

Budget

Osego Local (050724) - Wood County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (187)

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		392,500.00	60,641.00	100,000.00	100,000.00	0.00	0.00	653,141.00
Support Services		0.00	0.00	0.00	0.00	25,000.00	0.00	25,000.00
Governance/Admin		0.00	0.00	77,442.00	0.00	0.00	0.00	77,442.00
Prof Development		0.00	0.00	100,000.00	0.00	0.00	0.00	100,000.00
Family/Community		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Safety		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total		392,500.00	60,641.00	277,442.00	100,000.00	25,000.00	0.00	855,583.00
Adjusted Allocation								0.00
Remaining								-855,583.00

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: Innovate, Instruct & Inspire Through Connected Classrooms and Digital Resources

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.

Seven northwest Ohio districts, in collaboration with a university and ESC partner, will produce a digital content collection for 9th-12th grade PARCC end-of-course exam courses replacing traditional textbooks in order to provide a catalyst for creating classroom environments that model the best practices in 21st century teaching and learning while increasing student achievement and reducing textbook expenditures. Aligned with Ohio's New Learning Standards and supported by robust professional development grounded in scientifically based research, digital exemplar instructional units will be developed collaboratively by teacher writing teams in consultation with content and instructional design experts in order to provide rigorous and engaging resources for core content instruction. Internal and external formative evaluation will guide the project to ensure project elements and procedures align with intended goals and provide ongoing feedback to all partner districts allowing the consortium to adjust the project based on emerging needs.

6028 3. Total Students Impacted:

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

First Name, last Name of contact for lead applicant: Mr. Adam Koch

Organizational name of lead applicant: Otsego Local

Unique Identifier (IRN/Fed Tax ID): 050724

Address of lead applicant: 18505 Tontogany Creek Road PO Box 290 Tontogany OH 43565

Phone Number of lead applicant: 4198234381

Email Address of lead applicant: akoch@otsegoknights.org

5. Secondary applicant contact: - Provide the following information, if applicable:

First Name, last Name of contact for secondary applicant: Mr. Thomas Hosler

Organizational name of secondary applicant: Perrysburg Schools

Unique Identifier (IRN/Fed Tax ID): 045883

Address of secondary applicant: 140 E. Indiana Avenue Perrysburg, OH 43551

Phone number of secondary applicant: 419-874-9131

Email address of secondary applicant: thosler@perrysburgschools.net

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.

Kathryn HottSpringfield Local Schools048223 6900 Hall Street Holland, OH 43528 419.867.5605 kathrynhott@slsmail.net Mr. William B. Welker Eastwood Local Schools 050674 4800 Sugar Ridge Road Pemberville, Ohio 43450 419-833-6411 bwelker@eastwoodschoools.org Mr. Daniel Creps Rossford Exempted Village School District 045609 601 Superior Street Rossford, OH 43460 419-666-2010 dcreps@rossfordschoools.org Dr. Gregory Smith Maumee City School District 044362 716 Askin Ave. Maumee, OH 43537 419-893-3200 gsmith@maumee12.org Dr. Jim Fritz 048207 Anthony Wayne Local 9565 Bucher Rd. PO Box 2487 Whitehouse, Ohio 43571 419-877-5377 jfritz@anthonywayneschoools.org

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.

The consortium is comprised of superintendents, directors, building administration and teachers from all core areas and grade levels who have previously worked together on initiatives. Members accept responsibility for ensuring the Straight A Fund application is developed and executed according to the grant agreement w/the Straight A Program Governing Board. The members have diverse experience and expertise in education and project management of this scope. The consortium is comprised of: Anthony Wayne, Maumee, Otsego, Perrysburg, Rossford, Eastwood, & Springfield. Partners include: Lake Erie West ESC and Bowling Green State University. Group members possess a variety of skills including project management; instructional design; blended learning design; differentiated instruction; special and general education in all core subjects; master teaching experience; tech support; tech design; progress monitoring; program evaluation; tech integration; collaborative project work; and innovative reform effort implementation. Bowling Green State University will partner with the consortium to provide monitoring & program evaluation. The University has extensive experience and provided these services to consortium members through past projects and grants. Otsego Superintendent Adam Koch will be the grant lead and will manage the budget. Adam Koch earned an MBA, concentrating on Management Innovation and Change. Mr. Koch previously served as a School Treasurer and as a school auditor. His experience in business makes him an excellent lead for the Straight A Grant. He is open to new ideas & is a true collaborator continuously reaching out to his peers to solicit innovative ideas. He is task oriented ensuring the project is completed in a timely fashion. Lori Rea, Otsego Local Curriculum Director provides the consortium with a strong background in teaching & learning. Prior to entering education, she directed multi-million dollar projects in the United States & Canada as a lead Project Manager in an engineering firm. She oversaw School Improvement Grants, served on RttT & the DLT and supported teacher training/data collection. Lori previously helped establish clear progress monitoring and program evaluation guidelines for various programming at Toledo Public. Lori has an innate ability to make individuals feel comfortable with the process of sharing ideas and developing consensus. She is able to meet personnel at their level of expertise bringing them to a new level as a contributing member of the group. We believe that her focus on group consensus and buy-in by members is key to this collaboration. As part of this project, the consortium will identify master teachers within each core area and leading technology users to serve on the the design committees. We will collaboratively develop a job description and hiring process to ensure that leaders and innovators in their respective content areas are represented on the design teams. This process is imperative to the ability to produce the highest quality resources, materials and digital products to support higher order thinking and improved achievement for our Ohio boys & girls in grades 9-12. The project will broaden students' global experiences providing exposure to diversity & cultures beyond NW Ohio. Michelle Shafer, Lake Erie West ESC, will provide grant management assistance. She has an extensive background in grant implementation & management. Some of the projects she has been involved in include: DREAMS, Math Science Partnership funded through ODE; NWO TEAMS, Math Science Partnership funded through ODE; Project EXCITE, funded through the National Institute of Environmental Health Science; TAPESTRIES, funded through the National Science Foundation. Additionally, each consortium member contributes to the overall strength of the consortium plan by providing expertise in one or more of the identified areas.

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.

Textbooks can be immovable anchors as curriculum changes. Hard copy books do not allow for providing students with timely, relevant information, nor do they leverage the power of dynamic, collective resources necessary for students to achieve college and career readiness. Competencies students need to meet the rigor of the Common Core and the demands of the Next Generation Assessments, such as critical thinking, analyzing and synthesizing, cannot be provided via traditional textbooks. Electronic design allows for ongoing enhancements, therefore expanding curricular opportunities to exponentially increase the amount of resources available for Ohio's boys and girls. Seven northwest Ohio districts will produce a digital content collection for grades 9-12 core subjects to: replace traditional hard copy texts; serve as a catalyst for creating classroom environments that model the best practices of 21st century teaching and learning methodologies; and, increase resources for student learning. The digital repository will include a mix of media, engaging strategies, and CCSS aligned units that promote cognitively complex tasks and assessments. This content, combined with a non-platform specific delivery system and research-based instructional strategies, will result in spending reductions while increasing student achievement and building capacity for districts to provide creative learning options that change how students experience curriculum. A dynamic, digital collection of exemplar instructional units will be developed by writing teams, comprised of teachers from each district. Units will serve as a type of electronic book but are not limiting like the static text and pictures found in traditional textbooks. Writing teams will utilize some purchased digital content from high quality sources (produced by online content publishers, online course providers, higher ed, etc.) to serve as the foundation for creating the electronic units. This content will be gathered, combined and artfully infused with the ever-growing interactive components of the web (e.g. social media, video, podcasts, interactive demonstrations, online assessment creators, presentation and annotation tools). This enhanced design will alleviate the rigid nature of the e-textbook format to ensure components of the digital units include essential characteristics of exemplar units - rigor, coherence, text complexity, instructional supports, etc. Proven design methods and strategies of online learning research and design leaders (iNACOL, Quality Matters, etc.) will be incorporated so the units allow for differentiated delivery and motivating students to demonstrate knowledge and apply concepts. Teacher teams will be guided by Instructional Design Consultants versed in online design to assure exemplar units are: selected and compiled using proven, effective techniques; based upon current research and learning theory; and adhere to copyright requirements. Guided by current practices of proven teaching and learning theory such as Marzano and Hattie, a robust professional development component will focus on pedagogy of hybrid design and how to integrate digital resources for successful blended instruction. Teachers will learn how to shift from textbook-centered instruction to student-centered teaching that fosters collaboration, discovery and self-directed learning. A combination of face-to-face and online professional development, along with common waiver days among the districts, will generate a system of best practice sharing to immerse educators in reflection throughout the project. Formative evaluation will play a key role in guiding the project to ensure elements and procedures align with intended goals. Evaluation will provide ongoing feedback and allow the consortium to adjust the project based on emerging needs. The Grant Governance Board will also solicit feedback from teachers as well as monitor findings during the evaluation process.

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.

The goals of this grant are focused on lasting and meaningful impact--increasing student achievement and producing short and long term financial savings. Both activities of this grant, professional development and the creation of digital content collections, align to the goals and will result in a high probability of success. Professional Development (PD) PD will provide structure and purpose to teams of teachers so that they can craft deep, motivating experiences for all learners. They will learn to artfully combine what they know about best teaching practices with the rich repository of digital curricular resources in order to provide all educators with dynamic digital content that aligns with the Common Core standards and ultimately produces college and career ready students. PD will provide teams of teachers with training in the development and implementation of digital resources into the Common Core curriculum, provide opportunities for staff to collaboratively develop units within the four Common Core areas that align with the standards and can be implemented and shared with all educators within the districts, and establish a forum to problem solve and adjust strategies as the project grows and impacts additional staff and students. Digital Content Collections As staff are engaged in this project they will be developing exemplar units and collections of content that incorporate engaging digital resources that can motivate students to intellectually reach the levels of rigor in Ohio's New Learning Standards. Educators will have the opportunity to develop these units collaboratively, use the ideas and units within their classroom settings, continue to perfect and come together to problem solve, and develop additional units that can be used in the future by all educators. The digital content collections will also provide teaching environments that will have a positive impact on students achievement, produce better prepared students for integration into the global world, utilize our resources as a collaborative group of educators, meet the needs of a diverse student population, and expose our instructional staff to new research based effective teaching strategies. With the creation of digitally powerful content collections, participating districts will experience a reduction in textbook purchases and the professional development and implementation support that textbook purchases previously required (shipping, PD support, consumables, repair/maintenance of textbooks). The goals of this grant are to increase student achievement through a collaborative environment for systemic change toward student-centered, digital learning experiences. These processes will also have a positive financial impact on participating districts, and above all prepare our students for the 21st century. The seven schools that comprise the consortium will each support project management and will provide teachers to the design process based on a jointly developed job description. Each district will provide diverse and distinct levels of support based on individual teacher's content expertise.

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.

Ten courses developed at \$43,294 each/Project Manager Cost (1 per district) \$20,204 1 per district at 2,500 per person Instructional Design Facilitator \$100,000 Licensed Digital Content \$100,000 Professional Development \$100,000 Misc. Technology Expenses \$25,000 BGSU Progress Monitoring \$77,442 Estimated Total Budget \$855,583

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

885,583.00 * 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.).

Total Project Cost: \$885,583 Budget Narrative: The total cost of the project is \$885,583 which averages out to about \$122,226 for each of the seven participating Northwest Ohio school districts. The nine budget items are listed below and attached in the Impact Template and will be briefly explained here: -Project Manager Cost \$20,204 (1 per district @ \$2500 per + payroll taxes) - each district will identify an individual to oversee grant project activities at the district level to ensure fluid communication, alignment with project goals/outcomes, serve as "front line" support for teachers and regulate timely implementation of project activities. Project Managers report directly to the Grant Governance Board; -Teacher Stipends (5 teachers per course @ \$7500 per teacher + payroll taxes = \$432,940) to compensate teachers for digital curriculum writing and attending all project professional development; curriculum development (unit lessons, resources) estimated to require at least 150 hours and participating in over 30 hours of professional development sessions on effective teaching/assessment strategies and technology integration. -Instructional Design Facilitator (\$100,000) - Contracted services for providing ongoing support to districts and teacher teams - planning, developing, writing, evaluating, revising, etc. of the digital units; will offer oversight to ensure content is selected and compiled using proven, effective techniques; based upon current research and learning theory; and adheres to copyright requirements. -Supplemental Digital Content - (\$100,000) licensing fees, subscription fees, etc. to acquire copyrighted digital content that will be utilized in the design of the digital units copyrighted materials and use of online activities (interactives, assessments, etc.) produced by online course developers, digital textbook companies, etc., may include licensing fees and/or subscription fees. -Professional Development - (\$100,000) - Costs incurred for development and facilitation of PD on topics that will assist in successful creation and utilization of digital content - teaching, learning, and technology (e.g., Online/Hybrid Learning, Formative Assessment, Lesson Development, and Technology Integration); will work face to face with teachers as they begin developing high quality units that meet Core Standards and 21st Century Skills. -Miscellaneous Technology Expenses (\$25,000) - Costs related to the development and housing of digital resources such as hosting & maintenance services, annual fees and/or subscription fees, start up costs, servers, etc. - Evaluation (\$77,442) - Contracted services with Center of Assessment & Evaluation Services at Bowling Green State University

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.

151,791.00 * 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.

Recurring costs will be required to maintain and sustaining the project beyond the duration of the grant. The recurring costs include: Professional Development - \$86,588 annually split between 7 districts Professional development will be needed for two tasks. First the consortium will need to train additional teachers as it expands to include new content and grade levels. The consortium will initially focus on those courses with end of year assessments and expand over time to include all core and elective subjects. Additionally PD time will be embedded annually to update all digital content. Miscellaneous Technology - \$25,000 split between 7 districts The consortium will have renewal fees for digital content/storage that has been purchased from beginning of project. Cost will increase over time with the addition of new courses and content. Project Management - \$20,204 (\$2,500 per district plus payroll taxes) Each district will provide an annual stipend for a project manager. The project manager will provide supports to teachers in their respective buildings. The PM will also act as a liaison to the consortium and provide facilitation services beyond the grant in place of outside facilitators. Licensed Digital Content - \$20,000 split between seven districts As the digital repository grows and additional subjects/grades are added, the consortium will also expand its digital licenses for specific content. The consortium has concluded that a lending library could further reduce costs and are actively seeking the most cost effective methods to share licensed digital content such as exemplar texts outlined in CCSS. The consortium is exploring digital content through Ohio's library systems and other means.

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

1,831,250.00 * 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.).

Each consortium member will realize substantial savings through project implementation. Savings are realized through forecast of future textbook purchases over the next five years. Taking into account grant funded categories, schools will realize savings as follows: Anthony Wayne Schools - \$79,250 annual savings 317 Students impacted annually to realize savings of \$79,250 = five year savings \$396,250 Eastwood - \$30,250 annual savings 121 Students impacted annually to realize savings of \$30,250 = five year savings \$151,250 Maumee - \$50,000 annual savings 200 Students impacted annually to realize savings of \$50,000 = five year savings \$250,000 Otsego - \$28,500 annual savings 114 Students impacted annually to realize savings of \$28,500 = five year savings \$142,500 Perrysburg - \$79,500 annual savings 317 Students impacted annually to realize savings of \$79,500 = five year savings \$396,250 Rossford - \$26,500 annual savings 104 Students impacted annually to realize savings of \$26,500 = five year savings \$130,000 Springfield - \$77,250 annual savings 309 Students impacted annually to realize savings of \$77,250 = five year savings \$386,250 Total Savings for

the Consortium: \$1,831,250.00

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 is demonstrated in the continued utilization of several project elements that were created with initial Straight A Funds, including: The online housing system/repository has been established and will be used for housing additional digital content and exemplar units; The professional development modules, both face-to-face and online) have been established and will provide additional teacher writing teams with the necessary skills and knowledge to develop exemplar digital units. A train-the-trainer model will have initial teacher teams training additional teachers from additional subject areas/grade levels. The findings from the project evaluation will allow the consortium to modify and adapt process, procedures and design so that future digital content development is based upon "lessons learned". This project will save the consortium districts \$1.831 million in textbook costs. Recurring annual costs total \$151,791 (proportionate to each district's student enrollment) and include: Stipends for initial teacher teams to continue developing digital content and serve as trainers \$1000/teacher = \$50,000 Stipends for the expanded group of teacher writing teams = 50 teachers @ \$500 per teacher (approximately 20 hours @ \$25/hr - per district contract for teachers hourly rate for PD) (Total salary and benefits = \$86,587) Purchasing of additional online content which aligns with CCSS and will be incorporated into the additional digital units created \$20,000/Districts will continue to support a project manager to oversee the development of expanded digital content with an annual cost of \$20,204 (\$2500/district + salary taxes; same as year 1 of the project)/Misc Tech Expenses @ \$25,000 - to support maintenance and expansion of infrastructure(more space for digital media, server upgrade, etc.) Annual combined textbook purchases of the consortium (5 year average) is \$366,250. Hence, the continuation of this project at only \$151,791 per year will save the consortium an average of \$214,459 annually, or a projected \$1,072,295 over a 5 year period.

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): 12/18/2013

* Narrative explanation

Plan: 12/18/2013-4/01/2014 Narrative explanation: The Planning phase will take place over several months from Winter 2013 through early April 2014. Key research and development topics are detailed below: Personnel The Project Management Team will create job descriptions for key grant personnel, including District Design Team members (teachers), District Points of Contact (high school principal, department chair), Instructional Design Consultants, and local Professional Developers. Design Team members and District Points of Contact will be hired by each district. Professional Developers will be agreed upon by Project Management Team and appointed and/or hired by a collaborative process. Online Content Collection The digital content collection will be housed within a non-platform specific, open source content management system. The Project Management Team will research various options for online resource housing, collaboratively decide upon the system, and design a user-friendly interface. With the guidance of Instructional Design Consultants, local Professional Developers will prepare training materials for the District Design Teams (DDT) so that they are able to add resources easily to the online collection. Hybrid Learning Training The Project Management Team will come to consensus on an operational definition of Hybrid Learning. The core of the definition will focus on dynamic, student-centered teaching that fosters collaboration, discovery and self-directed learning through a system of research-based best practices. Professional Developers will create Hybrid Learning professional development for the Design team to experience during the Implementation phase. Professional Developers will also design a graduate level course for DDT members to receive college credit for their work. Communication Throughout the Planning phase, the Project Management Team and District Points of Contact will form feedback loops to share process and progress with each districts' teachers, administrators, school boards and community. Planning: Potential Barriers & Mitigation Strategies - High school teachers are particularly busy during the second semester of school. To mitigate this potential barrier to teacher participation, Project Management Team will wait until after the Ohio Graduation Test to select and train participating teachers. -A considerable amount of collaborative decision-making and action steps need to happen in a short amount of time. To mitigate this potential barrier to project success, Project Management Team will utilize Adaptive Schools meeting protocols to build on relationships developed during prior large scale collaborative efforts, effectively stick to a realistic timeline, and meet project benchmarks.

Implement (MM/DD/YYYY): 04/21/2014

* Narrative explanation

Implementation will take place over several months from Spring through early Fall 2014, with a follow-up period from October 2014 through May 2015. Details on each period are listed below: Spring 2014 (Late April - May) --Teams of teachers will work/meet together for PD and planning, as well as collaborate online; build community of subject area teachers and local teachers (so have support from both teams/groups of teachers) - led by grant Professional Developers. -Intro PD: Effective Teaching & Assessment strategies (eg - Marzano, Wiggins), Intro to online/blended/digital learning (face to face and online sessions) - led by grant Professional Developers. -Initial curricular planning for course(s) - what course(s), standards addressed/prioritized; if team of teachers, determine focus/responsibilities, etc.; begin early research for resources - led by grant Professional Developers. Summer 2014 (June - early August) - Main development time, up to 200 hours (25 days; 8 hrs./day) -Teachers (collaboratively and independently) will research, find, select/choose, collect, post/add to web repository -List teaching strategies/practices along w/ content pieces, where appropriate -Include assessments (formative and summative), where appropriate - Technology Devices Deployment and Development - ordering, preparation, set up, and professional development Fall 2014 (Sept) -Begin utilizing online resources in classes (by teachers and students), ongoing professional development and collaboration Remaining School Year - (Oct 2014 - May 2015) - Continue utilizing online resources in classes (by teachers and students), ongoing professional development and collaboration through online communications (discussion board, emails, Google Docs sharing, etc.) -Quarterly meetings to discuss gaps, successes, areas of further development, technology tool use to support curricular needs Implementation: Potential Barriers & Mitigation Strategies -Lower than expected participation in professional development sessions or online resource development. The stipend and district-level support and buy-in will be essential to keep teachers engaged and focused on project completion for teacher and student benefit. Professional Developers will create model lessons and demonstrate effective teaching and assessment practices within their professional development sessions. -Difficulties and/or delays with online repository and/or other technologies (devices, etc.) to be used/deployed. As with essentially any initiative that includes technology, there will be unforeseen problems or delays. Project leaders will work closely with the technology staff and professional developers to ensure high performance for grant requirements.

Summative evaluation (MM/DD/YYYY): 6/30/2014

* Narrative explanation

Narrative explanation: The Summative Evaluation will include a narrative of all short-term benchmarks: '# of teachers trained and Perceptions' of the PD to create digital content & to integrate digital resources in blended instruction --# and quality of digital resources created by the project. CAES will create a rubric to evaluate the level content & technological quality to all of the resources. BGSU faculty in content areas will rate the quality of the resources & provide feedback on how to improve the course resources. A procedural document will be created by CAES to outline the step-by-step process the Consortium followed to create these resources as well as lessons learned. Barriers & Mitigation: Due to the short timeframe, only short-term benchmarks will be available by June 30th, 2014. The Consortium will have access to all protocols, instruments, & procedures to collect data on each objective to ensure reliability & validity of the data after the grant period is over and will be housed at the CAES website. Each district will have the capacity to track their long-term benchmarks through these instruments & the Excel databases created by CAES that will assist them in analyzing their long-term benchmarks.

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

This project will produce significant changes in how teachers instruct; ultimately transforming classrooms into media-rich, hybrid learning environments that exemplify effective, research-based instructional strategies. Utilizing pedagogy and design strategies gained through the project's professional development components, instruction will be responsive to diverse student needs and model habits of excellent teaching. Overall, classroom teaching and learning practices will move from dependence on hardbound texts to student-centered strategies that will enhance the readiness of students for the real world that awaits them. Districts' professional development (PD) design and delivery will significantly shift with the collaborative nature of this project. Professional Learning Networks will be created to not only scaffold support for teachers but also to generate a more robust, cross-curricular collection of content resources for student learning. PD will engage teachers in reflective discussions that will focus their instructional design to ensure technology and digital content are combined to foster meaningful, standards-based learning. PD will be developed and facilitated jointly, thus reducing redundancies and costs of PD across districts. Unlike general technology or textbook vendor professional development of the past, PD for this project and in the future will include components of both content and process - uniting high quality digital resources with the design of student-centered learning. Creation of the digital repository will greatly increase the amount of classroom resources available for teaching and learning. This, in turn, will create critical change in how lessons are designed and how content is delivered to students. With the myriad of resources made available via the digital repository, teachers will be able to craft learning opportunities that support differentiated learning. Digital resources of the collection will offer opportunities for students to develop deeper knowledge, inquire, interpret and synthesize information. Technology integration will contextualize learning by expanding beyond the classroom and connecting concepts to real-world experiences. This is a model that will be fully embedded into the districts' ongoing efforts to enhance lesson design. Collaboration across districts is the key to successfully achieving the aforementioned as a single district would struggle to provide such a comprehensive, targeted effort that reduces spending and broadens learning for students. It is through this partnership, the sharing of resources, expertise and practices that the project will afford districts a successful model that exemplifies the tenets of 21st century learning.

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.

With reliable research, a strong plan aimed at spending reductions and cost saving, and a proven track record of successful collaboration, the probability of success with this endeavor is high. Student-centered, digitally powerful experiences for all students will result in increased levels of engagement, motivation and ultimately student achievement. For this project, District Design Teams will develop deep learning experiences so that all students have differentiated opportunities to add to their factual knowledge and apply what they know to engaging, real-world situations. According to research,

students who are engaged in deeper learning experiences are more motivated and therefore take ownership of their learning, which results in higher performance. (Learning, Expeditionary; Means et al) Research shows higher gains in student achievement across all four core content areas in a blended learning environment. Several meta-analyses show that through blended learning experiences students learn to think critically and apply what they have learned to a greater degree than when taught in a traditional face to face classroom. (Means et al; Marzano & Heflebower) Spending reductions staff here.... This is a new project, but collaborative endeavors are not new to these districts. For example, teachers from all of these districts recently worked together on a large scale Student Learning Objectives (SLO) Writing Project. The cooperation and collective will of the local districts and educational service center resulted in over 125 SLOs and assessments that are now hosted in an online repository. Learning, Expeditionary. "Mathematica Reference Number: 40207.400." (2013). Means, Barbara, et al. "Evaluation of evidence-based practices in online learning: A meta-analysis and review of online learning studies." (2010). Marzano, Robert J., and Tammy Heflebower. Teaching & Assessing 21st Century Skills. The Classroom Strategies Series. Marzano Research Laboratory. 555 North Morton Street, Bloomington, IN 47404, 2012. Moersch, Christopher. "Digital Age Best Practices: Teaching and Learning Refocused." (2011).

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

Yes No

22. If so, how?

Our consortium plans to repeat the process with additional grade levels and subject areas in subsequent years. This innovative grant provides a model that could be instituted across other school consortia and/or districts. The systematic model details the vision, professional development, and process as well as providing information on the necessary infrastructure. It will also provide guidelines for time and effort necessary for various levels of implementation. For example, schools may choose to simply utilize the online repository of exemplar units. The units are a unique, value-add strength of the project and serve as a stand-alone product. Teachers would need time to do an overview of available units and time to explore and plan for classroom level implementation. This could be accomplished during a waiver day or even during planning time. If a consortia or large school district wishes to fully implement the model and thus create their own digital-powered, learner-centered experiences, participating teachers will use the illustrative units to provide both a clear vision of end products and a measure of quality to determine success and areas for improvement. Fully implementing districts can replicate the work by recruiting local professional staff who would have the knowledge to implement the systematic model. The time and effort necessary to do the work is considerable, and ultimately dependent on many factors including subject matter and pace of work. A reasonable estimate of time is 20-25 days of dedicated effort. Although the work of unit development requires much more time, but the depth of professional learning of participating teachers will pay dividends for many years and countless students.

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

This project will create a systematic model that provides participating districts with the infrastructure, procedure and practices to serve as both a replicable and scalable model that can be repeated with other grade levels and subject areas in subsequent years. The project will result in: -Districts will realize significant financial savings of over \$3 million with the reduction in textbook purchases. -An online infrastructure (housing and management of the repository) will be created. The format will allow for continuous growth to adapt to curricular needs and emerging trends. -The pedagogy will be identified and adopted, along with a model for professional learning and sharing. -Professional development will be designed and facilitated. -The process for planning and implementation of designing grade/subject specific digital units will be established. -Evaluation will be completed, with findings informing the successful expansion of the project into other grade levels and subject areas. Project goals, outcomes, scope and timeline are intimately aligned and project activities have been carefully crafted to ensure successful attainment of goals. Accountability structures will be put in place by the Project Management Team and Grant Governance Board to maintain focus and alleviate barriers. The entire project team will revise and adapt based on formative evaluation findings. Leadership of effort has been demonstrated by all districts with initial investments in network infrastructure and teacher training on technology integration as well as mobile devices (districts have partial 1to1 programs or netbook carts or iPads or other internet-ready devices). Straight A Funds will allow the consortium to take next steps in the pursuit to provide ALL students with expanded digital learning opportunities necessary for success in a modern, global society. The establishment of the aforementioned outcomes provides the foundation, and ultimately, the springboard to broaden impact beyond the initial 9-12 core areas. A new support framework has been created with this project - the District Design Teams - thereby increasing capacity to provide district-wide support as the project expands. This team of teachers will assist colleagues in utilizing the project's products and practices that promise to unlock our students' potential and prepare them for a future that promises to be ever-changing. Initial funding via the Straight A Funds, combined with the past and future investments to which the districts have committed, will ensure project activities will continue well beyond the duration of the grant.

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 evaluation for this project will be provided by the Center of Assessment & Evaluation Services (CAES). CAES is a university-based center at Bowling Green State University & has served the assessment & evaluation needs of K-12 schools, districts, & agencies for the past 13 years. CAES has the capacity to evaluate large-scale technology initiatives based on the expertise of CAES staff & the ability to collaborate with faculty from BGSU's Center of Excellence for 21st Century Educator Preparation & K-12 Online Teaching & Learning Graduate Certificate Program. Dr. Rachel Vannatta Reinhart, CAES Co-Director & Professor in School of Educational Foundations, Leadership & Policy, has been the project director for a federal classroom technology initiative, has assisted in BGSU's development of the Graduate Computer Technology Endorsement Certificate & K-12 Online Teaching & Learning Graduate Certificate, has consulted on blended & online learning courses, & technology integration into K-12 instruction. Dr. Toni Sondergeld, CAES Co-Director & Assistant Professor in School of Educational Foundations, also provided input in K-12 Online Teaching & Learning Graduate Certificate, & has worked with school districts across Ohio as a consultant on integration of assessment data & technology to inform instructional practices. Evaluation support staff, Dr. Stacey Rychener & Kandy Current, have each been with CAES for 13 years & have evaluated a federal K-12 technology grant as well as district technology initiatives. CAES currently has 6 Master's & PhD students in education as graduate assistants. Short-Term Benchmarks (assessed in January- June 2014) ? # of teachers trained to create digital content collection for grades 9-12 (disaggregated by district, grade level & content area): Benchmark: 50 ? # of teachers trained to utilize hybrid design & how to integrate digital resources for successful blended instruction for grades 9-12 (disaggregated by district, grade level & content area): Benchmark: 50 ? # of courses using digital content resources created for grades 9-12 (disaggregated by district, grade level & content area): Benchmark: 10 ? Teachers' perceptions of professional development training to create digital content collection (Benchmark - 90% satisfaction rate) ? Teachers' perceptions of professional development training to utilize digital content collection (Benchmark - 90% satisfaction rate) ? Quality rating of digital content resources created for grades 9-12 by BGSU content experts (Benchmark - 90% quality rating) The long-term objectives listed below are directly related to the goals of the grant & will be collected as part of each district's Evaluation Plan. Variable specific long-term benchmarks will be created based on baseline data for each district & will be collected in Spring of 2014. Target outcome goals will be created for 2015, 2016, 2017, 2018 for each district within the Consortium Evaluation Plan. The consortium will have access to all protocols, instruments, & procedures to collect data on each objective to ensure reliability & validity of the data & create district capacity to track their long-term benchmarks. -# of teachers that utilize digital resources in hybrid blended design coursework for grades 9-12 (Baseline collected Spring 2014 and disaggregated by district) Benchmark: 50% decrease over 5 year period -The amount spent on textbooks for grades 9-12 (Baseline will be collected Spring 2014 and will be disaggregated by district) Benchmark: 50% decrease over five year fiscal forecast -Level of student achievement in courses targeted for digital content collection in grades 9-12 (Baseline collected Spring 2014 and disaggregated by district and content area) Benchmark: 20% increase over five year period Teachers perceptions of available resources in the classroom in courses targeted for digital content collection in grades 9-12 Benchmark: 50% increase over five year period

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.

of teachers trained and Perceptions' of the PD to create digital content & to integrate digital resources in blended instruction: Training documentation and a survey with both close & open-ended questions will be created to examine teachers' perceptions of the content & quality of the professional development offered. The results of each professional development session will be presented as well as the aggregated overall results. -# and quality of digital resources created by the project: CAES will create a rubric to evaluate the level content & technological quality to all of the resources. BGSU faculty in content areas will rate the quality of the resources & provide feedback on how to improve the course resources. The quantitative & qualitative data will be used as formative feedback as well as benchmarks to measure improvement in digital resources provided. Long-Term Benchmarks (Evaluation Methodology) The long-term benchmarks will be created based on baseline data for each variable by district & collected in Spring of 2014. Target outcome goals will be created for 2015-2018 for each district within the Consortium Evaluation Plan as well as their individualized District Evaluation Plan. The Consortium will have access to all protocols, instruments, & procedures to collect data on each objective to ensure reliability & validity of the data after the grant period is over and will be housed at the CAES website. Each district will have the capacity to track their long-term benchmarks through these instruments & the Excel databases created by CAES that will assist them in analyzing their long-term benchmarks. -The # of the digital resources created & the utilization of the digital resources in hybrid blended design coursework for grades 9-12. Each district will have their baseline & projected benchmarks for each year in their individualized district Evaluation Plan. CAES will create a database where districts can input frequency counts for each variable by year. For each digital resource, CAES will create an evaluation survey of the resource that districts & teachers will be able to view the results & make decisions based on the data. -The amount spent of textbooks for grades 9-12. Each district will be given a database with their baseline data on amount spent on textbooks disaggregated by content area. The database will allow them to track amounts spent on textbooks in 2015-18. -Level of student achievement in courses targeted for digital content collection in grades 9-12. The Consortium & CAES will target assessments to measure student achievement in content areas chosen for digital resources. Data will be disaggregated by district & content area. CAES will create a database where districts can input their student achievement data & analyze their outcomes in 2015-2018. -Teachers' perceptions of available resources in the classroom in courses targeted for digital content collection in grades 9-12. Each district will have their baseline & projected benchmarks for each year in their individualized district Evaluation Plan. CAES will create a survey that measures teachers' perceptions of availability & quality of digital resources. How will we modify or change the program plan: By utilizing the data on the quality of professional development & digital resources, the Consortium can modify training & the digital resources provided through the grant. In addition, districts will have instruments & ability to evaluate future digital resources created through Consortium partners. The database created by CAES will also give districts the tools to track their long-term objectives & make decisions based on the data over the next five years. Lessons Learned from Project: A procedural document will be created by CAES to outline the step-by-step process the Consortium followed to create these resources that will contain a lessons learned section to provide guidance in the process.

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 Adam Koch Superintendent Otsego Local Schools 10-25-2013