Budget

Utica Shale Academy of Ohio (014830) - Columbiana County - 2016 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (78)

U.S.A.S. Fund #: 466

Plus/Minus Sheet (opens new window)

| Object Code / Purpose Code | Salaries 100 | Retirement Fringe Benefits 200 | Purchased Services 400 | Supplies 500 | Capital Outlay 600 | Other 800 | Total |
|---|---|---|---|---|---|---|---|
| **Instruction** | 0.00 | 0.00 | 35,990.00 | 0.00 | 0.00 | 0.00 | 35,990.00 |
| **Support Services** | 0.00 | 0.00 | 5,000.00 | 0.00 | 0.00 | 0.00 | 5,000.00 |
| **Governance/Admin** | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| **Prof Development** | 0.00 | 0.00 | 1,200.00 | 0.00 | 0.00 | 0.00 | 1,200.00 |
| **Family/Community** | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| **Safety** | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| **Facilities** | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| **Transportation** | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| **Indirect Cost** | | | | | | 0.00 | 0.00 |
| **Total** | 0.00 | 0.00 | 42,190.00 | 0.00 | 0.00 | 0.00 | 42,190.00 |
| | | | | | | **Adjusted Allocation** | 0.00 |
| | | | | | | **Remaining** | -42,190.00 |

Application

Utica Shale Academy of Ohio (014830) - Columbiana County - 2016 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (78)

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

**A) APPLICANT INFORMATION - General Information**

1. Project Title:
Ultralight Drilling Simulator Classroom Implementation

2. Project Summary: Please limit your responses to no more than three sentences.
The goal of this project is to implement the Ultralight Drilling Simulator into the curriculum at the Utica Shale Academy.

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

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

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

Grant Year

| | | | | |
|---|---|---|---|---|
| 0 Pre-K Special Education | 0 K | 0 1 | 0 2 | 0 3 |
| 0 4 | 0 5 | 0 6 | 0 7 | 0 8 |
| 17 9 | 19 10 | 24 11 | 12 12 | |

Year 1

| | | | | |
|---|---|---|---|---|
| 0 Pre-K Special Education | 0 K | 0 1 | 0 2 | 0 3 |
| 0 4 | 0 5 | 0 6 | 0 7 | 0 8 |
| 25 9 | 25 10 | 25 11 | 30 12 | |

Year 2

| | | | | |
|---|---|---|---|---|
| 0 Pre-K Special Education | 0 K | 0 1 | 0 2 | 0 3 |
| 0 4 | 0 5 | 0 6 | 0 7 | 0 8 |
| 30 9 | 30 10 | 30 11 | 30 12 | |

Year 3

| | | | | |
|---|---|---|---|---|
| 0 Pre-K Special Education | 0 K | 0 1 | 0 2 | 0 3 |
| 0 4 | 0 5 | 0 6 | 0 7 | 0 8 |
| 35 9 | 35 10 | 35 11 | 35 12 | |

Year 4

| | | | | |
|---|---|---|---|---|
| 0 Pre-K Special Education | 0 K | 0 1 | 0 2 | 0 3 |
| 0 4 | 0 5 | 0 6 | 0 7 | 0 8 |
| 40 9 | 40 10 | 40 11 | 40 12 | |

Year 5

| | | | | |
|---|---|---|---|---|
| 0 Pre-K Special Education | 0 K | 0 1 | 0 2 | 0 3 |
| 0 4 | 0 5 | 0 6 | 0 7 | 0 8 |

| | | | |
|---|---|---|---|
| 40 9 | 40 10 | 40 11 | 40 12 |

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.*

We believe the availability of a simulated work experience will have a significant draw on other students both into the Utica Shale Academy and as a demonstration of how our academics apply to an actual, real world work environment. We also anticipate there is a role for industry representative experts in exploration well drilling simulation providing direct exposure of our students to future employers and to dialogue to further their awareness of the industry needs and how their education can apply.

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

First and last name of contact for lead applicant
Eric Sampson

Organizational name of lead applicant
Utica Shale Academy

Address of lead applicant
38095 State Route 39, Salineville, Ohio 43945

Phone Number of lead applicant
3306798162

Email Address of lead applicant
eric.sampson@uticashaleschool.com

*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

One goal of the Utica Shale Academy is having our students career ready when they graduate. Students participate in core and elective courses prescribed by the Ohio Department of Education. In addition to these courses, students participate in oil and gas certification courses. Upon successful completion, students earn industry accredited certifications that help them land employment in the oil and gas industry. To further increase career readiness and employability, the Utica Shale Academy would like to incorporate an Ultralight Drilling Simulator into our program. Training on the simulator will exponentially increase student knowledge of the drilling process. Armed with this knowledge, employment opportunities will multiply exponentially for our students. Along with implementing the simulator, our goal is to incorporate oil and gas industry businesses to partner with the the academy to further increase the reach of the simulator implementation. Current industry partner, Escalys, will be utilized to make industry connections to which will in-turn help guide the simulator implementation and updates throughout the years.

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

To further increase career readiness and employability, the Utica Shale Academy would like to incorporate an Ultralight Drilling Simulator into

our program. Training on the simulator will exponentially increase student knowledge of the drilling process. The goal of our project is to purchase an Ultralight Drilling Simulator from CS Inc. for use in the classroom by our students. The expected results would provide our students with the opportunity to achieve and understanding of how drilling works, what it's like to run a drill, and how to deal with the many possibilities a driller might encounter during the process. Escalys will be the industry liaison to help incorporate oil and gas industry businesses and resources to help guide implementation of the drilling simulator. Advisors from the oil and gas industry will help guide instruction on the drilling simulator. The Ultralight Drilling Simulator includes: Driller/Drawworks Console Choke Console Drilling Well Control, Surface and Subsea Workover WellControl, Tree or BOP Surface Equipment via Interactive Graphics Student Touch screen monitor Laptop Computer Travel case (2) Single Point I/O Electronic System Software Calibration Approved for IWCF and IADC WellCAP Accreditation and Training Lifetime Technical Support via email, fax and telephone Totally portable and easily assembled, the simulator will make an excellent addition to the great learning opportunities we already provide to our students. Students will get an opportunity to practice drilling just as if they were doing it in the real world. The portability of the simulator will make this tool easily accessible to the students enrolled at all of our school sites and showcase at trade-shows and recruiting events. The success of the simulator implementation has the potential to increase the employability of our students. Furthermore, this program can then be expanded to other oil and gas related schools.

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.*

Students will garner the knowledge to successfully drill a well bore showing competency in dealing with changing conditions and challenging situations. This knowledge will be utilized to help successfully earn industry accredited certifications in order to satisfy graduation requirements for the Ohio diploma options program. Knowledge of the drilling process will aid in passage of the WorkKeys assessment and career readiness leading to the awarding of a high school diploma and emplyment or further education in the oil and gas industry.

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.*

Outcomes expected for this project include students successfully completing industry recognized certification courses to be used toward graduation requirements and successful completion of the WorkKeys assessment. Student employment in the oil and gas industry due to knowledge gained by utilizing the drilling simulator will also prove the project is successful. The amount of industry involvement in the program will also determine the level of 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.

Graduates from the Utica Shale Academy have already gained employment in the oil and gas industry on account of industry certifications earned. Some connections within the industry have already been made. Having seen attainment of our goals, we want to increase the opportunities provided to our students. Training on a drilling simulator is one such way our students increase employability. Some benefits as noted by companies utilizing simulators: Many aspects make simulations a fundamental tool to innovate and potentially uncover unused capacity or capability. Reasons to use simulation in oil and gas include: ? Users can experiment with different physical configurations or operating schedules before making changes in their facilities. There is a possibility of creating and modifying individual and collective behaviors through the use of simple logic or business rules, such as blending, crude management, or batch sequencing. Users can find practical ways of exploring existing assets, discovering unseen relationships, and improving opportunities. There is a potential for interaction with users that increases the engagement at different levels (i.e., schedulers, managers, executives, etc.). Communicating with other systems, such as reservoir simulators, instrument sensors, and control centers; and incorporating the information (past or real time) as input into the simulation. Simulation is the science and art of replicating the essential elements of a problem or opportunity. It is not digital twinning, where one attempts to copy reality. Rather, is designed to mimic reality in a controlled environment. Simulation is the future of innovation A major advantage of using simulation games in a business context is that users become active decision makers in an artificial environment without limitations. This is not to say that modeling is not a serious business that requires great efforts to acquire and parse data needed to run the simulation. By removing the boundaries, the user is free to explore new possibilities and experiment with varied scenarios with no risk or fear of injury or loss. Another benefit is the extreme flexibility provided by a virtual world. Dealing with complexity becomes easy when a systematic approach is applied to a problem using machine algorithms and high-speed processors. -Controlling Engineering: retrieved 12/2/15 from http://www.controleng.com/single-article/simulation-a-game-like-approach-to-innovation/fda7f3f206f13b6a7848d450a085a08f.html Simulation training sessions, which are structured with specific learning objectives in mind, offer the opportunity to go through the stages of the experiential cycle in a structured manner and often combine the active experiential component of the simulation exercise itself with a subsequent analysis of, and reflection on the experience, aiming to facilitate incorporation of changes in practice. Simulation offers the opportunity of practiced experience in a controlled fashion, which can be reflected on at leisure. Experiential learning is particularly suited to professional learning, where integration of theory and practice is pertinent and ongoing.11 In experiential learning, the experience is used as the major source of learning but it is not the only one. Both thinking and doing are required and must be related in the minds of the learner ---Simulation in Healthcare: The Journal of the Society for -Simulation in Healthcare: Summer 2007 - Volume 2 - Issue 2 - pp 115-125 Simulators have, however, been used more successfully in training, where it has been found that it is relatively straightforward to illustrate the general principles of drilling operations. -A A Abouzeid and G A Cooper, Department of Civil and Environmental Engineering, University of California, Berkeley.

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).*

Achievement on the drilling simulator will have students successfully drilling pre-determined holes with a 95% success rate. Students will be required to deal with kicks, blowouts, etc, and successfully maintain the drilling process. In conjunction with industry advisors, success

will be measured by the amount of students employed by the oil in gas industry in-part due to knowledge of how to run a drilling rig.

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

Students will have no previous knowledge about how to run a drill. Their baseline will be at zero. Any ability they show to run a drilling rig will create data points throughout the project. Students will max out a successfully drilling a hole with 95% accuracy after having dealt with numerous scenarios implemented into the program to force the student to deal with problems.

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

The ability to successfully run a drilling rig is a work related skill useful in obtaining employment in the oil and gas industry. If assumptions are not realized, students will still be learning a skill that will be useful for employment after graduation. Alterations could include increasing student time on the simulator, increasing the challenging scenarios facing students when drilling, and utilizing our Industry Advisory Committee to analyze what changes need to be made in order to improve student achievement.

☑ b. Spending reductions in the 5 year forecast

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

Spending reductions will be realized due to decrease amount of costs associated with field trips and training sessions paid for by the Utica Shale Academy. Approximately $2,000 per year will be saved do to the lack of need to attend some training facilities.

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.*

Decreased transportation costs and costs for trainings will decrease costs for the Utica Shale Academy.

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

Attending several field trip and training sessions per year, savings will be realized throughout the life of the program as training will be moved in-house.

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).*

Indicators will include decreased costs to the Utica Shale Academy due to fewer field trips and training sessions paid for by USA due to the fact that the trainings will occur on-site in our classroom.

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

USA currently spends approximately $3,000 dollars on field trips and trainings per year. This number is used as the baseline. Decreasing spending in this area to $1,000 per year will save the district $2,000 per year. The program will be successful when these savings are realized.

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

Changes to be made if assumptions prove false include increasing the amount of in-house trainings involving industry while utilizing the drilling simulator. Cost savings should be realized due to a lack of necessity in attending training sessions that will now be held on-site.

☐ 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 indictor for this goal.*

v. List any additional indicators that you will use to monitor progress toward your desired outcome. Provide baseline data if available.
*These should be specific outcomes, not just the accomplishment of tasks. Example: fewer instances of playground fighting.*

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

☐ d. Implementing a shared services delivery model

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

ii. What assumptions must be true for this outcome to be realized?
*Example: neighboring districts have overlapping needs in administrative areas that can be combined to create efficiencies.*

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

iv. List the specific indicators that you will use to monitor progress toward your desired outcomes.
*These should be measureable changes, not the accomplishment of tasks.*
*Example: consolidation of transportation services between two districts.*

v. List and describe pertinent data points that you will use to evaluate the success of your efforts, providing baseline data to be used for future comparison.
*Example: change in the number of school buses or miles travelled.*

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

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

☑ a. New - Never before implemented

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

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

☐ d. Mixed Concept - Incorporates new and existing elements

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

**C) BUDGET AND SUSTAINABILITY**

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

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

Enter Budget

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

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

Upload Documents

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

42,190.00 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 this program includes the CS Inc. Drilling and Workover Simulator model DPWS-22UL (UltraLight) at a cost of $30,600. The Simulator itself consists of the driller's console, remote choke consol, notebook computer, flat touch screen LCE 24" color monitor, computer-simulator interface with cabling, carrying case, drilling well control software, interactive screens for surface and subsea blow out preventers,

production tree, choke manifold and standpipe, instructional software and CS manual on CD, a one year warranty on equipment and software including updates, as well as lifetime technical support. Also included at a cost of $5,000 is the 3 Dimensional Software Package. This package includes an upgraded computer, the topdrive, drilling, rotary drilling and the Kelly bushing. On-site training is included at a cost of $1,200. Combined with shipping, the total cost of the simulator is $42,190. $5,000 will also be included for services provided by Escalys to help increase involvement from oil and gas industry partners. This service will include planning meetings, completing evaluations, planning learning events, and communicating progress.

14. Please provide an estimate of the total costs associated with maintaining this program through each of the five years following the initial grant implementation year (sustainability costs). This is the sum of expenditures from Section A of the Financial Impact Table.

| | |
|---|---|
| 0.00 | a. Sustainability Year 1 |
| 1,200.00 | b. Sustainability Year 2 |
| 0.00 | c. Sustainability Year 3 |
| 1,200.00 | d. Sustainability Year 4 |
| 0.00 | e. Sustainability Year 5 |

15. Please provide a narrative explanation of sustainability costs.
*Sustainability costs include any ongoing spending related to the grant project after June 30, 2017. Examples of sustainability costs include annual professional development, staffing costs, equipment maintenance, and software license agreements. To every extent possible, rationale for the specific amounts given should be outlined. The costs outlined in this narrative section should be consistent and verified by the financial documentation submitted and explained in the Financial Impact Table. If the project does not have sustainability costs, applicants should explain why.*

The Utica Shale Academy will see minimal cost to sustain this program through each of the next five years. Once paid-in-full, the Ultrlight Simulator will be the property of the Utica Shale Academy. The only cost associated would include training a new teacher how to utilize the machine, provided the person who was originally trained was no longer employed by the school district. This should total less than $2,400 over the life of the program.

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

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

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

Implementation of the Drilling Simulator for use in the classroom will reduce the amount of field trip that would be necessary to receive comparable training. Costs associated with field trips include transporation, increased insurance premiums due to safety factors for being on-site a oil rigs, substitute teachers to remain in the classroom, and miscellaneous costs associated with organizing rig tours.

50.0 18. What percentage of sustainability costs will be met through reallocation of savings from elsewhere in the general budget?

*Total reallocation from section C of the Financial Impact Table divided by total sustainability cost from section A of the Financial Impact Table*
*Note: the responses to questions 16 and 18 must total 100%*

19. Please explain the source of these reallocated funds.
*Reallocation of funds implies that a reduction has been made elsewhere in the budget. Straight A encourages projects to determine up front what can be replaced in order to ensure the life of the innovative project.*

$2,000 saved each year will be reallocated to cover the cost of additional training on the drilling simulator for future teachers. The cost of training is $1,200 and is expected to be necessary for two out of the five year of the program. The training costs will be covered by the saving over the life of the program.

**D) IMPLEMENTATION**

20. Please provide a brief description of the team or individuals responsible for the implementation of this project, including other consortium members or partners.

*This response should include a list of qualifications for the applicant and others associated with the grant. Please list key personnel only. If the application is for a consortium or a partnership, the lead should provide information on its ability to manage the grant in an effective and efficient manner. Include the partner/consortium members' qualifications, skills and experience with innovative project implementation and projects of similar scope.*

Enter Implementation Key Personnel information by clicking the link below:

Add Implementation - Key Personnel

*For Questions 21-23 please describe each phase of your project including its timeline, and scope of work.*

*A complete response to these questions will demonstrate awareness of the context in which the project will be implemented and the time it will take to implement the project with fidelity. A strong plan for implementing, communicating and coordinating the project should be apparent, including coordination and communication in and amongst members of the consortium or partnership (if applicable). Not every specific action step need be*

*included, but the outline of the major steps should demonstrate a thoughtful plan for achieving the goals of the project. The timeline should reflect significant and important milestones in an appropriate time frame.*

21. Planning

a. Date RangeFeb. 2016- April 2016

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

With the release of funds, the order for the Ultralight Drilling Simulator from Computer Simulators Inc. will be started. With a turn-around time of approximately six weeks, the simulator should be completed and at the Utica Shale Academy near the beginning of April, 2016. Three days of professional development will be utilized for staff to learn how to use the equipment. A schedule for student use will be created to inform students when they will be training on the simulator. Letters will go home informing parents of when students need to be present in order to participate in their training session.

22. Implementation(grant funded start-up activities)

a. Date RangeApril 2016-May 2016

b. Scope of activities - include all specific completion benchmarks

Students will begin training on the Ultrlgiht Drilling Simulator. Preference will be given to seniors that will be graduating at the end of May. The intent would be to allow them as much time as possible learning how to operate the simulator and virtually drill effectively prior to graduation. Students in subsequent years will be scheduled for training time on the simulator to match up with anticipated graduation dates.

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

a. Date RangeJune 2016- June 2021

b. Scope of activities - include all specific completion benchmarks

During the life of the program, an increased amout of students successfully completing the simulator training will increase yearly. As the academy grows in size, the number of students trained will also grow. Yearly cost savings, as well as an increase in industry cooperation will be realized.

**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 day-to-day operations at the Utica Shale Academy will not see much of an impact due to implementation of the program. Students attennd class and complete core courses and oil and gas courses online. Oil and gas students will have drilling simulator time built in to their oil and gas course time. A schedule will be created to ensure all students receive time on the simulator to practice on the machine.

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:

Eric Sampson- Director, Utica Shale Academy 38095 State Route 39, Salineville, Ohio 43945 330-679-8162 eric.sampson@uticashaleschool.com Tony Kuhel- Escalys, 440-821-1121 tkuhel@escalys.com

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.*

Evaluation of the program will include: Tracking/ collecting data on the amount of students trained on the drilling simulator. Monitored at each semester and end of school year. Tracking/ collecting data on the amount of students successfully drilling a hole on the simulator with 95% accuracy through 10 attempts. Monitored at each semester and end of school year. Post-graduation job placement in-part due to simulator training. Monitored in August following each school year. Oil and gas Industry involvement with the program. Ongoing evaluation. Cost savings analysis. Monitored end of each school 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 program, when successful, has the potential to be increased and replicated. With three other oil and gas specific high school in our region, this program will serve as a pilot that can be replicated within other schools. Schools providing similar oil and gas training, even if it is not the main focus of the school, will be able to implement the program to help students prepare for long-term employment in the oil and gas industry. Each of the schools/districts utilizing the simulator and industry connections increases the employability for it's students. The Utica Shale Academy has a publicist on staff charged with writing press releases to various media outlets. Said publicist also freelance writes for an oild and gas magazine. She will be utilized to create press releases to inform the public of the program being implemented at the Utica Shale Academy. Contact information will be included for other schools to reach out to USA to learn more about the program.

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

PROGRAM ASSURANCES: I agree, on behalf of this applicant, and any or all identified consortium members or partners, that all supporting documents contain information approved by a relevant executive board or its equivalent and to abide by all assurances outlined in the Straight A Assurances (available in the document library section of the CCIP).

I agree, 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.

Consortium

Utica Shale Academy of Ohio (014830) - Columbiana County - 2016 - Straight A Fund - Rev 0 - Straight A Fund

Sections

## Consortium Contacts

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

Partnerships

Utica Shale Academy of Ohio (014830) - Columbiana County - 2016 - Straight A Fund - Rev 0 - Straight A Fund

Sections

| Partnerships | | | | | | | |
|---|---|---|---|---|---|---|---|
| First Name | Last Name | Telephone Number | Email Address | Organization Name | IRN | Address | Delete Contact |
| Tony | Kuhel | 440-821-1121 | tkuhel@esclays.com | Esclays | | 6430 Windy Willow Drive, , Solon, Ohio, 4413 | |

Implementation Team

Utica Shale Academy of Ohio (014830) - Columbiana County - 2016 - Straight A Fund - Rev 0 - Straight A Fund

Sections

| Implementation Team | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| First Name | Last Name | Title | Responsibilities | Qualifications | Prior Relevant Experience | Education | % FTE | Delete Contact |
| Eric | Sampson | Director/Principal-Utica Shale Academy | Responsible for implementation and evaluation of the program. | Director/Principal since the school's inception in 2014-2015. Oil and gas industry liason for USA. | Earned RigPass certification, Ohio Oil and Gas Energy Education Program certification and will be trained in the use of the Ultrlight Drilling Simulator. | Master's of Science in Education Technology Leadership-Salem International Universe Bachelor's of Arts in Education-Mount Union College | 100 | |