

Budget

Cuyahoga Falls City (043836) - Summit County - 2017 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (15)

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	0.00	0.00	900,000.00	0.00	900,000.00
Support Services		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Governance/Admin		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development		0.00	0.00	100,000.00	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	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	100,000.00	0.00	900,000.00	0.00	1,000,000.00
							Adjusted Allocation	0.00
							Remaining	-1,000,000.00

Application

Cuyahoga Falls City (043836) - Summit County - 2017 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (15)

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

A) APPLICANT INFORMATION - General Information

1. Project Title:
Differentiated Pathways through Experiential Learning Leading to College and Career Success

2. Project Tweet: Please limit your responses to 140 characters.
Maximizing our students' futures by capitalizing on opportunities in their present. #cfallsproud
This is an ultra-concise introduction to the project.

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				
61 Pre-K Special Education	402 K	373 1	375 2	380 3
	354 4	338 5	390 6	403 8
	357 9	353 10	383 11	391 12

Year 1				
70 Pre-K Special Education	400 K	402 1	373 2	375 3
	380 4	354 5	338 6	369 7
	357 9	353 10	383 11	391 12

Year 2				
70 Pre-K Special Education	400 K	400 1	402 2	373 3
	375 4	380 5	338 6	390 7
	403 9	357 10	353 11	383 12

Year 3				
70 Pre-K Special Education	400 K	400 1	400 2	402 3
	373 4	375 5	380 6	338 7
	369 9	403 10	357 11	353 12

Year 4				
70 Pre-K Special Education	400 K	400 1	400 2	400 3
	402 4	373 5	375 6	380 7
	390 9	369 10	403 11	357 12

Year 5				
70 Pre-K Special Education	400 K	400 1	400 2	400 3
	400 4	402 5	373 6	375 7
				380 8

4. Explanation of any additional students to be impacted throughout the life of the project.

This includes any students impacted indirectly and estimates of students who might be impacted through replication or an increase in the scope of the original project.

Any students above the number of resident students who come from other districts via open enrollment.

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

First and last name of contact for lead applicant

Melvin J. Brown

Organizational name of lead applicant

Cuyahoga Falls City School District

Address of lead applicant

431 Stow Avenue, Cuyahoga Falls, OH 44221

Phone Number of lead applicant

330.926.3800

Email Address of lead applicant

cf_brownm@cfalls.org

Community School Applicants: After your application has been submitted and is in Authorized Representative Approved status an email will be sent to your sponsoring entity automatically informing the sponsor of your application.

6. Are you submitting your application as a consortium? - Select one checkbox below

Yes

No

If you are applying as consortium, please list all consortium members by name on the "Consortium Member" page by clicking on the link below. If an educational service center is applying as the lead applicant for a consortium, the first consortium member entered must be a client district of the educational service center.

[Add Consortium Members](#)

7. Are you partnering with anyone to plan, implement, or evaluate your project? - Select one checkbox below

Yes

No

If you are partnering with anyone, please list all partners (vendors, service providers, sponsors, management companies, schools, districts, ESCs, IHEs) by name on the "Partnering Member" page by clicking on the link below.

[Add Partnering Members](#)

B) PROJECT DESCRIPTION - Overall description of project and alignment with goals

8. Describe the innovative project: - Provide the following information

The response should provide a clear and concise description of the project and its major components. The following questions will address specific outcomes and measures of success.

a. The current state or problem to be solved; and

Our current status is that we are experiencing a glacial movement away from standardized, traditional lecture teaching and learning format. This grant would enable us to accelerate the process toward a more personalized, holistic format for each individual student. This transition will include a layered movement away from traditional "brick and mortar" schooling toward and inclusive of a 24/7 instructional paradigm.

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

The Cuyahoga Falls City School District has established a College and Career Ready focus K-12 in order for its students to experience greater relevance in their learning. It is based on a college and future career curricular emphasis across all grades, built through formative "real world" Design Challenges in K-8 and further accelerated through interest-based learning communities at the high school. This grant would capitalize on teaching students problem-based mastery of "real world" examples that they find engaging, interesting, timely, and relevant, while being supported by the existing structures and district emphasis on personalized learning.

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 process. - (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 be experiencing a self-directed learning process that will correlate to more effective data collection resulting in improved performance.

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.

A self-engaged student who directs his/her learning and is motivated to learn can learn better, through the support of a strong teaching staff.

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

How does our school district address the needs of contemporary students, the new expectations of employers, and prepare students for the successful transition to college and workforce? The Cuyahoga Falls City School District is doing so through smaller interest-based learning communities at the high school, collaborative design challenges at the middle school, and by providing multiple pathways to learning that redefine the traditional school day. Critical thinking, collaboration, communication, and creativity are the underpinnings of the effective instruction and they are the skills identified by our business partners for employees in their current industries. The smaller interest-based communities will address the business and curricular expectations. These elements would be the emphasis of in-District learning "grants" offered across all grades levels in CFCSD. Teachers would be able to apply for technology resources that support learning by showing how they will infuse those tenets in daily practice. They will need to determine and explain how they will make content relevant and interesting for students with an emphasis on authentic learning opportunities. This Straight A Grant would help to strengthen the foundation for pedagogical transformation that is necessary for this type of work. The smaller, interest-based learning communities emphasize authentic learning opportunities. In this manner, the Straight A Grant will help personalize teacher professional development and provide teachers with experience in working within that paradigm allowing for improved support to personalized learning for all students. This work includes providing multiple pathways for post-high school success. In providing these pathways, the district needs to provide 24/7 access to the curriculum and learning opportunities for all students. To that end, our technology infrastructure will be enhanced to support student access to resources, teachers, and business experts at all times. The technology infrastructure will be enhanced so as to prepare the district for potential new school construction in the future. The curricular pathways will be student interest-based and engaging as to match differentiated student learning modes. These elements, coupled with teacher PD work, can be facilitated through the existing structure of our Early Release Wednesday model which allows work to be systematic, ongoing, and job-embedded. As stated, when students are interested in their work, they are more engaged, bring increased energy to their work, and subsequently, achieve at higher levels. The delivery will be authentic, problem-solving based, and allows students to interact with the technologies of today. Teaching that is problem-solving based has a .82 effect size correlation to student achievement according to John Hattie's meta-analysis studies.

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).

Attendance Data Graduation Rate Classroom Performance Data Assessment Data Grade reports

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

Current Report Card Data (<http://reportcard.education.ohio.gov/Pages/District-Report.aspx?DistrictIRN=043836>)

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

We are fully prepared to alter course based on the data that we receive. That is inherently built into our plans.

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.

A digital economy based on personalized learning using available resources (ie. internet, online public library) decreases the need for standard classroom materials; especially textbooks. Similarly, by using this model, teacher professional development will be reduced because personalized learning costs emphasize individual cost vs. whole group PD.

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.

A digital economy will always cost less due to volume and variety needed by personalized learning as compared to standard practice.

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

This Straight A Grant would help to strengthen the foundation for pedagogical transformation that is necessary for this type of work. The smaller, interest-based learning communities emphasize authentic learning opportunities. In this manner, the Straight A Grant will help personalize teacher professional development and provide teachers with experience in working within that paradigm allowing for improved support to personalized learning for all students. This work includes providing multiple pathways for post-high school success. In providing these pathways, the district needs to provide 24/7 access to the curriculum and learning opportunities for all students. To that end, our

technology infrastructure will be enhanced to support student access to resources, teachers, and business experts at all times. The technology infrastructure will be enhanced so as to prepare the district for potential new school construction in the future. The curricular pathways will be student interest-based and engaging as to match differentiated student learning modes. These elements, coupled with teacher PD work, can be facilitated through the existing structure of our Early Release Wednesday model which allows work to be systematic, ongoing, and job-embedded. As stated, when students are interested in their work, they are more engaged, bring increased energy to their work, and subsequently, achieve at higher levels. The delivery will be authentic, problem-solving based, and allows students to interact with the technologies of today. Teaching that is problem-solving based has a .82 effect size correlation to student achievement according to John Hattie's meta-analysis studies. Expenditures will be reduced by a decrease in textbook needs and the elimination of permanent improvement monies to be spent solely on technology infrastructure. Through the Straight A Grant seed money, savings will be seen by building an infrastructure that will allow any device from any platform to access the district portal and additional resources creating greater opportunities for student self-directed learning.

418200 iv. Please enter the Net Cost Savings from your FIT.

v. List and describe the budget line items where spending reductions will occur.

EdWorks--\$116,985.00, Rosetta Stone--\$3,850.00, Learn360--\$4,805.00, iReady-\$158,000.00

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

We will reserve the savings to supplement the program.

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.

This will minimize the need for a "brick and mortar" approach which will save costs in a number of areas; including facility management.

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.

We will be able to break down the limitations and scope of our current model by opening pathways to communication and instruction that transcend the confines of a school facility.

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

This Straight A Grant would help to strengthen the foundation for pedagogical transformation that is necessary for this type of work. The smaller, interest-based learning communities emphasize authentic learning opportunities. In this manner, the Straight A Grant will help personalize teacher professional development and provide teachers with experience in working within that paradigm allowing for improved support to personalized learning for all students. This work includes providing multiple pathways for post-high school success. In providing these pathways, the district needs to provide 24/7 access to the curriculum and learning opportunities for all students. To that end, our technology infrastructure will be enhanced to support student access to resources, teachers, and business experts at all times. The technology infrastructure will be enhanced so as to prepare the district for potential new school construction in the future. The curricular pathways will be student interest-based and engaging as to match differentiated student learning modes. These elements, coupled with teacher PD work, can be facilitated through the existing structure of our Early Release Wednesday model which allows work to be systematic, ongoing, and job-embedded. As stated, when students are interested in their work, they are more engaged, bring increased energy to their work, and subsequently, achieve at higher levels. The delivery will be authentic, problem-solving based, and allows students to interact with the technologies of today. Teaching that is problem-solving based has a .82 effect size correlation to student achievement according to John Hattie's meta-analysis studies. Expenditures will be reduced by a decrease in textbook needs and the elimination of permanent improvement monies to be spent solely on technology infrastructure. Through the Straight A Grant seed money, savings will be seen by building an infrastructure that will allow any device from any platform to access the district portal and additional resources creating greater opportunities for student self-directed learning.

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.

73%

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.

Current Report Card Data (<http://reportcard.education.ohio.gov/Pages/District-Report.aspx?DistrictIRN=043836>)

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

We are fully prepared to alter course based on the data that we receive. That is inherently built into our plans.

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.

1,000,000.00 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.

\$900,000 in technology and support. \$100,000 in resources and staff development

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.

200,000.00 a. Sustainability Year 1

200,000.00 b. Sustainability Year 2

200,000.00 c. Sustainability Year 3

200,000.00 d. Sustainability Year 4

200,000.00 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 grant may incur additional hardware costs but those will be offset by the reduced need for texts. There may be some replacement technology costs but those may be offset with greater participation in BYOD by students and teachers (self-sustaining). The dollar amount identified represents supplemental resources that may be necessary for any course K-12.

36.00 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.

Reduced need for traditional textbooks. Teachers develop authentic learning lessons and units that are not textbook-based, but rather problem-solving based. Eliminate the need for outside vendors for online or blended curriculum.

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

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

19. Please explain the source of these reallocated funds.

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

General fund balance

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 Team Key Personnel information by clicking the link below:

[Add Implementation Team](#)

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

A complete response to these questions will demonstrate awareness of the context in which the project will be implemented and the time it will take to implement the project with fidelity. A strong plan for implementing, communicating and coordinating the project should be apparent, including coordination and communication in and amongst members of the consortium or partnership (if applicable). Not every specific action step need be included, but the outline of the major steps should demonstrate a thoughtful plan for achieving the goals of the project. The timeline should reflect significant and important milestones in an appropriate time frame.

21. Planning

a. Date Range September 2015-March 2016

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

The Design Challenge Personalized Learning Model has been underway with the support of EdWorks. Aspects of this grant were originally replicated from a previous district by Mr. Marras, so planning work could be completed on that by March 2016 if awarded in December 2016. Because preliminary program structures are in place, the professional development with teaching staff and introduction to students could take place in Fall 2016 with implementation in Spring 2017 followed by initial data collection.

22. Implementation (grant funded start-up activities)

a. Date Range Spring 2017

b. Scope of activities - include all specific completion benchmarks

Preliminary work has been done to implement personalized learning structures at CFHS. The growth point is to spread this among K-8.

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

a. Date Range 2017-2020 school year

b. Scope of activities - include all specific completion benchmarks

The model will be used to minimize our reliance on traditional textbooks and to increase the ability of teachers and students to interact in their self-directed learning on a 24/7 basis. Fall 2016-Distribution of technology as needed based on systemic implementation of the use of technology; announcement and execution of full articulation of CFHS learning communities in 2017-18 2016-17-At least 10% increase in student performance on AIR assessments. Distribution of resources in a manner that allow us to move to a 100% implementation of personalized learning throughout our district. Every CFCS student involved in a personalized pathway based on their interests.

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:

Classroom pedagogy will be more authentic and relevant for students in all grade levels. Teachers will be emphasizing self-directed design challenges a more authentic and relevant lens for all students. The Ohio Improvement Process, implemented by Cuyahoga Falls, will be the conduit for this professional growth across all levels. Teacher teams will be reviewing student data, sharing it with building teams, and ultimately, with the district team in order to harvest the best instructional strategies that are improve student achievement. The weekly PD structure provides a vehicle to keep this systemic and ongoing.

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:

Melvin J. Brown, 330.926.3800, cf_brownm@cfalls.org

26. Describe the overall plan for evaluation, including plans for data collection, underlying research rationale, measurement timelines and methods of analysis.

This plan should include the methodology for measuring all of the project outcomes. Applicants should make sure to outline quantitative approaches to assess progress and measure the overall impact of the project proposal. The response should provide a clear outline of the methods, process, timelines and data requirements for the final analysis of the project's progress, success or shortfall. The applicant should provide information on how the lessons learned from the project can and will be shared with other education providers in Ohio. Note: A complete and comprehensive version of the evaluation plan must be submitted to ODE by all selected projects.

Personalized Learning Implementation; Implementation of Personalized Experience in 2016-17; Implementation of the full, self-directed experience for all students at the start of 2017-18; Correlation to AIR assessments and local assessments Expenditure reductions; reduce text needs in 16-17; Reduce text needs; Reduce outside consultant/PD costs; 5 year forecast-purchased services and instructional materials Student achievement; NWEA MAP Progress Monitoring in 2016-17; Annual AIR Assessment result increases; Continued growth on our "Pathway to Success" model; NWEA MAP; report card data Student engagement; CFCS attendance rate increase in 2016-17; CFHS graduation rate increase in 2016-17; Sustained increases in both rates; Attendance rate Graduation rate, Student Interest Surveys, Parent Surveys Instructional Technology; Increase observed use of technology in daily activity, Classroom observations; Technology infusion evident in teacher team, building team notes, and student portfolios; District Grant Applications, TBT notes, BLT notes, OTES observations and walkthroughs, CFHS graduate "readiness" surveys

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 model has been implemented in other locations and has proven effective at the high school level. Our goal is to create a successful and sustainable product for the entire K-12 continuum. In addition, we are also looking toward post-high school and community-gear learning environments developed utilizing the resources and knowledge attain by what we learn from this grant process. It can be replicated with the commitment of a district to set aside some resources allocated for textbooks to purchase technology that is necessary for the creation of self-directed learning into daily practice. Building principals and district personnel can lead this work as it coincides with the OTES requirements and the digital literacy expectations.

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

Sections 

Consortium Contacts

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

Partnerships

Cuyahoga Falls City (043836) - Summit County - 2017 - 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

Cuyahoga Falls City (043836) - Summit County - 2017 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

Implementation Team

First Name	Last Name	Title	Responsibilities	Qualifications	Prior Relevant Experience	Education	% FTE on Project	Delete Contact
Melvin	Brown	Deputy Superintendent	the supervision of and implementation of a strong program that embraces creativity, student-interest based planning, and long-term sustainability	Mr. Brown has a Master's Degree in Educational Administration and an administrative endorsement while serving as a teacher, principal, and central office administrator	Mr. Brown has 23 years of experience in education with more than half of that experience in administration. During the 2015-16 school year, he has supervised the increased use of technology in classrooms and provided resources for teachers to further engage students.	BA in English, MEd in Educational Administration, currently a PhD student	2	