

Budget

Ohio Virtual Academy (142950) - Lucas County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (232)

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	0.00	0.00	0.00	0.00
Support Services		0.00	0.00	0.00	12,579.00	0.00	600.00	13,179.00
Governance/Admin		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Family/Community		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Safety		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total		0.00	0.00	0.00	12,579.00	0.00	600.00	13,179.00
Adjusted Allocation								0.00
Remaining								-13,179.00

Application

Ohio Virtual Academy (142950) - Lucas County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (232)

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

A) APPLICANT INFORMATION - General Information

1. Project Title:

Ohio Virtual Academy - In Home Academic Support

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

The Ohio Virtual Academy is a public virtual school which serves students in all 88 Ohio counties. Face to face/in person support and technical assistance by OHVA staff is crucial for at-risk students and families. This technology will permit additional support for our most endangered families.

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.

13000 3. Total Students Impacted:

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

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

- | | |
|--|--|
| <input type="checkbox"/> Pre-K Special Education | <input checked="" type="checkbox"/> Kindergarten |
| <input checked="" type="checkbox"/> 1 | <input checked="" type="checkbox"/> 2 |
| <input checked="" type="checkbox"/> 3 | <input checked="" type="checkbox"/> 4 |
| <input checked="" type="checkbox"/> 5 | <input checked="" type="checkbox"/> 6 |
| <input checked="" type="checkbox"/> 7 | <input checked="" type="checkbox"/> 8 |
| <input checked="" type="checkbox"/> 9 | <input checked="" type="checkbox"/> 10 |
| <input checked="" type="checkbox"/> 11 | <input checked="" type="checkbox"/> 12 |

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

First Name, last Name of contact for lead applicant
Laura Houser

Organizational name of lead applicant
Grants Coordinator

Address of lead applicant
PO Box 2827, Toledo, OH 43606

Phone Number of lead applicant
877-648-2512

Email Address of lead applicant
lhouser@ohva.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

Ohio Virtual Academy is committed to raising our graduation rates as well as academic achievement levels for all our students in core subject areas. Additionally, at appropriate grade bands, we strive for all students to meet or exceed one year's growth on Value Added measures. We have not divided these goals based on ODE subgroupings as we expect these benchmarks of all our students. Student engagement has also been identified as an area that needs immediate attention in order to improve student achievement. Student engagement in the virtual model is defined as the student attends online live instructional sessions, completes and submits assignments on time, meets expected progress requirements, participates in online sessions, responds to email and phone calls, and contacts his/her teacher to get assistance when needed. Establishing a school culture that centers on meeting the individual needs of students as the highest priority has been a key component of teacher hiring, training, and evaluation practices.

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

By providing our At Risk Team with mobile technology, they will be better equipped to meet students and families where they are and move them forwards. As we do not have a traditional school building setting, our engagement team often meets students either in their homes or in public places such as local libraries.

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.)

Student academic achievement across core curricular subjects is a key component to OHVA's success. We feel that reaching students at their current academic position and moving them forwards is a best practice supported by administration, teachers, counselors, and at risk staff members. Our team of at risk specialists provides in person support for students who are struggling both academically and with non-academic barriers. They partner with families to remove obstacles for student success. By providing our at risk team members with mobile technology, they will be better able to model best practices for students and learning coaches. As our students take their classes in a home based setting, they do not attend school in a traditional face to face setting. Therefore, when our staff needs to meet students in person, these sessions take place in either the student's home or in a public place such as a library. These locales do not always have wireless internet or even a computer available for our staff and students to collaborate on but they are still chosen for their proximity to the family's home location. Wireless technology will allow our at risk specialists to log into online school or class sessions with our students and their families and work through whatever concerns they are experiencing. By keeping students engaged and on task, they will be more likely to attend classes, submit schoolwork in a timely fashion, complete lessons as scheduled, and succeed on state and local assessments. We feel this increased academic achievement will affect all 13,000+ of our students in grades K through 12.

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.)

Expected savings from retaining students at \$5745 student/year. Current year data indicates that 3500 students were contacted by our at risk team. Of these students, approximately 2100 of them were retained with our school for a savings of more than \$1 million. As more students are reached and re-engaged, these numbers will also rise.

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.)

Specific resources that will be enhanced in our school setting include increased student time engaged in online lessons and assignments. Increased involvement with offline lessons and materials provided to families as a result of improved online engagement. Student achievement and subsequent academic gains will also be realized as students have been shown best practices for online schooling in partnership with their parent(s) and/or Learning Coaches. OHVA teachers' time will be enhanced in that they will have greater direct contact with their students in core academic subjects and will be better able to support them moving forwards. By becoming academically engaged, our at risk students will take more advantage of courses offered and consequently move towards on-time graduation and college and career readiness.

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.)

By allowing our at risk specialists to meet students in a variety of face to face settings to model academic best practices on wireless mobile

technology, student engagement and academic progress will become much more efficient. Effective student learning in an online educational model is integrally involved with student engagement which ties directly into long-term sustainability of our educational model. This project is imminently scalable as student success will build upon itself. If students are able to become and remain engaged and successful, they will model these same behaviors for family members also enrolled with OHVA as well as for their classmates in online settings.

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.

13,179.00 State the total project cost.

* Provide a brief narrative explanation of the overall budget.

20 Ipad - 16GB with WiFi and Cellular Access - \$10,580 20 Keyboard/Ipad Cover - \$1,999 Monthly data package cellular access - \$600

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.

Yes, there are sustainability costs of approximately \$600/year to maintain data packages for cellular networks.

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.

5,745.00 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

Yes - expected savings from retaining students at \$5745 student/year. Current year data indicates that 3500 students were contacted by our at risk team. Of these students, approximately 2100 of them were retained with our school for a savings of more than \$1 million. As more students are reached and re-engaged, these numbers will also rise.

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.

This innovative project is self-sustaining in that the funds realized from retaining at risk students and families throughout their academic career will more than adequately cover funding expenditures necessary to maintain mobile technology devices requested. Student engagement efforts will impact not only revenue streams, but will also influence on-time graduation rates, student academic achievement, and college/career readiness of all students.

D) IMPLEMENTATION - Timeline, scope of work and contingency planning

16. Please provide a brief description of the team or individuals responsible for the implementation of this project, including other consortium members and/or partners.

This response should include a list of qualifications for the applicant and others associated with the grant. If the application is for a consortium or a partnership, the lead should provide information on its ability to manage the grant in an effective and efficient manner. Include the partner/consortium members' qualifications, skills and experience with innovative project implementation and projects of similar scope.

Enter Implementation Team information by clicking the link below:

[Add Implementation Team](#)

For Questions 17-19 please describe each phase of your project, including its timeline, scope of work, and anticipated barriers to success.

A complete response to these questions will demonstrate specific awareness of the context in which the project will be implemented, the major barriers that need to be overcome and the time it will take to implement the project with fidelity. A strong plan for implementing, communicating and coordinating the project should be outlined, including coordination and communication in and amongst members of the consortium or partnership (if applicable). It is recognized that specific action steps may not be included, but the outline of the major implementation steps should demonstrate a thoughtful plan for achieving the goals of the project. The time line should reflect significant and important milestones in an appropriate and reasonable time frame.

17. Planning - Activities prior to the grant implementation

* Date Range May 2014 - June 2014

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

Activities necessary prior to implementation for the 2014-2015 academic year include purchase of mobile technology devices (June 2014) and dispersal to At Risk specialists for utilization during Summer 2014. OHVA staff will engage identified at risk students for support prior to the start of the 14-15 school year to get them started on the best path possible. Students begin school in August 2014 and our At Risk

specialists will already be working with struggling students and families. Team meetings will occur either virtually or in person at a minimum of once per week to evaluate student engagement and achievement and to modify support as needed.

* Anticipated barriers to successful completion of the planning phase

No barriers anticipated.

18. Implementation - Process to achieve project goals

* Date Range July 2014 - June 2015

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

At Risk Team meetings will occur either virtually or in person at a minimum of once per week to evaluate student engagement and achievement and to modify support as needed. Project milestones and interim measurements will include documentation of students retained, increases in student engagement as reported by OHVA academic teachers, passing rates and lesson mastery of at risk students. Communication will remain paramount between students, families, OHVA staff, and administration. Coordination of resources (both academic and non-academic) will be ongoing to support students however is necessary for their continued success.

* Anticipated barriers to successful completion of the implementation phase.

No barriers are anticipated.

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

* Date Range June 2015

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

Student engagement, retention, formative and summative assessment data will be gathered throughout the academic year - in June 2015 all internal stakeholder groups will meet to evaluate data and project effectiveness. Data driven modifications will be implemented for the 15-16 academic year and beyond. Summative program evaluation will be a culmination of continuous evaluation throughout the academic year. Weekly achievement benchmarks of student achievement and engagement will be evaluated by At Risk team members in partnership with academic staff, administration, and students. As students are re-engaged and become academically successful, their scores and academic goals will continue to rise. Data will be collected and analyzed on a weekly basis to determine the number of students who have been successfully supported and to identify other students who might become at risk and in need of backing.

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

No barriers are anticipated

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:

The changes anticipated are realistic and will have significant impact on our entire school population. In addition, they are replicable in other districts around the state of Ohio or nationally. By providing mobile wireless technology to our At Risk specialists team, we will better equip them to model best practices to students and families in the least restrictive environment possible. This will drive permanent districtwide changes in how we support at risk students and their families to be successful in our educational model. Expected changes in student and family behavior include increased engagement, participation in online class sessions, successful completion and submission of academic assignments and modeling these behaviors for other students in our school. Our At Risk specialists will be more efficient and effective if they have access to real time data and school lessons for the specific student(s) they are working with.

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.

Student academic achievement across core curricular subjects is a key component to OHVA's success. We feel that reaching students at their current academic position and moving them forwards is a best practice supported by administration, teachers, counselors, and at risk staff members. Our team of at risk specialists provides in person support for students who are struggling both academically and with non-

academic barriers. They partner with families to remove obstacles for student success. By providing our at risk team members with mobile technology, they will be better able to model best practices for students and learning coaches. As our students take their classes in a home based setting, they do not attend school in a traditional face to face setting. Therefore, when our staff needs to meet students in person, these sessions take place in either the student's home or in a public place such as a library. These locales do not always have wireless internet or even a computer available for our staff and students to collaborate on but they are still chosen for their proximity to the family's home location. Wireless technology will allow our at risk specialists to log into online school or class sessions with our students and their families and work through whatever concerns they are experiencing. By keeping students engaged and on task, they will be more likely to attend classes, submit schoolwork in a timely fashion, complete lessons as scheduled, and succeed on state and local assessments. We feel this increased academic achievement will affect all 13,000+ of our students in grades K through 12.

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.

Program evaluation will be an ongoing process throughout the 2014-2015 academic year and beyond. These evaluations will be completed by in-house evaluation teams consisting of academic administrators, at risk services personnel, and grant coordinator. External review will take place in collaboration with ODE or other educational agencies associated with Straight A. Point person for completing and documenting these evaluations and any necessary adjustments will be Grants Coordinator - Laura Houser - lhouser@ohva.org .

* 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).

Weekly program evaluation will take place amongst academic administrators and staff during TBT, BLT, and DLT meetings. Student data will be analyzed and modifications for support will be recommended and implemented. Monthly reporting will be provided to DLT from At Risk specialists as to the complete number of students impacted and data to support improvement efforts. Shared evaluation responsibility will involve teaching staff as well as they will report to TBT and BLT on increased student achievement and engagement on a weekly basis. Annual review of the program will also take place to drive modifications deemed necessary for future implementation periods. Lessons learned and data collected surrounding the effectiveness of this programming could translate directly to other online learning environments around the state of OH or nationally. Additionally, there would be related programs impacted in more traditional schools as many of them are developing distance learning opportunities for their students. Types of data to be collected are student engagement rubric responses, student participation levels in live online class sessions, academic progress/mastery, passing rates, absences/attendance logged, student retention numbers, and performance on formative and summative assessments both internal and statewide. All data will be compiled and available to academic staff real time to drive their instruction and remediation efforts.

* 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.

As a result of continuous monitoring of program effectiveness by TBT, BLT, and DLT's modifications will be timely and efficient. If student achievement and engagement levels are not significantly impacted in a relatively short amount of time, re-evaluation will occur at all levels and reforms will be implemented.

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.

Specific measurable goals surrounding this project include student academic achievement on formative and summative assessments both delivered in-house as well as through statewide testing opportunities. Additionally, effectiveness will be measured through student engagement, participation, and retention in our academic model. Engagement rubrics and academic data will be used in TBT, BLT, and DLT meetings to assess progress towards goals and objectives. By allowing our At Risk specialists to use mobile technology to model best practices for students and families in least restrictive environments, they will be able to re-engage and motivate students towards success and college/career readiness. At the culmination of the funding period, cost savings realized through student retention in our school will more than adequately cover continuing costs for upkeep and subscriptions necessary for mobile technology devices used through Straight A.

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

Student academic achievement across core curricular subjects is a key component to OHVA's success. We feel that reaching students at their current academic position and moving them forwards is a best practice supported by administration, teachers, counselors, and at risk staff members. Our team of at risk specialists provides in person support for students who are struggling both academically and with non-academic barriers. They partner with families to remove obstacles for student success. By providing our at risk team members with mobile technology, they will be better able to model best practices for students and learning coaches. As our students take their classes in a home based setting, they do not attend school in a traditional face to face setting. Therefore, when our staff needs to meet students in person, these

sessions take place in either the student's home or in a public place such as a library. These locales do not always have wireless internet or even a computer available for our staff and students to collaborate on but they are still chosen for their proximity to the family's home location. Wireless technology will allow our at risk specialists to log into online school or class sessions with our students and their families and work through whatever concerns they are experiencing. By keeping students engaged and on task, they will be more likely to attend classes, submit schoolwork in a timely fashion, complete lessons as scheduled, and succeed on state and local assessments. We feel this increased academic achievement will affect all 13,000+ of our students in grades K through 12.

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

Spending reductions will tie directly to increased student engagement as a result of implementing Straight A goals. As students become and remain engaged and successful, less travel and face to face meeting time will be necessary by At Risk specialists around the state of Ohio. Expected savings from retaining students at \$5745 student/year. Current year data indicates that 3500 students were contacted by our at risk team. Of these students, approximately 2100 of them were retained with our school for a savings of more than \$1 million. As more students are reached and re-engaged, these numbers will also rise.

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

Specific resources that will be enhanced in our school setting include increased student time engaged in online lessons and assignments. Increased involvement with offline lessons and materials provided to families as a result of improved online engagement. Student achievement and subsequent academic gains will also be realized as students have been shown best practices for online schooling in partnership with their parent(s) and/or Learning Coaches. OHVA teachers' time will be enhanced in that they will have greater direct contact with their students in core academic subjects and will be better able to support them moving forwards. By becoming academically engaged, our at risk students will take more advantage of courses offered and consequently move towards on-time graduation and college and career readiness.

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

By allowing our at risk specialists to meet students in a variety of face to face settings to model academic best practices on wireless mobile technology, student engagement and academic progress will become much more efficient. Effective student learning in an online educational model is integrally involved with student engagement which ties directly into long-term sustainability of our educational model. This project is imminently scalable as student success will build upon itself. If students are able to become and remain engaged and successful, they will model these same behaviors for family members also enrolled with OHVA as well as for their classmates in online settings.

*** Other Anticipated Outcomes**

Additional positive outcomes for our model could be realized by more students selecting an online educational platform for their studies and greater statewide recognition of the value of this type of setting.

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.

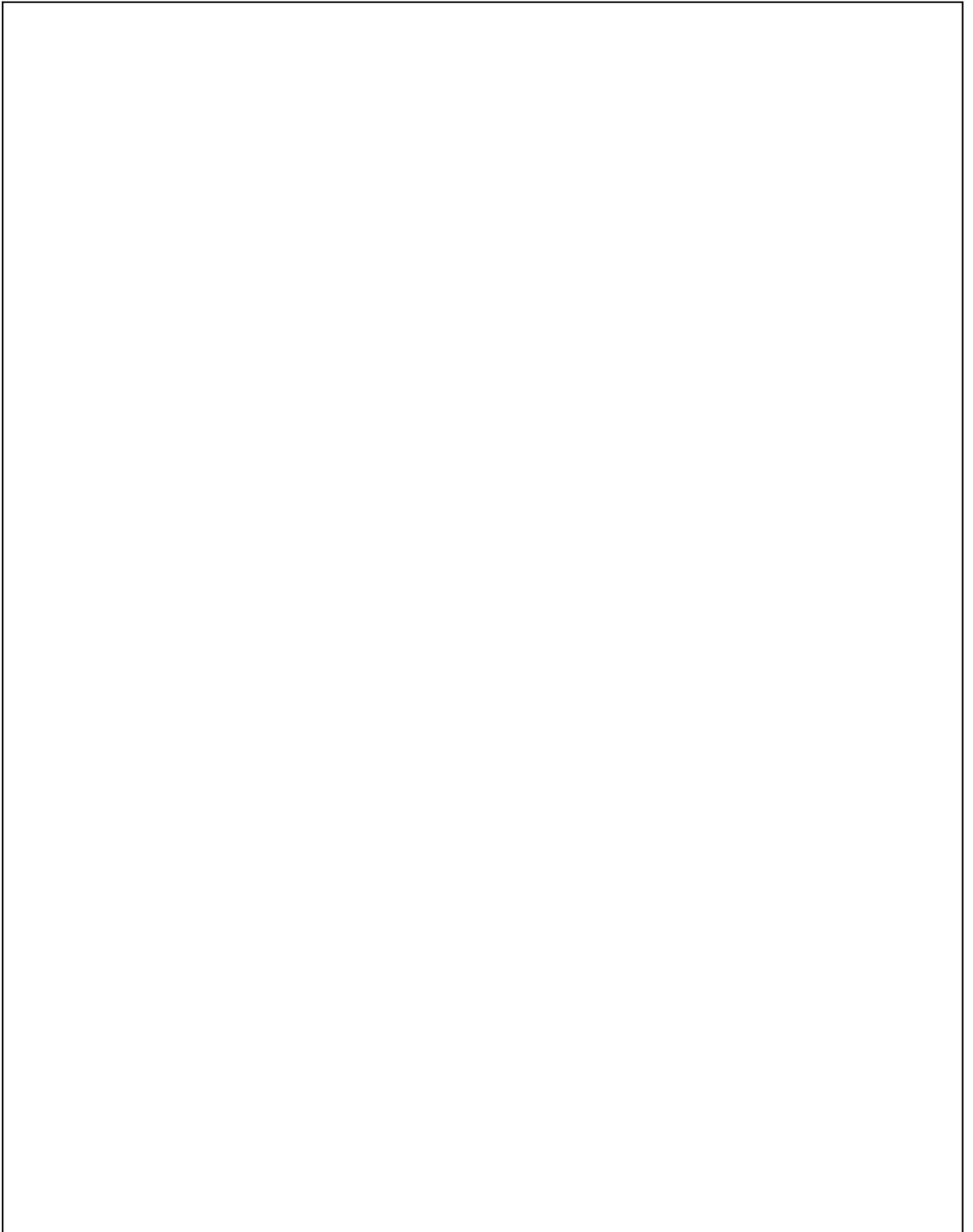
*** Explain your response**

Implementation of this type of project would be possible within a relatively short time frame in any district in the state of Ohio. Requirements would be for dedicated at risk staff members to provide support and utilize mobile technology for student care. Typically in exclusively online educational settings, these staff members would already be in place and initiatives outlined in OHVA's Straight A application would be enhancements/modifications to existing programs. In more traditional districts providing online options for their students, these staff members could also be currently employed staff dedicated to the online route. As more students are engaged and retained at Ohio Virtual Academy, we would propose increasing this type of technological support for any more staff hired. Student engagement is vital to their success in our model and we feel our At Risk specialists partner well with families and academic staff to best prepare our students for college and career choices.

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).

OHVA agrees to these program assurances as per Straight A Assurances - we do not have a teacher's association therefore a statement of acceptance from that entity is not available.



Sections 

Consortium Contacts

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

Partnerships

Ohio Virtual Academy (142950) - Lucas County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

Partnerships

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

Implementation Team

Ohio Virtual Academy (142950) - Lucas County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

Implementation Team

First Name	Last Name	Title	Responsibilities	Qualifications	Prior Relevant Experience	Delete Contact
Laura	Houser	Grants Coordinator	Daily/weekly monitoring of grant initiatives and goals. Reporting out to both internal and external stakeholders as appropriate.	3 years experience as RttT and SIG Grants Coordinator MEd in Educational Leadership 7-12 Integrated Science Licensure	3 years experience as RttT and SIG Grants Coordinator	