

Budget

Parma City (044636) - Cuyahoga County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (326)

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	156,177.00	10,835,305.00	0.00	10,991,482.00
Support Services		73,730.00	45,614.00	226,417.00	100,000.00	204,600.00	0.00	650,361.00
Governance/Admin		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development		22,690.00	3,658.00	280,600.00	0.00	0.00	0.00	306,948.00
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		96,420.00	49,272.00	507,017.00	256,177.00	11,039,905.00	0.00	11,948,791.00
Adjusted Allocation								0.00
Remaining								-11,948,791.00

Application

Parma City (044636) - Cuyahoga County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (326)

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

A) APPLICANT INFORMATION - General Information

1. Project Title:

SYNERGY: Improving student achievement and optimizing resources through greater district charter collaboration

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

The SYNERGY Initiative is an innovative collaboration among a large urban district and two charter schools, all serving the same communities and students. Our three schools will establish a working district-charter collaboration that will raise the bar for ALL students and will increase choice and opportunity for learning. At the same time, the collaboration will allow for cost savings produced by adopting new policies and procedures and by sharing services in the areas of Career Technology, ELL best practices, instructional strategies, communication, project-based learning (STEM), teacher evaluations and technology.

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.

12465 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
Ava Yeager

Organizational name of lead applicant
Federal Programs Director, PCSD

Address of lead applicant
5311 Longwood Ave. Parma, Ohio 44134

Phone Number of lead applicant
440-842-7979

Email Address of lead applicant
yeagera@parmacityschools.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

Parma City Schools and Public Community (Charter) Schools in our area face the same challenge as many districts in Ohio: how to provide education services that meet increasing global, societal, and business demands with diminishing funding and support. It is important for students throughout the community to be enrolled in a high-performing school, whether it is the traditional public school or the community charter schools. At the same time, school resources need to be acquired in innovative as well as practical ways to safeguard taxpayer dollars, which have been invested in the system. In recent years across the nation, district and charter schools have often been in competition with each other. Some of the issues involved include student enrollment, access to equitable funding and facilities, and whether charter schools are open to all students, including those with special needs and English Language Learners. Through a mix of accountability and collaboration-and pledging to share resources and best practices-a Consortium of the Parma City Schools, The Global Village Community Academy, and the Constellation Schools plan to join forces to increase collaboration in order to provide the best possible education for all of the children, no matter which school they attend.

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

Our innovative project, the Synergy Initiative, is designed to form and formalize mutually beneficial relationships designed to aid student achievement and improve school operations. The term Synergy, when applied to organizations, means that teamwork can produce an overall better result than if each person (or school) within the group were working toward the same goal individually. The collaboration among the schools is a necessary next step in the evolution of providing high-performing schools for all students and in giving students many choices in where and how they learn. The Synergy Initiative will use a collaborative approach to developing collective practices among an urban district and two charter schools. We will link together in order to share resources that will include: professional development offerings provided by both the charter school and the district on their areas of expertise; STEM School Fabrication Laboratory available to be used as a teacher training ground for all teachers as well as a hands-on lab for students; technology upgrades including teacher and student training and the selection of equipment and software; use of on-site technical assistance; sharing of civic and community partners to provide a broad network of opportunities and supports for young people both inside and outside of school. Major Components: Our goals are to (1) establish a working district-charter collaboration that will raise the bar for ALL students; (2) recognize and replicate successful practices in each of the schools so that they may benefit as many children as possible; (3) share contract services (technology, finance and data management systems) in order to save money for all three schools. (4) create a problem-solving relationship among the schools which will include honest conversations between the charters and district about the barriers which have prevented them from working together in the past; (4) cross-over activities so that classes, technology integration, professional development, best practices, and material selection can be developed cooperatively; and (5) move beyond a relationship rooted in competition in order to collaborate so that all students in our three communities of Parma, Parma Heights, and Seven Hills will benefit. Taken together these components will serve as a best practices system that will bring the schools together and serve as a model for other communities to replicate.

9. Which of the stated Straight A Fund goals does the proposal aim to achieve? - (Check all that apply)

Applicants should select any and all goals the proposal aims to achieve. The description of how the goals will be met should provide the reader with a clear understanding of what the project will look like when implemented, with a clear connection between the components of the project and the stated goals of the fund. If partnerships/consortia are part of the project, this section should describe briefly how the various entities will work together in the project. More detailed descriptions of the roles and activities will be addressed in Question 16.

Student achievement (Describe the specific changes in student achievement you anticipate as a result of this innovation (include grade levels, content areas as appropriate) in the box below.)

The Synergy Initiative's goals directly relate to improving student achievement within a local community by creating learning environments that provide personalized learning through innovative practices and collaboration. The goals to improve the overall student performance and increase the graduation rate will be attained through this collaboration. Consortium schools are all utilizing the state assessments and based on their 2012-2013 Report Cards, two of schools are struggling in the area of gap closing, while the other is doing well on achieving its Annual Measurable Objectives. Performance Index measures of the consortium schools range from 79.9% to 86.7%. We expect to see an increase in this range by the end of Year 1 of 83%-90%. Graduation Rate ranges are 83.6%-85.7% and expect to see an increase in the range by the end of Year 1 of 87%-90% The Synergy Initiative offers several practices and strategies that will be shared among the consortium schools to improve student achievement performance. Practices and strategies will include; 1) Integrating technology that fits the needs of the students, targeting their learning goals by utilizing a technology integration program. 2) Problem-based learning lessons (STEM) 3) Instructional strategies to close the achievement gap of English Language Learners 3) Strong literacy curriculum practices that include RtI data analysis 4) Dual-Enrollment of Career Technical Education opportunities 5) Shared Resources in the area of Professional Learning to build capacity of the staff in all schools in all areas. Professional learning will build capacity as teachers become more familiar with the technology and begin to incorporate it into their lessons. The quality of their lessons and student engagement will deepen, thus leading to increased student achievement performance.

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.)

Through increased student performance and improved instructional delivery with use of technology, each member of Synergy will realize 5-yr cumulative net savings of \$5,369,092. In staff salaries: Parma CSD projected reductions of 40 FTE certified staff and only a net increase of 1 FTE in classified staff with a 5-yr savings of \$5,717,226 and \$2,834,121 in benefits. Constellation will be able to remain neutral in staffing. Global Village sustains a net change of \$75,000 salaries for 1 technician upgrade and \$39,600 in related benefits. In purchased services: Parma CSD and Constellation are through the overall savings are capable of sustaining the replacement of the grant's 1:1 student technology in FY19 & 20 by \$2,530,803 and \$50,000 respectively and Global Village realizes a 5-yr savings of \$52,500 through changes in leasing and lower repair costs. In supply categories: all three Synergy members realize 5-yr savings through less cost for textbook replacement, shared apps, and less reliance on paper: Parma CSD \$1,733,750, Constellation \$153,500 and Global Village \$50,000. In capital outlay only Global Village will realize a net 5-yr savings of \$31,640.

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.)

Through the Synergy Initiative, consortium partners will utilize and build upon all of the educational experts within the community. The joint technology implementation plan will save all three schools a total of \$5,278,372.00 over the five year fiscal forecast. Through joint planning that will take place initially through the Consortium Advisory Council. The council will provide future direction to the departments of Teaching and Learning (ELL, Career Technical Education and Stem), Professional Development, and Technology. Department s will meet weekly, monthly and as needed especially during the early implementation phase of the technology deployment. The initiative provides teachers an opportunity to collaborate and gain the innovative technology resources they need to integrate into their lessons. Shared professional development will engage them and provide a larger support network of professionals to access. Particularly, in the area of STEM education where student need to be exposed to the new instructional strategies such as innovation, intervention and problem solving skills that lead to inquiry-based educational experiences. Global Village has shown strong success in working with the growing English Language Learners (ELL) population in the area. Shared round table discussion with the ELL departments from GVA, PCSD and Constellation schools will meet in the early fall to conduct a needs assessment and develop PD planning. English Language Learning (ELL) professional development will strengthen and support the growing population, as teachers are trained. Professional development savings will e realized for all consortium members. Career Technical Education (CTE) through the shared services plan an increase in opportunities and options for students in the community, while maintaining their choice will become available. This dual-enrollment plan will maintain full capacity of the CTE programs and Perkins funding will allow for the creation of Career and Development Coordinator funds provided and sustained through Perkins that at will organize and implement career development activities. As the Synergy consortium grows, it will be able to scale-up other shared services.

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.

11,948,791.00 State the total project cost.

* Provide a brief narrative explanation of the overall budget.

The Synergy Innovation Consortium plans to spend the majority of this grant on delivering 1:1 technology in all three members. Synergy plans to spend on direct instruction \$10,991,482. The instructional capital outlay for the members is \$10,835,305. Parma CSD: 1615 iPad mini Gr K-1 @ \$423; 5378 iPad Gr 2-7 @ \$582; 5480 MacAir 11 @ \$1049; 387 charging/sync carts @ \$1700; 130 MacAir 13 for sub staff @ \$1127; 14 Sync stations @ \$1300; 1 laser engraver \$23,800; 1 3D printer \$2170 equaling \$10,804,241. Constellation: 120 Gr K-2 mini iPads @ \$544; 70 iPads 32 GB @ \$783; 5 MacAir w/ iWalk Observation @ \$1187 197; 2 MacAir @ \$1097; 192 Levново laptops @ \$750; 60 appleTV @ \$99; 15 charge/sync carts @ \$1700 totaling \$303,659. Global Village: 80 iPad K-2 @ \$783; 3 charging storage carts @ \$1700; 3 MacAir 13" for teachers @ \$1097; 174 ChromeBooks Gr 3-8 @ \$301 totaling \$123,405. Instructional Supplies totals \$156,177. All members will purchase vouchers to Apple for Applications for a total of \$113,000. Global Village also plans purchase of instructional software and e-textbook licenses costing \$43,177. Under Support Services, Synergy plans to spend the majority in capital providing the sever support necessary to sustain the 1:1 tech load. Support Services capital totals \$204,600. Parma CSD will purchase 14 Mac Mini Servers for device management @ \$1000; 20 MacAir 13 for counselors @ \$1127; VDI servers & storage \$125,000 totaling \$161,540. Constellation will purchase 1 iMac mini server \$1000. Global Village will purchase servers and network components as 1 Server w/ OS \$7875; 5 Ciscron 2960 switches @ \$4397; 14 wireless access point @ \$800; 1 MacMini server \$1000 totaling \$42,060. In Support Service supplies only Parma CSD plans to spend \$100,000 on VDI licenses. In Support Services Purchased Services, Synergy in total will spend \$266,417. The Consortium through the lead school will commit \$30,000 to contracting with Cleveland State professor, Dr. Marius Boboc, Ed.D. Parma CSD will spend \$75,867 as follows: \$35,212 SchoolWires web hosting development; \$9655 SchoolWires Nimbus/Greenleaf Virtual exchange; jamf consulting service @ \$25,000; Apple certified repair tech training \$6000. Constellation will spend \$43,000 on one tech integration trainer @ \$40,000, contractor for deployment @ \$3,000. Global Village will spend \$77,550 on Progressbook from ITC \$300; apple certified tech training \$6000; jamf training \$3250; contracted deployment assistance \$3,000; tech integration trainer for 1 year \$65,000. Parma will hire 2 FTE repair technicians trained by Apple \$36,865 each and related benefits at \$22,807 each. Grand total of Support Services is \$650,361. Synergy plans consortium collaboration for much of the Professional Development. The grand total is \$306,948. In PD salaries, Parma CSD will spend \$12,690 on 600 hrs @ 21.15/hr creating online tech modules with benefits equaling \$2046. Constellation will spend in salaries \$10,000 on 400 hrs @ \$25/hr creating online tech modules and benefits equaling \$1,612. In PD purchased services which total \$280,600, Parma will lead the collaborative initiative spend \$200,600 through ELL, RTI, Tech, Resident Ed, Teacher Eval - Synergy Collaboration: 900 PCSD 2 days @ \$97/day subs, 12 GV 2 days @ \$125/day subs, 92 Constellation 2 days @ \$125 subs. Constellation will spend an additional \$8,000 on Apple certified technician training and jamf certification. Global Village reserved \$72,000 for 45 hours for tech training, instructional integration of technology.

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.

All have sustainable cost in the following even though all costs are exceeded by savings - Parma CSD: 2 FTE Apple Certified Repair Tech-\$73,730 and benefits of \$45,614 in all years after the grant, FY19 and FY20 cost of leasing replacement equipment for 1:1 at \$2,699,243 each year, cost of repair materials and printer supplies \$22,000 Constellation: In FY20 the cost of leasing replacement equipment for 1:1 for \$50,000 Global Village: 1 FTE repair tech net \$15,000 in salary and \$7,920 in benefits and capital costs in FY19 and FY20 for equipment replacement \$5,180 each year.

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.

1,055,674.40 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 Savings stated above is a five-year average of annual savings. Savings is realized in all years by all member of the consortium- Parma CSD: by FY20 the cumulative savings in Salaries is by sum total 32 FTE remedial/intervention specialist \$1,440,000 and 8 computer teachers \$510,412 and 1 FTE print shop tech \$21,057 and combined total benefits of \$1,007,017.66, supply saving in paper \$47,750 and textbooks \$375,000 Constellation: savings is in textbooks, paper, and printed testing booklets ranging from FY16 \$10,500 to FY20 \$51,500. Global Village: Savings in purchased services come from less maintenance from changing to leasing the building, copier repairs, contracted tech repairs for \$10,500, supplies savings come in the area paper and consumable instruction material and textbooks for \$10,000 Capital is saved by the purchase of the 1:1 in the grant and saves in FY16 \$9,000 to FY20 \$8,000

15. Provide a brief explanation of how the project is self-sustaining.

All Straight A Fund grant projects must be expenditure neutral. For applications with increased ongoing spending as documented in question 11-14, this spending must be offset by expected savings or reallocation of existing resources. These spending reductions must be verifiable, permanent, and credible. This information must match the information provided in your Financial Impact Table. Projected additional income may not be used to offset increased ongoing spending because additional income is not allowed by statute. Please consider inflationary costs like salaries and maintenance fees when considering whether increased ongoing spending has been offset for at least five years after June 30th of your grant year. For applications without increased ongoing spending as documented in questions 11-14, please demonstrate how you can sustain the project without incurring any increased ongoing costs.

For educational service centers and county boards of developmental disabilities that are members of a consortium, any increased ongoing spending at the educational service center or county board of developmental disabilities may also be offset with the verifiable, permanent, and credible spending reductions of other members of the consortium. This increased ongoing spending must be less than or equal to the sum of the spending reductions for the entire consortium.

Explain in detail how this project will sustain itself for at least five years after June 30th of your grant year.

The Synergy Initiative is designed to be self-sustaining. The focus of the project will be selected areas of common ground where services can be shared and cost savings realized as each district builds their capacity for improved services that can be sustained over time. As is clearly demonstrated in the financial impact table the project is more than expenditure neutral in that the cumulative savings for the 5yr period is for Parma CSD \$5,156,052 for Constellation \$103,500 and for Global Village \$18,820. Common areas of shared services will include: professional learning, E.L.L., Career Tech and Dual Enrollment, Instructional Strategies aligned to the Common Core, Best Practices, teacher evaluations, S.T.E.M. and up-to-date communication with the public, families, and staff. Embedded professional learning will give teachers from each district the opportunity to share ideas in areas where they have a strong and successful background. Global Village Academy, for example, would be able to demonstrate best E.L.L. practices. Constellation will provide professional development in its Rtl processes, data-based decision making and current technology practices. Parma City Schools, which, because of its size, has an extensive professional learning program both on-line and in workshops will make these programs available to the teachers in the other schools as well. In the area of technology and technology integration, all three districts will benefit from expert professional training as well as the opportunity to interact with the teachers in the other schools. Outside trainers will be available in each building and will provide "just in time" training for the staffs. For S.T.E.M. instruction the districts will be able to exchange ideas, and students and teachers can visit S.T.E.M. Fabrication Lab in order to participate in project-based learning assignments. By creating a highly trained teacher workforce, all three districts will move their use of technology forward without additional expenses except to train new teacher hires. The funds from Straight A will enable us to accelerate the rollout of replacing outdated technology as well as provide equipment in schools where there is very little technology.

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: January 2014 - April 2014

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

PCSD administrative team met during the grant proposal period to discuss the possibility of a district-charter school collaboration. The team actively researched district-charter collaborations that target our goals of increased student achievement, shared resources and cost savings. Phone discussions were held with leading researchers about practices and successes of collaborations across the country. We held meetings with district administrators, board members and staff to discuss the charter school collaboration. Local charter schools data, programs and curriculum was reviewed. The research and discussion confirmed our need to move forward and schedule meetings with the local charter schools. PCSD met with each local charter school to learn about their needs and best practices. PCSD shared information on areas of need, best practices and the philosophy that together we educate ALL of the students in our community. The consortium met and concluded that we could look to one another in order to learn innovative practices in the areas of integrating technology, English Language Learners, Career Tech Education, project-based learning (STEM), communication strategies, teacher evaluations and PD to improve all of the schools in the community. Consortium Teams met by department to construct the plan of shared services, service providers and PD. Fiscal teams met to develop and review budgets and contract proposals. Communications planning took place to inform all stakeholders in the community about the collaboration. Collaboration with Dr. Marius Boboc was established to formulate the evaluation plan. Timely meetings and planning with a consortium advisory board on implementation management and developing a blueprint to share with other districts to learn from the results of the collaboration will be held.

* Anticipated barriers to successful completion of the planning phase

Barriers discussed at the planning meetings were apprehension from teachers, board members, and the community. Another barrier was the perception that the local charter schools and the public schools are in "competition" with one another. Scheduling the professional learning dates requested and the availability of substitute teachers were somewhat limiting. Consultants/technicians are available and ready in the summer for implementation of the technology plans. Equipment orders are expedited, ready to be processed and filled in a timely fashion. Consortium members availability over summer months to plan.

18. Implementation - Process to achieve project goals

* Date Range August 2014-July 2015

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

Begin planning meetings (August, 2014) Consortium Advisory Council established: to include Compact Liaison responsible for coordinating all aspects of the project, representatives from each school (officials, parents, students, parents, community members); to meet initially every two weeks in August and Sept. 2014 and monthly through June, 2015; to consider the nuts and bolts of a written agreement. Committees will be formed as soon as possible and will meet regularly. The committees will include STEM, Technology, Professional Development (ELL, Instructional Strategies, Technology, Personalized Education, Common Core, STEM), Financial Savings, Career Technical Education, and Stakeholder Communications (creation of a new website). Activities and/or events: Technology ordered in August and installed in September and put immediately into use; on-going professional learning; on-going coordination meetings involving all three schools; Project Milestones: Kick Off Event to Announce the Compact (late August, 2014); Survey administered to stakeholders; New website up and running by October 1, 2014; Professional Learning Sessions established for the rest of the year (by the end of first quarter); Teacher sign up for professional learning; delivery of service; STEM School Schedule established to support teacher training and student use of the Fabrication Lab. Interim Measurements will include collecting data on an on-going basis about number of students entering Career Technical Programs from the Charter Schools; number of professional development sessions held; student performance measures in the content areas of reading and math: evidence in lesson plans and/or classroom observations that the PD is being used in class. June, 2015-Consortium Advisory Council meets to review the project evaluation and to discuss the continuation of the partnership. Summative data collected and analyzed.

* Anticipated barriers to successful completion of the implementation phase.

This project is not without controversy. Charter schools have received bad press over the years and even though many are successful, they are some times all painted with the same brush. We will need to be proactive in correctly this misconception. Other barriers could include: (a) successfully reaching an agreement among all three schools that is satisfactory to each one; we will need to create a compact that: (1) will include both specific goals as well as frame broader policy goals (2) guide how the work gets done and not simply become a list of tasks (3) create a governance structure with clear responsibilities moving forward. (b) coordinating different committees and making sure that all three schools are being served; (c) dealing with possible push back from teachers and/or parents who are concerned about PCSD working with charter schools or charter school supporters concerned about working with PCSD; (d) Clear communications: is use of the website, social media, and information from each school enough to explain the significance of this program to all; will people be confused by this partnership (e) Possible disagreements among the schools about the proper course of action in a disputed situation.

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

* Date Range August 2014-July 2015

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

The consortium will secure the services of Dr. Marius Boboc to provide outside evaluation services for the analysis of data collected throughout the grant period. The PCSD will collect all data from Constellation and Global Village Academy. Quantitative Measures of Project Management and Monitoring in all areas (technology deployment and integration into lessons, collaborative professional learning opportunities, and Career Tech dual-enrollment, advisory meetings,) of the Synergy Initiative will be reported to the consortium advisory team monthly. Qualitative Measures that will include pre/post surveys of staff, students, parents and the community on their perceptions of the district-charter school collaboration during Year 1. The formative stage of evaluation will focus on implementation and progress of the collaboration. Upon deployment of the technology, the following information will be gathered from each school: 1) Academic baselines through multiple assessments 2) Professional Development feedback 3) Career Tech dual enrollment 4) Technology usage and integration in to lessons. The summative stage of the evaluation will provide analysis of the initiative and its impact on teaching and learning, effectiveness of the communication plan, and perceptions regarding the collaboration. The data will guide future adjustments to proposed areas of shared resources among the consortium members through year 5 of the grant's sustainability period. All assessments will be aligned to the goals of the Synergy Initiative. Dr. Boboc will create a summative report to share with the advisory team and stakeholders. The data compiled and the summative report will be utilized to create the blueprint for future replication in other districts.

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

The anticipated barriers of the summative phase of the grant period may include: 1) collecting sufficient data points from all participants including students, parents, staff, administration and the community on their perceptions of the district-charter collaboration and the impact of the collaboration after the first year. 2) Accurate data on teachers' integration of technology in daily lessons and its direct impact on student achievement. As one of the project goals is focused on improved student achievement performance in all of the schools in the community, the consortium members will utilize the state assessments in reading and mathematics from the Spring 2014 administration as their baselines. Since the schools all use different diagnostic, and curriculum based assessments the state assessments will serve as a common assessment. If student performance falls short of expectations, the advisory team will need to review the instructional strategies and curriculum to allow for formative professional development planning. Teacher participation and satisfaction data results with the collaborative professional learning opportunities may be below expectations and the advisory team will need to dig deeper as to "why" and what needs to be addressed.

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:

A collaborative relationship among Constellation Schools, Global Village Academy, and Parma City Schools will see changes in instructional and/or organizational practices as a result of the Synergy Initiative. Some of the changes envisioned include: 1) increased options for kids and families; (2) more resources devoted to classroom instruction; (3) dual enrollment for ELL students and Career Technology Education; (4) shared professional learning opportunities in the areas of best instructional practices, technology integration, STEM, English Language Learners and teacher evaluations; (5) cost savings for each school district as a result of sharing services (6) a communication plan that will provide more individualized information about students for their parents. The Synergy Initiative will refine fiscal, instructional, professional learning, and organizational processes. The new fiscal processes and policies will streamline and allocate resources directly to the classroom, ultimately leading to 100% of our students in all three schools graduating college and career ready while respecting the taxpayers' dollars. The "everywhere classroom" and its integration of technology into instruction will be personalized, relevant, and create engaging learning environments. Classrooms will be student driven, instead of teacher led. Synergy Initiative will create capacity building of staff through multiple high-quality professional learning opportunities providing teachers with immediate support and job embedded training to initiate a culture of change. It will be a culture that is technology based and driven, thus producing a team of educators who collectively believe in their students, one another, the districts in the collaboration and the community. It also will allow all students to benefit from learning with technology which is vital for their successful economic future. Future changes planned are to integrate ebooks over time replacing textbooks. As a result of the Synergy Initiative, cost savings will allow us to maintain and/or scale up instructional programs into the future without seeking additional taxpayer dollars. This will address the problem of not being able to sustain programs because of lack of funds. Personalization of services will help our districts provide many different learning options so that choices are available to meet individual student needs. The Synergy Initiative proposes cost savings in all districts' departments within the consortium.

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.

Originally charter schools were designed to serve as catalysts for innovation. but over time they have become isolated from the traditional public districts and competition became the norm. Our initiative would begin to break down the barriers between districts and charter schools in our area and allow us to share information and resources to make education better for every child no matter where he/she goes to school. The proposed Synergy Initiative asks the question "Where can charter schools and traditional districts work together?" This concept has drawn the attention and the support of the Bill and Melinda Gates Foundation which has been pouring money (to the tune of \$40 millions since 2010) into the creation of working agreements between large urban schools and charter schools serving the same geographic area. According to the Annenberg Institute for School Reform, collaboration allows for a "Smart" school environment where charters and traditional districts can take advantage of each other's strengths and create "a high-performing community of schools that ensures both equity of opportunity and high-level achievement across all groups of students." (Foley & Sigler, 2009). In addition, by working together, the schools can take advantage of a range of civic and community partners to provide a broad network of opportunities and supports for young people inside and outside of school. Evidence of success in this area can be found in the Central Falls (R.I.) School District that has been collaborating with the Learning Community charter school on a Growing Readers Initiative, a program designed to build strong early-grade readers. The results have been dramatic with 86% of participating students reading at or above the national benchmark after six months in a pilot program. Since its inception in 2007 the program has continued to grow and now records that district-wide reading performance increased by 30 points, a 54 percent gain. Our goals are in line with other already formed collaborations in large urban areas in the U.S.A. According to the Center on Reinventing Public Education, collaborations between traditional districts and charter schools have centered on

creating a written compact, increasing resources and facilities access for charters, benefiting from district economies of scale, sharing best instructional practices as well as professional development, and building common accountability systems (Yatsko, Nelson, & Lake, 2013). In addition, mature collaborations are also looking at replicating high-performing schools, improving access to and quality of special education services, closing low-performing schools, and instituting a common enrollment system. Evidence-based practices will include shared services such as professional development, technology support, & financial policies and practices. The goal is to deliver savings without sacrificing educational quality. Districts/Charter Schools can actually realize significant cost savings and realignment of limited resources with technology. With digital professional development, districts save money on substitutes and travel. Outside of the classroom we will make use of cutting edge software and technology that connects every member of our schools with the people, information and services they need to succeed. Parents will be able to see grades on-line and easily communicate with teachers, counselors, and principals. Staff members will go on-line for professional learning and also to communicate with teachers and administrators in the three schools. Putting educational resources online saves on printing costs and binding. Virtual parent-teacher conferences preserve precious classroom hours. Hybrid learning options allow districts to increase class size while maintaining quality (EdWeek, 1/13/2011). Based on this past success and current research on the impact of student achievement performance, we expect a savings among consortium members of \$5,278,372.00.

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.

The District will hire an external evaluator, Dr. Marius Boboc, Professor of Education at Cleveland State University. Dr. Boboc has both a specialized interest and experience with grant funded education programs, particularly with technology in educational settings. Identification and selection of this contractor will comply with the applicable procurement procedures. Qualifications will include demonstrated proficiency in designing tailored evaluation tools and translating data into valuable information for use in refining programs. Dr. Boboc will work collaboratively with program management and the Consortium Advisory Council to provide program evaluation, feedback, and continuous improvement, and collecting and assessing outcomes data quarterly to verify the impact of the collaborative activities on student learning, educator effectiveness, fiscal health, and parent/consortium engagement. Contact Information: Marius Boboc, Ed.D Cleveland State University 2121 Euclid Avenue JH 378 Cleveland, Ohio 44115 (216) 687-3675

* 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).

A robust framework for assessment is critical to all aspects of the program. Formative, interim (end of unit), and summative (end of course) assessments, embedded into the Synergy Initiative program model, will identify student and educator needs, measure student and educator growth, and determine overall program impact and effectiveness. The program will implement an Outcomes Based Evaluation Plan for quarterly performance assessment of the identified program objectives, utilized to determine progress earned at the end of the grant period. Our comprehensive evaluation plan will consist of appropriate and specific quantitative and qualitative measures that can be adjusted and/or modified as needed in order to (1) Evaluate program services and activities and their appropriateness to our objectives; (2) Assess progress toward meeting objectives (formative); (3) Measure success in achieving objectives at the end of the grant period (summative); and (4) Provide for the disclosure of program outcomes. Program outcome data will include both formative and summative assessments. Program outcome measures will include the following for each core program area: Student Achievement: State test scores, nationally-normed test scores (including ACT, PSAT, K-RAL, Stanford/OLSAT), end of course tests, daily progress monitoring by teachers, GAP closure, value-added scores, PARCC assessment results, DIBELS reading tests, AIMSweb, state diagnostics, graduation and attendance rates, suspensions and expulsions, Naviance college and career readiness indicators. Educator Effectiveness: McRel walk-through process/iWalkObservations and the Ohio Teacher Evaluation System (OTES) Fiscal Health: Annual audit, Budgeting process, Monthly Board Reports of financials. Parent and Consortium Engagement: Satisfaction surveys, web tracking for program web sites and social media, and event attendance.

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

The Project Director, in collaboration with the Consortium Advisory Council and the selected external evaluator for this grant, will be responsible for overseeing a continuous evaluation plan that includes formative and summative data to inform the stakeholders of student progress toward project outcomes. Relevant project staff will collect quantitative & qualitative data, which will be disseminated to appropriate constituents to analyze & determine modification of program services if necessary to meet objectives. This process is represented in the Continuous Improvement Management (CIM) model developed by the U.S. Department of Education for 21st Century Learning Centers. The Consortium Advisory Council (CAC) will be formed to promote stakeholder presence and buy in, as well as provide a vehicle for continual program assessment, feedback, & fine-tuning. The CAC will be comprised of leadership from the District levels, as well as teachers, students, service providers and other key community stakeholders. The Council's mission will be to plan, implement, & monitor the program's strategies to address the stated award goals & objectives. The CAC will be formed in the first month of the program period and will meet quarterly throughout the grant period. The CAC will assist with implementation, & ensure that program strategies will continue to be appropriate. Continuous improvement is central to the Synergy Initiative. With careful analysis, corrections will be made in a timely manner so that valuable time and learning will not be lost. Quantitative and qualitative data will be collected to determine if the goals are being met in a timely manner, and the effectiveness of the program services. Subsequent evaluation reports will be presented to program management and the Consortium Advisory Council at regular quarterly intervals. The objectives will provide a structure to the analyses such that we will review the effects of the intervention outcomes anticipated.

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.

Through the district-charter schools collaboration, the consortium seeks to improve all local schools in the community through shared resources in professional development, curriculum, Career Technical, upgrade and integrate technology practices. The development of the consortium will support the families and students in the community with options and opportunities that will lead to a well-educated local work force that is college and career ready. Provide our teaching staffs the necessary training and resources to attain their proficiency in best practices, particularly in the area of integrating technology to meet the needs of the individual student. Collectively the collaboration will address our common needs, while adding value to one another. 1) Quantifiable Measures: provide topnotch educational services including the integration of technology into instruction in order to prepare all students to be college and career ready? To measure student achievement the consortium will make use of state test scores, nationally normed test scores (including ACT, PSAT, Stanford/OLSAT, which measure achievement and ability), end of course tests, DIBELS and daily progress monitoring by teachers. In addition, we will monitor GAP closure, value-added scores, and PARCC assessment results. DIBELS reading tests are given to students in grades K-4. All consortium participants have excellent baseline measures that will measure the results. Teachers will use student data to identify students who need intervention and will work with their teacher-based teams to plan personalized instruction for each student. Other measures of success will include improved graduation and attendance rates, reduction in suspensions and expulsions. 2) Improve Student Achievement: provide consortium teachers with professional learning in best practices in instruction for all students, including but limited in English Language Learners (ELL), use of technology, integration of technology and in personalizing education. The consortium[PG3] professional development plan is built on collaboration and will blend existing expertise of the teachers while adding new content to in order to support their students. For example, integrated technology training will lead to a more problem based teaching model. We will measure teachers' use of best practices for instruction as well as use of technology through the McRel Walkthrough and/or the IWalkobservation Process. PCSD has used McRel walkthrough data collection over the past three years to gather information about what is happening in classrooms. We will use this information as a baseline and continue walkthroughs to look for best practices in instruction and use of technology. Evaluators will identify "Teacher Directed Technology" and "Student Centered Technology" and will monitor and record instructional strategies. Year to year data will be compared to record any changes in the use of technology, observable instructional strategies, learning targets, and level of Bloom's Taxonomy. The program will continue into the future, because teachers are receiving relevant training, and they are being held to high expectations for their own performance in class. In addition, all administrators are trained in the use of McRel and teachers are accustomed to this method of observation. 3) Spending Reductions and Utilization of a greater share of resources in the classroom: The Synergy Initiative is designed for continued collaboration beyond the grant period. The data collected will be used to design a continued district-charter collaboration expanding shared services in other areas. The one-time costs will allow the consortium to train its staff, expand its technology and learn best practices from one another while offering options to the families and students of the community. The consortium will be able to establish cost saving procedures that continue into the future and be monitored for effectiveness and efficiency.

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**

Teacher use of technology and best practices to be recorded as part of the McRel Walkthroughs Year 1 - Gather baseline data of the McRel Walkthroughs Year 2 - Compare baseline to new data? Expect a 25% increase in usage. Year 3- Monitor classrooms and collect data Expect another increase of 25% Year 4 -Use the Ohio Teacher Evaluation system to gather evidence of success Year 5 - Evaluate the McRel System and determine if it needs to be revamped with new or additional items to monitor. Monitor Student Testing Data: Year 1 - Collect testing data (PARCC, OGT or equivalent, National Tests) Year 2 - Compare Year 2 to Year 1. The Synergy Initiative will base its quantifiable measures for student achievement on the benchmarks and targets that set by the Ohio Department of Education. Specifically measuring and monitoring the following yearly: Graduation rates Gap closure, PARCC assessment results, and Student Attendance. Year 3 - Compare Year 3 to Year 2 note significant increase in use of technology by students Year 4 - Compare Year 4 to Year Year 5 - Evaluate the five year progress in student achievement and make district-wide decisions about changes to the curriculum, technology, personalized education, and categories to be determined by the committee examining the data.

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

Savings is realized in all years by all member of the consortium- Parma CSD: by FY20 the cumulative savings in Salaries is by sum total 32 FTE remedial/intervention specialist \$1,440,000 and 8 computer teachers \$510,412 and 1 FTE print shop tech \$21,057 and combined total benefits of \$1,007,017.66, supply saving in paper \$47,750 and textbooks \$375,000 Constellation: savings is in textbooks, paper, and printed testing booklets ranging from FY16 \$10,500 to FY20 \$51,500. Global Village: Savings in purchased services come from less maintenance from changing to leasing the building, copier repairs, contracted tech repairs for \$10,500, supplies savings come in the area paper and consumable instruction material and textbooks for \$10,000 Capital is saved by the purchase of the 1:1 in the grant and saves in FY16 \$9,000 to FY20 \$8,000 As is clearly demonstrated in the financial impact table the project is more than expenditure neutral in that the cumulative savings for the 5yr period is for Parma CSD \$5,156,052 for Constellation \$103,500 and for Global Village \$18,820

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

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

Benchmarks of the The joint technology implementation plan will save all three schools a total of _____ over the five year fiscal forecast. Through joint planning that will take place initially through the Consortium Advisory Council. The council will provide future direction to the departments of Teaching and Learning (ELL, Career Technical Education and Stem), Professional Development, and Technology. Department s will meet weekly, monthly and as needed especially during the early implementation phase of the technology deployment. The initiative provides teachers an opportunity to collaborate and gain the innovative technology resources they need to integrate into their lessons. Shared professional development will engage them and provide a larger support network of professionals to access. Particularly, in the area of STEM education where student need to be exposed to the new instructional strategies such as innovation, intervention and problem solving skills that lead to inquiry-based educational experiences. Global Village has shown strong success in

working with the growing English Language Learners (ELL) population in the area. Shared round table discussion with the ELL departments from GVA, PCSD and Constellation schools will meet in the early fall to conduct a needs assessment and develop PD planning. English Language Learning (ELL) professional development will strengthen and support the growing population, as teachers are trained. Professional development savings will be realized for all consortium members. Career Technical Education (CTE) through the shared services plan an increase in opportunities and options for students in the community, while maintaining their choice will become available. This dual-enrollment plan will maintain full capacity of the CTE programs and Perkins funding will allow for the creation of

* Other Anticipated Outcomes

25. Is this project able to be replicated in other districts in Ohio?

Yes

No

If the applicant selects "Yes" to the first part of the question, the response should provide an explanation of the time and effort it would take to implement the project in another district, as well as any plans to share lessons learned with other districts. To every extent possible, applicants should outline how this project can become part of a model so that other districts across the state can take advantage of the learnings from the proposed innovative project. If there is a plan to increase the scale and scope of the project within the district or consortium, it should be included here.

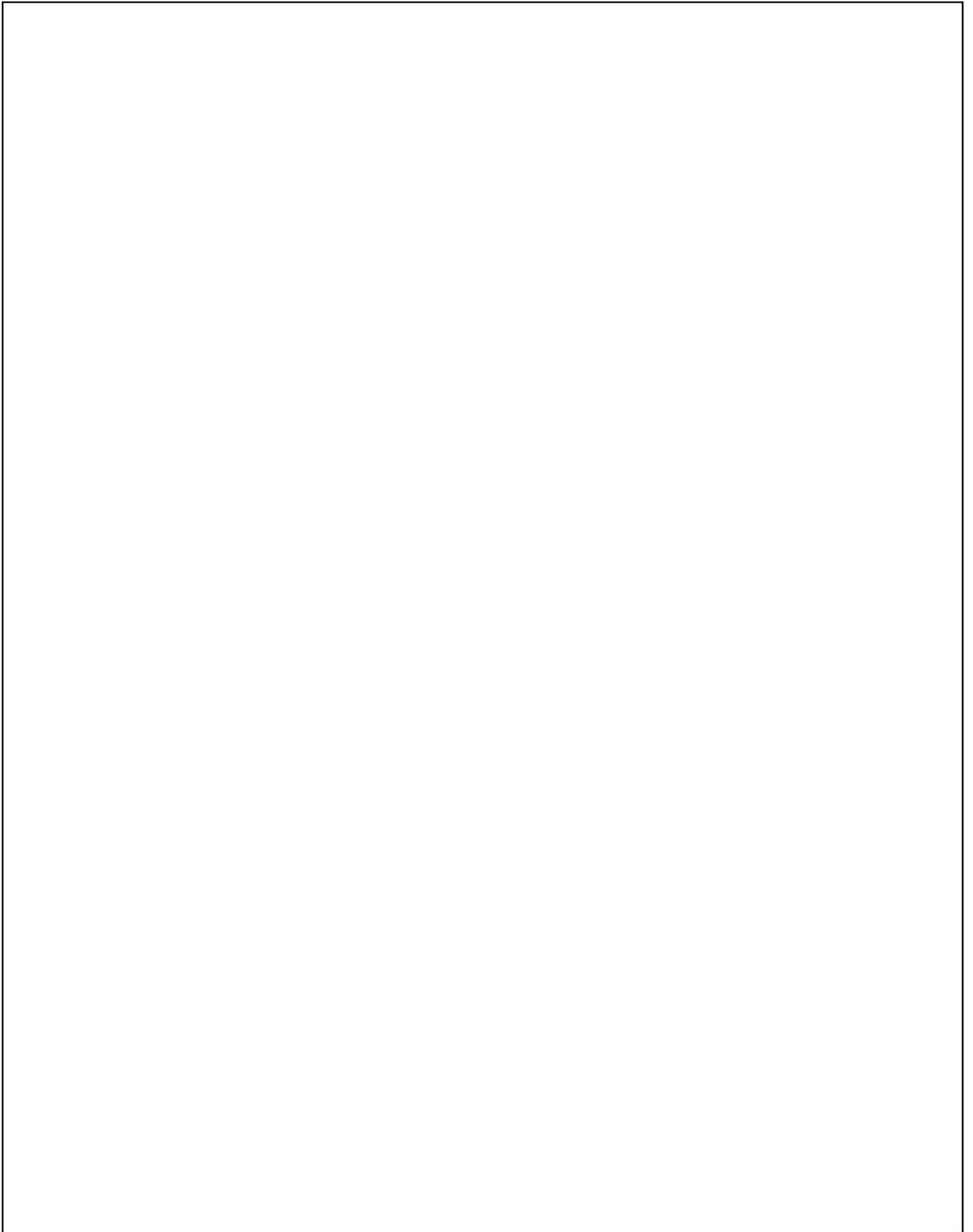
* Explain your response

The consortium believes that the district-charter schools collaboration is part of a broader educational community. Consequently, the focus is on the education of ALL students within our local community, is replicable in the state. This model of collaboration is being implemented across the country and research continues to be conducted. Our consortium will provide a blueprint for Ohio districts to utilize as a guide to assist them in designing their own unique collaboration. Full access to our team, timelines, data and research will be available to lead discussions about future scalability. The time and effort necessary to replicate the Synergy Initiative in another district/community would require 1) forward thinking leadership from the top (both at the local district and public charter schools)? 2) communication and involvement of all stakeholders including staff, students, parents, and community? 3) a clear vision about the scope of the collaboration? 4) Convene an advisory group that will meet monthly.5) Planning and benchmark points for evaluation of the plan. Steps such as; Leadership assembling a planning team, which includes representation from finance, professional learning/curriculum, business, technology and communications at the central office level of the local district and public charter-schools is the first important step to a district/charter collaboration. Discussion in the areas of collaboration and creating a consistent message for all stakeholders to understand the positive opportunities through the collaboration is imperative. Developing the "how" in the areas such as; improving the processes and policies of shared services, spending, professional learning, student achievement, technology and the development of personalized learning is key to ensure "buy in" from all of the stakeholders. Continual/clear communication with all stakeholders through the use of websites, Facebook, print, monthly updates from administration, and public forums will develop understanding and the benefits of the program for the students. Gathering input from all stakeholders frequently using surveys, focus groups, and interviews to move towards collaboration about the project. A well-designed communication plan is essential so all feel that their input is respected and their feedback welcomed. Financial offices of the consortium will need to conduct a needs assessment regarding its spending policies and examine possible areas of spending cuts, review our list of cuts as a starting point, realignments and reallocations of funds to begin to prepare their own budget and changes in fiscal spending policies. Technology departments will need to conduct an infrastructure review, facilities needs, type of device, software, and a deployment plan. A professional learning plan for all stakeholders will need to be created and placed in phases. The professional learning plan needs to be job embedded and ongoing for staffs, so that new practices become fully integrated into the cultures. Students/parents also need to have an opportunity to learn and hear about the changes opportunities. The Synergy consortium will develop an outline of steps it took to create the collaboration and how it decided upon the areas of which to collaborate. Activities that would help a district to successfully initiate/ implement local collaboration include: 1) participation in their local educational organizations. (PCSD works with the Cuyahoga County Educational Service Center (CC-ESC) and the First Ring Superintendent's Collaborative, Constellation Schools works with the CC-ESC, ESC of Lake Erie West and Ohio Coalition of Quality Education) 2) involvement in national, state and local professional organizations and networking to share ideas and to benefit from the wisdom of other educators. 3) research collaboration among teachers.4) professional learning opportunities in technology, STEM, ELL, teaching using project based lessons and blended learning.

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, Ava Yeager, Director of Federal Programs, Parma City School District, April 17, 2014.



Consortium

Parma City (044636) - Cuyahoga County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

Consortium Contacts

First Name	Last Name	Telephone Number	Email Address	Organization Name	IRN	Address	Delete Contact
Oleh J.	Holowatyj	2167675956	globalvillageoh@gmail.com	Global Village Academy	012558	5720 State Rd, Parma, OH, 44134-2564	
Thomas	Babb	2167127600	babb.thomas@constellationschools.com	Constellation Schools: Parma Community	133256	7667 Day Dr Fl 1ST, Parma, OH, 44129-5603	

Partnerships

Parma City (044636) - Cuyahoga 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

Parma City (044636) - Cuyahoga 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
Jeff	Cook	Director of Secondary Curriculum	Mr. Cook will work with Mrs. Hausmann and Mr. Geschke to develop timelines and specific content for all professional development offerings. He will work with the teachers' union and make sure that the contract is being followed. He will supervise all aspects of the Synergy Initiative as they apply to secondary students and teachers and will collect any relevant data. He will coordinate efforts in the areas of credit recovery, Career-Technical Programs, technology, and communications.	Jeff Cook, Director of Teaching and Learning with responsibilities in secondary curriculum, has been a part of the district's recovery plan and was involved with PCSD consolidation/restructuring, contract negotiation team, and the school policy committee. He is a former teacher and building administrator. He has M.Ed. in Educational Administration from John Carroll University.	Mr. Cook has led several district initiatives at PCSD. He co-led the negotiation and adoption of middle and high school math, science and english series. He successfully implements programming and fiscally manages the Alternative Education Challenge grant. He has facilitated many professional development workshops for teachers and building administrators on instructional strategies, policy and contracts. He is a member of the District's Leadership Team , Steering Committee and Race to the Top Transformation Team. He leads the District's Secondary Rtl committee.	
Jodie	Hausmann	Director of Elementary Curriculum	Mrs. Hausmann will work with Mr Cook and Mr. Geschke to develop timelines and specific content for all professional development offerings. She will collaborate with consortium members sharing best practices on integration of technology, core, intervention and ELL curriculum strategies. She will supervise aspects of the Synergy Initiative as they apply to elementary students and teachers and will collect any relevant data from all consortium members to analyze the impact of the district charter school collaboration. She will all specifically supervise the S.T.E.M. program collaboration with	Mrs. Hausmann oversees elementary curriculum as well as the operation of all programs involving elementary children. She is a former elementary school teacher and elementary building administrator. She holds an M.A. from Baldwin Wallace University.	Mrs. Hausmann leads the district's Rtl committee, co-led the adoption of the district's elementary math and reading literacy series and serves on the District's Leadership Team. She has planned and presented numerous professional development opportunities for teachers and building administrators on instructional best practices. She has implemented many new initiatives at the district level such as PBIS and Common	

			consortium members.		Core Training. She successfully manages the Early Literacy Reading Readiness Grant.	
Jeff	Graham	Superintendent of Parma City Schools	Dr. Graham will be the public face of this grant project and will make presentations through local service clubs, the Community/Business/School Partnership, community dialogues, open door sessions, and his weekly update. He will report out to all stake holders about the progress of the grant. He will make himself available to the charter schools as well if they would like to have him to participate in some of their stakeholder meetings.	Dr. Graham has been a teacher, a principal, and has served in three districts as a superintendent. He is kid-focused and has shown leadership as the district redistricted, consolidated buildings, upgraded academic services, and recovered financially from the brink of a state takeover. His decision-making is data driven, carefully considered, and inclusive as he brings together all of the stakeholders to discuss and/or implement changes. He received his doctorate from Ashland University.	Dr. Graham is a proven leader and has tackled a number of large projects. In Medina City Schools he worked with stakeholders from around the city to create a large multi use facility which included a recreation Center and large Performing Arts Center. In addition to supervising the construction, he also addressed academics and the need, in such a large high school, to personalize education for every student. In the Woodridge Local Schools he again brought the community together to address building issues as concerns about the large achievement gap in the district.. Most recently Dr. Graham once again brought everyone together to address serious financial issues, the need for redistricting and consolidation, and the need to redefine the district's academic services.	
Marius	Boboc, Ed.D	Professor of Education, Cleveland State University	Dr. Boboc will conduct and analyze all Quantitative and Qualitative measures pertaining to the Synergy initiative. This will include measuring use and integration of technology in the classrooms, student achievement impact of those students whose teachers integrated and of those who did not. He will also collect data from staff, administration, parents through satisfaction/perception surveys about the district-charter schools collaboration, effectiveness	Education: Ed.D., Curriculum & Instruction, University of Northern Iowa, Cedar Falls, IA, 2002 M.A., Teacher Leadership, Roosevelt University, Chicago, IL, 1997 B.A., English, Ovidius University, Constanta, Romania, 1995 B.A., Accounting, Academy of Economic Studies, Bucharest, Romania, 1991 Affiliated Member, Ohio Collaborative: Research and Policy for Schools, Children, and Families (From Fall 2004 to date) - Affiliate Member, Ohio Middle Level Professors	Reviewer, the 2009 Midwestern Educational Research Association (MWER) Annual Meeting, St. Louis, MO, October 14-17, 2009. - Reviewer, the 2008 Midwestern Educational Research Association (MWER) Annual Meeting, Columbus, OH, October 15-18, 2008. - Advisory Board member (Summer 2007) for a	

of professional development and support throughout the grant period. He will co-facilitate debriefing sessions at advisory meetings to discuss progress made through the shared services. He will create a summative report for all schools regarding the collaboration, impact and progress to decide upon future direction. Her will assist with the development of the blueprint for replication.

(Term: F03 - present) Dr. Boboc teaches courses in the following areas: a) general methods (both at the middle- and secondary-level); b) curriculum theory and instruction; c) classroom management; and d) student assessment. While his teaching supports the research agenda, the latter also includes postmodernism in education, school reform, the various uses of technology in educational settings, and assessment and accountability in higher education.

new Contemporary Issues in Curriculum Reader to be issued by Sage Publications. - Reviewer, the 2007 American Educational Research Association (AERA) Annual Meeting and Exhibition, Chicago, IL, April 9-13, 2007. - Reviewer, Ohio Middle School Journal (Fall 2006). - Reviewer, McGraw-Hill Education (two new Educational Psychology textbooks - Spring 2005). - Reviewer, Wadsworth/Thomson Learning (one new Educational Psychology textbook - Spring 2005). - Reviewer, International Conference on Education and Information Systems: Technology and Applications, Orlando, FL, July 14-17, 2005. - Reviewer, Preliminary Grant Proposal Session, Fund for the Improvement of Postsecondary Education (FIPSE), John Carroll University, University Hts., OH, November 16-17, 2004. - Reviewer, International Conference on Education and Information Systems: Technologies and Applications, Orlando, FL, June 21-25, 2004. Research Grants: "Enhancing Online Learning Communities" - grant supported by the Ohio Learning Network, the Northeast Regional Center at Kent State University; date of grant: 4/25/2007; amount and duration: \$10,000 over 13 months; core members of the

					grant: a) Dr. Ron Beebe; b) Dr. Marius Boboc; c) Ms. Betzi Bateman, doctoral candidate; d) Dr. Brian Harper; e) Dr. Li-Chen Wang; and f) Mr. Vic Higgins, doctoral candidate.	
Erin	Gadd	Director of Public Relations	Mrs. Gadd will be developing a branded website for this project to effectively connect and engage the community, integrate technologies, communicate the value of the project, facilitate communication amongst participating schools, showcase student progress, and effectively share the use of Straight A grant funding and how it benefits students. In addition, the site will enable safe, collaborative learning among students, teachers and parents. This technology solution includes social, community and instructional capabilities to support sharing, learning and academic achievement while providing a safe online experience for everyone that participates. Additionally, a virtual international classroom exchange program between our schools and China will help students become international collaborators, researchers and global citizens.	Erin Gadd is the Director of Public Relations for the Parma City School District with more than 20 years of experience helping public schools to open their lines of communication to increase understanding and support for their work.	She is responsible for the development and implementation of a comprehensive district-wide communications, media relations and community engagement plan to include internal and external stakeholders across the cities of Parma, Parma Heights, and Seven Hills. Her team was recently honored with four awards at the 2014 Ohio School Public Relations Association's Achievement Awards ceremony.	
Patrick	Geschke	Director of Professional Learning	Mr. Geschke will develop and supervise (with other members of the Department of Teaching and Learning) all professional learning opportunities associated with this grant. He will organize, times, dates, and specific offerings for all of the teachers at PCSD, Constellation, and Global Academy. He will maintain records of how many teachers attended each session and how many sessions were held in each area (technology, S.T.E.M., instructional strategies, etc.) Mr. Geschke will coordinate professional learning activities with the staff of the PCSD, Constellation, and Global Academy.	Mr. Geschke has been an educator for 17 years, with 13 of those years in the Parma City Schools. As the Director of Professional Learning, he has planned and presented numerous professional learning workshops for all staff in PCSD and at conferences. He was named the "Emerging Educator of the Year. He has an M.A. specializing in Educational Technology from Baldwin Wallace.	Mr. Geschke is responsible for the creation and facilitation of professional learning opportunities for the district. He has created on-line video tutorials on YouTube for teachers to watch and has recently upgraded the on-line offerings for iPad. He also offers courses for teachers over Moodle, which is a learning management system. He manages the Title IIA grant.	
Jane	Graber	Director of Information	Mrs. Graber's	Mrs. Graber has an	She worked with	

		Systems/PCSD	responsibilities will be to ensure the successful rollout, implementation, and on-going security and management of the technology devices in the district. This includes the purchase, receiving, configuration, distribution, applications deployment, security management, and policy management. She will also work very closely with Professional Development and Teaching and Learning on the training and integration of the technology into the overall curriculum.	Associates degree in Computer Science and a Bachelors and Masters in Business Management. I have continued to train in the computer science area throughout my career including infrastructure management (e.g., telecommunications, network, servers, wifi), application development, and mobile device management. Most recently, she became JAMF CCA and CMA certified.	large global organizations in executive management positions managing extensive rollouts of technology. For example, 12,000 unit rollout of shipping device solutions for FedEx, Oracle EBS (e.g., Procure to Pay, Design to Build, Order to Cash) rollout for leading home medical equipment manufacturer Invacare, and HQ and datacenter build and move for top 50 VAR MCPc. In addition, Jane has proven her success in the educational field by managing the following projects for PCSD over the last year including: teacher technology rollout (MacBooks and iPad minis), network upgrade, wifi implementation, new telephone system including rollout out phones to the classroom, implementation of security camera system across the district, implementation of new HRIS, and deployment of projectors in every classroom.	
David	Calco	Coordinator of Technology/Constellation Schools	Mr. Calco will work closely with the Technology Directors at the PCSD and Global Village. He will design the technology system needed to meet the needs of the Constellation faculty and students. He will be responsible for installation and maintenance of all equipment. He will encourage teachers to take the professional learning opportunities that will be offered	Mr. Calco is in charge of technology programming. He directs the IT Department for 19 schools. He is knowledgeable about Classroom IT integration, technology project management, and grants.	He has been a Distance Learning Coordinator where he implemented distance learning initiatives; Technology Director where he created, managed, and edited websites; a Technology System Manager where he designed and created a \$3 million unique technology resource center.	
Sharon	Morgan	Coordinator of Professional Development	Ms. Morgan's responsibilities will be to work closely with PD leaders in the other two schools to design and implement professional	Ms. Morgan coordinates the Staff Mentoring for Resident Educator Program at Constellation Schools. She has been a	She is involved with leadership development, school administration, and professional	

			development sessions dealing with ELL, STEM (project-based learning), Technology, and Instructional Strategies. Ms. Morgan will encourage her teachers to take advantage of the professional development which is being offered.	licensed teacher and administrator for over 30 years.	development for all staff in 19 schools. She coordinates curriculum development including evaluation and deployment.	
Kristen	Plageman	Director of Career and Technical Education	Ms. Plageman will be responsible for working with the consortium members to develop a K-12 Career Development Plan for all students in the community. Along with consortium members she will establish the criteria of dual-enrollment to open the doors for Constellation School students to attend the PCSD Career and Technical Education Programs. She will collaborate with GVA and Constellation Schools in all phases of the Career Development planning for students in grades K-12. She will work along side communication departments to develop a plan to rollouts the new opportunity to the area students.	Ms. Plageman is a former teacher and has taught teacher education courses at Kent State University and Cleveland State University. She is currently the Director of Career and Technical Education.	Ms. Plageman's responsibilities include managing seventeen career and technical programs plus fourteen career and tech pathway courses and seven job training programs. She also oversees the Car Gill grant for PLTW.	
Lisa	Vinarcik	Manager of Marketing and PR/Constellation Schools	Ms. Vinarcik will work closely with the PCSD Director of Public Relations. She will work on the new website that will allow all three schools to report out over the internet about the success of the Straight A Grant programs. She will coordinate her school's communications with all of their stakeholders.	Ms. Vinarcik manages and creates all of the marketing initiatives for 19 schools; she oversees management and execution of all communications internal and external for all 19 schools (print, social media, community involvement, and media relations). She holds a Bachelor of Arts in Business Administration with a Double Emphasis in Marketing and Management. She has been with Constellation Schools and the charter school movement for 10 years.	Ms. Vinarcik is an experienced public relations professional. In addition she knows the Constellation system very well and has led the public relations effort for the 19 schools in the Constellation System in Ohio, she already has a working relationship with PCSD's PR person as well as the Cleveland area media. She will be invaluable to this effort because of her knowledge of charter schools, her level of experience and expertise in public relations, and her ability to connect with people.	
Roy	Zeman	Coordinator of Educational Services/Constellation Schools	Mr. Zeman will oversee programs related to his department and will facilitate the collection of data necessary for grant reports to the state. He will also work	Mr. Zeman is in charge of federal programs and directs support services including Special Education and Title I, Part A. He is responsible for	Mr. Zeman is the Constellations school CCIP contact. He has successfully managed all Federal Programs as evident	

			<p>closely with the coordinators of professional development to match offerings to the needs of the building staff.</p>	<p>student data management, and psychological services. He has been a licensed school psychologist for more than 13 years</p>	<p>by Ohio Department of Education's program reviews. He initiated and oversees the schools Response to Intervention framework, data collection processes and programming. He has led staff development on several topics.</p>	
Daniel	Bowman	CFO/Treasurer	<p>Mr. Bowman will supervise the financial side of the grant. He and his staff will oversee all requisitions, purchase orders, and the disbursement of all monies. He will comply with all state regulations associated with the grant and will complete all required reports. His awareness of all aspects of the grant will be invaluable to us because he will be able to help participants to make cost-effective decisions as they participate in grant activities and/or purchases.</p>	<p>Mr. Bowman has been a successful treasurer/business manager for 33 years. He has served as the Treasurer/CFO of the PCSD since 2010. Bowman served as the treasurer of the Wadsworth City Schools for 16 years. For two consecutive years, under Bowman's management, the Parma City School District has received from the Auditor of State's Office a clean unqualified audit with no management letter or comments of reportable conditions. This is the highest audit standard a district may achieve. Daniel Bowman is a graduate of The Ohio State University.</p>	<p>Mr. Bowman's strong background in technology helped initiate computerized accounting and payroll systems. He has found successful ways to save dollars by implementing new procedures that include consolidation of services, renegotiating with vendors, and using multifaceted software that is less expensive but produces the same or better results. His department manages several large grants including Race to the Top, 21st Century Learning Community Center, and Project Lead the Way (STEM).</p>	
Oleh J.	Holowatyj	Superintendent, Global Village Academy	<p>Mr. Holowatyj will interface directly with the Consortium Advisory Council and Implementation Team to insure proper technology equipment is identified based on the unique needs of Global Village Academy as a TESOL/Language school with a 75% immigrant population (mostly Eastern Europe) . He will also work directly with members of the team to coordinate resources available to GVA through Parma Schools and Constellation Schools.</p>	<p>Mr. Holowatyj spent over 20 years in the military as a Commander; Military Aircraft Pilot (dealing with technology/computers on a daily bases); Data analyst for US Army Recruiting Command; upon retirement-Classroom Teacher (all curriculum) 14 years (Certified 1-8); Member technical advisory council at Richmond Height Middle School; Classroom Teacher, (Certified Computer/Technology K-12), 3 years. Mr. Holowatyj's undergraduate degree is in Elementary Education from Kent State University and received his Masters in National Security Affairs (Eastern Europe, Russia, and Central Asia) from the</p>	<p>He is the founder of Global Village Academy and has been in the position of Superintendent there for over 3 years. Under his tutelage the school has grown from 44 to 133 students in three years and extended it's grade levels to include a complete 5th grade. He is adding a 6th grade next year and an additional grade each year ending with grade 8. Mr. Holowatyj set up GVA's computer equipment, for staff and students, using donated outdated computers, upgraded them, and set up a</p>	

				Navel Post Graduate School.	wireless network in both GVA school buildings. He maintains their operation, repair, hardware/upgrades, and maintenance.	
Linda	Geyer	Principal of Constellation Schools: Parma Community	Ms. Geyer will be responsible for overseeing each of the programs in her school and will facilitate cooperation with the other schools through timely communications and appropriate notices. She will oversee the collection of data and will turn it over to Mr. Babb as it becomes available. She will encourage her staff to take full advantage of the professional learning opportunities that are available.	She received her education from Youngstown State University, Baldwin Wallace and CSU.	Ms. Geyer has been the principal of the Parma Community Constellation School for the past 8 years. She manages a student population of 1100 at 2 locations combined and oversees 110 employees. Previously she was a teacher for 15 years.	
Thomas	Babb	CFO/Treasurer	Mr. Babb will be the main contact for his school and he will ensure that communication flows between PCSD, Global Village, and Constellation. He will be responsible for all matters related to the grant budget and will complete all required reports according to appropriate guidelines. He will be the spokesperson for Constellation and will serve on the Advisory Council. He will be responsible for collecting all data that is to be a part of the project evaluation. All implementation team members will report to him.	Mr. Babb is a qualified CPA and licensed Ohio School Treasurer for more than 10 years. He has taken post-graduate courses for Educational Administration from CSU and has a BS in Accounting.	He is responsible for financial systems and reporting, bond financing and conventional financing, budgeting, board relations, and grants funding and management. He has been the Fiscal Controller for multiple organizations.	
Ava	Yeager	Director of Federal Programs	Mrs. Yeager will be responsible for the managerial aspects of the Synergy initiative, including maintaining contact with the charter schools and the evaluation processes. She will work closely with the Treasurer's office. She will oversee spending, data collection and ensure compliance with all grant and state regulations.	Ava Yeager, Director of Federal Programs has successfully facilitated and managed state, federal, and competitive grant projects at PCSD for 7 years. She is a former building administrator, and teacher. She is a member of the Grant Professional Association and the Ohio Association of Administrators of State and Federal Programs, where she serves as their Communications Coordinator. She holds a M.A. in Educational Administration from California State University, Los Angeles.	She developed after-school literacy and math intervention programming for elementary students called, "Quest for Success". During the 2013-2014 school she initiated the "Parenting Partners" program, parent leadership workshops in all Title I buildings. Training Title I teachers, parents and home liaisons in seven elementary schools. Through the Early Literacy Reading Readiness grant she worked with the	

Parma Area Family to Family Collaborative to create an evening literacy training program for parents of pre-schoolers. Mrs. Yeager has presented on family engagement practices and RtI practices at the Ohio Association of Administrators of State and Federal Programs Conferences. She co-led the selection and negotiation of the district's recent literacy adoption for grades K-5. She has conducted numerous professional development sessions, designed and implemented visual arts and summer school curriculum, written building and district level grants and led other special projects throughout her educational career. She manages the CCIP funding applications and planning tool, oversees the budget and programming for Title I, Part A, McKinney Vento Act and 21st Century Community Learning Centers, where she has demonstrated exemplary implementation based on state audits and program reviews.