

Budget

Akron City (043489) - Summit County - 2016 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (126)

U.S.A.S. Fund #: 466

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
<b>Instruction</b>		51,085.00	8,915.00	60,000.00	64,500.00	14,000.00	0.00	198,500.00
<b>Support Services</b>		103,968.00	18,032.00	0.00	100,000.00	0.00	0.00	222,000.00
<b>Governance/Admin</b>		21,286.00	3,714.00	35,000.00	4,000.00	0.00	0.00	64,000.00
<b>Prof Development</b>		0.00	0.00	10,000.00	0.00	0.00	0.00	10,000.00
<b>Family/Community</b>		0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Safety</b>		0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Facilities</b>		0.00	0.00	0.00	0.00	3,000.00	0.00	3,000.00
<b>Transportation</b>		0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Indirect Cost</b>							0.00	0.00
<b>Total</b>		176,339.00	30,661.00	105,000.00	168,500.00	17,000.00	0.00	497,500.00
							<b>Adjusted Allocation</b>	0.00
							<b>Remaining</b>	-497,500.00

Application

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

**A) APPLICANT INFORMATION - General Information**

1. Project Title:  
 APS Online Expansion with APS-One Stop

2. Project Summary: Please limit your responses to no more than three sentences.  
 APS-Online Expansion improves student outcomes through personalized, flexible online learning in a tech-rich, highly supportive environment.  
*This is an ultra-concise description of the overall project. It should only include a brief description of the project and the goals it hopes to achieve.*

3. Estimate of total students at each grade level to be directly impacted each year.

*This is the number of students that will receive services or other benefits as a **direct result** of implementing this project. This does not include students that may be impacted if the project is replicated or scaled up in the future. It excludes students who have merely a tangential or indirect benefit (such as students having use of improved facilities, equipment etc. for other uses than those intended as a part of the project). The Grant Year is the year in which funds are received from the Ohio Department of Education. Years 1 through 5 are the sustainability years during which the project must be fiscally and programmatically sustained.*

Grant Year					
Education	Pre-K Special	K	1	2	3
4	5	6	7	8	
50 9	90 10	100 11	100 12		

Year 1					
Education	Pre-K Special	K	1	2	3
4	5	6	7	8	
50 9	150 10	150 11	150 12		

Year 2					
Education	Pre-K Special	K	1	2	3
4	5	6	7	8	
50 9	150 10	150 11	150 12		

Year 3					
Education	Pre-K Special	K	1	2	3
4	5	6	7	8	
50 9	150 10	150 11	150 12		

Year 4					
Education	Pre-K Special	K	1	2	3
4	5	6	7	8	
50 9	150 10	150 11	150 12		

Year 5					
Education	Pre-K Special	K	1	2	3
4	5	6	7	8	

4. Explanation of any additional students to be impacted throughout the life of the project.

*This includes any students impacted or estimates of students who might be impacted through future scale-ups or replications that go beyond the scope of this project.*

Through scale-up and replication of APS-One Stop to five (5) additional high schools, APS will serve approximately 1,750 students each school day. With differentiated opportunities, APS estimates the following annual impact with students enrolling in one or more online courses: a) 840 sophomores served through District-wide online Health course; b) 800+ students enroll in additional single-course offerings (e.g., electives, foreign language, physical education); c) 100 home-instruction students access coursework; d) 100 students in alternative placement facilities have continuity in their work; e) 210 senior students participate in accelerated credit recovery cohort; f) 700+ students retained or re-enrolled; g) 100 students participate in expanded course catalogue options not offered at brick and mortar sites; h) 200 students participate in alternative summer school programming; and i) 100 students participate in alternative programming through evening high school.

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

First and last name of contact for lead applicant  
Marcie Ebright, Digital Learning Coordinator

Organizational name of lead applicant  
Akron City School District (APS)

Address of lead applicant  
70 North Broadway, Akron, OH 44308

Phone Number of lead applicant  
(330) 761-3115

Email Address of lead applicant  
mebright@akron.k12.oh.us

*Community School Applicants: After your application has been submitted and is in Authorized Representative Approved status an email will be sent to your sponsoring entity automatically informing the sponsor of your application.*

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 (vendors, service providers, sponsors, management companies, schools, districts, ESCs, IHEs) 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. The following questions will address specific outcomes and measures of success.*

a. The current state or problem to be solved; and

Akron Public Schools faces challenges shared with many large, urban districts, including declining enrollment (11.4%, past 6 years), below-average academic outcomes (performance index=D, indicators met=F) and low graduation rates (78.4% four years; as low as 70.4% for one school discussed herein). These factors are influenced by high poverty (86%), a transient population (34.5%) and other problems students must overcome to achieve academically. APS must transform traditional course delivery and content to meet the needs of its 21st Century learners. APS enrollment decline can be attributed to families leaving for other educational alternatives, including online schools. To compete in the online education market, APS must grow current programming into sustainable options; projected growth for APS-Online comes from retaining and attracting students. Approximately 8,000 students live in the APS District residency, but do not attend its schools. Current courses presented in a traditional school setting do not meet the needs of nontraditional students who work, care for family or other factors interrupting a school day. APS learners have access to online curriculum, but lack robust supports required for success beyond the school

day. Efficient integration of technology is a challenge in older APS buildings originally designed for traditional learning . Modern, inviting, state-of-the-art learning spaces are critical to successful online and blended learning programs. Just as essential is the quality of staff supporting this instruction; "staff engagement in the online learning process was found to have the strongest relationship to student achievement outcomes." (Dr. Robert Marzano, A Study of Best Practices in Edmentum Online Solutions, 2007). APS lacks trained, in-person supports for its online learners and must assemble a group of specially prepared, dedicated digital learning staff versed in collaborative instruction and technology, to deepen engagement.

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

Expanded personal learning options and instructional delivery are critical to success for the growing non-traditional student body. APS-Online Stop accelerates programming already in place, by identifying two high schools for a deepened online experience. East CLC and Garfield HS, both face declining enrollment, high credit recovery needs. This year 1,100 students with residency at these schools have selected other school choice options, of which 50% opted for virtual schools. Three grant strategies will ensure instruction to meet student goals and encourage engagement, critical to improving academic outcomes and preparing for a college and career paths. APS will 1) develop dedicated spaces for collaborative, online learning in both schools; 2) build in appropriate supports to encourage successful completion of online learning tracks; and 3) increase selection of digital course catalogue. APS Online Stop: APS will leverage completed upgrades to physical infrastructure by outfitting hubs at the two sites to support this innovation. Hubs will feature the latest technology, and comfortable individual and group work stations designed with collaboration in mind. Dedicated phone lines and tech support staff will ensure 24/7 connectability and eliminate obstacles (e.g., lack of internet access at home). Each hub will be outfitted with 80 Chromebooks (30 on cart, 50 for loan). The purchase of Hapara Workspace remote software will add to the tech-rich environment, supporting effective delivery and improved outcomes. Hub staff will see the value added to promote on-task activity as this type of software is highly recommended for classroom management (Miami Dade, Implementing Online Learning Labs). Supports to Ensure Success: Appropriate levels of student support and encouragement are needed to reach learning goals. Hubs will be staffed with specially trained mentors and shared resource tutoring staff who help bridge content deficiencies. The addition of mentors and wraparound support is integral to success; they will provide on-call communication with students or parents, home visits, in-person meetings and encouragement to help students feel less isolated in their online learning experience. All personnel will receive best-practice training through EOA, and will be expected to understand digital interfaces to maintain proficiency in use of all hardware and software. Mentors must understand academic expectations, how to monitor student progress and classroom management strategies. APS Online Stop will expand the school day with flexible staff scheduling offered to accommodate a longer day (7am - 6pm weekdays). Expanded Course Catalogue: Students participating in APS-Online and embedded supports will have access to a greater selection of course offerings than offered at traditional school buildings. To increase learning opportunities, remove barriers and improve outcomes for 9-12 students, APS will require each student to take one online course prior to graduation and will leverage EOA/PLATO to expand online course offerings. The enhanced online catalogue will include core courses; greater access to credit recovery (for senior cohort, to meet graduation requirements); single course offerings (for students with challenges completing coursework in a traditional school day); more college-level coursework, Honors, AP, Foreign Language and Electives; comprehensive blended learning experiences; and increased access and options for home instruction. Staffing for specialty subjects (Chinese) can be overcome through expanded EOA to meet student demand. Permanent transition to online Health courses will allow greater scheduling flexibility for Physical Education teachers with overcrowded classes due to teaching both courses. Data indicates 90% passage rate of completed courses with EOA courses. Existing Plato courseware for credit recovery has proven successful for APS; which will positively impact low academics and graduation rate.

9. Select which (up to four) of the goals your project will address. For each of the selected goals, please provide the requested information to demonstrate your innovative project. - (Check all that apply)

a. Student achievement

i. List the desired outcomes.

*Examples: fewer students retained at 3rd grade, increase in graduation rate, increased proficiency rate in a content area, etc.*

Outcomes for APS-Online Expansion and APS-Online Stop will include increased course completion with first-time credits for up to 340 students yearly. Student Graduation rates will increase at East CLC and Garfield High Schools by 5% at each school yearly. Three hundred (300) students through the course of the five-year sustainability period will meet or exceed the State graduation requirements, e.g., credits, end-of-course exams. Students will graduate better prepared for postsecondary college or career paths, and the number of students requiring summer and night school will decrease by approximately 100 students annually. The number of students graduating with college credits will increase, as well as students participating in Advanced Placement courses. All home instruction students will be better served and experience increased ease of access and greater success. Current and returning students to APS who are credit deficient for graduation, will recover credits at a more sustainable rate which will put them back on track towards graduation.

ii. What assumptions must be true for this outcome to be realized?

*Examples: early diagnosis and intervention are needed to support all children learning to read on grade level; project-based learning results in higher levels of student engagement and learning, etc.*

To realize projected student achievement outcomes APS will: a) provide a dedicated, welcoming, fully functional online environment with enhanced, uninterrupted digital access, to increase engagement; b) receive ongoing support and encouragement from trained staff and mentors; c) develop individualized learning paths to increase student comfort and confidence; d) expand online catalogue for students seeking courses unavailable in buildings; e) expand the school day beyond regular hours to allow for flexible scheduling and greater access; f) increase blended learning delivery methods to benefit students with different learning styles or preferences; g) enhance use of technology to improve organizational skills and timely task management for staff and students; h) offer online credit recovery to lessen stigma; i) communicate blended learning program to increase student interest and family awareness; j) staff hubs with qualified, EdOptions-trained mentors who foster engaged between the online teachers and the students as well as encourage collaboration through digital platforms and content; k) add rigorous course selections to increase participation from students seeking Advanced Placement or college-level coursework; l) provide experienced project management to offer continual monitoring and assessment, inform work and ensure goals through the life of the project; m) ensure face time for students at APS-Online hubs (with staff, tutors or mentors) to help identify barriers to and solutions for success; n) provide early intervention and appropriate online coursework to benefit at-risk students; o) increase capacity of project management team, recommending strategic modifications or remedies, through site visits to model programs; p) provide students opportunities to maintain enrollment in their local schools for classroom work and extracurriculars and participate with

their graduating class and build sense of community involvement; and q) remove time, location and material bar

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, etc), or how these are well-supported by the literature.

Early efforts to test assumptions around current APS online learning modules have included, to date, a mix of strategies developed as part of the the District's two-year Digital Learning Action plan. A "soft" pilot for expanded online learning was introduced during the 2014-2015 school year with the assignment of a dedicated Digital Learning Coordinator to organize and drive all District initiatives related to online learning. Spring 2015 saw the enrollment of approximately 50 K-12 students for online courses, followed by summer 2015 enrollment impacting an additional 200 students. Courses offered to date have included Virtual Credit recovery, blended Science and Math and Online Health/Economics. Currently, APS has a full-time enrollment of 60 students for the 2015-16 school year, who are taking 300 online courses. Another small senior cohort with high credit recovery needs has been expanded to 24/7 online access. Current digital learning mentors (who are on temporary assignment) are functioning as a key strategy for APS-Online success. Mentors collaborate with and train students, formulate strategies and learning plans for individual digital success, and collaborate as a team bi-monthly (however at present their efforts are largely self directed). APS has also increased some digital course catalogue selections to include hard- to-staff electives, Honors and AP courses and Foreign Languages. Three high schools currently host a drop-in mentoring space, none of which have received enhancements to the physical space. Early successes were captured through exit surveys to parents and students and student video testimonials. DeMarco shared that he "...kept getting kicked out of schools, but was able to get through faster" through his online experience, and notes that his "mentor was a great person." Natalie said her summer online Health course was "easy to use and access" and that "it was very convenient to take it online and during the summer" as her school-year schedule was too full. Another student notes that she "appreciated being able to do the work at night because [she] didn't want to be in a traditional classroom," and that her mentor "was great and helped push me through and to get my degree instead of a GED." These and more testimonials, and all early results, were shared internally and externally through the APS Board of Education and administrative council presentations, direct mail and media outreach. Pilot results show that students who might not otherwise graduate are able to do so as a result of completing their senior spring quarter online, and that students are recovering credits at an accelerated pace. Feedback also indicates that students who stay enrolled in their schools and continue to participate as active members of the student body benefit from the experience, and appreciate the opportunity to graduate with peers and friends. Expanded online programming and its thoughtful delivery will enable APS to recapture students, addressing and supporting their learning needs and credit deficiencies accumulated at other schools, improve graduation rates, and better prepare many nontraditional, at-risk students for college, career and life.

iv. List the specific indicators that you will use to measure progress toward your desired outcome.

*These should be measurable changes, not merely the accomplishment of tasks. Example: Teachers will each implement one new project using new collaborative instructional skills, (indicates a change in the classroom) NOT; teachers will be trained in collaborative instruction (which may or may not result in change).*

To measure progress toward APS-Online and O!ne Stop hub outcomes, APS will track the following indicators: a) AOE Team works to embed two-three best practices, as a direct result of research and site visits; b) offering of expanded online coursework serves and positively impacts 2,500 students over the five-year sustainability period; c) more students successfully complete, with higher frequency, first time credits than students in traditional settings; d) credit-deficient students complete at least three virtual credit recoveries per school year; e) two initial APS-O!ne Stop hubs offer online learning options in dedicated, high-tech work spaces for students, designed and outfitted with collaboration as a high priority; e) extended days and flexible staff schedules for hubs offer up to 20 additional hours per week for student use at each of two sites; f) two mentors, two tutors, two SPED intervention specialists and appropriate administrative staff and other shared building resource staff will be trained to use collaborative tools and learning approaches, including Hapara software, to support expanded online work and credit attainment or recovery goals; g) mentors also implement instructional strategies for online learning and provide a minimum of 20 hours of additional mentorship time weekly; h) health course is completely online for 120 students per site by the end of grant year one.

v. List and describe pertinent data points that you will use to measure student achievement, providing baseline data to be used for future comparison.

Student achievement through APS-Online and APS-One Stop will be measured through the following data points: a) # of students enrolled; b) # of students taking virtual credit recovery; c) # of students taking at least one online course; d) # of students enrolled with APS-Online programming (full course); e) # of students blending online courses with face to face courses. Baseline data for East (2015-2016): Enrollment = 9th - 210; 10th - 196; 11th - 148; 12th - 157; graduation rate = 70.4% (four year); # of traditional credit recovery students = 91 (10th- 12th grade); students enrolled in APS-O! = 10 (50 courses); students taking single virtual course = 0 (zero). Baseline data for Garfield (2015-2016): Enrollment = 9th - 208; 10th - 182; 11th - 165; 12th - 144; graduation rate = 86% (4 year); # of traditional credit recovery student s= 157 (10th -12th grade); students taking APS-O! = 11 (55 courses); students taking a single virtual course = 0 (zero).

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

In the event that APS does not realize plans as as projected (e.g., expanded online program does not increase attendance or graduation rates, or increase student proficiencies), the AEO team and APS leadership will review all factors contributing to miscalculations, and determine which strategies or objectives need further support or intervention (e.g., mentor or staff training, accessibility, coursework and selection, student engagement levels, site culture/support. technology challenges and/or unforeseen obstacles). Once identified, APS will plan remediation accordingly to elicit improved outcomes and assure that overarching goals will be met. For example, if the student graduation rate is not growing as anticipated, APS will conduct a root-cause analysis of factors that may be impacting program success, or other factors impacting the overall graduation rate which may be outside of initial assumptions. Or, APS will closely diagnose students who did not complete coursework and/or credit recovery, in order to respond with appropriate interventions. Evaluation summaries from Kent State University reports will also offer strategic recommendations regarding next steps, based on attainment of intended outcomes. Recommendations for year two will be available in September 2017, and available for years three - five in September, 2018. For students continuing to struggle in an online environment with credit attainment, further assessment, closer monitoring and increased mentor support may be applied. Alternative learning paths may also be considered, to ensure that each student is receiving the individualized approach needed, and guaranteed through the grant initiatives.

■ b. Spending reductions in the 5 year forecast

i. List the desired outcomes.

Examples: lowered facility cost as a result of transition to more efficient systems of heating and lighting, etc.; or cost savings due to transition from textbook to digital resources for teaching.

ii. What assumptions must be true for this outcome to be realized?

Example: transition to "green energy" solutions produce financial efficiencies, etc.; or available digital resources are equivalent to or better than previously purchased textbooks.

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, etc), or how these are well-supported by the literature.

iv. List the specific indicators that you will use to monitor progress toward your desired outcome.

These should be specific dollar savings amounts. THESE MUST MATCH THE COST SAVINGS AS PROJECTED IN THE FINANCIAL IMPACT TABLE (FIT).

v. List and describe pertinent data points that you will use to measure spending reductions, providing baseline data to be used for future comparison.

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

c. Utilization of a greater share of resources in the classroom

i. List the desired outcomes.

Example: change the ratio of leadership time spent in response to discipline issues to the time available for curricular leadership.

Desired outcomes for the APS online expansion through APS-One Stop include: a) increased teacher time for instructional purpose and building improvements through reduced duty-period coverage of credit recovery students; b) expansion of existing opportunities for students to recover coursework leveraging existing PLATO courseware; c) existing software, technology support and hardware maintenance utilized toward online deliverables; d) existing learning spaces envisioned and repurposed to accommodate greater student capacity; e) extended student access to tools, software, learning space and additional supports beyond traditional school hours; f) redesigned building and district software systems for efficient and engaging utilization of APS One Stop; g) decreased amount of time wasted in student schedules (e.g., free periods, study halls); h) personalized education (learning) plans developed for all participating students; i) decreased administrative time spent on disciplinary issues (truancy, bullying, hall behavior, etc); j) expand school-based culture and sense of community to online learners; k) retraining of existing staff for online environment supports (mentors, tutors, counselors, content-specific teachers, administration); l) enhanced communication and recruitment strategies appeal to and attract a broader audience, with special focus on re-enrollment of students needing to return and graduate (Career Tech, College Credit Plus and/or Performing Arts blended with Online cores).

ii. What assumptions must be true for this outcome to be realized?

Examples: improvements to school and classroom climate will result in fewer disciplinary instances allowing leadership to devote more time to curricular oversight.

To realize the above outcomes and ensure greater use of resources impacting classroom and student learning, APS will: a) reduce need for teacher duty period coverage of credit recovery students, through APS One Stop hubs and expanded online access onsite and remotely; b) reduce need for student scheduling challenges, to prevent lost learning time and increase success; c) expand online learning through APS-One Stop, increasing accessibility to engaging opportunities to recover coursework and increase interest and participation levels; d) appropriate levels of support, and guidance for learning plans, is provided for students by counselors, administration, special education supports, tutors and mentors who are well prepared through thoughtful, specific training and orientations, and with input from mentors and teachers currently supporting soft pilot; e) "assumption that other APS programming would meet the flexibility for the blended online learner"; f) existing and enhanced technology infrastructure in place to support online learning with dependable certainty throughout District; g) APS One Stop hubs are fully, appropriately staffed and scheduled throughout the day with resources allocated to meet student needs; h) decreased schedule distractions for students due to online course delivery helps improve climate and lower incidence of disciplinary issues, and frees up administrative time to focus on other building concerns; i) implement comprehensive communication and outreach campaign for APS One Stop provides compelling re-enrollment option for students considering returning to school, through accessible, engaging and flexible program that will enable them to finish, thereby increasing success and graduation rates; j) existing District and building policies are re-envisioned and amended for brick and mortar students that will apply as online students.

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, etc), or how these are well-supported by the literature.

Implementation of a District-wide two-year digital learning expansion plan began in early 2015, serving students with high credit recovery needs and scheduling challenges. In partnership with EdOptions Academy, 350 students have enrolled in online courses to date. Akron Public Schools has taken important steps through use of existing resources to plan for and implement expansion of digital learning programs. Importantly, the District has made significant technology infrastructure upgrades throughout, to prepare for deeper engagement both physically and virtually, which will continue until APS-Online is fully launched at all high schools. Technology loan systems and purchases have been put in place which allows this innovation to build on access to the device inventory. Additionally, three dedicated, accessible online learning spaces have been identified and are being utilized to service all high school students, and a laptop loan program is in place (for full-time online students only). The introduction of trained mentors spending quality time with students (during and beyond the school day), and centralized, dedicated administration is showing early signs of success for students enrolled in online

learning. Mentors and teachers involved (including SPED intervention specialists) are attending bi-weekly professional development sessions, where they also share feedback and experiences. Expansion of credit recovery through a virtual platform and early experimentation with course scheduling outside of the school day (for first-time credit) are being offered to and utilized by students; some are also participating in career technical programs and completing core subjects online, or engaging in a blend of live (classroom) courses and online cores. These flexible scheduling options are made available through the District's student information system, which also helps ensure accountability and online attendance. Ultimately, at the District level APS has made important investments to create a highly personalized, customized learning environment for students, through which they may take ownership of their learning and outcomes. APS leadership has been actively involved in key decision making and first-year implementation, including the Superintendent and Assistant Superintendent, Executive Directors for different learning areas and high schools, the lead Counselor, district Psychologist, Student Services/Climate leadership and Director from central registration. A two-year digital learning expansion plan is being pursued, and existing APS Policies and Procedures (handbooks, AUPs, Code of Conduct, etc.) are being assessed and updated to account for the unique considerations of extending learning through online courses and digital platforms. Enrollment policies are in place to ensure proper programming for the student (e.g., SPED transfer reviews, transcript needs, student services preventative withdrawals). Finally, APS has also created course catalogue cross-walks and established master online course offerings, using current master scheduling software.

iv. Please provide the most recent instructional spending percentage (from the annual Ohio School Report Card) and discuss any impact you anticipate as a result of this project.

*Note: this is the preferred indicator for this goal.*

Recent instructional spending for the two high schools included in the APS One Stop pilot is as follows: For Garfield High School (2013-2014), 71.2% of funding (or \$7,693) was spent per pupil on classroom instruction. Per-pupil, non-classroom spending was \$3,106 (for a total of \$10,800 per student). The operating budget for all 699 students is \$7,549,000 annually. By enrolling 50 full-time online students, the budget will be reduced by \$125,000, for a per pupil reduction of \$180, and total instructional and non-classroom spending per pupil of \$10,620. Furthermore, the per pupil spending will be impacted by moving all health courses online, to realize a further reduction of \$43 per student (total \$10,577 per pupil spending). For East High School (2013-2014), 72.2% of funding (or \$7,485) was spent per pupil on classroom instruction. Per pupil, non-classroom spending was \$2,880 (for a total of \$9,189 per student). The operating budget for all 711 students is \$6,543,000 annually. By enrolling 50 full-time online students, the budget will be reduced by \$125,000 for a per pupil reduction of \$175, and a total instructional and non classroom spending per pupil of \$9,014. Furthermore, the per pupil spending will be impacted by moving of all health courses online, to realize a further reduction of \$42 per student (and \$8,972 per pupil spending).

v. List any additional indicators that you will use to monitor progress toward your desired outcome. Provide baseline data if available.

*These should be specific outcomes, not just the accomplishment of tasks. Example: fewer instances of playground fighting.*

To assess levels of progress, Akron Public Schools will monitor for more effective use of teacher duty period coverage at both high schools, to facilitate building goals. The number of students with total credit recovery classes needed will be assessed early on and monitored for periodic completion and updates, to show progress toward decreasing need for recovery coursework. The AOE Team will assess strategies, in a timely manner, for technological implementations that are accurate, reactive and supportive to the online learner, through in-house technology ticketing system. Student, mentor, parent and staff feedback will be collected continually, to encourage greater utilization of the physical space and build strong sense of community at each building. The APS student information system (eSchoolPLUS) supports high efficiency environment for staff, to enable efficient progress recording, scheduling, transcripts and other student data as needed for online learners, and APS can quickly account for all courses assigned along with completion rates. Evidence of personal learning plans for all students will also be readily available. APS-Online and One Stop will result in fewer non instructional (potentially wasted) periods in student schedules, and less administrative time will be spent on disciplinary issues for online students, per principal's reports. All APS-Online and One Stop staff display a comprehensive knowledge of online learning strategies and can apply them as needed, and exhibit strong class management skills. Finally, APS will see a baseline increase in students returning to or maintaining enrollment in their local school.

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

To ensure that assumptions remain true, and to remediate outcomes proving at risk during implementation, APS and the Project Management/AOE team will conduct ongoing, rigorous review of all program components and make recommended modifications throughout. Primary components to be tracked include student access to digital resources and technology; individual learning paths; student time spent using technology and on specific tasks (and respective obstacles); content offered by EdOptions Academy; quality and methods of instruction for online teachers through EdOptions; alignment of program goals; staff training and support systems; early intervention methods (for at-risk students); online courses assigned (for appropriateness to each individual learner); hours of operation for hubs at the two sites (for peak/low volume use, to determine if students are taking advantage of the flexible day). Mentors and staff will be evaluated regularly to determine impact of this support on student performance, and exit surveys will be completed by all students to gauge levels of engagement and track early interventions that have been met. Depending on early outcomes and ongoing assessment, APS will modify delivery to keep assumptions and outcomes on course, through various means including adjusted individualized learning plans and coursework, adjusted lab schedules, additional or deeper levels of training for mentors, staff and tutors, and more.

d. Implementing a shared services delivery model

i. List the desired outcomes.

*Examples: increase in quality and quantity of employment applications to districts; greater efficiency in delivery of transportation services, etc.*

ii. What assumptions must be true for this outcome to be realized?

*Example: neighboring districts have overlapping needs in administrative areas that can be combined to create efficiencies.*

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, data analysis etc), or how these are well-supported by the literature.

iv. List the specific indicators that you will use to monitor progress toward your desired outcomes.

*These should be measurable changes, not the accomplishment of tasks.*

*Example: consolidation of transportation services between two districts.*

v. List and describe pertinent data points that you will use to evaluate the success of your efforts, providing baseline data to be used for future comparison.

*Example: change in the number of school buses or miles travelled.*

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

10. Which of the following best describes the proposed project? - (Select one)

- a. New - Never before implemented
- b. Existing - Never implemented in your community school or school district but proven successful in other educational environments
- c. Replication - Expansion or new implementation of a previous Straight A Project
- d. Mixed Concept - Incorporates new and existing elements
- e. Established - Elevating or expanding an effective program that is already implemented in your district, school or consortia partnership

### C) BUDGET AND SUSTAINABILITY

11. Financial Information: - All applicants must enter or upload the following supporting information. The information in these documents must correspond to your responses in questions 12-19.

a. Enter a project budget in CCIP (by clicking the link below)

[Enter Budget](#)

b. If applicable, upload the Consortium Budget Worksheet (by clicking the Upload Documents link below)

c. Upload the Financial Impact Table (by clicking the Upload Documents link below)

[Upload Documents](#)

*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 of the workbook. Applicants must submit one Financial Impact Table with each application. For consortium applications, please add additional sheets instead of submitting separate Financial Impact Tables.*

497,500.00 12. What is the amount of this grant request?

13. Provide a brief narrative explanation of the overall budget.

*Responses should provide a 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.*

APS-Online and APS OneStop, will enable the District to enhance and sustain quality, in-demand digital programming that has a lasting and positive impact on student learning. This will be accomplished through investments that address the physical digital learning environment, through appropriate responses and wraparound supports for many unique student learning needs, and through expansion of the APS online course catalogue. Budget items include: Personnel Services totaling \$207,000: Personnel services include a) Mentors at \$122,000 - APS will hire two full-time mentors to provide wraparound student support services, one each for Garfield and East High Schools (\$61,000 each including salary and benefits); b) Tutors at \$60,000 - two tutors (up to 24 flexible hours per week, per tutor) will be hired at a cost of \$30,000 each, to ensure students are able to access resources successfully; c) Project Manager at \$25,000 - to oversee and help develop the program for the formal pilot year (will be assigned to appropriate representative from central office leadership thereafter). Purchased Services totaling \$105,000: Purchased services include a) Professional Development (PD) at \$60,000 - focused on blended and digital learning for key staff, plus an expanded course catalogue, offered through a bundled contract by APS digital delivery provider Edmentum (EdOptions and its Plato Credit Recovery program are subsidiaries); b) Program Evaluation totaling \$35,000 (\$25,000 for year 1; \$10,000 for year 2) - to be provided by Kent State University's Research and Evaluation Bureau, a frequent evaluation partner for APS. Formal evaluation will be conducted over years one (the grant period), and two (sustainability period). The process will include parent and Student surveys; all relevant data collection and analysis; and evaluation reporting. Recommendations based on outcomes from years one and two will also be made for years three - five (the district will evaluate annually, and conduct in-house, ongoing mentor and staff surveys); c) supplemental PD a cost of \$10,000 - to provide additional training in relevant content areas for key staff and/or District-wide as training needs and recommendations develop. Capital Outlay totaling \$17,000: Capital outlay totals \$17,000 and supports one-time costs around computing and related devices and physical space upgrades to enhance students' learning environment, including a) Chromebook carts at \$2,000 each or \$4,000 total for two hubs; b) flatscreen TVs for each hub at \$5,000 each, \$10,000 total; and c) classroom renovations such as paint, carpeting and general upgrades; \$1,500 per site, total \$3,000. Supplies & Materials totaling \$168,500: Supplies and Materials include purchasing of a) student supplies at \$15,000 - for badges, classroom bags, calculators and consumables; b) technology at \$49,500 - including 25 headsets with microphones at two sites (\$500 per site, \$1,000

total); one printer/scanner for each site (\$250 each, \$500 total); and 160 ChromeBooks - 80 per site (30 on carts and 50 for loan program at two sites); \$300 per unit x 160, \$48,000 total; c) remote technical management software at each site (\$2,000 per site, total \$4,000 - ongoing cost absorbed by APS general fund); and d) classroom furniture at \$50,000 per site, \$100,000 total (includes outfitting for 30 students per lab; mix of desks, chairs and mobile units conducive to collaborative online learning environment).

14. Please provide an estimate of the total costs associated with maintaining this program through each of the five years following the initial grant implementation year (sustainability costs). This is the sum of expenditures from Section A of the Financial Impact Table.

248,111.00 a. Sustainability Year 1

251,754.00 b. Sustainability Year 2

255,470.00 c. Sustainability Year 3

259,257.00 d. Sustainability Year 4

263,123.00 e. Sustainability Year 5

15. Please provide a narrative explanation of sustainability costs.

*Sustainability costs include any ongoing spending related to the grant project after June 30, 2017. Examples of sustainability costs include annual professional development, staffing costs, equipment maintenance, and software license agreements. To every extent possible, rationale for the specific amounts given should be outlined. The costs outlined in this 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.*

Total yearly expense to APS is projected at \$248,000. This includes the following ongoing sustainability costs to be absorbed by the district through grant years one - five: a) Mentoring Staff at \$122,000 - Mentoring staff will be trained and developed through ongoing professional development to build expertise in supporting student achievement in a digital learning environment. Mentors provide the wraparound supports to ensure student success, including communication with students and parents, home visits, and face-to-face meetings, removing significant barriers for students. b) Tutoring Staff at \$60,000 - Flexible scheduling for on-site tutors will provide needed support for student learning outside the traditional school day. Tutors will utilize collaborative tools and a variety of learning approaches to ensure student success. c) 120 Health courses annually at \$ 60,000 - Health courses will be offered each year to meet all student scheduling needs. As noted, APS intends to have every student take one online course prior to graduation. d) Hapara Software at \$4,000 will provide a highly flexible platform for teachers to efficiently create activities with learning pathways based on student needs and interests. Hapara helps student Improve mastery and skill development through formative feedback on work in-progress. f) Classroom Supplies at \$2,000 - student consumable supplies to support achievement and success.

100 16. What percentage of these costs will be met through cost savings achieved through implementation of the program?

*Total cost savings from section B of the Financial Impact Table divided by total sustainability cost from section A of the Financial Impact Table. If the calculated amount is greater than 100, enter 100 here.*

17. Please explain how these cost savings will be derived from the program.

*Applicants who selected spending reductions in the five-year forecast as a goal must identify those expected savings in questions 16 and 17. All spending reductions must be verifiable, permanent, and credible. Explanation of savings must be specific as to staff counts; salary/benefits; equipment costs, etc.*

Although spending reduction was not a selected goal, APS believes that for the program to be sustainable over time, the District must be able to work comfortably within the expected budget and allow for a cost savings that will enable growth across the district. Spending reductions for APS-Online and APS-One Stop are based on the consolidation of staff numbers for more effective course delivery. Hard-to-staff subjects may be consolidated online, making delivery across schools more effective and better utilize existing staff. Unique courses with limited enrollment will no longer require a face to face teacher which will reduce the need for in-person teaching staff. By implementing a more streamlined schedule for students, there will be a reduction in wasted scheduling space (ie. study halls) for students and a reduction in duty time for teachers. A higher staff-to-student ratio can be accommodated in an online environment without the physical limitations of traditional brick and mortar schools. As a result, over the life of the grant APS can expect that hiring to replace retired staff may be consolidated due to more efficient use of existing resources. By leveraging the current credit recovery program, the APS online expansion will save money with a less expensive staffing option for student support, as compared to the cost of a traditional classroom teacher. Full-time online students are educated at approximately 50% less than the cost to educate full-time, face-to-face students; e.g., one student taking five classes at school costs APS approximately \$5,000 of instructional salary yearly, whereas one full-time student enrolled online, taking five courses, will cost APS \$2,500. For dedicated single-course offerings (e.g., Health, Foreign Language, AP Courses, etc), APS can expect a savings for online delivery of nearly 50% when compared to delivery in the traditional school setting. Because the hubs will be open and operational beyond the school day and year, cost savings around overhead (e.g., utilities or maintenance), staffing or security may be recognized, as school buildings themselves are utilized less frequently due to a reduced number of alternative programming needed (such as evening, summer and alternative to suspension programs).

0 18. What percentage of sustainability costs will be met through reallocation of savings from elsewhere in the general budget?

*Total reallocation from section C of the Financial Impact Table divided by total sustainability cost from section A of the Financial Impact Table  
Note: the responses to questions 16 and 18 must total 100%*

19. Please explain the source of these reallocated funds.

*Reallocation of funds implies that a reduction has been made elsewhere in the budget. Straight A encourages projects to determine up front what can be replaced in order to ensure the life of the innovative project.*

The cost savings are not significant to the full district budget. The district is considering this application to be cost neutral- no reallocation of funds.

## D) IMPLEMENTATION

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

*This response should include a list of qualifications for the applicant and others associated with the grant. Please list key personnel only. 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 Key Personnel information by clicking the link below:

[Add Implementation - Key Personnel](#)

For Questions 21-23 please describe each phase of your project including its timeline, and scope of work.

*A complete response to these questions will demonstrate awareness of the context in which the project will be implemented and the time it will take to implement the project with fidelity. A strong plan for implementing, communicating and coordinating the project should be apparent, including coordination and communication in and amongst members of the consortium or partnership (if applicable). Not every specific action step need be included, but the outline of the major steps should demonstrate a thoughtful plan for achieving the goals of the project. The timeline should reflect significant and important milestones in an appropriate time frame.*

21. Planning

a. Date Range April 1, 2016 - August 2016

b. Scope of activities - include all specific completion benchmarks.

April 2016 we will begin the roll-out of communications for APS-Online and One Stop activities to internal and external stakeholders and media. We will utilize leadership and building meetings, Superintendent Communications, APS e-news updates and the District's website. June 1, 2016, a project manager (PM) will be hired and oriented to coordinate all expansion activities for the one-year grant period. S/he will coordinate all activities in alignment with goals and within budget, and with supervision from the district's Digital Learning Coordinator. June 15, 2016 The Akron Online Expansion Team ("AOE", including Superintendent, PM, Principals, EdOptions Academy, Curriculum Coordinator, Digital Learning Specialists, Treasurer) begin monthly meetings to finalize the communication plan and start continual review of the scope of work and progress within the timeline, plus budget review and modifications. The APS-One Stop Advisory Panel (a subset of AOE) will identify new learning spaces at the pilot high schools. Hasenstab Architects will provide expert advice for the design of the learning space. Between April - August 2016, AOE will refine renovation plans, develop purchase plans for facility, technology, software and furnishings for new learning hubs, and submit request for bids on contractual work. Purchases will be approved by the Board at the June 2016 meeting. August activities will include staffing (mentor, tutors, security and staffing before and after hours) and professional development needs will be planned and confirmed; the project manager will develop training/orientation and staffing schedules for hubs by August 2016, and the APS IT staff will develop technical assistance schedules by August 2016. PM will compile and share weekly progress reports regarding milestones, updates, modifications and needed actions. The AOE team will perform due diligence through research and site visits to other districts where digital learning is implemented.

22. Implementation (grant funded start-up activities)

a. Date Range August, 2016 - July, 2017

b. Scope of activities - include all specific completion benchmarks

Early APS One Stop implementation includes the design of tech-infused learning spaces that inspire student engagement and improve levels of focus, and encourage collaboration between students and teachers and student work groups. The AOE team will design APS-One Stop sites, working with a design consulting service (offered by vendor at no cost to APS) and incorporating ideas gleaned during visits to model sites. Planned enhancements (e.g., site cleanup, painting, carpeting, construction) and ordering of all needed furniture, equipment, technology and coursework will take place by September 2016. Learning hubs will be outfitted in September 2016, with technology installed, and training and orientation for up to 12 staff (tutors, administrators, counselors, coordinators, mentors) ongoing through September 2017. Participating students will be identified and enrolled, with orientation completed for both students and parents, by September 2016 and January 2017 and students immediately begin using APS-One Stop for transdisciplinary, inquiry-based learning. The senior cohort will be identified and rescheduled by October 2016, based on assessment of specific credit attainment needs. By December 2016, students will be versed in using APS-One Stop tools and assimilated to working in new learning environments, and teachers and mentors will be actively working to support each student through personalized learning plans and to achieve credit goals. Students begin to demonstrate proficiency and staff continues to utilize new tools to blend and individualize learning. Early outcomes and student/teacher testimonials may be demonstrated to stakeholders as part of the ongoing communications plan by January 2017, and selection of expanded course and comprehensive online Health offerings for all sophomores, through EdOptions, will also take place by January 2017. Throughout the grant period, the Superintendent will keep staff and Board apprised of all activities, mile

23. Programmatic Sustainability (years following implementation, including institutionalization of program, evaluation and communication of program outcomes)

a. Date Range July 1, 2017 - June 30, 2022

b. Scope of activities - include all specific completion benchmarks

To ensure sustainability, the data evaluator will provide a comprehensive executive summary of grant year one evaluation by September 30, 2017. The Akron Online Expansion Team will coordinate ongoing data collection and evaluation activities, in order to develop strategies which address potential problems and needed remediations at monthly meetings extending through 2022. APS will build on the pilot work at two APS-One Stop pilot high schools (Garfield and East) and extend successful practices for online learning and models for replication across other APS high schools. The District goal is to add two high schools each per year, in sustainability years two - five, until all ten high schools

have a dedicated, live APS-One Stop hub. In this scenario, 2021 will see the last high schools joining the online program. The data evaluator will report year one sustainability and provide recommendations for next steps as APS-One Stop moves into years two - five. A regular assessment using district graduation rates, attendance and college/career readiness will be evaluated and areas for improvement addressed. Continual monitoring of APS-One Stop activities and outcomes will ensure alignment to project goals. The APS Treasurer will make quarterly reports to the Board of Education regarding financial sustainability of ongoing implementation and provide updates on cost savings. The treasurer will also provide final project evaluation and fiscal reports to ODE. Additionally, APS will evaluate single course offerings outside of Health by the end of grant year one (by September 2017). Expansion of digital learning throughout the District will require a cultural shift for students, staff and families. APS will work to include the range of online learning opportunities needed to position online learning as a standard deliverable and high-impact learning option, which yields improved student outcomes and supports increased operating efficiency for the District.

## E) SUBSTANTIAL IMPACT AND LASTING VALUE

24. 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 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:

Teaching and learning throughout the APS District will move to the next critical level with APS-One Stop. Expansion of the Akron Public Schools online learning program is expected to elicit significant and highly positive change at both the organizational and instructional levels. Adoption of digital learning as a standard operating practice throughout the APS District is an essential response to 21st Century learners' needs, and as a means to engage and motivate them to succeed in new ways. For the District at large, paradigm shifts around online learning and delivery, the adoption of technology, and important policy updates will instill a stronger culture of innovation to be experienced and embraced by both students and staff. Use of virtual teamwork platforms in a tech-rich online environment will help build confidence in staff's own ability to use technology effectively and open up new means of communication with students. As teachers become more comfortable with the expanded online landscape and levels of acceptance grow, the District will see a shift in teaching practices. "More than two-thirds (68%) of teachers expressed a desire for more classroom technology and this number is even greater in low-income schools (75%)." (PBS LearningMedia survey 2013) Access to a larger course catalogue and more relevant content will help build a competitive, challenging digital learning program that becomes more purposeful for both students and teachers, and allows staff and students to use the latest technologies being introduced, in meaningful ways. APS students as a whole will be far better prepared -- for studies, for online State testing, and for all postsecondary pursuits -- as online learning builds important digital proficiency and increases their ability to manipulate the online environment. The flexibility, appropriateness of work space, mentorship and differentiated instruction will support nontraditional students (hard-to-reach, SPED, at risk, those with high credit recovery needs) to feel a stronger sense of comfort and community in their learning environment. The experience will help reduce pressure and stress levels for students, lessen stigma, overcome feelings of defeat -- all factors that can negatively impact success in school, work, relations and life. Through expanded digital learning, APS will nurture a more engaged, confident, interested and civic-minded student body.

25. Please provide the name and contact information for the person and/or organization who will oversee the evaluation of this project.

*Projects may be evaluated either internally or externally. However, evaluation must be ongoing throughout the entire period of sustainability and have the capacity to provide the Ohio Department of Education with clear metrics related to each selected goal.*

Please enter your response below:

The external evaluation will be led by Debbie Shama-Davis, Ph.D., director of the Research and Evaluation Bureau (Bureau). Dr. Shama-Davis, with a doctorate in the double-major fields of evaluation and measurement and special education, has been leading comprehensive, multi-method evaluations for over 25 years. The Bureau, which was founded in 1964, has a rich history of providing research and evaluation services to school districts, universities, and health and human service organizations across the state of Ohio and nationally. Contact information as follows: Address - 507 White Hall, College of Education, Health, and Human Services, Kent State University, Kent, Ohio, 44242; E-mail - dshama@kent.edu; phone number - (330)-672-7918.

26. Describe the overall plan for evaluation, including plans for data collection, underlying research rationale, measurement timelines and methods of analysis.

*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 shortfall. The applicant should provide information on how the lessons learned from the project can and will be shared with other education providers in Ohio. Note: A complete and comprehensive version of the evaluation plan must be submitted to ODE by all selected projects.*

The evaluation will be focused on students in grades 9 through 12 who are either participating in the APS Online Program or in the online accelerated credit recovery program at the two participating high schools. These students are typically performing below grade level, and many have already left the district and returned to try the online option for completing high school requirements and obtaining a diploma. While the district can and does track students who exit and enter the district, it is impossible to know how those who exited the district ultimately performed and, similarly, how those participating in the online program would have performed otherwise. The evaluation plan takes these limitations into account. Working closely with project personnel, the evaluation team will use a mixed methodology to measure progress toward and attainment of project objectives. The proposed evaluation scope of work includes the following evaluation activities to be performed for each annual cohort of students, at each grade level: 1) annual collection, analysis, and reporting of the district's secondary data relevant to outcomes-including, but not necessarily limited to, participants' attendance, credits, number of credits earned through credit

recovery, end-of-course assessment scores, graduation rates, and disciplinary variables, demographic information such as grade level, gender, and ethnicity; and 2) development and implementation of program-specific hardcopy and online survey instruments for targeted populations (parents and students, respectively) to assess pre and post perceptions of obstacles and benefits. Surveys will include both quantitative and qualitative items, and will inform ongoing program activities and best practice and will report on program strengths, successes and challenges. Entry surveys will be administered to new students and parents at the beginning of each semester, and post surveys will be administered once, at the end of the spring semester. Project leadership will administer the surveys and submit the data to the evaluators for data entry and analysis. Parental and student participation in the surveys is voluntary, and all data will be anonymous and reported in the aggregate. Descriptive statistics will be used to analyze quantitative survey items (Likert-scaled) and thematic analysis will be used to summarize survey comments. Survey data will be reported following each semester. Used in sum, the data will inform best practices, including program strengths and challenges, and will facilitate expansion of program activities into additional high schools. Secondary data will be provided by the district data manager in electronic format according to a specified variable list. Evaluators will work closely with the district data manager to obtain secondary data each spring/summer for that year's cohort of students and for preceding cohorts as the program progresses. Data will be disaggregated by grade level. To determine effectiveness of the program on meeting desired outcomes, each student will serve as his/her own control. Pre and post comparisons will be made on relevant variables (e.g., number of credits) utilizing a repeated measures analysis of variance design to determine academic progress over the school year. Analyses will be performed separately for each grade level. In addition, cohorts of students will be tracked longitudinally. End-of-course assessments will be compared with grade level standards. Statistics will be maintained on students who exit the program prematurely, including those who exit the district. The evaluation team will monitor and report on both formative and summative data. Communication and feedback loops between project leadership and evaluators will be established and frequently maintained. Human subjects' protection will be provided by Kent State's Institutional Review Board.

27. Please describe the likelihood that this project, if successful, can be scaled-up, expanded and/or replicated. Include a description of potential replications both within the district or collaborative group, as well as an estimation of the probability that this solution will prove useful to others. Discuss the possibility of publications, etc., to make others aware of what has been learned in this project.

*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 this 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 noted here.*

APS-Online Expansion improves student outcomes through personalized, flexible online learning in a tech-rich, highly supportive environment. APS Online Expansion will focus on the ability to reach students and other educators to develop new enrichment, intervention and prevention strategies. This model will increase student achievement opportunities and will become a best-practice for other districts to replicate. APS One Stop is about creating a blended learning environment, and breaking the traditional learning model. APS will use the first two grant sites, not only as training sites for additional online hubs, but will also use them as best practice models for all secondary teachers in the district to learn how to integrate collaborative learning environments infused with rich technology into their classrooms. Duplicating this program to encompass all seven high schools and scaling up this project will provide every student with at least one online experience prior to graduation in this large urban district. In addition, the District has developed strong College Credit Plus connections that will enable non traditional students to earn college credit while still in high school. This experience will provide these students the knowledge they need to succeed on their educational journey. We plan to use our original APS One Stop programs as training sites for our remaining five high schools to develop their fully functioning hubs. The message of the APS One Stop success will be communicated throughout APS and beyond via district communications, online presence as a GAFE district, conference presentations, professional organizations and publications. APS is also a Ohio STEM Learning Network (OSLN) Hub Training Center, so we have vast experience with disseminating 21st Century learning strategies to our entire region, state, and nation. Our OSLN Hub Schools and training center are in partnership with the City of Akron, University of Akron, the Akron Business Chamber, and Invent Now. Every week, our STEM middle school and high school host local or national visitors to learn from us. Additionally, our Training Center provides online and face-to-face professional development to over 1,000 educators annually. We will use this rich experience to create a similar model platform of online training, face-to-face training, program visitations, and instructional coaching with our APS One Stop program. We will communicate our available resources using the same vast network of regional and national contacts we have with our STEM Hub.

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).

David W. James Superintendent Akron Public Schools

Sections 

**Consortium Contacts**

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

Partnerships

Akron City (043489) - Summit County - 2016 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

**Partnerships**

<b>First Name</b>	<b>Last Name</b>	<b>Telephone Number</b>	<b>Email Address</b>	<b>Organization Name</b>	<b>IRN</b>	<b>Address</b>	<b>Delete Contact</b>
Brad	Peacock	800-447-5286	brad.peacock@edmentum.com	EdOptions Academy		5600 W. 83rd Street, Ste.300, 8200 Tower, , Bloomington, Minnesota, 55437	
Dr. Debbie	Shama-Davis	330-672-7918	dshama@kent.edu	Kent State University, Research and Evaluation Bureau		1507 White Hall, College of Education, Health and Human Services, , Kent, Ohio, 44242	
Dennis	Check	330-434-4464	dcheck@hasenstabinc.com	Hasenstab Architects		190 N. Union Street, Ste. 400, , Akron, Ohio, 44304	

Implementation Team

Akron City (043489) - Summit County - 2016 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

Implementation Team								
First Name	Last Name	Title	Responsibilities	Qualifications	Prior Relevant Experience	Education	% FTE	Delete Contact
TBD	TBD	Project manager	This position will coordinator all grant year efforts including, but not limited to: meetings, data collection, professional development, partner efforts, speaking on behalf of the district and ensuring all programming goals as they relate to staffing, space and curriculum are met across the grant. Position will leave leadership with plan in place for migration of work internally beyond grant year.	Desired: Akron Public School knowledge; 10+ years in education, prior grant implementation experience, strong technology integration skills. Demonstration high knowledge of online learning practices as well as a deep understanding of the learning needs and goals of Akron Public Schools.	10+ years in education, prior grant implementation experience, strong technology integration skills. Demonstration high knowledge of online learning practices as well as a deep understanding of the learning needs and goals of Akron Public Schools.	Masters in Educational Leadership	100	
Howard	Lawson	Executive Director , Data and Accountability	Responsible for Data quality, network structure, programming, end user devices, On-line learning and staff. Mr. Lawson will assign key technology services staff in support of the innovative project as it relates to devices, software, student files, schedules and other key components of implementation. Mr. Lawson will report out team findings directly to the superintendent.	Mr. Lawson has held an administrative position with APS the past 25 years, working with budgets in excess of \$15 million. Mr. Lawson was instrumental in the first digital learning technologies around the district as well as leadership in career and technical pathways. His entire career has been based in Akron Public Schools starting as a classroom teacher for Marketing, then as district coordinator leading to Director positions both	Mr. Lawson pioneered the first computer support system from the district which has evolved into our current On-Line learning system. He also led the team that incorporated PLATO courseware as a credit recovery solution for our student. Mr. Lawson develops and maintains master course catalogue, working closely with building administration.	BS Business Administration, University of Akron, Master Education/Administration Kent State Univers	20	

				in Career Education and Technology Services..				
Marcie	Ebright	Digital Learning Coordinator	Coordinate digital learning efforts across curriculum; ensure enrollment, SIS integration, policy making and support protocols are in place;develop criteria and timelines for completion; organize and work closely with program manager, report out to team, make adjustments as needed	Ms. Ebright has been in digital learning technologies since her employment with Akron Public Schools including 12 years as a computer based enrichment teacher, 6 years as a district technology integration specialist and currently serves as the Digital Learning Coordinator.	Mrs. Ebright worked closely with district technology integrations from hardware, software, single sign on and GAFE administration. She has been closely involved with digital adoption policy making, cross platform reviews, sustainable programming for digital options. Mrs. Ebright has been instrumental in district administration on online testing, online learning skills and other student engagement decisions. She led pilot work and implementation as it relates to the scope of this grant.	Bachelors of Education,KSU.Master's IT, Univ.of Akron. Graduate degree & certification in Educational Leadership and Administration	75	
Vyrone	Finney	Principal, East High School	Ensure all Federal, State and Local Laws are followed in regards to education, State Curriculum is being followed, Evaluation of all building staff, Facilities are safe and conducive to learning, Communication with parents and community, hiring of staff along with Human Resources, Building a master schedule of courses preparing students for graduation, Provide on-going professional development for staff, and supervision of extracurricular activities Ensure all Federal, State and Local Laws are followed in regards to education, State Curriculum is being followed, Evaluation of all	Mr. Finney current serves as an APS principal in leadership at one of the selected school sites. He has experience with online learning and programming as it relates to the population of the East CLC students. Mr. Finney has worked closely with central administration on recruitment and retaining students at his school	Mr. Finney is responsible for a College Credit Plus program, coordinated with Stark State University, funded through Great Lakes Grant.He manages a robust credit recovery program using Plato software. Mr. Finney also manages online enrichment,intervention and transition program for students 7-12.	MA Educational Administration, BS Education,Principal's Licensure K-12	10	

			<p>building staff, Facilities are safe and conducive to learning, Communication with parents and community, hiring of staff along with Human Resources, Building a master schedule of courses preparing students for graduation, Provide on-going professional development for staff, and supervision of extra-curricular activities</p>					
Frank	Kalain	Principal, Garfield High School	<p>Ensure all Federal, State and Local Laws are followed in regards to education, State Curriculum is being followed, Evaluation of all building staff, Facilities are safe and conducive to learning, Communication with parents and community, hiring of staff along with Human Resources, Building a master schedule of courses preparing students for graduation, Provide on-going professional development for staff, and supervision of extra-curricular activities</p>	<p>Mr. Kalain taught Elementary Physical Education for 11 years; he was an Assistant Principal for 10 years and a Program Manager Akron Evening High School for 10 years. Mr. Kalain has served for the last 4 years as a Principal at one of the selected grant sites, Garfield High School.</p>	<p>Mr. Kalain manages a robust credit recovery program using Plato software as well as targeted intervention and enrichment for students in grades 9-12 utilizing Plato SW. Prescriptive online learning modules assigned to address specific learning deficits using Edmentums Accucess. He also manages a College Credit Plus program serving qualifying students in grades 9-12.</p>	<p>MA Educational Administration, BS Education, Principal's Licensure K-12</p>	10	
Ryan	Pendelton	District Treasurer	<p>Responsibilities, for the fiscal health of the district. - Fiscal leader and advisors who provides sound financial guidance that assists the district leadership team in the decision-making process; - Financial</p>	<p>Mr. Pendleton began his career in 1998 in the private sector as an account manager. He worked as the chief financial officer and chief operating officer for the Barberton City School district</p>	<p>Under his tenure at Barberton High School, Mr. Pendleton was instrumental in the development of an embedded online learning program as an alternative pathway to graduation for high school students. Financially, he budgeted and planned for long term embedded sustainability.</p>	<p>Graduate of Malone College (bachelor's degree) and Cleveland State University (master's degree)</p>	5	

			<p>manager who clearly understand the economic resources and collaborate with district leadership in their management; - Manager of capital and financial assets who, through fiscal leadership, is charged with the guardian ship of these assets.</p>	<p>from 2005-2014. Mr. Pendleton currently serves as Treasurer for the Akron Public School District.</p>				
Karen	Gegick	Executive Director, Teaching and Learning	<p>Supervises District's content specialists K-12; coordinates professional development opportunities for District. Ms. Gegick leads the coordination of district curriculum integrations across all subjects and grade levels.</p>	<p>Mrs. Gegick is a former Principal at Seiberling and Case Schools (APS District). She also served as the Language Arts Learning Specialist. Currently, Mrs. Gegick is the Executive Director of Teaching and Learning for Akron Public Schools.</p>	<p>Ms. Gegick has been instrumental in leading the transitional work towards online adoptions in grades K-12.</p>	<p>BA, English, College of Wooster; MA, University of Akron</p>	10	