### Budget

**U.S.A.S. Fund #: 466**  
Plus/Minus Sheet (opens new window)

<table>
<thead>
<tr>
<th>Purpose Code</th>
<th>Object Code</th>
<th>Salaries 100</th>
<th>Retirement Fringe Benefits 200</th>
<th>Purchased Services 400</th>
<th>Supplies 500</th>
<th>Capital Outlay 600</th>
<th>Other 800</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Instruction</strong></td>
<td></td>
<td>35,374.00</td>
<td>5,659.00</td>
<td>37,250.00</td>
<td>20,500.00</td>
<td>0.00</td>
<td>0.00</td>
<td>98,783.00</td>
</tr>
<tr>
<td><strong>Support Services</strong></td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Governance/Admin</strong></td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Prof Development</strong></td>
<td></td>
<td>6,099.00</td>
<td>975.00</td>
<td>26,050.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>33,124.00</td>
</tr>
<tr>
<td><strong>Family/Community</strong></td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Safety</strong></td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Facilities</strong></td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>24,450.00</td>
<td>9,000.00</td>
<td>0.00</td>
<td>33,450.00</td>
</tr>
<tr>
<td><strong>Transportation</strong></td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Indirect Cost</strong></td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>41,473.00</td>
<td>6,634.00</td>
<td>63,300.00</td>
<td>44,950.00</td>
<td>9,000.00</td>
<td>0.00</td>
<td>165,357.00</td>
</tr>
</tbody>
</table>

Adjusted Allocation: 0.00  
Remaining: -165,357.00
Please respond to the prompts or questions in the areas listed below in a narrative form.

A) APPLICANT INFORMATION - General Information

1. Project Title:
Critters, Construction, and Computers - A STEM Engineering, Design, and Computer Science Project

2. Project Summary: Please limit your responses to no more than three sentences.
Design and construct structures in an existing land lab for student and community enjoyment and observation of nature. Utilize Computer S

This is an ultra-concise description of the overall project. It should only include a brief description of the project and the goals it hopes to achieve.

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

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

<table>
<thead>
<tr>
<th>Grant Year</th>
<th>Pre-K Special Education</th>
<th>0 K</th>
<th>0 1</th>
<th>0 2</th>
<th>10 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>10 4</td>
<td>0 5</td>
<td>0 6</td>
<td>0 7</td>
<td>30 8</td>
</tr>
<tr>
<td></td>
<td>30 9</td>
<td>30 10</td>
<td>30 11</td>
<td>30 12</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 2</th>
<th>Pre-K Special Education</th>
<th>0 K</th>
<th>0 1</th>
<th>0 2</th>
<th>10 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>10 4</td>
<td>30 5</td>
<td>0 6</td>
<td>0 7</td>
<td>60 8</td>
</tr>
<tr>
<td></td>
<td>60 9</td>
<td>60 10</td>
<td>60 11</td>
<td>60 12</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 3</th>
<th>Pre-K Special Education</th>
<th>0 K</th>
<th>0 1</th>
<th>0 2</th>
<th>10 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>10 4</td>
<td>30 5</td>
<td>30 6</td>
<td>0 7</td>
<td>60 8</td>
</tr>
<tr>
<td></td>
<td>60 9</td>
<td>60 10</td>
<td>60 11</td>
<td>60 12</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 4</th>
<th>Pre-K Special Education</th>
<th>0 K</th>
<th>0 1</th>
<th>0 2</th>
<th>10 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>10 4</td>
<td>30 5</td>
<td>30 6</td>
<td>30 7</td>
<td>60 8</td>
</tr>
<tr>
<td></td>
<td>60 9</td>
<td>60 10</td>
<td>60 11</td>
<td>60 12</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 5</th>
<th>Pre-K Special Education</th>
<th>0 K</th>
<th>0 1</th>
<th>0 2</th>
<th>10 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>10 4</td>
<td>30 5</td>
<td>30 6</td>
<td>30 7</td>
<td>60 8</td>
</tr>
</tbody>
</table>
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.

After the grant year, approximately 1300 additional Liberty Union-Thurston students will be indirectly impacted by this project through the use of the land lab for authentic learning experiences. Our teachers receive professional development in inquiry based and project based learning strategies that can be implemented in the land lab. Additionally, there is no limit to the amount of students (and adults) who can benefit from visiting the land lab as it is open to the public.

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

First and last name of contact for lead applicant
Jennifer Blackstone

Organizational name of lead applicant
Liberty Union Thurston Local School District

Address of lead applicant
1108 South Main Street, Baltimore, OH 43105

Phone Number of lead applicant
7408624171

Email Address of lead applicant
blackstonej@libertyunion.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

Edward N. Sands donated the 40 acre land lab to the Liberty Union-Thurston Local School District with one requirement... it must be used for educational purposes or it would be turned over to the City. Over the years, the land lab has been the site for a variety of studies and activities including building a dam to restore a wetlands area and an annual 100 tap maple syrup operation. Currently, the land lab cannot be fully utilized because some areas pose danger due to dilapidated bridges along the trail. A staple of our small, rural community, the current conditions both decrease the inquiry based learning opportunities for our students and also negatively affect the living experience of the residents of Baltimore, Ohio, and Fairfield County.

Secondly, in 2014, Liberty Union High School (LUHS) implemented a 1 to 1 technology initiative that put portable technological devices in the hands of each individual student and expanded their learning opportunities with blended learning. However, with the ever-changing world of technology, LUHS needs to create a solution for how to continue to keep the devices working effectively and efficiently for our students. And, we want the solution to be student driven.

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

Critters, Construction, and Computers is a STEM Engineering, Design, and Computer Science project that will solve these two problems.
This project will educate our students on how to design and construct new bridges in the land lab, as well as enhance the land lab by constructing a multi-purpose observation desk and outdoor classroom. This project will also create a student-centered tech shop at our high school to assist with the repair, upgrade, and utilization of technological devices. Butterflies, salamanders, frogs and other critters have taken up residence in the land lab, and a variety of wild flowers and over 250 Sugar Maple trees grow there. The observation desk and outdoor classroom will allow our students and community members to experience and study Mother Nature. Additionally, students will create QR Codes to display information about various locations within the land lab. Funds from this grant will secure access to Project Lead the Way (PLTW) Launch Curriculum for our Elementary School, PLTW Gateway Curriculum for our Middle School, PLTW Computer Science Curriculum for our High School. It will also provide the initial training and follow up professional development for our teachers as well as equipment, resources, and supplies to implement the curriculum. Additionally, a partnership with Defined Learning will add a blended learning element to the student's learning through a computerized supplemental curriculum called Defined STEM. Defined STEM provides performance based tasks that connect to careers, literacy tasks for a cross-curriculum connection, and real world video access. A third partnership, with COSI, will allow our teachers to grow professionally through professional development in co-teaching and outreach programs. The co-teaching training will focus on weather while the outreach program will focus on plant dissection. This will both provide teachers training as well as provide students access to more content related to elements of the land lab - weather and plants. Lastly, to further enhance our high school course of study options, beyond the PTLW Computer Science curriculum, a partnership with Generation YES will allow access to a "student-centered research-based solution for school wide technology integration" (http://genyes.org/programs) This will be a basis for our own Liberty Union Geek Squad, in which students are updating and repairing devices, but also training students, teachers, and community members on the most effective use of technology.

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.
  
  1. Student achievement will increase to at least 80% on the state science assessment. 2. Authentic learning experiences will increase by 75%. 3. STEM related career pathways will be a top five selection by students.

  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.
  
  1. The inferences that we make from reliable science standardized test achievement data are accurate and valid. 2. Problem based learning that is applicable to the real world increases student engagement and results in higher levels of achievement. 3. Early experiences with STEM content will lead to a lifelong decision by students to select a career in this area.

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

  These assumptions are well documented in literature. In Everything School Leaders Need to Know About Assessment W. James Popham writes that "When we say a test-based inference is valid, we mean the inference we’ve made, on the basis of a student's test performance, is accurate." The American Institutes for Research (AIR) is the partner with the Ohio Department of Education for the student assessment services that provide the standardized test in science. With over 70 years of experience in development of a variety of assessments, AIR's track record is time tested and the Ohio Department of Education completes a thorough vetting process when selecting an assessment vendor. The reliability of the data should not be questioned, and the determinations we make based on this data are sound in that standardized achievement tests are traditionally made for the purpose of telling us "what knowledge and skills those students possess" (Popham, p. 81) Phillip C. Schlechty, the founder and CEO of the Schlechty Center for Leadership in School Reform, has spent many years researching the topic of student engagement. In his book, Engaging Students: The Next Level of Working on the Work, Schlechty outlines the Ten Design Qualities for Creating Engaging Work. One of these design qualities is that the work is Product Focused. Schlechty states, "If schoolwork is to have coherence and meaning, the activities students undertake must focus on a product, performance, or exhibition that - transforms meaningless activity into engaging work" (p. 51-52). Secondly, he lists Authenticity as another design quality stating, "Understanding the world as students see it is important to the design of engaging work" (p.56). In Where Great Teaching Begins, Anne Reeves describes "deep design" of instruction that goes "beyond classroom activities" is focused on "what students will know and be able to do after the lesson rather than what they'll be doing during it" (p.19). Reeves calls this focusing on "after-the-fact-achievement" and it is the goal of student engagement. In the Author's Note portion of One Nation Under Taught, Dr. Vince M. Bertram describes the harsh reality of how America has an ever increasing gap between the number of available STEM related jobs and the preparedness of the skilled workforce to fill those jobs. The U.S. Department of Commerce Economics and Statistics Administration provided an infographic in 2011 titled "The Math-Science Shortage" in which it detailed that "by 2018, the United States will have more than 1.2 million unfilled STEM jobs." while a “staggering 75 percent of students talented in math and science decide not to pursue STEM." Dr. Bertram's answer to this dilemma is this: "We must reach our students earlier, introduce them to math and science, and show them the engaging, exciting, and practical applications of those subjects." "We must continue to foster curiosity and collaboration, critical thinking and problem-solving skills, and stress to our students that the purpose of education is to prepare for the global economy, and economy that is demanding more graduates with STEM knowledge and skills." Project Lead the Way writes, "The earlier students develop an interest in STEM the better." "As much as 65 percent of scientists and graduate students develop their interest in science in elementary school."

  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).
  
  1. Tri-annual science assessments will monitor student achievement growth; target goal is 7% growth on each assessment. 2. 90% of teachers will implement one authentic learning experience. 3. Internal program (Career Cruising) reports will monitor student interest in STEM related career paths; enrollment into STEM program/courses will increase to be a top five choice based on this monitoring and targeted intervention from staff to connect to student interest.
v. List and describe pertinent data points that you will use to measure student achievement, providing baseline data to be used for future comparison.

1. Recent student achievement data shows that less than 65% of our students are proficient in science content according to state provided standardized assessments with Grade 5 at 64%, Grade 8 at 53%, and High School at 63%. 2. Less than 15% of our teachers incorporate problem based, real world applicable learning situations into their classrooms on a consistent basis. 3. In the last two years, enrollments into our Joint Vocational Career Center partner has declined in STEM areas. Other than Auto Technology, in the top seven career program choices, none are related to STEM. Data from the graduating Class of 2015 shows that of the top five choices for college majors, only one of them was related to STEM. And, of the top twenty choices, only one of them is related to mathematics.

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?
If our assumptions prove false or outcomes are not realized, we are prepared to make the following alterations: 1. Expand grade level course offerings 2. Provide more professional development to teachers 3. Select a different curricular pathway 4. Collect feedback from students, parents, and staff on needed changes 5. Offer the program in before or after school programming 6. Seek out collaboration from other STEM programs (in state and nationally)

---

**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)
   Upload Documents

   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.

   165,359.00 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.

   This grant will fund:

Project Lead the Way (PLTW) Participation Fee Rationale and Evidence: This will allow all of our students and teachers access to the PLTW curriculum.
Costs: $2,250

PLTW 5 day CORE Training Rationale and Evidence: This is the first step in utilizing the PLTW curriculum as our teachers gain the professional knowledge needed to implement the curriculum.
Costs: $5,850

PLTW Classroom Set Up Rationale and Evidence: This is a one-time start up expense to transform a traditional classroom into one in which the PLTW curriculum can be implemented.
Costs: $9,450

Expense: Computers and Storage Carts Rationale and Evidence: This will fund computers and storage...
D) IMPLEMENTATION

replaced in order to ensure the life of the innovative project.

19. Please explain the source of these reallocated funds.

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.

On-going cost: PLTW Annual Participation Fee Rationale: This will allow all of our students and teachers continued access to the PLTW curriculum cost: $2,250. 1-5 On-going cost: Expansion of PLTW Course Offerings Rationale: This will allow three additional teachers to be trained in PLTW cost: $5,580. 1-5 On-going cost: Salary and Fringe Benefits for Summer Professional Development Rationale: For the three additional teachers that we will have trained, this funds 5 days of extended contract work cost: $7,075. 1-5 On-going cost: Curriculum Supplies Rationale: All STEM projects will need supplies and resources to be fully implemented cost: $6,000, $6,500, $7,000, $7,500, $8,000. 1-5 On-going cost: Staffing Cost Rationale: There will be a continued cost to employ a STEM teacher cost: $227,969 (Salary and Fringe Benefits Total for 5 years) Years: 1-5 On-going cost: Curriculum Supplies Storage Rationale: As curriculum projects expand, storage for supplies and curriculum resources will need to be expanded Cost: $7,000, $3,000 Years: 2-3

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.

On-going cost: PLTW Annual Participation Fee Rationale: This will allow all of our students and teachers continued access to the PLTW curriculum cost: $2,250. 1-5 On-going cost: Expansion of PLTW Course Offerings Rationale: This will allow three additional teachers to be trained in PLTW cost: $5,580. 1-5 On-going cost: Salary and Fringe Benefits for Summer Professional Development Rationale: For the three additional teachers that we will have trained, this funds 5 days of extended contract work cost: $7,075. 1-5 On-going cost: Curriculum Supplies Rationale: All STEM projects will need supplies and resources to be fully implemented cost: $6,000, $6,500, $7,000, $7,500, $8,000. 1-5 On-going cost: Staffing Cost Rationale: There will be a continued cost to employ a STEM teacher cost: $227,969 (Salary and Fringe Benefits Total for 5 years) Years: 1-5 On-going cost: Curriculum Supplies Storage Rationale: As curriculum projects expand, storage for supplies and curriculum resources will need to be expanded Cost: $7,000, $3,000 Years: 2-3

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.

<table>
<thead>
<tr>
<th>Year</th>
<th>Cost (in thousands)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sustainability Year 1</td>
<td>60,439.00</td>
</tr>
<tr>
<td>Sustainability Year 2</td>
<td>54,804.00</td>
</tr>
<tr>
<td>Sustainability Year 3</td>
<td>57,324.00</td>
</tr>
<tr>
<td>Sustainability Year 4</td>
<td>55,844.00</td>
</tr>
<tr>
<td>Sustainability Year 5</td>
<td>54,764.00</td>
</tr>
</tbody>
</table>

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

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

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

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

Although spending reductions in the five year forecast is not one of our stated goals, cost savings will occur as a result of this grant funding by saving on varied expenses that result from our students and teachers traveling for authentic learning experiences. Last year, Liberty Union-Thurston spent $1,382.38 on transportation, fees, and registration so that our students could experience authentic learning experiences around site and with more frequency. Additionally, the district currently spends $3,980.41 purchased services for computer repairs at the high school. Through the GenYES curriculum and creation of the LU Geek Squad, this amount can be eliminated.

87.00 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.

A re-positioned staff member will allow us to re-allocate salary and fringe benefits in order to save over $20,000 annually. And, with a 15% allocation of the technology staff to time for repairs, including summer extended contract days, and a part time employee that is hired we spend $22,130.58. Through the GenYES curriculum and creation of the LU Geek Squad, this amount can be eliminated.

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
   May to August 1, 2016

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

May: During this month, communication will be key. A public presentation at the School Board meeting, postings on the district's website and social media outlets, and meetings with school leaders will be completed to communicate the implementation details. An implementation team will begin meeting bi-weekly to work through the scope of work of the grant details. Official agreements will be signed with partners to commence scope of work activities. Students will register for STEM courses for next school year. Teacher teaching assignment to be established. June: Meetings will be held with partners to establish a timeline for implementation. Teachers will attend initial Project Lead the Way CORE training and future on-going professional development dates and plans will be established and finalized. July: STEM classroom set up will be completed. STEM teacher will be hired (application and job description posted on website, interview process, school board approval). Technological devices, storage, and software licenses will be purchased. Students will be enrolled into newly offered STEM courses for next year.

22. Implementation (grant funded start-up activities)

a. Date Range
   August 1, 2016 - June 30, 2017

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

August: Implementation team will meet with teachers to communicate grant related goals for the school year and establish progress monitoring dates. Curriculum implementation supplies and materials will be purchased, based on teacher reported needs after CORE training. Baseline science achievement assessments will be administered to students. September: COSI, GenYES, and DesignedSTEM professional development will be completed. Students will complete Career Cruising interest survey to collect STEM career pathway data. October-December: Bi-monthly Implementation Team meetings will continue. Teachers will develop plans to incorporate Authentic Learning Experiences. January and February: Mid year science achievement assessment will be administered. Parent meeting will be held with students enrolling into college and Career Center and data will be collected on STEM interests. March-May: Bi-monthly Implementation Team meetings will continue. Teachers will implement one authentic learning experience. Re-purposing of staff member will occur to sustain STEM teaching position. June: End of year reporting will be completed. Implementation Team will debrief on year end goals.

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

a. Date Range
   July 1, 2017 - September 1, 2022

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

The grant program will continue as planned. The Implementation Team will meet quarterly to examine the program and make alterations as needed to ensure the success of meeting the expected outcomes. Annually, grant progress will be presented publicly at a School Board meeting.

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:

The expected outcomes for this grant relate to increased student achievement, instructional practice changes, and increase college and career interests in STEM. These are three powerful expectations for positive change that are practical and can realistically move the Liberty Union-Thurston school district forward. The district leadership has already established an expectation of teachers to utilize problem/project based learning opportunities and this grant will only re-enforce that expectation. The groundwork has been laid and this STEM program will only enhance the possibilities. The expected student achievement goals will establish a student population that is solid in science content
knowledge that will lead to college and career readiness in STEM related areas. The community connection that this grant program provides will enhance the living standards of our small town, which will have a lasting positive effect. Just the discussions of planning to apply for this grant has teachers and community members discussing planting of specific wild flowers in the Land Lab that will attract Monarch butterflies. This is a sure sign that this grant will increase learning opportunities and student achievement while connecting to the community and helping to develop a possible life long interest and career in a STEM related field.

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:
Todd Osborn, 740-862-4171, OsbornTodd@libertyunion.org

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.

Todd Osborn is the Superintendent of Liberty Union-Thurston local schools. He will attend Implementation Team meetings as well as be the connector and communicator of information between the Team, School Treasurer, and School Board members. The Evaluation Plan will include: 1. Agendas and notes from Implementation Team meetings This will establish a communication feedback loop with all parties implementing the grant in order to discuss tasks to be completed as well as alterations that need to be made in order to ensure the overall impact of the grant is successful. 2. Creation of "Grant Activity" calendar This will establish specific timelines for measuring project outcomes, assessing progress, and collecting data and feedback. 3. Surveys to collect feedback from stakeholders both directly and indirectly involved in grant implementation This will allow the Implementation Team to analyze the project’s progress. 4. Use of existing avenues to communicate details of grant, such as Instructional Leaders meeting, school website, and Curriculum Advisory Group meeting This will keep the staff and public informed of the progress being made on the 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.

Although portions of this grant are unique to Liberty Union, such as having an established Land Lab, many of the concepts can be easily scaled-up, expanded and/or replicated. A STEM program is not unique, but involving the community and helping to solve a community based problem with a student centered approach is an uncommon twist. Our partners are all ones that work with school districts all over the state and country so networking with them to bring their services to students is easily accomplished. With training and support of teachers through professional development, instructional strategy focuses are attainable. A bigger school district could easily scale up a similar project with creative staffing decisions. Smaller school districts could implement by collaborating with another school district to pool resources together. Liberty Union-Thurston has already made connections with a local school district who is utilizing Project Lead the Way (PLTW) so that our teachers can collaborate on projects and lean on each other for implementation support. If successful, Liberty Union can scale up this current project by expanding PLTW curriculum offerings and tapping into resources at our local Career Center in which we already partner with for other projects.

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).

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).
<table>
<thead>
<tr>
<th>Consortia:</th>
<th>Liberty Union-Thurston Local (046888) - Fairfield County - 2016 - Straight A Fund - Rev 0 - Straight A Fund</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sections</td>
<td></td>
</tr>
</tbody>
</table>

### Consortium Contacts

No consortium contacts added yet. Please add a new consortium contact using the form below.
<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Telephone Number</th>
<th>Email Address</th>
<th>Organization Name</th>
<th>IRN</th>
<th>Address</th>
<th>Delete Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alana</td>
<td>Parks</td>
<td>314-518-1499</td>
<td><a href="mailto:aparks@pltw.org">aparks@pltw.org</a></td>
<td>Project Lead the Way</td>
<td></td>
<td>3939 Priority Way South Drive, Suite 400, Indianapolis, IN, 46240</td>
<td></td>
</tr>
<tr>
<td>Naleisha</td>
<td>Vassell</td>
<td>224-220-0358</td>
<td><a href="mailto:Naleisha_vassell@definedlearning.com">Naleisha_vassell@definedlearning.com</a></td>
<td>Defined Learning</td>
<td></td>
<td>900 Skokie Blvd #100, , Northbrook, IL, 60062</td>
<td></td>
</tr>
<tr>
<td>Robin</td>
<td>Deems</td>
<td>614-228-2674</td>
<td><a href="mailto:RDeems@cosi.org">RDeems@cosi.org</a></td>
<td>COSI</td>
<td></td>
<td>333 W Broad Street, , Columbus, OH, 43215</td>
<td></td>
</tr>
<tr>
<td>Shareen</td>
<td>Mckee</td>
<td>360-528-2345</td>
<td><a href="mailto:shareen@genyes.com">shareen@genyes.com</a></td>
<td>Generation Yes</td>
<td></td>
<td>2584 R.W. Johnson Blvd. SW , , Olympia, WA, 98512</td>
<td></td>
</tr>
<tr>
<td>First Name</td>
<td>Last Name</td>
<td>Title</td>
<td>Responsibilities</td>
<td>Qualifications</td>
<td>Prior Relevant Experience</td>
<td>Education</td>
<td>% FTE</td>
</tr>
<tr>
<td>------------</td>
<td>-----------</td>
<td>------------------------</td>
<td>----------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>Jennifer</td>
<td>Blackstone</td>
<td>Curriculum Director</td>
<td>1. Manage the implementation of the grant fiscally and programmatically 2.</td>
<td>Assisted with program implementation for two grants last school year --</td>
<td>Two years co-writer for foundation and entitlement grants Two years managed fiscal and</td>
<td>Masters Degree in Curriculum and Instruction Masters Degree in Educational Leadership</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Monitor the implementation of the grant assisting school principals and teachers</td>
<td>Math Matters and Fast Forward Curriculum Director for 5 years Authored a Title 1</td>
<td>program implementation of entitlement grants Five years Principal experience in both Title</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3. Report fiscal and programmatic data to the ODE compliance system</td>
<td>Compliance Manual</td>
<td>1 School-wide and Targeted Assistance buildings</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>4. Provide implementation and operation information for replication purposes 5.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Assist with sustaining the grant for five years after the implementation year 6.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Communicate with all stakeholders</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tim</td>
<td>Turner</td>
<td>Principal</td>
<td>Lead implementation at the building level including master schedule creation</td>
<td>Experienced School Administrator Previous Agriculture Teachers Land Lab Committee</td>
<td>Tech Prep Grant at the high school - received $10,000.00 used to build school</td>
<td>Ohio State University- BS in Agricultural Education - 1977 Ashland University -</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>and teacher support and evaluation</td>
<td>Member</td>
<td>greenhouse Monsanto Grant - $2500.00 - used to buy maple syrup equipment for land</td>
<td>Masters in Education- Education Administration- 1997</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>lab Pioneer Seed Corporation- $2000.00 - used for tissue culture lab</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Matt</td>
<td>Gallatin</td>
<td>Principal</td>
<td>Lead implementation at the building level including master schedule creation</td>
<td>Experienced School Administrator</td>
<td>Digital Learning Background</td>
<td>Undergrad: Wittenberg University 2001 (Elementary Education and Special Education)</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>and teacher support and evaluation</td>
<td></td>
<td></td>
<td>Masters: Ashland University 2006 (Educational Leadership)</td>
<td></td>
</tr>
<tr>
<td>Ken</td>
<td>Dille</td>
<td>Assistant Principal</td>
<td>Co-Lead implementation at the building level including master schedule creation</td>
<td>Experienced School Administrator Previous Science Teacher</td>
<td>OPAPP (Ohio Performance Assessment Pilot Project) Grant written as a sub grant to race</td>
<td>BS-Elementary Education Ohio University 1998 MS-Educational Leadership University of</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>and teacher support and evaluation</td>
<td></td>
<td>the top for the elementary and high school. Both were successfully attained and</td>
<td>Dayton 2003</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>received. Two year cohorts for both. Several Days spent writing the initial and</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>renewing each grant.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Title</td>
<td>Experience</td>
<td>Degree</td>
<td>Years</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------</td>
<td>-----------</td>
<td>-----------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
<td>-------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Linda</td>
<td>Rainey</td>
<td>Assisted Superintendent in writing A+ Grant for propane (alternate fuel) busing for Liberty Union-Thurston. Made it through first round application, but was not ultimately awarded.</td>
<td>BS in Education from THE Ohio State University, Elementary education, 1985 MA in Education from THE Ohio State University, Reading, Literatu</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>