## Buckeye On-Line School for Success (000417) - Columbiana County - 2016 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (98)

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

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

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<th>Salaries 100</th>
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**Adjusted Allocation**: 0.00

**Remaining**: -163,300.00
Please respond to the prompts or questions in the areas listed below in a narrative form.

A) APPLICANT INFORMATION - General Information

1. Project Title:
VOICE - Virtualized Operations for Independent and Collaborative Education

2. Project Summary: Please limit your responses to no more than three sentences.
VOICE is a virtual desktop infrastructure (VDI) learning environment, which will reduce operational costs and improve classroom instruction. 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.

<table>
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<tr>
<th>Grant Year</th>
<th>Pre-K Special Education</th>
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<td>43</td>
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</table>

| Year 1     |                         |   | 179| 9 | 141| 10 | 114| 11 |
| Year 2     |                         |   | 179| 9 | 141| 10 | 114| 11 |
| Year 3     |                         |   | 179| 9 | 141| 10 | 114| 11 |
| Year 4     |                         |   | 179| 9 | 141| 10 | 114| 11 |
| Year 5     |                         |   | 179| 9 | 141| 10 | 114| 11 |
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.

Our school has a very transit population and will be able to handle any increases in enrollment. VOICE is also extremely replicable and conducive to a one-to-one learning environment. Since many school already use some portion of Google Apps for Education the learning curve would be minimal.

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

First and last name of contact for lead applicant
Frank Leppar

Organizational name of lead applicant
Buckeye Online School for Success

Address of lead applicant
119 East Fifth Street

Phone Number of lead applicant
330-385-1987

Email Address of lead applicant
fleppar@go2boss.com

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

As learning becomes increasingly digital, ready access to electronic educational resources is critical to student success. Modern technologies enable students to engage in real-time collaboration with teachers and their peers while offering unprecedented opportunities to participate in virtual, inquiry-oriented learning labs and activities. These interactive opportunities support individualized, targeted learning that engages learners of every type, including students with special needs, struggling learners and those at-risk of academic failure. As a 100% online school, technology is the backbone of the BOSS educational model. A 2013 analysis of our technological infrastructure as it relates to engaging students and delivering educational content (including a cost benefit analysis) revealed the following: 1) As BOSS enters its twelfth year, our technological infrastructure has not kept up with the pace of change. Shared resources and cloud-based computing have emerged as highly cost efficient means of maximizing educational resources. Our current infrastructure does not utilize this sharing of resources 2) Valuable student educational time is being lost to time spent on support and maintenance of student laptops. BOSS students currently receive a fully functional computer with which to conduct their studies - maintaining individual operating system licenses is costly and requires frequent updates (which results in excessive downtime for students who have difficulty with the oftentimes cumbersome process). 3) Full intergartion to Google Apps for Education would increase collaboration and provide the students with real-time feedback 4) An increasing percentage of financial resources are being directed towards technology maintenance, repairs and upgrades. These are funds
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.
    Over a two-year period, in comparison to 2014 baselines (last year of state data provided), the percentage of students achieving proficiency in Mathematics and Reading (as measured by the ODE State Assessment) will increase by a total of ten percentage points for Math and five percentage points for Reading (currently 53% of BOSS students achieve proficiency on the ODE State Mathematics assessment and 82% achieve proficiency on the ODE State Reading Assessment).

- **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.
  Integration to chromebooks and a CBI will reduce the amount of downtime for the students. Also full integration with Google Apps for Education will increase communication for all stakeholders and allow the students real-time feedback.

- **iii. Describe any early efforts you have made to test these assumptions (pilot implementation, etc.), or how these are well-supported by the literature.**
  BOSS currently uses part of the Google Apps for Education Suite. Since partial implementation, teacher to student and student to student collaboration has increase. Also research shows reducing technology-related downtime will increase learning time for students, which has proven to have a positive impact on students' academic achievement (Smith, B. et al. (2005). "Extended Learning Time and Student Accountability: Assessing Outcomes and Options for Elementary and Middle Grades." Educational Administration Quarterly 2007)

- **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).*
  Teachers will be required to show in their lesson plans how the are integrating Google Apps for Education in the classroom and how they are using the collaboration tools. Also we will monitor the amount of tech related downtime by monitoring our tech help desk and the amount of calls they are recieving.

- **v. List and describe pertinent data points that you will use to measure student achievement, providing baseline data to be used for future comparison.**
  BOSS will use State mandated test scores as a baseline for student achievement (2014 data is the last point provided by ODE). BOSS will focus on increasing student achievement in teh areas of Math and Reading. Student achievement will be aggregated by sub-group (e.g., male, female, socio economic group, etc.)

- **vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?**
  BOSS will make any changes that are necessary to meeting our goals. We will Provide more PD for our staff. Also provide more technical
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.*

Spending reductions: The VOICE initiative will achieve the following spending reduction benchmarks over five years: $125,670 per year for a total of $628,350 over five years. The Switch from traditional computers to thin clients will save the district $104,400. The reduction in tech hours on technical issues related to computer upgrades and maintenance would also total a savings of $41,470. The only additional cost would be for licensing and maintenance of Cloud Based Infrastructure and PD for Google Apps for Education Certification for teachers at $20,200.

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.*

The cost of thin clients would remain the same and not increase from $299. Also the amount of machines needing replaced each year would be no more than 300. Enrollment would grow at a flat rate.

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, etc), or how these are well-supported by the literature.
We have compared pricing on computers and multiple number of thin clients to see what the realized cost savings would be. We also monitor the amount of technical calls we receive from students and the amount of downtime for each related call. We are also looking at other cost saving measure that may come from switch to a Cloud Based Infrastructure, such as a new student Learning Management System.

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).*

Supplies and materials savings of $104,400 per year Reallocation of tech resources of $41,470

v. List and describe pertinent data points that you will use to measure spending reductions, providing baseline data to be used for future comparison.
BOSS will use the five year forecast to determine a baseline and be used to measure the cost savings going forward.

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?
BOSS will continue with the project and look for alternative ways to save money. The cost of compute saving will be realized by switching to thin clients.

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.*

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.*

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. 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.*

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.*

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


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.

12. What is the amount of this grant request?
163,300.00

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.

BOSS is requesting a total of $163,300 in Straight A Funds over 12 months to implement its VOICE initiative. Of this, $147,300 is directed towards Purchased Services ($57,600 AirWatch) and Supplies and Materials ($89,700 for 300 computers) to directly support Student Instruction. The remaining funds ($16,000) will go towards Support Services ($15,000 one time installation fee) and Professional Development ($1,000 for 100 staff members to become Google Apps for Education Certified). The budget accounts for all expenses relating to the deployment of the VOICE initiative and includes the cost of all equipment, installation, training, support services and licensing fees. The licensing and support services are covered for a three-year period.

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.

109,900.00 a. Sustainability Year 1
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.

$19,200 per year would be for licensing and maintenance for the Air Watch product. Air Watch would centrally manage all student and staff machines from a web driven interface increasing security and safety. $89,700 would be for thin clients (computers). These would allow further integration for Google Apps for Education into the classroom. $1,000 bi-yearly would be for professional development for Google Apps for Education certification for staff.

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.

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.

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

01/02/2016 - 05/01/2016
b. Scope of activities - include all specific completion benchmarks.
Planning activities will include the following: 1) finalizing the equipment/technology list and obtaining quotes; 2) reviewing quotes and making final decisions regarding technology acquisitions; 3) issuing purchase orders for technologies and equipment; 4) finalizing timelines and action strategies for deploying technologies; 5) announcing VOICE to students, parents, and other stakeholders (via email blast, mailed letter, website update and press release - updates will be provided monthly); 6) scheduling training sessions for teachers and BOSS information technology (IT) personnel; 7) planning for curricular and instructional changes necessary for the CBI learning environment; 8) finalize plans for transitioning from individual licensed laptops to thin clients; and 9) conduct approximately 20 hours of training for BOSS teachers and administrators in order to ensure that they are fully knowledgeable about the new system and are prepared for implementation.

22. Implementation(grant funded start-up activities)

a. Date Range 06/01/2016-12/31/2016

b. Scope of activities - include all specific completion benchmarks
Implementation activities include: 1) conduct baseline assessments (e.g., financial, student achievement, etc.) and administer pre-implementation, ongoing satisfaction and post -implementation evaluation surveys; 2) issue request for proposal for equipment, technologies and professional development; 3) deploy and test CBI infrastructure; 4) provide VOICE information on website, create and distribute VOICE informational brochure; 5) email blast to parents and students informing them about the VOICE initiative; 7) distribute thin clients; 8) conduct online training for students and parents; 9) finalize implementation of VOICE

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

a. Date Range 06/30/2017-6/30/2022

b. Scope of activities - include all specific completion benchmarks
Narrative explanation 1) conduct follow- up assessments and administer post -implementation surveys 2) summarize quarterly performance feedback reports into annual year- end report; 3) synthesize information into 'lessons learned' document to facilitate replication of the VOICE project approach in other school districts across the State of Ohio; 4) Evaluation of state mandated test results 5) evaluation activities (e.g., start- of- school year baseline assessment, start- of- year surveys, ongoing expenditure monitoring and summary, end -of- year surveys, annual summative evaluation report, etc.) will be repeated in future years.

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:
Successful implementation of the VOICE initiative will result in lasting, systemic improvements in the quality of education BOSS students receive. First, reduced costs will enable more financial and personnel resources to be redirected from administrative and related budget categories towards student learning. These savings can be redirected towards new curriculum and teaching strategies that are well- suited to the CBI learning environment. For instance, new curriculum could include self- guided, inquiry- oriented, project- based learning activities that place the student at the center of the learning process. Project leadership will explore these various opportunities once the CBI system is fully deployed and operational. The school will fully integrate Google Apps for Education into the classroom increasing collaboration and real-time teacher feedback. Enhanced technologies and the shift from an individual license- based model to a CBI model will result in a number of key instructional and organizational practices that will not only save money but bring out an improved educational experience for BOSS students. These changes include: - First and foremost, VOICE will better equip BOSS to meet the educational needs of its students by increasing the amount of time they spend engaged in learning activities while also increasing access to educational resources. As noted, studies indicate that the more time students spend engaged in learning, the higher the expected levels of academic outcomes. Additionally, with centralized, shared resources, CBI supports higher level learning activities such as interactive, project- based virtual labs that engage students in independent, student- centered learning while facilitating the development of critical thinking and problem- solving skills. -VOICE will increase real-time teacher/student collaboration. CBI supports more effective, real- time monitoring of student performance, which will allow teachers to quickly and effectively target individualized academic interventions and supports to each student -CBI can globally update students’ software, meaning that students will have faster, enhanced access to educational resources and programs such as the virtual interactive learning labs mentioned above. With CBI, learning -space thin clients can shift to any variety of different configurations in a matter of minutes simply by loading a different virtual desktop. Previously, in order for a student to upgrade his or her laptop, the device had to be sent to the BOSS facility to undergo the process, resulting in delays of 5 to 7 days. VOICE supports increased any time, anywhere learning. In the CBI learning environment, students’ work is automatically backed up on a continual basis. Students can securely access their personal CBI via any Internet connection. -VOICE improves security and provides greater protections for students as no personal information is stored on the thin client. Rather, all information is housed in a highly secure database (accessible only to certain authorized persons). All student data is encrypted and password protected to prevent unauthorized access. Furthermore, the CBI environment allows for more stringent content filtering and monitoring of students’ Internet use. -CBI reduces the likelihood of theft because the thin clients lack their own operating system and are useless without the CBI connection.

25. Please provide the name and contact information for the person and/or organization who will oversee the evaluation of this project.
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 process will measure progress towards attainment of short- and long-term objectives from the following perspectives: - Learner Perspective: measure how those who participate in the learning solution react to it did participants gain skills of knowledge; have methods improved? Can a difference be measured using pre and post-testing or baselines? - Document Solution Meeting Needs: document how those involved in the learning solutions change their beliefs, improve knowledge, or increase skill as a result of the learning solution; - Behavioral Change: define the extent to which the behavior has changed in the district(s); - Financial Perspective: measure results by quantification of the impact to BOSS, including return on investment (ROI), increased student achievement performance, decreased costs, reduced inventory, increased opportunity for BOSS to apply more financial resources to student education and support. - To assess outcome 1 (student achievement), BOSS will track students’ OAA scores in Mathematics and Reading (data gathered and summarized once per year). - To assess outcome 2 (spending reductions), BOSS will track financial expenditures, reporting on the savings realized by those budget categories directly or indirectly impacted by the VOICE initiative (gathered and summarized quarterly). - To assess outcome 3 (utilization of resources), BOSS will track financial expenditures, reporting on the percentage of financial resources that are allocated towards administrative and other related expenditures versus student learning (gathered and summarized quarterly). - To assess outcome 4 (interaction with students), a baseline survey will be administered at the start of the project period; follow-up surveys will be conducted at the end of each year of the project. Progress towards achieving financial targets will be evaluated through quarterly examinations of financial records and project budgets with corrections made as appropriate. Qualitative feedback will be gathered via an annual student/parent/administrator satisfaction survey (once per year) that will include project-related questions (using a Likert-like scale) as well as open-ended questions for the purpose of gathering individual feedback for the purpose refining, strengthening and improving the project approach as appropriate. All student data will be coded to ensure confidentiality and aggregated by sub-group. Our evaluation approach also includes a process for assessing continuous improvement. Project leaders will review performance feedback on a quarterly basis in order to determine the degree to which the project is achieving its intended goals and objectives. If program progress is deemed to be insufficient, we collaboratively discuss strategies for refining, strengthening and improving the project approach. Student and parental input and suggestions for addressing any identified weaknesses will also be gathered via surveys and incorporated into the continuous improvement process (ongoing quarterly meetings beginning in December 2014). The Project Director (Frank Leppar) will prepare and disseminate a year-end report summarizing the evaluation findings. Specifically, information would be disseminated at the Ohio Education Technology Conference, which is held annually in Columbus, Ohio at the Columbus Convention Center.

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.

The VOICE initiative represents a replicable model that can be used by other Ohio schools and school districts to lower costs and increase efficiencies in order to improve students’ educational experiences and outcomes. Toward that end, BOSS will share information about VOICE with its peers. This will be accomplished through development and dissemination of a “lessons learned project replication template” that will provide the following information: 1) an introduction, providing the context and justification for the practice while outlining the key issues; 2) a discussion of the problem being addressed including the affected population and how the problem is impacting them; 3) a description of the implementation approach, identifying the main activities being carried out, when and where the activities were carried out and identification of key implementers and collaborators; 4) overview of outputs and outcomes including identification of concrete results achieved (SWOT analysis); 5) a discussion of lessons learned, including what worked well, what didn’t work and how the approach might be improved; and 6) a conclusion, illustrating how the project benefited the targeted population and why, as well as recommendations for future implementations.

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).

Frank Leppar, Technology Coordinator Buckeye Online School for Success
Donald Thompson, Executive Director Buckeye Online School for Success
Consortium Contacts

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

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Telephone Number</th>
<th>Email Address</th>
<th>Organization Name</th>
<th>IRN</th>
<th>Address</th>
<th>Delete Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eric</td>
<td>Cassat</td>
<td>724-720-1908</td>
<td><a href="mailto:ecassat@netechcorp.com">ecassat@netechcorp.com</a></td>
<td>Netech</td>
<td></td>
<td>600 Cranberry Woods Drive, Cranberry Township, PA, 16066</td>
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</table>
## Implementation Team

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Responsibilities</th>
<th>Qualifications</th>
<th>Prior Relevant Experience</th>
<th>Education</th>
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<tbody>
<tr>
<td>Emily</td>
<td>Long</td>
<td>Intervention Specialist</td>
<td>Will support the project team, assisting in curriculum integration with the new VDI system.</td>
<td>Emily earned her Masters in Education from Kent State University in August 2008</td>
<td>Emily Long is a First Grade Teacher at Buckeye Online School for Success. Emily has worked at BOSS for eight years. Her duties include planning, instructing, and assessing all first grades students. She also works closely with parents to ensure the students are progressing with their work. Emily collaborates with administrators and other teachers to create meaningful, relevant assessments and also to review the data those assessments provide. Emily is a member of Race to the Top Committee and has attended many conferences focusing on technology and education.</td>
<td>Masters in Education from Kent State University</td>
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<tr>
<td>Richard</td>
<td>Cox</td>
<td>Treasurer, Educational Service Center of Lake Erie West</td>
<td>Will provide fiscal oversight and ensure fiscal accountability and transparency</td>
<td>Education and Certifications: Bluffton College, Bluffton OH., B.A. in Organizational Management; Owens Technical College, Toledo, OH., A.A. in Finance Ohio Department of Education School Treasurer Certificate Auditor of State, Commercial Paper Banking Acceptance Training Certificate Ohio Treasurer's Center for Public Investment Management Certificate</td>
<td>A skilled Treasurer/Chief Fiscal Officer responsible for administration of public finance departments, including cash management, payroll services, human resource management, and information management. Other skill sets are: Organizational Management? Trend Analysis and Forecasting? Financial Administration? Business Communications? Human Resource</td>
<td>Education and Certifications: Bluffton College, Bluffton OH., B.A. in Organizational Management; Owens Technical College, Toledo, OH., A.A.</td>
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<tr>
<td>Roberta Shiry</td>
<td>Assistant Treasurer</td>
<td>Will provide project implementation support and assist in preparation of budgets and expenditure reports</td>
<td>Roberta has an MBA and 31 years' experience as a CPA</td>
<td>Roberta has 9 years government accounting experience and 10 years school accounting experience. She has managed BOSS grants for the last 8 years and also has a school treasurers license.</td>
<td>Roberta has an MBA</td>
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<td>Frank Leppar</td>
<td>Project Director</td>
<td>Works with BOSS leadership and vendors to plan, direct, and coordinate activities of designated project to ensure that goals and objectives of project are accomplished within prescribed</td>
<td>Frank is a degreed professional with 8 years' experience at BOSS.</td>
<td>Frank is an experienced Project Director, and has managed numerous large scale school projects, including a complete overhaul of the school's server resource management systems. In addition, he was</td>
<td>Degree in Software Applications Programming from ITT Technical Institute, Pittsburgh, PA.</td>
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Research current also the lead in 2010 when BOSS planned and implemented a brand new media center in our existing building. The media center was planned out very effectively and construction began on our existing rooms, with the entire project on-budget and operational within six months. We have used this equipment to provide highly engaging video learning lessons that simulate a 'real-world' experience. For example, using the green screen, teachers can teach from the fields of Gettysburg, the Eiffel Tower in France, or any other location they desire. We have also used the media center to render education videos for our students such as "Story Time" where guest speakers would read books and other simple educational videos.
<p>| Joyce Clemens | Grants Manager of ESC Lake Erie West | Ensure compliance with grant program requirements | She has 20+ years of comprehensive and extensive experiences in the nonprofit field (public and private organizations). Her educational background consists of degrees in Business Administration (AS), International Relations (BA), and a MA in Urban Planning. Ms. Clemens has accumulated many certificates, including educational grants management, financial management, supervision/leadership, several from the Ohio Department of Education and the Ohio State Auditor’s. She is one of the few professionals within the State of Ohio experienced in setting up Schoowide Pools. Her work experiences include positions such as Grants Administrator of a large community college? Planner/Grantswriter, Assistant Director of Community and Economic Development of large nonprofit organizations. Other employment includes Executive Director of 2 nonprofit organizations. She has been employed with the ESC of Lake Erie West programs? including setting up, revising and overseeing budgets? reviewing and approving all program expenditures? requesting monthly project cash requests (draw-downs) from funding sources? compiling Federal and state financial reports, including GASBs (intergovernmental receivables), A-133s (schedule of Federal awards expenditures), ARRA 1512? ensuring programs and funds comply with Federal and state regulations? preparing for state audits? consulting with schools and program staff about budget and program development? maintaining | Her educational background consists of degrees in Business Administration (AS), International Relations (BA), and a MA in Urban Planning | 1 |</p>
<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Experience Details</th>
<th>Education/Programs</th>
<th>Notes</th>
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<tbody>
<tr>
<td>Donald</td>
<td>Director</td>
<td>Will provide executive-level leadership and ensure compliance with grant requirements. 35 years of educational experience with 25 years coming in the administrative area. 11 years of experience as a district superintendent overseeing the entire academic program of the school district. 3 years as federal program coordinator responsible for all grant applications. Coordinated the Ohio Improvement Process, Race to the Top, as well as, partnering with successful Straight A Grants thru the local Educational Service Center.</td>
<td>Masters in Education, University of Dayton</td>
<td></td>
</tr>
<tr>
<td>Michael</td>
<td>State and federal Programs Coordinator</td>
<td>Will help with program administration and implementation. Will also help evaluate the progress of the grant. Bachelors Degree, Business Finance. 3 years as federal program coordinator responsible for all grant applications. Help coordinate the Ohio Improvement Process and Race to the Top.</td>
<td>Bachelors Degree, Business Finance</td>
<td></td>
</tr>
</tbody>
</table>