

Budget

Fayette Local (047068) - Fulton County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (492)

U.S.A.S. Fund #:

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		496,454.00	77,726.00	779,400.00	39,000.00	1,561,799.00	0.00	2,954,379.00
Support Services		95,741.00	0.00	0.00	0.00	0.00	0.00	95,741.00
Governance/Admin		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development		0.00	0.00	192,000.00	0.00	0.00	0.00	192,000.00
Family/Community		0.00	0.00	160,000.00	0.00	0.00	0.00	160,000.00
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
Total		592,195.00	77,726.00	1,131,400.00	39,000.00	1,561,799.00	0.00	3,402,120.00
Adjusted Allocation								0.00
Remaining								-3,402,120.00

Application

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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 9 you seek to achieve. Please limit your responses to no more than three sentences.

This proposal will provide opportunities for student achievement through shared instructional relation services among consortium members. Spending reductions will occur as administrative duties transfer 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.

14621 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 (IRN/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@fayettesch.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 (IRN/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 (IRN/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 Harrmann Road Antwerp, OH 45813 Email: Pat Ross (ross_p@antwerpschools.org) IRN: 048991 419-258-5421 Archbold Area Local Aaron Rex, Superintendent 600 Lafayette St. Archbold, OH 43502 Arex@Archboldschools.org IRN: 047043 419-446-2728 Ayersville Local Schools Tod Hug, Superintendent 28046 Watson Rd. Defiance OH 43512 thug@ayersvilleschools.org IRN: 046706 419-395-1111 Central Local Schools Vicki Brunn, Superintendent 06289 US 127 Sherwood, OH 43556 Vicki.brunn@centrallocal.org 419-658-2808 Edgerton Local Schools Andy Morr, Superintendent 111 East River St. Edgerton, OH 43517 amorr@edgertonls.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: 050625 419-272-3213 Evergreen Local Schools James Wyse, Superintendent 14544 County Rd. 8 Metamora, OH 43540 jwyse@evgvikings.org IRN: 047050 419-644-3521 Holgate Local Schools Kelly Meyers, Superintendent 801 E. Joe E Brown Avenue Colgate, OH 43527 kmeyers@holgate.k12.oh.us IRN: 047571 419-264-5141 Liberty Center Local Schools Kristi Thompson, Superintendent PO Box 434, 103 West Young St. Liberty Ctr., Ohio 43532 kthompson@libertycenterschools.org IRN: 047589 419-533-5011 Northeastern Local Schools James Roach, Superintendent 05921 Domersville Road Defiance OH 43512 Tinora_s@nwoca.org IRN: 046722 419-497-3461 Pike Delta York Local Schools Jay LeFevre, Superintendent 504 Fernwood Street Delta, OH 43515 jlafevre@pdys.org IRN: 047084 419-822-3391 Stryker Local Schools Nate Johnson, Superintendent 400 South Defiance St. Stryker, OH 43557 njohnson@strykerpanthers.org IRN: 050658 419-682-2841 Swanton Local Schools Jeff Schlade, Superintendent 108 North Main St. Swanton, OH 43558 Jeff.Schlade@Swantonschools.org IRN: 047092 419-826-7085 Four County Career Center Tim Meister, Superintendent 22 - 900 State Route 34 Archbold, OH 43502 tmeister@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 will be 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 projects. 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 (RtT) 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 business, Manager of Farmers and Merchants State Bank, and school-based financial operations experience. CFO has managed multimillion dollar programs and served on the Economic Development Council. CFO has met with all consortium school treasurers in preparation for the Straight A Fund grant application. A detailed explanation has been given regarding programming, expected results of grant, and reporting based upon grant assurances. Program manager has 13 years' experience administering grants and has successfully implemented all initiatives and deliverables. Program manager administered 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 approaches with proven academic success. Consortium also successfully implemented a \$200,000 multidistrict Third Grade 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 \$300,000 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 researched-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 Deputy Secretary of the Office of Innovation and Improvement at the U.S. Department of Education. The intent of this proposal is not to merely put more resources in the classroom, but rather place more resources in the classroom that directly impact the individual educational goals of each student. The innovative approach offered connects students in one district to educational offerings in multiple districts. This proposal will provide a scalable approach that connects rural districts to effectively promote student achievement in a fiscally responsive manner. Rural schools currently have the need to build capacity to offer students an array of coursework that is not currently available. Gifted students are underserved due to increased curriculum mandates and reduction in funding. This grant proposal incorporates serving gifted students with online, interactive, gifted classes that promote higher learning and creative thinking. This will have particular impact on student achievement as students prepare for college and/or career. Students will have the opportunity to explore career paths while in high school. Rural schools, by their very nature, do not have the capacity to offer Marine science, marketing, industrial electricity, interior design, forensic science, criminology, IT Cisco and other specialty courses. A survey of consortium schools indicated 8 to 12 electives available for students. Rural schools routinely cancel advanced classes due to lack of student numbers. Another factor is that rural schools do not have the diversity of faculty with specializations in these and other areas. Consortium members met in September to address this issue. To address this issue members concluded they could provide access for increased student achievement will by partnering in their instructional delivery. As an example, very few rural districts offer French as an elective. Discussion with consortium members indicated a number of students who would like to take French but it is not offered at their district. This proposal would provide French instruction to all consortium district member students through virtual learning. One member would provide the HQT qualified staff to conduct the class. This process would be repeated in providing additional courses not currently offered at the local school. The basic premise is not putting more resources in instruction, which this proposal will accomplish, but rather placing more resources in meeting the educational needs of students. This can be accomplished by member districts participating in delivering courses virtually.

12. Describe how it will meet the goal(s) selected above. - If school/district receives school improvement funds/support, include a brief explanation of how this project will advance the improvement plan.

Goal 1. Student Achievement and Goal 2. Utilization of a greater share of resources in the classroom Student achievement is achieved by bringing a greater share of educational resources to the classroom. However, funding can move from school administration to instructional services. That funding shift does not automatically increase educational opportunity. The end result is that a school may get more of the same, just in greater quantities. That does not lead to student success. It is a miracle that curiosity survives formal education. (Albert Einstein) Student success must by definition begin with the student. Virtual schools historically tend to target students who are at risk of failing. Credit recovery becomes the primary objective. The obvious conclusion is that schools play catch-up after failing to adequately educate students at the required level. 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 learning matrix. Students ultimately assume ownership of their educational choices as they prepare for college/career. We understand that with tightened budgets and limited capacity, schools are unable to provide the full range of opportunities necessary to prepare our students for the workplace. As a result, partnerships and collaboration are needed from those who are willing to re-imagine how, when and where students' learn. This proposal recognizes that basic truth and is committed to assist each student in selecting the educational path that accomplishes their goal. Rural districts are traditionally limited in course offerings for students. This consortium is committed to providing access to expanded learning opportunities for students by undertaking an educational enterprise beyond the resources of any one member. The fourteen district consortium has opened their curriculum offerings to any student of other participating schools. A student may register for a class not offered at their home school. 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 no two kids move at the same pace. In traditional school if you are a kid who gets it, you have to wait. We individualize education and individualize success. "Sixty three percent of all American jobs will require some form of college education in less than eight years. When coupled with the fact that U.S. manufacturers today feel that they currently do not have enough skilled workers to meet their needs, it becomes increasingly clear that never has it been more important for us to work to ensure 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) Regular educational services, special education services, career-technical education services, gifted expanded educational services will provide students with options far beyond the four walls of their school. Connecting students across the consortium will provide exponential success. Goal 3: Spending reductions in the five year forecast Spending reductions will occur as administrative roles in the consortium give way to leadership facilitated by classroom teachers. The grant budget specifically indicates that teachers will become district experts at applying shared services among all consortium districts. This effort will ensure that these expanded educational opportunities will remain sustainable in future years. Each member district will provide scheduled course offerings to other district members. Students will have access to these expanded schedules. These new opportunities for students will better guide their future career and/or college choices as they prepare for future success.

C) SUSTAINABILITY - Planning for ongoing funding of the project, cost breakdown

13. Financial Documentation - All applicants must enter or upload the following supporting information. Responses should refer to specific information in the financial documents when applicable:

a. Enter a project budget

b. Upload the Straight A Financial Impact Template forecasting the expected changes to the five-year forecast resulting from implementation of this project. If applying as a consortia or partnership, please include the five-year forecasts of each school district, community school or STEM school member for review.

c. If subsection (b) is not applicable, please explain why, in addition to how the project will demonstrate sustainability and impact.

Salaries: \$592,195 Fringe: \$77,726 Purchased Service Professional Development \$192,000 Family Community Communication \$160,000 Supplies: \$39,000 Capital: Computers: \$947,000 Server Upgrades \$155,000 Virtual Classroom Furniture: \$450,000 Facility Upgrades: \$234,799

14. What is the total cost for implementing the innovative project?

3,492,120.00 * Total project cost

* Provide a brief narrative explanation of the overall budget. The narrative should include the source and amount of other funds that may be used to support this concept (e.g., Title I funding, RttT money, local funding, foundation support, etc.), and provide details on the cost of items included in the budget (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.)

Object code 100: \$592,195 will be utilized to provide seamless transition from the grant period to subsequent years. \$496,454 will secure a trained, on-site experts at each site who will be able to conduct all professional development, establish and maintain protocols for online learning and administer the day-to-day functions of the shared instructional model. \$95,741 will be expended to provide for grant managers who will oversee all logistics of the grant rollout. This includes managing all purchases, professional development, marketing, parent involvement and purchase services. Grant manager expenses are one-time expenses and will be assumed by each site coordinator will be responsible to oversee subsequent years. Object code 200: \$77,726 will be incurred for all fringe benefits including, but not limited to, retirement, insurances, Medicare, federal and state taxes and unemployment compensation. Object code 400: \$1,131,400- Purchase 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 (\$779,400) will be purchased to support shared instructional services 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 students quality, expanded choice in development of 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 (\$160,000). Object code 500: \$39,000 will provide for miscellaneous 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 will be utilized to purchase capital to bring uniform quality of curriculum services offered that provides high-quality, engaging and critical thinking educational offerings to students. Server upgrades (\$127,000), computer hardware (\$1,167,590), additional wireless hotspots (\$53,700) and virtual academy furnishings (\$213,500) will provide the basic startup expenses in providing expanded student choice for students.

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

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

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

\$43,563 - Recurring costs 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 two-hour delays and waiver days to maintain current and future capacities of this and other initiatives. Professional development in support of project implementation will be conducted utilizing 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 ensure the program's success in subsequent years. Professional development will proceed on a train the trainer basis. The trainer at each site will have access to online tutorials specifically designed to answer questions brought up in each district. Each district is set aside local in kind support in support of professional development. These train the trainers will also utilize to train future district in a replicable manner so that future districts will not incur a substantial cost to initiate shared educational services among districts. No additional cost will be required to sustain professional development. Subsequent years licensing will require minimal investment with expenses occurred when new coursework becomes necessary due to expanded choices based upon student input. Additional staffing will not be required beyond the cost of an online coordinator. Each districts online coordinator will have the capacity to serve dozens of students, connecting them with panic qualified teachers in the tutorial setting as necessary. Cost incurred for a site coordinator includes \$30,000 or staffing plus an additional \$4063 will benefits. As a consortium districts have the capacity to provide instructional staffing by utilizing currently employed teachers. Equipment upgrades will occur on a five-year cycle, so that no new expenses for capital will be necessary until the new cycle begins. It is estimated that each consortium member will invest \$9,500 annually in upgrading and maintaining all equipment necessary.

16. Are there expected savings that may result from the implementation of the innovative project?

773,530.00 * Specific amount of expected savings (annual)

* Narrative explanation/rationale: Provide details on the anticipated savings (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.)

Anticipated savings of \$773,530 will be realized annually or \$3,867,650 in the five year cycle ending FY19. Partnering with area schools will have tremendous benefits or member districts. Annual saving 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 functions at the local school. Districts will share costs and will also provide instruction for participating students at no additional cost to the district or the students. Reductions in salaries for participating, consortium districts will be \$718,037. This is a direct result of partnering and will provide instruction for students at no additional cost to the district or students. Benefits and fringes will be reduced by \$192,033 in direct correlation to the savings in personnel. Supplies for classrooms and textbooks to support learning in the classroom will be reduced by \$477,194 or \$2,385,970 in five years. This reduction is based upon the fact that more students will be enrolled in online learning. Purchased services will be reduced by \$381,110 over five years based upon consortium purchasing. Capital will be reduced by \$190,500 due to reduced costs and consortium buying power.

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 textbooks and other resources traditionally used in the classroom. By utilizing online resources connected to virtual learning across multiple districts, annual anticipated savings of \$45,000 may be realized. The ongoing costs to sustain this initiative have been projected to be \$43,563. District staff costs will be incorporated into current staff expenses incurred by the district in its annual operating budget. The realization experienced by rural school districts is that many classes do not have the maximum number of students enrolled in individual classes. Consortium teachers will have the capacity to have fully enrolled classes by facilitating these classes in an online environment. This will result in greater educational opportunity for students while at the same time incurring no additional costs.

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 derail 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 can include parents, community leaders, foundation support and businesses, as well as educational personnel in the affected entities.)

* Proposal Timeline Dates

Plan (MM/DD/YYYY): 09/24/2013-10/25/2013

* Narrative explanation

Barriers to successful implementation were discussed by stakeholders at the September 24 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, Eden, 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 Tod Hug, Superintendent Central Local Schools Vicki Brunn, Superintendent Edgerton Local Schools Andy Morr, Superintendent Edon Northwest Local Schools Ed Ewers, Superintendent Evergreen Local Schools James Wyse, Superintendent Holgate Local Schools Kelly Meyers, Superintendent Liberty Center Local Schools Kristi Thompson, Superintendent Northeastern Local Schools James Roach, Superintendent Pike Delta York Local School Jay LeFevre, Superintendent Stryker Local Schools Nate Johnson, Superintendent Swanton Local Schools Jeff Sch lade, 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 seamless and understood by all parties. EMIS coordinators must be properly instructed to correctly complete 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 step in the seamless introduction of multidistrict, expanded learning student career choices. 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 have a lead person will be a prime asset to ensure that all communication is thorough and impacts the initiative in this grant proposal. 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 Tod Hug, Superintendent Central Local Schools Vicki Brunn, Superintendent Edgerton Local Schools Andy Morr, Superintendent Edon Northwest Local Schools Ed Ewers, Superintendent Evergreen Local Schools James Wyse, Superintendent Holgate Local Schools Kelly Meyers, Superintendent Liberty Center Local Schools Kristi Thompson, Superintendent Northeastern Local Schools James Roach, Superintendent Pike Delta York Local Schools Jay LeFevre, Superintendent Stryker Local Schools Nate Johnson, Superintendent Swanton Local Schools Jeff Schlade, Superintendent Four County Career Center Tim Meister, Superintendent December 18, 2013- All stakeholders convene to review grant timeline, initialize purchased services, establish spring student registrations for each member district and finalize roll out to students and parents December 18, 2013- Guidance counselors at consortium member schools highlight expanded course selection options for students for spring semester. Students become aware that course offerings now reflect course offerings from 15 schools in a shared service model. Notify parents of the registration possibilities now available with the expanded consortium registration options students have as they pursue growing resources in college and/or career options. January 6, 2014- Students able to begin registration for spring classes. Guidance counselors and EMIS coordinators register students in respective consortium sites. Consortium member districts connect student registration selections with a teacher. February 12, 2014- Fall 2014 registration opens for students with the availability to enroll in expanded college and/or career courses. Once registration is completed, teachers will be assigned from member district to best meet the needs of March 12, 2014- Stakeholders from consortia member districts meet to review registration and teacher placement process and rollout success. Communicate with all stakeholders regarding successful implementation and barriers experienced in process. Review purchased services. April 19, 2014- Update sent to all stakeholders including,

Summative evaluation (MM/DD/YYYY): 06/18/2014-09/10/2014

* Narrative explanation

Barriers in the summative process would involve around timely access and reporting of all required data. These potential barriers will be addressed at each step in the grant timeline. Adequate reporting of all data will give a clear and precise measure of the impact of this grant initiative and its impact on student achievement. All consortium treasurers are committed to providing all financial data required to show the impact of sustainability, value added to the district in cost savings resulting from this multidistrict, enhanced learning program. Sustainability will be a key factor in the evaluation of this proposal. Each member of the consortium has a strong commitment to sustainable programming initiated funding of this grant. Not only is this sustainability a measurable goal to be achieved, but has the ability to replicate the program found in this grant proposal so that other districts and/or consortiums may duplicate this effort. June 18, 2014- All stakeholders review grant deliverables, final budgets, sustainability plan, finalize grant funding details, and preview fall programming. August 1, 2014- Review fall programming making adjustments as necessary. September 10, 2014- Stakeholders review grant deliverables and prepare final report Members of the summative review committee will be comprised of the district superintendent, principals, chief financial officer or treasurer, technology director, guidance and representatives of the educational staff. Those listed below will bring the final summative evaluation and provides input regarding the effectiveness and efficacy of this proposal. 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 Tod Hug, Superintendent Central Local Schools Vicki Brunn, Superintendent Edgerton Local Schools Andy Morr, Superintendent Edon Northwest Local Schools Ed Ewers, Superintendent Evergreen Local Schools James Wyse, Superintendent Holgate Local Schools Kelly Meyers, Superintendent Liberty Center Local Schools Kristi Thompson, Superintendent Northeastern Local Schools James Roach, Superintendent Pike Delta York Local Schools Jay LeFevre, Superintendent Stryker Local Schools Nate Johnson, Superintendent Swanton Local Schools Jeff Schlade, Superintendent Four County Career Center Tim Meister, Superintendent

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

This proposal will initiate an innovative design allowing rural districts to maximize student choice through shared instructional services. Rural districts historically have limited resources in providing expanded learning opportunities for students. A survey of current consortium members indicates 8 to 12 electives offered at each site. Depending on whether the students schedule matches the opportunity to select those electives, students by scheduled design may only have options of two or three electives. This drastically hinders their career or college choice options. Each rural district operates its own silo, only providing educational opportunity within its brick and mortar educational environment. Three key elements will forever alter how rural education is delivered. These three elements will maximize student choice, dramatically increase a teacher's influence, and reduce redundant administrative functions. Member districts of this consortium have committed to supplying teachers who will have the capacity and exposure in providing instructional services to all member districts. This allows specialization of courses based upon student choice and need. Students now have opportunity to choose from electives, core educational courses, career tech courses, gifted instruction and special education instruction from multiple districts. Each schools registration platform for student registration will include coursework from all member schools. This will increase the electives available from 8 to 12 courses per district to over 60 courses available to all students. Students will have the option to investigate a wider selection of coursework in preparation for college and/or career exploration. These courses will be taught in a virtual platform that will eliminate scheduling difficulties, allowing students to take courses that fit their needs, rather than fitting the inflexible course schedule. The second key element is that employments across member districts will take into consideration the need of all districts based upon student choice. Instructional services will continue to evolve taking into consideration the specialization required to meet the demand of 21st century college and/or career readiness so that students will continue to have expanded access to a curriculum modified and adjusted to prepare them for academic, and life, success. Teachers may spend 80% of their day in the traditional classroom. The additional 20% of their day may find them focusing on facilitating the learning of hundreds of students in a virtual environment. Though 1 to 25 ratio of the typical classroom will give way to the 1 to 50 ratio or even a 1 to 100 ratio. This dramatically increases the potential impact of the instructional process. The third element places ownership of the learning process in the hands of the students and teachers. A critical innovative component is that this process drastically reduces the need for administrative oversight. One district will provide administrative oversight to all consortium member districts. This eliminates the need to have an administrator at every site. Teachers will be the caretakers of the process. Each district will have a resident expert trained in all aspects of virtual, online learning. They will provide leadership in professional development, involvement in course offerings, and counsel to students, and provide administrative direction for the district's involvement.

E) SUBSTANTIAL IMPACT AND LASTING VALUE - Impact, evaluation and replication

20. Describe the rationale, research or past success that supports the innovative project and its impact on student achievement, spending reduction in the five-year fiscal forecast or utilization of a greater share of resources in the classroom.

The success of this project is supported by each consortium member and all stakeholders. This project is a new initiative, never before implemented in Ohio. Rural schools in unique and challenging demands educating students. Often there are too little resources to provide a robust, extensive curriculum in preparing students for college and/or career. Online schools currently provide extensive curriculum, but lack the ability to connect in a face-to-face approach. Online schools also provide clubs and other activities but in the impersonal and disconnected approach. Lack of public transportation and other services available in an urban or suburban setting are not available to students in rural education. Connecting rural schools in consortiums gives them the ability to personally impact students. This impact not only involves curriculum but also gives a face to all other aspects of education. Clubs in the traditional virtual school are part of distance learning with no interaction. World online consortiums provide student access to the schools regular extracurricular activities. Students may join, for example, the Science Club and attend all meetings and functions of that club. The club advisor personally connects to that student's individual academic needs and career goals. Socialization, and all the skills inherently present, enable each student to fully realize the growth of skills required in their college and/or career goals and expectations. The workforce recognizes the importance of effective interpersonal communication as a primary attribute for successful integration and growth in achieving success. Rural schools have limited access for students to explore college and/or career opportunities in education. The courses selected are designed with modern pedagogical strategies, including Gagne's Nine Events of Instruction, Bloom's Taxonomy, Visual Literacy, and Cognitive Load theories. Our courses emphasize 21st century skills, brain-based research, literacy strategies, authentic and engaging student work, and an "any path, any pace" philosophy. Courses are designed to be self-paced to allow students to enhance their independent learning. The consortium can meet a variety of students' needs with flexible implementation options: ? Dropout Prevention/Credit Recovery. GradPoint helps students re-engage and earn credits at their own pace with prescriptive study plans and a robust course catalog. GradPoint encourages students to stay in school with an alternative way to complete coursework for graduation. ? Alternative Education. The traditional classroom may not work for all students. GradPoint gives students the options to learn in a setting that is best for them to keep them motivated and on track to graduation on time. ? Blended and Virtual Learning. Online 24/7 access allows you to work with multiple students at multiple access points whenever schedules allow, and its flexible content enables teachers and students to work together. ? Summer School/Accelerated Learning. Consortium provides a flexible learning environment to give schools and students options to recover credits or gain credits in the summer to graduate on time. ? Response to Intervention. Consortium allows schools to meet Response to Intervention (RTI) goals and make decisions informed by actual student responses to instructional and behavioral interventions. It also enables the use of pre-tests, summative assessments, and student management features to identify learning gaps and then monitor students' progress as they take individualized, self-paced, rigorous courses. ? College and Career Readiness. Consortium model motivates students who are ready for more advanced topics or want to get a jumpstart on high school, college, or careers.

21. Is this project able to be replicated in other districts in Ohio?

Yes No

22. If so, how?

Other districts, rural, urban or suburban, will find this proposal to be replicable and scalable to provide their students with expanded choice in the development of their career and/or college educational choices. Initially stakeholders from each school in the region would meet to discuss the possibilities of combining the strengths of their districts to provide an even stronger learning platform for their students. This platform would be based upon the expressed needs of the students, parents, community, and business community to clearly identify specific expectations and will roles for each. Depending upon the collegiality of current relationships among member districts, this process would involve open and frank discussions of how best to utilize existing resources. This initial process would consume 1 to 2 months of evolving discussions to finalize a presentation that would clearly define their goals and expectations. The underlying premise is that together they will collectively provide their students with opportunities in educational choice in preparation for college and/or career that have not yet been presented to students in Ohio. Each district must commit to the welfare of the other. This commitment by its very nature is a commitment to every child in every district. Stakeholders involved require that superintendents, principals, guidance, parents, students, and business community would meet to shape the future of education. This would require districts to give up sacred cows and redundant practices in a streamlined effort. This cooperation among districts would include one district acting as the administrative arm. This in itself would provide cost savings by reducing administrative overhead. Determinations to be made would include the selection of an online learning platform, technology startup costs, facilitation of professional development, and marketing to students and parents. The online learning platform should take into consideration the targeted grades, the level of complexity required, navigational features, customer service, and required technology to support virtual learning. Each district will find it necessary to examine its current level of technology and upgrade to support a seamless introduction of online learning to its students. Considerations should include server capacity, wireless hot spots and compatibility. It should also be understood that different learning platforms offer by virtual educational programs have varying needs of complexity and rigor in the delivery of the educational coursework. Care should be taken to examine providers to meet the expectations of each district. Traditionally schools have selected coursework that targets credit recovery. However, to fully function as an online learning environment there must be by necessity a college prep component and also a career tech component. Professional development is a critical step in successful implementation. Each district should seek to prepare staff for a transition in which schools are already behind the business sector. It is not a matter of if virtual learning should be integrated. Virtual learning is now a part of the fabric of education. Professional development is critical for schools and teachers to understand the impact of virtual learning for the next generation. Each school must develop personnel to accept this reality and provide their districts with on-site educators who are resident experts in all phases of virtual learning. The final, and perhaps most critical, step is to inform students and parents of the new opportunities that await them. Students will now have the opportunity to explore college and/or career options never before offered in such expanded format in the local school. Ideally it is best to start this process in early fall. An aggressive approach would find a 4 to 5 months window to develop this process.

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

This proposal will increase student achievement on two levels. Students will have access to expanded learning options not available at traditional high schools in Ohio. Student Achievement will also be measured through pre and post testing that measures growth in academic achievement. The survey of rural high schools in the consortium demonstrating that 8 to 12 electives were available for students to access in an attempt to connect their personal goals with college and career readiness. The addition of a virtual school housed within the consortium school gives access to over 60 electives for students to choose as they contemplate career choices. Student data will be collected from each participating school analyzing the course selections chosen in the spring semester. Data will include movement from current electives available as compared to be expanded selections available increase in this innovative proposal. A satisfaction survey will quantify data so that future course selections will continually be updated to align the student need in real time. Each course selected students will be given pre-and post tests to measure gains in understanding. Consortium teachers will analyze data and provide districts and consortium with growth measures obtained. This data will reflect individual student growth and also provide aggregate data so that guidance counselor, students and parents will have a true view of achievement. Spending reductions in the five-year fiscal forecasts presented in this proposal a significant cost reduction in course delivery while maintaining a high degree of educational integrity. This proposal not only prepares students for their futures, but opens to them the possibilities districts to seldom deliver. These reductions are possible because of the shared services model introduced in this proposal. Teachers from consortium member districts will have the ability to teach their specialty, at high levels, the cross multiple districts impacting substantially more students with high quality instruction. This is possible due to the fact that rural schools seldom fill their schedules to the maximum number of students possible for that class. The district share this instructional model, little or no additional instructional cost is required for instructional services. This process will allow the shared services and expanded learning to continue the benefit of students after the grant funding expires. Utilization of greater share of resources in the classroom will be realized as students access learning opportunities shared across curriculums in member districts. Traditional rural school operates in its own silo, with little interaction in educational initiatives with neighboring districts. This tradition fails to empower students and severely limits a school's ability to offer career and/or college preparedness to students who desperately need that advantage. Data collected in this proposal will measure student and teacher satisfaction based upon pre-and post-tests. Indicators in additional data include of ease of transition into virtual learning, effective communication across multiple districts, and coursework aligned to student goals.

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.

Benchmarks are aligned to the goals of student achievement, spending reductions and utilization of a greater share of resources in the classroom. Initial benchmarks directly relate to immediate goals during the grant period. Data points to be tracked are centered on student data, teacher data and district data. Each data category is specifically aligned in an interactive pattern that allows developing a benchmarking timetable with quality, consistency. Short-term student measures progress seamlessly into long-term measures. Student success measures will indicate the impact of program objectives in relationship to ACT scores, Response to Intervention (RTI), blended learning, gifted learning outcomes and college and/or career exploration electives chosen. Data will also present percent students who continued their education beyond high school in preparation for advanced skills required in today's employment market. ACT scores are a standardized, normed indicator of a school's academic preparation of its students. ACT scores will be analyzed in June and December on an annual basis beginning with the comparison of a baseline December 2013 score. Annual increase of 15% in ACT score will be the benchmark indicating success. College and/or career exploration electives chosen will be evaluated each May with May 2014 as the baseline. Data to be tracked will include number of college and/or career electives selected by students and completed successfully. A longitudinal study through 2019, evaluated yearly, will track the number of students pursuing extending their educational training beyond high school in preparation for college and/or career. Rural districts typically offer 8 to 12 electives. Data will compare the number of electives available to students in the district's. Classes offered in FY 13 will serve as a baseline in this measurement. Students should realize a 500% increase the number of options available to them. Assessments will be generated when students register for classes and also when students classes. This study will assess districts in pursuing expanded learning options in this initiative as a sustainable program that will reduce costs place the district in a position to offer more, and enhanced, course selections for students. Teacher data will track the impact of this grant proposal and new initiative as it relates to extending learning opportunities for students across the multiple districts, shared service model. The number of courses facilitated by district teachers will be tracked with courses taught in spring 2014 as the baseline in measuring success in future years. This data in college and/or career courses will be a key indicator of the success of a multi-district share instructional model. District data will focus on sustainability and the availability to replicate this program is other districts or consortiums. Initial data points will evaluate the success of the shared services model as it relates to instruction. Student success in completing all of coursework will be compared to FY 13 data to show gain or loss in response to expanded learning opportunity. The district will also analyze sustainability based upon financial reporting as prepared by district. These spending reductions will be calculated based upon student involvement in comparison the typical spending to achieve the same instructional level. All data will be designed to measure the goals on student achievement, reduced spending and a greater share of resources in the classroom. Baseline data will be analyzed as compared to the ongoing data collected in this proposal. Benchmark comparative data points will include baseline data, program data on student achievement, sustainability data based upon reduction in spending and utilization of greater resources in the classroom will be collected in spring 2014.

25. Describe the plan to evaluate the impact of the concept, strategy or approaches used.

* Include the method by which progress toward short- and long-term objectives will be measured. (This section should include the types of data to be collected, the formative outputs and outcomes and the systems in place to track the program's progress).

* Include the method, process and/or procedure by which the program will modify or change the program plan if measured progress is insufficient to meet program objectives.

Each consortium member is committed to the success of this initiative. The impact of this initiative's program will be demonstrated in real time aggregated data designed to show growth in student achievement, reductions in spending while placing more assets in the classroom. The methodology for measuring quantifiable results will be connected to Ohio Department of Education standardized assessments. Ohio Graduation Test, ACT, SAT, student course grades and Ohio Achievement Assessments will measure student's sense. Baseline data will be FY 13. Short-term objectives will compare FY 13 scores in spring FY 14 scores. This initial data will provide a pivot point for stakeholders to evaluate program and make modifications based upon the success of these elements. In Modifications may involve improvement in guidance services that directs students to a more definitive assessment of their academic needs and the correct path to achieve that goal. Professional development may need to be modified dependent upon skills acquired and skills necessary to implement this expanded learning project. Member districts will prepare a longitudinal study

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 courseload 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 multidistrict, 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