

Budget

Greenon Local (046235) - Clark County - 2016 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (10)

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	27,500.00	0.00	299,371.35	0.00	326,871.35
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	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
<b>Total</b>		0.00	0.00	27,500.00	0.00	299,371.35	0.00	326,871.35
							<b>Adjusted Allocation</b>	0.00
							<b>Remaining</b>	-326,871.35

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

**A) APPLICANT INFORMATION - General Information**

1. Project Title:  
College Credit Guarantee

2. Project Summary: Please limit your responses to no more than three sentences.  
This project would provide for an opportunity for every student in Greenon and Southeastern Local Schools to earn college credit.  
*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	75 7	75 8	
75 9	75 10	75 11	75 12		

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

Year 3					
Education	Pre-K Special	K	1	2	3
4	5	6	225 7	225 8	
225 9	225 10	225 11	225 12		

Year 4					
Education	Pre-K Special	K	1	2	3
4	5	6	225 7	225 8	
225 9	225 10	225 11	225 12		

Year 5					
Education	Pre-K Special	K	1	2	3
4	5	6	225 7	225 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.*

The impact of this project will quickly reach every student in both districts in grades 7-12 as blended learning and college credit opportunities are expanded and utilized from 1 classroom per grade then to 3, then 4, then all classrooms.

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

First and last name of contact for lead applicant

Brad Silvus

Organizational name of lead applicant

Superintendent, Greenon Local Schools

Address of lead applicant

500 Enon-Xenia Rd., Enon, Ohio 45323

Phone Number of lead applicant

937.864.1202

Email Address of lead applicant

bsilvus@greenschools.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

In 2010, more than 23,000 students dropped out of Ohio high schools, creating a void in the pipeline of college and career-ready students. While both Greenon and Southeastern have done well in meeting state report card indicators, further analysis reveals that neither district is not closing the achievement gaps that exist with economically disadvantaged students, and neither is not growing proficient students into higher categories. Anecdotal evidence reveals that students are increasingly leaving our district for others that provide more opportunities for dual enrollment and other programming that individualizes instructional delivery. Additionally, research shows that when students graduate high school with some college credit, their first year college attendance and retention rate improves by over 22%. The percentage of students graduating from Greenon with dual enrollment credit is a dismal 12.9%. Southeastern's dual enrollment participation is 3.1% We want to increase that number to 100% in both districts, thus providing our students with the best possible opportunities to engage them in instruction, prepare them for college level work, and provide a head-start in their pursuit of a post-secondary education. To set this goal in motion, Greenon recently increased their graduation requirement from 21 to 26 credits in order for students to complete their high school years with more time spent engaged with coursework. However, we know that simply requiring more credits is not enough. As a result, we developed the College Credit Guarantee project that we are proposing in this grant application. In order to fully achieve the goal of college access and participation, the districts must shift their focus from teacher-directed instruction and intervention to a blended learning model which will individualize remediation, accelerate learning, and decrease overall operating costs.

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

Greenon Local and Southeastern Local are rural districts in Clark County which have succeeded despite financial difficulties, deteriorating buildings, and limited resources. Currently, the districts share the services of a treasurer, school psychologist, bus mechanics, and special education supervisor, saving both districts hundreds of thousands of dollars. Both districts have done more with less for many years, but now that minimalist existence is taking its toll. Students at all levels are not growing as they should, and the gaps that exists with our economically disadvantaged populations are expanding. Additionally, the opportunities to earn college credit while in high school are minimal, with only 12.9% of Greenon and 3.1% of Southeastern students taking advantage of dual enrollment opportunities. The College Credit Guarantee innovation allows us to address all of these concerns. Academic preparedness will become a focus for all students, thus increasing the need to individualize approaches for quick, effective remediation and reduce the labor-intensive, cost-prohibitive approaches currently in place. Additionally, proficient students will be required to stretch themselves to higher levels of learning as they become increasingly engaged in rigorous and engaging coursework. Student engagement will increase as programming is expanded, including the utilization of the most up-to-date technologies to engage students of all levels. Opportunities will be developed with Sinclair Community College, allowing for additional credit-bearing courses that could be held both in-person and online. Perhaps most importantly, professional development will be provided to shift instructional delivery away from teacher-directed lecture to a blended learning model that engages students and encourages them to grow. To accomplish this, Greenon and Southeastern will establish more flexible learning environments with a fast-tracked, targeted remediation program for all students, utilizing blended learning to close achievement gaps. This platform will include online remediation of units of study combined with guided instruction based on individual student learning needs and personalized assessments to monitor progress. As opposed to remediation/ enrichment occurring only at school and requiring additional hours of instruction, this new platform will allow learning to occur at home. The Clark County Educational Service Center (CCESC) will provide ongoing professional development to the staff of both schools to train them in blended learning instruction as well as remediation/ acceleration techniques that build college readiness skills. These sessions will be videoed so that they can be shared with staff members not in attendance and with other districts interested in replicating this model. The districts will also use the train-the-trainer model to create "experts" in the techniques who can teach others, thereby reducing future professional development costs.

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.*

Outcome: 100% of Greenon and Southeastern graduates will graduate with college credit.

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.*

There are several assumptions that must be true in order for this outcome to be realized. First, students will engage in college credit bearing opportunities that are offered at the middle and high school levels. Second, students must be prepared to engage in this college level coursework and meet the requirements of the colleges to enter into these courses. Finally, students must be able to achieve at a level that allows them to earn this credit from the sponsoring universities.

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

Greenon and Southeastern have been successfully educating most students, according to ODE standards. However, the cracks are beginning to show. Students are not growing at all levels and into higher categories as reflected by the Performance Index, and the gap that exists with the growing population of economically disadvantaged students is getting larger. Course options are limited, and students are leaving for districts that provide more opportunity and choice. In an effort to address the need for higher standards for our graduates, Greenon adopted a policy last year requiring students to earn 26 credits in order to graduate from high school. The College Credit Guarantee project would further impact this commitment to excellence and bring a world-class education to Greenon and Southeastern students and community. Research is clear that earning college credits in high school significantly increases the likelihood that students will pursue post-secondary educational opportunities (Bailey & Karp, 2003; Struhl & Vargus, 2012), especially for populations, such as the economically disadvantaged, that are historically underrepresented in colleges (Lynch & Hill, 2008). Because the College Credit Guarantee will provide opportunity to all students, students in poverty are not blocked from participating. In fact, this innovative program will remove financial barriers and provide the equal educational opportunity for the economically disadvantaged students that research recommends (Lillis & Tian, 2008). However, just removing this barrier is not enough; we must better prepare our students to succeed academically. Research has shown that moving to a blended learning model will have a positive impact on student achievement (Finn & Fairchild, 2012; Repetto, Cavanaugh, & Wayer, 2010; Watson, 2008; Williams, 2012). Additionally, self-paced, digitized coursework allows for the development of self-regulation skills that are predictive of academic success (Lynch & Dembo, 2004). Remediation delivered through a blended learning model allows for cost-effective, self-paced study and exposes students to the online environment that will most certainly be utilized in future study or job settings (Plummer, 2012). Overall, research provides strong evidence that this plan to incorporate a blended learning model and embed remediation is extremely likely to provide Greenon and Southeastern students the support and skills necessary to earn college credit while in high school and beyond.

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).*

Both quantitative and qualitative measures will be used, including but not limited to percentage of students engaging in college credit opportunities, AIR test results, student experience surveys, and teacher experience surveys.

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

comparison.

Baseline for Greenon: 12.9% of students are enrolled in dual enrollment opportunities; increase to 20% in 2017; increase to 50% in 2018; increase to 100% by 2019-2020 Baseline for Southeastern: 3.1% of students are enrolled in dual enrollment opportunities; increase to 20% in 2017; increase to 50% in 2018; increase to 100% by 2019-2020 Baseline for Greenon: Grade 8 AIR Science test results: 63.2% proficient in 2015; increase to 68% in 2016; increase to 72% in 2017; increase to 80% by 2019-2020. Baseline for Southeastern: Physical Science AIR test results: 75.4% proficient in 2015; increase to 79% in 2016; increase to 83% in 2017; increase to 87% by 2019-2020. Baseline for Greenon: American History AIR test results: 46.8% proficient in 2015; increase to 49% in 2016; increase to 53% in 2017; increase to 60% by 2019-2020. Baseline for Southeastern: American History AIR test results: 66.7% proficient in 2015; increase to 69% proficient in 2016; increase to 73% in 2017; increase to 76% by 2019-2020 Baseline for Greenon: Government AIR test results: 29.2% proficient in 2015; increase to 35% proficient in 2016; increase to proficient 45% proficient in 2017; increase to 75% proficient by 2019-2020. Baseline for Southeastern: Government AIR test results: 66.7% proficient in 2015; increase to 69% proficient in 2016; increase to 74% proficient in 2017; increase to 80% by 2019-2020.

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

We are prepared to alter the course of our project by anticipating barriers and putting steps in place to overcome them. For example, a possible barrier to implementation is the time needed for staff training and collaboration that is essential for the project's success. A solution is to create a summer learning academy where teachers earn CEUs or stipends for attending the sessions. If students continue to fall short of university expectations for admittance and completion of work, further professional development approaches will be researched and implemented to improve classroom instruction and stretch our students to higher levels of achievement.

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.*

Overall operating costs will decrease due to cost savings in personnel as fewer students need remediation and more students engage in college-credit bearing opportunities that will be provided by a dedicated college instructor or off-site at an institute of higher learning.

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.*

For overall operating costs to decrease, the assumption must be true that improved classroom instruction will result in fewer students failing courses that are now requiring resources to be devoted to credit recovery. It also must be true that as more students are prepared for and access college credit plus, the need for staff at the junior and senior levels will decrease.

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

The need for remedial education results in significant costs for a school district, and research is clear in that high school reform is necessary to reduce these costs and prepare students for a post-secondary education (Alliance for Excellent Education, 2011). Additionally, research is clear that remediation delivered through a blended learning model allows for cost-effective, self-paced study and exposes students to the online environment that will most certainly be utilized in future study or job settings (Plummer, 2012). By increasing teacher effectiveness in the classroom through a blended learning model, fewer resources will be required for remediation and student preparedness for post-secondary work will increase.

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).*

In order to reduce spending in the five year forecast, we will be monitoring the number of teachers employed at both districts and the total expenditures on personnel. As class sizes go down due to fewer students failures and increased numbers of students accessing post-secondary educational opportunities, there will be a need for fewer staff members.

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

Baseline: the number of current classroom teacher FTEs in Greenon is 110; in Southeastern that number is 58. The outcomes of this grant predict that Greenon will decrease the number of FTEs required by 1, and Southeastern will decrease the number of FTEs required by .5. Greenon will reduce to 109 FTEs by 2019 and Southeastern will reduce to 57 FTEs by 2019.

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

If students continue to require remediation and the re-taking of courses, we will re-evaluate the implementation of the blended learning program to ensure that it is being implemented with fidelity. If we find that students are unprepared to engage in college coursework during their junior or senior year, we will again re-evaluate the blended learning program to ensure that the rigor and relevance of the program is being implemented correctly. Because research has indicated that blended learning is extremely likely to help us achieve our goal, we have confidence that it will serve us to prepare our students for college and career readiness. If we find it does not, we will consider other options to help us meet our goal of every student graduating with college credit.

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.*

326,871.53 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.*

To prepare for the blended learning environment in Greenon and Southeastern, we will need to purchase chromebooks (840) for both districts which will cost \$225,960. Chromebook carts (15) will cost \$23,791.35. Chromebook licenses will cost \$25,200. Google Chrome management will cost \$13,500. Service for google chromebooks will cost \$10,920. The amount needed for the CCESC to provide professional development and grant evaluation services is \$27,500. The total cost of the project is \$326,871.53.

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.

9,035.00 a. Sustainability Year 1

9,035.00 b. Sustainability Year 2

9,035.00 c. Sustainability Year 3

9,035.00 d. Sustainability Year 4

9,035.00 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 only sustainability costs involved would be to maintain and replace failing equipment. We estimated 20% failure of equipment over 5 years due to damage, battery failure, etc.

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.*

The financial goal of this innovative grant is to reduce the total number of FTEs at each school district through the course of the grant. There will also be cost savings derived from anticipated expenditures for chromebooks in the future. At Southeastern, the reduction of a .5 FTE will result in a cost savings of \$46,271 each year; at Greenon, the reduction of 1 FTE plus the cost of the chromebooks will save the district \$81,541. The total cost savings every year is \$127,812.

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.*

We are meeting this through cost savings achieved through the implementation of this program.

## 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 1/16-8/16

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

Leadership Team (PLT) consisting of the superintendent (Project Director), treasurer, technology administrator, building principals and select teacher representatives/ a Project Manager will lead this group. In each district, the Project Director and Project Manager will meet twice monthly to coordinate project activities and develop strategies to address problems as they arise. The PLT meets monthly to review progress, adjust scope of work/timelines, plan for the next steps, and complete the following tasks: communicate grant information with stakeholders and media; review/revise budget; finalize provider contract details; refine technology purchase plans; coordinate facility planning/ infrastructure updates with all departments. February/March - gain board approval of grant and all contracts; draft project communication plans; finalize timeline/scope of work; schedule professional development with CCESC; finalize technical assistance from providers; bids/board approval/contract for furniture and enhancements; finalize communication plans for implementation; create and communicate planning and implementation schedule; finalize project evaluation processes with CCESC including project monitoring rubrics/spreadsheets. March/August- communicate, administer, and manage the project; principals will communicate with educational personnel in their buildings regarding all activities; PLT will begin presenting monthly reports to the board of education; monthly website progress updates; Project Director will manage the budget and ensure project activities maintain alignment with overall goals and state/federal mandates; Project Director will update the school board, students, and families through meetings, newsletters, social media, and school events; the project manager becomes the liaison among the community, district, partners/vendors, and ODE; monthly PLT meetings and board updates continue, summer PD is planned and executed.

#### 22. Implementation (grant funded start-up activities)

a. Date Range 8/16-8/17

b. Scope of activities - include all specific completion benchmarks

Monthly: data collection by PLT including walk-throughs, remediation, and achievement data; development of shared expectations and outcomes for personalized, rigorous blended learning courses; support staff efforts to effectively use technology-based resources; utilize "experts" to assist teachers who need further support in technology utilization and/or blended learning techniques; remediation platform utilization; progress monitoring in blended classrooms; community engagement events to update families/ community on project activities; develop summer institutes and professional development opportunities to deepen blended learning model.

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

a. Date Range 8/17-6/21

b. Scope of activities - include all specific completion benchmarks

The Clark County ESC will assist the Project Director to create a Progress Monitoring Database to track implementation and report outcomes. The Project Manager will meet with the Project Director and ESC representative once per month to coordinate data collection/evaluation and develop strategies to address problems as they arise. The Project Director will update the board of education bi-monthly. PLT will review data and make adjustments as needed. Monthly: data collection for process/ outcomes evaluation; staff feedback. Quarterly: process/ outcomes reports to project leadership team and stakeholders; Achievement monitoring: progress monitoring tool tracks completion of project activities and staff PD participation. Progress toward student goals - monitor data tracked on baseline assessments and state mandated assessments, progress monitoring tool tracks project activity completion and staff development participation. Cost reduction monitoring - Project Director reports quarterly to board, treasurer and the PLT. Final project evaluation reports to ODE, fiscal reports to stakeholders and ODE.

### 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:

Instructionally, Greenon and Southeastern practices will change to focus on a blended learning framework that moves into a more rigorous and relevant instructional model; this model incorporates the best of digital and face-to-face learning with a qualified instructor. As a result of this shift, student learning outcomes will be personalized to meet specific needs rather than students being subjected to a one-size-fits-all format. Remediation will be also delivered in a blended learning environment that is student-directed and self-paced. This remediation process will occur parallel to new learning and can be completed anywhere/anytime. The Clark County ESC will provide professional development support to assist staff in becoming more proficient at working with students within this blended learning framework, further deepening instructional changes. These sessions will be videoed to allow sharing with staff members and other districts. A train-the-trainer model will also be employed to allow staff experts to train other staff, thereby reducing future costs. Currently only 12.9% of Greenon students and 3.1% of Southeastern students enter into dual enrollment courses; this new approach will allow students opportunities to access post-secondary opportunities and to master new content more efficiently. As student progress through the curriculum more efficiently, all students will then have the skills to complete college coursework through Sinclair Community College. Over time, Greenon and Southeastern will be able to shift how they use their instructional dollars because fewer staff will be needed for students in their junior and senior years as those students will be taking increased or full college schedules. Greenon and Southeastern will be able to share this new learning across Ohio, helping other Ohio educators to better prepare their students for college level work.

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:

Dan Bennett, Superintendent Clark County Educational Service Center 25 W. Pleasant St. Springfield, Ohio 45506

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 Clark County Educational Service Center will work with the district to create the tools necessary to monitor and evaluate progress of the grant. The extent of their involvement will be to assist in developing these tools, monitor the implementation of these tools through the first year of implementation, and instructing district leaders in utilizing these tools to monitor progress through the sustainability years. While initially it is thought that these tools will include rubrics, spreadsheets, surveys, and other means of monitoring progress, it is important to note that this list is not all-inclusive. As the project unfolds, additional benchmarks and tools might be needed to monitor the progress of this innovative and ambitious project.

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 project is easily replicated in other districts. Currently, there are very few districts outside of the early college realm that will guarantee its graduates to have college credit when they walk across the stage. Our project recognizes that in order to make this vision a reality, instructional practices have to change at all levels. Moving to blended learning will prepare our students to access curriculum at their own pace and prepare them for the skills necessary in today's college and career environments. Additionally, Mr. Silvus's experience with district-wide collaboration allows us the advantage of an experienced leader who is prepared to share the progress of our grant through educational publications and digital media.

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).

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Sections 

**Consortium Contacts**

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

Partnerships

Greenon Local (046235) - Clark County - 2016 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

**Partnerships**

<b>First Name</b>	<b>Last Name</b>	<b>Telephone Number</b>	<b>Email Address</b>	<b>Organization Name</b>	<b>IRN</b>	<b>Address</b>	<b>Delete Contact</b>
Dan	Bennett	937.684.0842	dan.bennett@clarkesc.org	Clark County ESC	046227	25 W Pleasant St, Springfield, OH, 45506-2283	
David	Shae	937.462.8308	dshae@sels.us	Southeastern Local	046276	226 Clifton Rd, South Charleston, OH, 45368-9602	

Implementation Team

Greenon Local (046235) - Clark 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
Cole	Barker	Director of Technology	Mr. Barker will be responsible for the acquisition and deployment of technology for the two districts. He will also collaborate with the Project Director and the CCEC to coordinate the professional development involved with this project.	Mr. Barker has worked in educational technology for 16 years. He has earned his A+ certification and NetPlus+ certification; he is currently working on Google certifications, including Google Apps and Google plus.	Mr. Barker has worked in educational settings that were in need of additional funds for technology. As a result, he has secured over 5 million dollars in technology donations for the districts he has worked for, and those donations often required additional tech support to keep them updated and functional.	New Horizons Computer Learning Center	50	
Brad	Silvus	Superintendent, Greenon Local Schools	Brad will serve as the Project Director who will coordinate all grant activities between both districts.	Mr. Silvus has 6 years of experience in central office, 12 in administration, 3 as a curriculum coordinator at an ESC.	Mr. Silvus has 12 years of experience in building level administration, 6 years in central office administration, and 3 years as a curriculum coordinator at an educational service center. He has extensive experience partnering with districts to better the educational experience and outcomes for all students. He has also served as the director of federal programs and managed a 1.5 million dollar budget for Title 1 services. Additionally, he secured a \$360,00 grant with Boeing to increase AP testing in his district.	Mr. Silvus has a Master's Degree in Educational Leadership from the University of Dayton. He is currently working to complete his doctorate	60	