<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>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>150,700.00</td>
<td>0.00</td>
<td>150,700.00</td>
<td></td>
</tr>
<tr>
<td>Support Services</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>
<td></td>
</tr>
<tr>
<td>Governance/Admin</td>
<td>7,500.00</td>
<td>2,500.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>10,000.00</td>
<td></td>
</tr>
<tr>
<td>Prof Development</td>
<td>25,144.00</td>
<td>8,456.00</td>
<td>5,000.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>38,600.00</td>
<td></td>
</tr>
<tr>
<td>Family/Community</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>10,000.00</td>
<td>0.00</td>
<td>0.00</td>
<td>10,000.00</td>
<td></td>
</tr>
<tr>
<td>Safety</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>
<td></td>
</tr>
<tr>
<td>Facilities</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>4,338,000.00</td>
<td>0.00</td>
<td>4,338,000.00</td>
<td></td>
</tr>
<tr>
<td>Transportation</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>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>32,644.00</td>
<td>10,956.00</td>
<td>5,000.00</td>
<td>10,000.00</td>
<td>4,488,700.00</td>
<td>0.00</td>
<td>4,547,300.00</td>
<td></td>
</tr>
</tbody>
</table>

Adjusted Allocation 0.00
Remaining -4,547,300.00
Applicants shall respond to the prompts or questions in the areas listed below in a narrative form.

A) APPLICATION INFORMATION - General Information, Experience and Capacity

1. Project Title: Innovative Architectural and Virtual Learning Environment

This project titled "Innovational Architectural and Virtual Learning Environment" will transform a 53 year old high school building into a 21st Century learning environment capable of preparing students for college and careers. It involves physical changes to the structure, changes to the infrastructure, as well as changes in the learning environment of the school. With these changes we will enhance the education of our current students and attract homeschoolers, virtual students, and open enrolled students to our high school.

330 3. Total Students Impacted:

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

First Name, Last Name of contact for lead applicant: Cheryl Hausa
Organizational name of lead applicant: Black River High School
Unique Identifier (RNN/Fed Tax ID): 002782
Address of lead applicant: 257 County Road 40 Sullivan Ohio 44880
Phone Number of lead applicant: 3304163795
Email Address of lead applicant: Chlavausa@blackriver.k12.oh.us

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

First Name, Last Name of contact for secondary applicant: Martin Yoder
Organizational name of secondary applicant: Black River High School
Unique Identifier (RNN/Fed Tax ID): 002782
Address of secondary applicant: 233 County Road 40 Sullivan Ohio 44880
Phone number of secondary applicant: 4197363303
Email address of secondary applicant: Mlyoder@blackriver.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.

N/A

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.

Cheryl Hausa is the District Curriculum Coordinator. She has 34 years in education. She completed 30 years as a high school and middle school classroom teacher before becoming curriculum coordinator for the school district. She is a National Board Certified Mathematics Teacher. She has experience administering grants including an Open Jennings grant for a district Technology Leader Program, a JB Firestone Grant, and a Lorain Medina Rural Electric Grant. She is a Jennings Scholar and participated in the Japan Fulbright Program. She is a Quality Matters Trainer; a nationally recognized program for peer based continuous improvement in online education and students learning. She has extensive training and personal experience with computers, classroom technologies, Web 2.0, and computer software and applications. Cheryl leads our professional development program and has created and taught many blended learning courses for teachers in the school district. Last year the district offered 14 blended learning opportunities to teachers in the school district during the summer which were aligned to the district OIP goals. She has presented at numerous educational conferences and continually works toward school improvement. Joe Knitt, Maintenance Supervisor, has been with the district for 31 years. He has written grants to such foundations as the W. K. Kellogg Foundation to support technology usage in the classroom. Before becoming the educator, he held several positions in construction and business which afforded him the knowledge to deal with budgets, building codes and permits as well as dealing with the rigorous expectations of OSHA and USDA. Martin Yoder, the high school principal, has great experience with technology and its implementation. He has over 25 years in working with computers and almost 20 years in Internet usage. He has knowledge of computer languages, applications, and is current with Web 2.0 usage and its implementation for education. He has designed websites and graphics for both commercial and educational usage. He has encouraged, trained, and provided time and resources for staff to create and maintain websites for student usage and stakeholder information. He maintains the high school website. He is a resource to assist teachers with their difficulties in technology. He has experience in creating, researching and utilizing online educational content. Martin Yoder has experience writing, submitting, and supporting grants. He has written grants to such foundations as the W. K. Kellogg Foundation to support technology usage in the classroom. Before becoming the educator, he held several positions in construction and business which afforded him the knowledge to deal with budgets, construting codes and permits as well as dealing with the rigorous expectations of OSHA and USDA. Courtney Dieter is a Language Arts teacher at the high school. She has been with the district for 10 years. For the past two years she has piloted a blended learning classroom in the school district. She is a Quality Matter trainer. Her classroom exemplifies 21st Century Learning. She has created her own curricular materials for her classroom using Moodle as a learning platform. She has created and recorded professional development courses through Ohio's Center professional development, the most recent was Advanced Twitter. Tom Coner is a social studies teacher at the high school. He has been teaching for 14 years. He is currently using blended learning in his classroom and has created his own textbook on Black River Moodle. His classroom exemplifies 21st Century Learning. He has provided in-service sessions for teachers on using different technologies and using blended learning in the classroom.

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

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

11. Describe the innovative project.

Purpose: The goals of this project at Black River High School (BRHS) are: Short Term Goals: 1) to replace existing, outdated modular classrooms with permanent, modern classrooms. 2) to update the entire current high school building. Long Term Goals: 1. to create a differentiated, blended learning environment that encompasses the utilization of the real and virtual world. 2. to increase enrollment. We have identified needs within our building that require improvements in order to facilitate the goals mentioned above. One major obstacle that has prevented the modernization and economization of our building is the large amount of asbestos that is present in our ceilings. By removing this asbestos, we will then be able to upgrade our heating, electrical, and technological infrastructure which will provide...
In an environment that supports 21st Century learning. Our building, built in 1960, was not designed to handle the demands of today's technology. Due to the financial difficulties that the district has faced, the high school has not been able to make many updated improvements. Therefore, besides updating our heating system, we must also update our electrical system to support our current and future technologies. We currently utilize PARCC content on Moodle using drag and drop. Students are excited about the possibility of enhancing the classrooms by creating their own online content for students to access. We are looking forward to blended classrooms where students are encouraged to bring their own internet accessible devices or we provide access to these devices for students who are unable to obtain them. Teachers are excited about the possibility of enhancing the classrooms by creating their own online content for students to access. We will provide training in the creation and utilization of blended learning environments and using technology in creative and innovative ways to engage students in higher level thinking and 21st Century skills.

Furthermore, this project will enable students to have access to educational opportunities they normally would not have due to being located in a rural community.

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 Adjust A Financial Impact Model 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.

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

   4,547,300.00 * 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, RTT money, local funding, foundation support, etc.), and provide details on the cost items included in the budget (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc).

To modernize the high school, the asbestos will be removed. The cost is $313,000 for removal and $500,000 to replace the ceilings and light fixtures. Once this is accomplished, the following other expenses will be incurred:

- New technology, lights, etc. - $16,000,000 per year
- Replacement of permanent, modern classrooms in the school courtyard, that cost would be approximately $1,000,000.

The purchase and replacement of Chromebooks, laptops, teacher training, etc. will be the only recurring expenses.

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.

   50,000.00 * Specific amount of new/recurring cost (annual cost after project is implemented)

   * Narrative explanation/rationale: Provide details on the cost 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.

   Replacement of the technology, teacher training, mailings and brochures are the only recurring costs. The technology replacement would not be an annual cost, however teacher training, mailings and brochures would be.

   The building updates costs would not be recurring.

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

   230,000.00 * 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.)

   Savings of approximately $588,000. (Adding or attracting back 25% of the the students each year = $1,565,000)

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 as 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.

   Savings of approximately $588,000. (Adding or attracting back 25% of the the students each year = $1,565,000)

DN 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.

   * Proposal Timeline Dates

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.)
Plan (MM/DD/YYYY): 9/18/13

*Narrative explanation*

The high school principal, superintendent, curriculum coordinators, maintenance supervisor, and building BLT (building level team) met to brainstorm ideas for a grant proposal. The following list of ideas and obstacles were created. Ideas: 1) Digital Textbooks; 2) 1-1 Laptops; 3) Blended Learning; 4) Teacher Created Classroom Materials; 5) Attracting Back Home School Students, Online and Open Enrolled Students. Obstacles: 1) Lack of Computers; 2) Inadequate power supplies; 3) Outdated Modulars; 4) 10 Year Old Teacher Laptops; 5) Concerns over school environment (Very cold or very hot in some rooms). We decided to eliminate the center. Four classrooms could easily be added in the courtyard. Removing the asbestos in the ceiling of the present high school would allow for a dropped ceiling, which would allow updating of thee electrical system including additional plugs, lights, and breakers. The heating system could then be updated and heating pipes removed from the outside of the building. All of these changes would provide updates that would facilitate a 21st Century learning environment, including 1-1 laptops, a blended online content, (blended learning). The goal felt that this would attract our home schoolers, online students, and open enrolled students or at the minimum keep students from leaving our school district.

Implement (MM/DD/YYYY): 12/2/13 - 9/30/14

*Narrative explanation*

The maintenance supervisor will oversee all of the bidding and construction in the building. December a. Bidding for asbestos removal, heating and wiring. b. Laptops purchased. January - February a. Asbestos removed from the ceiling of the high school. Ideally this would take place over Christmas break. It will take approximately 2 weeks and it can be done while school is in session by moving students to other parts of the building or to modulars at the middle school. b. Heating and electrical contractors can begin heating working and wiring as the asbestos is removed. c. Design for the new classrooms. Teacher professional development to help them develop online content. d. Laptops distributed to students some online content in each classroom. e. Teacher professional development to help them develop online content. Student achievement will be impacted by this project. e. Online and direct mailings about our high school changes. May a. Classrooms are built. Teacher professional development to help them develop online content. c. Students working in a blended learning environment. d. Online and direct mailings about our high school changes. June a. Classrooms are built. Teacher professional development to help them develop online content. c. Online and direct mailings about our high school changes. July a. Classrooms are built. b. Continue PD for teachers both online and face-to-face. c. Online and direct mailings about our high school changes. July a. Classrooms are completed. b. Continue PD for teachers both online and face-to-face. c. Online and direct mailings about our high school changes. August a. Classrooms are finished. b. Students are fully immersed in a 21st Century, safe and secure learning environment. Communication: Weekly meetings with curriculum consultants, superintendent, maintenance supervisor, and high school principal. Bi-monthly meetings of the BLT. Weekly updates on the district FirstClass page to staff about construction, technology, and professional development. Weekly updates on the district webpage about construction and technology. Obstacles: Getting everything completed within an ambitious timeline. The maintenance supervisor says that it can be done!

Summative evaluation (MM/DD/YYYY): 9/30/14

*Narrative explanation*

Goal 1: To upgrade the outdated modular classrooms with permanent, modern classrooms. Goal 2: To upgrade the current high school building. The completion of the changes to the physical structure of the old high school and the addition of four new classrooms will be the measure of success on this goal. Surveys of staff, student, and community members will be conducted to determine satisfaction with the project. Goal 3) To build a differentiated, blended learning environment that encompasses the utilization of the real and virtual world. With a 21st century environment we will explore common discipline problems, increased student achievement, increased differentiation, and increased parent involvement. To measure this we will use the student's grades, formative and summative assessments, end of course tests, discipline reports, walkthroughs, student surveys, teacher lesson plans, and parent surveys. Goal 4) Increases in student enrollment.

With these changes we will enhance the education of our current students, virtual students, and open enrolled students to our high school. We will use direct mailings and interaction with parents to tell all parents about the changes that we have made to our school. With these changes we will enhance the education of our current students, virtual students, and open enrolled students to our high school.

**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.

Black River High School was built in 1960. Because of lack of funding, the high school has not been sufficiently upgraded. A temporary heating duct system was installed on the outside of the building with a predicted lifespan of ten years. That has lasted way past the ten year mark and concerns are that if the heating system permanently shuts down, there is no money to repair it. The high school plant has been band-aided to just get by until a new high school could be built. That hasn’t happened and there are no plans for that in the near future. Because the physical plant is so outdated, that has impacted our ability to use technology in the classroom. Early research on blended learning in the classrooms has shown that it can be an effective way to educate children. It allows them to become independent, self-reliant young people with 24/7 access to education. It will be an asset when it comes to technology after retirement. We need to teach our children how to use it effectively and safely. Student achievement will be impacted by this project. Students will be more engaged in learning, thus eliminating discipline issues. The teachers will be able to spend a greater amount of time in small group and 1-1 instruction. The cost savings that result with the updates to the heating and electrical system will result in a reduction of expenses in the five-year forecast. Additionally, increases in student enrollment will result in additional revenue for the school district.

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

F YES  N NO

22. If so, how?

Our blended learning model can certainly be replicated in other districts in Ohio. The goal of our blended-learning model is to build a differentiated, blended learning environment that encompasses the utilization of the real and virtual world. BiRHS staff will utilize an array of strategies and tactics in the implementation of the blended learning model. These include but are not limited to: -Phasing in the program to ensure that there is adequate time to gather data in support of both short-term and long-term objectives and to allow for longitudinal progress to be measured. -Providing common planning time for teachers to create integrated units -Providing ongoing training and/or professional development for teachers, student, and parents at applicable levels to encourage and support the use of technology applications used in the program. -Providing parent information sessions in both face-to-face and webinar formats to keep them aware of student learning activities and -Providing opportunities for students to demonstrate the newly found knowledge and skills. These strategies can be replicated in other Ohio districts.

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

The ultimate goal of this project is to provide an education for all students in our district that allows them to be successful as they graduate from high school and pursue college and/or careers. Hopefully, this will be a springboard for them to become lifelong learners.

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.

**Student Achievement - improved student achievement (grades, testing, preparation for the future) - Students are engaged, (demonstrate identified and differentiated lessons) - Increased parent-school communication**

Spending Reductions: -Lower maintenance costs (through upgrading the high school plant) -Discontinued the use of the outdated modulars (also a maintenance savings) - Attracting more students to the school district because of our curricular offerings Utilizing Resources in the Classroom: -By lowering maintenance costs, more money can be allocated to classroom resources - Teachers can share resources digitally, Textbooks can be digital and, therefore, classroom units can be integrated across content areas.

25. Describe the plan to evaluate the impact of the concept, strategy or approaches used.

* Include the method by which progress toward short-term and long-term objectives will be measured. (This section should include the types of data to be collected, the formative outputs and outcomes and the systems in place to track the program's progress).

The improvement will be evaluated by the observance of progress and outcomes, and involvement of parent, and community satisfaction. The evaluation criteria for the effectiveness of the blended learning model will follow the foundation for evaluation provided by the Sloan-C Pillars [1] This model provides a framework for considering inputs, outputs, and processes involved in the quality implementation of blended learning programs. It consists of 5 pillars: 1. learning effectiveness, 2. cost effectiveness, 3. access, 4. faculty satisfaction, and 5. student satisfaction Data collection will be continuous throughout the project and the differentiated, blended learning environment that encompasses the utilization of the real and virtual world. Learning Effectiveness: The most important direct outcome of the learning effectiveness will be the growth in student's knowledge and skills. Academic performance data will be measured and tracked using student classroom projects, classroom standards based summative and formative assessments, and end of course exams. Cost Effectiveness: This will be measured by spending reductions in the school's budget and increased student enrollment. Access: This will measure the effectiveness of the blended learning model in meeting the needs of the diverse student population, i.e., at-risk, learning disabled, gifted, economically disadvantaged. The effectiveness of student access can be determined by looking at subgroup achievement and progress measures on
End of course exams. Faculty Satisfaction: This will measure the overall teacher satisfaction with the rotation model of blended learning. The teachers will be given a pre and post questionnaire designed to determine faculty knowledge of blended learning, overall online teaching and learning experience, as well as willingness and desire to add additional blended learning course. Increased use of online learning will be tracked and measured using classroom walkthroughs, review of curriculum maps, and teacher lesson plans. Student/Parent Satisfaction: This will be measured through surveys, and face to face contact with students and parents to determine their satisfaction with blended learning. Student engagement data will be measured and tracked using student and teacher interviews, likert-type questionnaires, and classroom walkthroughs. Increased use of online learning will be tracked and measured using classroom walkthroughs, review of curriculum maps, and teacher lesson plans. Blended learning will be gradually phased into the high school, beginning with the teachers in the district currently using online learning in their classroom. Through a gradual phase-in, opportunities will be provided for teachers to make mid course corrections and additions as needed.

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
Connie I Hange, Treasurer/CFO Black River Local School District 10/22/2013