## Budget

### Apollo (050773) - Allen County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (10)

**U.S.A.S. Fund #:**

**Plus/Minus Sheet (opens new window):**

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### Adjusted Allocation

0.00

### Remaining

-8,862,303.00
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: Empowering teachers to revolutionize the classroom.

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.

B) PROJECT DESCRIPTION

1. Applicant Information

Organizational name of secondary applicant: N/A

Unique Identifier (IRN/Fed Tax ID): N/A

Address of secondary applicant: N/A

Phone number of secondary applicant: N/A

Email address of secondary applicant: N/A

2. General Information, Experience and Capacity

Organizational name of lead applicant: Apollo Career Center

Unique Identifier (IRN/Fed Tax ID): N/A

Address of lead applicant: 3325 Shawnee Rd, Lima, OH 45806

Phone Number of lead applicant: 419-998-3000

Email Address of lead applicant: kreinsel1@yahoo.com

3. 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.

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

First Name, last Name of lead contact applicant: Kathleen Reinesel

Organizational name of lead applicant: Apollo Career Center

Unique Identifier (IRN/Fed Tax ID): N/A

Address of lead applicant: 3325 Shawnee Rd, Lima, OH 45806

Phone Number of lead applicant: 419-998-3000

Email Address of lead applicant: kreinsel1@yahoo.com

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

First Name, last Name of contact for secondary applicant: N/A

Organizational name of secondary applicant: N/A

Unique Identifier (IRN/Fed Tax ID): N/A

Address of secondary applicant: N/A

Phone number of secondary applicant: N/A

Email address of secondary applicant: N/A

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.

School Districts Address City State Zip Phone Website Email Fed Tax ID # Ada Exempted Village Schools 725 W. North Ave. Ada OH 45801 419-634-6421 www.ada.k12.oh.us dariners@ada.k12.oh.us Apollo Joint Vocational School District 3325 Shawnee Rd. Lima OH 43586 419-998-3000 www.apollocareercenters.org judy.wells@apolloc.org Bath Local School District 2500 Ohio St. Lima OH 45805 419-221-0878 www.bathwildcats.org normana@bathwildcats.org 34-640081 Bluffton Exempted Village School District 102 S. Jackson St, Bluffton OH 45817 419-358-5901 www.bluffton.noacsc.org dmeчерn@blufftonschools.org 34-6400138 Columbus Grove Local Schools 201 W. Cross St. Columbus Grove OH 45830 419-659-2639 www.cgs.noacc.org zg_verhoff@cg.noacc.org Elleid Schools 4380 Sunnyside Ave. Elida OH 45807 419-331-4155 www.home.elida.k12.oh.us don@elida.k12.oh.us 34-3646054 Hardin Northern Local Schools 1158 State Route 81 Lima OH 45855 419-579-2331 www.hn.k12.oh.us doug.roberts@hardinnorthern.org Lima City Schools 755 St. Johns Ave. Lima OH 45801 419-996-3401 www.limashawnee.com hornke@wapak.org Lima City Schools 34-6400788 Perry Local Schools 2770 E. Breese Rd. Lima limacityschools.org 419-221-2770 www.mycommodores.org ge~weingart@noac.org Shawnee Local Schools 3255 Zurneyth Rd. Lima OH 45806 419-998-8031 www.limashawnee.com mike@shawnee.noacc.org 34-6401337 Spencerville Local Schools 2500 Wisher Dr. sprencerville OH 45887 419-647-4111 www.noacc.org battlefi@svsbears.org Wapakoneta City Schools 1102 Genesia Dr. Wapakoneta OH 45895 419-739-2900 www.wapak.org kimike@wapak.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.

Several of the consortium members have experience in 21st century teaching and have put plans in place to move students into a digital curriculum and school without walls environment. For example, Bath Local School District piloted the first TRIPLEA (Anytime, Anywhere, Any Student Education) program last year with their 11th grade class. Bath visited several neighboring schools, checked online resources and partnered with Bowling Green State University in developing online resources. The program was such a success; they plan to implement the program to the entire 9-12 classrooms. Shawnee Middle School grades 6, 7 and 8 have transitioned their math curriculum to a complete online environment. Flipped classrooms have been utilized in both middle school and high school science curriculums. Advanced Placement classes have utilized online communities to connect to schools from other countries and complete curriculum. Shawnee Schools' commitment to this project can be demonstrated by the purchase of Chromebooks for the entire staff and in placing 600 Chromebooks for student use in the K-12 environment, whereby all devices can communicate and collaborate.

Should we receive funding, Shawnee will be able to expand the number of devices available. Hardin Northern is currently successfully implementing a 1-to-1 pilot program with 7th and 8th graders. This initiative is not focused on the technology, but the education that will be attained by providing a technology tool to aid in the learning process. Every student has a device and takes the device home each day.

The district has several policies already established for an initiative like this. The administration, faculty, students and community are already on board with this implementation and are hoping it will spread to grades 3-12. Grades 3-12 have all been through a 9 week typing program. Grades 3-12 already have courses set up in content management system called Moodle. These students and teachers are also paired in Google Apps, and receive annual training in internet safety and best practices. The largest hurdle they currently have to use technology seamlessly in the classroom to further education is the lack of devices. There are not enough to go around to each student and classroom. Implementing this initiative to grades 3-12 is a very long process by implementing one to two grades at a time due to the cost. Ada Schools has partnered with Qualia Institute through Ohio’s Aspirations grant where they are learning to increase student voice and encourage students to meet their aspirations. Students will complete an innovative way to communicate their aspirations and set goals in a digital social media-like environment. Additionally, Ada is a part of a distance learning grant where students took higher level courses online. And Wapakoneta School has been using Schoology as their LMS. With the awarding of this grant, they expect to use the system more effectively because every student would have a device at their disposal. This is just a sampling of the experience and professionalism of our schools. Each member of the consortium has made a commitment to create a digital environment to promote the use of technology as a seamless resource for students and staff. Once we learned of this unique grant opportunity, Tech Coordinators from each of the school districts began meeting to discuss what actions must be taken to ensure that our schools are in fact able to compete and succeed in the 21st century economy, that they will be ready for postsecondary education without remediation, and that they will enter the workforce with the assets that make them ready to learn in the workplace where job-specific education and training will occur. The fiscal challenge to achieve these goals is a problem for most school districts, including ours. With the help of this grant, we know we can accomplish our goals.

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
11. Describe the innovative project.

We know that collaboration and strong professional relationships motivate, accelerate, and sustain school improvement, and that school leaders and teachers are more effective when they work together. Funding from the Straight A Fund will provide all 12 area schools the key resources they need to start a collaborative professional development platform utilizing a blended learning model, giving teachers the tools and support necessary to create innovative programs, exchange professional expertise, and create better learning opportunities for our students. Through this effort, students in Northwest Ohio will graduate with the college and/or workforce skills necessary, which will attract industry into our area. We know that innovation does not happen in a vacuum—the best ideas come from collective enterprise and shared knowledge. When schools work together, they get better results and they get them quicker. So for the first time in our history, we are united in creating a protracted plan that will build upon our instructional capacity and learning in a blended learning model. Implementing blended learning is a complex process requiring integrated blended learning plans around teaching human capital, and communications. A phased-in plan requires professional management and the commitment of school and district leadership. A commitment to measurement and improvement suggests that plans will be adjusted as lessons are learned and new tools are developed. According to the Ohio Department of Education, 50% of our area schools received an A for meeting government standards in education for the 2012-13 school year, which means we have a lot of room for improvement. All school districts in the consortium reside in Allen County, Ohio with the exception of Wapakoneta, Hardin Northern, Ada, and Columbus Grove. At the present time, our schools use a combination of Learning Management System (LMS) models (Moodle, Google, Schoology, etc.), or no models at all. With the state funds we would receive from this request, we would create a collaborative shared interface, using one of these models for Professional Development for all area school districts to participate and share ideas and virtual classes. In this global marketplace, one of the key elements of a successful education system is the ability to provide a robust K-12 learning model that assistants to teach. Our plan is to provide a professional learning platform that will allow for individual and group training opportunities, instructional resources, and a collaborative platform for educators to share ideas and collaborate on best practices. The platform training will be designed with a hands-on/minis-on approach for instructors. Trainings will cover the basic best practices of utilizing blended learning models. Through collaboration of all the districts within the consortium, via a shared LMS, we will create a repository of teacher-created videos of lessons, lectures, and demonstrations.

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.

Professional Development (PD) will take an accelerated pace and align throughout all of the related initiatives to focus the training and development on what is possible and what is most effective. 21st century leadership within our consortium will focus on transforming our technology and infusing our classrooms with highly qualified, technology-savvy educators and providing challenging curriculum to propel our students towards achieving knowledge and growth. PD will be an integral part of our implementation by training targeted staff in order to serve as onsite support for peers to increase sustainability of the technology. E-Learning Consultants (eLCs) will be used to support teaching and learning through the use of technology. The eLCs will focus on seeking out, learning, and supporting research based, best practices of instructional strategies through the use of technology and facilitating professional development. In addition, our eLCs will investigate the latest trends and tools in emerging technologies and provide building wide professional development to support these technological tools. Curriculum will be developed to support eTech kids to serve as teachers in a train-the-trainer model. As a consultant, we would like to support and encourage the use of technology among teachers and students to further district goals, enhance the educational experience for our students, and better prepare them for life in the 21st century. We will work together to ensure our technology policies and goals are aligned with instructional objectives, standards, and assessments and the results should lead to better student achievement. This initiative is not focused on the technology, but the education that will be attained by providing a technology tool to aid in the learning process. Each of the schools districts will see a reduction in costs that will allow for more dollars to be targeted to the classroom. The full implementation of this technology, resources, software, and PD will create an environment that will significantly reduce paper and text book costs as assignments and instructional materials will become electronic. The PD will allow staff members to fully utilize these tools in their classrooms and allow us to build capacity for our staff to have training for 10% of the staff, reducing the amount of the instruction staff that need to be trained in the technology. This grant will allow our districts to implement this integration in a shorter timeframe and enable us to plan long term to sustain the technology and support needed to maintain this technology implementation. Our districts are committed to acquire the resources needed to prepare students to be world class citizens. This grant would greatly facilitate both the implementation of our technology vision and allow us to reduce costs and sustain this plan for the long term.
No 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.

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.

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.

This will be a new endeavor for our school districts because we have not joined forces in the past and we believe this innovative project will strengthen our capacity to provide high quality education while increasing opportunities for our students. Apollo Career Center is proud to be the skills training center for the Lima area and surrounding communities. Apollo provides career technical training to high school juniors and seniors and adults wanting to enter the workforce or change careers. Apollo serves 14 area school districts and once we learned of this grant opportunity, 11 of the schools were eager to join us in preparing our students for 21st Century Learning. Many studies have been done that advocate for the integration of 21st Century Skills into K-12 education so that students can advance their learning in core academic subjects. This program will support our consortium partnership among our educators and students to develop innovative applications of technology and plans for fully integrating technology into our schools. -develop standards-based curricula in a wide range of subjects; -provide professional development for teachers; -increase student access to technology and online resources; -revise techniques for assisting teachers in computer-based instruction; -create strategies for accelerating the academic progress; and -develop new approaches to measuring the impact of educational technology on student learning. For Students - the opportunity and learning environment to have more access to additional learning models and resources such as blended and flipped learning. 24/7 access to technology, advanced project-based (problem-based) learning, and gamification. This level of access will provide real world experiences for our students, better preparing them for their post graduate experiences. Students would also have access to course work opportunities outside of the curriculum offerings in our school. For Staff - the access to technology which will assist in the classroom and at home. The opportunity for innovative learning environments can be created, allowing teachers the ability to change needs at the classroom level. Tech levels can be addressed, using differing models of pedagogy. This technology will also provide more opportunities for diagnostic information for teachers so they can better plan their instruction to address the needs of their students. Our staff will also have the ability to network with other districts in our consortium and to discover best practices that could be implemented in all the schools.

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

22. If so, how?

Schools in the 21st century will be laced with a project-based curriculum for life aimed at engaging students in addressing real-world problems, issues important to humanity, and questions that matter. This is a dramatic departure from the factory-model education of the past. It is abandonment, finally, of textbook-driven, teacher-centered, paper and pencil schooling. It means a new way of understanding the concept of "knowledge," a new definition of the "educated person." A new way of designing and delivering the curriculum is required. What we propose to do in this project is not complicated and can easily be replicated in other districts across the state. We are only asking for the means to provide our teachers and students with the technology (mobile devices, video and audio recording capabilities) and the professional development to create a successful 24/7 learning environment. We know that combining the learning, communication and collaboration of the school day with "anytime access" will enhance student learning and increase student outcomes.

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

The project hopes to achieve nothing less than producing students that are truly ready for a digital assessment and curriculum as outlined by the PARCC assessment as well as the 15 E standards of digital citizenship. While tools are put into the hands of students, it's the students increase in independence and critical thinking that will play the major role in closing some achievement score gaps. The educators’ job will be to kindle the interest of the students in core subjects and give students resources to start the learning process. But the major achievements will be made in producing students that can self teach and assess in core subjects.

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 measured.

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.

Our staff will be able to use this equipment to monitor student growth through the school year. This will be done with pre, post and formative assessments that will be taken on their devices. The staff will be able to quickly analyze this data and use it to help drive their lessons. This information will let them know what they need to re-teach and what the students already know. If the students already have background knowledge, the teachers can prepare lessons that will help to stretch and expand the student's knowledge. We will use this to judge the impact through our OAK and DGT scores. It is our hope that this will help students to continue to make a year’s worth of growth each school year. These devices will also help us facilitate the end of course exams that will be administered on-line. Currently, not all schools in our consortium have the equipment to facilitate this process and the awarding of this grant will solve this problem.

* Proposal Timeline Dates

Plan (MM/DD/YYYY): September 2013 - June 2014

* Narrative explanation

Upon receiving notification of the grant being awarded, all consortium members will begin meeting regularly to plan a successful implementation strategy. Components of a successful implementation plan will include communications with all consortium staff, parents, and community of the goals and expected outcomes of the grant project. Staff will be identified within each district to become the 'tech trainers or coaches'; technology skills and strengths as well as weaknesses will be identified for each individual trainer. The summer 'boot camp' will be planned for all trainers as well as specific activities, skills, and immersive experiences to be included in the PD 'game'. Other professional development activities will be developed as well, including planning and sharing time for departments, a consortium website for content curation and shared lessons/materials, and a managerial website for all consortia representatives to monitor and manage the grant project.

Implement (MM/DD/YYYY): Spring/Summer 2014

* Narrative explanation

For all districts who have not previously done a 1:1 program, purchasing devices for teachers in order to do professional development on their use and impact on teaching strategies will be one of the first activities of the project implementation. All districts within the consortium are in different stages of technology "readiness" - some will need to start with the most basics of acquiring and installing the infrastructure necessary for a wireless, 21st century learning environment; others need updates on existing wireless systems, while still others are "21st century ready" and can start implementing or adding to an existing online learning environment right away. Devices for students will be purchased over the summer and made ready for rollout to students in August. It is expected that all districts will be ready for full-on implementation of shared professional development and access to new ideas in methodologies of teaching by the beginning of the 2014-2015 school year.

Summative evaluation (MM/DD/YYYY): Spring 2015

* Narrative explanation

Evaluation of the project will be ongoing throughout the year by all consortia representatives, who will monitor the project's effectiveness and adjust the plan accordingly. A 'Year-End' evaluation survey will be created by consortia representatives and administered online for all staff in the participating districts. Results of this survey will determine further adjustments, enhancements, and/or changes to the program for the following year. Student data from programs and instructors who use online mobile learning environments will also be collected and analyzed. This cycle of informal and formal evaluation processes will continue throughout the years as we move forward in our quest for improved teaching and learning strategies.
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 / Doug Bodey/ Director of High School Programs and Superintendent/Designee/Apollo Career Center/ October 22, 2013