Budget

Zanesville City (045179) - Muskingum County - 2017 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (105)

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

Plus/Minus Sheet (opens new window)

Object Code / Purpose Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction	163,385.00	35,865.00	128,544.00	0.00	0.00	5,850.00	333,644.00
Support Services	0.00	0.00	90,254.00	0.00	0.00	0.00	90,254.00
Governance/Admin	5,535.00	1,215.00	0.00	0.00	0.00	27,266.00	34,016.00
Prof Development	0.00	0.00	99,144.00	0.00	0.00	14,000.00	113,144.00
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	27,000.00	0.00	25,000.00	0.00	52,000.00
Transportation	0.00	0.00	4,060.00	0.00	0.00	0.00	4,060.00
Indirect Cost						0.00	0.00
Total	168,920.00	37,080.00	349,002.00	0.00	25,000.00	47,116.00	627,118.00
						Adjusted Allocation	0.00
						Remaining	-627,118.00

Application

Zanesville City (045179) - Muskingum County - 2017 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (105)

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

A) APPLICANT INFORMATION - General Information

1. Project Title:
Delivering Integrated STEM Learning: Hybrid Teaching Strategies

2. Project Tweet: Please limit your responses to 140 characters.
Hybrid integrates cost effective STEM delivery strategies that strengthens problem-based and differentiated learning

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

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

Year 1

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

Year 2

Pre-K Special Education	K	1	2	3
4	5	6	7	8
100 9	100 10	150 11	150 12	

Year 3

Pre-K Special Education	K	1	2	3
4	5	6	7	8
100 9	100 10	150 11	150 12	

Year 4

Pre-K Special Education	K	1	2	3
4	5	6	7	8
100 9	100 10	150 11	150 12	

Year 5

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

100 9	100 10	150 11	150 12

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.

Hybrid through an integrated problem-based curricula and team teaching strategies will directly impact 500 students per year by year 5 of implementation for a total impact of 2400 students in 5 years. This calculation is based on each hybrid teacher interacting with 100 students per grade level. Zanesville City Schools is committed to switch all 4 years of one high school to the Hybrid delivery model and Metro Early College is committed to creating a hybrid Core Content course to serve all 11th and 12th grade Learning Lab students ineligible for early college. If Zanesville switches 2 high schools to the Hybrid delivery model and Metro switches all grade levels 6-12 to the Hybrid model the potential impact by year 5 is 3400 students. If Hybrid reaches its total projected impact (3400), the cost to Ohio is only $184 per student and creates an integrated and cost effective STEM educational delivery strategy that is evidence-based and can be replicated across Ohio.

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

First and last name of contact for lead applicant
Steve Foreman

Organizational name of lead applicant
Zanesville City Schools

Address of lead applicant
160 North Fourth St.

Phone Number of lead applicant
740-588-5539

Email Address of lead applicant
foreman@zanesville.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

In 2010, Clinton Global Initiative (CGI) and US DOE identified the growing number of teaching vacancies in rural America as reaching crisis proportions, noting the rising disparity in STEM workforce development among underserved rural students. Race To The Top challenged states to develop innovative solutions to address the shortage while imbuing STEM into curricula (NCES 2015). Many solutions have been proposed and implemented. Teach for America aims to put more teachers in rural schools. One to One computing aims to provide greater access to digital learning. But as rural populations dwindle and technology costs rise, traditional solutions becomes less viable. South Dakota, who by August 2015 had 40% vacancy in teaching positions, committed to CGI to prototype a STEM model that delivers rigorous education, taking advantage of highly effective teachers, and emerging technologies (SD-ASBD 2015). The model is employed by South Dakota State University to prepare pre-service teacher.

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

Zanesville City Schools (ZCS) propose to employ the STEM hybrid, teaching model to test its effectiveness in Ohio to provide high school students with rigorous STEM learning and prepare them for STEM careers. The Hybrid model uses problem-based learning (PBL) instructional strategies and systems delivery. This approach emphasizes local workforce development imbuing learning with relevance. Assigned teachers plan and work together developing integrated, PBL lesson modules that holistically deliver standards aligned concepts for all core content simultaneously through issue driven projects. By placing all of the teachers in a classroom, physically or virtually, Hybrid reinforces multi-modality approaches to learning and differentiation. Hybrid also empowers teaching teams to delve deeper and expand learning across multiple content from differing perspectives. Hybrid eliminates a number of classroom management issues by placing multiple teachers in the same room allowing the team to draw upon one another's strengths. Hybrid teams require substantially fewer substitutes. Hybrid classes are blocked using the longer period to engage students in experiential learning that reinforces understanding and student led learning. Hybrid employs specific technologies to record delivery, interject more 1:1 teacher/student interactions, provide communication platforms, and create transparency for administrators, parents, and students. Swivl? and private YouTube? accounts enable teachers to record each session while they easily move among students and quickly upload the recording to YouTube? where they can be reviewed by students and parents effectively eliminating missed classes. DoubleBots? enable teachers to remote into classes and effectively move around the room providing 1:1 facilitation to student questions. These components of Hybrid have solved a number of vacancy issues in rural locations, but Hybrid also dramatically improved student achievement and strengthened the pipeline to STEM post high school placement and post secondary programs (SDIL 2014) Zanesville and its partners Metro Early College High School and the PAST Foundation propose to train two hybrid teams to test the model first in ZCS 9th grade and the 11/12 grade Metro Learning Labs and then rapidly grow the model to accommodate all ZCS high school grades 9-12 by implementation Yr. 3. Using this stepped formula to train and then organically grow more teams, Hybrid will dramatically impact the instructional strategies and delivery of Zanesville City Schools making them more responsive to the changing dynamics of the community and regional workforce development. Hybrid will provide an alternative Learning Lab pathway for Metro students ineligible for early college. These goals and schedule are supported by articulated activities, which include: 1) Planning: Workshops, Online PD, and equipment training held in Fall 2016 to professionally develop teaching teams and plan out PBL modules for initial implementation in Spring 2017. 2) Implementation: Initial implementation of hybrid courses in Spring 2017 and ongoing implementation through 2022. Ongoing PD support both physical and virtual to leverage success and grow the hybrid teams in Yr. 1 implementation. 3) Evaluation: Evaluation, qualitative and quantitative, will initiate with planning in Fall 2016 and file regular reports through the grant year and Yr.1 producing and testing a quantitative data collection instrument that continues to be used through 2022. 4) Communication and Reporting: A schedule for regular meetings will be established at the start of the project alongside an online management platform to reinforce communication and fidelity to deliverables. Quarterly reports will be published in the grant year and a culminating qualitative evaluation report at the close of Yr. 1. Quantitative reports along with FIT reports will be filed annually.

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.

Short Term 1. Level set instructional strategies for all hybrid teams through intensive PD 2. Integrated PBL lesson modules for Spring 2017 for 9th grade ZCS high School hybrid class and Metro Learning Lab Core Content course (11/12 grade) Middle Range 1. Student engagement increases as courses pivot on industry driving issues 2. Additional hybrid teams help accelerate transition to STEM learning in Zanesville 3. Learning Lab students excel in the Hybrid Core Content and are able to move onto early college opportunities Long Term 1. Informed and engaged students who are able to take knowledge to practice agilely. 2. A new pathway in Learning Labs that compliments stackable certificates and post-secondary programs.

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.

ZCS makes 3 assumptions about increased student achievement as a result of the Hybrid project: 1. Problem based learning is integral to STEM. Thus, level setting all hybrid teachers so they can effectively and plan as a cohort is an important step in launching hybrid. 2. Multiple teachers delivering in an integrated approach are able to better differentiate learning for a broader number of students. Modeling for students how subjects interact and support is import to deeper learning and is a hallmark of hybrid teaching teams. 3. Students tackling real world problems are more engaged. The 2014 STEM Integration in K12 Education report notes that unless projects grounded in real problems are exponentially more effective learning platforms. 4. Core Content delivered holistically promotes critically thinking, collaboration, and deepens learning. Fanter in her 2010 article on hybrid learning notes that student achievement rises across subjects when presented in an integrated delivery.

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

Zanesville City Schools has actively sought solutions to accelerating the transition to STEM learning across the district. To this end, Zanesville Middle School adopted the New Tech instructional strategies creating the New Tech Academies, which are co-located on the high school campus. The New Tech model is a well respected network of project-based schools with the goal of comprehensive change in learning environments. In its fourth year the New Tech Academies have familiarized Zanesville students with a project-based learning thus creating a foundational systems approach for both students and teachers. The challenge is to leverage these strategies in Zanesville high school focusing the emphasis on regional workforce development. By using synthesized industry-based problems Hybrid approaches the Bloom's deeper level of cognitive thinking honing, critical thinking skills and reinforcing systems approach to learning. The hybrid approach also mirrors the collaborative structure found in the workforce and models important skills to students on the cusp of entering the workforce or continuing on to post-secondary programs. Hybrid will also test an adaption of Hybrid core content for Learning Labs at Metro Early College to expand inclusion to all students whether or not they are ready for early college opportunities or stackable certificates. This course will serve numerous Learning Labs pivoting PBL modules on industry relevant issues around Bodies, Design, Digital, Energy and Growth (Metro's 5 Learning Labs) providing core content in Research Writing, Statistics, and Science. DeVry's Advantage Academy, a multiple pathway 2-year certification program, consistently advances students by empowering them to chart their own learning path. Hybrid

core content will add a third pathway to the established learning labs of Metro. As Zanesville grows hybrid teams and workforce pathways, a tailored model for total inclusion of all students into early college and workforce-centered pathways will be ready to rapidly deploy. By partnering with the Metro Learning Labs and PAST Foundation Zanesville will be able to accelerate deployment and test various adaptions of the Hybrid teaching system within a very short timeline. These efforts in turn strengthen the pipeline of students entering post secondary programs and the regional workforce. To support the teachers and their delivery of rigorous material Zanesville and Metro will partner with the PAST Foundation for professional development. PAST has experience with Hybrid development and was part of the team that developed and prototyped one of the rural models used in the Midwest and New York. The PAST process, nicknamed, P3 (Problems, Projects, Products) is used by numerous Ohio schools and by teachers across the US. The P3 process responds to industry's need for students to be familiar with solving real world problems that employ an integrated approach. P3 also provides teachers with a replicable process that can be tailored to local needs as well as scaled vertically to respond to multiple grade level standards and the PAST Foundation furnishes valuable PD that steps teachers through the transition from traditional instructional strategies to STEM learning insuring that planned lesson modules are rigorous, real, aligned to standards, and have pre/post assessment instruments to help drive student centered learning and inform teacher delivery. In addition to the online professional development, PAST will provided veteran hybrid teachers will regularly work with the Zanesville and Metro teachers to insure quality of delivery and to help brainstorm around constraints encountered by teachers new to hybrid delivery. Together ZCS, Metro and PAST have built a well developed plan to test the Hybrid model in several scenarios pertinent to high school content and the goal of strengthening student engagement and achievement.

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).

Hybrid student achievement indicators include: 1. Pre/post assessments that are standards derived are an indicator that inform student learning and teacher delivery. 2. Standardized state and national tests are an indicator of comparative growth for Hybrid led classes 3. Number and rate of transition from the Learning Lab core content to early college opportunities is an indicator that Hybrid delivery is an effective method of accelerating readiness.

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

Hybrid pertinent data points for student achievement that will by reported in the developed quantitative data collection instrument are: 1. Pre/post assessment scores will be collected and plotted over time to track short and long term growth against standards aligned to the PBL lesson modules 2. Standardized test scores will be collected to compare effectiveness of the Hybrid model in delivering rigorous STEM education 3. Number of students who transition from the Learning Lab core content to early college opportunities prior to high school graduation and/or continue on in post secondary or certification programs.

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

Hybrid implementation modifications with regard to student achievement will be informed by: 1. Regular feedback gained from pre/post assessment will inform both student learning and teacher delivery helping the hybrid teams modify projects where needed to insure that products address the problem and that projects address concepts embedded in standards. 2. Qualitative surveys, observations and focused discussions will be used to identify and drive actionable modifications to perceptions that threaten the validity of the project goals and outcomes. 3. Both quantitative and qualitative data will inform the development of the quantitative data collection instrument that in turn will continue to inform modifications throughout the course of the grant. 4. Benchmarks in the hybrid team deployment of problem-based lesson modules will be used to inform professional development facilitators and administrators on issues of delivery and cohort cohesion.

☐ 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 indictor for this goal.

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

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

☑ d. Implementing a shared services delivery model

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

Short Term 1. Motivated teachers who grow through shared instructional strategies and delivery. 2. Integrated sets of holistically delivered STEM curricula. 3. Cross-pollinated core content supporting multiple modality approaches that foster differentiated learning. Middle Range 1. An environment of sharing resources and expertise across grade bands and schools. 2. A pathway where teachers ameliorate remediation and are able to help promote students into the pipeline for post-secondary and workforce opportunities. Long Term 1. A cost effective model for STEM delivery that empowers both teachers and students.

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.

Zanesville City Schools makes thee assumptions about shared services delivery as it occurs within the Hybrid project: 1. Working in Hybrid teams empowers teachers to draw on strengths, rely on other's strengths, and grow professionally. PBL provides the catalyst for closer planning and interaction in delivery. 2. Hybrid developed PBL modules have a greater impact on student learning than silo'd delivery of content. Students perceive greater 1:1 time with teachers in hybrid classes and thus demonstrate more satisfaction and growth. 3. Students participating in hybrid courses have greater potential of success due to the multiple perspectives of delivery in regard to integrated content. In hybrid courses students who struggle with one subject often turn to the content teacher they most understand to code switch for them producing greater success in other subjects.

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.

Zanesville City School has actively sought solutions to shared services delivery as a means to continue to attract students to the city's schools and strengthen the pipeline of students into regional post secondary programs and post placement workforce development. Changing demographics in the city's neighborhoods have impacted school populations, as well as driven student to outside open enrollment districts. In an effort to stem the flow out of Zanesville and bring rigorous and relevant education back to the teachers and students the School Board has initiated a number of shared services to bolster engagement and relevancy. Zanesville schools now offer Project Lead the Way and New Tech curricula alongside traditional educational instructional pathways. Through Hybrid Zanesville plans to further strengthen school offerings with more intense problem-based learning and articulated ties to programs at Zane State University less than two miles from the high school campus. In addition, ZCS intends to leverage the Connect Schools grant that will create a protected byway of natural wetlands between the college and high school for learning platforms in the industry driven pathways for third and fourth year students. ZCS has identified Health, Environmental Planning, and Tile Manufacturing as key components that educators can use to bring relevancy to educational programming in Zanesville. By providing the stimulus to fully transition to problem-based learning and a system that helps teachers de-silo content, ZCS will rapidly accelerate the paradigm shift in instructional strategies. By building cohort system for delivery ZCS will grow teachers empowering them and providing the catalyst through problem-based learning to consistently plan and delivery rigorous and relevant education. US DOE STEM programs and the White House Summit on High School Redesign both highlight Hybrid team teaching using emerging technologies as one of the most promising strategies (White House Summit 2015, US DOE STEM Report 2016). Employing the Hybrid delivery and technologies, ZCS will create learning environments that infuse learning with a holistic approach grounded in relevant community issues so that students are afforded more avenues to direct their own learning helping teachers understand how and when to guide them. Employing Hybrid technologies will also provide avenues to parents and administrators to share and experience the types of learning that take place in Hybrid classrooms. Making recordings of each class readily accessible to students, parents and administrators has the demonstrated effect of eliminating absenteeism, better informing parents about content, relevant problems, and student led solutions, and administrators about the effectiveness of their teachers. Opening class to visitors virtually takes creates a very different learning environment for student and has a demonstrated impact on classroom deportment (Bush Foundation Report 2016). All of these factors have been considered in Zanesville's decision to lead this project and seek Hybrid as a means to create and support shared delivery systems that are responsive to needs of eastern and southeastern Ohio.

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.

Hybrid shared service delivery indicators include: 1. Successful implementation of problem-based learning modules with evidence of learning and pre/post assessments as an indicator of successful transition to the problem-based learning and hybrid delivery 2. Pre/post assessment score changes in all content areas as an indicator of holistically delivered STEM curricula 3. Students ready and willing to attempt answering questions from different modality perspectives on standards aligned tests as an indicator of successful differentiated learning.

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.

Hybrid pertinent data points for shared services delivery that will be reported in the developed quantitative data collection instrument are: 1. Number of implemented problem-based learning modules per quarter and across the academic year with sixteen being the goal 2. Tracked changes in pre/post assessment scores charting mastery of aligned standards with the goal being that students consistently move from basic to proficient to advanced. 3. Data analysis of how students answer questions and whether or not they consistently gravitate to visual answers, logic solutions, or verbal responses in contrast to the gradual readiness to answer questions from an array of perspectives.

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

Hybrid implementation modifications with regard to shared services delivery will be informed by: 1. Ongoing Professional development, scheduled planning and coaching on hybrid delivery will be used to help teachers successfully master the development of rigorous Problem-based Learning materials and hybrid delivery. 2. Ongoing professional development around building assessments that span basic, proficient and synthesized knowledge will be used to help teachers successfully plan and deliver instruction that aims to mastery of concepts rather than memorization of content. 3. Qualitative observations, surveys and focus groups will be used to inform administrators on modifications needed ameliorate threats to validity or accelerate change. 4. Ongoing Professional Development around data mining that informs delivery for differentiated learning will be used to help teachers be better informed and helps students drive their own learning.

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

- [ ] a. New - Never before implemented
- [x] 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.

627,118.00 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.

Zanesville's request of $627,118 is budgeted across 7 categories aligned to fund: Personnel: Salaries, Fringe and Contracted Services representingproject management, teachers salaries, stipends and substitutes accounts for 55% of the budget ($347,644) Equipment & Facilities: Technology that facilitates hybrid teaching and enhancement of space to accommodate hybrid classes accounts for 13% ($81,700) Travel: for professional development team accounts for 1% ($4,060) Professional Development & Training: Planning workshops, training, online PD, onsite PD and virtual ongoing support, accounts for 16% ($99,144) Evaluation: qualitative and quantitative accounts for 10% of Direct Costs and 9% of total budget ($54,532) Administration & Reporting: includes indirect costs, project communications, and reporting accounting for 6% ($40,038) Roughly 43% of the total requested funds fall under purchased services. Based on the overall expected impact both direct and indirect over 6 years the cost per student for Hybrid is $184. The increased PD for teachers creates at minimum 5 hybrid teaching teams ready and able to train more teams. Each hybrid team will develop 16, integrated core content PBL modules for each grade level, which is the equivalent of 64

individual content lesson plans. In 6 years Hybrid will produce an integrated set of STEM curricula that spans 9-12 grades covers all core content, and is pivoted on relevant industry based problems. This represents a substantial savings in textbooks. Hybrid teaching team have demonstrated saving in substitute teachers and if the teams are able to reduce each teachers substitute allotment by even 70% the savings to Zanesville will be in the $1000s each year.

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.

2,100.00 a. Sustainability Year 1

2,100.00 b. Sustainability Year 2

2,100.00 c. Sustainability Year 3

2,100.00 d. Sustainability Year 4

2,100.00 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.

Zanesville and Metro have designed a project that builds Hybrid teaching teams and supports them from planning through implementation thus building confidence in the process and motivated teachers who can in turn mentor future hybrid teams. Since the majority of Hybrid activities are focused on a change in instructional strategies and delivery the costs of sustaining the program are already accounted for in the districts annual budgets. The grant provides a small amount of equipment, which does not require regular replacement. Straight A provides the stimulus to launch the change, which does require investment in retooling of teacher instructional strategies and rethinking of time expenditure in delivering content, but does not require financial input beyond professional development. The cost of onboarding a cohort of 3 teachers each year to create new Hybrid teams is $700 per teacher for a total sustainability cost of $2100 for online professional development each year. This cost is negated by the savings in substitute costs calculated at $98 per day for a total of 5 days per teacher (50% of NEA estimated days of substitutes per teacher).

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.

Hybrid cost savings are calculated on saved substitute costs that will realized each year. The estimated cost savings per year at $98 per day times 5 days per teacher per 4 teacher Hybrid cohort equals $2,450 per year, realizing a net savings in year 1 of implementation of $350, while realizing a net savings in year 2 of $2,800, and $5,250 per year in all subsequent years when all 4 grade levels have hybrid teams.

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.

Not applicable - 100% sustainability costs covered through cost-savings.

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 RangeAugust 2016 to December 2016

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

August 2016- August 2017: Hybrid Project Team & Evaluation monthly meetings [Benchmarks: communication, compliance, and fidelity to project goals and outcomes Sept 2016 - Dec 2016: PD planning and Leadership workshops [Benchmarks: level setting and articulated plans for implementation and developmental growth] Fall 2016: P3 Design Online Professional Development [Benchmarks: course deliverable PBL modules] Dec 2016: Quarterly PD planning session for 3rd Quarter Spring 2017 [Benchmarks: Planned PBL modules] Feb 2017: Quarterly PD planning session for 4th Quarter Spring 2017 [Benchmarks: Planned PBL modules] Aug 2017: Bootcamp PD planning for 1st Quarter Fall 2017 and academic year themes [Benchmarks: Planned PBL modules and general Backmap of themes for all quarters] Oct 2017: Quarterly PD planning for 2nd Quarter Fall 2017 Feb 2018: Quarterly PD planning for 3rd Quarter Spring 2018 [Benchmarks: Planned PBL modules] Jun 2018: Bootcamp planning for 1st Quarter Fall 2018 and academic year themes [Benchmarks: Planned PBL modules and general Backmap of themes for all quarters]

22. Implementation(grant funded start-up activities)

a. Date RangeSep 2016 to Aug 2017

b. Scope of activities - include all specific completion benchmarks

Sep 2016 - Jun 2017: Evaluation observations and surveys [Benchmarks: developed survey and completed survey] Dec 2016: Quarterly report Jan -Jun 2017: Implemented PBL modules in hybrid delivery [Benchmarks: Data collection on pre/post assessments] Jan - Jun 2017: 8 Virtual Planning Meetings for teachers [Benchmark: attendance and participation] Jan - Jun 2017: P3 Delivery Online Professional Development Course [Benchmarks: course deliverables] Jan - Jun 2017: 4 Virtual Brainstorms for Leadership team [Benchmarks: tracking implementation and developing modification strategies] Mar 2017: Quarterly report Jun 2017: Evaluation focus groups [Benchmarks: information regarding real time course correction] Jun 2017: Quarterly report Aug 2017: Final Report for Grant Year [Benchmark: Quantitative Data Collection tool]

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

a. Date RangeAugust 2017 to Jun 2022

b. Scope of activities - include all specific completion benchmarks

Aug 2017: Bootcamp PD planning for 1st Quarter Fall 2017 and academic year themes [Benchmarks: Planned PBL modules and general Backmap of themes for all quarters] Aug 2017 - Jun 2018: Evaluation data collection surveys, observations, focus groups and beta test of quantitative data collection instrument] Sep 2017 - Jun 2018: Addition of 10th grade Hybrid team to ZCS [Benchmarks: Data collection on pre/post assessments] Sep 2017 - Jun 2018: 20 Virtual Planning Meetings for teachers [Benchmark: attendance and participation] Sep 2017 - Jun 2018: 10 Virtual Brainstorms for Leadership team [Benchmarks: tracking implementation and developing modification strategies] Oct 2017: Quarterly PD planning for 2nd Quarter Fall 2017 [Benchmarks: Planned PBL modules] Feb 2018: Quarterly PD planning for 3rd Quarter Spring 2018 [Benchmarks: Planned PBL modules] Jun 2018: Bootcamp planning for 1st Quarter Fall 2018 and academic year themes [Benchmarks: Planned PBL modules and general Backmap of themes for all quarters] Aug 2018: Final Evaluation report on formative evidence Sep 2018 - Jun 2019: Addition of 11th grade Hybrid team to ZCS [Benchmarks: Data collection on pre/post assessments] Sep 2019 - Jun 2020: Addition of 12th grade Hybrid team to ZCS [Benchmarks: Data collection on pre/post assessments] Sep 2020 - Jun 2022: Full implementation of hybrid teaching in ZCS [Benchmarks: Data collection on pre/post assessments]

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:

Hybrid will change dynamically and rapidly change the instructional strategies and deliver of STEM learning in Zanesville high school and the Metro Learning Labs in response to the defined needs of student directed learning, local economy, and emerging workforce development. Hybrid takes advantage of the holistic nature of problem based learning to evolve the classroom into a more integrated learning environment that can tackle real world problems from myriad vantage points infusing skills and knowledge into experiential opportunities that ultimately strengthen the pipeline to post secondary programs and workforce development.

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:

Dr. Monica Hunter, PAST Foundation 1003 Kinnear Rd., Columbus OH 43212 mhunter@pastfoundation.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.

Hybrid has an overall plan for formative (qualitative) and summative (quantitative) evaluation that begins with the launch of the project and provides assessment instruments that carry though to the conclusion of the project. Use of both formative and summative evaluation is intended to aid Zanesville City Schools and Metro Early College in determining 1) effective modifications to initial launch and implementation of curricula and delivery during the course of the grant year and first year of sustaining implementation, 2) regularly assess the fidelity to project goals and outcomes, 3) identify constraints encountered that may pose threats to validity within the implementation process, and 4) review evidence of change and impact. Formative evaluation will use a mixed-methods approach, involving qualitative and quantitative assessments, producing quarterly reports and real-time data to the project team during planning and start-up activities in the grant year (2016-17), and continue through the first year of sustaining implementation (2017-28). Formative evaluation will combine key informant interviews, focus groups, and online surveys, capturing the voice of PDC, instructors, industry partners, teachers, and students to identify enabling strategies that emerge in early stages of the project, and constraints encountered. To assure confidentiality the evaluation team will seek an expedited review from a FWA recognized Internal Review Board for the study of human subjects. The structured research conducted in the Grant Year and Year 1 will be used to establish presence/absence of progress in attaining project outcomes that can be quantitatively translated to prioritize effective strategies for modifying PDC curricula and professional development support. Pre/post surveys will be employed in the Grant Year and Year 1 to track change over time associated with implementation at the classroom level, including teacher understanding of short-term and long-term goals, sense of empowerment for successful implementation of the curricula, sharing of best practices, and sharing strategies for increased student achievement as well as exposure to exploration in regional STEM careers. Summative evaluation will track metrics during the grant period associated with student achievement factors and rates of implementation. These metrics include Post-Secondary course/certificate completion, number of internships, along with post placement in the workforce. The instrument developed to track the summative metrics will be provided to Zanesville and Metro schools and updated annually through 2022 along with FIT data to ODE. Evaluative reporting for formative actionable modification will occur in 2016-17 and 2017-18 with a final summation in fall 2017. The summative instrument to collect quantitative metrics will continue to produce annual data through 2022. Information garnered from evaluative analysis for Hybrid will be shared through publications and presentations for K12 education, Post-Secondary programming, and industry.

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.

The validation of the Hybrid delivery system for Ohio schools will provide evidence based data to both scale and replicate the model in high schools across the state and for Learning Lab/pathway programs to provide an alternative pathway that allows students ineligible for early college opportunities to ramp up within and strengthen the student pipeline for early college opportunities through the College Credit Plus program.

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

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

I Accept Steven M. Foreman Director T-1 & Special Programs Zanesville City Schools 5.6.16

Consortium

Zanesville City (045179) - Muskingum County - 2017 - Straight A Fund - Rev 0 - Straight A Fund

Sections

Consortium Contacts							
First Name	Last Name	Telephone Number	Email Address	Organization Name	IRN	Address	Delete Contact
Meka	Pace	614-247-2276	pace@themetro.org	Metro Early College High School	012391	1929 Kenny Rd, Columbus, OH, 43210-1015	

Partnerships

Zanesville City (045179) - Muskingum 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**
Meka	Pace	614-247-2276	pace@themetroschool.org	Metro Early College High School	012391	1929 Kenny Rd, Columbus, OH, 43210-1015	
Sheli	Smith	614-340-1208	sheli@pastfoundation.org	PAST Foundation		1003 Kinnear Rd, , Columbus, Ohio, 43212	

Implementation Team

Zanesville City (045179) - Muskingum 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
Ketal	Patel	Director of School Design Strategy, PAST Innovation Lab	Planning Workshops and Onsite Professional Development	Ms Patel leads the design strategy programs alongside onsite professional development at PAST	See resume for details: Leads the school design team in projects with Reynoldsburg City Schools STEM transformation, FAST Design Teams, and Perkins Design Collaboratory Planning.	MA, Art Education, OSU	15	
Steve	Foreman	Director Title I and Special Programs, Zanesville City Schools	Project Manager PM: Mr. Foreman will provide grant oversight and guidance to insure compliance and fidelity to proposed Hybrid goals and outcomes.	Mr. Foreman is an experienced school administrator and project manager. Zanesville City Schools: The City of Zanesville is located in Muskingum County in the rolling hills of the Appalachian region of Ohio at the confluence of the Muskingum and Licking Rivers. It is the county seat and home to many historic neighborhoods, nationally known engineering feats, strong businesses, and two universities. Zanesville City Schools, established in 1818, serves over 3,400 students in grades pre-k through 12. Its 5 state-of-the art campuses consist of 3 elementary schools, 1 middle school, & 1 high school. The district boasts 14 dual-enrollment courses along with collaborative partnerships throughout the city that affords its students with innovative and progressive educational experiences. The mission of Zanesville City Schools is to provide all students the opportunity to reach their full potential and ultimately become responsible, productive, life-long learners, and contributing citizens of the United States of	See Resume for details: Principal of Westview, Pleasant Grove, and Munson Schools ; Director of CIPs/Accountability and Summer Programs	MEd., Ohio University, Principal & Superintendent Certifications	10	

				America in a global society				
Monica	Hunter	Director of Research (Knowledge Capture), PAST Innovation Lab	Lead Evaluator responsible for oversight of all formative and summative evaluation, obtaining IRB, and evaluation reporting.	Dr. Hunter leads the well known and respected evaluation research division at PAST focusing on the emergence of STEM education on the national landscape	See resume for details: Dr. Hunter heads the research team that produced evaluative assistance project involving Reynoldsburg City Schools STEM transformation, SOIL, Growing SOIL, FAST, Math Matters, Columbus City Schools STEM Transformation, and CleanTech High School (NY), and OSLN Network Development.	PhD Anthropology, University of California, Los Angeles	10	
Heather	Kellert	Hybrid Math Teacher/STEM Coordinator, PAST Innovation Lab	Lead Hybrid Teacher responsible for organizing and scheduling planning and coaching.	Ms Kellert is a veteran hybrid teacher having participated in the South Dakota prototype. Heather is also part of the PAST School Design and Strategy team providing on site and virtual professional development to teachers. For over 15 years, PAST Foundation has been a leader in designing STEM education for schools across the nation, bringing transdisciplinary problem-based learning (TPBL) to educators and experiential programs to students. In 2014 at CGI America, former President Bill Clinton recognized PAST for outstanding work in building rural educational models, and again in 2015 for achievements in improving education in rural America. PAST professional development and online courses offer teachers exciting ways to bring TPBL to their classrooms. Bridge programs take STEM education out of the classroom for students and teachers. Our Knowledge Capture division supports all PAST endeavors with strong evidence based research. Together we holistically link learning to	See Resume for details: Ms Kellert previously taught high school math, and leads the informal ed program	Doctoral Candidate; Math Education, OSU	50	

				life. PAST Innovation Lab is a part of PAST Foundation, a 501(c)3 organization. The Innovation Lab is an educational prototyping facility where community, industry and education come together to create the educational programs of tomorrow, today.				
Kat	Deaner	Director of Online Learning, PAST Foundation	Professional Development Coordinator responsibile for organizing, recruiting and deliving online courses including P3 Design and P3 Delivery	Ms Deaner leads the rapidly growing division of online learning for educator professional development.	See resume for details: SOIL, Lead STEM Coordinator at PAST, Director of Growing America the summer pilot that led to the Growth Learning Lab	MS Horticulture, Med Environmental Education, OSU	15	