

Budget

Coventry Local (049999) - Summit County - 2016 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (64)

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
Instruction		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Support Services		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Governance/Admin		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Family/Community		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Safety		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities		0.00	0.00	0.00	0.00	875,500.00	0.00	875,500.00
Transportation		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Indirect Cost							0.00	0.00
Total		0.00	0.00	0.00	0.00	875,500.00	0.00	875,500.00
							Adjusted Allocation	0.00
							Remaining	-875,500.00

Application

Coventry Local (049999) - Summit County - 2016 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (64)

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

A) APPLICANT INFORMATION - General Information

1. Project Title:
Going Green - Student Led Stem Project

2. Project Summary: Please limit your responses to no more than three sentences.
A project that will reduce energy consumption and costs by providing the school/community a lasting investment by saving time and money.
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				
0 Pre-K Special Education	133 K	141 1	130 2	150 3
155 4	144 5	172 6	188 7	171 8
197 9	179 10	188 11	188 12	

Year 1				
0 Pre-K Special Education	133 K	141 1	130 2	150 3
155 4	144 5	172 6	188 7	171 8
197 9	179 10	188 11	188 12	

Year 2				
0 Pre-K Special Education	133 K	141 1	130 2	150 3
155 4	144 5	172 6	188 7	171 8
197 9	179 10	188 11	188 12	

Year 3				
0 Pre-K Special Education	133 K	141 1	130 2	150 3
155 4	144 5	172 6	188 7	171 8
197 9	179 10	188 11	188 12	

Year 4				
0 Pre-K Special Education	133 K	141 1	130 2	150 3
155 4	144 5	172 6	188 7	171 8
197 9	179 10	188 11	188 12	

Year 5				
0 Pre-K Special Education	133 K	141 1	130 2	150 3
155 4	144 5	172 6	188 7	171 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.

As a result of this project, many youth and community groups will have access to this area thus impacting children and residents that may not actually be part of the local public school. The project has the potential to impact many local students from private and parochial schools who live in the community and may access this area through rentals, tournaments, and community-based events.

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

First and last name of contact for lead applicant
Russell Chaboudy

Organizational name of lead applicant
Coventry Local School District

Address of lead applicant
2910 South Main Street, Akron, Ohio 44319

Phone Number of lead applicant
330-644-8489

Email Address of lead applicant
Rchaboudy@coventryschools.org

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

Coventry Schools has, been in Fiscal Watch since 1997, the longest in Ohio, and currently being audited for Fiscal Emergency placement. As a result of the financial state, many areas have been either ignored or pieced together over the years. This has created a costly and often dangerous situation involving our athletic complex that is utilized by many groups and every student in our district. Concerns and issues involving safety with bleachers, lights, fencing and other areas have become greater and more costly with each year of neglect. Outdated electrical issues, worn and dated light posts, and low performing high-energy consuming light bulbs continue to cost the district more money each year. Old transformers, broken fences and posts, as well as non-lit parking areas, continue to be a source of concern for the district and community members. Well thought-out safety plans, as well as planning for weather-related issues continue to be a problem due to the condition of the track and football/soccer stadium. The issues are so great and so costly that the district cannot solve the issue on its own, as it has tremendous difficulty passing levies for the daily operation of the schools. Much of our problem is related to how our schools are funded. Coventry receives less state funding than many of the wealthy districts in our county. Based on property taxes, it appears we have a wealthy district when in fact over 50% of our students are involved in the free and reduced lunch program. This has led to very difficult battles at election time as well as the delay in addressing many pressing facility issues in our district. The community did recently support a bond issue for a much-needed new high school. This project would help to complete the needs we have for updating and maintaining a part of the

district that is in dire straits.

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

Our proposal is to utilize our STEM students to study and identify the issues, develop and create plans of actions, work with contractors, engineers, research groups and architects to put together a plan to address our needs and then monitor, evaluate and maintain the newly created plan that was developed by this group of STEM students. This project would be completely student driven with some guidance by the STEM instructor. The group would be responsible for meeting with architects and contractors, creating a budget, determining costs analysis, energy savings, researching products and materials, providing materials related to product safety and warranties, working with local safety forces to develop protocol and procedures, and putting together a plan to show how this project will pay for itself as well as how long it will take to produce the desired cost savings. This unique project will positively impact the school and community for years to come. This project will meet all of the STEM initiatives and go well beyond for this entire group of students. All of our contractors and safety forces are supportive of this project, and they have all committed to working directly with the students in all aspects of the project. The project would begin as soon as the grant was awarded and would be planned and implemented by the start of the 2016-17 school year. We believe the payback would begin immediately with energy savings, reduction in field maintenance costs, increased revenue from advertising (students would develop strategies and be responsible for advertising as well) and any needed fundraising activities. We also believe that this is a project that can sustain itself for many years both academically and financially. Students from future STEM classes will update and maintain the project and after the first major investment the district will be able to help financially maintain the facility as the field turf comes with a ten year warranty and the new lighting system has a 25 year warranty. I believe this is a very unique project request and one I have not seen before, but it is also a project that could be duplicated for a variety of needs a school district may have. The end result of the project will be upgraded facilities as well as energy and costs savings over time that will benefit the entire school district and community.

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.

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.

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 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).

v. List and describe pertinent data points that you will use to measure student achievement, 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?

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.

While this project will definitely increase student achievement for our STEM students, the biggest goal impacted will be addressing spending reductions in the five-year forecast. It is our belief that a great number of expenses will be addressed through this project including a reduction in electrical costs due to outdated field lighting, field maintenance issues including seeding, watering, fertilizing painting and other associated costs, savings on maintaining and upgrading bleachers and fencing just to name a few areas that will be greatly reduced or eliminated. The improvement in lighting and security will also reduce the number of patrol officers needed at our activities which is another cost savings. We also believe that an updated well-lit area will encourage more local businesses and community members to support our school through advertisement or physical support at our events. Updating this area will also address the needs of the handicap as well as address safety issues and concerns. It is also our belief that installing turf at the stadium will reduce excess run-off into the streams and lakes that surround our facility thus improving water quality in the area. The fact that our district is surrounded by lakes, and that a canal runs through our property is a major point of emphasis in this project in order to clean up this canal and improve water quality in this area. Measuring the water quality and reporting this information will be one of the responsibilities of STEM classes over the years. The biggest cost is the initial investment, and then the savings will be recouped over time. Major portions of this grant involve the students in measuring and monitoring these savings over time which will keep our STEM students actively involved in this

project for years to come.

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.

We know that new lighting saves energy and reduces cost; we also know that by putting a turf field down we will reduce numerous field maintenance costs that over a five- year period will result in savings. Providing this type of facility will open up many opportunities for various other groups and organizations to utilize the facility, and we believe this will increase a desire for advertising that will help support the cost of maintaining this facility over the years. We also believe that better lighting and security will reduce problems and bring more people to this facility increasing the gate at events and driving more money into the athletic program which in turn would reduce the need for general fund expenditures being pulled out for athletics. Our assumption is with an initial investment from this grant that we will be able to save enough funds from various areas over the years to more than pay for this initial investment. It will be the job of these students to determine cost savings and pay back period.

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

Our assumptions are based on the successes other school districts have had with new facilities as well as research on lighting changes and associated savings. We also know how much we have spent over the last few years on field maintenance and expected costs for repairs to fencing and bleachers that will need to be addressed in the very near future. We also know from other districts that improved lighting and security makes a big difference in addressing safety concerns from local police and fire. There are many articles on the internet that support the installation of new lighting mechanisms to reduce energy consumption and save money. Two sites that we used for reference were nationalgeographics.com and savegreenly.com, but there is an abundant amount of research that makes this a priority in reducing energy costs. Just as there is a great deal of research available showing the benefits of upgrading lighting systems there is also a lot of research on the benefits of replacing a natural grass field with artificial turf. Three of the sites we referenced were field turf.com, artificialturfsupply.com, and www.eudoraschools.org. All of these sites speak to not only cost savings but address numerous other issues including the environment, increase usage and more exposure to the community. We believe the evidence is very overwhelming to not only the cost saving benefits but the environmental ramifications as well and give us great reasons to address the issue we face with our facility.

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).

Electric bills will be analyzed to monitor and confirm the savings. This will be an easy area to look at because the data is on hand. This is an area we want the students to be able to study and develop cost saving charts. It is evident from all of the research available there will be a cost savings, how much and over how long is part of the project we are requesting to be funded. Our research indicates we can save significant dollars by upgrading our lighting system at the stadium. The same can be said with our field turf request. We know how much money we have spent on maintaining our field over the last ten years and we know those costs will go away. It is our goal to have the students compile that information and determine cost savings over time as part of this project. With the research that is available it is a given that we will see a cost reduction, how much and when is to be determined by the student research. In our estimation we can reduce costs by a significant amount over time through replacing our current field with artificial turf. The students will monitor savings over time, and our goal is for them to determine how long it will take to pay back this grant through our savings. We know that we have spent \$11,533 dollars on watering the field over the last three years. Installing field turf will eliminate this cost immediately. We know our electric bill over the past three years is \$14,112.16. In meeting with the lighting company, we believe this cost will be reduced to \$1,800 over three years for a \$12,312.16 savings. The district has spent \$3,839 dollars on seed and fertilizer over the last three years, and this cost will be eliminated. The cost for field paint over three years has been \$6,093.36 and is another cost that will go away.

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

With the new facility, we will be able to compare past gate receipts, the number of requests for rentals, community activities and events as well as opportunities for district and regional state tournaments. We believe that the new facility will attract more people increasing revenue as well as opening up additional opportunities for advertisement and support of the school and its programs. Savings from this grant will impact the general fund, athletic budgets and booster club projects and activities. This project will not only save money for the district but also serve as a money maker. Having current data as well as past data will make this project very easy to monitor and determine the impact of this grant not only on our budget but the environment as well as we will measure energy consumption and savings, environmental impact on the surrounding waterways through water testing and increases in school and community participation. Students will research and put together all the baseline data to begin planning and monitoring the project as soon as the grant is announced if we are successful. Much of the data is easily available to the adults, but this project is built around the students finding the research and making sense of it so they can determine the impact of this grant on the budget, the environment and the school and community.

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

Through the research, we have conducted we do not believe this project can fail. We know that others have upgraded lighting and installed new turf, and we know they all have seen a reduction in energy costs, a reduction in care and maintenance costs for their fields and an increase in school and community activities at their sites. We are certain that these benefits will also be realized by our district and community. The research is there to verify these savings. However, the district has recently passed a Permanent Improvement Levy that will generate money each year for maintenance needs. This money is available to use if this project was not meeting the outcomes that we believe will happen if we are fortunate enough to receive this grant.

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 measureable 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.

875,500.00 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.

The budget will cover the cost of new and improved lighting including new poles at a cost of \$160,000. Part of the project involves students determining the type of lighting, how many poles, cost savings over time and energy savings achieved. This information will be generated with meetings between the students and the vendor. All vendors have signed a letter of support and commitment to work directly with our students. A major part of the budget will cover the installation of field turf at a cost of \$595,500. Again, the project will focus on student research and planning on savings over time from installing this new turf as compared to current maintenance costs and how much time will be required to "pay back" this initial cost. The students will also study safety issues and health concerns with using an artificial surface. Another area covered in the budget will be fencing and security at cost of \$120,000. This project also calls for the students to develop a plan to solicit sponsorship and sell advertisement that will cover the initial budget request dealing with these areas. The end result of the project is to provide a savings plan and develop a timeline that will show the pay back of this entire project. Having long term warranties in place will also help us reduce maintenance costs and repairs on this facility.

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.

3,600.00 a. Sustainability Year 1

3,600.00 b. Sustainability Year 2

3,600.00 c. Sustainability Year 3

3,600.00 d. Sustainability Year 4

3,600.00 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.

The sustainability costs of this project should be very simple. After the initial investment into the project, the costs of maintaining the project is quite manageable, and any necessary maintenance or upkeep will be well within the district's Permanent Improvement budget especially due to the fact that the field has a ten year warranty and the lights a twenty -five year warranty. The new lights will require very little maintenance for years to come, and any minor adjustments will be done in-house at little or no cost to the district. The research clearly shows the types of bulbs that will be used last much longer and will not need to be replaced for several years. The new poles will not be made of wood and will need no real maintenance on them. Savings from the new lighting system will be utilized to maintain the lighting system if needed. The field turf will need to be maintained, and the district will utilize the booster clubs and Community Foundation to address this issue and costs associated with it. The district will utilize funds from these various organizations in securing whatever the manufacturer suggests is needed to maintain the field. The field is guaranteed for ten years so the district will begin saving a portion of their PI money to replace the field or make needed repairs after the warranty expires. The district receives over \$300,000 a year in PI money and will put a portion aside each year for ten years in a stadium fund to be prepared for future costs. Savings from the replacement of the field will be utilized to maintain the new turf field and purchase necessary supplies. The sale of advertisement and sponsorship will be utilized to upgrade and maintain the fencing and security areas of the facility. We believe that this upgraded facility will bring in more community groups, request for field rentals and greater advertising opportunities that will result in increased revenue that can be used to sustain our project for years to come. It is also our belief that this project will reduce our general fund expenditures and allow our sports program to be more fully funded through increased gate receipts, rental opportunities and possibly district or regional state tournaments. This project will also sustain itself through our academic STEM program that will have a responsibility each year to look at costs, maintenance issues, water quality and long range planning for this facility.

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.

Savings from this project will result as verified by research. The amount of savings is at the heart of this project and will be determined by the STEM students involved in the plan. We know that lighting and energy savings are guaranteed, and we also know that the new lighting will have

a longer lifetime thus reducing our costs even more. As has been shown by other schools and backed by research is the fact that replacing our worn natural grass field with artificial turf will also reduce costs associated with seeding, fertilizing, painting, mowing, and watering and manpower hours used to prepare and maintain the field. Utilizing artificial turf will also have a positive impact on the environment and especially on the small canal that runs through our property. This is another area that is a major part of this project, and exact numbers will be determined by the STEM students. Again, these are guaranteed savings that will be seen for at least ten years that the field turf is guaranteed for. Fencing and security costs will be derived from another part of the project that calls for a long range marketing plan for sponsorship and advertisement that will also be created by the STEM students and maintained by the STEM program over the years. Once this project is implemented it will not only sustain itself but will actually generate revenue for the district as has been verified by other school districts who have gone through this type of renovation of their stadiums.

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.

No reallocation of funds at this time.

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 2/01/2016 - 5/31/2016

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

The planning for this project is actually already underway. We have met with all the partners, and they are onboard and supportive of this project. All the parties have agreed to work directly with the students and mentor them as we move through the various stages. The architects and builders will help guide the timelines as well as utilize the research from the students for this project. Every partner group is willing to teach lessons and explain laws and requirements to the group. The planning is in place and once we receive word of an award for this grant we are all ready to move forward. It is our expectation that once the grant is awarded we are prepared to move quickly with the planning and have spoken with the students about the potential of this grant and the timeline in getting the project underway. All of our partners are prepared to work with the students and to implement the grant starting in mid-January, complete much of the physical work throughout the summer, open the new facility in August in coordination with our new high school and carry on the academic research, learning, monitoring and measuring for years to come.

22. Implementation (grant funded start-up activities)

a. Date Range 6/01/2016 - 9/01/2016

b. Scope of activities - include all specific completion benchmarks

Upon notification of the award, we would host a community meeting to explain the parameters of the grant. As soon as the award is announced, the STEM teacher along with our partners would meet with the STEM students to begin discussions, explain the concept and develop committees and plan future meetings keeping in mind the timeline for completion of the project. Students would be assigned areas of research and begin their meetings with all of our partners immediately. The 2016-17 school year would include further research, group activities, meetings with vendors, architects, builders, political officials and others who will be involved in the plan to discuss and monitor progress as well as update the community on initial savings and improvements realized from the implementation of the grant. The various groups will meet with the Coventry Board of Education on a regular basis for updates as well. The students will hold each other accountable and develop goals and plans of action that must be met at specific timelines during the project. These goals and timelines will be guided by the architects and builders that will be working directly with the students.

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

a. Date Range 9/02/2016 - 9/02/2026

b. Scope of activities - include all specific completion benchmarks

This project is set up to be sustained over the years through constant student involvement in maintaining, monitoring and reporting out to the school board and community each year. Each year students will move through the program, Data collected as well as new research and findings will keep current students involved. Time lines on reporting, following up with savings, comparing previous data and maintaining this facility will inspire students to continue involvement in this project for years to come. Students who currently have no involvement in the project and may simply be enjoying the results of this grant will someday have the opportunity to be involved in the same type of planning, monitoring, measuring and studying that the current group of STEM students had when they initiated the project. STEM students this year 2015-16 have already been introduced to the concepts of this grant and are prepared to move forward immediately if we are successful in winning a grant. The teacher and the vendors have all met and pledged their cooperation in dealing with the students, and they all understand this is a student-led project. All of the parties are prepared to move forward beginning in January of 2016. Research and planning would begin immediately with a final plan being presented to the school board and community by the end of April 2016. A community meeting to share student research, as well as the plan for renovation, would be held in late April, early May 2016. Construction on the project would begin in late May, early June 2016 with a grand opening on August 20, 2016. The STEM students would begin monitoring cost savings and would set up two community meetings to report their findings. Students would also continue to raise funds through rental of the facility and developing new strategies to bring the community into this facility. This is the exciting part of the grant and is really an unknown until the students compile their research and release their findings.

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:

A the superintendent of a school district that has been in Fiscal Watch since 1997, a district that has tremendous opposition to any type of levy issue, a community divided by the very wealthy lakefront property owners and the rest of the community whose children attend our schools, I cannot begin to explain the impact that this project would have on our school district. The amount of money saved as well as the increase in safety and security would impact this school and community for decades to come. The district has come a long way over the last few years with a huge improvement in academic performance, new or renovated facilities and a new treasurer dedicated to getting the district on solid financial footing and keeping the district moving forward. The current board and administration have done a tremendous job in raising the bar for every student and employee, and this project will help the school and community in many different ways. Savings from this project will free up funds in other areas. Not only will this project save money but it will generate revenue through rentals, tournaments, sponsorship and other ideas developed by our student groups. This project will have lasting value as the new lights are guaranteed for 20 years, the field is guaranteed for a minimum of 10 years, and the fencing will last for a long period of time, so the impact and lasting value are very significant. This project will also allow us to free up our small maintenance department to work on other areas of need as currently it takes several employees hours at a time to set up, maintain and care for our current facility. This project will indeed save the district not only money but also time for our maintenance and custodial staff which are both very small departments. This grant opens up so many opportunities for our school and community and would make a lasting positive difference for the entire school and township that has struggled for years.

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 Coventry Board of Education and the Coventry community will monitor and oversee the evaluation of this project through quarterly meetings with our board and student participants. Students will provide cost savings, energy savings, water quality readings and other pertinent information to the board as well present this information at two community meetings each year. The students will keep accurate records of savings and monitor the pay back of this grant over the years. The board president and vice president will serve as liaisons with this group to provide ongoing assistance and feedback throughout the project. The entire board will be actively involved in evaluating 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.

Having data from the last five years will allow us to establish a baseline to begin monitoring energy and cost savings. Utilizing information from the athletic department will provide needed data on participation and use of the facility over time. The crux of this grant proposal is for our

students to compile the necessary information and then monitor it on an ongoing basis. This information will be shared publicly at four board meetings throughout the year as well as at two community meetings each year. A board subcommittee made up of the president, and vice president will monitor progress and be in direct contact with the students in order to offer advice and support. The vendors who have pledged their support will meet periodically with the students to answer questions, monitor progress, help with research and encourage ongoing work with the project. The STEM teacher and superintendent will serve as valuable resources as they ensure the project stays on target and meets the intended outcome of the grant. All of the individuals involved are 100% committed to this project, and each one has a stake in seeing this project succeed. We believe this is the first grant of this type and understand the money involved as well as the scrutiny we would be under so we are all highly motivated to make this project a huge success that will be modeled by other districts throughout our state. This project could be incorporated in a variety of ways for many different projects and we have several individuals who have presented at conferences and workshops all over our state and even several including the superintendent that have presented at national conferences and would be willing to share this experience with anyone interested in trying to replicate this type of grant.

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.

All of our vendors, our teachers, administrators and students would be more than willing to share our experiences from this grant. Our superintendent, STEM teacher and all of our vendors have been involved in numerous state and national conferences, and all have committed to sharing lessons learned, ideas developed, results accomplished and information gained. Our students would be the key component to sharing this information, and we can assure you they would love to tell their story. This type of grant could be utilized for many different projects in many different school districts and could be easily replicated by students and staff throughout the state and depending on the scope of the project this grant could be replicated almost immediately. The opportunity to publicize this project is endless with our connections to the building trades, architect groups, lighting industry and sporting magazines. We believe this is a great project and one that many groups would want to share with many others in their field. We also believe the regular news press would want to feature this project, and it would generate great publicity for the Straight A grant, the governor, and the Ohio Department of Education.

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).

Russell Chaboudy

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Consortium Contacts

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

Partnerships

Coventry Local (049999) - Summit County - 2016 - Straight A Fund - Rev 0 - Straight A Fund

Sections

Partnerships

First Name	Last Name	Telephone Number	Email Address	Organization Name	IRN	Address	Delete Contact
Matt	Collier	330-656-9353	mcollier@cttaylor.com	Taylor Construction Company		5802 Akron- Cleveland Road , , Hudson, Ohio , 44236	
Rodwell	King	330-572-2291	rking@gpdgroup.com	GPD Group		520 South Main Street , , Akron , Ohio, 44311	
Brett	Hendricks	330-744-4401	bmh@bshm-architects.com	BSHM Architects		15 Central Square , Suite 300 , Youngstown, Ohio , 44503	
Mike	Chisman	216-287-8125	mchrisman@emodcon.com	EMOD Construction		2245 Ridge Road , , Hinckley, Ohio, 44319	
Robert	Stokes	330-644-3228	firedept@coventrytownship.com	Coventry Fire Department		68 Portage Lakes Drive, , Akron, Ohio, 44319	
Doug	Smith	330-643-2154	dsmith@summitcounty.org	Summit County Sherriff?s Office		53 University Avenue , , Akron, Ohio, 44308	
Taylor	Rakes	800-756-1205 ext.6332	taylor.rakes@musco.com	Musco Lighting		3831 A. Attucks Dr. , , Powell, Ohio, 43065	
Robert	Thomas	412-266-8867	rthomas@prograssturf.com	ProGrass LLC		1601 Mary's Avenue, Suite 2G-10, Sharpsburg, PA, 15215	
Jonathan	Klaczik	216-441-2600	jkgreatlakesfence@sbcglobal.net	Great Lakes Fence Company		11111 Broadway Ave. , , Cleveland , Ohio , 44125	
Richard	Dudley	330-644-3004	Rdudley@coventryschools.org	Coventry Local	049999	2910 S Main St, Akron, OH, 44319-1849	

Implementation Team

Coventry Local (049999) - Summit County - 2016 - Straight A Fund - Rev 0 - Straight A Fund

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Implementation Team								
First Name	Last Name	Title	Responsibilities	Qualifications	Prior Relevant Experience	Education	% FTE	Delete Contact
Jon	Hibian	Director of Operations	As the Director of Operations, Mr. Hibian will oversee the smooth operations and communications between the vendors and students, track the progress of work completed toward the grant's goals and intended outcomes.	During Mr. Hibian's tenure in Coventry Schools he has served on numerous grant committees and school-improvement projects. These committees and projects include: 10 years of North Central Accreditation, building and district continuous improvement committees, \$20,000 Working on the Work grant, 3 state-level school safety grants, overseen and evaluated district house bill projects involving \$2.5 million.	Mr. Jon Hibian, a 32 year employee of the Coventry Local Schools, has a great knowledge and history of the district and has served in various roles including High School principal, head football coach, and former athletic director. This project will fit into the normal daily operation of the school and will actually free up our maintenance department to work in other areas around the district.	B.A. in History from Hiram, a M.A. in Education from Ashland, and certification in teaching, administration, and superintendency	25	
Matthew	Muccio	Treasurer	Responsibilities include financial management of the districts accounting records and budget regarding the grant.	Treasurer of Coventry Local Schools	Prior relevant experience would include Assistant Treasurer of Maple Heights City Schools and current Treasurer of Coventry Local Schools	Bachelors in Accounting, Cleveland State University, MBA, Ashland University (2016 expected)	10	
Rodwell	King	Architech	Mr. King will serve as the project architect.	Rodwell G. King, RIBA, CSI, LEED AP, ALEP, and Senior Project Manager for GPD GROUP	Mr. King has 30 years experience in school and facility projects.	B.A. and M.A. in Architecture, plus additional hours in many related areas	15	
Russell	Chaboudy	Superintendent	As the superintendent, Mr. Chaboudy will serve as the main contact and lead project manager. He will oversee each phase of the grant's implementation and play a vital role in the evaluation of the project.	Mr. Chaboudy is a 37 year educator with the last nine serving as superintendent of the Coventry Local Schools. This past year he was selected as the University of Akron Distinguished Educator, and served as past president of the Summit County Superintendent's Association. He is a lifelong learner and recently picked up additional hours from Ashland University.	At one time, Mr. Chaboudy was recognized as one of the top innovative technology principals in the state. He has been involved in numerous grants in his career which have totaled over \$12 million dollars. Mr. Chaboudy also has a proven track record of innovation and have worked extremely hard at moving the Coventry Local Schools forward including helping to pass a bond issue for a new school that many thought to be	Mr. Chaboudy has a B.S in Education from Kent State, a M.S. in Education from the University of Akron.	50	

impossible. I am always working to make things better for our students. This project would be a huge plus for this struggling community, as well as a catalyst to lift the district out of the financial hole it has been in since 1997.