline Spring 2015; Increase number of active business partnerships to exceed initial number (6), 1 per year (2016-20).

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

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

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

\* 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

VALUE connects vision and learning, and our commitment to this alignment developed as a result of feedback from the DLT, DCT, and educators throughout our system. During this needs assessment, the concerns that were expressed had in common 2 specific, shared themes: first, that Logan Elm students deserve the best education possible that is comparable to any other high-performing system; and second, our students begin school with vision and hope, and that they should never lose those qualities-- regardless of their circumstances-- as a result of disconnecting from school. We found supporting information about the importance of hope in Lopez's Making Hope Happen and Battelle For Kid's "The Student Experience Survey." Over time, VALUE will establish a culture that includes hopeful students who have access to technology to learn as much as possible, and who connect their learning to career and post-secondary plans. VALUE seeks to "build hope by identifying multiple pathways from Point A to Point B...., generating alternatives, facing down fears, filling resource gaps, building on strengths, and borrowing hope" (Lopez 2013). We know that other schools have successfully developed career readiness. The OAC, whose research we have studied, is transforming the culture for their students by focusing on personalized learning for career readiness. Our model for making this happen (Using ODE's Logic Model, moving from "Situation" to "Priorities" to "Inputs" to "Outputs"), is replicable. It includes: 1. Logan Elm currently lacks technology and consistent career exploration pathways to engage students and help them be hopeful about schooling and what happens when they graduate (Situation). 2. VALUE establishes a grade 5 - 12 career exploration personalized learning system for students in order to increase academic performance, graduation rate, and engagement so that students are career-ready; creates a Strategic Plan for Career Ready that will sustain and grow the partnerships with businesses and agencies (Priorities). 3. VALUE creates partnerships with several successful businesses, leaders, CTC, ESC, and respected professional development providers so that more resources can be available for students and teachers; a VALUE leadership team will perform oversight and serve as advisory for the project in order to expand the creativity of the work and sustain the momentum (Inputs). 4. VALUE establishes year-long quality PD from a respected, proven provider (BFK), personalized learning for students because of available technology, more high school credits being earned, improved environments for learning by using student experience data as feedback (Outputs). We will transform the learning system, collaborate with partners, enhance PD and grow professionally as a result. We will trust the proven successful leadership provided by Battelle For Kids and our business partners. We will grow our project by including other neighboring districts in our business partnership network and sharing the online and blended courses that are developed. By creating the personalized learning system that aligns to vision and career, we can leverage our work with the other systems in Ohio who are proceeding with increased opportunity for students to be career ready. To assist another district in replicating this project, we will identify what our schools completed in professional development and how the application of that learning to the classroom made our schools look different. This process is replicable, by first identifying need and then following similar steps identified in our implementation plan. Upon award and implementation of the project, our evaluation plan will document the details of the initiative which will be shared with ODE and other districts.

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. Tim Williams, Superintendent Logan Elm Local Schools 740-474-7501 tim.williams@loganelm.org

Sections ▶

**Consortium Contacts**

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

## Partnerships

Logan Elm Local (049080) - Pickaway County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

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## Partnerships

First Name	Last Name	Telephone Number	Email Address	Organization Name	IRN	Address	Delete Contact
Dennis	Franks	740-642-1340	dennis.franks@pickawayross.com	Pickaway-Ross County JVSD	051433	895 Crouse Chapel Rd, Chillicothe, OH, 45601-9009	
Ty	Ankrom	740-474-7529	ty.ankrom@pickawayesc.org	Pickaway County ESC	049072	2050 Stoneridge Dr, Circleville, OH, 43113-8954	
Jennifer	Murphy	740-590-8791	jenniferm@tcmhcs.org	Hopewell Health Centers Inc		541 State Route 664 Suite C, , Logan, Ohio, 43138	
Janet	Schepcoff	740-474-0220	janet.g.schepcoff-1@dupont.com	DuPont Electronic Technologies		800 DuPont Road, , Circleville, Ohio, 43113	
Jamie	Mead	866-543-7555	jmeade@battelleforkids.org	Battelle For Kids		1160 Dublin Road Suite 500, , Columbus, Ohio, 43215	
Marsha	Lewis	740-593-1435	lewism5@ohio.edu	Ohio University Voinovich School of Leadership & Public Affairs		Ohio University, , Athens, Ohio, 45701	
Amy	Elsa	740-474-4923	aelsea@pickaway.com	Pickaway County Chamber of Commerce		325 W Main Street, , Circleville, Ohio, 43113	
Carly	Neff	740-474-2028	neffcj@yahoo.com	Rhoads Market		1051 State Route 56 E, , Circleville, Ohio, 43113	
Michael	Linton	740-775-5005	mlinton4him@gmail.com	Accurate Heating		3001 River Road, , Chillicothe, Ohio, 45601	
Tim	Colburn	740-474-2126	tim.colburn@bergerhealth.com	Berger Health System		600 North Pickaway Street, , Circleville, Ohio, 43113	

Implementation Team

Logan Elm Local (049080) - Pickaway County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

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Implementation Team						
First Name	Last Name	Title	Responsibilities	Qualifications	Prior Relevant Experience	Delete Contact
Jill	Riddle	Curriculum Director, Logan Elm Local Schools	Member of VLT; will assist in identifying and assisting the Project Manager; will coordinate the work of the Career Ready Strategic Planning Team and BFK; will complete other grant activities as assigned by Superintendent.	Leads School Improvement Team and District Curriculum Team; facilitates professional development and other district grant processes; coordinates District CIP.	Has monitored District CIP, accountability documents, professional development; has facilitated various Ashland workshops for district related to school improvement, curriculum development, teaching & learning.	
John	Rundag	Technology Director	Facilitator of technology grant activities; works with supplier of computers; oversees set-up of computer systems, oversees maintenance of computers; member of VLT and Strategic Planning for Career Readiness.	Oversees all district technology systems.	Has served as technology director for 10+ years; directs building technology representatives; provides professional development related to technology for staff.	
Tim	Williams	Superintendent, Logan Elm Local Schools	Serves as liaison between district and partners; VLT leader; responsible for overseeing project implementation and strategic planning for career readiness oversight via Project Manager, Curriculum Director, and PD providers; will identify Project Manager.	Currently participates in State superintendents' cohort that addresses innovative learning; facilitates District Leadership Team	Experience as superintendent and building principal in school improvement initiatives.	
Nick	Roberts	Treasurer, Logan Elm Local Schools	Fiscal agent responsible for grant expenditures; oversees sustainability of grant through 2020; member of VLT.	Serves as district treasurer and oversees all fiscal activities.	In addition to serving as district treasurer, has served as auditor.	
Jamie	Meade	Managing Director Strategic Measures Battelle For Kids	Liaison between district and BFK; coordinator of PD for teachers in FIP, Strategic Planning for Career Readiness that includes a comprehensive, phased-in communication strategy that engages multiple stakeholders throughout the initiative, and rigorous curriculum development.	Battelle For Kids has proven success with multiple districts in the State for school improvement and innovation.	Along with being a leader at Battelle For Kids, years of experience with school districts in area of teaching and learning, analyzing and using data for student growth; previous professional development with Logan Elm administrators in leadership skills.	
Dennis	Franks	Superintendent, Pickaway Ross Career Technical Center	Provider of career development information; coordinator of presenters from PRCTC at Logan Elm's career events; member of VLT.	Member of Governor Kasich's Executive Work Force Board; administrative responsibilities associated with career programs, projects, and outreach at PRCTC, including grant activities.	Collaboration with 11 school districts in Pickaway and Ross Counties to provide the most appropriate career pathways for high school students and other satellite programs housed in local schools; has created a new class at Logan Elm's middle school for 2014-15 in pre-engineering.	
Ty	Ankrom	Superintendent, Pickaway County	Provider of professional development support and site	Superintendent experience at the ESC,	Participation in various grant activities at the ESC level,	

		ESC	for training purposes; member of VLT.	and city school district.	including Alternative Grants and 3rd Grade Guarantee Grant.	
Marsha	Lewis	Assistant Professor, Ohio University Voinovich School of Leadership & Public Affairs	Coordinator for External Evaluation associated with the grant.	Assistant Professor in OU's School of Leadership.	Associated with various project evaluations, including 2 projects funded in Round 1 of Straight A.	
Amy	Elsa	President, Pickaway County Chamber of Commerce	Provider of career development information and presenter at career events; member of VLT.	Leads local Chamber of Commerce with direct contact with local business.	Experience with county initiatives to create and sustain local businesses.	
Tim	Colburn	President & CEO, Berger Health System	Provider of internship and mentorship opportunities; provider of career development information and coordinator of presenters from Berger Health Systems at career events; member of VLT.	Leadership position at Berger Health Systems; human resources experience.	Partnership already established at Berger Health System for Medical Tech Program for Logan Elm juniors & seniors.	
Jennifer	Murphy	School-based Social Worker, Hopewell Health Centers	Liaison and contact for mental health and social services via 3 on-site social workers; member of VLT; consult related to student interests and career goals.	Licensed social worker; knowledgeable about district's needs associated with student engagement.	Established presence in our schools as a provider of necessary supports for students and families.	
Carly	Neff	Owner, General Manager Rhoads Market	Provider of internship and mentorship opportunities; provider of career development information and coordinator of presenters at career events; member of VLT.	Local business owner and manager.	Experience with family owned business and marketing strategies; experience with hands-on learning activities.	
Janet	Schepcoff	Plant Manager, DuPont Electronic Technologies	Provider of internship and mentorship opportunities; provider of career development information and coordinator of presenters from DuPont at career events; member of VLT.	Offers insight about industry needs and employer needs related to student skill sets, aptitude, and employability.	Experience with human resources and employee recruitment, professional learning and development.	