

Budget

Deer Park Community City (043851) - Hamilton County - 2016 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (143)

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	150,000.00	0.00	0.00	0.00	150,000.00
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	2,200.00	0.00	0.00	0.00	2,200.00
Family/Community		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Safety		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Indirect Cost							0.00	0.00
Total		0.00	0.00	152,200.00	0.00	0.00	0.00	152,200.00
							Adjusted Allocation	0.00
							Remaining	-152,200.00

Application

Deer Park Community City (043851) - Hamilton County - 2016 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (143)

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

A) APPLICANT INFORMATION - General Information

1. Project Title:
Entertainment Technology Career Academy

2. Project Summary: Please limit your responses to no more than three sentences.
This STEM based Career Academy will prepare students for careers in game design, software development, engineering, and other STEM fields.
This is an ultra-concise description of the overall project. It should only include a brief description of the project and the goals it hopes to achieve.

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

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

Grant Year					
Education	Pre-K Special	K	1	2	3
	4	5	6	25 7	25 8
	25 9	25 10	25 11	25 12	

Year 1					
Education	Pre-K Special	K	1	2	3
	4	5	6	25 7	25 8
	25 9	25 10	25 11	25 12	

Year 2					
Education	Pre-K Special	K	1	2	3
	4	5	6	25 7	25 8
	25 9	25 10	25 11	25 12	

Year 3					
Education	Pre-K Special	K	1	2	3
	4	5	6	25 7	25 8
	25 9	25 10	25 11	25 12	

Year 4					
Education	Pre-K Special	K	1	2	3
	4	5	6	25 7	25 8
	25 9	25 10	25 11	25 12	

Year 5					
Education	Pre-K Special	K	1	2	3
	4	5	6	25 7	25 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.

If we are able to establish an Entertainment Technology Career Academy in grades 7 - 12 using the Zulama curriculum, we will extend computer science programs into the elementary grades to give kids a foundation in programming and coding prior to 7th grade. We are currently looking at a free elementary program called Tynker to expand our Computer Science curriculum.

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

First and last name of contact for lead applicant
Jay Phillips

Organizational name of lead applicant
Deer Park Community City Schools

Address of lead applicant
4131 Matson Ave., Cincinnati, OH. 45236

Phone Number of lead applicant
5138910222

Email Address of lead applicant
phillips.j@dpccsd.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

According to the Bureau of Labor Statistics data that was published in the Greater Cincinnati and Northern Kentucky 2020 Jobs Outlook: A Regional Indicators Report, occupations in computer and mathematical science will have a 10 year growth rate of 26.5% and by the year 2020 will account for 33,378 total jobs in the Cincinnati and Northern Kentucky area with a median wage of \$68,010. This is one of the top four fastest growing sectors in the Cincinnati area. Another problem we plan to address with this grant is student engagement and graduation rate. In Deer Park, we had approximately 5% of the college bound class of 2015 state that they planned on majoring in a computer and/or mathematical science field. Deer Park has been very limited in the offerings we are able to provide our students outside of the traditional science and mathematics courses required for graduation. This in-turn has led to students feeling disengaged and uninspired about the STEM field. Studies have also shown that disengagement is the #1 reason students cite for dropping out of school.

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

Deer Park Community School District has a goal to engage students in STEM related fields, specifically computer and mathematical sciences, by adding an Educational Technology Pathway to its Career Academy curriculum offerings for the 2016/2017 school year. These courses will be designed using the Zulama curriculum which was created by faculty at Carnegie Mellon University's Entertainment

Technology Center. Zulama "hooks" students by creating a learning experience that taps into a topic they love, video games. Students will experience courses in game design, 3D modeling, screenwriting, mobile game application design, GameMaker programming, Unity 3D programming, and game production and marketing. By providing students with such engaging coursework and curriculum, Deer Park Schools hopes to encourage students to not only stay in school, but also to help students really find their passion and help students make the connection between their passions and the current opportunities in the workplace.

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.

With the increased offerings in our Deer Park Career Academies through the implementation of an Entertainment Technology Academy using Zulama, we anticipate increased levels of performance on our middle school through high school science and math end of course assessments. We also would like to begin offering AP Computer Science, and with the implementation of Zulama to give our students a firm foundation in programming and other computer science topics, we anticipate being able to offer AP Computer Science in the third year of implementation. Lastly, with the implementation of a new engaging curriculum centered around game design and programming, we hope to reignite students natural passion for learning and improve our student retention and graduation rate.

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.

Student disengagement is a leading cause of students dropping out of school. Students will be re-engaged in the learning process through offering relevant, game related curriculum. Career academies serve as a viable pathway to many post-secondary opportunities; including two and four year colleges as well as employment out of high school.

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 are in year two of our Career Academies STEM Center launch. We have launched Project Management, Digital Instructional Design, Entrepreneurship, and Project Lead the Way Engineering. We have also completed a multi-million dollar renovation to house our Career Academy STEM Center. Our enrollment has doubled from year one to year two and our students are clamoring to take courses in our renovated space. Our newly renovated Career Academies is designed to help facilitate problem and project based learning with innovative learning labs that students would find on a college campus or in a modern tech company work environment, such as what they would find if they worked for Google or Apple.

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).

Indicator 1 - Increased enrollment in courses aligned to in-demand careers. Indicator 2 - Increase in the number of students enrolling in a two or four year university. Indicator 3 - Increase in the number of students majoring in a Computer Science related field. Indicator 4 - We will launch AP Computer Science in FY 19. Indicator 5 - Increase in graduation rate. Indicator 6 - Increase in science and math related state end of course exams. Indicator 7 - Decrease in suspensions and expulsions of students enrolled in the Entertainment Technology Career Academy.

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

Indicator 1 - Increased enrollment in courses aligned to in-demand careers...currently 29% of our students in grades 7 - 12. Indicator 2 - Increase in the number of students enrolling in a two or four year university: (Class of 2014 baseline of 60.6%) Indicator 3 - Increase in the percentage of students majoring in a Computer Science related field: (Class of 2015 - 5%) Indicator 4 - We will offer AP Computer Science in FY 19. Indicator 5 - Increase in graduation rate: (Our 2014 graduation rate was 87.1%) Indicator 6 - Increase in the percent of students scoring at a performance level of 1, 2, or 3 science and math state end of course exams in grades 7 - 12. (Baseline 2014/15 School Year: 7th Math - 69.8%, 8th Math - 40%, Alg. 1 - 69.5%, Geometry - 96.2%, 8th Science - 59%, Physical Science - 56.3%) Indicator 7 - Decrease in suspensions and expulsions of students enrolled in the Entertainment Technology Career Academy.

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

If outcomes are not realized, we will look at everything from our elementary offerings to prepare students for a computer science based curriculum, to enhancing and supplementing the Zulama curriculum with other web based curriculum such as code.org and Tynker, all the way to analyzing the effectiveness of our instructor through the OTES framework.

b. Spending reductions in the 5 year forecast

i. List the desired outcomes.

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

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

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

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

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

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

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

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

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

i. List the desired outcomes.

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

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.

152,200.00 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.

We will be purchasing a lifetime license from Zulama for \$150,000. This will give us unlimited access to the full catalog of Zulama courses and it also allows us unlimited student and teacher users of the curriculum. It also includes yearly maintenance fees, all updates, enhancements, new courses, and technical support. We will be purchasing teacher training from Butler County Educational Service Center at a cost of \$2,200. This includes onboarding guidance for school administration and staff, Zulama teacher certification, teacher user setup, and assisted lesson planning.

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.

0.00 a. Sustainability Year 1

0.00 b. Sustainability Year 2

0.00 c. Sustainability Year 3

0.00 d. Sustainability Year 4

0.00 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.

There are no sustainability costs because our staff member will be trained during the initial grant year and the purchase of a lifetime Zulama license will also happen during the initial grant year. Evaluation of the grant will be conducted by the Assistant Superintendent in charge of curriculum, instruction, and assessment.

50.0 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.

50.0 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.

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 September 2015 - July 2016

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

Fall of 2015: Planning meetings were held between Deer Park Schools and Butler County Educational Service Center to discuss feasibility of implementing the Zulama curriculum for the 2016/2017 school year. Spring of 2016: Marketing of Zulama courses and recruitment of students. June of 2016: Staff member will be trained and certified as a Zulama Instructor. Initial training is 7 hrs.

22. Implementation (grant funded start-up activities)

a. Date Range August 2016 - June 2022

b. Scope of activities - include all specific completion benchmarks

Fall 2016 - Implementation of Zulama's Evolution of Games. Spring 2017 - Expand offerings by adding two courses; Game Design and Mobile Game Design. Fall 2017 - Continue to expand Zulama offerings by adding Game Maker Programming 1 and Game Maker Programming 2. Spring 2018 - Add Screenwriting and Game Production and Marketing. Fall 2018 - Add AP Computer Science, Unity 3D Programming, and 3D Modeling I. Spring 2019 - Add 3D Modeling II and a Capstone Course. We will now have full integration of the entire Zulama catalog.

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

a. Date Range Summer 2016 - June 2022

b. Scope of activities - include all specific completion benchmarks

As mentioned previously, we will be measuring these key indicators: Indicator 1 - Increased enrollment in courses aligned to in-demand careers. Fall of 2016, 2017, 2018, 2019, 2020, 2021, 2022 - We will monitor the enrollment of students in our career based academy courses. Indicator 2 - Increase in the number of students enrolling in a two or four year university. Fall of 2016, 2017, 2018, 2019, 2020, 2021, 2022 - We will analyze our National Clearinghouse Data to determine the number of students enrolling in a two or four year university. Indicator 3 - Increase in the number of students majoring in a Computer Science related field. Spring of 2017, 2018, 2019, 2020, 2021, 2022 - We will conduct exit surveys with all graduating seniors to determine the number of students majoring in a computer science related field. Indicator 4 - We will launch AP Computer Science in FY 19. Indicator 5 - Increase in graduation rate. Summer of 2017, 2018, 2019, 2020, 2021, 2022 - We will analyze our student graduation rate and student exit survey data to determine impact of our Zulama courses. Indicator 6 - Increase in

science and math related state end of course exams. Summer of 2017, 2018, 2019, 2020, 2021, 2022 - We will analyze our math and science end of course assessments in grades 7 - 12 to determine the impact our Zulama curriculum has had on our scores. Indicator 7 - Decrease in suspensions and expulsions of students enrolled in the Entertainment Technology Career Academy. Summer of 2017, 2018, 2019, 2020, 2021, 2022 - We will analyze our suspension and expulsion data in grades 7 - 12 to determine the impact our Zulama curriculum has had on our data.

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:

Through the implementation of this grant, we will be able to expand our offerings in our Career Academy Course Catalog. We will be increasing student interest in the STEM fields and we will be providing students with skills to obtain jobs in high growth and high demand career areas. By engaging students in curriculum that uses gaming as it's hook and platform, we hope to recapture the disinterested learner and reengage them in school. Reengaging the disengaged student will lead to an increase in graduation rates, an increase in STEM related standardized test scores, an increase in a positive school culture and climate, and in increase of students finding their true passion in learning.

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:

Jay Phillips, Deer Park Community City School District.

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.

Indicator 1 - Increased enrollment in courses aligned to in-demand careers. Fall of 2016, 2017, 2018, 2019, 2020, 2021, 2022 - We will monitor the enrollment of students in our career based academy courses. Indicator 2 - Increase in the number of students enrolling in a two or four year university. Fall of 2016, 2017, 2018, 2019, 2020, 2021, 2022 - We will analyze our National Clearinghouse Data to determine the number of students enrolling in a two or four year university. Indicator 3 - Increase in the number of students majoring in a Computer Science related field. Spring of 2017, 2018, 2019, 2020, 2021, 2022 - We will conduct exit surveys with all graduating seniors to determine the number of students majoring in a computer science related field. Indicator 4 - We will launch AP Computer Science in FY 19. Indicator 5 - Increase in graduation rate. Summer of 2017, 2018, 2019, 2020, 2021, 2022 - We will analyze our student graduation rate and student exit survey data to determine impact of our Zulama courses. Indicator 6 - Increase in science and math related state end of course exams. Summer of 2017, 2018, 2019, 2020, 2021, 2022 - We will analyze our math and science end of course assessments in grades 7 - 12 to determine the impact our Zulama curriculum has had on our scores. Indicator 7 - Decrease in suspensions and expulsions of students enrolled in the Entertainment Technology Career Academy. Summer of 2017, 2018, 2019, 2020, 2021, 2022 - We will analyze our suspension and expulsion data in grades 7 - 12 to determine the impact our Zulama curriculum has had on our data.

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.

This program is definitely replicable by other districts. The Zulama curriculum is a proven curriculum developed by professors at Carnegie Mellon University's school of Entertainment Technology. As long as the school district has the computers to implement the online components (which we do) and the availability of staff to teach the curriculum (which we have), there is no reason this project couldn't be replicated.

By virtue of applying for the Straight A Fund, all applicants agree to participate in the overall evaluation of the Straight A Fund for the duration of the evaluation time frame. The Governing Board of the Straight A Fund reserves the right to conduct an evaluation of the project and request additional information in the form of data, surveys, interviews, focus groups and other related data on behalf of the General Assembly, Governor and other interested parties for an overall evaluation of the Straight A Fund.

PROGRAM ASSURANCES: I agree, on behalf of this applicant, and any or all identified consortium members or partners, that all supporting documents

contain information approved by a relevant executive board or its equivalent and to abide by all assurances outlined in the Straight A Assurances (available in the document library section of the CCIP).

I agree.

Consortium

Deer Park Community City (043851) - Hamilton County - 2016 - Straight A Fund - Rev 0 - Straight A Fund

Sections ▶

Consortium Contacts

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

Partnerships

Deer Park Community City (043851) - Hamilton 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
David	Clark	513.896.2329	clarkd@bcesc.org	Butler County Educational Service Center		400 North Erie Blvd. , Suite A, Hamilton,, OH, 45011	

Implementation Team

Deer Park Community City (043851) - Hamilton County - 2016 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

Implementation Team

First Name	Last Name	Title	Responsibilities	Qualifications	Prior Relevant Experience	Education	% FTE	Delete Contact
Jay	Phillips	Assistant Superintendent, Deer Park Community City School District	Mr. Phillips will be responsible for facilitating the grant implementation and for conducting the evaluation of the grant. Mr. Phillips will coordinate teacher training with the Butler County Educational Service Center.	Mr. Phillips is the Assistant Superintendent in charge of curriculum, instruction, and assessment. Mr. Phillips also oversees district professional development, technology, and gifted education.	Mr. Phillips has over 14 years of experience in education as both a teacher and an administrator. Mr. Phillips has led the implementation and evaluation of many curricular and extracurricular programs as well as co-authoring multiple funded grants.	M.A. in Educational Administration from Ball State University B.S. in Middle Childhood Education from Mt. St. Joseph University	5	
David	Clark	Curriculum and Technology Specialist	To provide initial Zulama Educator Certification Training for teachers implementing the Zulama curriculum in Deer Park City Schools. The training will consist of a full day initial training session for teachers, administrators, and counselors, in addition to any additional interested staff. Follow up support throughout the implementation period will consist of additional on-site training, and teacher roundtable session that will be held once each semester at the Butler County ESC. Finally, any additional support that is needed to effectively implement the curriculum will be delivered remotely to teachers and staff on an as needed basis.	I am a Certified Zulama Trainer, and the Butler County ESC is the exclusive training provider for the state of Ohio.	Previously I have worked with Madison, Monroe, Talawanda, Sycamore, Oak Hills, Hamilton, Edgewood, Penta Career Center, and Shelby school districts in training teachers and staff for the Zulama curriculum. I have presented at the OESCA Conference, OETC Conference, Ohio Business Teachers Conference, and the UC STEM Conference on game-based learning and specifically Zulama. My title at the Butler County ESC is Curriculum and Technology Specialist. During the fall and spring I host the Zulama Educator Network meeting at the BCESC where we bring together teachers who are currently teaching Zulama courses. The meeting typically involves bringing in an industry expert or a representative from Zulama, to provide teachers with information that is related to their classes. In addition, the roundtable allows for teachers to share best practices and provide a forum to exchange both successes and challenges. That information is then shared with Zulama in order to continuously improve their product.	B.S. in Political Science from Miami University Masters in Secondary Education from Xavier University	5	

