### Budget

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

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<th>Capital Outlay 600</th>
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**Adjusted Allocation**: 0.00

**Remaining**: -763,041.00
A) APPLICANT INFORMATION - General Information

1. Project Title:
Capable Problem-Solvers for the Future, Pataskala and the World (CaPPOW)

2. Executive summary: Please limit your responses to no more than three sentences.
Our project is to increase our computer initiative for our students through designing interdisciplinary Project-Based Learning and STEM curriculum units in order to maintain America's global competitiveness and leadership in the fields of science, technology, engineering and math. By implementing a blended, innovative, and technology rich learning environment and leveraging business and industrial partnerships and resources, we will foster collaboration, creativity, critical thinking, and communication to help prepare our students for future educational endeavors and the 21st century workforce for our local and global economy.

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.

3. Total Students Impacted:
3941

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

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

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

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

First Name, last Name of contact for lead applicant
Kasey Rathburn

Organizational name of lead applicant
Southwest Licking Local Schools

Address of lead applicant
927 A South Street Pataskala, Ohio 43062

Phone Number of lead applicant
740-964-3444

Email Address of lead applicant
krathburn@laca.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
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

Over the next six years, the percentage of jobs in science, technology, engineering and math (STEM) is projected to dramatically increase. Currently, area business and industry leaders are encountering a shortage of qualified employees who can meet the demands of worldwide businesses attracted to our area due to our centralized location in relation to many of North America's largest economic centers. The CaPPoW project will prepare students from early on to be creative problem solvers through PBL/STEM activities and capable users of the technology. It will also increase student achievement through improving differentiated instruction, increasing personalized learning, and engaging students in problem solving learning opportunities. The work force as well as education is an ever-changing landscape, and we would like to give students the tools and technology necessary to develop into effective learners, critical thinkers, and problem-solvers. The jobs that our students are going to have upon graduation from high school or college are likely to be based in technology and will require problem-solving and critical thinking, as well as creativity, collaboration, and effective communication (both digital and face-to-face). We feel that we can create an innovative learning environment that fosters these skills in students, and that these skills will give students a leg-up as they continue their education and enter the workforce of the 21st century.

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

In the elementary schools, students will have daily opportunities for personalized learning and teachers will have the opportunities, time and resources to differentiate instruction with our rotational model for blended learning. An additional computer lab will be created in each elementary building. This lab will be accessed by students through a lab rotational framework involving modifying the schedule so that students spend a portion of each week in a project based lab environment with online content and a lab coordinator. Simultaneously, there will be a classroom rotational station framework where students will have the opportunity to engage in online content and assessments while the teacher provides small group instruction to meet the needs of students. At the Middle School level, increased PBL/STEM programming will be added to their existing STEM one and STEM two courses. The Works will serve as a basis for the increased development of interdisciplinary units involving blended learning, PBL/STEM opportunities. At the high school level, a Fab Lab will be installed to help students apply the lessons they learn in the classroom at a deeper level. Adding this component to our existing Applied Science courses, the Fab Lab will ignite and harness the creativity and innovation of the student body to solve local problems of the local community. The increase in blended learning will optimize the learning time for personalizing the learning for each student as well as engaging and motivating students. This will increase student achievement. This type of project has already been done very successfully across grade levels in other parts of the country. We are hoping that by proving success in our classroom, others will see the value in creating this type of learning environment and emulate what we are doing. Through implementation of this plan our students will be prepared to enter the workforce with the skills needed to complete in a global economy.

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 to achieve the goals.

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 Station-Rotation model allows grades 3-5 students to visit various stations or centers during the allotted time for a specific subject. For example, during math time students might rotate between one-on-one or small-group work with the teacher, working on computers or tablets, using additional centers or stations the teacher has set up using manipulatives, or working on PBL/STEM projects. Using adaptive learning software that continually differentiates for students in real-time, students will be able to move at their own pace and make self-directed choices. Teachers will access individualized data to provide differentiated learning paths to increase student achievement for all students during whole class and small group work. Leveraging courses through partnerships will provide problem solving challenges, blended learning and critical thinking projects to middle school students, grades 6-8. Students will participate in three problem solving challenges developed by local businesses that represent issue(s) they face within their industry. In the fall of the year, middle and high school students select one challenge to work on individually or as a team and present their findings to a panel of judges during STEMfest! in February. Teams are judged and on a variety of pre-determined criteria with winners receive an award and internship opportunities. Through semester long courses, students will combine critical thinking skills, blended learning and project based curriculum to increase achievement through science and math.

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.)

With the increased blended learning opportunity, the use of online resources will lessen the need for purchasing print materials.
12. What is the total cost for implementing the innovative project?

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.

Applications 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 centers, 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.

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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.

763,041.00 State the total project cost.

* Provide a brief narrative explanation of the overall budget.

Instruction (100)- Hire two paraprofessionals as STEM lab coordinators at the K-5 level. Hire STEM Coordinator for district wide implementation of programmatic changes. (200)- Benefits for two paraprofessionals and STEM Coordinator. (400)- Weather Grade 1 On Site at the Works- 3 years $6510, Power Wheels Grade 2 On Site at the Works- 3 years $6510, Museum Challenge Grade 3- the Local History of STEM-on Site at The Works- 3 years $5580, Drive Alive On Site at the Works Grades 6-8- 3 years $6510. (500) three computer labs, one for K-5 building and one lab for each 1-5 building- $27000, classroom computers for rotation model all 3-5 teachers $97,200, one lab at 6-8 building $9,000, supplies STEM classrooms K-8 $50,000, router bit start kit $645, Function generator $380, Power Supply $189, Soldering Station $300, 10 Dell flat screens $4200, Hand tools $3400, Electronic consumables $18,000, Function generator $380, Heat gun $150, Books $1100, Printer/Scanner $400, 3 Polycom Conference System $1495, Projector $1399, 4 Pico Cricket electronic kits $1000 (250 each), Lego kits 2@200, Scratch board programming for kids 4 @ $50, Acrylic for Laser Cutter $15,000, Wood for laser $6000, Wood for ShopBot $24,000, Machine Wax $1065, 3d Casting material $600, Permacel transfer adhesive $525, adhesive copper foil $1350, CEM circuit board stock $1270, masking tape $750, Epoxy film on liner $525, vinyl rolls $900, misc consumables $30,000, print cartridges $9000. (600) 10 Dell optiPlex computers FAB Lab $12934, Roland Vinyl/Circuit cutter $ 1995, Epilog laser cutter $20,000, Shop Bot router $17,295, Spindle: HSD 4HP $3295, Roland NC Milling Machine $4495, Scroll Saw $750, Machine tools $18,000, Oscilloscope $995, Prep Development (400)- Classroom Curriculum Up, Up and Away Grade- First grade $5625, Classroom Curriculum What's a Matter- Second Grade $5625, Classroom Curriculum Slime Time- Third grade $5625, Classroom Curriculum Watt's Up- Fourth grade $5625, That's Shocking assembly- Fifth grade $3150, Classroom Curriculum Pleistocene Dentist- Fifth grade $5625, Classroom Curriculum Garbology- Sixth through eighth grade $6750, Installation and training for all network equipment and supplies FAB Lab 9-12 $35,000, Software FAB Lab 9-12 $10,000, Transportation (100) Salaries for bus drivers for trips to The Works $9000, (200) Retirement/Benefits $1530.

13. Will there be any costs incurred as a result of maintaining and sustaining the project after June 30th of your grant year?

Sustainability costs include any ongoing spending related to the grant project after June 30th of your grant year. Examples of sustainability costs include annual professional development, equipment maintenance, and software license agreements. To every extent possible, rationale for the specific amounts given should be outlined. The costs outlined in the narrative section should be consistent and verified by the financial documentation submitted and explained in the Financial Impact Table. If the project does not have sustainability costs, applicants should explain why.

Yes - If yes, provide a narrative explanation of your sustainability costs as detailed in the Financial Impact Table in the box below.

Yes, there will be equipment maintenance, and software license agreements that will be incurred after June 30th. However, through our decreased reliance on print materials, that will offset these costs. The cost of the additional staffing will be offset by employing lower cost staffing or not replacing positions upon retirements and/or resignations. The salary savings of replacing a teacher on the high end of the salary schedule with a first year teacher is approximately $41,000 per teacher. Approximate yearly savings of $7,500 in reduced printing cost because of more online content. The School District would need to increase student fees to offset the cost of consumable supplies and materials used mainly in the Fab Lab (e.g., wood, print cartridges, adhesive, etc...). Replacement of computers, printers and other equipment used in the Fab Lab would be made from the School District's continuing Permanent Improvement fund.

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

Applications 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.

22,000.00 If yes, specify the amount of annual expected savings. If no, enter 0.

If yes, provide details on the expected savings (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.). If no, please explain why. A minimum savings of $22,000 with opportunities to decrease district expenditures. With the increased blended learning opportunity, the use of online resources will lessen the need for purchasing print materials (ie.Textbooks, copies). This is an estimated expected savings of $7500 annually. Class sizes can increase due to the rotational model of blended learning which provides a highly engaging platform for independent student work and assessment while the teacher conducts differentiated small group instruction. Through the use of our locally funded Children's Science Museum's (the Works) curriculum, we are saving money on purchasing STEM curriculum from private industry vendors. This will be a cost reduction of $15,000 per year over the next 5 years in professional development due to partnership with The Works. This will be a 'train the trainer' model that will allow our district level teacher leaders to continue in the future without purchasing packaged programs and no additional staff costs. After the one time cost of technology and equipment, all maintenance, training and technology repairs, replacement will be assumed by the district in its budget. The professional development, guest speakers and field trip opportunities leveraged from our partnerships in the business and industry community will be free (except transportation costs) and assist teachers in their endeavor to ensure college and career readiness. By providing technology to the classrooms, there is less need for
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.

Through the use of our locally funded Children’s Science Museum’s (The Works) curriculum, we are saving money on purchasing STEM curriculum from private industry vendors. This will be a ‘train the trainer’ model that will allow our district level teacher leaders to continue in the future without purchasing packaged programs and no additional staff costs. After the one time cost of technology and equipment, all maintenance, training and technology repairs, replacement will be assumed by the district in its budget. The professional development, guest speakers and field trip opportunities leveraged from our partnerships in the business and industry community will be free (except transportation costs) and assist teachers in their endeavor to ensure college and career readiness. This will continue and flourish after our grant year. We currently have an applied science teacher at the high school. With this grant and the installation of the Fab Lab and new partnerships, this position will continue in another capacity causing sustainability. The cost of the additional staffing will be offset by employing lower cost staffing or not replacing positions upon retirements and/or resignations. The salary savings of replacing a teacher on the high end of the salary schedule with a first year teacher is approximately $41,000 per teacher. Approximate yearly savings of $7,500 in reduced printing cost because of more online content. Cost reduction of $15,000 annually in professional development due to increased partnerships. The School District would need to increase student fees to offset the cost of consumable supplies and materials used mainly in the Fab Lab (e.g., wood, print cartridges, adhesive, etc...). Replacement of computers, printers and other equipment used in the Fab Lab would be made from the School District’s continuing Permanent Improvement fund.

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

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

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

**Enter Implementation Team information by clicking the link below:**

**Add Implementation Team**

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

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

17. Planning - Activities prior to the grant implementation

**Date Range July 2014-May 2015**

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

Develop an aggressive calendar for the CaPPOW executive committee. Identify and recruit early adopters for each level's (elementary, middle, high) initial implementation "catalyst" teams. Develop calendar for PBL/STEM/Blended Learning professional development for catalyst team. Prepare and equip classroom environments of catalyst teams. Recruit and assign students to the catalyst teams. Develop schedule catalyst team building and district level meetings. Develop a calendar for site visits for other staff in district and executive committee members to monitor early adopter implementation and data. Develop a calendar for full implementation and professional development preparing teachers for PBL/STEM platform. Develop a technology timeline for catalyst teams so that all items are ordered, contracts are met and installation and cabling is established for each phase.

**Anticipated barriers to successful completion of the planning phase**

Meeting expectations and holding stakeholders accountable to deadlines and details of assignments will assist in keeping this project on
18. Implementation - Process to achieve project goals

* Date Range June 2015-June 2016

<table>
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<th>List of scope of work (activities and/or events, including deliverables, project milestones, interim measurements, communication, and coordination).</th>
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<tr>
<td>Identify and recruit the next wave staff for each level’s (elementary, middle, high) initial implementation next wave teams. Develop a calendar for “the next wave” professional development preparing teachers for PBL/STEM/blended learning platform. Develop a technology timeline for the next wave timeline so that all items are ordered, contracts are met and installation and cabling is established for each phase. Prepare for all catalyst and next wave building and district level meetings. Develop a calendar for ongoing site visits for other staff in district and executive committee members to monitor early implementation and data. Develop a calendar for full implementation and professional development preparing teachers for PBL/STEM platform. Develop a technology timeline for the full implementation so that all items are ordered, contracts are met and installation and cabling is established for each phase.</td>
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* Anticipated barriers to successful completion of the implementation phase.

Meeting expectations and holding stakeholders accountable to deadlines and details of assignments will assist in keeping this project on track and moving forward.

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

* Date Range June 2016-August 2016

<table>
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<tr>
<th>List of scope of work (activities and/or events, including quantitative and qualitative benchmarks and other project milestones).</th>
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<td>The finalization of full implementation will be addressed. The technical support plan and ongoing professional development plan will be based on the input from staff. The CaPPOW project will be communicated through the district staff monthly newsletter and technology updates from the technology coach. The CaPPOW project will be communicated to community stakeholders through the district website and at the Pataskala Chamber of Commerce meetings, PTO meetings and building news reporting. The data collected on student achievement at each level and post graduation successes of alumni will be collected, analyzed, reported and used for program continual improvement. Area business and industry leaders will be surveyed for data analysis on the level of qualified employees available to meet their needs.</td>
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* Anticipated barriers to successful completion of the summative evaluation phase.

Meeting expectations and holding stakeholders accountable to deadlines and details of assignments will assist in keeping this project on track and moving forward.

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:

Our project will better prepare students from early on to be creative problem solvers through PBL/STEM activities and capable users of the technology in preparation to be Career and College Ready. It will also increase student achievement through improved differentiated instruction, increasing personalized learning, and creating engaging problem solving learning opportunities for students. It will also support teachers in their professional growth. Additionally, we will be leveraging partnerships within our local community which are nonexistent at this time. All the while, we will encounter reductions in current spending practices. In the elementary schools, currently teachers have traditional instruction models implementing direct instruction as the primary instructional model with small group instruction, learning centers, blended learning, cooperative learning occurring in the more progressive and capable teacher's classroom. In CaPPOW, students will have daily opportunities for personalized learning and teachers will have the opportunities, time and resources to differentiate instruction with our rotational model for blended learning. An additional computer lab will be created in each elementary building. This lab will be accessed by students through a lab rotational framework. This will involve modifying the schedule so that students spend a portion of each week in a PBL/STEM lab environment with online content and a PBL/STEM lab coordinator. Simultaneously, there will be a classroom rotational station framework whereas the students stay in their classrooms, but for a period of each day, students will have the opportunity to engage in online content and assessments while the teacher provides small group instruction to meet the needs of students and others are engaged in station work. The Station-Rotation model allows students to visit various stations or centers during the allotted time for a specific subject. For example, during math time students might rotate between one-on-one or small-group work with the teacher, working on computers or tablets, using additional centers or stations the teacher has set up using manipulatives, or working on PBL/STEM projects. Using adaptive learning software that continually differentiates for students in real-time, students will be able to move at their own pace and make self-directed choices. Also, teachers will have better data and opportunities to differentiate for all students during whole class or small group work.

Teachers will collaboratively plan and execute interdisciplinary PBL/STEM units to students with the support of the district technology coach, the STEM lab coordinator and leveraging the resources of The Works. Through this, students will be engaged in STEM curriculum designed by the Works which includes detailed information about: concepts, objectives, academic standards met, classroom connections, literacy links for further resources, extensions available at The Works, pre-visit classroom activities, and post-visit classroom activities for teachers to employ. Currently, at the Middle School Level we have one STEM teacher who provides a program which has an overflowing scheduling request. In order, to expand and nurture this program to meet the demand, we would employ another STEM teacher. Their curriculum and instruction will be nurtured with the partnership with the Works as well as local business and industry partners. Increased student participation in STEM fest. The STEMfest coordinators at the Works assigns each team of students a business and industry mentor. The increased technology will allow a lab rotational model to be utilized for CORE classes.

Track and moving forward.
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.

The CaPPOW project dramatically increases the blended learning opportunities for Southwest Licking students. According to research, some blended learning improves the ability to personalize learning, increases the potential for individual progress, improves student engagement and motivation, prepares students and staff for shifts to online state tests starting in 2014, meets the need to extend time and stretch resources, has potential to extend and reach of effective teachers, creates the ability to improved working conditions, addresses the interest in narrowing the digital divide. According to the National Education Technology Plan 2010, “there are several rigorous studies validating the effectiveness of blended learning models raising student improvement.” In addition, small group instruction will be a daily component of the blended learning/STEM/PBL classroom. Numerous studies have validated that small group instruction is most effective for improving student achievement. For instance, research into the effectiveness of mathematics education by the Institute of Education Sciences in 2010 (Slavin, Lake, and Groff) found that programs that are designed to change daily instructional practices and implement differentiating instruction strategies are most effective. Their research also discovered that small group instruction and cooperative learning have a significant impact on student achievement. Our rotational model is based of the Education Elements: Blended Learning on a Budget: Blended Funding Toolkit which cites there is no single instructional model for implementing blended learning that works for every school, but there are a few foundation models that are good starting points for most. The information gained guided our planning in determining cost drivers, leveraging partnerships, reallocating spending, and processes. Another integral part of CaP POW includes Project Based Learning (PBL). PBL is learning by doing, an idea championed by such education hard-hitters as Socrates and John Dewey. It can be an essential tool educators can use to teach the four C’s of 21st century skills - critical thinking, communication, collaboration, and creativity. In his article, J.W. Thomas, (2000). A review of research on project-based learning. San Rafael, CA: Autodesk Foundation found some evidence that this approach enhances the quality of student learning compared with other instructional methods. He also cited evidence that project-based learning is effective for teaching processes such as problem solving and decision making, but much of this research lacked comparisons with other methods. Finally, MIT professor Neil Gershenfeld reports about his Fab Lab on Ted Talks: Ned Gershenfeld Unleash your creativity in a Fab Lab that a Fab Lab is a low-cost lab that lets people build things they need using digital and analog tools. "It's a simple idea with powerful results." His experiences and observations of the implementation of Fab Labs is well respected and the basis for this transformation in public schools across the nation.

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 Executive Team will be the oversight committee for accountability of this grant. The lead person responsible for overseeing the evaluation will be Kasey Rathburn, Assistant Superintendent. There will be three subcommittees that will oversee the grant goals and report directly to the executive team: fiscal, student achievement and college and career readiness. The fiscal committee will be responsible for reviewing the grant expenditures and ensuring reductions have and will continue to take place as a result of this project. The student achievement team will collect and analyze data. The math, and scores on NWEA MAP and on the state Assessments before and during the CaPPOW project's first 5 years. The college and career readiness sub-committee will collect, analyze and report on the perception, college enrollment, college graduation, and employment data. Also, they will ensure the utilization of a greater share of resources in the classroom that prepares students by monitoring the implementation of blended learning and STEM/PBL programming through surveys and observational data collection, analysis and reporting.

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

The evaluation plan will include formative and quantitative measures. Qualitative measures will include the Career and College readiness of SWL students. The graduates of the class of 2014 will be surveyed on their perceived readiness for careers and college before graduation in the spring and then again at the end of the 2014-2015 school year through their contact information. The classes of 2015, 2016, 2017, 2018, and 2019, will also be surveyed to compare and analyze for the perceived readiness of our graduates before and during the CaPPOW project's first 5 years. Quantitatively, beginning with the Class of 2014 college admission, completion and need for remedial course work will be collected and analyzed. Likewise, students who enter the work force will be tracked through surveys about their perceived readiness for the workforce. The Members of the Pataskala Chamber of Commerce members will also take part in a perception survey before and during the CaPPOW project's first 5 years. Reading, Math, and scores on NWEA MAP assessments will be compared to track student growth. The data from state assessments over this time period will also be collected and analyzed and reported. Our district has in place tri-annual MAP assessments for grades 1-9 in Math and Reading and Science in the middle grades. We use the Worthington Tool Kit to help us manage our data. On our existing professional development plan, we have built in data meetings to analyze the students
23. Describe the substantial value and lasting impact which the project hopes to achieve.

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

Please enter your response below.

The CaPPOWER project aims to leverage partnerships and resources in the Pataskala/Central Ohio business and industrial sectors to improve the opportunities and readiness for students through deliberate programming and partnerships that add substantial value and lasting impact. The project team reflects relationships between K-12 and local business, industry, and other critical community partners to meet their needs for capable potential employees to continue to attract worldwide organizations to our area. Students will benefit from these partnerships by having access to real world professionals and resources that will help them be better prepared for their college or work force endeavors after graduation. We expect to gain at least 10 partnerships through this project. Another outcome includes teachers collaboratively planning and executing interdisciplinary PBL/STEM units with the support of the district technology coach, the STEM lab coordinator, and leveraging resources of The Works. Through this, students will be engaged in STEM curriculum designed by the Works which includes detailed information about concepts, objectives, academic standards met, classroom connections, literacy links, and real world professionals. Teachers will need 3 years to become familiar and comfortable with the STEM / PBL and blended learning platforms. Their multi-year involvement with the STEM curriculum and the Works education director will allow them to independently design and implement subsequent years without the Works support. Simultaneously, they will have the opportunity to visit the catalyst classrooms for blended learning implementation with the support of the existing technology coach. With the development of the Fab Lab and other additional technology and the STEM programming, once in place, will continue and flourish. At the completion of this grant, one hundred percent of the student population will have access and opportunities with blended learning and STEM/PBL experiences in each level of their school experience. Transformation of our instructional practices in preparation to afford our student a rigorous curriculum and equipping them with 21st century skills, will continue to make marked gains in student achievement, whether measured by MAP or the state assessments. The expectation is that all areas of Value Added Demographic Data will show incremental increases.

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

The Worthington Tool Kit will store all student achievement data in the district. NWEA's MAP data will be analyzed three times a year for individual student growth. In the first two years, student growth should show at least one year's growth according to each individual measure used throughout the year. Eventually, at the end of the five years, student growth should be at least 1.5 standard deviations above expected growth especially with students identified as gifted.

* Spending Reduction in the five-year fiscal forecast

Through building and therefore, the whole district budgets, we can assess savings related to the classrooms. Paper orders should be reduced at least 10% due to the fact that some print material will be replace with digital material within the Station-Rotation model in each classrooms. We will also be able to reduce professional development expenses by partnering with The Words, Licking Memorial, etc. Finally, analysis of student to teacher ratios can be used to determine spending reduction per classroom.

* Utilization of a greater share of resources in the classroom

We will be able to assess this outcome by looking at the number of classrooms (or square footage) of dedicated space used for computer labs. We should have the same or less used by the end of the five years since classroom stations will be able to be used for distance learning, researching and production of projects. Each classroom will be able to accommodate more students due to the addition of space that paper books take up versus digital media that will be accessed through the computers. Finally, course offerings will increase due to the availability of on-line resources and can be assessed through the course offerings at each building.

* Implementation of a shared services delivery model

After five years, we should be spending at least 20% less on professional development from outside our district due to the fact that we will have regular access to the Education Director at the Works. The more we utilize within the district and our partners, the less money will be spent on outside sources especially in the subjects of Math and Science.

* Other Anticipated Outcomes

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

Districts would be able to replicate the entire project with a core planning team and a fiscal year to prepare for full implementation. Southwest Licking Schools will present and share updates and results from the project during county curriculum meetings, MAP consortium meetings, county administrative meetings as well as meet with individual districts to share lessons and professional development opportunities.

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).

Kasey A. Rathburn- Assistant Superintendent
No consortium contacts added yet. Please add a new consortium contact using the form below.
<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
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<th>Email Address</th>
<th>Organization Name</th>
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<tbody>
<tr>
<td>Susan</td>
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<td>740-349-9277</td>
<td><a href="mailto:susanleithauser@attheworks.org">susanleithauser@attheworks.org</a></td>
<td>The Works: Ohio Center for History, Art and Technology</td>
<td></td>
<td>55 South 1st Street, PO Box 721, Newark, Ohio, 43058-0721</td>
</tr>
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<td>Mark</td>
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<td><a href="mailto:PACC132@embarqmail.com">PACC132@embarqmail.com</a></td>
<td>Pataskala Area Chamber of Commerce</td>
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<td>350 South Main Street, Pataskala, Ohio, 43062</td>
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<td>Brian</td>
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<td></td>
<td>1 Healthy Place, Pataskala, Ohio, 43062</td>
</tr>
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<td>Cohen</td>
<td>740-927-3464</td>
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<td>Screen Machine Industries LLC</td>
<td></td>
<td>10685 Columbus Parkway, Etna, Ohio, 43062</td>
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<td><strong>First Name</strong></td>
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<tr>
<td>Ben</td>
<td>Richards</td>
<td>Principal Watkins Memorial High School</td>
<td>The responsibilities of this executive committee will include facilitating activities, managing timelines, reporting, resource development and fiscal accountability. The partnership agreements - The Works, Ohio Center for History, Art and Technology in Licking County will in assist in curriculum development. The Works has evolved to be a destination of learning, creating and doing for for thousands of visitors each year. Over the past 15 years, local educators, artists, engineers and community leaders became partners in the creation of this institution where history was the foundation for educational programs linking the past, present and future. The best and brightest professionals were engaged to shape programs that would refurbish and transform historic structures in order to provide interactive programming experiences. The Southwest Licking Local learning community will be able to access the rigorous and engaging STEM curriculum and opportunities available from The Works, an official Affiliate of the Smithsonian Institution, but also connecting to their established partnerships with AEP, Anomatic Corporation, Battelle, The Boeing Company, The Crane Group, Denison University, DOW, The Energy Cooperative, State Farm, Southgate Corporation and many more. The partnership with The Pataskala Chamber of Commerce will also leverage their members on this initiative would provide human and material assets or access to academic and administrative resources to develop or execute our PBL/STEM platform. Some examples of human and material assets or access to academic and administrative resources needed to develop or execute our platform are providing speakers on topics or careers, hosting field trips, providing STEM professionals and/or materials to engage in classrooms to deliver STEM content and skills on an ongoing, but part-time basis as well as mentorships.</td>
<td>High School Principal (4 years), 8 years total administrative experience in Southwest Licking and Olentangy Schools. B.A. in Communication Arts from Ohio Northern University, Masters in Educational Administration from Ashland University, doctoral coursework completed in Educational Leadership from Ashland University. Teaching experience at Mount Vernon City Schools and Olentangy Schools in English, Speech, Drama, and Journalism.</td>
<td>Extensive administrative, teaching and leadership experiences in diverse and comprehensive public school settings over many decades.</td>
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Ryan Brown
Principal at Watkins Middle School

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Specialist I have been working with technology in education for the last 13 years; with 22 years of total experience in the IT field. I have extensive experience implementing and supporting desktop clients running Microsoft Windows (and some experience integrating MacOS X and Linux with windows networking), servers running both Microsoft Windows and Linux, as well as network design and implementation on both the LAN and WAN side. Districts Technology Specialist we have rolled out several major technology initiatives. Our most recent projects include district wide WiFi coverage; several new computer labs; iPad carts; a LCD projector and a Smart Board in each classroom; and are currently in the process of rolling out a new security system, a new phone system, and are in the early stages of a large-scale Samsung Chromebook deployment. Prior to joining the Southwest Licking Local School District I was a security specialist (consultant) with Chase Manhattan's mortgage division, and before that I was network support as well as the Tier-3 help desk for Shonac Corporation. Over my career I have worked with everything from main frame computers down to embedded micro-controllers. I feel my extensive experience and knowledge of technology makes me a valuable member of this committee.

Principal at Watkins Middle School with licenses of Principal 4-12, Mathematics 7-12, and Comprehensive Social Studies 7-12

Implemented STEM program at Watkins Middle School; implemented Google Chromebook educator pilot program in the middle school

Extensive administrative, teaching and leadership experiences in diverse and comprehensive public school settings over many decades.
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Brad Wehrman
Principal
Pataskala Elementary

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I had minor involvement in the one-to-one computing project at Licking Valley. Involvement was minimal due to taking current position. I also have experience in fiscal management/budgeting through current position. Logistical experience due to overseeing the day to day operations of school building.

Extensive administrative, teaching and leadership experiences in diverse and comprehensive public school settings over many decades.
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Alissa Horstman
Principal Kirkersville Elementary

I have been a part of three building projects in all three of my previous school districts. This past school year is the most recent project. A committee comprised of the Architect, Construction foreman, Subcontractors, Head of Maintenance, and I met on a monthly basis to coordinate construction needs with student needs. We started with plans on paper and ended with a three classroom addition to our building. It was a huge team effort, but we were able to complete the project with little to no disruption of the learning process. This included changing parent access to drop off points, hallways closed with redirection of student traffic, planning high noise level project outside of the student day and final walkthroughs.
Corporation, Battelle, The Boeing Company, The Crane Group, Denison University, DOW, The Energy Cooperative, State Farm, Southgate Corporation and many more. The partnership with The Pataskala Chamber of Commerce will also leverage their members on this initiative would provide human and material assets or access to academic and administrative resources to develop or execute our PBL/STEM platform. Some examples of human and material assets or access to academic and administrative resources needed to develop or execute our platform are providing speakers on topics or careers, hosting field trips, providing STEM professionals and/or materials to engage in classrooms to deliver STEM content and skills on an ongoing, but part-time basis as well as mentorships.

| Kasey Rathburn | Assistant Superintendent | The responsibilities of this executive committee will include facilitating activities, managing timelines, reporting, resource development and fiscal accountability. The partnership agreements - The Works, Ohio Center for History, Art and Technology in Licking County will in assist in curriculum development. The Works has evolved to be a destination of learning, creating and doing for for thousands of visitors each year. Over the past 15 years, local educators, artists, engineers and community leaders became partners in the creation of this institution where history was the foundation for educational programs linking the past, present and future. The best and brightest professionals were engaged to shape programs that would refurbish and transform historic structures in order to provide interactive programming experiences. The Southwest Licking Local learning community will be able to access the rigorous and engaging STEM curriculum and opportunities available from The Works, an official Affiliate of the Smithsonian Institution, but also connecting to their established partnerships with AEP, Anomatic Corporation, Battelle, The Boeing Company, The Crane Group, Denison University, DOW, The Energy Cooperative, State Farm, Southgate Corporation and many more. The partnership with The Pataskala Chamber of Commerce will also leverage their members on this initiative would provide human and material assets or access to | Bachelors in Science of Education Masters in Administration Superintendent licensed Praxis trained and evaluator Otes/ Opes trained and credentialed 14 years in education 9 years school administrator Extensive administrative, teaching and leadership experiences in diverse and comprehensive public school settings over many decades. |
Tanya Moore  Dean of Students

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Elementary Classroom Teacher (10 years), 1 year as Dean of Students in Southwest Licking Schools. Bachelors in Elementary Education, Masters in Early Childhood Education, Licensure in Educational Administration

During my time teaching, I have had much experience with technology initiatives and STEM initiatives. While at Pataskala Elementary, I worked with local business to raise funds to turn out courtyard into an Outdoor Learning Center. I have also had experience teaching professional development lessons to teachers about integration and cross curriculum planning, along with integrating technology in the classroom, more particularly at the elementary level.
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| Paula Englert | Principal Etna Elementary School | Bachelors in elementary ed. Masters in curriculum and instruction Principal and Superintendent licensed Praxis trained and evaluator Otes/ Opes trained and credentialed 26 years in education 10 years school administrator | Extensive administrative, teaching and leadership experiences in diverse and comprehensive public school settings over many decades. |