### Budget

**Lordstown Local (050203) - Trumbull County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (233)**

**U.S.A.S. Fund #:**
Plus/Minus Sheet (opens new window)

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**Adjusted Allocation**: 0.00

**Remaining**: -110,463.22
A) APPLICANT INFORMATION - General Information

1. Project Title:
Preparing Analyzing and Reinvigorating Students for Economics (PARSE)

2. Executive summary: Please limit your responses to no more than three sentences.
Considering the need for financial literacy is an essential life skill, our program of business simulations with iPad technology gives students the necessary tools to grasp key business and economics concepts. The use of simulations empowers the students by putting them in control of key concepts, principles, and ideas relative to financial literacy, business, and economic development. This in turn facilitates the students to be college, career, and life ready.

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.

2603. Total Students Impacted:
This is the number of students that will be directly impacted by implementation of the project. This does not include students that may be impacted if the project is replicated or scaled up in the future.

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

- Pre-K Special Education
- Kindergarten
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12

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

First Name, last Name of contact for lead applicant
Samantha Kelecava

Organizational name of lead applicant
Math and Language Arts Instructor

Address of lead applicant
1824 Salt Springs Rd / Warren, Ohio 44481

Phone Number of lead applicant
330-824-2581

Email Address of lead applicant
samantha.kelecava@neomin.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
**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 |
| With consumer debt ranging in the billions, the Ohio Department of Education decided to make Financial Literacy a compulsory component for graduation. While this is no doubt a necessity (especially based on the previous statement), the instruction of most economics and business concepts can become banal. Coupled with the traditional method of instruction, these two factors make the implementation of Financial Literacy something that students learn to pass a test and then lose through a lack of connection to real-world applications. |

| The proposed innovation and how it relates to solving the problem or improving on the current state. |
| The innovative nature of the program we plan to implement is two-fold. First, adding a simulative element to the instruction allows the students to focus directly on applying the concepts, principles, and ideas of economics and business to the simulation. Whether a student succeeds or fails is narrowly-tailored to their use of the key concepts, principles, and ideas taught in the classes. Secondly, the technological element of the program gives the student and faculty participants a fresh approach to financial literacy just by introducing technology. It goes without saying that giving a student technology doesn't automatically make them better learners. In contrast, having the technology does make the excited to learn the material. In this realm, having innovative technology introduces them to the simulation. By doing so, the students have a felt need to get more involved with performing the activity. |

### 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 implementation of 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 specific changes in student achievement we anticipate include a greater focus of real-world application in mathematics, social studies, and financial literacy for students in grades 7 to 12. We anticipate the students will gain a deeper understanding of the importance of financial literacy as a preparatory requirement for future application in the real world. The specific changes we anticipate include the easier implementation of scenario-based learning in the classroom. We anticipate teachers will not have to spend as much time creating their own lessons and resources, enabling teachers to focus more time on creating scenarios that are narrowly tailored to each individual class.

- 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
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.

110,463.22 State the total project cost.

* Provide a brief narrative explanation of the overall budget.

The total cost of the budget includes all technology products, simulation accounts and teacher tools necessary to sustain the project for 3 to 5 years. The technology products included in the budget are iPads stored in 5 Bretford carts. Each Bretford cart holds 30 iPads and requires a MacBook Pro to manage the cart and iPads contained within the cart. The 5 MacBook Pro laptops includes AppleCare for technical support and hardware coverage for 3 years. The budget also includes 150 polyurethane covers to serve as protection for each iPad and 150 AppleCare+ plans to provide technical support and hardware coverage for each iPad, also for 3 years. Students will utilize these Wi-Fi enabled iPads to access, using the Puffin browser, the LavaMind simulations. For wireless Internet to reach the students utilizing the LavaMind simulations at varying locations in the school building, 3 wireless routers are necessary to transmit the Internet. The LavaMind simulation cost includes a total of 5 years at a discounted rate. The original cost of each student user account is $14.99. LavaMind offers 50% off each student user account when purchasing the simulations for 5 consecutive years. LavaMind also offers tools to assist teachers in planning and implementing the simulations in the classroom, such as the Consulting Services and Special Setup. We have included these costs in the budget, as well as a $1,500 stipend for the 2 instructors in charge of overseeing the implementation of the project, and setting up and maintaining the technology devices.

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.

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

Because we have opted to purchase the LavaMind program in a 5-year subscription, sustainability costs are not applicable for the program. We have also decided to purchase Apple Care+ on all Apple products, so we have a warranty to cover any mechanical problems associated...
with the Apple products. Once the Puffin Browser has been purchased and downloaded to the iPads, we have unlimited use of the browser in the future. The teacher stipend is for the initial year of implementing the program only, so there are no sustainability costs associated with that stipend. Last, the routers typically last beyond 5 years, so we do not anticipate having to replace or sustain the cost of the routers in the next 5 years.

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

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<th>Yes</th>
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**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.

0.00 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

| There are no expected savings as the district has not set money aside to purchase the technology or program included in this project. |

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 project is self-sustaining because once the iPads are purchased, they will be available for use into the future. On site, we have technology personnel available to troubleshoot any issues that may arise with the products. Apple Care is being purchased along with the iPads and MacBook Pros as a warranty to fix any mechanical problems and damage for up to 3 years. Once the teachers are trained and become familiar with the program, the knowledge becomes invaluable. Teachers will not have to be re-trained as they already know how to utilize the program. The LavaMind program itself is self-sustaining because we have opted to purchase, with current grant funding, a 5-year subscription to the licenses.

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: July 18, 2014 to August 14, 2014

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

Project: Submit orders for products Receive orders of products Set up products Institution/Organization: Notify teachers of reception of award
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 is solved.

18. Implementation - Process to achieve project goals

* Date Range: August 15, 2014 to May 31, 2015

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

Project: Implement in the classroom

Institution/Organization: Maintain devices

Constant teacher training and feedback/collaboration at monthly staff/department meetings

Community: Bring parents in for a session on how to use

* Anticipated barriers to successful completion of the implementation phase.

Technology issues

Time management

Transitioning into use of iPads as well as current content

Student buy-in (taking it seriously)

Teacher not understanding use of program/implementation of program

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

* Date Range: June 1, 2015 to June 30, 2015

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

Project: Student evaluation companies being successful and profiting

Students being able to utilize the program and maintain their business

through losses and gains (staying afloat)

Institution/Organization: Teacher-led evaluation of program via student successes and challenges

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

Lack of student realistic use of program

Student lack of applying mathematics concepts to running the business

Teacher use and accommodating the need to utilize in the classroom

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:

Change occurs through the simulation. Because students are involved in the process of simulating the business, the students learn the basics involved with creating a business. This increases their economic knowledge by using the concepts, principles, and ideas in business theory related to Economics. The teachers are also benefited because they have to think about the concepts they have learned and apply them in context. This also allows them to introduce further economic concepts that are not necessarily in the text (An example here is using higher level micro and macroeconomic concepts which would be far more advanced than those that would be learned by the students).

Teaching is moving more toward technological advances. Also, the iPad is easy to use because there is no protocol or prerequisite tech knowledge to run the device. The teachers will embrace the technology because they now have access to a simulation that directly connects their teaching to demonstrable learning achievement of their students. The teachers will see the results and welcome them. Because students use the concepts, principles, and ideas in the simulation, they are in charge of their learning. The students get involved with the process, so they have a felt need to learn the material and to do well in the simulation. For both teachers who will be in charge of administering the program, we will attain a new position of responsibility. This will allow us to get hands on knowledge of the game. Also, with our training on the devices, we will be able to troubleshoot the problems other teachers have. We will also be able to train the other teachers who administer the programs as well. Considering that we are all familiar with the faculty, training should be smooth. We will be leaders of the teachers who will. Realizing that not every student will receive an iPad, teachers will have to work together to schedule when iPads will be shared. Collaborative efforts will also be demonstrated in combining lessons with cooperating teachers to achieve instructional objectives. It's clear that subject material is best learned when not in a vacuum. By combining aspects of Social Studies instruction (Economics) with Mathematics and Business instruction, students receive whole content learning that encompasses multiple subject areas.

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.
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.

An internal evaluation will be completed. The evaluation will be completed by the administration of the Lordstown Local Schools including the Superintendent, Mr. Terry Armstrong, and the Principal, unknown at this point in time. Also included in the final evaluation will be the teacher utilizing the program. Currently, Miss Samantha Keleca and Mr. Sean Sich will be part of this internal evaluation. The other teachers involved in this project are unknown at this time, but can include any of the following current staff members of Lordstown Jr./Sr. High School: Mr. Randy Fee, Mr. Frank Blasco, Mr. Michael Witt, Mrs. Sherry Steiner, and Ms. Liz Senne. All members of the internal evaluation can be reached at 330-824-2581.

* 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 teachers implementing the program in the classroom will meet once per month to discuss any issues they might be having while using the program in the classroom. We will also discuss the student successes with the program to assist each other and to aid implementation in the second round of the simulation. Teachers will compile data in a data binder tracking student use of the simulation and company growth for each student over the span of each simulation. This data will be shared at monthly meetings as well as the final meeting. Upon completion of the first year of implementing the project, an internal evaluation will be conducted. During the school year, teachers will gather data from students about student successes and challenges while creating and maintaining their companies. Each student will complete the simulation twice: once during the first semester and once during the second semester. Teachers will have access to the student's profits, trades and other interactions within the program. Students will also track their successes and challenges within the program to make changes to their strategies for the second round of the simulation. The teachers implementing the program will gather at the final teacher day along with administration. Each teacher will discuss his/her successes and challenges with the project, as well as the student challenges and successes with the project. When viewing the student results, we will be looking for improvement and/or within the simulation. The evaluation of the project will be in determining if each student is able to make a successful company in at least one of the two simulations. There are multiple scenarios that we will consider. First, if a student's business failed the first semester, the student is expected to make modifications and create a new business. The goal is that if a student failed the first time around, he/she will do better the second time, learning from the financial decisions made.

* 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.

At the monthly meetings, if a teacher is experiencing problems with implementing the project, Mr. Sich or Miss Keleca will assist those teachers in the classroom to make the program more easily accessible and useable for the teacher. If the teacher is struggling to find time to implement the program, we will ease them into using the simulation once per week to begin, and then assist them into using the program more frequently, until he/she is able to have the students track their simulation on a daily basis.

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.

Because this game is related to how businesses are run, students take with them that the decisions they make have real and noticeable consequences. In doing this, they see that there is a cause and effect system which causes students to learn more. Students also become college and career ready, not just for those students who go into business. Students realize that budgeting has consequences. The success and failure of the business is based upon their choices in money management, supply and demand, and stock market knowledge. The students will complete the simulation twice to show the business does better. Students will complete this simulation for years to come, beginning in 7th grade up through 12th grade. The simulation has various levels which will enable the students to move up in levels as they progress through their high school careers.

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

Students will access their simulations on a daily basis. Over the term of using the simulations, students will gain a better understanding of economics and the stock market, business, and mathematics. In doing so, they will realize the real-world application of mathematics, economics and business that can be learned in school. Specifically, there should be a positive correlation between success and application of the simulation (over time) and mathematics assessment scores (PARCC, OGT, EOC, ACT, etc.) as well as Economics assessment scores (EOC, ACT, OGT, etc.). In addition, as the students use the simulation year after year and move up in the program, they should be able to create and modify their business to make more profit. Teachers will meet monthly to discuss the data binders of student achievements in the program.

* 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

This project can easily be replicated in other districts in Ohio. Schools simply need to contact LavaMind to obtain student accounts and they can utilize laptops, desktops, iPads or other devices to access the simulations provided they already have the necessary devices. Timewise, purchasing the programs is quick; setting up and maintaining new devices may be time consuming. Also, it will take time to train teachers on the program and begin to implement in the classroom. Once up and running, however, the simulation itself is easy to administer and complete.

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).

Samantha J. Kelecava
<table>
<thead>
<tr>
<th>Consortium Contacts</th>
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No consortium contacts added yet. Please add a new consortium contact using the form below.
No partners added yet. Please add a new partner by using the form below.
### Implementation Team

**Lordstown Local (050203) - Trumbull County - 2015 - Straight A Fund - Rev 0 - Straight A Fund**

<table>
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<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Responsibilities</th>
<th>Qualifications</th>
<th>Prior Relevant Experience</th>
<th>Delete Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Samantha</td>
<td>Kelecava</td>
<td>Mathematics and Language Arts Instructor</td>
<td>Miss Kelecava is responsible for setting up and maintaining the devices. She will also be responsible for overseeing the teacher implementation of the project as well as implementing the program in her own classroom.</td>
<td>Miss Kelecava is qualified for setting up and maintaining the devices as she has experience with teaching technology courses and utilizing technology in her classroom. She is qualified for overseeing the implementation of the project and implementing the project in her classroom because she has a Bachelors degree in Mathematics education and is working toward a Masters degree in Curriculum and Instruction.</td>
<td>Miss Kelecava is qualified for setting up and maintaining the devices as she has experience with teaching technology courses and utilizing technology in her classroom. She is qualified for overseeing the implementation of the project and implementing the project in her classroom because she has a Bachelors degree in Mathematics education and is working toward a Masters degree in Curriculum and Instruction.</td>
<td></td>
</tr>
<tr>
<td>Sean</td>
<td>Sich</td>
<td>Co-Chair of Social Studies Department and Social Studies Instructor</td>
<td>Mr. Sich is responsible for setting up and maintaining the devices as well as the network. He will also be responsible for implementing the project in all Economics classes.</td>
<td>Mr. Sich is qualified for setting up and maintaining the devices and network as he has a technical background as a System Test Engineer as previously employed. He is qualified for implementing the project in the Economics classes because he has a Bachelors degree in Integrated Social Studies. He also possesses his Masters degree in Curriculum and Instruction.</td>
<td>Mr. Sich is qualified for setting up and maintaining the devices and network as he has a technical background as a System Test Engineer as previously employed. He is qualified for implementing the project in the Economics classes because he has a Bachelors degree in Integrated Social Studies. He also possesses his Masters degree in Curriculum and Instruction.</td>
<td></td>
</tr>
</tbody>
</table>