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Adjusted Allocation | 0.00

Remaining | -855,583.00
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, Inspire & 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.

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 (RN/Fed Tax ID): 055724
   - 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@otsegognkights.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 (RN/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 (RN/Fed Tax ID), Address, Phone Number, Email Address of Contact for All Secondary Applicants in the box below.

   Kathryn Hotz (Springfield Local Schools) 048232 6900 Half Street Holland, OH 43528 419.897.5605 kathrynhotz@smail.net Mr. William R. Welker Eastwood Local Schools 050674 4850 Sugar Ridge Road Pemberville, Ohio 43440 419-833-6411 bwelker@eastwoodschools.org Mr. Daniel Creps Rossford Exempted Village School District 045609 601 Superior Street Rossford, OH 43460 419-666-2010 dcreps@rossfordschools.org Dr. Gregory Smith Maumee City School District 044362 716 Askin Ave. Maumee, OH 43537 419-893-3200 gsmith@maumee412.org Dr. Jim Fritz 048207 Anthony Wayne Local 056 Bucher Rd. PO Box 2487 Whitehouse, Ohio 43571 419-877-5377 jfritz@anthonywaynecolleges.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.

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.

9. Which of the stated Straight A Fund goals does the project 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
   - Enhancing/Scale Up - elevating or expanding an effective program that is already implemented in your district, school, or consortia partnership

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

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

9. Which of the stated Straight A Fund goals does the project 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 immobile anchors as curricular changes happen. 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 southwest Ohio districts have produced a digital content collection for grades 9-12 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, a robust research-based instructional component, will result in spending reductions while increasing student achievement and building capacity for districts to provide creative learning environments 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 limited like the static text and pictures found in traditional textbooks. Writing teams will utilize some purchased digital content from high quality sources produced by other districts. The digital repository will be aligned with the Common Core State Standards, and the digital content will be tailored to reflect the needs of content area teams, participating districts and their instructional staff. Units will 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 tool to inform the instruction, and increase resources for student learning.

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 and meaningful impact – increasing student achievement and promoting short and long term financial savings. Both activities of this grant, professional development and the creation of digital content collections, align with the goals and will result in substantial savings. Professional Development (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 content framework, provide opportunities for staff to collaboratively develop units within the four Common Core areas that align with the standards and be implemented shared with all educators within the district. The consortium will have renewal fees for digital content/storage that has been purchased from beginning of project. As the digital repository grows and additional subjects/grades are added, the consortium will also expand its digital licenses for specific content. 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 state funding, 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.).

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

13. Financial Documentation - All applicants must meet or exceed 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.

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

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

16. Are there expected savings that may result from the implementation of the innovative project (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc. )? If there are no new/recurrent costs, please explain why.

17. 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/recurrent 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 - $55,583 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 to include all core and elective subjects. Additionally PD time will be embedded annually to update all digital content. Professional Development will also play a role in the project to ensure ongoing feedback and 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.

18. Are there expected savings that may result from the implementation of the innovative project (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc. )? If there are no new/recurrent costs, please explain why.

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

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 (MMD/DD/YYYY): 12/18/2013

*Narrative explanation

Plan: 12/18/2013-4/20/2014 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 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. Digital 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 course for DDT 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 guide for District Design Teams (DDT) to use when training college credit for their work. Communication Throughout DDT members to receive 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 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 requirements.

Implementation

Implementation will take place over several months from Spring through early Fall 2014, with a follow-up from October 2014 through May 2015. Details on each period are listed below: Spring 2014 (Late Apr - 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 high school and middle school 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 Aug) - Main development time, up to 200 hours (25 days; 8 hrs/day) - Teachers (collaboratively and independently) will research, find, select/choose, collect, post/ad to web repository -List teaching strategies/practices along with 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 is essential to keep teachers engaged in project completion. Teachers who will create digital resources in their classrooms and student teachers will need ongoing support for skill development and confidence in these practices within their professional development sessions. -Difficulties and/or delays with online repository and/or technologies (devices, etc.) to be used/drupal; 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.

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

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 this innovation in the planning and design of the project's strategies and 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 textbooks to student-centered strategies that will enhance the readiness of students for the real world. The project's strategies will include use of digital content and 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.

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.

Fifth reliable research focused 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 motivation, engagement 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,
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) 

20. 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.

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 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 the Center for Education Research at Bowling Green State University. CAES Co-Director & Professor of School in Education, Leadership, Policy, & Assessment, has been the project director for a federal classroom technology initiative, has assisted in BGSU’s development of the Center for Education Research at Bowling Green State University. CAES Co-Director & Assistant Professor in School of Educational Administration, has also provided input in K-12 Online Teaching & Learning Graduate Certificate, & has worked with schools across districts through a consultant in integration of assessment data & technology to inform instructional practices. Evaluation support staff, Dr. Stacey Rychener & Kandy Current, have each been with CAES for 3 years & have evaluated a federal K-12 technology grant as well as district technology initiatives. CAES currently has 6 Masters & PhD students in education as graduate assistants.

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. 

For example, to evaluate teacher perceptions of the content & quality of the professional development offered, the quantitative & qualitative data set will be gathered through the completion of a survey. The survey will be administered to all teachers at the beginning of the year and then again at the end of the year. The results will be analyzed to determine the effectiveness of the professional development.

For example, to evaluate the impact of the concept, strategy, or approaches used, the following methods will be used: 

* 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.

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

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. If of teachers that utilize digital resources in hybrid blended design coursework for grades 9-12 (Baseline collected Spring 2014 and disaggred 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 5 year period.