### Budget

**Northern Local (049056) - Perry County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (414)**

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### Adjusted Allocation

-14,999,128.00

### Remaining

-14,999,128.00
Applicants shall respond to the prompts or questions in the areas listed below in a narrative form.

**A) APPLICATION - General Information, Experience and Capacity**

1. **Project Title:** Ohio Appalachian Collaborative Personalized Learning Network

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.

3. **Partnership and consortia agreements and letters of support:** (Click on the link below to upload necessary documents).

4. *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 your letter of support.*

5. 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.

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

6. List all other participating entities by name: Provide the following information, if applicable:

7. 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.

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 partners.

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

The problem is real. There is a rural opportunity gap in Ohio. Less than 17% of our rural citizens under the age of 25 hold advanced learning credentials with labor market value (Gates Foundation, 2013). Ohio’s traditional rural communities have seen a recent exodus of these young adults. It can perpetuate a diminished belief about future potential. Young people growing up in a rural school district may very well consider staying at home, or securing a high-skill, good-paying job (Rural and Community Trust, 2011). How do we innovate and unleash the great minds of tomorrow to pursue better lives when so many rural schools face shrinking local tax bases, funding inequities, challenges in recruiting and retaining highly effective teachers and leaders, limited access to advanced learning courses, and the out-migration of young people (Alliance for Excellent Education, 2013)? Through the Ohio Appalachian Collaborative (OAC) Personalized Learning Network (PLN), 27 rural Ohio LEAs, 9 institutions of higher education (HEIs), and Battelle for Kids are working together to solve the rural opportunity gap through a networked 6-12 grade blended and dual enrollment learning system. We are pursuing a bold five-fold solution: increase rural student aspiration and achievement through unbounded access to advanced learning, high quality content, and effective instruction that results in securing postsecondary credentials with real labor market value – move more educational resources to the control of the learner through blended learning and digital technologies that accelerate learner feedback and personal mastery. Reduce postsecondary education costs for rural students and their families through a shared dual enrollment system lead by a network of highly effective and properly credentialed high school teachers. Rapidly increase the capacity of rural teachers to increase and more personalize student access to advanced learning through a shared professional learning network and platform that gives them unbounded access to the resources and support they need; and make the shift to more personalized learning sustainable for rural schools through shared services and the power of a large and influential connective community to change the system and save costs. Our $15 million straight A Fund investment is based on three competitive advantages of school improvement. First, over the past four years most of our LEAs have worked together on high value and large scale reform through the Ohio Appalachian Collaborative. We have developed the relationships, trust and capacity necessary to deliver and scale success. We know what it takes to design and implement a learning organization in a rapid period of time. Second, the OAC relies on Battelle for Kids to serve as the collaboration and project manager. Over the last 12 years, from higher academic standards to value added assessment to educator effectiveness, Battelle has proven a solid track record of school improvement. Third, most of our LEAs reside in the Marcellus and Utica shale region of Ohio. We want to ensure this boom does not turn into another bust for our region. The Straight A investment provides the resources we need to design and deliver a regional education system that can help fuel paradigm shifts in the STEM pipeline. The STEM pipeline is the key to the sustainable improvement in the rural and urban opportunity gap.

The substantial and lasting value of this initiative is to: a) overcome the rural opportunity gap by increasing student postsecondary aspiration and preparedness and decreasing postsecondary costs through college credit earned in high school; b) amplify the local talent pipeline to help fuel the resurgence of local rural economies; and, c) maintain a sustainable collaborative that can replicate success with other rural school districts. To more personalized learning and non-traditional part-time educational solutions such as blended and online learning.

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

Student achievement is our Straight A goal. We pursue this through the Ohio Appalachian Collaborative (OAC) Personalized Learning Network (PLN). By acting as one PLN, we are better positioned to increase access to blended learning and dual enrollment for students, particularly high-need and low-income students (50%). The PLN builds on established cross-LEA dual enrollment programs like Ohio’s only rural college preparatory high school, and will add more LEAs to access of long-term dual enrollment costs. The 27 LEA OAC PLN has 106 school buildings, 79 of them are part of this project. They serve grades 7-12 and include: 32 elementary, 16 middle, 2 junior high, 28 high, and one dropout recovery school. The PLN Stewardship Group will serve as governance body (one person from each LEA and an operations manager-BFK); they will coordinate Straight A investments to ensure that the vision, goals and priorities are met in a quality, timely and cost effective way. 4 project implementation groups will report to the Straight A Implementation Group: a) Dual Enrollment System implementation group: develops and supports shared pathways for blended learning infrastructure to increase access to high quality content to meet student achievement goals. Responsible for shared 6-12 grade project-based learning platform and blended learning support tied to 4 pathways (STEM, arts, media, communication, business and entrepreneurship, and health/human services) and Integrated Dual Enrolment System implementation group: facilitates/supports teachers through credentialing process to reach access to dual enrollment courses for more students Integrated Professional Learning System Implementation Group: Managing OAC professional development System of Support, building capacity in FIP, assessment literacy, project-based learning, blended learning, and new technologies to meet individual teacher PD needs 17 of our buildings are in school improvement status and have a 51 plan in the CCIP. All plans have been reviewed and our Straight A plan does not detract from them. It advances these improvement plans by strengthening core academic offerings, improving instruction, and providing high-quality PD, specifically - Teacher mentoring (credentialled dual enrollment teachers and support), Meaningful parental involvement (6-12 pathways encourage parental engagement) - Policies/practices to strengthen the core academic subjects and address school instructional improvement issues (greater access to advanced learning options) - Quality professional development for teachers/staff (FIP, assessment literacy and blended learning) - School reform that supports and is supported by teachers, principals, administrators (strategic communications).
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.
1,080,000.00 * Specific amount of new/recurring cost (annual cost after project is implemented)

* Narrative explanation/rationale: Provide details on the costs 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.

A project structure has been developed for 2 critical one-time investments for implementing a shared 6-12 grade blended learning and dual enrollment system: 110 newly credentialed dual enrollment teachers and technological infrastructure. The third project investment, collaborative development, requires ongoing LEA support for continuous capacity building aligned with constantly evolving learning technologies. For long-term sustainability, the 2017, $654 must utilize shared professional learning so that economies are efficient in blended learning so that economies of scale continue to evolve. The implementation costs will be front-loaded through Straight A resources with the first year of sustainability occurring in FY2019. This enables the consortium 4 years to build a sustainable system programatically and financially beginning in FY2019 the annual new cost to sustain the project for each LEA will be $40,000. Overall, the 27 LEAs will reallocate resources and realize cost savings that will offset the costs associated with the project in the amount of $1,080,000 which include the following: Collaborative Services will cover communications ($5,556 per LEA); professional learning to support personalized learning and formative instructional practices with quarterly meetings, periodic regional and district site visits ($24,056 per LEA); and governance and ongoing program implementation and refinement through collaborative services ($3,472 per LEA). Additionally, LEAs will shift resources to allow for staff release time throughout the year to participate in the provided professional learning experiences (e.g., attending an OAC PLN quarterly meeting and stewardship meeting. This meeting will focus on decisions to enhance, expand, and grow the collaborative for scalable and sustainable impact. These activities will be sustained and supported through the reduction of personnel expenditures. Beginning in FY2015, $559,036 in salaries and fringe, which will be carried through FY2019 ($2,026,500 in total). In particular, 6 LEAs estimate that they will adjust the size of their high school teaching staff as a result of this program. LEAs estimate purchased services savings to be $529,622 beginning in FY2015, $559,036 in FY2016, $600,000 in FY2017, $630,000 in FY2018, and $650,000 in FY2019 ($734,000 comparing to FY2014). The sustainability of a pool of credentialed teachers will be ensured by the

16. Are there expected savings that may result from the implementation of the innovative project?
1,141,422.00 * 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.) If there are no new/recurring costs, please explain why.

This project is focused on producing a learner and more effective delivery model to increase rural student access to advanced learning and effective instruction. Individually and collectively, the 27 LEAs realize cost savings through adjustments in human capital needs, professional development economies of scale and alignment of technological infrastructure cost sharing. We will also repurpose resources by eliminating certain programs that are no longer needed (e.g., remediation, credit recovery and PSEO). As detailed in the Financial Impact Tables when looking at savings across the 27 LEAs, beginning in FY2015, districts report that personnel spending will be reduced by $405,300 in salaries and fringe, which will be carried through FY2019 ($2,026,500 in total). In particular, 6 districts estimate that they will adjust the size of their high school teaching staff as a result of this program. Districts estimate purchased services savings to be $529,622 beginning in FY2015, $559,036 in FY2016, $600,000 in FY2017, $630,000 in FY2018, and $650,000 in FY2019 ($734,000 comparing to FY2014). This represents a combined savings of $310,000 over five years. There will also be equipment purchase savings in GRF beginning with $138,000 in FY2015 and FY2016, $140,000 in FY2017, $142,000 in FY2018, and $178,000 in FY2019 (savings compared to FY2014), which represents $2,338,664 in real savings over five years to be reinvested into the educational program. Savings from supplies and materials will occur as follows: FY2015, LEAs will save $68,500, $60,000 in FY2016, and $60,500 in FY2017, 2018, and 2019 (savings compared to FY2014). These activities will be sustained and supported through the reduction of personnel expenditures. Beginning in FY2015, LEAs estimate that personnel spending will be reduced by $405,300 in salaries and fringe, which will be carried through FY2019 ($2,026,500 in total). In particular, 6 LEAs estimate that they will adjust the size of their high school teaching staff as a result of this program. LEAs estimate purchased services savings to be $529,622 beginning in FY2015, $559,036 in FY2016, $600,000 in FY2017, $630,000 in FY2018, and $650,000 in FY2019 ($734,000 comparing to FY2014). The sustainability of a pool of credentialed teachers will be ensured by the

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.

The project is self-sustaining both financially and programmatically by reduced expenditures in programs and services, technology purchases, implementation of policy changes at the local level in each of the 27 districts, and realized efficiencies through shared services, joint purchasing and the network advantages of being in the OAC. Additionally, the consortium has been closely following the Governor’s

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 community. LEAs can include parents, community leaders, foundation support and businesses, as well as educational technologists.

* Proposal Timeline Dates
Plan (MMD/DY/YYYY): 01/05/2013

D) IMPLEMENTATION - Timeline, communication and contingency planning

* Narrative explanation:

Plan: Secure Stakeholder Commitment for Successful Implementation 1/13: Staff from 21 LEAs developed a plan to implement, communicate and coordinate OAC PLN composed of blended learning and dual enrollment systems using 6-12 grade "prosperity pathways" 1/13-6/13: Held work sessions with teachers, principals, union leaders, superintendents and curriculum directors (400 teachers, 210 principals, 115 superintendents and 65 curriculum directors) from 21 LEAs. Established the LEA Connectors PLN through the OAC website, social media and email lists. Engaged faculty and staff in the schools to increase the number of institutions of higher education (HEIs) for dual enrollment credentialing. Used donated business expertise (Deloitte) to support leadership. 8/13: Identified 125 teachers and principals in LEAs to serve as Connectors to coordinate/communicate PLN work to all stakeholders (includes educators, parents and community leaders) across LEAs 9/13: Engaged Connectors in survey and work session to inform plan. Expanded to 27 LEAs. Held planning sessions and webinars with LEA leadership. Used OAC website and social media to keep stakeholders informed on the progress 10/13: Held webinar and meeting with 27 treasurers to coordinate financial planning/sustainability and document. Engaged LEA leadership in refinement of plan for all stakeholders. Developed OAC/HEIs/LEAs/Students/Parents handbook from BFK, business/education advocates to disseminate short articles, illustrations, and videos to enhance the decision making process. Developed project management/evaluation plan. Barrier/Mitigation: Changes in LEA leadership can threaten fidelity, ownership and accountability. BFK will provide ongoing orientation and training for any new board members, superintendents, principals and teacher leaders.
Specify instructional, organizational, and behavioral changes that will overcome rural opportunity gaps, advance student achievement, broaden educator effectiveness, move more resources to the control and leader to reduce the costs...

**E** STANDBUL 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 this classification.

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

22. If so, how?

23. Describe the substantial value and lasting impact that the project hopes to achieve.
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's goal is to improve academic achievement among participating students in grades 6-12 by increasing access to advanced learning and blended learning. Academic achievement will be measured using the following benchmark categories: graduation rates; earned credits; ACT scores; grade-level student achievement; student engagement; and college enrollment and costs.

In all instances, baseline rates will be established using SY 2012-2013 data. Descriptions below contain measures for short and long term objectives. Graduation Rate: Raise district graduation rates by 1% per year over the 5 years of program implementation, exceeding the state's goal to raise graduation rates by 0.5% per year. Graduation rate data will be the 4-year longitudinal graduation rate. The source will be the local report card data.

Earned Credit: 50% decrease in freshmen students receiving five or less earned credits over the 5-year project period. Data source will be LEA student information system data.

Data will be collected annually.

ACT Scores: Increase the number and percentage of students achieving college-ready scores on the ACT college entrance exam. Data will be collected through the ACT profile reports generated by ACT.

-Grade Level Student Achievement: Meet or exceed AMOs on statewide summative assessments in reading and mathematics for grades 6-12 by the end of the grant period.

For schools with baseline data less than or equal to the 2012-2013 AMOs, the annual goals will align with the corresponding year's AMOs. For schools with baseline data that exceeds the 2012-2013 AMOs, higher targets will be established using a methodology similar to that used by the state to establish the AMOs. The consortium will examine the new data from PARCC assessments following the 2014-2015 test administration and revise the performance targets to reflect the new assessments, particularly establishing high school end-of-course benchmarks.

Student Engagement: There will be a 50% drop in chronic absenteeism and discipline referrals among high-need students across all grade levels (6-12) and particularly in the critical transition grades of 6 and 9. Data source will be distinct student information system data.

Additionally, Battelle for Kids, in collaboration with Gallup, designed The Student Experience Survey to provide educators with a more complete picture of what matters most to student success now and in the future. The survey captures student feedback at the classroom-level around four key themes: Hope, Engagement, Belonging, and Classroom Management. To provide a brief snapshot of where students are in their learning experience, this survey will be given at least twice a year.

Student success surveys around hope and engagement - Move more educational resources to the control of the learner as measured by the number of students and teachers engaged in blended and project-based learning experiences and the use of online resources such as the Ohio Career Information System, iearnOhio and the Ohio Instructional Improvement System. Reduce postsecondary education costs for rural students and their families as measured by earned college credits while in high school and subsequent per-pupil college cost savings. Rapidly build the capacity of rural educators to increase and personalize student access to advanced learning as measured by number of credentialed dual enrollment teachers, number of teachers engaged in blended and project-based learning and subsequent value-added scores and teacher evaluation results. Make the shift to more personalized learning sustainable for rural schools as measured by recovered revenue, shared savings, joint purchasing power and changes in LEA/school policies and infrastructure. Our plan and financial forecasts center around a three-fold sustainability strategy. First, the initial investment of funds from 2014 to 2016 would strengthen the blended learning and dual enrollment integrated management and technology infrastructure. The second investment from 9/2014 to 6/2018 would build the necessary capacity of performance management, professional learning, dual enrollment credentialing and collaboration management for long term success, through maintenance contracting. The third investment is LEA- and dual based with a focus on a shared business model that sustains the approach at an annual cost of $40,000 per LEA.

This amount is reasonable and feasible for small rural LEA and ensures a sustainable collaboration management system for blended and dual enrollment. Strategic A is an essential investment at a critical time. We have a rare opportunity to change the destiny of a countless number of rural children and their communities. Rural communities in particular are vulnerable when they fail to make education work for their children and themselves in times of great uncertainty and complexity. By seizing the opportunities provided by our plan, they will learn faster, understand better, adapt more rapidly and be more competitive. New and improving learning technologies and practices enable rural learners in any place to have a real opportunity for a high-quality and relevant education, which will advance learning and reduce postsecondary costs.

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.

Evaluation Plan Ohio University’s Voinovich School of Leadership and Public Affairs will serve as the external evaluator for the project. The formative evaluation will address the following evaluation questions:

1. Is the Consortium able to engage LEAs in sustainability planning and collaboration across districts? Does the Consortium utilize communication strategies and tools, secure the needed technology infrastructure, and implement a performance management system across all LEAs? Does the Consortium recruit, select and credential 110 teachers to design and provide post-secondary courses, across the 4 learning pathways? Are blended learning dual enrollment courses across the 4 learning pathways developed, implemented and offered in the Consortium over the next 5 years? Do students have access from any LEA in the Consortium? Are grade 6-12 teachers across the consortium engaged in formative instructional practice and assessment literacy? Are grade 6-12 teachers engaged in blended learning and personalized learning technologies through online professional development over the next 5 years? Do the blended courses designed meet the criteria for high-quality blended learning courses as outlined in Blended Learning Implementation Guide 2.0 (Blended Learning Implementation Guide, 2.0. 2013. Bailey, J.; Martin, N.; Schneider, C.; et.al)? The annual cost-reduction data will be calculated by BFK in FY2019, if we meeting the most conservative assumptions students are projected to earn a total of 21,086 semester credit hours while still in high school from FY2015 to FY2019, which is worth $3.6 million in college savings to students and their families. Overall OAC PLN LEA performance in designated measures will be benchmarked with comparative data points from a set of similar rural LEAs not in our Straight A consortium and not receiving Straight A funds.

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

Elizabeth A Arnold
Treasurer
Northern Local School District

OAC