<table>
<thead>
<tr>
<th>Purpose Code</th>
<th>Object Code</th>
<th>Salaries 100</th>
<th>Retirement Fringe Benefits 200</th>
<th>Purchased Services 400</th>
<th>Supplies 500</th>
<th>Capital Outlay 600</th>
<th>Other 800</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction</td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>26,200.00</td>
<td>0.00</td>
<td>1,476,465.00</td>
<td>0.00</td>
<td>1,502,665.00</td>
</tr>
<tr>
<td>Support Services</td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Governance/Admin</td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Prof Development</td>
<td></td>
<td>32,600.00</td>
<td>5,120.00</td>
<td>34,395.00</td>
<td>1,000.00</td>
<td>0.00</td>
<td>0.00</td>
<td>73,115.00</td>
</tr>
<tr>
<td>Family/Community</td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Safety</td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Facilities</td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>2,000.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>2,000.00</td>
</tr>
<tr>
<td>Transportation</td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>32,600.00</td>
<td>5,120.00</td>
<td>62,595.00</td>
<td>1,000.00</td>
<td>1,476,465.00</td>
<td>0.00</td>
<td>1,577,780.00</td>
</tr>
</tbody>
</table>

Adjusted Allocation: 0.00

Remaining: -1,577,780.00
Application

Paulding Exempted Village (045575) - Paulding County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (427)

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: BEYOND THE CLASSROOM

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

Beyond the Classroom proposes to provide additional opportunities for online learning opportunities for students in grades 7-12 to increase student achievement and provide a greater share of resources directly in the classroom; provide professional development for teachers on flipped/blended strategies through direct professional development instruction and through professional learning communities; and hold a Business Symposium to bridge the gap between local businesses and schools by providing a forum to talk about how to establish internships and shadowing experiences in the community. Beyond the Classroom will reduce spending in the areas of instructional resources, by retaining post-secondary and credit recovery students, and reducing major capital expenditures in the next five years.

1742 3. Total Students Impacted:

4. Lead applicant primary contact: - Provide the following information:
First Name, last Name of contact for lead applicant: Cortney Rethmel
Organizational name of lead applicant: Paulding Exempted Village Schools
Unique Identifier (RN/Fed Tax ID): 045575
Address of lead applicant: 405 North Water Street Paulding, OH 45879
Phone Number of lead applicant: 419-399-4656
Email Address of lead applicant: c_rethmel@pauldingschools.org

5. Secondary applicant contact: - Provide the following information, if applicable:
First Name, last Name of contact for secondary applicant: Chris Feichter
Organizational name of secondary applicant: Wayne Trace Local Schools
Unique Identifier (RN/Fed Tax ID): 049031
Address of secondary applicant: 4915 US 127 Haviland, OH 45851
Phone number of secondary applicant: 419-263-2415
Email address of secondary applicant: cfeichter@wb.noaocsc.org

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.

LEAD APPLICANT Contact: Cortney Rethmel Paulding Exempted Village Schools IRN: 045575 405 North Water Street Paulding, OH 45879 419-399-4656 c_rethmel@pauldingschools.org SECONDARY APPLICANTS/CONSORTIUM MEMBERS Contact: Trent Kreischer Crestview Local Schools IRN: 050551 531 E. Tully Street Conoy, OH 45832 419-749-9100 Email: kreischer.trent@crestview.k12.oh.us Contact: Becky Bigly Lincolnview Local Schools IRN: 005369 15945 Middle Point Road Van Wert, OH 45891 419-968-2266 Email: bbigly@lincolnview.k12.oh.us Contact: Chris Feichter Wayne Trace Local Schools IRN: 049031 4915 US 127 Haviland, OH 45879 419-399-2415 Email: cfeichter@wb.noaocsc.org Partners: Brian Gerber, Superintendent Western Buckeye Educational Service Center IRN: 134999 102 N. Cherry St., P.O. Box 176 Paulding, OH 45879 419-399-4711 bergber@wb.noaocsc.org Roger Miniher, Executive Director Northwest Ohio Educational Technology Foundation IRN: 123943 245 Troup Ave. Bowling Green, OH 43403 419-362-0823 Email: c_rethmel@pauldingschools.org Susan Hil Pieper, Director Paulding County Carnegie Library IRN/Tax ID: N/A 205 S. Main St. Paulding, OH 419-399-2032 susanhillpieper@gmail.com Ben Winans, Director Vantage Career Center IRN: 051672 818 N. Franklin St. Van Wert, OH 45891 1-800-686-3944 Winans.B@vantagecareercenter.com Jason Rickenberger, Transfer Coordinator & Adjunct Instructor Northwest State Community College IRN/Tax ID: N/A 2690 State Road 34 Archbold, OH 43502 419-267-1533 jrickenberg@northweststate.edu Jerry Selke, Director Paulding County Economic Development TAX ID: 101 E. Perry St. Paulding, OH 45879 419-399-8232 cfeichter@wb.noaocsc.org Jason Landers, President Paulding Kiwanis IRN/Tax ID: N/A 103 N. Main St. Paulding, OH 45879 419-506-1092 jlanders@pauldingsherff.com Cynthia Leis, Economic Development Director Van Wert Economic Advisory Group Tax ID: 118 N. Washington St. Van Wert, OH 45891 419-238-4300 susan@vanwertchamber.com

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.

TEAM RESPONSIBLE FOR THIS PROJECT: PROJECT COORDINATORS/CONSORTIUM MEMBERS/MANAGEMENT TEAM (MT): Curriculum Directors: to oversee all goals, reports, purchasing, professional development, etc. Cortney Rethmel (PEV), Trent Kreischer (CV), Becky Bigly (LV), & Chris Feichter (WT) has 15 years of experience administering federal, state, and local grant programs including Federal High School Grants, Title programs, 21st Century Grants. Project oversight will be provided by MT with assistance from tech coordinators, treasurers, & district administrators TECHNOLOGY COORDINATORS: Jerry Hessle (PEV), Shane Leeth (CV), Eric Miglin (LV), & Jo Ellen Sisson (WT): to provide all technology support, purchasing requests, installation of infrastructure, device installation and maintenance. All four tech coordinators have years of experience in supporting technology initiatives and grant projects in their respective districts. Established Tech Collaborative meets regularly to address the needs and issues common to all districts, which will provide a forum for discussion concerning grant activities/progess. LEAD APPLICANT: PAULDING EXEMPTED VILLAGE SCHOOLS: Fiscal lead; Coordination/oversee all grant activities; complete all summative evaluation and fiscal reporting; PEV will provide effective, efficient management of this project due to its involvement with other innovative federal, state, and local grant projects like Race to the Top, 21st Project, High Schools that Work, Rural Education Achievement, School net, OneNet Connectivity, Improving Teacher Quality, FSEC, AGLE, Tech Prep & 5th Quarter Grants NWOET: Established foundation experienced in providing technical assistance and grant programs for schools in NW OHIO NORTHWEST STATE COMMUNITY COLLEGE: Higher education partner providing research-based Jump Start Program (online dual credit courses) PAULDING COUNTY CARNegie LIBRARY: “homework help”online access; Battle of the Books program; Teen Advisory Boards PAULDING KIWANIS- a community service organization of business leaders; interested in the promotion of economic programs/development PAULDING COUNTY ECONOMIC DEVELOPMENT: Revolving Loan Fund, Entering Zone Agreements; Community Reinvestment Area Program; works closely with area businesses to secure funds for projects specificy projects VAN WERT CHAMBER: many initiatives to build economic success; Connect Ohio, Connected Nation, Wellness & other BWC grants; active member Chambers of Innovation & Clean Energy VAN Wert ECONOMIC DEVELOPMENT ADVISORY BOARD: Vantage CC Superintendent is chair; members include representatives from local businesses/industries, Chamber of Commerce; Meets monthly to review progress of area economic development; tracks grant programs; assists in development of grant proposals and grant implementation

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:)
11. Describe the innovative project.

PROBLEM TO BE ADDRESSED: Career & College Readiness Beyond the Classroom will provide a continuum of online learning opportunities and resources for students in grades 7-12 to increase their opportunities for access to online courses and dual/collage credit options along with connections to local businesses through internships and shadowing activities. ACTIVITIES TOWARD SOLVING PROBLEM 1. Purchase laptops for students in grades 7-12. 2. Increase/Install infrastructure (increased bandwidth; add switches and access points; add media servers as needed) 3. Provide professional development for teachers to implement flipped/blended classroom instruction; create professional learning communities; create blog for sharing of resources 4. Increase opportunities for students in grades 7-12 to have direct contact, on-going with local business for internships, mentoring. 5. Increase students’ online options for college/career readiness through online classes to earn high school/dual credit; job certification preparation. 6. Provide a symposium for all partners to provide opportunities for students in grades 7-12 at Crestview Local, Lincolnton Local, Paulding Exempted Village, & Wayne Trace Local Schools to utilize online resources, including courses not available locally, coursework for career certifications and dual/college credit options along with connections to local businesses through internships and shadowing activities. 7. Update school policies, procedures, guidelines to allow for increased usage of laptops by students

PARTNERS WILL WORK TOGETHER

Expected Outcomes

Beyond the Classroom will provide opportunities for students in grades 7-12 of business and career readiness for better preparation for life after graduation. Each district will purchase equipment and technology infrastructure to provide a laptop for each student. Through blended/blended classroom strategies, students will develop 21st century skills such as online research skills, networking skills, work-related technology competencies, and improve written and verbal communication skills. In addition, students will be able to earn college credit, research college/career requirements, complete coursework for career certifications, and make connections with the local business partners. Each business is responsible for providing a mentor for a minimum of 20 students. Each mentor will be responsible for providing a minimum of 30 hours of mentorship to the students. Each district will provide a laptop for each student. By working with the local businesses, the stakeholders will have a forum to share expectations of graduates’ job readiness skills, provide career exploration opportunities, and internships or job openings for students needing extra time to earn credit. A website will be established to post shadowing experiences, paid or unpaid internships, part-time or summers/seasonal employment & job openings. A symposium for all partners will be held during the project to gain

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.

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 if applying for specific information in the financial documents when applicable:

a. Enter a project budget
b. Upload the Short 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 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.

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

15. What are the new/recurring (if any) costs that will be applied to the project grants?

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

17. What are the new/recurring (if any) costs that will be applied to the project grants?

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

19. What are the new/recurring (if any) costs that will be applied to the project grants?

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

21. What are the new/recurring (if any) costs that will be applied to the project grants?

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

23. What are the new/recurring (if any) costs that will be applied to the project grants?

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

25. What are the new/recurring (if any) costs that will be applied to the project grants?

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

27. What are the new/recurring (if any) costs that will be applied to the project grants?

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

29. What are the new/recurring (if any) costs that will be applied to the project grants?

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

31. What are the new/recurring (if any) costs that will be applied to the project grants?

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

33. What are the new/recurring (if any) costs that will be applied to the project grants?

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

35. What are the new/recurring (if any) costs that will be applied to the project grants?

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

37. What are the new/recurring (if any) costs that will be applied to the project grants?

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

39. What are the new/recurring (if any) costs that will be applied to the project grants?

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

41. What are the new/recurring (if any) costs that will be applied to the project grants?

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

43. What are the new/recurring (if any) costs that will be applied to the project grants?

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

45. What are the new/recurring (if any) costs that will be applied to the project grants?

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

47. What are the new/recurring (if any) costs that will be applied to the project grants?

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

49. What are the new/recurring (if any) costs that will be applied to the project grants?

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

51. What are the new/recurring (if any) costs that will be applied to the project grants?

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

53. What are the new/recurring (if any) costs that will be applied to the project grants?

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

55. What are the new/recurring (if any) costs that will be applied to the project grants?

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

57. What are the new/recurring (if any) costs that will be applied to the project grants?

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

59. What are the new/recurring (if any) costs that will be applied to the project grants?

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

61. What are the new/recurring (if any) costs that will be applied to the project grants?

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

63. What are the new/recurring (if any) costs that will be applied to the project grants?

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

65. What are the new/recurring (if any) costs that will be applied to the project grants?

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

67. What are the new/recurring (if any) costs that will be applied to the project grants?

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

69. What are the new/recurring (if any) costs that will be applied to the project grants?

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

71. What are the new/recurring (if any) costs that will be applied to the project grants?

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

73. What are the new/recurring (if any) costs that will be applied to the project grants?

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

75. What are the new/recurring (if any) costs that will be applied to the project grants?

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

77. What are the new/recurring (if any) costs that will be applied to the project grants?

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

79. What are the new/recurring (if any) costs that will be applied to the project grants?

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

81. What are the new/recurring (if any) costs that will be applied to the project grants?

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

83. What are the new/recurring (if any) costs that will be applied to the project grants?

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

85. What are the new/recurring (if any) costs that will be applied to the project grants?

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

87. What are the new/recurring (if any) costs that will be applied to the project grants?

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

89. What are the new/recurring (if any) costs that will be applied to the project grants?

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

91. What are the new/recurring (if any) costs that will be applied to the project grants?

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

93. What are the new/recurring (if any) costs that will be applied to the project grants?

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

95. What are the new/recurring (if any) costs that will be applied to the project grants?

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

97. What are the new/recurring (if any) costs that will be applied to the project grants?

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

99. What are the new/recurring (if any) costs that will be applied to the project grants?

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

101. What are the new/recurring (if any) costs that will be applied to the project grants?

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

103. What are the new/recurring (if any) costs that will be applied to the project grants?

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

105. What are the new/recurring (if any) costs that will be applied to the project grants?

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

107. What are the new/recurring (if any) costs that will be applied to the project grants?

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

109. What are the new/recurring (if any) costs that will be applied to the project grants?

110. What is the total cost for implementing the innovative project?
16. Are there expected savings that may result from the implementation of the innovative project?

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

Beyond the Classroom creates anticipated savings as consortium students are able to remain at school for programs such as post secondary where money had been previously lost to universities for payment. Extending the post secondary opportunities to more students through the purchase of technology makes more flexible avenues for students to seek and earn early career credit. Beyond the Classroom includes multiple consortium schools by using the Jump Start program from Northwest State Community College. Northwest State's Jump Start program offers the trade of paying schools for space and then the schools reciprocate that payment to Northwest State to pay for their students PSEOP. This results in no additional costs to the schools unlike other PSEOPs. Furthermore, homeschooled, homeschooled, and home school students will also have access to take these courses, increasing school enrollment and school funding. In short, funding previously lost to outside PSEOP will still be available to the schools and not be lost, allowing consortium schools to save an estimated $50,000 annually (50 students x $1,000/student). Also, students that need to recover credit costs the district because schools lose students outside to out of district programs. Credit recovery available online one-on-one, these students will be able to recover the credit they need to graduate in 4 years or less. Home school recovering students saves an estimated $22,500 annually (2 students @ $5,700 + 3 students @ $3,700). Even more deeply rooted at the foundation of Beyond the Classroom is the premise that technologically based instructional techniques will be implemented at the middle school and high school level using 1:1 instructional strategies, not only to prepare students for next generation state assessments, but also to directly increase student achievement. Furthermore, if students at middle school and high school level (grades 7-12) utilize technology, student achievement is expected to increase, thus on-time graduation and post secondary enrollment will increase, while grade level retentions for failure and failure to receive high school credit will decrease. Matching student with their interests through the usage of technology at these grade levels will increase student learning, expand career awareness, and improve skills for college/career.

- **Financial Details**

Beyond the Classroom will provide a framework for this project to continue beyond the grand period because: (1) the significant investment in hardware and infrastructure will provide the opportunity to develop school-wide cultures of technologically supported instruction; (2) initial training will provide teachers with skills to be successful in planning and implementing lessons with technology integrated. The professional learning communities will provide ongoing, job-embedded support to sustain long-term commitment to the project goals. The website of the project will be used to maintain the consortium activities to maintain the project. Teachers: attend PD; participate in PLC, improve individual instructional strategies, and form professional learning communities in their classrooms. Students: enrolled and taking online courses; meet with guidance counselors, policy makers, board members, and local businesses. Policy makers/School Boards: review and adopt Responsible Use Policy; receive monthly reports on student progress; evaluate the project. Students: Information from guidance counselors; Community/Business Leaders: attend Advisory Board Meeting to plan business symposium; attend business symposium; Tech Coordinators: long term maintenance/replacement of equipment and infrastructure; webpage/blog maintenance Guidance counselors: maintain up-to-date counseling policies for students. Teachers: attend PD; participate in alliances for professional development. Community/Business Leaders: visit district community/business leaders highlight regional business. (2) Teachers will have on-going communication with high school students; (3) Teachers will have on-going communication with students/parents to help them understand the project; (4) Teachers will have on-going communication with students/parents to help them understand the project; (5) Teachers will have on-going communication with students/parents to help them understand the project. All communication will be conducted in English, and will be tailored to the needs of the students and their families. The project will also include an 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.)

**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 implementation plans.

- **Narrative explanation**

D) IMPLEMENTATION - Timeline, communication and contingency planning

**Plan (MM/DD/YYYY):** 01/01/2014

**Proposed Timeline Details**

**PLANNING STAGE COMMUNICATION THAT HAS OCCURRED AS PROJECT WAS DEVELOPED**

The following interactions have occurred to create this proposal with input from consortium members and partners. Beyond the Classroom (B2C) consists of 11 plateau and surrounding school districts. Curriculum Coordinators coordinate the project with the districts, as well as the districts' Tech Coordinators. Business Leaders contacted for support/partnerships: VP; Director, Administrators, Teachers, Coordinators involved in refining project goals/objectives/activities; Teachers consulted; Partners contacted to provide PD, online courses, support for project. All entities support Beyond the Classroom. January- Management Team (MT) Meeting-review project, establish goals/next steps; January- Project Advisory Board (PAB) Meeting—establish project activities for the next several weeks; January- Planning meeting with school leaders to establish the project's activities. February- All meetings to take place. Project Advisory Board (PAB) Meeting—establish project activities for the next several weeks. Project Advisory Board (PAB) Meeting—establish project activities for the next several weeks. February- PTSA meeting established for upcoming project activities. March- PTSA meeting established for upcoming project activities. April- PTSA meeting established for upcoming project activities. May- PTSA meeting established for upcoming project activities. June- PTSA meeting established for upcoming project activities. July- PTSA meeting established for upcoming project activities. August- PTSA meeting established for upcoming project activities. September- PTSA meeting established for upcoming project activities. October- PTSA meeting established for upcoming project activities. November- PTSA meeting established for upcoming project activities. December- PTSA meeting established for upcoming project activities.

- **Narrative explanation**

IMPULSE STAGE COMMUNICATION THAT HAS OCCURRED AS PROJECT WAS DEVELOPED

The following interactions have occurred to create this proposal with input from consortium members and partners. Beyond the Classroom (B2C) consists of 11 plateau and surrounding school districts. Curriculum Coordinators coordinate the project with the districts, as well as the districts' Tech Coordinators. Business Leaders contacted for support/partnerships: VP; Director, Administrators, Teachers, Coordinators involved in refining project goals/objectives/activities; Teachers consulted; Partners contacted to provide PD, online courses, support for project. All entities support Beyond the Classroom. January- Management Team (MT) Meeting-review project, establish goals/next steps; January- Project Advisory Board (PAB) Meeting—establish project activities for the next several weeks; January- Planning meeting with school leaders to establish the project's activities. February- All meetings to take place. Project Advisory Board (PAB) Meeting—establish project activities for the next several weeks. Project Advisory Board (PAB) Meeting—establish project activities for the next several weeks. February- PTSA meeting established for upcoming project activities. March- PTSA meeting established for upcoming project activities. April- PTSA meeting established for upcoming project activities. May- PTSA meeting established for upcoming project activities. June- PTSA meeting established for upcoming project activities. July- PTSA meeting established for upcoming project activities. August- PTSA meeting established for upcoming project activities. September- PTSA meeting established for upcoming project activities. October- PTSA meeting established for upcoming project activities. November- PTSA meeting established for upcoming project activities. December- PTSA meeting established for upcoming project activities.
review and adopt Responsible Use Policy; receive monthly reports from MT meetings Community/Business Leaders: attend Advisory Board Meeting to plan business symposium; attend business symposium
COMMUNICATION WITH STAKEHOLDERS DURING THE IMPLEMENTATION STAGE. MT will have on-going communication concerning grant activities & monthly meetings to take stock of project progress, make adjustments, & assist each other in completing project activities/objectives. The Advisory Board and the Business Symposium will provide forum for communication among business leaders & schools to promote project activities. More specifically, communication with stakeholders will be as follows: Community/parents: Local media; school/community meetings; brochures targeted to parents/students Students: Information from guidance counselors Teachers: HP Professional development; PLCs; scheduled team/district/staff meetings; blog/Webpage establishment; Tech coordinators; Counselors; principals; draft responsible use policy; participation in Business Symposium Policy makers/School Boards: presentation at board meeting; participation in business symposium; review and adopt Responsible Use Policy; receive monthly reports from MT meetings Community/Business Leaders: attendance at Business Symposium; Advisory Board participation

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

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.

School reformers looking to serve the needs of all students have made seemingly contradictory calls for smaller schools, such as those collaborating in Beyond the Classroom, to develop learning communities that personalize learning while simultaneously providing broader course offerings that offer special education, workforce, credit recovery and advanced courses. Smaller schools need to address significant limitations on their ability to meet the needs of all students. The percentages of students attending schools that offer at least four advanced courses each in mathematics, English, science and foreign language is dramatically lower in rural/small town schools, in the central U.S. and in schools with the smallest twelfth grade enrollments. (U.S. Department of Education, National Center for Education Statistics, National Assessment of Education Progress (NAEP), 2000 High School Transcript Study (HSTS)) (2004)). Dual enrollment programs, which allows students to earn advanced or college credit while still in high school, can address these problems. It means that students are on track to achieve their educational goals.
23. Describe the substantial value and lasting impact that the project hopes to achieve.

**QUANTIFIABLE MEASURES OF GRANT OUTCOMES**: Long-term measurement data will be collected during and after the grant period concludes and will include a study of the number of students who enroll in online learning classes, complete shadowing/internships, and number of hits on the webpage. Teachers/administrators will be surveyed to report on changes in classroom strategies to incorporate blended/flipped lessons. Feedback from local business will be sought on success of webpage postings, internships/shadowing will be collected to follow-up on success of business symposium. The classroom will have substantial value and lasting impact through a continuation of the project objectives and activities that: Develop a continuum of online learning opportunities for students in grades 7-12 with post secondary options and coursework for career certifications; Increase opportunities for college and career readiness through local business connections; Better prepare teachers to implement flipped and blended classroom strategies through professional development and opportunities for collaboration with other teachers; Better address needs of all students by identifying individual needs and interests and providing greater access to online services, coursework, and local businesses; Provide shadowing and internship activities to give students experiences with on-line research, writing, and networking skills, work-related technological competences, and develop important written and verbal communication. The activities of Beyond the Classroom are sustainable by school personnel who are already in place, have completed training on flipped/blended strategies; and through communication channels that have been established such as webpages, blogs, and PLCs. All of these activities will establish a new school climate that provides online opportunities for all students and includes the use of technology daily to aid every student to improve academic and technical skills and to become better prepared and equipped for college/career. Equal access will be available to all students regardless of their abilities, disabilities, learning styles or interests. CONTINUATION OF THE PROJECT Beyond the Classroom produces several outcomes that can be sustained beyond the grant period. Through the partnerships, PLCs, and other grant activities connections, collaborations, and a means to easily communicate will be established. Partnerships will provide online courses offered by NW State CC, support for increased technology efforts from NWODET, and community connections with community organizations and business leaders. By virtue of their design, the PLCs create a shared vision and purpose among participants which establishes rapport among colleagues, established a common language about the initiative makes teachers feel empowered to implement the new strategies. The expectation for technology to be used daily in the school community is strengthened by the establishment of School Board Policy for Responsible Use and by providing the infrastructure and hardware capable of meeting the ever changing and increasing needs of teachers and students.

Participation in the project by partners such as Vantage Career Center, NWODET, and Western Buckeye ESC creates support of continuation through a clear understanding and commitment to the goals for the project. An import factor in the continuation of Beyond the Classroom will be the lines of communication that are established among and between the School and its partners through online connections of blogs, webpages, and online communication via email. The connections and commitments created during the project will provide a long lasting effect on the school communities.

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.

**SPECIFIC BENCHMARKS OF GOALS**: Student achievement: More students taking classes online will provide an opportunity for course credit which provides students with additional options for achievement. Goals: Increased achievement as measured by improved grades during one semester (short term) and improved scores on next generation state assessments (long term) Benchmarks/Preliminary success point: 70% of students receiving semester grades of C-D-F will show one letter grade improvement by the end of the school year (2013-14). 50% Increase enrollment in online classes Long term goals: 75% of students show value added gains on state assessments annually; continued increases in online enrollment measured by # of students enrolled in online courses and test scores from state assessments Spending reductions in the five-year fiscal forecast Purchase of laptops/infrastructure reduces the amount of funds that will need to be spent in the future thus reducing future expenditures. Online classes will help students not on track to graduate an opportunity to take extra courses, reducing the need for credit recovery programs. Benchmarks/Preliminary success point: By March 1, technology infrastructure will be installed, laptops purchased and delivered to classrooms By March 1, Responsible Use Policy drafted and ready to present to School Board By June 1, all four school districts have a Responsible Use Policy in place By June 30, 50% Increase enrollment in online classes Long term goals: 50% reduction in PSEOP; 50% increase annually of credit recovery options for students offered in house measured by # of students taking online classes instead of needing credit recovery programs or choosing PSEOP. Utilization of a greater share of resources in the classroom by putting laptops directly in the hands of students and “flipping” the classroom strategies, and how students explain to others why they have a greater responsibility for their own learning and puts more resources directly in the classroom. Preliminary success points: By March 1, Business Symposium planned; place/time/date/list of people to invite By April 1, all students in grades 7-12 have access to laptops By May 1, 80% attendance at business symposium by local business leaders, school personnel by May 19, 90% of teachers trained implement flip/blend strategies By May 1, 75% of students in grades 7-12 accessed website to explore local career opportunities By June 30, 80% of teachers of grades 7-12 attended in service provided by NWODET By March 1, Professional learning communities formed By June 30, 90% of teachers of grades 7-12 participated in PLCs By June 30, 60% of students in grades 11-12 participated in internships/shadowing opportunities By June 30, 90% of businesses attending symposium contribute/post to webpage Long term goals: increasing number of hits on career webpage annually: Increased number of flipped/blended lesson/resources posted to webpage: continued use of career webpage by local businesses annually as measured by updated postings & # of students participating in internships/mentoring/shadowing opportunities. Other anticipated outcomes that cannot be easily benchmarked Connections made with the business leaders in the community, provides a wider base of support for the local school which may result in increase of revenues and greater participation in school sponsored activities. Students who are better prepared with 21st century skills will be more successful as they pursue college and careers, obtaining higher levels of education, gaining employment and succeeding in their own personal goals. Teachers who successfully integrate instructional technology will have additional tools to assist in preparing students for the futures. Changes in the school climate to embrace

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).

Method to measure long- and short-term objectives: For many of the activities of this project, completion will be the measure of success such as laptops purchased, technology infrastructure installed, PD delivered, PLCs formed, policies updated, webpage/blog created, business symposium held. These short-term objectives can be measured not only by completion but also by the number of participants at the activities, students enrolled in coursework, students earning course credit, teacher participating in PD sessions/PLCs, students participating in shadowing/internships, hits on webpage. Long-term measurement will be data collected after the grant period concludes and will include a study of the number of students who enroll in online learning classes, complete shadowing/internships, and number of hits on the webpage. Teachers/administrators will be surveyed to report on changes in classroom strategies to incorporate blended/flipped lessons. Feedback from local businesses on success of webpage postings, internships/shadowing will be collected to follow-up on success of business symposium. Types of data to be collected Numerical data to be collected: # of laptops added to classrooms; # attending business symposium; # businesses included on webpage. Students: # involved in lessons including flipped/blended strategies; # enrolled in online classes; # earning college credit; # internships/shadowing participated; # utilizing webpage for career exploration. Teachers: # attending professional development sessions; # involved in professional learning communities; # implementing flipped/blended classroom strategies. Other evidence to be collected: Lesson plans created to implement flipped/blended teaching strategies Minutes of business symposium Copies of Responsible Use policies MT Meeting Minutes Reflections from PLCs How to track progress- systems in place For those activities whose success depends simply on completion of the activity, the curriculum coordinators will track the progress at their monthly meetings. The collection of numerical data will be collected by MT at the end of the project. Other evidence will be collected by MT throughout the project and compiled for the final evaluation. Measuring success of project: 100% of infrastructure installed in each district 100% of students in grades 7-12 in have access to laptops during school hours 90% of teachers’ grades 7-12 attended PD - NWODET 90% of teachers’ grades 7-12 participated in PLCs 90% of teachers trained implement flip/blend strategies in classroom 75% of students in grades 7-12 accessed website to explore local career opportunities 60% of students in grades 11-12 participated in internships/shadowing opportunities 50% increase enrollment in online classes 75% of those students enrolled in online classes earn credit course 80% attendance at business symposium by local business leaders/school counselors/administrators 90% of businesses attending symposium contribute/post to webpage All four school districts have Responsible Use Policy by June 1, 2014 Procedures to change program plan if measured progress is insufficient to meet program objectives.

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 evaluation of the plan 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 Conrey Rethmel Curriculum Coordinator Paulding Exempted Village School 10/25/2013