

Budget

Huron City Schools (044131) - Erie County - 2017 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (69)

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	7,100.00	15,000.00	852,857.00	0.00	874,957.00
Support Services		65,000.00	10,043.00	0.00	0.00	0.00	0.00	75,043.00
Governance/Admin		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development		0.00	0.00	45,000.00	5,000.00	0.00	0.00	50,000.00
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		65,000.00	10,043.00	52,100.00	20,000.00	852,857.00	0.00	1,000,000.00
							Adjusted Allocation	0.00
							Remaining	-1,000,000.00

Application

Huron City Schools (044131) - Erie County - 2017 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (69)

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

A) APPLICANT INFORMATION - General Information

1. Project Title:
Huron Tiger Union

2. Project Tweet: Please limit your responses to 140 characters.
Designing collaborative learning spaces [physical & digital] for blended learning opportunities for students in a digital information age.
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				
0 Pre-K Special Education	0 K	0 1	0 2	0 3
0 4	0 5	0 6	0 7	0 8
124 9	115 10	119 11	106 12	

Year 1				
Pre-K Special Education	K	1	2	3
4	5	6	7	8
120 9	125 10	115 11	120 12	

Year 2				
Pre-K Special Education	K	1	2	3
4	5	6	118 7	125 8
120 9	120 10	125 11	115 12	

Year 3				
Pre-K Special Education	K	1	2	3
4	5	6	115 7	120 8
115 9	120 10	120 11	125 12	

Year 4				
Pre-K Special Education	K	1	2	3
4	85 5	87 6	115 7	120 8
120 9	115 10	120 11	120 12	

Year 5				
Pre-K Special Education	K	1	2	3
4	85 5	90 6	110 7	115 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.

Over time this blended learning concept will be implemented at appropriate levels at the junior high and possibly into the intermediate school as a result of teacher professional development and collaboration. We fully expect the junior high made up of 7th and 8th grade, approximately 240 students and 20 teachers to replicate the blended learning model, re-design learning spaces providing extended opportunities and services. We believe the blended learning model will carry down to some degree to the K-6 buildings as they are also included in the professional development and collaborative spaces discussions. Devices may become available to primary students as a result of the blended learning implementation.

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

First and last name of contact for lead applicant
Timothy Lamb

Organizational name of lead applicant
Huron City High School

Address of lead applicant
710 Cleveland Rd. W, Huron, OH 44839

Phone Number of lead applicant
419-433-1234 X1002

Email Address of lead applicant
tlamb@huron-city.k12.oh.us

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

Huron High School does not offer online or blended learning opportunities within our own academic setting due to lack of resources, teacher training, or learning spaces in the high school setting. The high school does not include any collaborative learning or digital spaces and is considered a traditional "brick and mortar" high school. The library is obsolete and completely under used with minimal student activity. Less than 25 books have been checked out by students this year. The school is moving forward with efforts to work with the Huron Public Library for our students to check out fiction and nonfiction books for school and for pleasure. The high school has limited and unequal opportunities for technology to be used in and out of the high school setting for both students and teachers. Additionally, there is a huge gap in teachers experience, knowledge and skills in regards delivering content through digital platforms, using digital learning tools for teaching and instruction.

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

The high school learning environment needs to engage, equip, empower students as global citizens to positively impact our students. We

believe variety of student experiences will prepare them for a competitive post-graduate life. Critical thinking experiences need to be purposefully integrated into instruction and assessment as a way of determining an individual student's level of understanding. The goal is to provide a safe and healthy learning environment that fully supports the academic and instructional goals of the district. We believe form follows function. The proposed innovation will change, "the way of thinking and delivering instruction." First, with the re-purposing of the physical library and classrooms into learning spaces and then the ongoing, intensive professional development, the first two years will support an instructional shift within the walls of the traditional high school. Training, including scheduled coaching opportunities, for both students and staff will be supported by modeling and appropriate tools. This funding will provide an environment that will support a cultural change within the walls of our traditional high school. Transforming our existing library, classroom, and supporting staff incorporating blended learning strategies will assist in enhancing student engagement and prepare them for life beyond their high school years. Teachers will begin to create their blended learning courses using a learning management system platform [i.e., Schoology]. Funds will also be re-allocated from the reduction of a library media specialist and aide to support the programming. Additionally, collaboration will happen outside our physical facility in the digital realm. With the implementation of one to one, we will eliminate the social-economic status boundaries. The students will now have constant access to learning and collaboration. The traditional seven-hour school day will be obsolete. A natural outcome of this project will be to expand the blended learning strategies and collaborative learning space to the lower grades starting with the junior high and intermediate school over the next five years as high school staff become proficient and can assist in the training. Offering blended learning opportunities will lead to increased student achievement and prepare our students for college and career readiness. Extending the physical space and opening the facilities to be available to students will assist in meeting student needs. The new collaborative space, the Huron Tiger Union hours will extend beyond the regular hours [7:25 - 2:30 p.m.] to 6:25 a.m. to 3:30 p.m. on a daily basis Monday through Friday. After the initial review of the project, it may be determined that the union will be extended beyond the normal day and become available evenings and throughout the weekend in support of family and community involvement, civic organizations and community support groups. The blended learning model measurement indicators will focus on all content areas. Traditional delivery models will be merged with blended learning using Schoology as a platform for course and content delivery. The redesigned space will support the student learning, student services, College Credit Plus, study support, book and laptop loan, and access to IT. This area will include flexible furniture for collaboration and areas for small group instruction. Traditional classroom spaces will also be transformed into blended learning spaces for student collaboration and work. A specific timeline and plan by the implementation team will be finalized the month of July, 2016 and implementation will begin August, 2016.

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.

1. There will be an increase in student collaboration as documented by the rate of use of the new collaborative space, "Huron Tiger Union."
2. The number of blended learning opportunities will increase as a result of providing intensive, specific teacher training on the blended learning model. 3. There will be an increase in student achievement.

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 blended learning and collaborative spaces concept will create a learning environment that is student-driven. [instead of teacher-driven], making the content more applicable for diverse learners. Realizing that there may be staff that for a variety of reasons may not fully endorse blended learning strategies or the model, it will take time. Students and parents will need to be informed and provided informational sessions regarding coursework choices. Quantitative data [i.e., ACT scores, state and local assessments, student qualitative and attitudinal surveys] will be conducted and analyzed to determine needs; both student and staff. Course development will be reviewed for effectiveness and adjusted through ongoing training.

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

Huron City Schools recognizes the trend in blended learning educational opportunities and the need to provide students opportunities for collaboration on projects and class assignments. Research at the University of Tennessee found that a well-designed blended program was able to demonstrate an overall 10% better learning outcome than the traditional classroom format. Singh, H., Education Technology, 2003. "Collaborative learning enhances critical thinking, student satisfaction with the learning process, as well as the learning outcomes. It creates a positive, emotional learning climate through the construction and internalization of knowledge by means of the active and social interaction in a team of peers." Janson, A., Sollner, M., & Leimeister, J. The Appropriation of Collaborative Learning Conference, 2016. By providing the collaborative physical and digital learning spaces, students will receive relevant, rigorous content in an online delivery model. Right from the start, re-purposing the outdated high school library and classrooms, will set the tone and create a cultural shift encouraging students to take ownership for their own learning. Students who are more engaged in their education show higher levels of achievement and learning in the long term. Students are the winners here. These courses will attract our students as they will be engaging, relevant and innovative; not the typical "canned" or lectured coursework. These courses will enable our students to better prepared for college and career readiness through the experience of an online course. In addition, participating high school teachers will develop the necessary skills and pedagogies to expand into other related courses.

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

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

1. Students will register attendance in the Tiger Union [i.e., name, time in/out, purpose/project & date]. This log will be maintained and reviewed for documentation of the use of the facility. 2. An increase in the number of blended learning courses will be documented by the high school course offering booklet. Enrollment in each course will be maintained and evaluated for effectiveness in the development of student understanding and knowledge of the content through assessment. 3. The building principal will maintain documentation of the use

and implementation of a variety of digital tools within the classrooms. 4. The building principal & curriculum director will maintain documentation of the implementation of blended learning offerings.

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

1. Use of library: Less than 25 books have been checked out by students this year; no collaboration areas currently exist. 2. Our current teacher evaluation system provides a walk-through process where the building principal can gather the use and type of digital tools being used within the classroom. This data can be summarized and a comparison chart developed to determine usage. 3. State and local assessments [i.e., End-of-course exam results, SAT, ACT and Student Learning Objective Measures] - We will have 2015-16 results this summer as well as 5-year history. 4. Enlit is a dashboard that will compare our expenses with benchmark expenses of district in similar size in order to identify efficiencies and make internal adjustments accordingly.

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

The Project Manager and steering committee members will be active in the monitoring of the project goals and its implementation meeting on a bi-monthly basis. If outcomes are not realized, new strategies will be put in place to meet identified needs as identified through student surveys. The blended learning model professional development will assist in providing teachers the tools necessary for successful implementation. Teachers will receive additional time with a coach to work on how and with a particular lesson to continue their understanding and skill for successful implementation. We realize it is a process that takes time to develop. Teachers will have resources through this entire process including detailed one-to-one time if required at a more intimate level. The coach will meet with teachers to assist them in working through specific issues. The availability of substitute teachers needs to be a consideration as we have had some difficulty in securing substitutes at different times of the year. Teacher collaboration needs to be scheduled as well to ensure successful content development, implementation and alignment either during the day or time provided after-hours.

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.

The district is partnering with two key groups, with these integral partnerships, the district will reduce operational costs in the five year forecast to enable the funds to be transferred to the Huron Union project. Our first partner is Brewer Garrett and the implementation of the Green Apple Project. The project hinges on the ability to reduce operating energy costs without the need for capital investment. This project will have a positive impact on the environment; fostering environmentally minded staff and students. The district is also partnering with Enlit which is an organization providing ways to improve organizational efficiencies and performance by becoming more systemic, process oriented and data-driven. The district will be using data analysis, storage and reporting system to support improvements. The cloud based software provides department level data analysis, measurement and benchmarking tools for all operations and educational d

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.

There must be enough uncaptured energy savings available to make a difference in energy consumption. There must be enough uncaptured energy cost available to make a difference in rate modification. There must be enough uncaptured human behaviors to make a difference in the behavior modification model. There must be enough operational/departmental efficiency deficiencies to result in operational savings. There must be willingness of staff to provide learning opportunities for students by developing "Green Teams" at the building level.

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

Traditionally, an overlooked area of energy efficiency is Human Nature. According to the American Council for an Energy Efficient Economy, with the change only in human behavior, the United States could reduce their energy consumption by one quarter with no impact on the national economy. Energy conservation research attention has shifted in recent years from hardware, like solar panels and the cleaning of fossil fuels, to the softer side of energy conservation, behavior. School districts across the State of Ohio have been working with and successfully implementing the Green Apple Project to not only cut energy costs, but provide more efficient operational costs. In this time of economic uncertainty and continued loss of State financial support, District CFOs are working to cut costs where they can. The project hinges on the ability to reduce operating energy costs without the need for capital investment. This project will have a positive impact on the environment; fostering environmentally minded staff and students. This project is an important educational opportunity to engage students in learning while participating in real life activities - energy savings. The savings opportunities are derived from behavior changes, operational efficiency improvements, and rate modifications. The program combines know how, on site leadership and systematic processes to produce approximately 30% reductions in energy consumption. An energy coach will be hired by Brewer Garrett to have a building level leader focused on behavioral changes and energy management. Using organizational and behavior science changes the building culture. This approach engages staff and students in long term energy conservation with face to face contact and encouragement. Huron is excited to get this program up and running. The implementation of student "Green Teams" will foster an energy coaching environment and work to provide savings opportunities. Steve Pereus, with Enlit, has been implementing his lean program for public entities over a number of years. Unless district spending is broken down to measurable and comparable benchmarks, there is no way for any district to know if the results they are seeing result in cost efficiencies or any level of organizational leanness. The measurement system includes over 2000 measures of spending, efficiency, productivity, service level and quality on educational, central service and operational areas. After carefully analyzing the district data, comparing results to other educational entities in the state, data driven operational decision will be made. This is something this district has been working toward for the last few years. The tools currently being used to identify trends and weakness can be clearly upgraded and improved with the tools recommended by these partners.

718388 iv. Please enter the Net Cost Savings from your FIT.

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

1. Staff reduction of one librarian media specialist and one library paraprofessional salaries [\$95,000 annually]. 2. Reduction of Salary

Associated Fringe Benefits [\$14,678 annually]. 3. Reduction of Energy Costs associated with Green Apple Project and Enlit Operation Dashboard [\$34,000 annually].

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

Reducing spending costs and increasing cost efficiencies is dependent on the willingness of staff and students to first become aware of what behaviors can be modified to increase savings and operational efficiencies. Change is not always easy. We have habits that sometimes take time to adjust. After there is an awareness of what little measures can be taken that can add up to savings and benefit all, it becomes the willingness to do. Learning opportunities will need to be planned for students and "Green Teams" will assist in this project at each of the building levels. As savings are realized and communicated, hopefully, these behaviors will become the norm and continued savings will be realized. Informational sessions will be provided to both students and staff as to the progress being realized. With the data generated from the systems, adjustment can easily be made in reaching out to those most interested in conservation measures to assist in communicating measures that can be taken and the benefits from doing so.

c. Utilization of a greater share of resources in the classroom

i. List the desired outcomes.

Example: change the ratio of leadership time spent in response to discipline issues to the time available for curricular leadership.

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

Examples: improvements to school and classroom climate will result in fewer disciplinary instances allowing leadership to devote more time to curricular oversight.

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

iv. Please provide the most recent instructional spending percentage (from the annual Ohio School Report Card) and discuss any impact you anticipate as a result of this project.

Note: this is the preferred indicator for this goal.

v. List any additional indicators that you will use to monitor progress toward your desired outcome. Provide baseline data if available.

These should be specific outcomes, not just the accomplishment of tasks. Example: fewer instances of playground fighting.

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

d. Implementing a shared services delivery model

i. List the desired outcomes.

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

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

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

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

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

These should be measureable changes, not the accomplishment of tasks.

Example: consolidation of transportation services between two districts.

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

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

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

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

- a. New - Never before implemented
- b. Existing - Never implemented in your community school or school district but proven successful in other educational environments
- c. Replication - Expansion or new implementation of a previous Straight A Project
- d. Mixed Concept - Incorporates new and existing elements
- e. Established - Elevating or expanding an effective program that is already implemented in your district, school or consortia partnership

C) BUDGET AND SUSTAINABILITY

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

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

[Enter Budget](#)

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

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

[Upload Documents](#)

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

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.

The implementation of the Tiger Union will focus on the initial development / set up of the common space. The following narrative is broken down by object to identify the use of each portion of funds. Please see Program Budget for identification of specific function areas. 100: \$65,000 - Salary of Project Manager 200: \$10,043 - Fringe Benefits attached to salary (14% Retirement, 1.45% Medicare) 400: \$52,100 - Purchased Services - (\$7,100 - Schoology Subscription), (\$10,000 - Project Evaluation), (\$9,000 - Substitute Costs for Teacher Training), (\$20,000 - PD Coach for individual teacher coaching sessions), (\$6,000 - Initial Professional Development for Teachers) 500: \$20,000 - Supplies and Consumables - (\$20,000 - Paper, Applications/Software, Toner Cartridges and other Miscellaneous Consumable Supplies for the Tiger Union and Teacher Resources / PD Supplies) 600: \$852,857 - Equipment / Furniture - (\$565,000 - Devices, Computers, Laptops for Students), (\$50,000 - Devices, Computers for Teachers), (\$237,857 - Furniture and Environmental Manipulatives)

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.

143,678.00 a. Sustainability Year 1

143,678.00 b. Sustainability Year 2

143,678.00 c. Sustainability Year 3

143,678.00 d. Sustainability Year 4

143,678.00 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.

Sustainability costs for this program are geared toward including more students in the blended learning program and providing devices for those students as each new class enters the building. The breakdown of the sustainability costs are outlined below: Salary - Ongoing salary expenses for the Tiger Union Project Manager. Fringe Benefits - Ongoing expenses attached to the salary for the Project Manager identified at 15.45% Purchased Services - These expenses will cover ongoing software subscriptions for instructional use and additional professional development costs. Supplies - Ongoing consumables in association with the Tiger Union Activities Equipment - Cyclical purchasing of additional equipment to provide devices for students on a 1:1 basis as well as replacement equipment for retired devices.

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.

With the reduction of staff through attrition and reduction in force, salary and fringe benefit savings will be transferred to the Tiger Union project. The district was able to transfer the salary associated with a Media Specialist as well as a Library Aide to this project. Additional cost savings will be realized through the Green Apple Project and the Enlit Dashboard. These savings will reach \$143,678 annually and are broken apart as follows: Salary: \$95,000 annually, Fringe Benefits: \$14,678 annually, Energy/Efficiency Savings: \$34,000 annually. The energy/efficiency approximation has been identified by our Energy / Efficiency partners.

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.

The following reductions have been made in order to reallocate funds for this project. These reductions clearly indicate the ability to sustain this project over the course of the implementation period and beyond. Salary Reduction: \$95,000 - Annually \$475,000 - over 5 years Fringe Benefit Reductions: \$14,678 - Annually \$73,390 - over 5 years Energy Reductions: \$34,000 - annually \$170,000 - over 5 years This is a total reduction of \$718,390 over the life of this grant. This is easily sustainable through the Straight A grant period and beyond.

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 August 1, 2016 - June 1, 2017

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

- Announce award of grant to all stakeholders through social media and press release. - July-August, 2016: The Steering Committee will meet to review the grant application to align with timeline and project responsibilities. Schedule bi-monthly meetings to develop, implement and report progress of components. - Arrange for college credit through Ashland University for training. - Develop a selection committee to advertise, interview and hire qualified Project Manager. Identify set criteria for the position [i.e., experience of grant managing, understanding of environmental impact and design, experience providing professional development, communication skills, etc.] - Finalize the design of the existing library space and purchase equipment, furniture, and materials. - Secure Schoology Project Specialist to guide setup of Schoology system. Items included in implementation are enterprise configuration, data consolidation, custom branding, domain customization, technical planning, data population, user authentication and consulting. - Arrange professional development for the full implementation of Schoology through the two-hour web-designed training to be offered prior to the start of the school year. [Many of our current staff members use the free version.] Week of August 15th and/or during Teacher Inservice, August 23rd. - Provide contact information for Schoology support to staff. - Arrange for intensive, specific training on blended learning model professional development with Epiphany Learning throughout the first year. - Administer attitudinal surveys to develop baseline for students and teachers. - Collect baseline evidence to support impact of collaborative space and digital learning on its effects on student performance. - Informational presentations on the potential savings associated with Green Apple Project and Enlit Operation Dashboard to parents, students, and staff. - Establish "Green Teams" [i.e., purpose, tasks, timelines, etc].

22. Implementation (grant funded start-up activities)

a. Date Range June 1, 2017 - July 31, 2021

b. Scope of activities - include all specific completion benchmarks

Under the direction of the Project Manager: 1. Steering Committee meet with high school staff to provide an overview of the project, its purpose and objectives. Seek feedback and ideas for implementation. 2. Schedule to provide specific information to board, students, parents,

and community members on a regular basis. 3. Provide initial training for Schoology and blended learning staff. 4. Implement IT management device procedures for devices. 5. Conduct student orientation on new devices and protocols. 6. Provide embedded professional development on blended learning for staff through the instructional coach and set up college credit for those interested. This includes (1) day of intensive training following by (3) days of extended sessions with teacher collaboration, demonstration, observation and ongoing coach support. 7. Establish a means of communication between students attending Compass Learning to provide timely information and support. 8. Conduct Blended Learning Informational Parent Night(s). 9. Complete the transition of the re-purposing of the high school library, provide staff member to oversee facility and maintain log of attendance. 10. Gather data monthly from project and report to the building leadership team and project evaluator to assess progress towards goals. 11. Gather feedback through survey from students and parents regarding various aspects of project. 12. Steering committee will continue to meet bi-monthly to report on progress and adjust as necessary. 13. Establish timeline to develop at least one online blended course by December, 2016. 14. Analyze student performance and satisfaction of blended learning opportunity by June, 2017. 15. Continue awareness and measures that can be taken to increase cost savings and operational effectiveness through "Green Teams." 16. Conduct and report evaluation measures as required.

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

a. Date Range August 1, 2021 - Ongoing

b. Scope of activities - include all specific completion benchmarks

Realizing that devices, instructional methods and curricular needs change, the steering committee will be cognizant of student needs and our role in meeting those needs. Through our strategic planning, we will continue to work to engage, equip, and empower our students and prepare them for their future. The expected changes to instruction will shift from the stand and deliver method to a small group station rotation model of instruction. By providing collaborative spaces both physically and digitally, students will benefit. The implementation team realizes that this is a process. The principal and superintendent will continue to drive the cultural change. The guidance counselor will continue to be instrumental in identifying needs. The curriculum director will continue to work to identify curricular and instructional needs. As cost savings are realized, sustainability will be attainable to continue the initial goals of this grant and expand the scope of the project.

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 steering committee and administration will need to clarify and be transparent in goals and objectives. Most, if not all, staff and students will embrace the creation of the physical collaborative spaces. Currently, we have staff that incorporate blended learning strategies into their curriculum. These teachers will be instrumental in assisting other teachers. Teachers will increase their tool kit with blended learning strategies and transform their instructional delivery incorporating various technological tools and resources. Starting with re-purposing our library and transforming the physical spaces will set the tone and improve the environment and atmosphere. Our students are excited! We are excited! The Steering Committee will need to be cognizant of teachers' needs and interests in developing professional development opportunities and trainings. If we do not continue to make these changes, our students will continue to leave our high school campus. We have heard students saying that they are aware of options and looking to find programming that meets their needs. This funding is needed to provide the support to accomplish the goals set.

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:

Chris Standing North Point Educational Service Center 419-433-1822 cstanding@npesc.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.

The steering committee will develop an evaluation plan for the grant. The program evaluation will be ongoing and provide a wide scope to assess the various aspects this project. This project has several phases. Data will include both qualitative and quantitative information from the staff, parents and students primarily through online surveys [i.e., google surveys, Survey Monkey]. Attitudinal Surveys -All feedback will be solicited through our Huron Facebook account, district website and high school newsletter that will reflect all of our goals: the impact from the creation of collaborative spaces, the implementation of blended learning models, and the costs savings of energy and operational efficiency. Implementation of blended learning model -The number of teachers trained on Schoology -The number of teachers implementing Schoology platforms -The number of teachers trained on blended learning models -The number of blended learning units created and implemented -

longitudinal table -Data collection gather the use and type of digital tools being used within the classroom. This data can be summarized and a comparison chart developed to determine usage. Student Achievement Data -State and local assessments [i.e., End-of-course results, ACT, Student Learning Objectives]. We will have 2015-16 results this summer as well as 5-year history. Facility and Device Data - Enlit is a dashboard that will compare our expenses with benchmark expenses of district in similar size in order to identify efficiencies and make internal adjustments accordingly.

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.

If successful, this project can be scaled-up with the goal of replacing service providers online coursework with our own coursework. This replacement of the current programming would take at least two years to fully implement. The guidance counselor and building principal would need to identify what courses are most likely needed for credit recovery to prioritize our coursework development. By creating and managing our own online coursework through a blended learning approach, Huron City Schools will be positioned to monitor and regulate content. There will be an increase in opportunities for students to access a variety of courses and meet their individual needs. For example, students who suffer from physical injuries or impairments, limiting their attendance, will have unlimited access to Huron City Schools curriculum and instruction. Currently the district is losing approximately 40 students to "for profit online" schools. Not only would this project provide an alternative for non--traditional students, our objective is to provide a technology driven, innovative experience for all students. Huron City School is also losing approximately 71 students to neighboring districts through open enrollment. To scale-up and expand this innovative project would entice our students to re-enroll and stay in Huron City Schools. Not only would they be receiving strong, innovative programming, but the student would receive the ongoing support and coaching needed to be successful. Our teachers would be the leaders in the blended learning model and could easily assist neighboring districts with providing strong professional development; knowing the challenges and aid in their progress to transform their instructional delivery model. Throughout this process, both the grant manager and the curriculum director will inform all stakeholders and regional area organizations. Anyone interested in learning more or visiting would be welcomed to call or visit.

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).

Dennis Muratori, Superintendent Dawn Jacobs, Treasurer/CFO

Consortium Contacts

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

Partnerships

Huron City Schools (044131) - Erie County - 2017 - Straight A Fund - Rev 0 - Straight A Fund

Sections

Partnerships

First Name	Last Name	Telephone Number	Email Address	Organization Name	IRN	Address	Delete Contact
Christine	Standring	419-433-1822	cstandring@npesc.org	North Point Educational Service Center	125690	1210 E Bogart Rd, Sandusky, OH, 44870-6411	
Benjamin	Reid	419-433-5009	benjamin.reid@huronlibrary.org	Huron Public Library		333 Williams Street, , Huron, Ohio, 44839	
Ted	Howell	440-243-3535	thowell@brewer-garrett.com	Brewer-Garrett Green Apple Project		6800 Eastland Road, , Middleburg Heights, Ohio, 44130	
Mitchell	Roffman	571-317-3122	mroffman@schoology.com	Schoology		115 W. 30th St., 10th Floor, , New York, New York, 10001	
Steve	Pereus	419-794-3197	scpereus@enlit10.com	Enlit LLC		1645 Indian Wood Circle Suite 104 , , Maumee, Ohio, 43537	

Implementation Team

Huron City Schools (044131) - Erie County - 2017 - Straight A Fund - Rev 0 - Straight A Fund

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Implementation Team								
First Name	Last Name	Title	Responsibilities	Qualifications	Prior Relevant Experience	Education	% FTE on Project	Delete Contact
Timothy	Lamb	Huron High School Principal	Oversee project implementation timeline, budget, and renovations. Lead Blended Learning Steering Committee - Communicate with all stakeholders including Board of Education, parents, staff, and students.	Vermilion High School Principal - 1 year	Experienced in providing innovation and developing a cultural change within a building.	B. S. Bowling Green State University, Secondary Education and Teaching M.Ed. Cleveland State University, Counselor Education/Guidance Ed.	25	
Dennis	Muratori	Superintendent	Project Leader Overseeing project implementation timeline, budget, and renovations. Communicate with all stakeholders including Board of Education, parents, staff and community	Ohio Superintendent - Huron City Schools, 3 years Assistant Superintendent - Sandusky City Schools - 6 years	Erie County Leadership graduate	B. S. Bowling Green State University Masters degree from Cleveland State Pursuing a Doctor of Education in Leadership Studies	10	
Chris	Standring	Curriculum Director	Project Evaluation Implementation of the professional development plan, timeline, budget and evaluation Assist in the creation & facilitation of online coursework and transition to providing our own online coursework. Blended Learning Steering Committee Communicate with all stakeholders	Provide curriculum and instructional professional development, online coursework, and information on a continual basis. Director of Gifted Education Responsible for federal programming [Title 1] services Adjunct professor for Ashland University Adjunct professor for Bowling Green State University - Informational Management Course	School Improvement Specialist - 21 years Gifted Endorsement, University of Cincinnati - online diploma through Canvas platform Ohio Department of Education State Assessment Committees Grant implementation and budget responsibilities for over 1M over 10 years.	B. S. Bowling Green State University, Elem Ed M. S. University of Oregon, Curriculum/Instruction Ed.S. University of Wyoming, EdAdmin	25	
Robin	Watson	Epiphany Management Regional Director of Technology	Technology Implementation and Integration Epiphany Management is the service provider for our IT department. This	Epiphany Management Director Provider of Straight A Grant Implementation	Technology Director for 12 years Almost twenty years of experience in technology and in schools for 15 years Network	B.S. Baldwin Wallace University	10	

			provider will purchase and install any needed device or technology resource for this project. In addition, they will provide the initial professional development training on blended learning models and provide ongoing support and coaching for teachers and the design of online coursework.		Coordinator - Avon Lake Public Library			
Rachael	Kaufman	Secondary Math Teacher	Steering Committee Member	Tiger Union Development Committee	Building Improvement Team Member Technology Committee Member Professional Development Committee Member	B.S. Bowling Green State University M.Ed. Bowling Green State University, Curriculum & Teaching M.S. Walden University, Psychology	5	
Patricia	Ryan	K-12 Art Teacher	Steering Committee Member Blended Learning Professional Development Learning Space Design	Art Educator - 29 years Visual Arts Instructor/Designer - 2 years at Bowling Green State University Assistive Technology Instructor/Designer - 2 years at Bowling Green State University Educational Technology Instructor - 1 year at Bowling Green State University	Tiger Union Development Committee Technology Committee Member & Leader - 15 years	B.S. Bowling Green State University - Visual Arts M.Ed. Ashland University - Curriculum M.Ed. Bowling Green State University - Tech Ed	10	
Jordan	Fahr	High School Guidance Counselor	Steering Committee Member	High School Counselor - 2 years High School Teacher	All aspects of high school guidance; course offerings, scheduling, etc.	B.S. Central Michigan University - Education M.Ed. Bowling Green State University M.A. Heidelberg University - Counseling	10	