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Adjusted Allocation: 0.00

Remaining: -951,764.00
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: Cloverleaf, Medina, Buckeye Distance Learning Collaborative for Increased Student Learning Opportunities

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.

For school districts that have been facing budget constraints, this project will provide additional training for teachers due to budget constraints; students are left with fewer educational opportunities to pursue diverse coursework. Through this distance learning collaborative, students in Cloverleaf Local, Buckeye Local and Medina City Schools will have the opportunity to take coursework offered in each of the three districts instead of being limited to only the coursework offered in their home school. By collaboratively sharing course work to students among districts, economies of scale will be realized, coursework will be expanded and, ultimately, student achievement will increase.

450 Total Students Impacted:

4. Lead applicant primary contact: Provide the following information:
   - First Name, Last Name of contact for lead applicant: Daryl Kubilus Jr.
   - Organizational name of lead applicant: Superintendent, Cloverleaf Local Schools
   - Unique Identifier (RN/Fed Tax ID): 048448
   - Address of lead applicant: 8525 Friendsville Road, Lodl, Oh 44254
   - Phone Number of lead applicant: 330-721-3502
   - Email Address of lead applicant: Daryl.kubilus@cloverleaflocal.org

5. Secondary applicant contact: Provide the following information, if applicable:
   - First Name, Last Name of contact for secondary applicant: Brian Williams
   - Organizational name of secondary applicant: Superintendent, Buckeye Local Schools
   - Unique Identifier (RN/Fed Tax ID): 048470
   - Address of secondary applicant: 3044 Columbia Rd., Medina OH 44256
   - Phone number of secondary applicant: 330-722-8257
   - Email address of secondary applicant: Bwilliams@buckeyeschools.org

6. List all other participating entities by name: Provide the following information for each additional participating entity, if applicable: Mention First Name, Last Name, Organizational Name, Unique Identifier (IRN/Fed Tax ID), Address, Phone Number, Email Address of Contact for All Secondary Applicants in the box below.

Kris Quallich Director of Educational Services, Medina City Schools IRN# 044349 739 Weymouth Rd. Medina OH 44256 330-638-3092 Quallich@medischool.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.

Daryl Kubilus Jr, Superintendent of Cloverleaf Local Schools, will be the grant manager. In his 21st year in education, he has served as the Cloverleaf Superintendent for the last six years. During his time at Cloverleaf, he has led numerous educational initiatives while overseeing over $7 million in cuts and cost-saving measures. Despite the financial duress of the school district, the last six years have seen the Cloverleaf Local Schools rise from a district rating of “effective” in the 2008-09 school year to “Excellent with Distinction” in the 2011-12 school year-the final year of the state measurement. Brian Williams, Superintendent of Buckeye Local Schools and Kris Quallich of the Medina City Schools will be partnering with Kubilus for oversight of the grant. Both have led multiple successful school initiatives and have overseen several hundreds of thousands of dollars in grants in technology and other improvement initiatives in their respective districts. Both have significant successful experience in school improvement processes by virtue of their leadership roles in districts that have been consistently identified as “Excellent” and “Excellent with Distinction”.

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.

Due to budget constraints over the last several years, school districts have had to make drastic cuts to their budgets. Cuts in the budget mean cuts to programming students need in order to prepare for their lives and education after high school. Three school districts-Cloverleaf Local, Buckeye Local and Medina City have all made significant cuts to their general operating budgets and programming opportunities for students over the last several years. This “Distance Learning Collaborative” will give these three districts the ability to leverage their collective resources to provide increased educational opportunities for students in all three school districts by giving students access to course work of neighboring school districts that may not necessarily be offered in their home school district. Example: Cloverleaf has 13 students who are interested in taking AP English, Buckeye has 4 students interested in the course and Medina has 3 interested students. With 13 students enrolled, Cloverleaf H.S. is able to offer the course; however, the students in Buckeye and Medina do not get the opportunity to take the course because their courses are cancelled due to low interest and budgets not able to afford to staff such small classes. With the Distance Learning Collaborative, Cloverleaf can offer the course to the 4 Buckeye students and 3 Medina students via live time video using a BlackBoard computer-based learning platform. Therefore, instead of only 13 Cloverleaf students taking the course, 20 students from three different districts are able to take the course. As principals collaborate on course offerings, Cloverleaf and Buckeye would, in turn, assume the “lead role” for courses in which Cloverleaf students could also benefit. The net result is students have additional opportunities to take coursework they otherwise would be unable to take due to each school not having the minimum enrollment or financial capacity to offer the course. Through analysis of each district’s Program of Study, we have identified that each school offers unique courses that the other schools do not. Examples of this include coursework in foreign language, science and math as well as elective course offerings. At its onset, this initiative would give each school district the capacity to host and/or electronically serve 150 students/semester through this concept. This initiative also gives the three districts the opportunity to collaborateively hire shared future staff for purposes of exclusively teaching Distance Learning Collaborative classes. It also gives the districts increased opportunities to offer future coursework outside the confines of the typical instructional day by making courses available in the early morning, late evening, weekend or summer utilizing traditional or blended instructional models.

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.

Currently, not all of these districts have the platform, technological bandwidth or hardware to work collaboratively in this venture. What they do have are talented teachers, cooperative union leadership and a
motivation to expand curricular opportunities for students in a unique way. This concept gives students in these three school districts an opportunity to acquire an enriched, expansive curriculum in which they would otherwise not be able to participate. To implement this project, the technologists in all three districts will work collaboratively to ensure that the infrastructure for each district functions appropriately and effectively to support the concept. High School principals will meet in January to compare Programs of Study so that course offerings are maximized. Superintendents will meet monthly to ensure all the functions of each district are functioning collaboratively toward achieving the goals of the project.

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 consortium 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?

951,764.00 * 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 of items included in the budget (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc).

Participating Teacher Costs Tracking Camera and Sound- $5 per district x 3 districts x $500 ea. = $75,000 SmartBoard for each participating classroom- 5 per district x 3 districts x $250 ea. = $37,500 Microsoft Surface Pro 2 Tablet PC- 5 per district x 3 districts x $1300 ea. = $19,500 Bamboo Wireless Access- 5 per district x 3 districts x $220 ea. = $3,000 Projector- 5 per district x 3 districts x $1,500 ea. = $22,500 Professional Development (technology and pedagogy) 1. Release Time (substitute cost) 15 teachers x 8 days x $85/day= $10,200. Additional Substitute Costs: Medicare, retirement, etc. - $670.

Microsoft Office 365. Professional Development in "Quality Matters" pedagogy training: 15 teachers x 5 days x $225/day= $16,875. Professional Development in BlackBoard technology training: 15 teachers x 3 days x $320/day= $10,125 Total Participating Teacher Costs: $158,868 BlackBoard and BlackBoard Collaborate Technology Platform BlackBoard Collaborate Licensing Fees: $9,500 x 3 districts= $28,500 BlackBoard student/teacher Licensing Fees: $8,870 x 3 districts= $26,610 Total Technology Platform Costs: $55,110 District Technology Infrastructure Needs Connect to Medina County 40 Gigabyte Fiber Network: 1. Cloverleaf Costs- $7,442. Buckeye Costs- $19,973. Medina Costs- $10,208 rewire Classrooms- $150 ea. x 5 rooms x 3 districts= $2,250 Add Switches- $3,000 ea. x 2 district districts= $18,000 Total District Technology Infrastructure Needs: $57,873 Technology Needs Microsoft Surface Pro 2 Tablet PC- 150 per district x 3 districts x $1,300 ea. = $585,000 Computer Cases- 450 cases x $40 ea. = $18,000 Computer Storage Carts- 5 per district x 3 districts x $1800 ea. = $27,000 Computer Chargers- 450 chargers x $40 ea. = $18,000 Total Student Technology Costs: $648,000 Technology Support Initial Set-up of computers- $450 student computers x 15 teacher computers x 1.5 hrs. each= $33/hr= $24,413 Total Technology Support Cost: $24,413 Legal Services Creation of the Consortium agreement and review of Fiber agreements: 30 hrs x $250/hr= $7,500 Total Legal Services: $7,500 Total Project Cost: $951,764

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.

0.00 ** Specific amount of new/recurring cost (annual cost after project is implemented)

** Narrative explanation (rationale): Provide details on the costs 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.

The life-expectancy of the computers is 5-7 years. Beginning in the 2018-19 school year, each district will replace 1/3 of the computers used for this project. Monies for these computers in Buckeye Local and Medina Local will be appropriated from each district's disbursement of the Medina County Sales Tax. This sales tax, the only of its kind in the state, is a .5% sales tax which can only be used for Permanent improvements in Medina County School Districts. Since Cloverleaf Local already allocated future sales tax revenue on a new permanent improvement levy which generates $900,000 per year. All other needed resources for the sustainability of this project will be human resources in technology, high school administrative personnel and teacher planning. Each district agrees to allocate these resources to comply with the grant without an additional expenditure to the general operating fund. In order to ensure participation, each district Board of Education will enter into a legally binding Consortium agreement for this endeavor which will clearly articulate each district's responsibilities for its participation.

No general fund expenditures will be incurred.

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

0.00 ** 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.)

When used to its maximum potential, this project gives us the opportunity to provide the course load equivalent of five FTE's (full-time equivalents) at an estimated cost of $325,000 per year. This is not a quantifiable savings to a budget forecast because the districts would not anticipate adding or replacing 5 teachers. It should be noted that schools will not be able to take the increased educational opportunities for the students these districts serve. That is the true value of this proposal.

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 through strategies that are equal to the amount of new/recurring costs detailed above. If there are no new/recurring costs, explain in detail how the project will sustain itself beyond the life of the grant.

The ongoing costs of the project are already built into the human resources component of its operation and do not increase the general operating budget. As previously stated, equipment replacement will be funded either through Sales Tax revenue or Permanent Improvement revenue which does not affect the general fund of any of the three districts.

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): 12/17/2013
   * Narrative explanation

Immediately upon receipt of the grant, each district will communicate to its 8th-11th grade students, parents, teachers and district at large about the distance learning cooperative, its vision and its potential for our students in the three district consortium. Principals from each of the districts will meet to begin the discussion/alignment process of the 2014-15 master schedules. Principals will create a comparison of course offerings and identify courses which have had routinely low enrollment numbers and/or have been cancelled in the last two school years due to low student participation. They will later identify the courses with low student interest (those that would typically be cut) and meet to discuss which courses could potentially be offered via distance learning for the 14-15 school year. Principals will then actively recruit teachers to participate in this exciting initiative. All equipment will be ordered, delivered and initialized. Disbursement of the equipment will occur and full implementation of the program will commence in the 2015-16 school year with evaluation of the initiative to occur after the first and second semesters.

Implement (MM/DD/YYYY): 12/17/2013

* Narrative explanation

December 2013 Communication about the collaborative to 8th-11th grade students, parents, teachers and community to occur. January 2014 Principals collaborate on potential coursework to be offered. Create agreements for Fiber Network and Distance Learning 3 district consortium. Other hardware and technological equipment associated with the grant. February/March 2014

Principals identify teachers who are able and willing to teach a course(s) via distance learning for the 2014-15 school year. Students are made aware of which courses may be offered via distance learning. Boards of Education to approve Fiber and Distance Learning agreements. April/May/June Provide release time to teachers to learn the technology and pedagogical implications of distance learning as per the grant. Create the Distance Learning Team. This is a group comprised of superintendents, principals and select teachers who are charged with meeting quarterly the first year and bi-annually thereafter to discuss the vision of the distance learning collaborative, obstacles which could contribute to derailment of the initiative as well as the future of the endeavor. This group's function is to analyze progress and set specific future goals for the project. Set-up and initialize computers Ensure completion of technological infrastructure needs

Summative evaluation (MM/DD/YYYY): 01/21/2015
19. Describe the expected changes to the instructional and/or organizational practices in your institution.

Although the initial purpose of the concept is to give students expanded curricular opportunities that would not be afforded otherwise, with the infrastructure in place for this project each of the three school districts has the potential to expand the classroom far beyond the 7:30-3:00 contracted time for teachers. With integration of future "blended-learning" concepts and alternative scheduling, the potential exists to provide classroom opportunities in the early morning, evening, weekends and summer. This project gives Cloverleaf, Buckeye and Medina Schools the ability to think far outside the confines of the current 180 day student school year and focus more on expanded curricular opportunities for students regardless of the time of day the opportunity is offered.

**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.

Difficult financial times have forced school districts around the state to cut programming and think differently with regard to helping students achieve their academic goals. Often times, reductions in expenditures lead to reductions in opportunities for students. This distance learning collaborative is a way for districts to control their spending while at the same time giving students the benefit of increased learning opportunities. According to a 2009 meta study from the United States Department of Education, students who took all or part of their class online performed better, on average, than those asking the same course through traditional face-to-face instruction. Students who mix online learning with traditional coursework in a blended learning concept perform even better. To be able to provide these experiences to students in cash-strapped school districts would not only have a significant impact on the achievement of these students, but the online learning process they would encounter through this project will give them the skills they need to compete in a global society.

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

**Yes**

22. If so, how?

With increases in technological platforms such as Blackboard and the bandwidth available to school districts for live video, this project is easily replicated by other school districts which have a desire to work together and a motivation to increase opportunities for students. As technological advances increase, we feel this concept could become a key element toward closing the achievement gaps between wealthy and poor students and the districts which serve them.

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

This grant is the first step in thinking creatively outside the confines of the typical schoolhouse walls or schoolhouse times to deliver instruction to students.

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.

As a standard operation of our school districts, within 5 years, the specific goal of this project is to provide 450 different students per semester the opportunity to take a course from a neighboring school district they would not have been able to take without this Distance Learning Collaborative. We also desire to expand course offerings to community members via adult learning initiatives, open the concept to other school districts and expand to our middle school students within that time frame.

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.

The Distance Learning Team will create evaluations of the coursework offered through this concept to be administered at the conclusion of each course, each semester. Students, teachers, administrators, technologists and parents will answer questions pertaining to the delivery of the instruction over the BlackBoard platform, connectivity, ease of technology integration and obstacles to future success of the program. The results of the course evaluations will be quantified and specific recommendations will be made by the Distance Learning Team so that the distance learning approach is one of constant and permanent improvement.

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.

ARYL KUBILUS, JR. Superintendent, Cloverleaf Local School District October 25, 2013