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**Adjusted Allocation**: 0.00

**Remaining**: -1,626,590.00
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: COLA: COLLABORATIVE ONLINE LEARNING ACADEMY

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.

This project is a collaborative resource sharing consortium between four school districts and their educational service center. The plan will increase student achievement and expand educational opportunities by utilizing technology in a blended learning environment. This plan will also provide students with a one-to-one computing environment paired with a dynamic personalized learning pathway, insuring an individualized learning culture and growth.

3.383 3. Total Students Impacted:

4. Lead applicant primary contact: - Provide the following information: First Name, Last Name of contact for lead applicant: Jason Martin
Organizational name of lead applicant: Columbiana Exempted Village School District
Unique Identifier (RIN/Fed Tax ID): 045328
Address of lead applicant: 700 Columbiana Waterford Road, Columbiana OH 44408
Phone Number of lead applicant: 330-482-3818
Email Address of lead applicant: jason.martin@columbianaschools.org

5. Secondary applicant contact: - Provide the following information, if applicable: First Name, Last Name of contact for secondary applicant: Laura Griffiths
Organizational name of secondary applicant: East Palestine City Schools
Unique Identifier (RIN/Fed Tax ID): 043927
Address of secondary applicant: 200 West North Ave., East Palestine OH 44413
Phone number of secondary applicant: 330-426-4191
Email address of secondary applicant: laura.griffiths@epschools.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 (RIN/Fed Tax ID), Address, Phone Number, Email Address of Contact for All Secondary Applicants in the box below:

Steve Stewart, Lisbon Exempted Village Schools RIN 044540 317 N. Market St., Lisbon OH 44432 330-424-7714 steve.stewart@omsresa.net Richard Bereschik Wellsville Local Schools RIN 045399 929 Center St., Wellsville OH 43968 330-532-2643 rberschik@wellsville.k12.oh.us

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 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.

Assembling a COLA board with experience, expertise, and vision is essential to the success of this initiative. The team supporting this grant's implementation draws upon the experience of veteran educators, technology professionals, and educational consultants with a strong background in innovation. The Columbiana School District was ranked seventh among the most connected schools in the nation according to US News and World Report. Member schools were also pioneers in (VIDL) interactive video distance learning and were among the original participants in Ohio's Telecommunity and VDL programs. Along with their ITC, these school districts also helped to build a private fiber optic network linking twenty-six school districts in Mahoning and Columbiana counties long before the State of Ohio's third Frontier initiative. The Columbiana Exempted Village School District has four years of experience with the implementation of a one-to-one netbook initiative, leading to a #7 national ranking regarding "most connected schools" by US News and World Reports. As the lead applicant, Columbiana will offer valuable insight regarding large-scale one-to-one initiatives and lead the process in selecting shared staff responsible for sustaining the COLA initiative. Columbiana has the experience and skills to offer effectively and efficiently manage all facets of the COLA grant project. This includes supervising share services employees, coordinating COLA Board meetings, and overseeing program assessment. Fiscal Management - Columbiana, also serving as the primary fiscal agent, offers a school treasurer with 24 years of experience in managing large-scale federal, state, and local grants. This experience is critical to COLA's success and ensures the sustainability of this project. Grant Administration - The team includes professionals who have acquired the requisite skills necessary to ensure the successful implementation by developing and implementing other innovative projects at both the State and federal levels. Among the programs with which they've been directly involved are Race to the Top, Raising the Bar (Technology Learning Challenge Fund), and ARRA Title II (Twenty-First Century Learning Environments). Such experience will provide valuable insight into the expectations and compliance requirements of this grant. Curriculum Development - The grant team has negotiated an agreement with Compass Learning, Inc., a leading developer of online content and assessment, to provide personalized learning solutions for all students of the participating schools. Additionally, the Columbiana County Educational Service Center will provide support through its staff of curriculum specialists. Professional Development - Professional development opportunities related to instructional strategies and blended learning will be provided by staff from the CCESC, in conjunction with COLA shared services staff members. The COLA Board will continually evaluate project needs and PD offerings throughout the project implementation. Technology Support - Support for the technological component of this grant will be provided by the technology staff of each district, shared support staff, and CCESC technology consultants. These individuals possess knowledge in the areas of network infrastructure, operating systems, distance learning, hardware maintenance and repair, and instructional technology integration. Assessment - Evaluation of the activities and instructional strategies employed throughout this program will provide the context for assessing the extent to which it can be replicated and expanded. Responsibility for evaluating the success of this grant will be shared by participating teachers, building administrators, and experts from the CCESC who have been formally trained in conducting program evaluations utilizing a variety of evaluation methodologies.

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.

Challenged to provide students with the knowledge and skills necessary to be productive in the 21st Century, four school districts with shrinking resources have collaborated to improve student learning, expand educational opportunities, and better leverage existing district resources. This proposal borrows upon the concepts of blended learning, flipped classrooms and one-to-one computing, but does so in a rare cooperative effort between school districts that would traditionally compete with one another for students. COLA's strategy to address these challenges includes several elements: Consolidation of...
Resources - This proposal seeks to provide a platform to share staff and resources between districts to improve student learning and increase student achievement. This program will encourage members to combine efforts for purchasing, and to realize the additional benefits that can be gained from grants and professional development. Through cooperative purchasing, the elimination of duplicate purchases, and the sharing of professional development, this collaboration will ensure mutual savings and efficiencies. The need for districts to offer expanded course offerings as soon as possible has prompted the grant team to seek high-quality content that can be available to students in the spring of 2014. An agreement has been reached with Compass Learning, Inc. to provide a comprehensive, K-12 online platform to deliver an extensive selection of individualized and differentiated instruction available at any time. This will be paired with LearnOhio, Lightning Grader to develop personalized assessments to a broader student population. When combined with existing course offerings and resources of the classroom teachers, the classroom teacher with the time and opportunity will be the lead provider of instruction. Staff Development - Teachers will be asked to transform how they teach, so training is critical. Instruction in the use of the content delivery system will be provided by Compass Learning staff. CCESC professionals will develop training programs in blended learning and content development. The training will be ongoing throughout the year and for a county-wide "Summer Institute." Additionally, Impact Teach Academy? through Compass Learning will provide on-demand professional development on topics related to the tools and resources of the content delivery system. Student Access to Technology - The ability to access the content at any time will permit students to take a more active role in their own learning. Each of the member schools already enjoys an enterprise class wireless infrastructure. To that will be added notebook computers for each student grades 9-12 to be used throughout their high school career. A single computing platform is being proposed which can be used by the classroom teacher as an additional instructional tool rather than the only technology. Technology Support - Columbus, will hire two additional shared support staff technologists to implement this project. Costs associated with support for this project will be shared among COLA districts. The shared support staff will work in collaboration with district personnel in order to offer professional development, assist student inventory, software preparation, hardware maintenance, repair, account creation, and student/teacher support. Review and Assessment - Quarterly reviews will be provided to help teachers and students move forward in their learning.

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 Forecasting the expected changes to the five-year forecast resulting from implementation of this project. If applying as a consortia or partnership, please include the five-year forecasts of each district, community school or STEM school member for review.
   c. If subsection (b) is not applicable, please explain why, in addition to how the project will demonstrate sustainability and impact.

Instruction - 600 Capital Outlay - $634,260 Instruction - 500 Supplies - $824,390 Support Services - 100 Salaries - $85,000 Support Services - 200 Benefits - $35,000 Professional Development - 400 Purchased Services - 124 Capital Outlay includes the purchase of notebooks for grades 9-12 as well as $634,200 of notebook software including Compass Learning (K-12 curriculum), The Learning Egg (lightning grader) for assessment purposes, Microsoft Office licensing. Also, included in supplies are the materials needed for the set-up and maintenance of the computers. Supplies and benefits include the cost of shared staff needed for preparing and disseminating computers and professional development. Purchased services includes the cost of professional development for students and staff including initial professional development for the software programs being purchased.

14. What is the total cost for implementing the innovative project?
   1,629,590.00 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 costs of items included in the budget (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc).

Funds from the grant will be used to purchase 5 year software licensing agreements with Compass Learning and the Learning Egg to provide online content to students K-12 and other related software in all consortium districts. This amount is projected to be approximately $360,000. This amount is necessary for the time and opportunities for the students and teachers in these districts. Additionally, it will reduce the amount of money each district currently spends on software and textbooks allowing them to divert more financial resources to the classroom. Additionally, the grant will provide computers for each student and teacher in grades 9 and 12 at a cost of approximately $634,200 which will provide these students with 24/7 access to content which is critical to the success of blended learning and flipped classroom models. The teachers will purchase critical software licensing central office for professional development of approximately $48,000 of staff members which is crucial to ensure that the resources will be utilized and available to all students. In the beginning months of the grant, the grant will also fund the salaries and benefits of staff members who will be essential in managing the initial dissemination and set-up of equipment and support for each district to ensure that the Collaborative Online Learning Academy gets off to a quick and positive start. The goal is to get the resources into the hands of students and teachers quickly to maximize familiarity with the resources and optimize the impact of current and ongoing professional development. Additionally, $78,400 for materials and supplies for each district, and $634,200 for software licensing will be purchased for the necessary set-up and upkeep costs of the computers.

15. What is the new/recurring costs of your innovative project will continue once the grant has expired?
   There are no new/recurring costs.

16. What is the new/recurring costs of your innovative project will continue once the grant has expired?
   128,000.00 * Specific amount of new/recurring costs (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.

Each district will commit to sharing in the cost of purchased services for professional development, support and upkeep of computers purchased with grant dollars at a cost of approximately $38,000 per year. Costs associated with replacing notebooks will be assumed by each district. These costs will be offset by projected savings as outlined below.

17. Are there expected savings that may result from the implementation of the innovative project?
   448,761.00 * 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.)

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

D) IMPLEMENTATION - Timeline, communication and contingency planning

19. 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
Proposal Timeline Dates

**Narrative explanation**

**2/14/COLA Grant Celebration/Board Meeting finalize purchasing plans, job postings, and establish processes and procedures 1/18-14 -Technology Staff Meeting-discuss Wireless Network infrastructure, software, and staff PD needs 2/3/14/COLA Board Meeting-Project update and establish COLA policies Board meetings will be held quarterly. Technology Staff meetings will be held as needed. This board represents individuals from each member district and will meet quarterly to evaluate all facets of the collaborative online learning academy. This includes evaluating and revising policy, curriculum, time management, communications and expenditures. The largest organizational change resulting from COLA is the idea of integrating a dedicated shared staff model to support this project while remaining fiscally responsible. Implementing an initiative of this magnitude is possible through the acquisition of shared staffing capable of supporting an initial rollout of notebooks, support account creation and maintenance for all online services, and coordinate professional development efforts. Our consortium combines the education, knowledge, skills, and experience of four school districts and the staff of shared professionals. This large-scale initiative in an effort to achieve common objectives. Realistic and Achievable It is often difficult for smaller districts with limited staffing to offer a wide variety of courses. Individualizing assessment and instruction is a time-consuming task, but the benefit of an online tool designed to make it possible. A survey of smaller schools is the lack of negotiating power to purchase goods and services, including curriculum. This project minimizes costs and maximizes the use of technology staffing within COLA districts. Through the efficient management of human capital, we will take advantage of the strengths and experiences of each for the benefit of all. Our partnership creates the ability to eliminate redundant processes, standardize contract development, and purchase in bulk with lower unit costs. Cooperative purchasing and dedicated shared staffing will save significant time and money through the lower of aggregation, making this project realistic and achievable.

**Proposal Timeline Dates**

**Narrative explanation**

2/17/14/COLA Board conducts interviews for two shared services employees 2/17/14/COLA Board hires two shared services employees 2/17/14/COLA Board approves mentoring program for student interns 2/17/14/COLA Board approves laptop purchase project 2/17/14/COLA Board approves application writing process.

**Narrative explanation**

**Plan (MMD/DD/YYYY) 01/06/2014**

**Narrative explanation**

**Plan (MMD/DD/YYYY) 01/15/2014**

**Narrative explanation**

**Plan (MMD/DD/YYYY) 03/24/2014**

**Narrative explanation**

**Plan (MMD/DD/YYYY) 03/26/2014**

**Narrative explanation**

**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.

Columbiana Exempted Village School District implemented a one-to-one initiative for four years. The success of this pilot fueled a 2 year implementation including all 9th-12th graders within the district. This initiative led to U.S. News & World Report's ranking Columbiana #1 in the nation regarding “Most Connected Classrooms.” Columbiana can share their successes and struggles as the consortium expands this initiative. BYOD (Bring Your Own Device) and an AUP (Acceptable Use Policy) have already been created and implemented for four years. As consortium districts will have access to these past practices, policies and procedures related to the one-to-one initiative, they will have greater control over a process at which they may be interested, and substantially increase the likelihood of implementation.

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

22. If so, how?

The consortium is confident that this COLA (Collaborative Online Learning Academy) could be expanded or replicated in other districts throughout the state. Districts close in proximity may consider joining this consortium and taking advantage of the shared support staff already established. Districts planning to follow COLA’s lead must realize it is not without cost. However, these costs can be recovered through reductions in other areas. Districts should have a clearly articulated and common norm which draws them together. Furthermore, the newly-created consortium should carefully examine their hardware needs and consider the support required to meet these goals. A survey of existing content providers for quality and a variety of content is critical. District partners will quickly discover negotiating costs on goods and services is more achievable through a consortium model. Governing board shall be established and include a team of professionals with experience in finance, curriculum development, technology integration, blended learning, assessment, and district policy. This board will create a realistic timeline for planning and implementation. A budget must be established and shared with all consortium members.

23. If not, why?

The consortium believes that this COLA is a unique opportunity to address the educational needs of districts throughout the state. Although there are some challenges in utilizing an online learning environment, the benefits outweigh the costs.

24. Are you a collaborating district?

Yes

25. If yes, please describe your project and its relationship to this project.

This project is part of a larger initiative to leverage technology in education. The district is actively working with local businesses and technology providers to increase internet access and provide professional development opportunities for teachers.

26. Please provide a timeline of your project.

The project is ongoing and is expected to continue for at least five years. The initial phase involved developing a technology infrastructure and providing professional development for teachers and staff. The second phase will focus on integrating technology into the classroom and promoting student engagement.

27. Please provide a budget for your project.

The budget for this project is $1 million per year, with $500,000 allocated for technology infrastructure, $200,000 for professional development, and $300,000 for technology integration.

28. Please provide a description of your technology infrastructure.

The district has invested in a wireless network, a cloud-based learning management system, and a variety of software tools to support online learning. The district is also providing professional development opportunities for teachers to become familiar with these technologies.

29. Please provide a description of your professional development efforts.

The district is providing ongoing professional development opportunities for teachers and staff to help them integrate technology into their classrooms. These efforts include workshops, seminars, and online courses.

30. Please provide a description of your evaluation and assessment efforts.

The district is using a variety of assessment tools to evaluate student progress and adjust instruction as needed. These tools include formative assessments, summative assessments, and self-assessments.

31. Please provide a description of your collaborative efforts.

The district is collaborating with local businesses and technology providers to increase internet access and provide professional development opportunities for teachers.

32. Please provide a description of your stakeholder engagement efforts.

The district is engaging stakeholders, including parents and community members, in the project through regular updates and opportunities to provide feedback.

33. Please provide a description of your equity and access efforts.

The district is committed to ensuring that all students have equal access to technology and professional development opportunities. Efforts include providing additional support for students who may need it and ensuring that technology resources are distributed equitably across the district.

34. Please provide a description of your sustainability efforts.

The district is working to ensure the project is sustainable by developing a plan for funding, maintaining technology infrastructure, and providing ongoing professional development opportunities for teachers.
23. Describe the substantial value and lasting impact that the project hopes to achieve.

Improving student learning through more efficient use of district resources is a fundamental objective of this grant and will continue to impact the member districts long after the grant funding has concluded. This will be achieved through the collaboration of four distinct school districts. A foundation is being laid for continued inter-district cooperation in other areas as well. The value of this cooperation is already being realized as the team negotiates with vendors in anticipate of this grant’s approval. The sharing of staff between districts will provide additional financial benefits to each district while affording students the highest quality instruction. The savings realized will help to ensure the continuation of this initiative. The value of providing increased educational opportunities for students at reduced costs cannot be overstated. This grant is instructionally significant in that it will change the way teachers teach and students learn. Teachers will begin to examine their instruction in this new context and develop new skills for evaluating students. They will be challenged to mentor fellow teachers as well as students. Collaboration among teachers from the participating districts will provide additional insight. By merging online content with face-to-face instruction, student/teacher interaction can actually be increased and provide more flexibility in instruction. Students will begin to accept more responsibility for their own education, exercising more control over the pace and path of their learning. Instruction will become more individualized and self-directed, and will continue outside the normal school day. All students, including those with exceptional needs, will benefit through individualized learning pathways offered by the content delivery system. Coordination of teaching resources among districts will take place to eliminate unnecessary duplication. With the resources of the content delivery system, it will be possible to assign students and supervision across district borders to ensure that the students are provided resources to lower grades and expand the program. The cost of continuing the program is anticipated to be offset by savings resulting from student retention, return of students lost to online schools, reduced costs associated with textbook adoptions and materials, and a more efficient use of staff. Evidence of these cost savings have been quantified within the financial sections of this grant (sections 13-17).

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.

COLA has established a number of benchmarks that will be utilized. The benchmarks include the following: First, by designing a program that provides each student with their own individualized learning plan, the consortium anticipates that graduation rates will increase. The benchmark goal is for the average graduation rates of the four member school districts to rise by 1% a year for 5 years. This benchmark will be easy to track over the next 5 years. The next benchmark improves pedagogy. Member schools clearly expect to see a difference in the teaching and learning process. The consortium anticipates teachers will not lecture, but rather guide students through the learning process. While this will be harder to monitor, building principal focused walkthroughs will allow schools to ascertain more concrete data. Each year member schools expect to see more teacher guidance and fewer lectures in the classroom. A major goal of this grant is to improve student achievement. Research shows that the more students are engaged in their own learning the more success they have. Teachers and principals will be benchmarking student learning in a number of ways. First, the project allows a clear, regular look at student formative assessments (a minimum 3 times per year in each district). The consortium will study this collected data to see if the desired impact for the COLA has been achieved. The expectation is for the student to be the focus of pedagogy. Reports which generate this data will be carefully analyzed. The consortium will examine the state assessments each summer. The benchmark goal is for the average cumulative growth on the Performance Index to be 1% a year over the next 2 years and 1/2% a year in years 3, 4, and 5. In order for this initiative to be successful the consortium knows that ongoing PD must be provided. Research clearly shows that that those initiatives with high quality professional development are the more successful use-one-and-one experiences. Along with these standards, the consortium will track staff professional development. To ensure that the staff is transferring what is learned to the classroom, schools will once use focused walkthroughs to gather data. The consortium will use fall and spring walkthrough data to measure growth. Another benchmark that will be utilized is the data obtained from the Ohio Department of Education CSADM report. With the ability to individualize student learning, the goal of the consortium is for each student enrolled in a district to have a unique learning plan. The consortium anticipates that graduation rates will increase. The benchmark goal is for the average graduation rates of the four member school districts to rise by 1% a year for 5 years. This benchmark will be easy to track over the next 5 years. The consortium anticipates that graduation rates will increase. The benchmark goal is for the average graduation rates of the four member school districts to rise by 1% a year for 5 years. This benchmark will be easy to track over the next 5 years.

25. Describe the plan to evaluate the impact of the project, 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 outcomes and outputs and the systems in place to track the program's progress).

26. Describe the specific strategies that are consistent with the needs of all the goals as established within this grant. This proposal has clearly identified a need and a very concise plan to address that need. Everything that is planned will have a positive impact on student learning, which is the most significant piece of the educational process. Very specific measures have been established to delineate the growth in student achievement. This plan, when fully carried out, will change pedagogy, methodology, how students learn, and raise student achievement, while maintaining current district funding levels. Evaluating how students are learning and how teachers are teaching will be done through a number of measures. First, principal walkthroughs will be utilized to gather data about pedagogy and the effective use of technology in the classroom. This data will clearly indicate the professional development provided by the grant has been successful. Teachers must change how they teach and this data will provide evidence that this has happened. Additionally, both teacher and student surveys will be given in March and May of the first year and December and May of all future years. Data collected through these surveys will provide information about how teachers and students feel regarding the changes implemented and support offered. For example, surveys will determine if students feel more involved with the learning process and if so, how this impacted their learning. Teachers will also provide information about what they are seeing in the classroom, how students are engaged, and the quality of student work, technology support, perception and expectation regarding staff development needs. Measuring student achievement will be done using a number of methods. The use of formative assessments will continue to guide schools to review benchmarks throughout the school year. This allows the COLA Board to make any needed changes throughout the school year and provide additional professional development in a timely manner. These formative assessments, will be able to show growth and measure if students are on target. Additionally, districts will utilize the state assessments each year. Specifically, the stakeholders will be measuring the grant using the Performance Index and Graduation rates. The goal is that the Performance Indicator will increase by 1% per year in the first 2 years and 1% a year the next 2 years. Average graduation rates of member districts will also grow by 1% a year for the next 4 years. The board will review the data on a quarterly basis. Based on the data, the board will then make all needed adjustments to the initiative to ensure that it is on target. Related to student achievement is rigor in the classroom. With the addition of over 60 courses and the inclusion of a number of advance placement classes, each district will have many additional options that were not previously available. Member districts will easily be able to measure the number of students and courses being taken that did not exist previously. These courses, including credit recovery and credit flexibility options, will ensure students remain focused and graduate on time. Another outcome this grant will achieve is the retention of students, thereby curtail the loss of district funding. This will be measured through CSADM reports from the Ohio Department of Education. By engaging students and putting them more in charge of their learning, we will be able to stop the flow of students out of local districts, thus maintaining the funding. The target goal is to reduce the number of students by 25% of the first year to 50% in the second year to 10% more in the third year, and will monitor growth and success annually by collecting data on a quarterly basis. The board will analyze this data and adjust the future course of initiatives to enhance student achievement and ensure success.

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 ICCP. In the box below, enter "I Accept" and indicate your notation and today’s date.

I accept Don Mook, Superintendent, Columbiana Exempted Village Schools 10-25-13 Jason Martin, Director of Technology, Columbiana Exempted Village Schools 10-25-13 Lor' Posey, Treasurer, Columbiana Exempted Village Schools 10-25-13