

Budget

Avon Local (048116) - Lorain County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (110)

U.S.A.S. Fund #:

Plus/Minus Sheet (opens new window)

Purpose Code	Object Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction		0.00	0.00	110,228.00	2,325.00	1,575,495.00	0.00	1,688,048.00
Support Services		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Governance/Admin		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development		174,311.00	0.00	63,000.00	0.00	0.00	0.00	237,311.00
Family/Community		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Safety		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total		174,311.00	0.00	173,228.00	2,325.00	1,575,495.00	0.00	1,925,359.00
Adjusted Allocation								0.00
Remaining								-1,925,359.00

Application

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Applicants shall respond to the prompts or questions in the areas listed below in a narrative form.

A) APPLICANT INFORMATION - General Information, Experience and Capacity

1. Project Title: Innovate21

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.

The Innovate21 project is a multi-district endeavor with the goal of raising student achievement by utilizing blended learning communities involving students, teachers, parents and instructional coaches. By implementing best instructional practices while integrating mobile learning devices into piloted classrooms, Innovate21 will provide additional funding for professional development, in which the newly-trained instructional coaches will conduct summer academies for local teachers with online and face-to-face blended learning opportunities. This sustainable project focuses on shared content and collaboration while investing in teachers and students rather than devices.

8630 3. Total Students Impacted:

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

First Name, last Name of contact for lead applicant: Mike Laub

Organizational name of lead applicant: Avon Local School District

Unique Identifier (IRN/Fed Tax ID): [REDACTED]

Address of lead applicant: 35573 DETROIT, AVON, OH 44011

Phone Number of lead applicant: 440-937-4680

Email Address of lead applicant: laubm@avonlocalschools.org

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

First Name, last Name of contact for secondary applicant: Dave Kish

Organizational name of secondary applicant: Keystone Local Schools

Unique Identifier (IRN/Fed Tax ID): [REDACTED]

Address of secondary applicant: 301 Liberty Street, LaGrange Ohio 44050

Phone number of secondary applicant: 440-355-5132

Email address of secondary applicant: david.kish@keystone.k12.oh.us

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.

Graig Bansek, Columbia Local School District - IRN 048140 - 25796 Royalton Road, Columbia Station, OH 44028 - PH: 440-236-5008 - bansek@columbia.k12.oh.us Robert Hill, Firelands Local School District - IRN 048157 - 112 North Lake Street, South Amherst, OH 44001 - PH: 440-965-5821 - rhill@firelandsschools.org Jay Arbaugh, Keystone Local School District - IRN 048165 - 301 Liberty Street, LaGrange, OH 44050 - PH: 440-355-5131 - Jay.Arbaugh@keystone.k12.oh.us Greg Ring, ESC of Lorain County - IRN 048108 - 1885 Lake Avenue, Elyria, OH 44035 - PH: 440-324-5777 - ring@esclc.org Dave Miller, NORT2H - IRN 048108 - ESC of Lorain County, 1885 Lake Avenue, Elyria, OH 44035 - PH: 440-324-5777 - miller@nort2h.org Renee L. Yoder-Elias, Ashland University (Lorain County Community College site) - Tax ID [REDACTED] - 1005 N. Abbe Road, Elyria, OH 44035 - PH: 440-366-7495 - relias@ashland.edu

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

* Letters of support are for districts in academic or fiscal distress only. If school or district is in academic or fiscal distress and has a commission assigned, please include a resolution from the commission in support of the project.

* If a partnership or consortium will be established, please include the signed Straight A Description of Nature of Partnership or Description of Nature of Consortium Agreement.

[UploadGrantApplicationAttachment.aspx](#)

8. Please provide a brief description of the team or individuals responsible for the implementation of this project including relevant experience in other innovative projects. You should also include descriptions and experiences of partnering entities.

The consortium is composed of four school districts (Avon Local School District; Columbia Local School District; Keystone Local School District; and Firelands Local School District) and two partners: the Northern Ohio Research and Training Technology Hub (NORT2H), based out of the ESC of Lorain County, and Ashland University. The team of administrators and support staff from all parties involved have extensive experience collaborating and implementing projects within their individual districts and organizations. The total fiduciary responsibilities range, due to the diversity of the group, with experiences at the district level including federal funded programs, such as Title I, Title II, and Race to the Top, as well as state grant programs such as the Ohio Performance Assessment Pilot Project. This shows the ability to successfully execute both large and small scale funds and funding projects. In addition, state report card ratings over the last several years have all districts in this grant as receiving no lower than an Excellent rating which can be attributed to successful pedagogy, fiscal responsibility and follow-through on the aforementioned grant and funding opportunities. Our partner, The Northern Ohio Research and Training Technology Hub (NORT2H), based out of the ESC of Lorain County has a proven track record assisting schools in implementing innovative technologies for the classroom. They are self-sufficient and operate without federal or state funding sources. NORT2H has managed over 2 million dollars in grant funding for the successful implementation of distance learning, videoconferencing, and other innovative classroom technologies. NORT2H provides research and training for emerging classroom technologies and has qualified instructional trainers with classroom experience to assist our schools in the effective implementation of blended learning. NORT2H, having sustained itself through the local membership fees of its members speaks to the qualification, skills, and experiences to facilitate and provide services.

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

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

- Student achievement
- Spending reductions in the five-year fiscal forecast
- Utilization of a greater share of resources in the classroom

10. Which of the following best describes the proposed project? - (Select one:)

- New - never before implemented
- Existing and researched-based - never implemented in your district or community school but proven successful in other educational environments
- Mixed Concept - incorporates new and existing elements
- Enhancing/Scale Up - elevating or expanding an effective program that is already implemented in your district, school, or consortia partnership

11. Describe the innovative project.

Innovate21 is a bold and innovative concept which addresses the need for teachers to access and provide instruction using blended learning. Our initiative invests heavily in people (teachers and kids), not technology for the sake of technology. Our initiative is easily sustainable, provides clear student growth-based accountability and increases resources in the classroom. Through our innovative blended learning community, teachers across Lorain County 1) connect to newly developed, relevant professional learning networks 2) access sustained blended learning course catalogue offerings and 3) pilot blended learning instruction as students use anytime, anywhere mobile learning devices. In January and February, the leadership team will begin marketing the initiative, selecting coaches and providing training on the blended learning model and supporting technologies. Coaches will disseminate information within an online learning community through Google+ and the state of Ohio's new iLearnOhio platform. The instructional coaches will begin piloting various devices (iPads, laptops, etc.) and gather data to determine which devices have the greatest impact on student learning in preparation for the PARCC assessments. Valuable data will be shared with school districts across Ohio as they move forward with professional development and mobile device purchases that support blended learning. Training will be provided to the instructional coaches through face-to-face professional development as well as the creation and utilization of a new online learning community. The coaches will be trained

as online mentors for other teachers. Coaches will use the learnOhio portal as a resource center for students, parents, teachers and administrators. The learnOhio portal will enable teachers to develop an individual online professional development pathway incorporating relevant educational learning modules to improve the delivery of instruction and thus learning within the 21st century classroom. Through the utilization of the Google Apps for Education Google+ tool, coaches will create professional learning communities for teachers to join and collaborate with one another. Educators will have access to trained instructional coaches, who will moderate discussions specific within professional learning communities. As the coaches and teachers post resources and questions, each post can be categorized into specific topics. Users can sort conversations based on topics, interact with other community members, and even participate in live Google Hangouts (video conferences) facilitated by the coach. Instructional coaches will begin the implementation of blended learning within their classroom and develop blended learning course offerings for other teachers. The Innovate21 project will be marketed to students, staff, and parents. In late May, all teachers within each district will select professional development seminars they would like to participate in during the Innovate21 Summer Academies. These summer academies will focus on providing professional development opportunities on best practices in areas such as early literacy, student engagement, behavior interventions, differentiation, balanced assessments, and closing the achievement gap. The Innovate21 project is an investment in our educators to improve student learning through the use of instructional technologies and online learning resources. The overall goal is to increase student achievement by leveraging blended learning methodology, greater shared content, and resources.

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. Innovate21 is an impressive initiative because it creates a culture that transcends blended learning from the instructional coach/teacher level to the student level. Professionally trained instructional coaches will teach a cadre of teachers who will individualize their learning pathways through online access to relevant professional learning communities. This project is reasonable to achieve because it utilizes existing tools, which are free and easily accessible, in creative ways (learnOhio & Google+) to augment instruction and engage students. This project is strong and will meet the intended objectives of (1) increasing student engagement and learning; and (2) providing greater resources to our students, instructional coaches, and teachers. The primary goal of this project incorporates the integration of best practices in the classroom by investing in human capital to implement blended learning. Recent research indicates a correlation between blended learning and increased student achievement. The Innovate21 Leadership Team is comprised of four school districts and two partners with clearly defined roles to accomplish the goals set forth in this proposal: Avon Local School District: Vicki Fisher will organize and coordinate the instructional coaching training events (locations, catering, materials) including purchase orders, attendance, and expenditures. She will also coordinate graduate credit with Ashland University by creating the course proposal. As the fiscal managing district, payment of all expenditures including student devices, stipends, and graduate credit will be coordinated through her office. Keystone Local School District: Dave Kish will complete the marketing and roll-out of the Innovate21 initiative and assist with the development and execution of the instructional coach application process. Columbia Local School District: Kathi Maxwell will assist NORT2H with hardware and software purchases, the coordination of summer academy events for all K-12 staff. She will also assist with student device data collection for this pilot project. The data collected will focus on reliability, ease of use for different grade levels, cost effectiveness, and impact on student learning. These data results will be disseminated to help drive decision-making for future student device purchases. Firelands Local School District: Mike VonGuten will assist with selection of instructional coaches and academy courses and events. NORT2H: Dave Miller and Mike Pennington will develop the training for effective blended learning and instruction in the classroom as students use anytime/anywhere mobile learning devices. They will help set up the learnOhio and Google+ learning communities. Ashland University: Verification that summer academy attendees complete all necessary paperwork for graduate credit. Consortium Team Members: All members of the local school districts and NORT2H will review and select instructional coaches based on a set ratio of district student enrollment.

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

13. Financial Documentation - All applicants must enter or upload the following supporting information. Responses should refer to specific information in the financial documents when applicable:

a. Enter a project budget

b. Upload the Straight A Financial Impact Template forecasting the expected changes to the five-year forecast resulting from implementation of this project. If applying as a consortia or partnership, please include the five-year forecasts of each school district, community school or STEM school member for review.

c. If subsection (b) is not applicable, please explain why, in addition to how the project will demonstrate sustainability and impact.
Five-year forecasts of each district of this grant have been uploaded.

14. What is the total cost for implementing the innovative project?
1,925,359.00 * Total project cost

* Provide a brief narrative explanation of the overall budget. The narrative should include the source and amount of other funds that may be used to support this concept (e.g., Title I funding, RttT money, local funding, foundation support, etc.), and provide details on the cost of items included in the budget (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.)
The overall budget for this project will cover hardware and software that will be piloted and assessed, professional development for instructional coaches, creation and organization of Innovate21 Summer Academies, and ongoing support and project management expenses. As expected, the majority of the budget expenses will pay for the hardware and software needed for blended learning within the classrooms. The overall cost for hardware and software will be approximately \$1,661,709. The online professional development for all K-12 teachers and administrators, with access for students and parents, will essentially be free through Google+ and learnOhio. Instructional coaches will receive a stipend to develop online catalogue courses; to present at both summer academies; to receive professional development on blended learning and best practices; and to present their findings and experiences in online forums and across districts. The remaining funds will be directed at all K-12 teachers within the four school districts and will cover two Innovate21 Summer Academies including stipends to attend these events and expenses associated with organizing and hosting such events; diverse online course catalogue offerings; and support from outside trainers. The total cost for supporting 550 teachers will be approximately \$174,311. The remaining expenses encompass the consultation and project management fees associated with ongoing professional development, technology setup and online support from NORT2H, which is essential to the success of this project due to the increase in technology within each district. As the lead partner for this project, NORT2H will assist each district's leadership team in the purchase of new student devices and more importantly, the implementation of blended learning within the classroom. As a direct result, students will have access to various types of intervention or enrichment apps to make learning anytime and anywhere. The overall cost for the consultation, implementation, training and continual support through online moderation will be approximately \$36,000.

15. What new/recurring costs of your innovative project will continue once the grant has expired? If there are no new/recurring costs, please explain why.
15,633.00 * Specific amount of new/recurring cost (annual cost after project is implemented)

* Narrative explanation/rationale: Provide details on the cost of items included in the budget (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.). If there are no new/recurring costs, please explain why.
After training the instructional coaches to implement blended learning and best practices in their classrooms with student devices, a recurring cost associated with managing those student devices will be approximately \$7,490 for all four school districts. The Columbia Local School District will assume additional costs, approximately \$10,000, to join NORT2H and the additional support needed for new wireless units.

16. Are there expected savings that may result from the implementation of the innovative project?
43,500.00 * Specific amount of expected savings (annual)

* Narrative explanation/rationale: Provide details on the anticipated savings (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.)
The expected savings over time will be a shift in professional development expenditures. Currently, when most professional development opportunities take place, there are costs involved in purchased services (paying an institution, organization, or individual for the professional development) as well as either paying stipends for teachers for time outside of the contractual day or paying for their substitute teachers. As we move to a blended learning model, less money will be spent on the above needs for professional development in a blended learning environment. Also, by hosting two summer academies, significant savings can be anticipated as there will be no substitute costs for the many teachers that will participate in these professional development opportunities. With Innovate21 we will have invested in training our own professional instructional coaches to help other teachers implement a blended learning classroom with best practices. Again, we will save in the professional development arena with keeping costs much lower using our own staff in designated in-service days to continue to provide professional development with blended learning environments.

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. Our Innovate21 project proposal has a high, upfront investment in teachers by developing instructional coaches to create blended learning professional development pathways for teachers through learnOhio. In addition, Google+ will serve as the tool for our professional learning communities. Once the initial setup and professional development is completed, the NORT2H technology integration department, housed within the Lorain County ESC, will maintain any local services required for the learnOhio and Google+ configurations and updates. Since NORT2H is funded in part with annual membership fees from the local school districts applying for this grant, the ongoing support and professional development to support this project will be sustained through the NORT2H services.

D) IMPLEMENTATION - Timeline, communication and contingency planning

18. Fill in the appropriate dates and an explanation of the timeline for the successful implementation of this project. In each explanation, be sure to briefly describe the largest barriers that could derail your concept or timeline for implementation and your plan to proactively mitigate such barriers. In addition, the narrative should list the stakeholders that will be engaged during that stage of the project and describe the communication that occurred as the application was developed.

Describe the ongoing communication plan with the stakeholders as the project is implemented. (Stakeholders can include parents, community leaders, foundation support and businesses, as well as educational personnel in the affected entities.)

* Proposal Timeline Dates
Plan (MM/DD/YYYY): 12/01/2013

*** Narrative explanation**

DECEMBER 2013 - The Innovate21 project is awarded. Our four school districts' students, teachers, and parents will be notified of grant funding. A marketing campaign will be developed by Dave Kish in conjunction with Mike Von Gunten. The focus of the project will be early literacy and closing the achievement gap within various K-12 classrooms. The Innovate21 Leadership Team will determine the final list of professional development offerings. Instructional coach applications will be sent out to all K-12 teachers. Kathi Maxwell will work with NORT2H and treasurers to purchase hardware and software needed for students and teachers. Vicki Fisher will select the location and professional development dates for the January training of the selected teachers. She will also work with Ashland University to complete the forms for graduate credit for the selected teachers' upcoming professional training to become instructional coaches.

Implement (MM/DD/YYYY): 01/01/2014

*** Narrative explanation**

JANUARY 2014 - We will begin the selection process for instructional coaches (*see below). Our main focus will be early literacy, closing the achievement gap as well as familiarity with technology. The final marketing campaign will kick off. The Innovate21 Leadership Team will make final decisions and notify the four school districts' selected teachers and their superintendents of selections. Superintendents will be requested to share the news of selected teachers via their website announcements, news blasts, and emails to their school buildings. FEBRUARY 2014 - The selected teachers will attend a kick-off event at the ESC of Lorain County and four professional development training sessions. NORT2H staff (Dave Miller and Mike Pennington) will provide instruction on blended learning and technology support. Teachers will be provided with necessary resources and will use Google+ and learnOhio to collaborate with one another. Upon successful completion of the four professional development days, teachers will officially be designated as "instructional coaches," for the Innovate21 project. Vicki Fisher will begin scheduling Innovate21 Summer Academy options 1 and 2 dates and locations. She will also ensure that CEUs are awarded to option 1 teachers and that one graduate credit is awarded (for those who want the option) to the teachers who take both Innovate21 Summer Academy options. MARCH 2014- Instructional coaches will begin creating online course catalogue offerings. Additional support from NORT2H will be provided for student devices. Kathi Maxwell will explain the data collection process. APRIL 2014 - Instructional coaches continue to pilot blended learning and collaboration. Mike Von Gunten and Dave Kish will market the upcoming Innovate21 project for students and parents. Data collection continues in piloting classrooms. MAY 2014 - The Innovate21 online learning community is open to all stakeholders. Collaboration continues. Innovate21 Summer Academy course offerings will be shared with all K-12 staff. All paperwork due by May 29, 2014. JUNE 2014 - Kathi Maxwell will collect data and disseminate to Leadership Team. Innovate21 Summer Academy #1 occurs. Face-to-face professional development and online collaboration using learnOhio and Google+ provide the blended learning environment from the instructional coaches to K-12 teachers. AUGUST 2014 - Innovate21 Summer Academy #2 occurs. Ashland University credit paperwork completed for all attendees and instructional coaches. *Instructional Coach Positions: Co-Teaching (two teams of two (K-5 and 6-12)= 4 people Enrichment (two teams of two (K-5 and 6-12)= 4 people Differentiation (six total coaches)= 6 people Balanced Assessment and Assessment Literacy= (outside expert) Closing the Achievement Gap= (outside expert) Classroom Discipline and Positive Behavior Support (one from K-4, 5-8, and 9-12)= 3 total K-3 Literacy (six)= 6 total K-4 Reading/ELA (four)= 4 total 5-8 Reading/ELA (four)= 4 total 9-12 Reading/ELA (four)= 4 total K-4 Math (four)= 4 total 5-8 Math (three) = 3 total 9-12 Math (four)= 4 total K-4 Science (two)= 2 total 5-8 Science (two) = 2 total 9-12 Science (three) = 3 total K-4 SS (two)= 2 total 5-8 SS (two) = 2 total 9-12 SS (three) = 3 total K-12 Fine Arts (two) = 2 total K-12 Music (two)= 2 total K-12 Physical Education (two)= 2 total 8-12 World Language (two)= 2 total

Summative evaluation (MM/DD/YYYY): 09/01/2014

*** Narrative explanation**

SEPTEMBER 2014 - Final expenditures for the Innovate21 Summer Academy courses and all project costs will be completed. All data from the instructional coaches regarding student devices will be tabulated and prepared for dissemination. The data will inform the districts of best student devices for future purchases. The data will also show the effectiveness of blended learning and best practices and what impact the instructional coaches' professional development and training has had on student achievement as fall benchmarking scores are compared against spring benchmarking scores.

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

Innovate21 will change instructional practices and pedagogy. By incorporating blended learning, educators will effectively change teaching and learning in their classrooms. The use of student mobile learning devices and blended learning methodology creates student-owned learning and promotes positive digital citizenship where students can leave a learning legacy. The blended learning model introduced and supported by Innovate21 supports a model of anytime, anywhere learning for educators and their students. Innovate21 will change our organizational practices concerning professional development. This initiative creates a blended learning model of professional development. The growth of this new professional development model will have a regional impact. Schools will be able to share best-practices, teacher leaders, and curricular resources. As the initiative grows, more schools can join, create, and collaborate. This will expand the professional learning community and allow more districts to share resources targeted at curriculum-based, blended learning methodology.

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.

While blended learning is a new strategy for most Ohio teachers, it is not an unproven strategy in education. Clearly, there is a movement towards blended learning given its initial successes. In the article *Blended Learning in Practice: Case Studies from Leading Schools*, by the Michael and Susan Dell Foundation, teachers in a blended model stated, "One year into blended learning, SSJ faculty have begun to observe notable—and at times unexpected—changes in class culture and student engagement with their own learning." Education Week talked to Richard E. Fertig, a Kent State University research professor and advocate of hybrid learning, who expects this approach to become much more common in the coming years. It is crucial to recognize, however, that blended learning is most successful when an in-school mentor (and in our case, instructional coach) is present—someone who can answer questions and help students through any initial adjustments they need to make to online learning. "We've shown time and time again," Fertig says, "that the extent to which the face-to-face school provides online mentors is directly correlated to how successful the students are." At Abilene Christian University in Texas, a pilot program offered 1,000 freshmen their choice of an iPhone or an iPod Touch for free. The devices enabled the students to get the information they needed when and where they wanted it and the program has reportedly proved successful. One professor incorporates the iPhones into classroom sessions, instructing students to search the web for information pertinent to the lesson, and helping them evaluate which information sources are reliable and which aren't. The Abilene students' iPhones also include polling software that enables them to answer questions anonymously and that can rapidly generate quizzes to test the student's understanding of the lesson. Schools and districts have turned to blended learning, which involves a combination of traditional classroom and independent, "hands-on" instruction that's most often delivered online. The concept can encompass a myriad of experiences, which vary based on what the school, home, and library have to offer. Some teachers and administrators believe blended learning should incorporate multiple types of printed and other materials; for example, textbooks can be used as a strategic, targeted resource rather than as a backbone of curricula, supplemented with primary source documents that provide a deeper understanding of the subject. Another example of blended learning is the "flipped classroom." Students do their initial work outside the classroom, primarily using technology—listen to a lecture, to watch a simulation—and then they spend the next class time discussing, demonstrating and illustrating what they learned. The teacher in this case is not at the center of instruction but instead works alongside students as a guide. Many educators are finding that flipping the instructional model is effectively engaging students in the learning process. Tina Garrison, executive editor for product development of Herff Jones' education division, sums up the situation: "If teachers take advantage of professional development when new technology is acquired, or when they join the faculty of a new school, they will very likely see examples that effectively demonstrate the power of the particular technology... Teachers are well aware of the range of abilities and variety of learning styles among a group of students, and they can become adept at addressing them in any number of ways. Technology can be one of them, but it takes time, training, and patience." Based on the stated research, Innovate21 will leverage instructional coaches to help close the achievement gap through a blended learning approach.

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

Yes No

22. If so, how?

Through collaborative partnerships, other districts, and ESCs, this project can easily be adapted to provide professional learning opportunities to teachers. The professional development is provided using iLearnOhio and Google+, both of which are zero cost items for districts.

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

We hope to blaze the trail in Lorain County and beyond with Innovate21 by creating new models of blended learning for teachers as they instruct their students, as well as creating new models of blended learning for teachers as they access professional development for themselves. Innovate21 will provide the collaborative and collegial environments of professional learning communities for teachers. A substantial value over time will be the reduction of costs associated with teacher professional development as blended learning models are adopted. Likewise, having access to data anytime/anywhere with the purchase of student mobile learning devices will increase student learning and save districts significant money by making informed technology decisions.

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.

(1) Student achievement can be measured through this project because benchmark data from state and district testing prior to the project can be compared to the same data throughout the five years following the initial acceptance of the proposal. (2) We will save approximately \$43,500 in annual costs associated with professional development expenditures. (3) The utilization of a greater share of resources in the classroom will be able to be benchmarked since more students and teachers will be using a blended learning model to enhance teaching and learning. In addition, parents will be able to become more of a learning partner in their child's education because they will also have resources available to them to help increase their child's chance for academic success. An anticipated outcome of the project that may not be easily benchmarked is the effectiveness of the professional network created by the project for students, teachers, administrators, and parents within the consortium. Yet another outcome of the project that cannot be easily benchmarked is how much parents are truly taking the time to look at the available online resources in order to be more of a support for their children.

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.

Analysis of the impact of Innovate21 will be measured through several surveys given to all stakeholders and administered over three phases: pre-grant, mid-grant, and post-grant. Survey data results collected from students, teachers, and parents will be analyzed by the Innovate21 committee. Results of this data will be shared and used to change and/or modify the direction of Innovate21. Pre-grant

surveys will be used to collect data concerning student, teacher, and parent experiences regarding several aspects of traditional classroom instruction including: (1) effectiveness on student learning (2) resource management focused on availability, variety (electronic vs. traditional), and effectiveness (3) pacing of standards-based learning (4) ability to provide for mastery, differentiation, and learner independence (5) access to personal learning networks for collaboration, reflection and exposure to best practices. Interim progress monitoring will occur through the use of surveys concerning student, teacher, and parent feedback of piloted blended-learning classrooms including the 5 aforementioned categories. In addition, data will be collected throughout the implementation of Innovate21 in the areas of: (1) the blended learning model (2) efficient use of instructional time (3) availability and authenticity of digital resources (4) student engagement (5) the changing role of teacher and learner. Post-grant surveys and pre-grant surveys will measure comparable outcomes. Survey questions will reflect the effects of blended learning compared to traditional classroom practices.

By virtue of applying for the Straight A Fund, all applicants agree to participate in the overall evaluation of the Straight A Fund for the duration of the evaluation timeframe. The Governing Board of the Straight A Fund reserves the right to conduct evaluation of the plan and request additional information in the form of data, surveys, interviews, focus groups, and any other related data to the legislature, governor, and other interested parties for an overall evaluation of the Straight A Fund.

PROGRAM ASSURANCES: I agree, on behalf of this applicant agency and/or all identified partners to abide by all assurances outlined in the Assurance section of the CCIP. In the box below, enter "I Accept" and indicate your name, title, agency/organization and today's date.

I accept - Michael Laub, Superintendent, Avon Local Schools October 24, 2013.