

Budget

Pymatuning Valley Local (045880) - Ashtabula County - 2017 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (65)

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	0.00	0.00	0.00
Support Services		0.00	0.00	0.00	0.00	97,000.00	0.00	97,000.00
Governance/Admin		0.00	0.00	125,000.00	0.00	0.00	0.00	125,000.00
Prof Development		0.00	0.00	40,000.00	0.00	0.00	0.00	40,000.00
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	625,000.00	0.00	625,000.00
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	165,000.00	0.00	722,000.00	0.00	887,000.00
							Adjusted Allocation	0.00
							Remaining	-887,000.00

Application

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

A) APPLICANT INFORMATION - General Information

1. Project Title:
Transformation to 21st Century Learning

2. Project Tweet: Please limit your responses to 140 characters.
This proposal is to re-tool teachers and the facility to meet the needs of a 21st century working enviroment
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					
Education	Pre-K Special	K	1	2	3
100 4	100 5	100 6	100 7	100 8	100 9
88 9	95 10	50 11	25 12		

Year 1					
Education	Pre-K Special	K	1	2	3
100 4	100 5	100 6	100 7	100 8	100 9
100 9	85 10	95 11	50 12		

Year 2					
Education	Pre-K Special	K	1	2	100 3
100 4	100 5	100 6	100 7	100 8	100 9
100 9	100 10	100 11	50 12		

Year 3					
Education	Pre-K Special	K	1	100 2	100 3
100 4	100 5	100 6	100 7	100 8	100 9
100 9	100 10	100 11	100 12		

Year 4					
Education	Pre-K Special	K	100 1	100 2	100 3
100 4	100 5	100 6	100 7	100 8	100 9
100 9	100 10	100 11	100 12		

Year 5					
Education	Pre-K Special	100 K	100 1	100 2	100 3
100 4	100 5	100 6	100 7	100 8	100 9

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.

We plan on impacting every student in the district during the life of this project. The intent of the project is to provide all students from grades K to 12. We anticipate providing all students with career technical awareness education. At the younger levels, we will be providing career awareness and as the students progress through their education we will begin to initiate more hands-on career activities that the students can engage in to provide the career focus necessary for a successful career.

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

First and last name of contact for lead applicant

Michael Candela

Organizational name of lead applicant

Pymatuning Valley Local School District

Address of lead applicant

5571 State Route 6 West PO Box 1180, Andover Ohio

Phone Number of lead applicant

4402936488

Email Address of lead applicant

mike.candela@pvschools.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

The district currently has very traditional programming in Shop, Home Economics, Business, Science, Math, and Vo-Ag. The intent of this grant is to modernize all of the traditional labs to align them with the new careers available to our students.

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

The grant will allow us to modernize all of these areas from a very traditional programming model to the modern and innovative programming model. In turn, the students will be given a more relevant experience and be better prepared to make a more informed decision on career choices. They can make these decisions earlier in their education and based projected job opportunities. They will be exposed to the new generation of career opportunities in the foreseeable future.

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.

Increase in students attending postsecondary education and training including career centers and colleges and universities with a focus on career and college ready.

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.

Students will benefit from more career counseling and career education along with more hands-on activities within in school that relate to the career fields.

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

Over the past 3 years we have increase dual credit offerings. We have put labs back into the science programs. We started a junior high STEM program. We have begun the transformation to focus on careers.

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).

We will focus on the number of students: 1. who attend a career center 2. that take advantage of industry credentials 3. that enroll in dual credit courses 4. that attend post secondary 5. that complete post secondary 6. that stay in a certain career field

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

Student surveying of student progress towards a career including data points on the following outcomes: We will focus on the number of students: 1. who attend a career center 2. that take advantage of industry credentials 3. that enroll in dual credit courses 4. that attend post secondary 5. that complete post secondary 6. that stay in a certain career field. We will survey students yearly as well as 6 month after graduation and again 5 years after graduation.

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

If the desired outcomes are not achieved, we will change the program offerings and delivery model. We will use the data describe above and input from students, employers and people working in the different career fields.

b. Spending reductions in the 5 year forecast

i. List the desired outcomes.

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

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

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

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

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

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

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

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

i. List the desired outcomes.

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

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

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

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

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

Note: this is the preferred indicator for this goal.

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

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

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

d. Implementing a shared services delivery model

i. List the desired outcomes.

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

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

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

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

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

These should be 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.

887,000.00 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.

There are three major expenditure. First, We have the expenses dealing with the upgrade of the equipment and technology. This is the bulk of the cost (\$625,000). The remainder of the expensed will be for initial supplies as we transition away for the traditional mode (\$97,000) and finally we have (\$40,000) in profesional development to retrain our current staff in the new model of delivery.

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.

500,000.00 a. Sustainability Year 1

250,000.00 b. Sustainability Year 2

137,000.00 c. Sustainability Year 3

0.00 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.

Sustainability of this program is very easily managed by the district we are currently operating simular yet outdated programs. We have the physical space. We currently employ the staff. We have long been able to sustain the ongoing cost of consumable supplies. We project no significant increse in cost of cosumables. Therefore, the grant will provide for the much needed capital outlay to transform the programs as well as money to retrain the teachers. We current employ the teaching staff that can continue to teach the different programs therefore they'll be no increased staffing cost some of the consumable cost will be different and reduced therefore none of the cost will increase our current budget ongoing professional development needed by teachers has long been built in to our typical and normal school budget there for overtime it's simply teachers teaching a different rather than adding any additional necessary resources

10.0 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.

There will be no significant cost savings derived from this program. The objective is to provide the students with the best possible career education programming which will allow them to make sound decisions about their future career goals.

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

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

19. Please explain the source of these reallocated funds.

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

There will be no significant cost savings derived from this program. The objective is to provide the students with the best possible career education programming which will allow them to make sound decisions about their future career goals.

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 06/01/2016-08/01/2016

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

We will develop equipment requirements and specifications. Then we will put the equipment out to bid. We will also develop professional development activities for the teachers.

22. Implementation (grant funded start-up activities)

a. Date Range 08/01/2016-10/15/2016

b. Scope of activities - include all specific completion benchmarks

Installation of new equipment. Train current staff and align curriculum with program goals

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

a. Date Range 10/01/2016-ongoing

b. Scope of activities - include all specific completion benchmarks

The focus for the staff will be to become self sustaining. We will continue to commit professional development as a focus of our yearly professional development budget. We will monitor consumables. and conduct student follow-up surveys to determine the effectiveness of the program.

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:

Follow-up surveys will be conducted for all student 6-12 months after graduation. The survey will be used to determine if the programming had impacted students by focusing them on a career path. Also, if they are experiencing success on that career path. some question will focus on the quality of our career programming and changes that may need to be made to ensure student success. This will be an ongoing process of change and evolution.

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:

Robin Holden robin.holden@pvschools.org 440-293-6488

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 evaluation of this plan will be an ongoing process which will include data collection at several different points. First of all students will be surveyed and assessed at the completion of the program to determine whether they did choose a career path and pursue that career path. It will also determine if the students remained in that career program over a period of time. and through postsecondary education.

The success of the program can be determined by the number of students who were able to successfully choose a career path and stay within that career field over a period of time. Also part of the success of the program will be to determine those students who change their career path based on the experiences the program provided. At several points through the process students will evaluate and survey themselves as they are exposed to different careers. It's just as important for a student to determine what career is not suitable to their interest so as to eliminate possible options. Therefore the exposure to many different career fields will help the students to narrow the focus as they progress through grade 12 and beyond. Exit surveys will determine the effectiveness of the programs. It will also give instructors and the district time to reflect and use data to control some of the decision-making. It must be a constant reflection and adjustments to create a program with an impact.

27. Please describe the likelihood that this project, if successful, can be scaled-up, expanded and/or replicated. Include a description of potential replications both within the district or collaborative group, as well as an estimation of the probability that this solution will prove useful to others. Discuss the possibility of publications, etc., to make others aware of what has been learned in this project.

The response should provide an explanation of the time and effort it would take to implement the project in another district, as well as any plans to share lessons learned with other districts. To every extent possible, applicants should outline how this project can become part of a model so that other districts across the state can take advantage of the learnings from this proposed innovative project. If there is a plan to increase the scale and scope of the project within the district or consortium, it should be noted here.

This project can easily be scaled-up, expanded and/or replicated. It is a similar model as a Career and Technical School. The model is similar with a focus on moving the programming down to reach students in all grades. As the student becomes junior and seniors, they may attend the local career center to complete a program of study. Students that remain at the comprehensive school will have an additional option of industry recognized credentials and dual enrollment courses and career counseling to help students stay on a career path.

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).

Michael Candela

Consortium

Pymatuning Valley Local (045880) - Ashtabula County - 2017 - 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

Pymatuning Valley Local (045880) - Ashtabula 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
Jerome	Brockway	440-576-6015	jerome.brockway@atech.edu	Ashtabula County Carer and Technical Center		1565 OH-167, , Jefferson, Ohio, 44007	

Implementation Team

Pymatuning Valley Local (045880) - Ashtabula 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
Jerome	Brockway	Superintendent	Create a seamless transition to the Career Center and on to post-secondary or the workforce.	Superintendent of the local career center	over 25 years of experience as a Superintendent in Ohio and over 15 in a career center.	Ph.D in educational administration and leadership	48	
Robin	Holden	Supervisor of School Improvement	Mrs. Holden will retrain teachers on how to deliver instruction differently and establish different expectations of how students demonstrate how they learn.	Bachelor of Science in Education Certified: Elementary K-8 Special Education K-12 Educational administration	Mrs. Holden has over 25 years working in Business and Education. Over the past 5 years she has been working for our school district.	Bachelor of science in Education Masters in Educational Administration	100	
William	Dick	Supervisor of School Facility	Mr. Dick will implement the facility upgrade based on the districts plan. He will collect and select bids, schedule contractors, maintain the timeline and provide updates and feedback to all stakeholders.	Mr. Dick has been part of the district for the last 10 years. He is the foremost expert on the overall facility makeup.	Mr. Dick has: two years off college 10 years small business experience in automotive repair 9 years supervisory experience	High School Diploma	75	