

Budget

Riverside Local (047894) - Lake County - 2017 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (142)

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	649,775.00	0.00	0.00	649,775.00
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		20,000.00	3,400.00	265,865.00	0.00	0.00	0.00	289,265.00
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		20,000.00	3,400.00	265,865.00	649,775.00	0.00	0.00	939,040.00
Adjusted Allocation								0.00
Remaining								-939,040.00

Application

Riverside Local (047894) - Lake County - 2017 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (142)

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

A) APPLICANT INFORMATION - General Information

1. Project Title:
Any Pathway. Every Opportunity.

2. Project Tweet: Please limit your responses to 140 characters.
Any Pathway. Every Opportunity. gives all students opportunities to prepare them for life after high school.
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
316	4	342	5	355	6
342	7	366	8	310	12
351	9	368	10	339	11

Year 1					
Education	Pre-K Special	K	1	2	3
287	4	316	5	342	6
342	7	355	8	366	11
366	9	351	10	368	11

Year 2					
Education	Pre-K Special	K	1	2	3
250	4	287	5	316	6
342	7	366	10	351	11
342	9	366	10	351	11

Year 3					
Education	Pre-K Special	K	1	2	3
245	4	250	5	287	6
355	9	342	10	366	11
355	9	342	10	366	11

Year 4					
Education	Pre-K Special	K	1	2	3
245	4	245	5	250	6
342	9	355	10	342	11
342	9	355	10	342	11

Year 5					
Education	Pre-K Special	K	1	2	3
245	4	245	5	245	6
245	4	245	5	245	6

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.

All district students will be impacted as they move through the grade levels of the Riverside Local School District.

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

First and last name of contact for lead applicant

Melissa Mlakar

Organizational name of lead applicant

Riverside Local School District

Address of lead applicant

585 Riverside Dr, Painesville, OH 44077

Phone Number of lead applicant

440-358-8205

Email Address of lead applicant

melissa.mlakar@riversideschools.net

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

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

Yes

No

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

[Add Consortium Members](#)

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

Yes

No

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

[Add Partnering Members](#)

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

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

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

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

According to the 2014 Achieve Report, many recent high school graduates report they weren't fully prepared for their next steps. Also, approximately 30% of students drop out of college after the 1st year (NSCRC, 2106). "What our biggest challenge is, is . . . finding a worker for every job. Our manufacturing community is challenged to fill the positions that they have." (Lake County Port Authority, 2016). Choosing pathways & providing opportunities to be successful is the basis for college & career readiness. The problem at Riverside is curriculum & professional development. The district's course offerings don't support the shift in learning. PD and teacher learning has not kept pace with the integration of technology. The teachers need training & support to implement more student-centered, individualized programming. New programs and partnerships and increasing PD for teachers allows the district to provide the curriculum and environment necessary to be successful after high school.

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

In order to improve college and career readiness for all Riverside Local School District graduates, the district intends to build cohesive K-12 programming to prepare students for their path beyond graduation. Any Pathway. Every Opportunity. involves 3 facets: curriculum, professional development, and partnerships. Focus on these 3 areas will provide multiple pathways and opportunities for our students. Each level, elementary, middle school, and high school, will implement new curriculum and provide specific activities to ensure growth and positive movement towards graduation. The focus for elementary programming is exploration: A partnership has already been established with

Auburn Career Center, our area career-tech high school. A pilot program was implemented this year with 4th graders in one of our elementary schools. This program brought Auburn Career Center CTE students into our 4th grade classroom. CTE students talked to the elementary children about opportunities at Auburn Career Center (ACC). In addition, all of the 4th graders took a trip to ACC to see the programs and high school students in action. This program will be scaled up next year to include all district 4th graders. Middle school programming focuses on exposing students to a variety of career options and encouraging them to think about their futures: Implement Project Lead the Way Gateway programming. Scale up the FLEX (Facilitated Learning EXploration) advisory program. This program currently runs 1X per month and is offered to all students. During FLEX advisory, students choose from a myriad of mini-courses offered by teachers. Student choice is based on personal interest, and course offerings are based on teacher strengths. Offerings include equine studies, auto-repair, cooking, and graphic design. The intent is to increase the FLEX advisory period to once a week to provide students with more exposure to a variety of interests. Implement a speaker series based on student interest. Coordinate programming with Auburn Career Center to provide introductory programming to middle school students. Begin Ohio Means Job backpack development. In high school, programming focuses on students developing a cohesive plan to achieve their post-secondary goals and selecting options to achieve their goals: Implement PLTW courses in the following pathways - Biomedical Science, Computer Science, and Engineering. The high school is already planning on implementing a block schedule next year to facilitate project-based learning. Scale up the speaker series: currently the high school offers a speaker series with representatives from the science fields. The speaker series would be expanded to include speakers from the 4 pathways that are being offered at Riverside: medical field, humanities, engineering, and business. Implement internship program: The Alliance for Working Together (AWT) and Lake Health have already reached out to the district to begin planning for a formalized internship program. Expand the senior project program. Finally, students will continue their work within the Ohio Means Jobs program, building their backpack and reassessing their skills and options.

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.

With the implementation of Any Pathway. Every Opportunity., Riverside Local School District will graduate students who are college and career ready. The desired outcomes are 1. More students will graduate remediation free from Riverside High School. 2. Students will be able to graduate with industry credentials, ensuring employability after graduation. 3. Graduation rate will increase because a formal mentoring program will be in place that targets at-risk students and more opportunities will exist for students. 4. Students will develop a workable plan in the Ohio Means Jobs program to facilitate their success after high school.

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.

Several assumptions must be true for this to be successful. 1. Integration of technology increases student engagement and achievement. 2. A strategic plan for development of student exploration and interests will allow students to gain confidence in their post-secondary choices. From at-risk to gifted students, a formalized plan built on strengths and weaknesses will assist students in achieving their goals. 3. Project-based learning increases student engagement. Increased student engagement will increase student learning. 4. Implementation of a strong professional development plan that addresses the needs of teachers and administration will help to ensure the success of the program. The high quality professional development that was selected includes building capacity among teachers so that they can facilitate future professional development with their peers.

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

The district has leveraged funds and resources to support the stated assumptions. 1. Integration of technology: the district has already begun 1:1 chromebook implementation. The grant funds will allow for the expansion of the program to include students in grades 4-5 and 10-12. 2. Student Exploration: The district has implemented a pilot program with 4th graders and the Auburn Career Center. Programming has been started at the middle school level with the FLEX Advisory program and at the high school level with internships and senior projects. The implementation of these programs shows the district's commitment to increasing student options and supporting student choice. The implementation of the cohesive K-12 career focus programming will help students of all ability levels and socio-economic backgrounds. The mentorship program will provide additional support to at-risk students, and the implementation of the Ohio Means Jobs program will help students who are college bound to select a career path that meets their interests and abilities. 3. Project Based Learning: Research shows students taught in PBL classes emerge with useful, real-world content knowledge that they can apply to a variety of tasks (Boaler, 1997). PBL also has resulted in high levels of student engagement (Belland, et al., 2006; Brush & Saye, 2008). Another study reports that PBL has a positive effect on student motivation to learn (Bartscher, et al., 1995). Implementing the PLTW programming allows for meaningful, research driven curriculum to be utilized by teachers immediately. In addition, by implementing multiple courses, it gives options to students. PBL programs develop multiple 21st century skills including collaboration, communication, creativity, and critical thinking - important skills for all career pathways. 4. Professional Development for PBL and Blended Learning: According to the Buck Institute for Education, PBL makes teaching more enjoyable and rewarding. Projects allow teachers to work more closely with active, engaged students doing high-quality, meaningful work, and in many cases to rediscover the joy of learning alongside their students. In addition, a study completed by the Center for Digital Education found that 73 percent of educators who utilize a blended learning instruction model observed an increase in student engagement. The district has thoughtfully selected professional development to provide support to teachers and administrators over the span of a year, at minimum. It is not enough to talk about PBL and blended learning - teachers need focused, sustained PD to change their instructional practices. A recent report by the RAND Corporation, completed in conjunction with the US Department of Education, found that a group of middle and high school algebra students who learned via a blended learning model showcased significant gains in performance (8 percentile points, in fact). Teachers who change their instructional practices will ultimately change their students' engagement and ownership of learning. The movement of teachers from the central purveyor of knowledge in the classroom to facilitator of learning is a drastic change for many of them. PLTW is a research-based program that has been implemented in hundreds of schools across the country. It is a proven program that engages students, increases student learning, and improves the soft skills necessary for success in college and the workplace. Research on PLTW shows that

participation in PLTW programming was significantly related to persistence into the second year of college, especially for those students who had taken three or more PLTW 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).

The desired outcomes will be measured in 4 ways. 1. More students choosing to attend college will graduate remediation free. This will be measured by a 2% increase in each of the average ACT subtest scores. 2. Prior to graduation, students choosing to enter the workforce will be able to attain industry credentials. At the end of the implementation year, one industry credential pathway will be developed. For each year thereafter, one additional industry credentialing program will be added, so there will be 5 industry credentialing opportunities available to students at the end of the 20-21 school year. 3. The graduation rate will increase by 5% to 95% by the year 2018. 4. Best practices for blended learning and PBL will be implemented with fidelity. The external evaluator will work with the district to develop a rubric to assess teaching practices throughout the district. In addition, student surveys will be conducted to gauge student engagement with the new curriculum.

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

Data points to measure progress - Collect baseline data with regards to: ACT scores. Industry credentials. Internships. PBL and blended learning teaching strategies Collect summative data at these points: ACT Scores (yearly). Industry Credentials - what is offered and the number of students that take advantage of this opportunity (yearly). Internships - number of internships available and the number of students who take advantage of this opportunity (2X per year). PBL and blended learning teaching strategies. Post-Secondary Surveys - survey students first and second year after graduation. Student feedback is essential. Students will be surveyed with regards to their experiences at Riverside. Survey questions will include gathering information about opportunities at Riverside and educational experiences. Post-secondary surveys will occur under the direction of the Pathways Coordinator.

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

If there is not an increase in ACT scores, the Innovation Team will need to evaluate the data collected from classroom observations to determine if PBL and blended learning strategies are being implemented with fidelity. Research shows a successful blended learning course need not require huge expenditures or long slides down steep learning curves. If we are not implementing the strategies that PBL and blended learning require based on the data, additional PD will need to be provided to ensure teachers understand what is required to be successful. The Team will also evaluate the end of course scores from the PLTW courses. The data will be examined as whole, as well as by grade level to determine if there are gaps in our vertical alignment of implementation. The District Leadership Team will be responsible for reviewing the graduation rate data. If the graduation rate does not increase, the DLT will need to re-evaluate the mentorship program. Interviews with students will be conducted to determine why these students did not choose to stay in school. The mentorship program may need to be altered to better meet the needs of the students who are at-risk of dropping out; including starting the program earlier or offering additional supports. Finally, if an increase in student internships and industry credentials does not increase, we will seek to expand our community partnerships. AWT encompasses a large number of manufacturing companies in our area, and they can be the conduit to increasing the number of internships, as well as facilitate an understanding of what is needed to assist students in getting the credentials they need to be employable. Lake Health, although a hospital, has a multitude of positions that can provide internships for our students: advertising, management, and marketing. Expanding the offerings may be a possibility to ensure that we are maximizing the opportunities for our students.

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.

Any pathway. Every opportunity. will provide students in the Riverside Local School District with multiple opportunities to position themselves for success after high school. Funding of this project will provide spending reductions due to the elimination of the debt service that has been included in the five-year forecast for the financing of the final phase of the 1:1 chromebook initiative. Insurance payments for the chromebooks will be eliminated due to the creation of the onsite chromebook maintenance program. There will also be a reduction in spending under purchased services to community and online schools as Riverside will actively seek to recruit students to return to Riverside Local Schools to reap the benefits of the expanded course offerings offered by the district.

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

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

The 1:1 device initiative at Riverside has been identified by our administration, staff, parents, and Board of Education as crucial for our students. The use of chromebooks by all students in grades 4-12 will allow for more expansive learning opportunities and will reduce the need to purchase textbooks. Many textbooks, such as science and social studies, do not contain up to date information much beyond the first year of purchase. Giving students instant access to the myriad of resources available on the internet, through OER, will vastly improve their ability to research and investigate the most current information. The district will no longer need to be concerned with textbook adoption cycles, as students in the Riverside Local School district will have access to a virtual world of knowledge about any topic in which they are interested, and, with this access, they can be in contact with someone who also has that same interest or possesses the knowledge they are in search of.

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

In 2013, Riverside Local Schools began the implementation of the 1:1 device initiative. Consequently, students and staff in grades 6-9 already have Chromebooks. The district has already installed access points so that every classroom and learning space at the high school and middle school has wireless access. However, as the district prepares to scale up the project, we recognize that our curriculum needs to change in order to support our goals. Research shows that meaningful assignments are open-ended, thereby allowing for choice,

personal interest, and the expression of personal opinions, while encouraging thought and decision making about the world and yourself (Barronik, 45). This project will allow 4-12 students access to individualized, engaging curriculum that support 21st century learning.

435822 iv. Please enter the Net Cost Savings from your FIT.

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

Debt service (4.055)-\$120,000/year for FY17, FY18, FY19, FY20: amount (4 year financed) for last phase of 1:1 chromebook initiative (\$480,000 total). Purchased services (3.030) - \$93,500/year for FY18-FY22: amount for insurance on 3020 chromebooks (\$467,500 total). Purchased services (3.030)-Approximately 100 students attend online schools (State Funding, Nov 2015). This number will be reduced by 5% each year for FY19-FY22 as a result of students enrolling/ re-enrolling in the district due of expanded course offerings & opportunities. Cost savings for this compound every year. Savings are calculated on the FY17 per pupil funding amount of \$6000. Savings FY19: \$30,000 (5 students); FY20: \$60,000 (5 additional students); FY21: \$84,000 (4 additional students); FY22: \$108,000 (4 additional students) (\$282,000 total). Total project savings per year: \$120,000 (FY17); \$213,500 (FY18); \$243,500 (FY19); \$273,500 (FY20); \$177,500 (FY21); \$201,500 (FY22). Total project cost savings-\$1,229,500

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

Spending reductions remain a constant in the areas of debt services and purchased services (insurance). The spending reductions in these areas alone will cover the cost of the project. However, it is a district priority to reduce spending in the area of purchased services (community and online schools). Therefore, should the initial outreach to families and students in community and online schools not produce success, the plan will be reevaluated at the end of the year. The career coordinator may decide to survey students who have chosen alternate schooling options for graduation to assess what additional offerings need to be considered at the Riverside Campus to entice students to choose our district for their middle school and high school education. The findings from the survey can be reported to the Innovation Team, who can, in turn, make recommendations regarding additional course offerings. The addition of the Chromebook repair and maintenance course will require oversight by the technology department. The program will be supported by students who enroll in the course as an elective, but the success of the course and program will be determined by its ability to expediently repair Chromebooks and return them to students in a timely fashion. The Director of Technology will oversee the program, continually evaluating the performance of the technology assistant running the service repair department. Alterations will be made on an as needed basis to ensure that the program is running efficiently.

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

i. List the desired outcomes.

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

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 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.

939,040.00 12. What is the amount of this grant request?

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

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

The budget for the grant funds will be expended as follows: \$307,610 (instruction- supplies) is needed to purchase an additional 1450 chromebooks to complete the district plan of 1:1 Chromebooks for grades 4-12 . This price includes the vendor preparation service from the company and cases for the Chromebooks. \$289,265 (PD- salaries and purchased services). This amount includes all professional development associated with Educational Partnership Institute, Ohio Blended Learning Network, and Project Lead the Way. \$342,165 (instruction- supplies) - materials needed for all classrooms/courses for PLTW.

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.

112,950.00 a. Sustainability Year 1

136,059.00 b. Sustainability Year 2

140,121.00 c. Sustainability Year 3

137,747.00 d. Sustainability Year 4

146,801.00 e. Sustainability Year 5

15. Please provide a narrative explanation of sustainability costs.

Sustainability costs include any ongoing spending related to the grant project after June 30, 2017. Examples of sustainability costs include annual professional development, staffing costs, equipment maintenance, and software license agreements. To every extent possible, rationale for the specific amounts given should be outlined. The costs outlined in this narrative section should be consistent and verified by the financial documentation

submitted and explained in the Financial Impact Table. If the project does not have sustainability costs, applicants should explain why.

FY18 - \$47,950 Technology repair employee (\$35,000 salary + \$12,950 benefits) The district will hire one additional FTE in the tech department to oversee the chromebook repair program. This person will manage the processing of the chromebooks for repair, as well as oversee the students who assist with the repairs. \$40,000 (\$15,000 salaries and \$25,000 purchased services) for continued professional development. The grant proposal contains a substantial amount for professional development, however professional development for teachers will be ongoing with respect to integrating technology into lessons and blended learning, so there will be a sustainability cost. The sustainability costs include stipends and substitute costs for teachers to attend in-house training. \$25,000 Chromebook repair supplies. The district will need to maintain a supply of parts and materials to repair chromebooks on site. There are yearly fees and consumables costs for PLTW - but those begin in FY19 because FY18 is first full year of implementation. FY19 - \$48,769 (salary & benefits) for tech assistant. \$40,000 for professional development (\$20,000 salaries & \$20,000 purchased services). \$25,000 Chromebook repair supplies. \$22,290 PLTW fees + yearly consumables. FY20 - \$49,604 (salary and benefits) for tech assistant. \$40,000 for professional development (\$20,000 salaries & \$20,000 purchased services). \$25,000 Chromebook repair supplies. \$25,517 PLTW fees + consumables. FY21 - \$50,457 (salary & benefits) for tech assistant. \$40,000 for professional development (\$20,000 salaries & \$20,000 purchased services). \$25,000 Chromebook repair supplies. \$22,290 PLTW fees + consumables. FY22 - \$51,327 (salary & benefits) for tech assistant. \$40,000 for professional development (\$20,000 salaries & \$20,000 purchased services). \$25,000 Chromebook repair supplies. \$30,477 PLTW fees + consumables. Total sustainability costs for the five years after implementation of the grant - \$673,681.

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

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

17. Please explain how these cost savings will be derived from the program.

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

With the purchase of 1450 Chromebooks in FY17, the district will realize a cost savings of \$360,000 (\$120,000 per year) for three years beyond the implementation of the grant in the area of debt service due to the elimination of the final phase of the Chromebook financing (the debt payment will be eliminated in FY17, FY18, FY19, and FY20, but will only show in the cost savings document in FY18, FY19, and FY20). There will be a reduction in purchased services in the amount of \$467,500 (\$93,500 per year) over the five year period due to the elimination of the insurance costs for the Chromebooks (projected amount based on additional devices). This amount will be eliminated due to the implementation of the Chromebook repair and maintenance program. Finally, approximately 100 regular education students attend online community schools from the Riverside Local School District (per the State Funding Report issued November 2015). The district will reduce this number by 5% each year for FY19, FY20, FY21, and FY22 as a result of students enrolling or re-enrolling in Riverside Local School District because of expanded course offerings and opportunities. The cost savings associated with this task will compound every year. Savings are calculated on the State FY17 per pupil funding amount of \$6000. Savings in FY19: \$30,000 (5 students); FY20: \$60,000 (5 additional students); FY21: \$84,000 (4 additional students); FY22: \$108,000 (4 additional students); Total project savings per year: \$213,500 (FY18); \$243,500 (FY19); \$273,500 (FY20); \$177,500 (FY21); \$201,500 (FY22). Total project cost savings over 5 years - \$1,109,500.

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

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

19. Please explain the source of these reallocated funds.

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

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

D) IMPLEMENTATION

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

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

Enter Implementation 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 -September 2016

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

The 2 month planning phase will be an extension of the planning that has already occurred. During this time the project management team (Innovation Team) will be established. The Innovation Team will oversee all activities related to the planning, implementation, and evaluation of the project, as well as the communications. The media will be contacted and a communications plan developed. The Innovation Team will establish an evaluation team from the existing members of the District Leadership Team. The evaluation team will meet with external evaluator and launch evaluation procedures - including methods for collecting baseline data and future evaluation protocols. Planning, implementation, and sustainability have 3 focus areas: curriculum, professional development, and partnerships. CURRICULUM: Register district with PLTW. Conduct initial meeting with implementation consultant. PD: Contact OBLN and EPI to begin building PD plans. Begin implementation of PD. PARTNERSHIPS: Establish meeting schedule with external partners. Conduct initial meeting. Establish protocols and expectations.

22. Implementation (grant funded start-up activities)

a. Date Range October 2016-June 2017

b. Scope of activities - include all specific completion benchmarks

Innovation Team: Monitor communications plan in conjunction with Director of Communications. Evaluation Team: Establish evaluation protocols. Create rubric for observation of instructional practices. CURRICULUM: Identify PLTW teachers and classrooms. Order materials for PLTW. Teachers complete online PD and summer institutes. Develop mentorship program. Review FLEX advisory at middle school. Make adjustments for 17-18. Build grade level expectations for Ohio Means Jobs backpack. Pilot activities with middle school and high school students. PROFESSIONAL DEVELOPMENT: Begin PD. Leadership team begin work with OBLN. EPI continue PD with teachers. Innovation Team meet monthly with EPI and OBLN. PD will be ongoing throughout the year. PARTNERSHIPS: Identify internships. Create protocols for student applications for internships. Begin building first industry credential pathway. Develop speaker series; identify speakers, topics, and dates.

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

a. Date Range annually

b. Scope of activities - include all specific completion benchmarks

The following schedule will be in place for the first year of the grant and in all subsequent years. The processes established will occur annually to ensure the fidelity of the programming offered. December- The district will implement specific procedures for sustainability in the first year of the grant. There exist several teams that will assist in monitoring and providing feedback to the district in order to sustain the integrity of the project. The high school building leadership team will review the progress and achievement of the students involved in the new courses. This review will be presented to the Innovation Team which will then make recommendations regarding the continuation of courses, new courses, or the elimination of courses for inclusion in the established pathways for the 18-19 school year. This review and recommendation process will ensure that Riverside Local School District continues to stay abreast of trends in educational offerings, while committing to courses that are timely and relevant to our students. The DLT will review recommendations from the Innovation Team, conduct surveys of students and staff, and plan professional development for the following year. Counselors will review the number of students who have returned to Riverside and report findings to treasurer. Planned outreach to new students will be reviewed and adjusted if needed. January- new course offerings at the high school will be planned for the upcoming year. February- parent curriculum night and student curriculum day will be offered. March- Middle school building leadership team will evaluate FLEX Advisory offerings and make recommendations for following school year.

E) SUBSTANTIAL IMPACT AND LASTING VALUE

24. Describe the expected changes to the instructional and/or organizational practices in your institution.

The response should illustrate the critical instructional and/or organizational changes that will result from implementation of the grant and the impact of these changes. These changes can include permanent changes to current district processes, new processes that will be incorporated or the removal of redundant processes. The response may also outline the expected change in behaviors of individuals (changes to classroom practice, collaboration across district boundaries, changes to a typical work day for specific staff members, etc.). The expected changes should be realistic and significant in moving the institution forward.

Please enter your response below:

There will be changes in three areas, student achievement, curriculum opportunities, and instructional practices. Student achievement: Student ACT scores will increase and the graduation rate will increase. The implementation of PBL and blended learning options for students will contribute to their achievement. The mentorship program supports those students who struggle to be successful in school. Utilizing the Ohio Means Jobs backpack will allow for students to understand their strengths and weakness and plan for their future. Curriculum opportunities: Implementation of PLTW courses will give students more options and expand the pathways that exist for students at Riverside. Providing industry credentialing options provides opportunities for career readiness that do not currently exist. Instructional practices: The 1:1 Chromebook program will lend itself to a change in the instructional practices in classrooms. This change has already begun to happen in grades 6-9, so the district has built capacity for teachers to help their colleagues make the shift. The high school has also committed to implementing a block schedule in the 16-17 school year. The block schedule will allow for longer periods of time for teachers to go more in-depth with their content. The district has put the pieces in place to facilitate the shift in teachers' roles, but the feedback from the teachers has been that they need additional support to be successful in the transition of their instructional strategies. Through the implementation of this grant, the district will provide focused, sustained PD for teachers to support them as they move from a traditional role in the classroom to one that is facilitation based.

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:

Raeal Moore President, Evaluation Data Solutions 168 Frebis Avenue, Columbus, Ohio 43206 614.571.2563 moore1219@gmail.com

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

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

The evaluation plan is multi-faceted. Quantitative methods will include: evaluating ACT scores, graduation rates, and PLTW end of course exams. This data can be disaggregated to include subgroups and be examined as overall achievement. Industry credentialing programs and available internships will be documented and evaluated to see if the district is meeting the achievements set forth in the grant. Specific career activities will be expected at each grade level through the Ohio Means Jobs site. The evaluation team will conduct audits of grade level activities to ensure follow through at every level. Rubrics will be created to assess teacher implementation of PBL and blended learning strategies. A quality assessment will be done of the technology repair program to ensure that the chromebooks are being repaired and returned in a timely fashion. Qualitative methods will also be employed to assess the progress and success of the project. Surveys will be conducted of graduates to assess their preparedness for post-secondary options. In addition, student engagement surveys and/or interviews will be conducted to determine the effect of implementing PBL and blended learning strategies. This information will be cross-referenced with the data from the strategies implementation rubrics to determine the correlation between the two. Student surveys will also be conducted with at-risk students to determine the impact of the mentorship program so that adjustments, if necessary, can be made. Finally, the district will survey community partner organization to improve the internship programs that are available. Annual review points have been included in the grant in the years following implementation. The above measures will continue, but it will also be imperative for the Innovation Team to continue reviewing the programs and courses offered at the high school and to make recommendations for the addition or deletion of courses so that the offerings at Riverside continue to meet the standards of employers and colleges. In addition, the middle school will reevaluate its programming yearly to ensure that students are provided quality experiences to prepare them for high school.

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

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

This project can be easily replicated in other districts. The 1:1 learning model is gaining momentum in the area, and the district has already committed funds to launching the project in grades 6-9. The key to replicating or expanding this project in other districts is that the plan can be chunked into manageable pieces that can be incorporated into a rolling implementation. Riverside Local Schools began the project by committing funds to the purchase of Chromebooks in a four year plan. Additional grade levels have been added yearly, but the project can be accomplished with a rolling phase-in. In addition, the incorporation of the AB block schedule can be implemented at no additional cost to a district and will cause the instructional staff to rethink their delivery of curriculum and the resources they use. This leads directly into thinking about blended learning and IVDL opportunities. Other districts can select curriculum that best meets the needs of their students because the project allows for individuality and distinctness. A district that chooses to replicate this model will certainly increase student engagement, will provide new opportunities for their students, and will utilize their staff differently, but that district will not look the same as Riverside Local School District because their student needs and interests are different. The district plans to share information learned with other schools in The Innovative Learning Consortium, which consists of over 15 Lake and Geauga school districts. In addition, as a member of the Ohio Blended Learning Network, teachers will be encouraged to share their experiences through the online professional development network and organization publications. Finally, the district will look to become a premier Project Lead the Way district, once again sharing teacher and student success through conferences and publications.

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).

Melissa K. Mlakar

Sections 

Consortium Contacts

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

Partnerships

Riverside Local (047894) - Lake 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
Lisa	Riegel	614-313-1359	lisariegel@epinstitute.net	Educational Partnerships Institute		5367 Baypointe Dr. , , Powell, Ohio, 43065	
Raeal	Moore	614.571.2563	moore1219@gmail.com	Evaluation Data Solutions		168 Frebis Avenue,, , Columbus, , Ohio , 43206	

Implementation Team

Riverside Local (047894) - Lake 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
Raeal	Moore	President, Evaluation Data Solutions	Oversee all evaluation components of grant	<p>Skilled in designing research and evaluation studies that employ sophisticated quantitative and qualitative methodologies.</p> <p>Proven experience in directing evaluation agendas in P-12 and higher education.</p> <p>Recognized in providing evaluation assistance to program personnel. Expert in managing large and complex, longitudinal data sets. Extensive experience in grant writing as a means of program sustainability.</p> <p>Ability to summarize and translate findings to administrative, general, and technical audiences. Expert knowledge of computing systems and software tools (i.e., SPSS, AMOS, Excel, Word, Power point).</p>	<p>Evaluation consultant for research companies, institutions of higher education, non-profit organizations, and local educational agencies.</p> <p>Provide technical assistance to internal evaluators in developing informed logic models, identifying appropriate data to illustrate program fidelity and impact, and assuring reports meet state and federal requirements. Lead monitoring and assessment of project's local evaluation plans and implementation. Co-author annual and semi-annual evaluation reports to federal and state agencies.</p> <p>Make site visits to observe teacher professional development and project team meetings. Research and develop evaluation tools and templates that measure program development, implementation, and impact. Align publically available, state data with evidence of program impact. Conduct qualitative and quantitative data analysis. Provide training events to project directors and principal investigators on how to effectively use evaluation data for program improvement. Co-author Federal and State grant proposals including for the U.S. and Ohio Departments of Education.</p>	Ph.D. in Quantitative Research, Evaluation and Measurement	25	
Melissa	Mlakar	Director of Curriculum and Instruction	Act as grant manager and oversee coordination of all activities related to the grant.	<p>10 years as an administrator in the district. Curriculum background. Currently facilitates and oversees existing committees that will contribute to grant implementation and sustainability: Innovation Team and</p>	<p>Managed large scale grant implementation including OPAPP and Literacy Grant from Ohio Department of Education.</p>	<p>Master's degree. Superintendent License. Currently working on Doctorate in Educational Leadership with Youngstown State University.</p>	40	

				District Leadership Team.				
Lisa	Riegel	President, Educational Partnerships Institute	Oversee all professional development.	<p>Dr. Lisa Riegel has extensive and varied educational experience. Over the past twenty years, she has taught at the high school, undergraduate and graduate level. She has effectively brokered partnerships at the local and state level between business and education leaders. She has also helped schools improve their student performance by developing parent partnerships, improving internal and external communication, empowering staff, and delivering high quality and sustained professional development. Her expertise in curriculum and differentiated instruction is sought around the country. Her strategic counsel on program improvement, communication, and evaluation has been sought internationally.</p>	<p>Currently teaches graduate level courses at The Ohio State University in the Educational Studies Department and directs the development of materials and coursework for novice teachers and school leaders as part of a national Transition to Teaching grant. Her work on community-school partnerships and value-added data has appeared in peer-reviewed journals and she has authored two books: No Parent Left Behind and It's Not About the Test.</p>	Ph.D. in Educational Policy and Leadership, Educational Administration (Spring 2012). Master of Arts in Education (Spring 2001)	25	