

Budget

Riverside Local (047894) - Lake County - 2016 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (66)

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	70,000.00	404,300.00	0.00	0.00	474,300.00
Support Services		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Governance/Admin		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development		40,000.00	0.00	60,000.00	0.00	0.00	0.00	100,000.00
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	410,000.00	0.00	410,000.00
Transportation		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Indirect Cost							0.00	0.00
<b>Total</b>		40,000.00	0.00	130,000.00	404,300.00	410,000.00	0.00	984,300.00
<b>Adjusted Allocation</b>								0.00
<b>Remaining</b>								-984,300.00

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

A) APPLICANT INFORMATION - General Information

1. Project Title:  
Riverside FLEX (Facilitated Learning and EXploration)

2. Project Summary: Please limit your responses to no more than three sentences.  
The project will create space for students to pursue expanded course offerings within a flexible schedule with access to 1:1 Chromebooks.  
*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	354	6	358	7
350	9	379	10	348	11
				315	12

Year 1					
Education	Pre-K Special	K	1	2	3
4	5	346	6	354	7
375	9	350	10	379	11
				348	12

Year 2					
Education	Pre-K Special	K	1	2	3
4	5	317	6	346	7
358	9	375	10	350	11
				379	12

Year 3					
Education	Pre-K Special	K	1	2	3
4	5	294	6	317	7
354	9	358	10	375	11
				350	12

Year 4					
Education	Pre-K Special	K	1	2	3
4	5	243	6	294	7
346	9	354	10	358	11
				375	12

Year 5					
Education	Pre-K Special	K	1	2	3
4	5	231	6	243	7
				294	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 implementation of this grant will carry forward for years. All future students in the district will benefit from the implementation of the project. In addition, the district intends to continue to provide access to Chromebooks for all students in the district. Future plans include placing Chromebook carts in every elementary classroom. Scaling up the 1:1 initiative to include students in the elementary schools would increase the number of students impacted by approximately 1500 students. The integration of 1:1 Chromebook access at the elementary level would allow students to experience 21st Century learning at a younger age, thus creating an environment where they can excel as they move into their middle and high school years.

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

First and last name of contact for lead applicant

Melissa Mlakar

Organizational name of lead applicant

Riverside Local School District

Address of lead applicant

585 Riverside Drive, Painesville, OH 44077

Phone Number of lead applicant

440-358-8221

Email Address of lead applicant

melissa.mlakar@riversideschools.net

*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

Riverside Local School District has begun a transition to a 1:1 learning environment. Students in grades 6-9 currently have Chromebooks that they use on a daily basis for learning. The district's plan is to expand this 1:1 program to include students in grades 10-12 in the 2016-2017 school year, thus creating a 1:1 learning environment for all students in grades 6-12 in the district. The district's facilities and course offerings, however, do not support this shift in learning. Traditional classrooms and libraries are the norm in the middle and high schools. In addition, the teachers and staff in the buildings need training and support to implement more student-centered, self-guided, individualized programming. This shift will allow for more course offerings through independent study, new course offerings (both high school and College Credit Plus), and blended learning opportunities. In addition, the middle school is incorporating more project-based learning and career exploration opportunities. The current facilities and curriculum do not allow teachers to access the most current resources or plan for extended, distant learning opportunities.

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

The project involves purchasing chromebooks for the additional grade levels, grades 10-12, at the Riverside Campus. The project will also provide new learning space at the Riverside Campus and renovations to existing learning spaces at the middle and high schools. 21st Century learning environments require space that is configured differently. The Riverside Campus and LaMuth Middle School consist mainly of traditional classroom space. There have been some upgrades to the buildings, but the overall configuration of the learning spaces remains traditional. The renovation of the Riverside Campus' media center and classrooms within the general area will serve to support various learning opportunities. There will be space for individual and collaborative work, as well as presentation space and lab areas. The middle school space will include many of the same components, but on a smaller scale. The project also seeks to identify and implement new courses and curriculum. The middle school will focus on career exploration and provide opportunities for distance learning, global connections, and technology lab experiences. The high school will expand these options. The high school will also implement a new bell schedule, an AB block schedule, in order to allow students access to the variety of opportunities that will be offered. The new schedule will have a FLEX (Facilitated Learning and EXploration) block for students to pursue areas of interest through blended learning courses, IVDL (Interactive Video Distance Learning) opportunities, project-based learning, or independent study projects. An Innovation Team has already been convened to make curriculum recommendations. The Innovation Team consists of teachers, administrators, parents, and community members. At the high school, teams of subject specific teachers will examine current offerings and make recommendations for new courses. This has already begun in the elective areas. One course that will be added for high school students is Computer Maintenance and Repair. Students will earn credit for learning basic computer and Chromebook repair and will, in turn, service the district computers and Chromebooks. At the middle school level, teachers have implemented a pilot program during the advisory time of day known as FLEX (Facilitated Learning and EXploration) Advisory. This program will introduce students to a modified version of what they will experience at the high school level. Teachers at the middle school level will expand the FLEX Advisory program in 16-17, eventually making it a weekly program. Teachers self select topics of interest and teach mini-classes on these topics. Topics include auto mechanics, fitness, cooking, and equine studies. Students choose the class they want to attend. When this program is expanded, students will create their profile in Ohio Means Jobs. The middle school students will utilize the Backpack resources provided by Ohio Means Jobs. This FLEX Advisory and career exploration will allow the students choice in what they are learning, as well as provide insight into career interests. This groundwork will lead into the individualized learning and expanded opportunities that will be available at the high school. While facilities and curriculum are important, the district recognizes the need for professional development (PD) for teachers. The district has already provided PD to teachers in project-based learning, 1:1 teaching, and Google Applications for Education. The district will continue to offer 'introductory' training to teachers starting with 1:1 devices next year. However, PD needs to be differentiated. The district has built the capacity to provide PD in-house in a variety of areas. However, those teachers that have excelled in changing their teaching style to be more student centered are ready for different PD. The district will seek out these emerging leaders and survey them to see what the next steps are for professional growth.

9. Select which (up to four) of the goals your project will address. For each of the selected goals, please provide the requested information to demonstrate your innovative project. - (Check all that apply)

a. Student achievement

i. List the desired outcomes.

*Examples: fewer students retained at 3rd grade, increase in graduation rate, increased proficiency rate in a content area, etc.*

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

*Examples: early diagnosis and intervention are needed to support all children learning to read on grade level; project-based learning results in higher levels of student engagement and learning, etc.*

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

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

*These should be measurable changes, not merely the accomplishment of tasks. Example: Teachers will each implement one new project using new collaborative instructional skills, (indicates a change in the classroom) NOT; teachers will be trained in collaborative instruction (which may or may not result in change).*

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

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

b. Spending reductions in the 5 year forecast

i. List the desired outcomes.

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

Funding of this project will provide spending reductions due to the elimination of the debt service that has been included in the five-year forecast for the financing of the final phase of the 1:1 Chromebook initiative. Insurance payments for the Chromebooks will be eliminated due to the creation of the onsite Chromebook maintenance and repair service. There will also be a reduction in spending under purchased

services to community and online schools as Riverside will actively seek to recruit students to return to Riverside Local Schools to reap the benefits of the expanded course offerings offered by the district.

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

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

The 1:1 device initiative at Riverside Local Schools has been identified by our administration, staff, parents, and Board of Education as crucial for our students. The use of Chromebooks by all students in grades 6-12 will allow for more expansive learning opportunities and will reduce the need to purchase textbooks. The latter issue is one that continually plagues public schools, as many textbooks, such as science and social studies, do not contain up to date information much beyond the first year of purchase. Giving students instant access to the myriad of resources available on the internet will vastly improve their ability to research and investigate the most current information. The district will no longer need to be concerned with textbook adoption cycles, as students in the Riverside Local School district will have access to a virtual world of knowledge about any topic in which they are interested, and, with this access, they can be in contact with someone who also has that same interest or possesses the knowledge they are in search of. In addition, the district is committed to creating the space for students to work collaboratively and create projects. Student engagement increases when students have choice and access to a variety of learning options. Creating the space for students to engage in 21st learning is imperative for their success. With the addition of the learning space at the Riverside Campus, the district will have the capacity and facilities to repair district computers and Chromebooks onsite, thus eliminating the need for insuring the devices which requires the devices to be sent offsite for repairs.

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

In 2013, Riverside Local Schools began the implementation of the 1:1 device initiative. Consequently, students and staff in grades 6-9 already have Chromebooks. The district has already installed access points so that every classroom and learning space at the high school and middle school has wireless access. However, as the district prepares to scale up the project, we recognize that our facilities, curriculum, and schedules need to change in order to support our goals. The project will allow students at the Riverside Campus and LaMuth Middle School access to individualized, engaging curriculum in facilities that support 21st century learning. Both the middle school and the high school have traditional classroom spaces and media centers. However, research shows that meaningful assignments are open-ended, thereby allowing for choice, personal interest, and the expression of personal opinions, while encouraging thought and decision making about the world and yourself (Barronoik, 45). When teachers require collaboration, in our current environment, it is difficult for students to reconfigure desks or large bulky tables to work together. There is one learning center in the middle school that has been furnished with the moveable desks and chairs, and students regularly change the configuration of the room to meet the learning needs of the day. The district would like to furnish the media centers in order to allow for more of this type of learning to occur. Inquiry learning cannot happen in a vacuum. Access to information is essential, and the school media center is a logical source for information, access to information, and guidance. In addition, the district has seen an increase in the interest in Interactive Video Distance Learning (IVDL), both by our district and in surrounding districts. The district offered an IVDL science course with a neighboring district 10 years ago, but the scheduling became prohibitive to running the course. We are unable to fully realize the advantages of this technology because of the restrictions of district schedules. IVDL will open up many additional opportunities for our students, but we have not been able to coordinate our schedule with area schools. Research shows that out-of-classroom communication is becoming increasingly more essential. 60% of students say it's important to have an online forum to communicate with other students. While many schools are using social media as a form of online learning and communication, 57% of students prefer to keep their academic and social lives separate. By creating the learning spaces for this to occur, and utilizing FLEX blocks, we can expand our course offerings for our students.

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).*

The measurement of success can be clearly identified in the five year forecast. The reduction in spending will occur in the area of Debt service (4.055) - \$120,000 per year for FY18, FY19, FY20: Budgeted amount (financed) for last phase of the 1:1 chromebook initiative which is a four year financing period (\$480,000 total). Purchased services (3.030) - \$93,500 per year for FY18, FY19, FY20, FY21, FY22: budgeted amount for insurance on 3020 chromebooks (\$467,500 total). Purchased services (3.030) - Savings in FY18: \$29,500 (5 students); FY19: \$59,000 (5 additional students); FY20: \$82,600 (4 additional students); FY21: \$106,200 (4 additional students); FY22: \$123,900 (3 additional students). Approximately 100 regular education students attend online community schools from the Riverside Local School District (per the State Funding Report issued November 2016). The district will reduce this number by 5% each year for FY18, FY19, FY20, FY21, and FY22 because of expanded course offerings and opportunities. The cost savings associated with this task will compound every year and is based on the State funding amount of \$5900 per student. Total savings per year: \$243,000 (FY17); \$272,500(FY18); \$296,500 (FY19); \$319,700(FY20); \$217,400(FY21). Total project cost savings over 5 years - \$1,228,7001.

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

Data points will be the semi-annual review of the five year forecast. The forecast will show the reduction in spending immediately in the first year for debt service and purchased services for the insurance payments. The ongoing monitoring will occur with regards to the reduction in purchased services due to a decrease in spending on community schools. The district will gather baseline data regarding the number of students who attend community and online schools. A plan will be created by the Office of Curriculum and Instruction and the high school guidance department to identify students who would be successful returning to Riverside. The plan will include reaching out to parents and students and communicating the new opportunities that Riverside has to offer. Continual outreach, at the end of each year and at the semester breaks, will be a priority of the plan to continue to communicate with students who may want to take advantage of the new opportunities that Riverside has to offer. The high school guidance department will monitor the number of students who enroll or re-enroll each year. Guidance department members will report the number of students who enroll or re-enroll semi-annually to the treasurer of the district.

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

Spending reductions remain a constant in the areas of debt services and purchased services (insurance). The spending reductions in these areas alone will cover the cost of the project. However, it is a district priority to reduce spending in the area of purchased services (community and online schools). Therefore, should the initial outreach to families and students in community and online schools not produce success, the plan will be reevaluated at the end of the year. The committee may decide to survey students who have chosen the

alternate pathways to graduation to assess what additional offerings need to be considered at the Riverside Campus to entice students to choose our district for their middle school and high school education. The findings from the survey can be reported to the Innovation Team, who can, in turn, make recommendations regarding additional course offerings. The addition of the Chromebook repair and maintenance course will require oversight by the technology department. The program will be supported by students who enroll in the course as an elective, but the success of the course and program will be determined by its ability to expediently repair Chromebooks and return them to students in a timely fashion. The Director of Technology will oversee the program, continually evaluating the performance of the technology assistant running the service repair department. Alterations will be made on an as needed basis to ensure that the program is running efficiently.

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.*

The primary outcome of the grant is to create the space for students to pursue expanded course offerings within a flexible schedule that allows for choice and exploration. Through the implementation of a new schedule with a FLEX (Facilitated Learning and EXploration) block at the high school and the FLEX Advisory at the middle school, all students will explore career choices through Ohio Means Jobs. The FLEX block at the high school will allow for teachers, as well as students, to use their time differently. Through implementing IVDL, individualized learning, and project-based curriculum and by reconfiguring the schedule, students will be exposed to new opportunities that will provide them with college and career readiness skills. Student engagement will increase due to expanded learning opportunities. Utilizing IVDL technology and online courses will allow teachers to offer different electives to our students. The incorporation of a maker-space into the library media center will also open up opportunities for students to work in a hands-on environment. Finally, upon implementation of the grant, teachers will be able to become true facilitators of student learning and will no longer be the sole purveyors of knowledge.

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.*

The AB block schedule can be implemented at the high school regardless of the space that is available. However, for instructional practices to change and student choice to grow, the learning environment and access to technology must change. Expanding the 1:1 program to include all students grades 6-12 gives our students the tools to access infinitely more resources. 1:1 Chromebooks allows students to access IVDL courses and support material, online course opportunities, and blended learning options. Additional College Credit Plus courses and elective courses will give our students more opportunities on our campus, thus reducing the need for students to enroll in online schools or attend postsecondary classes on college campuses. The implementation of the AB block schedule with the FLEX block built in will provide the daily structure for students to access these new opportunities. The addition of the FLEX Advisory program at LaMuth Middle School will expose students on this level to student choice and a modified flexible schedule. The initiation of this middle school program will prepare students for their entry into the high school curriculum, creating a cohesive FLEX program for our students. Student engagement increases when students have choice, and implementing 6-12 programming that addresses student choice and interests will increase student engagement and ultimately student success.

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 initial implementation of the 1:1 chromebook initiative began 2 years ago and now includes students in grades 6-9. Expanding the program next year will include the students in grades 10-12. Providing individualized access to technology will increase student engagement and success. Blended learning promotes student engagement. A study completed by the Center for Digital Education found that 73% of educators who utilize a blended learning instruction model observed an increase in student engagement. With increased student engagement, comes increased learning. There is a strong research base that describes how technology strengthens student engagement and learning. For example, active learning is associated with improved student academic performance (Hake, 1998; Knight & Wood, 2005; Michael, 2006; Freeman, et al., 2007; Chaplin, 2009), and increased student engagement, critical thinking, and better attitudes toward learning (O'Dowd & Aguilar-Roca, 2009). The FLEX Advisory program is a pilot program for student choice and a modified flexible schedule. The district intends on expanding this program in the middle school, and implementing a FLEX block in the high school schedule. In a 2003 study, students who were involved in inquiry learning in a flexible schedule "began to take ownership of their learning and expressed excitement about learning something new, about teaching themselves, about 'discovering things in the library, discovering books and stuff that we never had a chance to discover before'" (Barronoik, 49). Finally, the district has already joined the Innovative Learning Consortium, which is comprised of districts in Lake and Geauga counties, to begin the work of investigating possible IVDL options, both with other schools and businesses in the area. The prevalence of online classes is growing. It's predicted that by 2019, half of all classes for grades K-12 will be taught online. According to a 2010 online learning report completed by the US Department of Education, "instruction combining online and face-to-face elements had a larger advantage relative to purely face-to-face instruction than did purely online instruction." This fact supports the notion that access to technology and blended learning is crucial for our students' success beyond their graduation.

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.*

State Report Card 2013-2014 spending data: 63.1% spent on classroom instruction. With the exception of the money allocated to construction and renovation, the district will be allocating all monies requested into instructional programming. The purchase of the Chromebooks, all professional development, and curriculum will increase the amount spent on classroom instruction. In addition, the sustainability costs associated with the project include professional development and a technology assistant. Both of these areas directly impact classroom instruction. The technology assistant will be responsible for overseeing the Chromebook repair program, which includes providing support and guidance to students in the program. The district expects to see an increase of 2% in the spending on classroom instruction by FY18.

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.*

One indicator of the program's success will be an increase in the number of students who access online courses and the IVDL experience. Accessing IVDL will include courses with other districts, as well as programming available through such delivery entities such as The Cleveland Clinic, The Cleveland Museum of Art, WVIZ, and Lakeland Community College. Baseline data shows that we do not have any students or teachers who access IVDL opportunities at our buildings. Monitoring the use of the space in the media centers, such as the small group learning space in both buildings and the large group presentation space at the high school, will be an indicator of success. Maker-space use in both buildings will be reviewed and evaluated by the media center specialist for maximum efficiency and utilization. This information will be reported to the Innovation Team, who will use this data to make recommendations each year on course offerings. In addition, the District Leadership Team will be reviewing the data annually to evaluate the use of space and accessibility of blended learning opportunities to make recommendations for professional development. Another indicator of success will be student utilization of the resources in Ohio Means Jobs. Students will create profiles that will contain career exploration and interest information. The district will begin this work with students in 6th grade and will continue to provide the structure for students to build their portfolio within the system as they continue through high school. Providing this structure for students will allow them to respond to surveys and inquiries about future course offerings based on their needs and interests. Guidance counselors will meet with students annually to assess progress through the available resources and gather information regarding future course offerings. The qualitative data gathered through these interviews will be shared with the Innovation Team and District Leadership Team each year.

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

The middle school already has a committee in place to review the success of the pilot FLEX Advisory program. This committee will evaluate the effectiveness of the program in April 2016 and make changes regarding the program for the 16-17 school year. The Innovation Team, which has been established by the district's Strategic Plan Curriculum Committee, will oversee the implementation of the curriculum at the high school level. In addition, this group will be able to evaluate student access to IVDL course offerings throughout the 16-17 school year. The Innovation Team will also be able to make recommendations regarding new curriculum or courses, as they will be an ongoing monitoring entity that assists the district in decision making with regards to courses. The high school will implement the new AB block schedule with the FLEX block next year. All students will have a FLEX block in their schedule. The Scheduling Committee that exists at the high school, which is comprised of teachers and administrators, will meet regularly to assess student activity during this block to determine if it is being utilized effectively by students and teachers. If students and teachers are not utilizing the time effectively, this committee will brainstorm solutions and action steps to assist students and teachers to ensure success. The online curriculum that is purchased and the new courses that are being offered will be evaluated at the end of the first semester.

d. Implementing a shared services delivery model

i. List the desired outcomes.

*Examples: increase in quality and quantity of employment applications to districts; greater efficiency in delivery of transportation services, etc.*

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

*Example: neighboring districts have overlapping needs in administrative areas that can be combined to create efficiencies.*

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

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

*These should be measurable changes, not the accomplishment of tasks.*

*Example: consolidation of transportation services between two districts.*

v. List and describe pertinent data points that you will use to evaluate the success of your efforts, providing baseline data to be used for future comparison.

*Example: change in the number of school buses or miles travelled.*

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

10. Which of the following best describes the proposed project? - (Select one)

a. New - Never before implemented

b. Existing - Never implemented in your community school or school district but proven successful in other educational environments

c. Replication - Expansion or new implementation of a previous Straight A Project

d. Mixed Concept - Incorporates new and existing elements

e. Established - Elevating or expanding an effective program that is already implemented in your district, school or consortia partnership

### C) BUDGET AND SUSTAINABILITY

11. Financial Information: - All applicants must enter or upload the following supporting information. The information in these documents must correspond to your responses in questions 12-19.

a. Enter a project budget in CCIP (by clicking the link below)

[Enter Budget](#)

b. If applicable, upload the Consortium Budget Worksheet (by clicking the Upload Documents link below)

c. Upload the Financial Impact Table (by clicking the Upload Documents link below)

[Upload Documents](#)

*The project budget is entered directly in CCIP. For consortia, this project budget must reflect the information provided by the applicant in the Consortium Budget Worksheet. Directions for the Financial Impact Table are located on the first tab of the workbook. Applicants must submit one Financial Impact Table with each application. For consortium applications, please add additional sheets instead of submitting separate Financial Impact Tables.*

984,300.00 12. What is the amount of this grant request?

13. Provide a brief narrative explanation of the overall budget.

*Responses should provide a rationale and evidence for each of the budget items and associated costs outlined in the project budget. In no case should the total projected expenses in the budget narrative exceed the total project costs in the budget grid.*

The budget for the grant funds will be expended as follows: \$344,300 (instruction- supplies) is needed to purchase an additional 1100 Chromebooks to complete the district plan of 1:1 Chromebooks for grades 6-12 . This price includes the vendor preparation service from the company and cases for the Chromebooks. \$410,000 (facilities-capital outlay) will provide the funds for the addition to the Riverside Campus media center and renovations to classroom spaces in and around the media center. A Chromebook repair space will be created so that the district can repair chromebooks on site. This amount also includes funds to renovate classroom spaces and the media center at LaMuth Middle School. \$60,000 (instruction-supplies) will be used to purchase furniture for the media centers and classroom spaces. \$70,000 (instruction-purchased services) will be expended for additional curriculum opportunities through blended learning or IVDL options. The already established Innovation Team will make recommendations for purchased curriculum. There will also be opportunities for teachers or students to request optional programming that is available through other sources. Options include Cleveland Clinic, Cleveland Museum of Art, WVIZ/NOTA, and The Center for Interactive Learning and Collaboration. \$100,000 (PD-salaries and purchased services) will be allocated to the professional development needed for teachers. Professional development will include training on teaching in a 1:1 learning environment, project-based learning, Google Apps for Education, and blended learning opportunities. The district will contract with outside companies and neighboring districts that have displayed innovation and success in these areas. Money has been budgeted for outside providers, as well as salaries/stipends for teachers who attend trainings.

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.

135,950.00 a. Sustainability Year 1

117,069.00 b. Sustainability Year 2

118,234.00 c. Sustainability Year 3

119,450.00 d. Sustainability Year 4

120,719.00 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.*

FY18 - \$47,950 Technology repair employee (\$35,000 salary + \$12,950 benefits) The district will hire one additional FTE in the technology department to oversee the Chromebook repair program. This person will manage the processing of the chromebooks for repair, as well as oversee the students who assist with the repairs. \$60,000 (\$20,000 salaries and \$40,000 purchased services) for professional development. Professional development for teachers will be ongoing with respect to integrating technology into lessons and blended learning. Being a part of the Innovative Learning Consortium in our area will support the progress of our teachers, but there will be costs associated with substitutes for teachers to attend the training and stipends for teachers who attend summer institutes. This Consortium has already planned a summer institute for teachers in the area to further our work with IVDL opportunities. In addition, the district will contract with outside providers, such as STEM 101, Buck Institute, Blended Learning Network, and Northeast Ohio Technology Association (NOTA), for ongoing professional development over the course of the five years. The grant proposal has a professional development component built in for initial training in the implementation year of the grant. However, there will be a sustainability cost . As rapidly as technology changes, it is imperative that the district include ongoing professional development for teachers to integrate the chromebooks and the IVDL options into their classes and lessons. The cost is higher in year one as there will be a greater number of teachers who will need training. The district will employ a train the trainer model, in that teachers in the initial phase of the training will provide subsequent training for their peers. The addition at the high school will result in an increase in utility costs of approximately \$3000 for the first year. \$25,000 for supplies and materials for the Chromebook repair and maintenance program. The district will need funds to stock the repair service. Parents will pay \$25.00 (which is the current charge through insurance) per repair, but this payment is not factored into the materials and supplies costs each year. FY18 Total= \$135,950 (\$47,950 +\$60,000 +\$3000+\$25,000). FY19 - \$48,769 (salary and benefits) for tech assistant. \$40,000 for professional development (\$15,000 salaries and

\$25,000 purchased services). \$3300 utilities (10% inflation). \$25,000 Chromebook repair supplies. FY19 Total = \$117,069 (\$48,769 +\$40,000+\$3300+ \$25,000). FY20 - \$49,604 (salary and benefits) for tech assistant. \$40,000 for professional development (\$15,000 salaries and \$25,000 purchased services). \$3630 utilities (10% inflation). \$25,000 Chromebook repair supplies. FY20 Total = \$118,234 (\$49,604 +\$40,000+\$3630 + \$25,000). FY21 - \$50,457 (salary and benefits) for tech assistant. \$40,000 for professional development (\$15,000 salaries and \$25,000 purchased services). \$3993 utilities (10% inflation). \$25,000 Chromebook repair supplies. FY21 Total = \$119,450 (\$50,457 +\$40,000+\$3993 +\$25,000). FY22 - \$51,327 (salary and benefits) for tech assistant. \$40,000 for professional development (\$15,000 salaries and \$25,000 purchased services). \$4392 utilities (10% inflation) \$25,000 Chromebook repair supplies. FY22 Total = \$120,719 (\$51,327 +\$40,000 +\$4392 +\$25,000). Total sustainability costs for the five years after implementation of the grant - \$611,422.

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.*

With the purchase of 1100 Chromebooks in FY17, the district will realize a cost savings of \$360,000 (\$120,000 per year) for three years beyond the implementation of the grant in the area of debt service due to the elimination of the final phase of the Chromebook financing (the debt payment will be eliminated in FY17, FY18, FY19, and FY20, but will only show in the cost savings document in FY18, FY19, and FY20). There will be a reduction in purchased services in the amount of \$467,500 (\$93,500 per year) over the five year period due to the elimination of the insurance costs for the Chromebooks (current amount + projected amount based on added devices for next year). This amount will be eliminated due to the implementation of the Chromebook repair and maintenance program. Finally, approximately 100 regular education students attend online community schools from the Riverside Local School District (per the State Funding Report issued November 2016). The district will reduce this number by 5% each year for FY18, FY19, FY20, FY21, and FY22 as a result of students enrolling or re-enrolling in Riverside Local School District because of expanded course offerings and opportunities. The cost savings associated with this task will compound every year. Savings are calculated on the State per pupil funding amount of \$5900. Savings in FY18: \$29,500 (5 students); FY19: \$59,000 (5 additional students); FY20: \$82,600 (4 additional students); FY21: \$106,200 (4 additional students); FY22: \$123,900 (3 additional students). Total savings per year: FY18=\$243,000 (\$120,000 debt service+\$93,500 insurance+\$29,500 community schools); FY19=\$272,500 (\$120,000 debt service+\$93,500 insurance+\$59,000 community schools); FY20= \$296,100 (\$120,000 debt service+\$93,500 insurance+\$82,600 community schools); FY21=\$199,700 (\$120,000 debt service+\$93,500 insurance+\$106,200 community schools); FY22= \$217,400 (\$120,000 debt service+\$93,500 insurance+\$123,900 community schools). Total project cost savings over 5 years - \$1,228,700.

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.*

There will be funds available for reallocation due to the elimination of certain technology purchase cycles. Currently the district has Smartboards in every classroom. They are on a replacement cycle, which the technology department reviews each year. Most of the Smartboards do not need to be replaced with interactive white-boards, as teachers with students in grades 6-9 are merely using the Smartboards as projection screens because students all have individual Chromebooks. The district will move to a request format for Smartboards, so teachers who truly utilize the technology will still have access to it, but this replacement process will require principal approval. Reallocation costs associated with this process change is \$34,300 per year (25 Smartboards replaced each year for the duration of the grant period). The same principle applies to the purchase of Chromebook carts, which have been part of the technology budget to either purchase new or replace. The district will no longer need Chromebook carts in the middle school or high school, as all students will be responsible for their own devices. These carts can be used in the elementary schools as new supplies or to replace existing ones. Reallocation amount from this process change will be \$3500 per year. Paper purchases will decrease due to the student use of Chromebooks. The district has seen a reduction of 20% in supplies and materials due to the decrease in paper purchasing since the initiation of the 1:1 program. Based on historical data from FY14 and FY15, the district can expect to see the this trend continue. This reduction in supplies and materials will result in \$7000 per year available for reallocation. Professional development money from Title II and the curriculum budget (purchased services) will be used to support the ongoing professional development associated with the project. The total reallocated from purchased services and Title II is \$30,000 per year. Reallocation funds available for the project are \$74,800 per year (\$34,300 Smartboards+ \$3500 Chromebook carts+ \$7000 supplies and materials+ \$30,000 professional development) for the five year projection. Total reallocation funds over 5 years - \$374,000.

## 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 Present-February 2016

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

Much of the planning for this grant has occurred already. The district has put many of the pieces in place to ensure the successful implementation of the grant. The district has already committed to the 1:1 chromebook initiative, with all students in grades 6-9 already in possession of their devices. Ordering will occur in March 2016 and processing will be done over the summer. Distribution to students will occur within the first week of school. In addition, the district is a member of the Innovative Learning Consortium, and several teachers and administrators have attended professional development this year. The DLT (District Leadership Team) and Innovation Team have been established and act as guiding agents in decision making for the district. Additional planning to occur: January 2016 - Innovation Team will meet to determine final curriculum recommendations. February 2016 - teacher professional development for the spring, summer, and fall of 2016 will be determined at the scheduled DLT (District Leadership Team) meeting on February 26, 2016. Initial meeting with architectural firm to draw up plans for addition.

22. Implementation (grant funded start-up activities)

a. Date Range February 2016 - June 2017

b. Scope of activities - include all specific completion benchmarks

February 2016- Finalize plans for addition. Innovation Team to review final curriculum choices and create communication plan for implementation of grant. Prepare materials to be distributed to parents and students at high school curriculum night. Plan student curriculum day at the high school for students to ask questions about new course offerings. Meet with maintenance director to set plans for renovations to classrooms. March 2016- Go to bid for addition. Set classroom renovation schedule. Begin communication plan of new schedule to students at the high school. Order Chromebooks and cases. Order furniture for middle and high schools. Implement communication plan. April 2016- Bid selection complete. Finalize construction schedule for addition. Begin PD opportunities (April 15, 2016 scheduled in-service day). Counselors at high school develop plan for contacting students enrolled in online schools to explain new programming at Riverside. Middle school committee review FLEX Advisory program pilot and make recommendations for 16-17. May 2016- continue PD. Continue construction. Counselors begin contacting students about returning to Riverside. June 2016- Classroom renovations completed. Continue PD opportunities. Continue construction on addition. July 2016- Construction of addition completed and furniture in by July 30. August 2016- meet with high school students and parents. Schedule parent night for parents at middle school. Communicate FLEX Advisory program to students at orientation. October 2016- Scheduling committee review usage of space and FLEX block utilization. December 2016- Scheduling Committee make final semester review of space usage and FLEX block utilization. Report findings to Innovation Team and DLT. Innovation Team and DLT meet to determine curriculum recommendations for 17-18 based on first semester reports. DLT plan PD for 17-18. Counselors at high school report number of returning students to treasurer.

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

a. Date Range December 2016 - ongoing

b. Scope of activities - include all specific completion benchmarks

The following schedule will be in place for the first year of the grant and in all subsequent years. The processes established will occur annually to ensure the fidelity of the programming offered at Riverside Local Schools. December- The district will implement specific procedures for sustainability in the first year of the grant. There exist several teams that will assist in monitoring and providing feedback to the district in order to sustain the integrity of the project. The high school will review the progress and achievement of the students involved in the new courses, including IVDL and online courses. This review will be presented to the Innovation Team which will then make recommendations regarding the continuation of courses, new courses, or the elimination of courses for the 17-18 school year. This review and recommendation process will ensure that Riverside Local School District continues to stay abreast of trends in educational offerings, while committing to courses that are timely and relevant to our students. The DLT will review recommendations from the high school Scheduling Committee and the Innovation Team, conduct surveys of students and staff, and plan professional development for the following year. Counselors will review the number of students who have returned to Riverside and report findings to treasurer. Planned outreach to new students will be reviewed and adjusted if needed. January- new course offerings at the high school will be planned for the upcoming year. February- parent curriculum night and student curriculum day will be offered. March- Middle school committee will evaluate FLEX Advisory offerings and make recommendations for following school year.

**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:

There will be several distinct changes to the organizational and instructional practices of the Riverside Local School District as a result of the implementation of this grant. First, the physical environment will change at both high school and middle school campuses. Although media centers exist in both buildings, the grant funds will reconfigure space to support the blended learning curriculum and project based-learning that is necessary for our students to be college and career ready. Second, this change in physical space will cause the schools to utilize personnel differently. Media center specialists and aides will become monitors of student learning and will work to assist students in managing their time. At the high school, teachers will act as facilitators during the FLEX block as students complete projects or participate in IVDL. Teachers at the middle school will have an opportunity to expand the implementation of the FLEX Advisory pilot program which allows our students to begin career exploration. Finally, there will be changes in instructional practices due to the implementation of the AB block schedule with the FLEX block built in. Professional development will be provided to assist teachers in constructing and adapting course work. The 1:1 Chromebook program will lend itself to a change in the instructional practices in classrooms. This change has already begun to happen in grades 6-9, so the district has built capacity for teachers to help their colleagues make the shift. The change in schedule and the addition of the Chromebooks will also provide more opportunities for collaboration across districts and opportunities for IVDL, as the devices and space will be available for students to use when they need it, not when it fits into the traditional high school schedule. Blended learning opportunities will increase as teachers become more proficient in the integration of technology into their daily lessons.

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:

Most of the grant outcomes will be evaluated and measured internally through the various committees already established by the district: The internal contact person for these committees is Melissa Mlakar, Executive Director of Curriculum and Instruction: melissa.mlakar@riversideschools.net, 440-358-8221. The district currently contracts with Educational Partnerships Institute and will utilize this service as an external evaluation consultant.

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 ultimate goal of this project is to increase student access to new courses and curriculum, including IVDL, online, and project-based courses. This will be measured quantitatively by reviewing the number of students who access the available courses the first year. The Innovation Team, which is already established to guide the district in curriculum choices and innovative practices, will assess the number of courses offered and the number of students enrolled in these courses in December 2016. Recommendations for courses at the high school for the 17-18 school year will be made at this time. In addition, the Innovation Team will audit the amount of curriculum accessed by teachers in already established courses (for example, PE teachers utilizing Cleveland Clinic curriculum, art teachers accessing Cleveland Museum of Art artifacts and online resources, or social studies teachers connecting with experts in other countries to act as guest speakers). By auditing this information, the Innovation Team can accurately assess the utilization of online curriculum. The Innovation Team will report their findings to the District Leadership Team, which, in turn, will create action steps to continue to increase the utilization of online curriculum and resources so that student opportunities are maximized. In addition, a qualitative analysis will be completed through a survey of students and faculty to ascertain the strengths and weakness of the programming that was implemented. This is a process that will continue yearly so as to ensure that the district is meeting the needs of students and providing all opportunities possible. The results of the qualitative survey will be shared with the Innovative Learning Consortium of Lake and Geauga county schools. This group consists of over 15 school districts in the area, Lakeland Community College, and local business partners. The Innovative Learning consortium is working together to provide opportunities across two counties to all students. The information gleaned from the survey will provide valuable insight into the desires of students involved in the programming that is being offered. The Office of Curriculum and Instruction will also monitor the number of students who attend community or online schools. This quantitative analysis of students who attend community schools will provide the baseline data needed to measure the progress of the district towards the goal of lowering the cost of purchased services due to community and online schools. The students who are attending online schools, such as ECOT, Ohio Virtual Academy, and Ohio Connections Academy, will be contacted to inform them of the new opportunities at Riverside. Meetings will be held with interested parents and students to assist those students who are interested in returning to Riverside. The district will monitor the number of students who return to the district each year.

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 can be easily replicated in other districts. The 1:1 learning model is gaining momentum in the area, and the district has already committed funds to launching the project in grades 6-9. The district's Director of Technology is a leader in shared services in the area, and the Riverside Technology Department serves three districts in Lake and Geauga Counties. This shared services model allows a direct line of communication between districts and facilitates the ability to utilize lessons learned to implement the program in different districts. In fact, the

Director of Technology implemented a 1:1 program in a much smaller neighboring district with which a shared services agreement was in place prior to the implementation at Riverside Local Schools. The shared services model has already proven to facilitate the implementation of projects in participating districts. The key, however, to replicating or expanding this project in other districts is that the plan can be chunked into manageable pieces that can be incorporated into a rolling implementation. Riverside Local Schools began the project by committing funds to the purchase of Chromebooks in a four year plan. Additional grade levels have been added yearly, but the project can be accomplished with a rolling phase-in. In addition, the incorporation of the AB block schedule with the FLEX block can be implemented at no additional cost to a district and will cause the instructional staff to rethink their delivery of curriculum and the resources they use. This leads directly into thinking about blended learning and IVDL opportunities. Other districts can select curriculum that best meets the needs of their students because the project allows for individuality and distinctness. A district that chooses to replicate this model will certainly increase student engagement, will provide new opportunities for their students, and will utilize their staff differently, but that district will not look the same as Riverside Local School District because their student needs and interests are different. The district plans to share information learned with other schools in the Innovative Learning Consortium, which consists of over 15 Lake and Geauga school districts.

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).

James P. Kalis, Superintendent, Riverside Local Schools

Sections ▶

**Consortium Contacts**

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

## Partnerships

Riverside Local (047894) - Lake County - 2016 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

### Partnerships

No partners added yet. Please add a new partner by using the form below.

Implementation Team

Riverside Local (047894) - Lake County - 2016 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

**Implementation Team**

<b>First Name</b>	<b>Last Name</b>	<b>Title</b>	<b>Responsibilities</b>	<b>Qualifications</b>	<b>Prior Relevant Experience</b>	<b>Education</b>	<b>% FTE</b>	<b>Delete Contact</b>
Robert	Cireddu	Director of Technology	Oversee and manage all activities related to the technology portion of the grant. Order and disperse Chromebooks. Order materials and set up technology repair program.	Director of Technology for 11 years for the district.	20 years in the technology field - including experience at Bailey Controls Company and Stu Evans Automotive Group. 3 years experience in shared services agreement with other local school districts. 1:1 Chromebook deployment in 3 districts, including past grade levels at Riverside.	Bachelor's degrees in Computer Information Systems and Chemical Engineering.	25	
Melissa	Mlakar	Executive Director of Curriculum and Instruction	Act as grant manager and oversee coordination of all activities related to the grant.	10 years as an administrator in the district. Curriculum background. Currently facilitates and oversees existing committees that will contribute to grant implementation and sustainability: Innovation Team and District Leadership Team.	Mangaged large scale grant implementation including OPAPP and Literacy Grant from Ohio Department of Education.	Master's degree. Superintendent License. Currently working on Doctorate in Educational Leadership with Youngstown State University.	40	
Dan	Wayner	Director of Maintenance	Oversee and coordinate all activities related to construction and renovation.	4 years as Director of Maintenance.	Managed large scale projects at the district level including a \$1.3 million heating and cooling upgrade and an asbestos clean up in a district elementary school.	High school diploma	25	