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Adjusted Allocation: 0.00
Remaining: -3,402,120.00
Fayette Local (047068) - Fulton County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (492)

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

A) APPLICANT INFORMATION - General Information, Experience and Capacity

1. Project Title: Rural Schools Partnering in Expanded Education Opportunities

2. Executive summary: Provide an executive summary of your project proposal and which goal(s) in question 8 you seek to achieve. Please limit your responses to no more than three sentences.

This proposal will provide opportunity for students to achieve academic success through sharing instructional resources among consortium members. Spending reductions will occur as administrative duties are transferred from administration to instructional staff and utilization of online resources will replace textbook purchases. Utilization of instructional expertise will be accessible for all students across multiple districts.

3. Total Students Impacted:

4. Lead applicant primary contact: - Provide the following information:
   - First Name, last Name of contact for lead applicant: Erik Belcher
   - Organizational name of lead applicant: Fayette Local Schools
   - Unique Identifier (RN/Fed Tax ID): 047068
   - Address of lead applicant: 400 E. Gamble Road
   - Phone Number of lead applicant: 419.237.2573
   - Email Address of lead applicant: ebelcher@fayetteech.org

5. Secondary applicant contact: - Provide the following information, if applicable:
   - First Name, last Name of contact for secondary applicant: Larry Brown
   - Organizational name of secondary applicant: Wauseon Exempted Village Schools
   - Unique Identifier (RN/Fed Tax ID): 045641
   - Address of secondary applicant: 126 S. Fulton Street Wauseon, OH 43567
   - Phone number of secondary applicant: 419.335.6616
   - Email address of secondary applicant: lbrown@staff.wauseon.k-12.oh.us

6. List all other participating entities by name: Provide the following information for each additional participating entity, if applicable: Mention First Name, Last Name, Organizational Name, Unique Identifier (RN/Fed Tax ID), Address, Phone Number, Email Address of Contact for All Secondary Applicants in the box below.

   Antwerp Local Schools Pat Ross, Superintendent 303 South Harmann Road Antwerp, OH 45813 Email: Pat Ross (ross_p@antwerpsschools.org) IRN: 048991 419-258-5421 Archbald Area Local Aaron Rex, Superintendent 600 Lafayette St. Archbold, OH 43502 Area@archboldschools.org IRN: 047043 419-446-2728 Ayersville Local Schools Tod Hug, Superintendent 28046 Watson Rd. Defiance OH 43512 Hug@ayersvilleschools.org IRN: 445670 419-395-1111 Central Local Schools Vicki Brunner, Superintendent 050289 US 127 Sherwood, OH 43565 Vicki.brunner@centrallocal.org IRN: 419-656-2808 Edgerton Local Schools Andy More, Superintendent 111 East River St. Edgerton, OH 45317 amore@edgertontools.org IRN: 050617 419-298-2112 Edon Northwest Local Schools Ed Ewers, Superintendent 802 West Indiana St. Edon, OH 43518 ewers@edon-nw.org IRN: 050025 419-272-3213 Evergreen Local Schools James Wyse, Superintendent 14544 County Rd. 8 Metamora, OH 43540 jwyse@evgyking.org IRN: 047050 419-644-3251 Holgate Local Schools Kelly Meyers, Superintendent 801 E. Joe E Brown Avenue Colgate, OH 43527 kneyers@holgate.12.sh.us IRN: 047051 419-264-5141 Liberty Center Local Schools Kristi Thompson, Superintendent PO Box 434, 103 West Young St. Liberty Ctr., Ohio 43323 kthompson@libertycenterschools.org IRN: 047589 419-533-5011 Northeastern Local Schools James Roach, Superintendent 059211 Homerville Road Defiance OH 43512 Torina_d@nvca.org IRN: 048722 419-497-3461 Pine Delta York Local Schools Jay LaFever, Superintendent 504 Fernwood Street Delta, OH 43515 jlafever@pvds.org IRN: 047084 419-822-3391 Stryker Local Schools Nate Johnson, Superintendent 400 South Defiance St. Stryker, OH 43575 njohnson@strykerguilders.org IRN: 050585 419-682-2841 Swanton Local Schools Jeff Schade, Superintendent 108 North Main St. Swanton, OH 43576 Jeff.Schade@swantonschools.org IRN: 047092 419-826-7085 Four County Career Center Tim Meister, Superintendent 22 - 900 State Route 34 Archbold, OH 43502 trester@fourcounty.net IRN: 050963 800-589-3334

7. Partnership and consortia agreements and letters of support: - Click on the link below to upload necessary documents.

   * Letters of support are for districts in academic or fiscal distress only. If school or district is in academic or fiscal distress and has a commission assigned, please include a resolution from the commission in support of the project.

   * If a partnership or consortium is established, please include the signed Straight A Description of Nature of Partnership or Description of Nature of Consortium Agreement.

UploadGrantApplicationAttachment.aspx

8. Please provide a brief description of the team or individuals responsible for the implementation of this project including relevant experience in other innovative programs. You should also include descriptions and experiences of partnering entities.

   Fayette Local Schools has successfully implemented a before and after school program with ODE 21st-Century Community Learning Centers. It has also successfully implemented Race to the Top (RTI) initiatives that effectively promote student achievement in all grades. Fayette Local Schools is positioned to effectively and efficiently manage this project. Fayette Local Schools Chief Financial Officer has 24 years of experience managing all budgets and operations for 19 individual 21st Century Community Learning Centers with a budget of $12.7 million. Programs employed 357 teachers who provided instruction for over 3700 K-12 students. Student programming utilized hands-on, real world experiences with proven academic success. Consortium also successfully implemented a $200,000 multidistrict Third Grade Math Guarantee Grant data program that facilitated student success in preparation for the third grade reading Ohio Achievement Assessment. This program connected the early literacy student data of 23 districts with the goal of providing professional development and intervention services in a shared model. This effort reduced administrative costs and streamlined the data collection process aimed at targeting those students in danger of retention. The Local Government Innovation Fund (LGIF) was awarded that allows the consortium to investigate further opportunities to create more efficient and effective service delivery. Project is expected to facilitate efficiency, collaboration, or shared administrative services. Government Innovation Fund proposal indicates a potential $200,000 per year savings through shared administrative services. Consortium member district superintendent experience exceeds 150 years of combined experience, leading building projects totaling over $270 million over the past 8 years. Consortium Superintendents meet very month to participate in discussions that impact rural students. Consortium Treasurers meet quarterly. Consortium guidance counselors meet yearly to ascertain scheduling and programming changes that impact all schools.

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

9. Which of the stated Straight A Fund goals does the proposal aim to achieve? - (Check all that apply)

   - [ ] Student achievement
   - [ ] Spending reductions in the five-year fiscal forecast
   - [ ] Utilization of a greater share of resources in the classroom

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

   - [ ] New - never before implemented
   - [ ] Existing and research-based - never implemented in your district or community school but proven successful in other educational environments
   - [ ] Mixed Concept - incorporates new and existing elements
   - [ ] Enhancing/Scale Up - elevating or expanding an effective program that is already implemented in your district, school, or consortia partnership

11. Describe the innovative project.

   An innovation is one of those things that society looks at and says, if we make this part of the way we live and work, it will change the way we live and work.” - Dean Kamen, (Sputnik, September 28, 2011)
Technology has the ability to innovatively change the way teachers conduct their classrooms and the way students connect to learning, both in the classroom and out. The total cost of producing each successful high school and college graduate has increased substantially over time instead of decreasing - creating what some argue is an inverted learning curve.” Jim Shelton, Assistant Secretary Deputy Director at the United States Department of Education

12. Describe how it will meet the goal(s) selected above. 

The Georgetown Center on Education and the Workforce reports that 8% of high school graduates do not currently go on to college. There is no guarantee that any student will choose higher education. College choices as they prepare for future success.

Our goal of student success is not merely completing the required course of institutional study, but rather this proposal places the students at the center of the student achievement process. (Albea et al., 2007). This is the only way that our young people acquire the knowledge and skills they need to compete in a 21st century economy. (June 2010, The Georgetown Center on Education and the Workforce)

Virtual schools historically tend to target students who are at risk of failing. However, funding can move from school administration to instructional services. This proposal allows teachers at one school to effectively instruct students at multiple schools through virtual learning, including reverse instruction and blended learning. The great thing about blended learning is that students are able to take Virginia Virtual courses at their own pace.

The innovative approach offered connects students in one district to educational offerings in multiple districts. This will result from reduced administrative expenses which will be reduced as teachers assume roles of administering the proposed program. This will reduce time and effort necessary for administrative expenses incurred in conducting the program. Expenses include mailings and other communication necessities to rollout grant in an efficient and timely manner.

Object code 200: $77,726 will be incurred for all fringe benefits including, but not limited to, retirement, insurance, Medicare, federal and state taxes and unemployment compensation. Object code 400: $1,313,500: Purchased services include professional development, licensing and marketing. Professional development ($192,000) will include online instructional pedagogy, virtual learning set up and troubleshooting, and courseware navigation. Licensing and server upgrades ($179,780) will support shared instructional content among member districts emphasizing career technical education, Science - Technology - Engineering - Mathematics (STEM) education, gifted education, special education and early literacy. Licensing will be used to offer student, expanded choice in obtaining courses in college and career readiness preparation. Online course work will bring uniformity of curriculum offered that provides high-quality, engaging and critical thinking offerings to students. Marketing and communication to parents, business and community will highlight the significant impact this project will produce in preparing students for the growing needs of a 21st century economy ($1600,000).

This proposal recognizes that basic truth and is committed to assist each student in selecting the educational path that accomplishes their goal. No additional costs will be required for implementation.alphabetical arrangement of names

14. What is the total cost for implementing the innovative project? 3,492,120.00 Total project cost  

3,492,120.00 Total project cost

15. What are the new/recurrent costs of your innovative project will continue once the grant has expired? If there are no new/recurrent costs, please explain why.

43,563.00 Specific amount of new/recurrent cost (annual cost after project is implemented)

$43,563 - Recurring cost associated with the consortium districts sharing instructional services in providing students quality, expanded options will be minimal. Consortium districts currently provide professional development built into the schedule involving the expertise of each site coordinator, who is currently on staff as an instructor at each location. The grant proposal design was to use initial startup costs in developing a sustainable professional development that will continue to be used in subsequent years. The grantors will provide no additional costs after the first year.

43,563.00.

16. Are there expected savings that may result from the implementation of the innovative project? 773,530.00 Specific amount of expected savings (annual)

773,530.00 Specific amount of expected savings (annual)

Narrative explanation/rationale: Provide details on the cost items included in the budget (i.e. staff costs and salary/benefits, equipment to be purchased and cost, etc.). If there are no new/recurrent costs, please explain why.

Ahh, the expected savings. Ahh, the expected savings. It is a miracle that curiosity survives formal education.

It is a miracle that curiosity survives formal education.

The innovative approach offered connects students in one district to educational offerings in multiple districts. This will result from reduced administrative expenses which will be reduced as teachers assume roles of administering the proposed program. This will reduce time and effort necessary for administrative expenses incurred in conducting the program. Expenses include mailings and other communication necessities to rollout grant in an efficient and timely manner. Object code 600: $1,561,790 would be utilized to purchase capital to bring uniformity of curriculum services offered that provides high-quality, engaging and critical thinking educational offerings to students. Server upgrades ($127,000), computer hardware ($1,167,950), additional wireless hotspots ($53,700) and virtual classroom furnishings ($213,500) will provide the basic startup costs in providing expanded student choice for students.
17. Provide a brief explanation of how the project is self-sustaining. If there are ongoing costs associated with the project after the term of the grant, this explanation should provide details on the cost reductions that will be made that are at least equal to the amount of new/recurring costs detailed above. If there are no new/recurring costs, explain in detail how this project will sustain itself beyond the life of the grant.

**Sustainability** will be substantial by initially reducing the annual expenditure by the district or text books and other resources traditionally used in the classroom. By utilizing online resources connected to learning management systems, the cost to provide educational opportunities can be reduced by $43,500. Sustainability is also necessary to maintain the district’s financial health and ensure that this initiative is viable in the long term.

D) IMPLEMENTATION - Timeline, communication and contingency planning

18. Fill in the appropriate dates and an explanation of the timeline for the successful implementation of this project. In each explanation, be sure to briefly describe the largest barriers that could delay your concept or timeline for implementation and your plan to proactively mitigate such barriers. In addition, the narrative should list the stakeholders that will be engaged during that stage of the project and describe the communication that occurred as the application was developed.

Describe the ongoing communication plan with the stakeholders as the project is implemented. (Stakeholders include parents, community leaders, foundation support and businesses, as well as educational personnel in the affected entities.)

* Proposal Timeline Dates

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**Narrative explanation**

Barriers to implementation were identified by stakeholders at the September 24th and October 4th meetings of stakeholders. Follow up discussion via email and teleconferences further detailed barriers and solutions that would be implemented if they came to fruition. Antwerp, Archbold, Ayersville, Central Local, Edgerton, Edon, Evergreen, Fayette, Holgate, Liberty Center, Northeastern, Delta, Stryker, Swanton, Wauseon and Four County Career Center representatives. A potential barrier in successfully rolling out initiative is its uniqueness to education since it has not been implemented in education prior to this proposal. Communication is key through each step so that all progress toward the same goal. Grant manager has key role in communicating all aspects of process. Students will need clear instructions in accessing the new delivery of courses and parents will need to understand September 24, 2013. Email sent to all stakeholders to initiate discussion of consortium benefits for students and outline the three basic goals of the grant proposal. October 4, 2013. All consortium stakeholders including Superintendents, Principals, and Teachers met to further discuss the possibilities of shared instructional services across multiple districts. October 8, 2013. Met with all stakeholders to refine proposal and to define barriers to implementation including: October 9-21, 2013. Communicated with stakeholders via phone conferencing, email and site visits Fayette Local Schools Erik Belcher, Superintendent  Wauseon Exempted Village School District Larry Brown, Superintendent Antwerp Local Schools Pat Ross, Superintendent Archbold Area Local Aaron Rex, Superintendent Ayersville Local Schools Ted Hug, Superintendent Edgerton Local Schools Vicki Brunk, Superintendent Edon Local Schools Ed Eders, Superintendent Liberty Center Local Schools Kris Thompson, Superintendent Maumee Local Schools James Wyse, Superintendent Holgate Local Schools Kelly Meyers, Superintendent Liberty Center Local Schools Kris Thompson, Superintendent Northeastern Local Schools James Roach, Superintendent Pika Delta York Local Schools Jay LeFevere, Superintendent Stryker Local Schools Nate Johnson, Superintendent Swanton Local Schools Jeff Schade, Superintendent Four County Career Center Tim Meister, Superintendent October 15, 2013. Copy of grant first draft emailed to all stakeholders for review and comments. October 18, 2013. Final draft of grant sent to stakeholders for final review and approval November 14, 2013. Deadline to prepare initial draft of all purchased service invoices, review student and parent information roll out, and finalize professional development timeline. November 20, 2013. Convene with all stakeholders to finalize contract proposals for all purchased services, review roll out to students and parents. Confirm professional development plan. November 28, 2013. Deliver updated course offerings for local school board approval.

Implement (MM/DD/YYYY): 12/18/2013-06/30/2014

**Narrative explanation**

Barriers to implementation of this grant proposal are understood, and plans to address these issues are in place. Reliable and accurate documentation in all aspects of school records must be maintained and understood by all parties. EMIS coordinators must be properly instructed to correctly compile all required documentation. Regional EMIS Director will facilitate training at all consortium EMIS coordinators so that class placement for individual students is recorded accurately. This coordinated effort has already been established and is ready for roll out. Guidance counselors will need to have accurate course descriptions to enable them to advise students in pursuit of the college and/or career goals. These course communication pieces are critical in the seamless introduction of multidistrict, expanded learning student choice preferences. Unforeseen barriers may arise. Therefore, each district will have a team in place to address these barriers. This team includes Superintendent, principal, guidance counselor, virtual learning coordinator in the classroom teacher. This team will be in constant contact with program manager will catalog all barriers encountered and communicate to all member districts of the consortium. It will serve as a frequently asked question forum so that all schools may be proactive in the delivery of this model.

Stakeholders will be a critical factor in driving the initiative in this model. Three key elements will forever alter how rural education is delivered. These three elements will maximize student learning process in the hands of the students and teachers.

**Summary of project**

This initiative will be implemented in three stages.

1. **Course Selection:** The first stage of the project will be to develop a comprehensive list of courses that will be offered to students. This list will include courses that are currently offered by district schools as well as new courses that will be specifically designed for this initiative.

2. **Course Delivery:** Once the list of courses is finalized, the next stage will be to deliver these courses to students. This will involve the creation of virtual classrooms and the use of educational technology to facilitate learning. The virtual classrooms will be accessible to students at any time and from any location.

3. **Professional Development:** The final stage of the project will focus on the professional development of teachers and school staff. This will involve the provision of training and resources to help the new learning model be successful.

This project will be based on the belief that every student has the potential to succeed academically. By providing a wide range of course options, we hope to engage students and keep them on track for success. Additionally, by offering courses that are specific to individual student needs, we aim to increase student engagement and success rates.

This project is unique in that it aims to provide educational opportunities for rural students that are not currently available through traditional school systems. By leveraging virtual learning technology, we hope to create a more inclusive and accessible education system.

In conclusion, this project has the potential to significantly improve educational outcomes for rural students. By providing a wider range of course options and a more flexible learning environment, we believe that we can help to ensure that all students have the opportunity to succeed academically.
21. Is this project able to be replicated in other districts in Ohio?

Yes (73.68%)
No (26.32%)

22. If so, how?

The project can be replicated in other districts in Ohio by following the same guidelines and procedures outlined in the proposal. The success of the project is dependent on the availability of resources and the willingness of districts to adopt the same approach. The project can be replicated by districts that have similar demographics and educational needs as the districts in which the project is currently being implemented. The project can also be replicated by districts that are willing to invest in the necessary resources to support the project's goals.

23. Describe the substantial value and lasting impact that the project hopes to achieve.

The project aims to achieve several substantial values and lasting impacts. These include:

- Improving educational outcomes for students, particularly those from underserved communities.
- Increasing access to high-quality educational resources and opportunities.
- Enhancing the professional development of educators and staff.
- Creating a collaborative and innovative educational environment.
- Advancing the integration of virtual learning into traditional educational settings.

These goals are expected to have a lasting impact on the education system and the students it serves.

24. What are the specific benchmarks related to the fund goals identified in question 9 that the project aims to achieve in five years? Include any other anticipated outcomes of the project that you hope to achieve that may not be easily benchmarked.

The project aims to achieve several specific benchmarks related to the fund goals identified in question 9. These include:

- Increasing the number of students who achieve proficiency in standardized tests.
- Improving graduation rates and college readiness.
- Reducing dropout rates.
- Enhancing teacher and staff satisfaction.

In addition to these benchmarks, the project also aims to achieve several other anticipated outcomes, such as:

- Creating a more engaging and inclusive learning environment for all students.
- Increasing the number of students who are prepared for college and career.
- Building a more collaborative and innovative educational community.

These outcomes may not be easily benchmarked but are expected to have a positive impact on the education system and the students it serves.
designed to show growth over time. Data will extend testing period FY 19. Assessment of success of initiative will also be measured in percentage of students who pursue college and/or career advanced training. Guidance departments will secure this data to be presented on an annual basis through FY 19. Successful completion of college and/or career advanced studies will also be tracked. Each district will also report member of expanded course options classes that are accessed each year by students. Spring of FY14 will serve as the baseline. Teacher data will examine the nature, number and type of classes requested by students and the availability of instructional staff accommodate the course load. Longitudinal studies through FY19 will examine will measure teacher counselload through registration data in successful completion of courses based upon transcripts. Sustainability will be tracked in real time annual reporting of the fiscal records. Modifications to programming and staffing will reflect the sustainability of the program. This grant proposal is designed to be replicable so that other districts maintain from lessons learned initiate their own multistrict, expanded learning program. The grant deliverables include a handbook with applicable information dating future districts in this process. This handbook will be available at no charge for any district requesting this information. Program manager will also be available to visit sites and present program options, startup concerns, budgeting requirements, student achievement initiatives and multidistrict, shared instructional service platforms.

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 timeframe. The Governing Board of the Straight A Fund reserves the right to conduct evaluation of the plan and request additional information in the form of data, surveys, interviews, focus groups, and any other related data to the legislature, governor, and other interested parties for an overall evaluation of the Straight A Fund.

PROGRAM ASSURANCES: I agree, on behalf of this applicant agency and/or all identified partners to abide by all assurances outlined in the Assurance section of the CCIP. In the box below, enter "I Accept" and indicate your name, title, agency/organization and today’s date.

I accept* Erik Belcher, Superintendent, Fayette Local Schools, 400 E. Gamble Fayette, OH 43521 Email: ebelcher@fayettesch.org IRN: 047068 419-237-2573 October 25, 2013