

Budget

Mechanicsburg Exempted Village (045484) - Champaign County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (115)

U.S.A.S. Fund #:

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

Purpose Code	Object Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction		0.00	0.00	0.00	246,850.00	131,086.00	0.00	377,936.00
Support Services		0.00	0.00	40,950.00	0.00	5,800.00	0.00	46,750.00
Governance/Admin		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development		7,875.00	1,260.00	76,400.00	7,500.00	0.00	0.00	93,035.00
Family/Community		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Safety		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities		0.00	0.00	53,600.00	0.00	262,500.00	0.00	316,100.00
Transportation		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total		7,875.00	1,260.00	170,950.00	254,350.00	399,386.00	0.00	833,821.00
Adjusted Allocation								0.00
Remaining								-833,821.00

Application

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

A) APPLICANT INFORMATION - General Information

1. Project Title:

Implementing a STEAM Entertainment Technology Academy in Mechanicsburg Exempted Village School District: 21st Century Curriculum for 21st Ce

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

To engage our students and increase academic achievement, Mechanicsburg Exempted Village School District desires to build a curriculum that is relevant to today's and tomorrow's job market. We intend to implement Zulama's project-based program that was developed with faculty at Carnegie Mellon University's Entertainment Technology Center to teach critical programming, art, and design skills. Our students will learn Collaboration, Adaptability, Initiative, Media Literacy, and Leadership so they are prepared to thrive in the new global digital workplace. The project expands upon STEM concepts to include Art in the STEAM academy for learning.

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.

120 3. Total Students Impacted:

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

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

- | | |
|--|--|
| <input type="checkbox"/> Pre-K Special Education | <input type="checkbox"/> Kindergarten |
| <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| <input type="checkbox"/> 5 | <input type="checkbox"/> 6 |
| <input 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
Danielle Prohaska

Organizational name of lead applicant
Mechanicsburg Exempted Village

Address of lead applicant
60 High Street

Phone Number of lead applicant
9378342453 x1402

Email Address of lead applicant
prohaskad@mcburg.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

Mechanicsburg struggles with: -Too many disengaged students: only 4% of students access Career Tech course through our local Joint Vocational Schools. -Competition from cyber, charter or other non public entities: 7% of the high school population is lost to cyber and charter schools -Limited sources of curriculum for leading-edge topics. Our district reduced four elective areas in the last two years and has not implemented new electives since 2007. Students are not accessing local Joint Vocational Schools curriculum at high levels.

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

Our goals are to: -Re-engage our students as critical thinkers through a 3 track career tech elective course series in programming, design, and story development. -Reduce ongoing costs to the district through a lifetime software subscription and initial 5 year investment in technology -Increase student achievement through a curriculum designed and implemented with relevance to today and tomorrow's job market The most sought after jobs these days aren't only doctors and lawyers. Today's students are interested in tech-savvy and creative fields such as game designers and software developers. We need to prepare students for careers that we cannot yet imagine. We need to break the mold of what "we have always taught" and offer choices that are aligned with the job opportunities waiting for students when they graduate. Implementing an Entertainment Technology Academy will help achieve our district's #1 goal-prioritizing student learning and achievement for all students. The education technology company Zulama and faculty at Carnegie Mellon University worked together to develop a blended learning program that has been implemented with great success in approx 30 schools in Western PA. The skills students learn through their Zulama coursework are valued by companies like Microsoft, Google, and Pixar. It's the perfect blend of technology and creativity, and it's what employers are looking for. USA Today listed fastest growing jobs as Market Research Analysts and Market Specialists, Software Developers for systems and Software Developers for applications. These are all jobs that are aligned to the Zulama learning targets. In the Foundations and Skills courses, students develop programming, art, and design competencies. In their Studio courses, students work on real" projects for community businesses, nonprofits, and other organizations. For example, students in one district in Western PA are working with the Andy Warhol museum to develop an app to improve the museum-going experience for teenage patrons. By working on projects together, they develop "soft skills" such as collaboration and teamwork. This program will help elevate the district's reputation in our community, providing relevant and engaging courses that have a direct impact on college and career opportunities. Repurposing an industrial technology workshop and two classrooms, the Zulama project will embrace a innovative learning center atmosphere. How can students think outside of the box when they are stuck inside one? A traditional classroom can be too restrictive for students to fully experience the benefits of project-based learning. Traditional classrooms are classrooms of the past and we must redefine education for the students of today and tomorrow. Our learning space, VAPER - VISUAL AUDITORY PRINTING EDUCATIONAL RESOURCE - LAB engages students not only in relevant life learning but in environmental settings that are conducive to collaborative and interactive learning. The lab will be composed of group work stations (think tanks) for 5-8 students promoting discussion, problem solving, collaboration and project based learning. Table space will allow students to design and build projects, often designing directly on the IDEA coated table tops. Technology, furniture and organization systems will support brainstorming, discussion, mobility, flexibility, iteration and refinement of ideas.

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.)

Goal 1 Student achievement: Zulama's Entertainment Technology Academy was created by educators at Carnegie Mellon University's Entertainment Technology Center. It gives high schoolers experience with problem solving and thinking creatively-skills they need to earn jobs in a digital world. The program consists of eleven semester-long courses that each contain between 70 and 80 lessons and activities, which is equal to half a Carnegie Unit. The content is delivered through an online platform into classrooms, but students participate in hands-on, project-based activities and assignments. This blended learning approach combines the best of both online and real-world learning. The Foundations course is titled Evolution of Games. Once completed, students self-select into one or more Skills courses, such as Games Programming, Screenwriting, Game Design, 3D Modeling, and Mobile Game Design. In the two Studio courses, Game Production and Marketing and Real-World Projects, students work together on multidisciplinary teams to create original games. Each course contains: - Interactive class discussions -Online and offline activities -Hands-on, project-based learning -Online research projects such as WebQuests -Formative and authentic assessments -correlation to Common Core and 21st Century Skills standards -photos, video, audio, animations, and web links for a rich multimedia experience Learning Outcomes: -Skills defined in the Common Core State Standards -High level critical thinking skills as defined by Bloom's Taxonomy and Depth of Knowledge Levels -21st Century Skills such as: -Creativity and Innovation -Media Literacy and Technology -Flexibility and Adaptability -Initiative and Self-Direction -Productivity and Accountability -Leadership and Responsibility -Collaboration and Communication Zulama is aligned with the Depth of Knowledge Framework challenging students to move

beyond recall to strategic and extending thinking. Project Outcomes for Goal 1: -Increase in College Admission Test Participation by 5% every year for the next 5 years. -Increase in number of students earning credits in STEAM courses by 10% each year after the baseline year. - Increase in number of students earning industry credentials associated with STEAM coursework by 5% each year for the next 5 years.

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.)

Reductions in Spending for Goal 2: Reduction in spending will result from the elimination of the industrial technology teaching position as well as retirements that will not be filled or filled to a lesser degree than current staffing costs. The reduced position/retirements will save the district \$39,574.00 in FY 15. Subsequent retirements and replacements show a net savings of \$158,161 by FY 17. The grant will purchase technology in a bulk 5 year plan along with software and professional development services, reducing spending from the general fund after the grant expires. Additional teaching staff will be trained using the train-the-trainer model to take on additional STEAM courses without adding personnel. Staff from media literacy, math, and art will receive training during the project timeline. The Impact Table uses the Five year forecast information from October of 2013. The district has made significant reductions in spending as a result of health insurance changes in August of this year. The October Five year forecast submission does not fully reflect the improved position of the district that will be reflected in May 2014 forecast. Project Outcomes for Goal 2: Reduction is spending by 3.75% as a result of repurposing and eliminating positions upon retirement or resignation, purchasing lifetime subscriptions, and utilizing 5 year bulk purchase contracts.

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.)

Shared Services for Goal 3: We will establish a scalable model in which our district will offer additional learning opportunities to area districts, community members, and summer programs while decreasing operational costs. Following year one of implementation, the district will use a train-the-trainer model to support the program in other districts and expand the training within the district. The district will offer adult education courses and summer camps using the STEAM academy coursework. Project Outcomes for Goal 3: -Use the train the trainer model to offer PD to district and area educators adding 3 trained teachers each year for 5 years. -Implement 3 adult education courses or summer camps by summer of 2016.

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.

833,821.00 State the total project cost.

* Provide a brief narrative explanation of the overall budget.

SALARIES: (\$7,875) PD vouchers and salaries for staff and administrators for attending professional development BENEFITS: (\$1,260) Benefits for staff and administrators. Standard rate for two teacher in-service days and training for two administrators. PURCHASED SERVICES (\$170,950) The Madison County Educational Services Center will house the funds to reimburse the district for professional development opportunities outside of the scope of the grants fund encumbrance schedule. These funds will be used towards conference registration, travel, hotel reservations. In addition to support the start of the program a tech support person will be onsite to support the absence of the Director of Information Technology to provide general support. These funds will also be used to replicate and raise awareness for the program ~ \$60,000: Administrators (2)/teachers (2) from the district attend and present at the OESCA fall and spring conferences. Costs covered include registration fees, presentation materials/handouts, travel, hotel, meal reimbursements. estimate of \$5,000 per conference Ohio State Researchers Aubrecht and Ballengee-Morris's time will be allocated as follows: Total: \$35,250 -Work related to data and analysis - 14 days -Interviews, data gathering - 9 days -Planning - 10 days Research line items -33 days of Aubrecht/Ballengee-Morris time @ \$750/day = \$24,750 -data analysis (Esswein) = \$7,000 -transcription = \$3,500 Lastly an Architect Fees for Renovations will be included in this category totaling in \$50,000. SUPPLIES (\$285,350) Zulama's standard pricing for a district the size of MEVSD is \$5,000 for an unlimited site license for the introductory period, and \$25,000 for an unlimited site license per year. To recognize the one-time opportunity to help establish Zulama's Entertainment Technology Academy program in Ohio as part of a Straight A Fund grant, Zulama offers a special pricing structure. We will grant a permanent unlimited site license for a set fee of \$150,000, with no recurring costs or maintenance fees. This pricing arrangement meets the grant's goal spending reductions and sustainability after the life of the grant has expired. An addition to Zulama will include an entrepreneur class introducing students to entrepreneurship skills regional economic growth and development created by Venture Highway. This will help students build resiliency and critical thinking skills that are imperative to virtually any career a student could pursue. Venture Highway has an existing curriculum specifically geared toward high school students to provide this introduction; curriculum that was developed by entrepreneurs and academics that facilitates interaction with experienced entrepreneurs and mentors. Venture Highway is a company born and grown in Ohio and our online Introductions to Entrepreneurship course includes all curriculum, business planning and class management tools. Onsite training for professional development for up to 5 teachers and two annual visits will also be provided during this 5 year term. The total cost of this sample five year term per high school is \$25,000.00. Other items in this list include costs for a five year subscription to a learning management system, software licenses, and basic supplies for the program including art supplies and board games. EQUIPMENT (368,386) The retrofitting three lab at will cost \$87,500 per classroom will include think tank learning pods, 28 individual learning stations, furniture, seating and upgraded technology for project based learning. The technology :HD TVs and projectors for the purpose of displaying information and student generated projects, updated network switches and wireless access points, and a WMWare Server to house the graphic design and video editing student projects.

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.

By granting a one-time permanent license, Zulama waives subsequent licensing or maintenance fees that are associated with our standard pricing (regularly \$25,000 per year). Many items included in the grant will have no additional costs to the district. This is due to the pre-purchasing of materials, curriculum supports, maintenance contracts and software licenses for a 5 year period of time. Sustainable annual costs of the project beyond the initial year (\$76,254) includes the salary and fringe benefits of one staff member that will be covered with general funds. This cost will be offset by the reductions and retirements throughout the district up through FY 17. The district's 5 year technology plan already includes funds for upgrades to technology hardware and infrastructure. Those planned allocations will not be an increase in spending for the district to continue to support STEAM programming. The train-the-trainer model, will result in no recurring costs for new teacher training and continued professional development. The district allocates at least 5 full day professional development days in the school calendar. Those days will be used to provide updates and additional training without the need for teacher stipends. Blended and online learning courses will be provided by Zulama to support teacher refinement and growth. Community sessions and promotion activities will be paired with other district events such as curriculum night, student orientation, PSEO meetings, and parent teacher conferences to reduce the need for extend time pay.

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.

223,663.00 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 anticipates a minimum of 7 retirements through FY 17. All positions that will be replaced have been calculated at BA=150 step 5 with benefits. The district has also accounted for 3 staffing adjustments including a building principal, superintendent, and curriculum director. Though these positions are not directly related to the project, they allow the district to lower the overall cost of operations. In addition, the grant will be providing some items that the district had planned to purchase including network upgrades, additional ThinClient device purchases, audio upgrades, projector replacement, and an additional server. These will lower ongoing costs since they will be paid in advance for five years. The Impact Table uses the Five year forecast information from October of 2013. The district has made significant reductions in spending as a result of health insurance changes in August of this year. The October Five year forecast submission does not fully reflect the improved position of the district that will ultimately be reflected in May 2014 forecast. However, total expenditures on the impact table show a reduction in expenditures in all years FY16-FY20

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.

Mechanicsburg will be reducing a long standing but outdated program (Industrial Technology) in order to offer Zulama to students. The district is committing IT and teaching support from current staff to this project. Though a teacher will be assigned to the program, cost savings will result from two retirements in FY14, a resignation and staffing changes in administration in year one of the grant and then continue in subsequent years. Mechanicsburg will partner with Zulama to conduct teacher training for new Zulama customers-a service that Zulama will contract and pay for, providing additional funds for sustaining the project long term. Zulama training is a perfect compliment to the district's vision for sharing services and sustaining programs through cost saving services to other districts or community entities. The district currently shares a treasurer and superintendent, as well as a shared health insurance option for the public library. The lifetime license provided as a main component of the grant allows the district to increase enrollment, train teachers through the train the trainer model, and continue the use of the software without maintenance fees. Student course fees will offset additional program material costs that may occur in subsequent years. This project will be self-sustaining through a variety of factors - 1. The main expenses associated with the project will involve the reconfiguration of existing spaces and hardware/software upgrades during the initial grant term. 2. Some items that would have been purchased as part of the ongoing district budgets will be prepaid through the grant. This will reduce overall all expenses to the general fund for the next five years. 3. Ongoing costs associated with the reconfigured learning spaces will be offset by staff retirements, the lower costs associated with replacement staff or leaving vacated positions unfilled (which is a management right in the district).

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 7/01/2014 - 8/30/2014

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

July: Work with stakeholders and media (including third party contractors), review and revise budget and scope of work as necessary based on grant award stipulations. Meet with partners. August: Work with Board of Education to obtain approval of grant and all necessary contracts; finalize timeline/scope of work; schedule professional development, site visits and observations, and planning sessions; finalize implementation plans and staffing; edit and revise purchase plans including technology hardware and software; initiate contract and approvals for furniture enhancements and building reconfiguration; create & communicate planning & implementation schedule with principals/teachers, Board of education, partners; finalize project evaluation processes including development of surveys, rubrics, digital timelines, monitoring charts and electronic databases.

* Anticipated barriers to successful completion of the planning phase

Barrier: Timeline and bid process for facility upgrades and purchases of equipment and furniture may take longer than anticipated. Solution: District liaisons will work with contractor to identify ways to minimize lag time from purchase to installation. Initial contact with contractors has been made and meetings are currently underway. Building operations will assist the project manager in making contact and finalizing items. Barrier: Staff capacity to effectively utilize new technology and flexible learning environments. Solution: Zulama offers structured professional development in a variety of formats including small group instruction, blended learning, onsite visits and coaching centered on STEAM curriculum and blended instructional strategies. Staff will receive Continuing Education Units and stipends for implementing this new work. Barrier: State legislative change (HB 342) altered award notification timeline which moves final notification into late July minimizing time available for summer 2014 training. Solution: District leaders/principals are creating a summer PD schedule this spring to give all staff the opportunity to schedule their availability so they may attend summer PD. Initial training directly aligns with district needs and vision and will occur on small scale regardless of award. The district is openly discussing the program, course offerings, and content connections with staff, students, parents and the community to generate interest in the course when scheduling arises. Barrier: The program may experience low enrollments if students and parents do not realize the benefits. Solution: Zulama provides awareness-building materials; mapping information, letters for parents, videos showing current students talking about their experience in the program, and testimonials and examples from local businesses who are looking to employ students with the skills they develop in Zulama's program.

18. Implementation - Process to achieve project goals

* Date Range 09/2014 - 09/2016

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

Awareness & Planning: Fall 2014 Raising awareness among students, teachers, parents, school administration, and board members: Placing Zulama in the school's course catalog, newsletter, and website; Displaying posters/brochures; Presenting at eTech. Monthly/bi-monthly team meetings. Final approval for building specifications, installations and equipment. Baseline Data & Teacher Training: 11/14-06/15 teachers will attend a one-day, in-person training at our school. Teachers will attend an observation of the program in another district as well as monthly PD during the year of planning. Teachers will be trained in: Blended learning; Common Core & 21st Century standards; Project-based learning and game-based learning; Zulama's online system; The Evolution of Games course content. Questionnaires, surveys, interviews, and observations will be utilized to gather baseline data regarding the project goals. Establish quarterly meetings with Treasurer and implementation team. Build progress monitoring tool to track student achievement data. Installation and Reconfiguration 01/15-05/15 Contracts with vendors approved. Facility reconfiguration completed; staff and students introduction to new spaces; technology installations/training complete; staff utilizing new tools to blend/ personalize PD. Showcase learning spaces for BOE and community. Introductory Implementation period: 8/15 - 6/16 Evolution of Games, 30 students per class in 4 blocks; blended learning environment, content accessed online while students and teachers are face-to-face. Students then self-select in one or more Skills courses. Program Expansion, Teacher Training: summer 2016 4 teachers will complete training, in increase scheduling flexibility. stipends and continuing education credits provided. Full Implementation: 9/16 at least two of three learning tracks. Staff will modify lessons/assignments to emphasize their strengths, respond to student interest, and "localize" curriculum.

* Anticipated barriers to successful completion of the implementation phase.

Barrier: Time for staff PD/training essential to project success. Solution: Grant will cover costs for additional PD needed to plan and implement new instructional strategies and content. Regardless, teachers will begin blended learning strategies. Staff will receive CEUs and stipends for training, lesson development, and implementing work. Blended/differentiated PD will meet the needs of stakeholders; The building will use monthly PD to provide consistent feedback during implementation. Teachers will attend state level conferences and observe the program in other districts. Barrier: Effective coordination of project activities with necessary providers, contractors, and stakeholders. Solution: Shared project timeline and calendar, monthly team mtgs and progress tracking tool will ensure timely completion. The timeline and calendar will assist in communication with stakeholders in and outside of the district. Monthly mtgs will assist in developing solutions to issues that may derail/postpone the project. Barrier: Managing the increase in technology support needed to implement and develop the project. Solution: Zulama's partnership will provide technical assistance to the district during implementation. Their PD will support teachers in managing technology and software needed. District will contract with a 3rd party provider using a 5 year contract paid up front to support the influx in technology during implementation. Barrier: On time completion of facility enhancements/tech upgrades. Solution: District contacts, building operations, technology department and contractors will develop plans for ensuring on time completion. Emergency bid waiver will be requested to start sooner. Barrier: Community may not understand the project. Solution: At least 3 community engagement events will preview courses, share innovations, and display student project activities with stakeholders. The district has already presented to the BOE and Staff.

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

* Date Range 8/1/2014-9/30/2016

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

Google Project timeline, calendar & progress monitoring database will be the main tools for monitoring and reporting milestones. The PM will

use these tools for data tracking and then for reporting outcomes to key stakeholders and ODE. PM & Director will meet at least 2x/mnth to coordinate collection, evaluation activities & strategies to address potential problems. Stakeholders will receive notification for surveys. Monthly BOE reports & 3 community events will enhance understanding. At the end of each quarter, PD & PM will provide a detailed report on data collected. Project Leadership Team will review data & make adjustments to activities & timelines as needed. Awareness and Planning: Google Project timeline, calendar & progress monitoring database will be the main tools for monitoring & reporting project milestones. Review of agendas will also support communication and monitoring. Treasurer reports quarterly to Board and leadership team. Baseline Data collection, Teacher Training: Google Project timeline, calendar and progress monitoring database will be the main tools for monitoring and reporting milestones. Review of agendas will also support communication and monitoring. Staff Survey Results, EMIS data, and Student perception surveys analyzed and shared. Treasurer reports quarterly to Board and leadership team. Installation and Reconfiguration Google Project timeline, calendar and progress monitoring database will be the main tools for monitoring and reporting milestones. Agenda notes and action items will support monitoring of installation progress. Review of meeting agendas for communication and monitoring. Treasurer reports quarterly to Board and leadership team. Summative evaluation for project year: Final project evaluation reports to ODE; Cost reduction: final quarterly reports to Board and Leadership Team

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

Barrier: Systematic and user friendly data collection tool to measure outcomes. Solution: Project Director, Treasurer, Zulama Partner, and Project Manager will co-develop Progress Monitoring Tools to track completion of project activities, professional development and financial benchmarks. Project Manager will provide PD to teachers, impacted administrators, and treasurer on use of the tool. Barrier: Assessing changes in student achievement within the limited grant timeline. Longevity of the project is necessary to monitor true impact. Solution: Project evaluation will collect initial baseline data and monitor both qualitative and quantitative data during the initial year of the project. The district will use EMIS data and graduation exit surveys to establish baseline and then subsequently monitor the following: Increase in College Admission Test Participation by 5% every year for the next 5 years. Increase in number of students earning credits in STEAM courses by 10% each year after the baseline year. Increase in number of students earning industry credentials associated with STEAM coursework by 5% each year for the next 5 years. The district has partnered with OSU to more thoroughly monitor long term impact of the program.

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:

This program will bring three instructional practices to Mechanicsburg: 1) Project-Based Learning, 2) Blended Learning, and 3) Game-Based Learning, which push disruptive innovation in the classroom as they require adults to adjust their teaching strategies to meet the needs of today's and tomorrow's learners. The comfort level of the teacher is no longer the priority in this instructional model, rather the learning needs of our 21st century students. The greatest learning often comes when in a zone of discomfort. 1) Project-Based Learning: The program is based on Project Based Learning (PBL), in which students go through an extended process of inquiry in response to a complex question, problem, or challenge. While allowing for some degree of student "voice and choice," rigorous projects are carefully planned, managed, and assessed to help students: -Master important academic content -Practice 21st Century Skills such as collaboration, communication & critical thinking -Create high-quality, authentic products & presentations "As educators continue to implement the Common Core State Standards, they must focus on engaging learning models. Through intentional design, project-based learning (PBL) not only teaches and assesses Common Core State Standards, but also naturally lends itself to the level of learning that the standards espouse." - Andrew Miller - ASCD Faculty 2) Blended Learning: describes an educational system that contains multiple components. Blended learning, according to the Clayton Christensen Institute for Disruptive Innovation is "a formal education program in which a student learns at least in part through online delivery of content and instruction with some element of student control over time, place, path and/or pace." It implies that some type of technology is used for instruction, research, design, and/or communication. According to Digital Learning Now Smart Series (2013): Blended learning means rethinking how class is structured, how time is used, and how limited resources are allocated. Productivity includes improvements to teacher access of data and its potential to inform instruction. Greater student productivity includes less time wasted on skills already mastered. 3) Game-Based Learning: both making and playing games are valuable educational exercises. Students love to learn, and students love to play. Combining games and learning is a way to modernize traditional teaching methodology. Zulama's program helps teachers get comfortable with innovative and progressive techniques that engage their students. According to Jessica Trybus, Director of Edutainment for the Entertainment Technology Center at Carnegie Mellon University and CEO of Etcetera Edutainment: "The ideal of interactive, highly-engaging training and education is ancient. A Chinese proverb says: "Tell me, and I'll forget. Show me, and I may remember. Involve me, and I'll understand." Yet the gap continues to grow between passive training methods and a workforce that lives an ever more interactive, multimedia, user-controlled lifestyle. Game-based learning is a tool to bridge that gap." Alan Gershenfeld, founder of E-Line Media believes game-building has a strong connection with STEM and 21st century skills: "There is a growing body of research that highlights how making games fosters the development of critical STEM skills including systems thinking, problem solving, iterative design and digital media literacies. To design a good game, a student needs to be a socio-technical engineer, thinking about how people will interact with the game. Through the game design process, students learn about how systems work and how they can be modified or changed. Students learn to think analytically and holistically, to experiment and test theories, and to consider other people as part of the systems they create and inhabit - all critical 21st Century and STEM skills."

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.

Dennis is a bright teenager who didn't see the relevance of high school to life. He was not applying himself, and ended his freshman year with a .87 GPA. During his sophomore year, scheduling conflicts placed him into the newly-introduced Evolution of Games course. During the semester he worked on teams with students that were not in his regular group of friends. They created and played ancient games such as Senet and Ur. He learned how different cultures used technology in their games, and became especially interested in complex strategy and story-based games. He enrolled in Screenwriting the following semester, and was surprised at how much he enjoyed writing screenplays. He is now interested in working in the media industry, writing and filmmaking. By the way, he hasn't missed a day of school this year. And he is pushing honor roll. Bret Bushell, CEO of Two Bit Circus, an engineering firm stated "We realized that kids don't want to be engineers, which doesn't make sense to us because we have a blast building games for a living." Bushell is using his firm to push STEAM carnival activities to increase student access and interest. Zulama fits the mold for increasing excitement and engagement in math and engineering skills with an element of art. A 2013 report funded by the Gates Foundation titled "Digital Games for Learning: A Systematic Review and Meta-Analysis" indicates that games can improve student learning. By comparing the impact on students in game-based learning environments to traditional learning environments, researchers concluded that students learning in a game-based environment had a 12% impact in cognitive learning outcomes. Research by Yasmin Kafai, a Professor at the Univ. of Pennsylvania, has consistently shown the value of learners constructing games. In *Playing and Making Games for Learning* (2006), Dr. Kafai writes: "In the case of constructionist games, the learner is involved in design decisions and develops technological fluency. Just as fluency in language means more than knowing facts about the language, technological fluency involves not only knowing how to use new technological tools but also knowing how to make things of significance with those tools and develop new ways of thinking based on use of those tools. Game-making offers an entry point for gamers into the digital culture not just as consumers but as producers." Jill Denner and Linda Werner from the Univ. of CA, Santa Cruz, *Computing and Education* (2012): "The findings show that students engaged in moderate levels of complex programming activity, created games with moderate levels of usability, and that the games were characterized by low levels of code organization and documentation. These results provide evidence that game construction involving both design and programming activities can support the learning of computer science concepts." Alex Games at the Univ. of Wisconsin writes: "A game design mindset positions teachers, learners, and peers in both productive and critical roles, requiring them to question the assumptions and theories behind each other's designs. This gives learners of all levels of experience chances to develop their own models of how world phenomena work, as opposed to just receiving them from someone else. In a world where the globalization of markets is the order of the day, and where value added results from the production of new knowledge (Gee, Hull and Lankshear, 1996), the mindset of design offers our students and our country a far better chance of success than the mindset currently promoted by traditional instruction in school." (2009)

22. Describe the overall plan to evaluate the impact of the concept, strategy or approaches used in the project.

This plan should include the methodology for measuring all of the project outcomes. Applicants should make sure to outline quantitative approaches to assess progress and measure the overall impact of the project proposal. The response should provide a clear outline of the methods, process, timelines and data requirements for the final analysis of the project's progress, success or failure. The applicant should provide information on how the lessons learned from the project can and will be shared with other education providers in Ohio.

* Include the name and contact information of the person who will be responsible for conducting the evaluation and whether this will be an internal or external evaluation.

A highly qualified team of researchers from The Ohio State University are available and have committed to conducting an impact study. - Christine Ballengee-Morris is a professor of Art Education and former director of the American Indian Studies at The Ohio State University. She is the Founding Director of The Multicultural Center. She co-wrote a book, *Interdisciplinary Approaches to Art Education in High School*, published by the National Art Education Association. She is past president of the United States Society for Teaching through Art. Dr. Ballengee-Morris's teaching experiences include fourteen years in the public school system, artist-in-residencies in the public schools, undergraduate and graduate level courses, and international teaching in Chile, Brazil, Australia, and Ireland. She is the recipient of the 2006 J. Eugene Grigsby, Jr Award for her commitment to diversity, 2007 Ziegfeld Award, for her service to diversity, and the 2008 National Art Education Association Higher Education Award-Western Division. -Michelle Aubrecht, History BA and Art Education MA, is a game-based learning specialist and researcher project coordinator. Michelle has been studying and researching American Indian issues and applying her knowledge of interactivity, social media, game theory, teaching with technology, and game based learning to the Earthworks Rising Project, an informal learning website and badge system. She has been the coordinator of the game-based learning conference track for OETC, Organization for Educational Technology and Curriculum for three years. -Jennifer Esswein holds a doctorate in quantitative educational evaluation and currently serves as Deputy Director of Accountability for the Tennessee Department of Education as part of her fellowship with Harvard University's Strategic Data Project. Prior to the fellowship, she worked in physics education while serving as evaluator for two Mathematics and Science Partnership grants.

* 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 purpose of the research is to find out whether and in what ways an interest-driven, project-based series of courses on game design: - engages students and affects learning outcomes, -affects student behavior as measured by metrics such as drop-out rate, attendance, and behavioral problems -changes the teachers' teaching approach and methodologies outside of the target courses -impact student interest in game design careers and higher education programs geared toward the same - impacts student engagement with and perception of the value and relevance of schooling Research tasks include: -yearly summaries -writing an IRB through Ohio State University -interviewing students and teachers (qualitative) -observing teaching and students work (in class) (qualitative) -evaluating student work (qualitative) -evaluating statistical information from the school (quantitative) -a final report at the conclusion of the grant Significance and Utility: The study will begin to accumulate an evidentiary basis about how interest-driven, project-based curricula can impact student learning and teacher practice. -The study will shed light on the change process within real schools as teachers engage in project-based learning with students on

topics of interest to students and relevant to careers and real world applications. -The findings will help us to see if teacher immersion in project-based learning approaches can catalyze broader changes in their teaching practice outside of the Zulama curriculum. -We expect the findings to add value to the regional education community discourse about the promise and struggles with blended and project-based learning. The proposed research study will investigate the efficacy of a project-based curriculum for game design as a way to increase student engagement with school and seed the broader use of project-based teaching practices for participating teachers.

* 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.

Data to be collected included student attendance records, numbers and types of behavioral issues, and enrollment statistics, PSEO enrollment numbers (increase or decrease). The formative outputs and outcomes and the systems in place to track the program's progress include pre and post tests/surveys/interviews with teachers and students to assess and determine data such as: -what they know coming into the program -expectations and preconceived ideas -ability to work in a group -abilities and expectations as related to stated program and course objectives -descriptions and testimonials about their work and experiences in the program -attitudes toward game design and design thinking -attitudes toward careers and higher education opportunities in STEAM fields If measured progress is insufficient to meet program objectives, Zulama will provide additional teacher training and support at no extra cost. This training will be designed to address observed shortcomings.

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.

Zulama's program will help prepare students for positions such as Computer Software Engineers, Computer Support Specialists, and Computer and Information Systems Managers, which are listed in the Buckeye Top Fifty high-wage occupations that are in demand by employers and are projected to stay in demand (<http://ohiolmi.com/proj/projections/ohio/Buckeye50.pdf>). Currently, one of the four "Ohio Jobs in the Spotlight" is Information Technology, which includes many burgeoning high tech fields from bio-medical to game development. (<https://ohiohighered.org/students/find-a-career/careers-in-demand>) A survey of employers released in April, 2014 by the Association of American Colleges and Universities found that 93 percent of the respondents reported that a capacity to think critically, communicate clearly and solve complex problems was more important than an undergraduate major. More than 75 percent of employers say they want more emphasis on five key areas, including critical thinking, complex problem-solving, written and oral communication, and applied knowledge in real-world settings. These are skills developed through active learning in settings that encourage dialogue, give-and-take, real-world problem-solving, and active mentorship. Laszlo Bock, Sr VP of people operations for Google noted that Google had determined that "G.P.A.'s are worthless as a criteria for hiring, and test scores are worthless. We found that they don't predict anything." Our most important hiring criteria are: 1) General cognitive ability (not I.Q., it's learning ability) 2) Leadership 3) Humility 4) Ownership The least important is expertise. Reformers argue that curricular content that is relevant to student lives, reflects the cross-disciplinary nature of real-world problems, and is clearly linked to careers of the future are critical for meaningful student engagement and are more aligned with what students need to know and be able to do in the 21st Century and beyond. Central to this argument is the recognition that our test-driven culture has largely ignored the importance and indeed, centrality, of developing students' creativity, teamwork, critical thinking, problem solving, and digital literacies. Implementing an Entertainment Technology will teach critical programming, art, and design skills that are truly reflective of the learning styles and needs of our student population. The program combines Science, Technology, Engineering, and Math (STEM) with the Arts to give students not only the skills but also the creativity they need to thrive in the new global digital workplace. The district will be able to measure student enrollment in the Entertainment Technology program, credits earned, increases in industry credentials earned, participation in college prep testing, reductions in student withdrawal numbers to other online entities, as well as students enrolling in entertainment technology programs post graduation. Zulama is sustainable with the reallocation of funding to that course of study and The one time Zulama fee of \$150,000. This program will help elevate the district's reputation in our community. In the Foundations and Skills courses, students develop programming, art, and design competencies. By working on projects together, they also develop "soft skills" such as collaboration and teamwork. By 2020, all students in the high school will graduate with exposure to STEAM coursework. They will graduate with the exposure to multiple blended learning, opportunities, increased opportunities for job skill credentialing and having had one or more attempts at a college entrance assessment. The investment in technology and reconfiguration of learning spaces offers support to teachers and students alike, modeling teaching practices through PD opportunities in STEAM coursework. The impact spans beyond the STEAM curriculum, modeling the need for 1) Project-Based Learning, 2) Blended Learning, and 3) Game-Based Learning.

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

Project Outcomes for Goal 1: Increase in College Admission Test Participation by 5% every year for the next 5 years. Increase in number of students earning credits in STEAM courses by 10% each year after the baseline year. Increase in number of students earning industry credentials associated with STEAM coursework by 5% each year for the next 5 years. Additional Metrics that will be measured for benchmarking: -student attendance -dropout rates -behavioral issues -changes in ADM numbers -teaching attitudes -parent/community perception of school/students -student use of the program: journals, evidence of work, interviews -demonstrate that stated learning goals are met/exceeded -enrollment in post-secondary entertainment technology programs upon graduation

* Spending Reduction in the five-year fiscal forecast

Project Outcome Goal #2: Reduction in spending by 3.75% (300K or 5 teachers) as a result of repurposing and eliminating positions upon retirement or resignation, purchasing lifetime subscriptions, and utilizing 5 year bulk purchase contracts through FY19 (2020).

* Utilization of a greater share of resources in the classroom

* Implementation of a shared services delivery model

Project Outcome Goal #4 Shared Services: Use the train the trainer model to offer PD to district and area educators adding 3 trained teachers each year for 5 years. -Regional and state level conference presentations at least one per calendar year during the 1st two years of implementation and 2 each year from FY17-19.

* Other Anticipated Outcomes

- be more effective than traditional instruction in increasing academic achievement on annual state-administered assessment tests. - be more effective than traditional instruction for teaching mathematics, economics, science, social science, clinical medical skills, and for careers in the allied health occupations and teaching. - be more effective than traditional instruction for long-term retention, skill development and satisfaction of students and teachers. - be more effective than traditional instruction for preparing students to integrate and explain concepts. - improve students' mastery of 21st-century skills. - be especially effective with lower-achieving students. - provide an effective model for whole school reform.

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

Zulama's Entertainment Technology Academy is commercially available on a yearly site license basis. Districts can easily implement the Academy program by contacting Zulama and moving through their onboarding process. Zulama is an OESCA Business Partner, and is currently training staff at a number of ESCs, including Butler and Jefferson Counties, to provide teacher training and pre and post-implementation support. Discounted group licenses are available to districts who purchase through an ESC. Districts have the ability to repurpose outdated and expensive programs and staff units to introduce and sustain this program in their districts. This program is a natural fit for shared services that support replication in a cost effective manner. This proposal includes a budget for program participants to attend Ohio conferences and raise the awareness of the program among Ohio districts. The project has set a specific benchmark to monitor replication and awareness through professional presentations. Sharing expertise, timelines, planning strategies, FAQs and other communication and data tracking tools will assist with replication in other districts. Whether a district is rural, urban or suburban, we are all striving to prepare students for the changing college and career experiences ahead. Replication will be easier in districts that already have strong technology infrastructures, but not impossible as our small district will show. Districts that are currently planning for new facilities will have an edge for replication as well. Blended learning strategies employed to instruct students are well suited to replicate this program in other districts around the state, through blended awareness and professional development training.

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

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Consortium Contacts

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

Partnerships

Mechanicsburg Exempted Village (045484) - Champaign 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
Nikki	Navata	724-679-8323	Nikki.Navta@Zulama.com	Zulama		1501 Preble Ave, , , Pittsburgh , PA, 15233	
Matthew	Ketcham	937-484-1557	ketcham@mccesc.k12.oh.us	Madison- Champaign ESC	137364	1512 S Us Highway 68 Ste J100, Urbana, OH, 43078- 9288	
Christine	Hamble	6146888734	hamble.3@osu.edu	Ohio State University		1960 Kenny Road, , Columbus, Ohio, 43210- 1016	

Implementation Team

Mechanicsburg Exempted Village (045484) - Champaign 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
Danielle	Prohaska	Assistant Superintendent, Project Coordinator	Mrs. Prohaska will coordinate all district and building level project activities. She will ensure district/building staff participate in required professional development, manage facility and technology upgrades within the district and support staff/leadership as they adapt to new instructional/operational strategies. She will be a member of the Project Leadership Team and work closely with other implementation staff to ensure project outcomes are met on time and within budget. Mrs. Prohaska will monitor district staff participation in project activities and will work closely with Project Manager to provide data necessary to monitor achievement and shared services outcomes. She will work closely with district treasurer to ensure project sustainability and fiscal outcomes are reported and cost reduction goals are met. She will work with district leadership team and Board to develop MOUs and adapt district/building policies to ensure long term sustainability of project. She will ensure Mechanicsburg adheres to Assurances.	Danielle Prohaska has 7 yr experience as district administrator and instituted balanced literacy, formative assessments, data analysis, and curriculum alignment projects. She also led 3rd gr. Guarantee and SGM Grants and instituted ACT End of Course assessments at the HS. During her time at Mechanicsburg Exempted Village Schools, the district has moved out of school improvement status. The buildings and district have increased their state designation from Effective to Excellent and Excellent with Distinction, with increases in both student achievement and progress. Most recently the district earned an A in their Progress measure on the new state report card. With her support, the district has instituted a Strategic Instruction Plan, including district systems and structures for data analysis and formative assessment practices. Specifically, Mrs. Prohaska has supported teachers and administration in the use of ACT Quality Core End of Course assessments at the High School, increasing rigor and college readiness for students, completing and revising short cycle assessments and data assessment procedures. In addition to teaching and learning, Mrs. Prohaska works closely with the treasurer and building operation director to implement and monitor projects related to facility and operations.	Mrs. Prohaska has instituted several district wide programs including balanced literacy, formative assessments, data analysis, and curriculum alignment. In order to ensure fidelity, Mrs. Prohaska publishes the district's strategic plan for instruction and operations. Her experiences in teaching and learning practices make her an asset in planning, implementing and monitoring this program. She led the HS to introduce ACT ACT Quality Core End of Course assessments at the High School, increasing rigor and college readiness for students, completing and revising short cycle assessments and data assessment procedures. Danielle Prohaska has presented at many professional conferences including Battelle for Kids Going Green, Scholastic Literacy Summit, OLAC, eTech, Title I, and ACT Quality Core.	
Eric	Griffith	Project Manager and Director of	Eric Griffith, the district's Director of Information Technology will	He has worked in the educational technology	Prior Relevant experiences include spearheading the	

		Information Technology	be the project manager for this grant. The project manager is directly responsible for timelines, calendars, working with vendors and 3 party contractors, attending meetings, taking notes, sharing data with stakeholders, working directly with finance manager and supporting the team in meeting assurances of the grant.	field for over ten years, providing network administration, desktop support, project management, technology based professional development and instruction. Mr. Griffith is also an accomplished presenter and a certified Google trainer that has presented at a number of professional tech conferences including eTech, The Ohio Goes Google Conference, the Michigan Google Conference, OETC, and the Leadership Symposium by ITSCO on various topics including online formative and summative assessments and Google Apps for Education.	migration from Microsoft Exchange and Outlook to Google Apps for Education, not only the technical transition, but providing all the professional development for staff and students as well. Years of experience with vendor negotiations with regards to technology purchases, as well as budget management and grant assurances.	
Nikki	Navata	Project Manager	Nikki will be the primary contact at Zulama, responsible for Project Management, including: ? Making sure the program implementation adheres to schedule ? Scheduling teacher training sessions and subsequent support activities and forums ? Maintaining communication with school administrators, staff, and students. ? Hiring, quality control and monitoring of any staff, subcontractors, researchers, and other people involved in the project ? Reporting and communicating among team members ? Ongoing communication and status reports with MEVSD. ? Responsibility for any improvements and adjustments required of Zulama's program for successful implementation at MEVSD	Nikki graduated from St Lawrence University with a multifield major in Mathematics and Fine Arts, and has been working on products that combine the best of left- and right-brain thinking ever since. Before founding Zulama, CEO Nikki Navta worked for 20+ years on educational textbook publishing product development. Her career highlights include: ? led company to highest sales year in their 25+ year history ? qualified company as a preferred vendor to the largest educational publishers (Harcourt, Pearson, National Geographic School Publishing, and McGraw-Hill) ? led industry forums and discussions regarding how to use game design thinking in education ? managed product development on a variety of platforms and content areas to help teachers relate to a rising generation of computer and web-savvy learners	Zulama was started in 2009 when Nikki recognized a market opportunity created as the major publishers (Pearson, McGraw-Hill, and Harcourt) were slow to embrace digital products and technologies. Growing impatient with the lack of game--based learning products available to U.S. classrooms, she started Zulama to help students use games and game design principles to develop skills necessary to thrive in our new knowledge--based global economy. She started Zulama to explore new content areas, game-based learning, and to help schools structurally change the way they teach, using hands-on, project-based learning. As a CEO who has successfully established a startup in the ed-tech space, Nikki understands and strives to create disruption. Zulama is not an incremental improvement upon existing educational products. It's a whole new way of learning and teaching, based on design thinking and project-based learning. Zulama CEO Nikki Navta has become an advocate of using game design in the classroom. She has	

					delivered presentations and conducted workshops that give teachers hands-on, practical ways to engage their students in game design as well as make their own instructional games. At Gradient Labs, she designed and developed four iOS games for the Fred Rogers Center.	
Scott	Maruniak	Project Finance Director	Responsibilities: Scott Maruniak is treasurer of both North Union and Mechanicsburg. He will work closely with Project Leadership Team to ensure all fiscal expenditures occur on time and are within budget. He will communicate regularly with Fairbanks CFO to ensure they understand expectations and are adhering to Assurances. He will follow ODE requirements for financial reporting and funds requests in a timely manner and according to grant requirements. He will work closely with Fairbanks' treasurer to ensure project sustainability and fiscal outcomes are reported and cost reduction goals are met. He will communicate expenditures to Project Leadership Team and North Union, Mechanicsburg, Fairbanks superintendents monthly/quarterly so the information is readily accessible to Boards of Education and community members.	Mr. Maruniak has been the interim treasurer at Fairbanks, and has served as the Treasurer/CFO at North Union for 17 years and has since become a shared services Treasurer/CFO at Mechanicsburg. His experiences offer a unique working knowledge of all 3 districts. Additionally, Mr. Maruniak has experiences in setting up collaboration between multiple districts for the purposes of shared services. He has been integral in creating a shared services contract for our Food Services Director to Ridgemont Local Schools as well as negotiating the contracts for shared services for North Union's Director of PK-12 Curriculum & Instruction to provide Curricular Services to Fairbanks in the coming year. Additionally, he has been integral in establishing the same arrangement for North Union's Director of PK-12 Curriculum & Instruction to provide consultation services for professional development to Mechanicsburg in collaboration with their incoming Superintendent, Danielle Prohaska.	Mr. Maruniak is one of the few Treasurer/CFOs in the state that has experiences as a shared services employee. He has several experiences of significant cost reductions saving his district millions of dollars of future money, while student achievement has continued to increase. Cost savings management across the district due to several HB264 energy savings initiatives, again saving future money. All of these cost savings have allowed the district to drive more money, both current and future, directly into the classroom.	
Paul	Boggs	Building Operations Manager	He will work closely with the project manager and finance director to support the reconfiguration timeline associated with the project.	The building operations manager for the district has been involved in the district's Ohio Facilities Commission project, building a new facility in 2007.	He has 10 years of experience scheduling and overseeing building renovation projects including a HB 264 project, classroom expansions, retrofits, and overall equipment maintenance.	
Scott	Wasserman	Zulama Lead Teacher	Mr. Wasserman will be the lead teacher on the project team, completing training, awareness activities, and implementing	Mr. Wasserman, the Zulama teacher, is certified in mathematics, connecting the program	Mr. Wasserman brings 20+ years of education and administrative experience to the program. His	

			<p>curriculum in the classroom. Mr. Wasserman will abide by grant assurances, work with the project team to plan, gather data, implement, and monitor the project goals and outcomes.</p>	<p>with the eight mathematical practices highlighted in Common Core. He will be part of the Math Department, allowing for collaboration and sharing of best practices that will support students in multiple courses. The department meets monthly to support student growth and teacher development.</p>	<p>knowledge of master scheduling, OTEs and formative assessments are well suited to grow the program over the next 5 years.</p>	
Matthew	Ketcham	Professional Development Liason	<p>MCCESC, under the direction of Matthew Ketcham will provide professional development, graduate coursework, and staff endorsement reimbursement for the district staff members and trainers over a 5 year period. Mr. Ketcham will oversee all reimbursement expenditures associated with the project and will communicate with the project's fiscal manager for on-time payments and reporting.</p>	<p>Mr. Ketcham has been the treasurer at Madison-Champaign ESC, interim treasurer, and a shared services Treasurer/CFO for ABA Graham. His experiences offer a unique working knowledge multiple districts, ESCs and charter institutions. Mr. Ketcham has played a key role in establishing shared service models that have been replicated in several surrounding counties. He has been integral in creating a shared services contracts for multiple speciality areas including finances, data consultation, and other administrative roles as a main tool for reducing ESC overhead. Mr. Ketcham has significant knowledge related to potential mergers of surrounding ESCs.</p>	<p>Mr. Ketcham in tandem with Mr. Maruniak, is one of the few Treasurer/CFOs in the state that has experiences as a shared services employee. He has several experiences saving the ESC significant amounts and reducing costs to the districts they serve. Cost savings have allowed the ESC to provide high quality support to districts and student programs while continuing to expand the service delivery options available to partner districts. Mr. Ketcham has supported the ESC in implementation of numerous grants, professional development programs, and innovative service delivery models to meet the needs of their partnering districts.</p>	