Budget

Edison Local (formerly Berlin-Milan) (046789) - Erie County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (445)

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	225,000.00	0.00	109,375.00	0.00	2,540,000.00	0.00	2,874,375.00
Support Services	85,000.00	39,525.00	195,200.00	0.00	0.00	0.00	319,725.00
Governance/Admin	83,332.00	0.00	0.00	0.00	0.00	0.00	83,332.00
Prof Development	0.00	0.00	972,500.00	1,000.00	0.00	0.00	973,500.00
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	15,820.00	15,820.00
Total	393,332.00	39,525.00	1,277,075.00	1,000.00	2,540,000.00	15,820.00	4,266,752.00
						Adjusted Allocation	0.00
						Remaining	-4,266,752.00

Application

Edison Local (formerly Berlin-Milan) (046789) - Erie County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (445)

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:North Coast Technology Integration Program

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 North Coast Technology Integration Program will empower 700 teachers in five districts serving 7,750 students with new knowledge and technology - preparing students for the challenges of work and in life for the 21st century by creating a new generation of teachers through innovative professional development. Our program focuses on first educating our teachers to connect curriculum to student-relevant, real-world situations and then brings these concepts into collaborative classrooms paired with modern technological upgrades. Ultimately this program aims to modernize and strengthen instructional strategies that will result in increased student achievement in Ohio's Next Generation assessments, encourage student collaboration and creativity, and better prepare our students for real-world success through the use of technology in classrooms.

7750 3. Total Students Impacted:

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

First Name, last Name of contact for lead applicant: Catherine M Puster

Organizational name of lead applicant: Edison Local School District

Unique Identifier (IRN/Fed Tax ID): 046789

Address of lead applicant: 140 S Main Street

Phone Number of lead applicant: 419-499-3000

Email Address of lead applicant: cpuster@edisonchargers.org

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

First Name, last Name of contact for secondary applicant: Benjamin Chaffee Jr

Organizational name of secondary applicant: EHOVE Joint Vocational School

Unique Identifier (IRN/Fed Tax ID): 051029

Address of secondary applicant: 316 W Mason Road, Milan, Ohio 44846

Phone number of secondary applicant: 419-499-4663

Email address of secondary applicant: bchaffee@ehove.net

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.

James Gunner, Superintendent Perkins Local School District IRN: 046813 3714 Campbell Street, Suite B Sandusky, Ohio 44871 (419) 625-0484 jgunner@perkinsschools.org Dennis Muratori, Superintendent Huron City School District IRN: 044131 712 Cleveland Road East Huron, Ohio 44839 (419) 656-5494 dmuratori@huronhs.com Edward Kurt, Superintendent Margaretta Local School District IRN: 046805 305 S Washington St Castalia, Ohio 44824 (419) 684-5322 EKurt@margaretta.k12.oh.us Scott Savage Ashland University EIN: [redacted] 401 College Avenue Ashland, Ohio 44805 (419) 289-5037 SSavage2@ashland.edu Andrew J. Kurtz Bowling Green State University - Firelands College EIN: [redacted] One University Drive Huron, Ohio 44839 Phone: 419-433-5560 Email: AKurtz@bgsu.edu Susan Kohler NASA Glenn Research Center (& Plum Brook Research Center in Sandusky) TID: [redacted] 21000 Brookpark Road Cleveland, OH 44135 Phone: 216-433-4000 Email: Susan.M.Kohler@NASA.gov Betty Rando Northern Ohio Educational Computer Association (NOECA) TID: [redacted] 219 Howard Drive Sandusky, Ohio 44870 Phone: 419-627-1439 Betty@NOECA.org Douglas P. Crooks North Point Educational Service Center (NPESC) IRN: 125690 1210 E Bogart Rd Sandusky, OH 44870 Phone: 419-627-3900 DCrooks@NPESC.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.

Our Consortium of Partnering School Districts: Edison Local School District's (ELSD) Director of Curriculum, Catherine Puster, will be the dedicated Program Administrator and act as the single point of contact to coordinate all partners under this project. Ms. Puster serves as the State and Federal Grant Coordinator for the District with grant coordination efforts that include a Title I grant, a Title II A grant, and community grants. Additional school districts on the project include EHOVE Joint Vocational School, Huron City Schools, Margaretta Local Schools, and Perkins Local Schools. Huron City School and Perkins Local Schools act as pioneers in initial pilot 1:1 Initiatives beginning two years ago. At present, Perkins is also piloting blended learning. Effective & Efficient Grant Management: In addition to the Program Adminstrator, the effective management of the grant will also rely upon an Executive Board for the program. Each of the participating districts will select one representative to serve on the Executive Board that will jointly make final decisions on all expenditures relating to specific district requests for technological upgrades to infrastructure and other purchases. The Executive Board will also take an integral role in the assessment and subsequent recommendations based upon external evaluation data. North Point Educational Service Center (NPESC): NPESC staff and teachers will be trained through the Professional Development elements of this program. Following the grant period, NPESC will serve as facilitators of ongoing Professional Development related to technology integration as described herein beyond the grant period. At present, NPESC provides Professional Development services to all service districts in Erie County, Huron County, Ottawa County, parts of Sandusky County. NPESC is dedicated to its provision of these services to the partners of this consortium at no cost beyond the grant period to provide a continued legacy of educational transformation in our schools. 21st Century Fluency Project (21 CFP): The partnership with 21 CFP is our largest external partner in this program. 21 CFP will provide all the training for integrating technology and 21st Century skills to the five participating school districts. This partnership will also provide on-going support to guarantee success of this program. NASA (Glenn Park Research Center) : The partnership with NASA will assist with 21st Century Fluency Project to develop units that have a STEM focus. NASA's education program provides opportunities for educators to develop lessons that are hands-on and discovery in nature. Ashland University (AU): The partnership with AU will include graduate credit for teachers and administrator. The Learning Management System (LMS) for the project will also be customized and implemented by AU. AU will also assist with program evaluation by working with the consortium as this program is implemented. AU's Talego Center has served upon multiple technology grants with Medina City Schools and a science-curriculum evaluation with Massilon Schools in recent times. AU engages its professional curriculum auditing team, data analysis personnel, and business educators to provide customized full-cycle evaluation and recommendations to track and improve program success. Bowling Green State University (BGSU) - Firelands: Partnership with BGSU includes the use of facilities and assistance with training during the initial professional development phases of the project. This partnership will also include the ability for university teaching professionals and education students to partake in the 21st Century Fluency Project training programs. Northern Ohio Educational Computer Association (NOECA): NOECA will provide the initial tech support required during the implementation phase of the grant period. NOECA is also providing facilities for the professional developmen

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)

- [x] Student achievement
- [ ] Spending reductions in the five-year fiscal forecast
- [x] 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
- [x] 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.

Overview: Our program focuses on first educating our teachers to connect curriculum to student-relevant, real-world situations and then brings these concepts into collaborative classrooms paired with modern technological upgrades. This program modernizes and strengthens instructional strategies that will result in increased student achievement in Ohio's Next Generation assessments, encourage student collaboration and creativity, and better prepare our students for real-world success through the use of technology in classrooms. Five school districts have joined together along with higher educational institutions, NASA and 21st Century Fluency Project to use a "train-the-trainer" model to bring intense technology integration into the area. Facing Challenges: Advances in technology have changed not only the professional landscape of our youth's future career paths but have also changed the way our students learn and grow today. Technology has altered the path of all of our lives in the 21st century as we become more globalized, but the adaptation of our current and future generations of students to these advances will determine their ability to achieve in the real world. More so, the evolution of our teachers to address the new generation's whole new way of learning, shaped by technology in their everyday lives, will be critical to the success of students in our public schools. Planning Phase: Weeks 1-6 will be spent laying the ground work for our project. Kickoff meetings, scheduling, competitive bids for equipment, and pre-assessment of teachers and students take place during this phase. More detail on this phase of the project is available in our response to question 18 "Timeline, communication, and contingency plan". Implementation - The First Wave (175 Teachers as "Early Adopters") : Week 7 will begin the First Wave of Teaching Transformation among the first 175 teachers and administrators. These 175 teachers will continue to engage in remote one-on-one and group coaching sessions with 21 CFI professionals throughout the grant period. These sessions allow for the Early Adopters to ask clarification and expansive questions on the training they've received as they implement the new concepts in the classrooms. Implementation - The Second Wave (Scaling Up to 700 Newly Trained Teachers): As the First Wave of implementation completes, the capacity building that began in the First Wave continues as leadership skills and qualities continue to be identified and the initial 175 "early adopters" assume this leadership responsibility. Moving into the Second Wave, Districts have committed to sharing these new lead trainers for specific training within each of the districts. These lead trainers will travel between districts to provide "train-the-trainer" sessions to the remaining 425 teachers. More detail on this phase of the project is available in our response to question 18 "Timeline, communication, and contingeny plan". The Third Wave - Summative Evaluation Phase: This Phase of our project engages Ashland University and combines pre-assessment data from students, pre-assessment data from teachers and administrators, post-assessment data from the First Wave, post-assessment data from the Second Wave, and feedback from 21st Century Fluency Project facilitators - with all data analyzed and summarized in combination with recommendations in the final weeks of the project. Ashland University will also provide a mini-version of the assessment to be conducted by North Point ESC and present their findings in a Summative Report to the Executive Board and the Program Administrator. Following this final report from AU on the project, the Executive Board will make recommendations as to any changes in the Program. Please refer to our response to question 25 below for complete details on the Program's Evaluation throughout the grant period as well as formative outputs and outcomes.

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.

Achieving Goals - Improving Student Achievement: As classroom teachers and building administrators plan for the Next Generation Assessments (the new assessments meet the rigorous demands of the common core); the knowledge teachers' gain from 21CFI will provide the skills necessary for students to rise to the new expectations on Ohio's achievement assessments. Participants will develop effective classroom management strategies and focus on the use of digital resources to increase productivity, enhance research and creativity and promote communication and collaboration in teaching and learning. Participants will learn how to develop rigorous, relevant lessons that infuse technology, engage students in the learning process and encourage the development of 21st century learning skills. Achieving Goals: Utilizing a Greater Share of Resources The partnering school districts have all signed a letter of agreement to assist participating districts with support in professional development and training at no cost. This cost savings to each district will be realized as professional development costs are substantially decreased. As trainers return to their respective buildings and districts, they will be providing job-embedded training for colleagues. This project would eliminate the initial cost of devices and infrastructure for each participating district. This is a cost savings that many districts will realize in permanent improvement funds and possibly capital outlay. As teachers become more proficient and comfortable with the technologies they use, districts may see a decline in technology support. Additionally, as districts transition to students and teachers "bring your own device", districts will also see a decline in the need for technology support. This grant has technology support built into the grant through a partner for one year. This specific cost savings will be on a district by district case and each district will need to evaluate where the technology needs lie. Finally, participating districts will utilize sharing of trainers and potentially sharing technology support. By sharing these services, districts will once again realize cost savings.

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.

The core design of our program has been formulated with a focus on sustainability, but will realize cost savings based upon the upcoming next generation assessment; this grant putting us ahead of the curve on infrastructural upgrade costs. Additionally, our program will be implemented and replicated throughout the districts successfully without incurring additional costs following the conclusion of the grant period. For complete details as to the project's sustainability, we have provided a narrative that mirrors our budget narrative - detailing our project's zero-impact on the five-year forecast. Please refer to our response to question 15 for a line-item description showing a zero-impact on the five-year forecast.

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

4,266,752.00 * 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).

INSTRUCTION - SALARIES: $225,000 Summer Stipends: Amounts are based upon 425 teacher participants at $100 per day for three (3) days, for a total of $225,000. INSTRUCTION - PURCHASED SERVICES: $109,375 Substitute Teachers: In the First Wave of Implementation, 175 teachers are trained in a "train the teacher" format that occurs during the regular school year where substitute teachers will be employed by the District at a rate of $125 per day for five (5) days; a total cost of $109,375. INSTRUCTION - CAPITAL OUTLAY: $2,540,000 Technology Upgrades: At present, twelve of the eighteen schools need infrastructure changes to provide wide bandwidth wireless access to support the technological needs of the project. Estimated costs for these upgrades average $30,000 per building, totaling $360,000. Personal Devices (PDs): PDs (such as iPads or laptops depending on the district's technology platform preference) will be provided to the teachers in the program and will remain the property of the district and used during and beyond the grant period for lesson delivery to students. 700 teachers will receive a device with an estimated cost of $500 per personal device for an extended cost of $350,000. Learning Management System (LMS): The LMS will be implemented at all eighteen of the schools participating in the project and will be purchased for $30,000. Peripheral Devices: These include video editing, audio editing, dynamic green screens, cameras, and the necessary software to operate them. Estimated costs are 100,000 per school for a total of $1,800,000. SUPPORT SERVICES - SALARIES: $85,000 Program Director Salary: Edison Local Schools' Curriculum Director will serve as the Program Director to ensure efficient grant management with an annual salary of $85,000. SUPPORT SERVICES - FRINGE BENEFITS: $39,525 Fringe Benefits: FB of our Program Director will also be reimbursed to North Point ESC at a rate of 46.5%, for an extended fringe benefit cost of $39,525. SUPPORT SERVICES - PURCHASED SERVICES: $195,200 Program Evaluation: The services of AU in the Program Evaluation of the North Coast Technology Integration Program to measure outcomes and achievement of the program's objectives, both student and teacher, throughout the program for $75,200. LMS Services: LMS Services will be required only initially and include the Administration of the LMS ($10,000), the LMS Evaluation Process ($20,000), Professional Development LMS Training ($15,000), and Assessment Design Training ($15,000). The LMS-related purchased services total $60,000. Tech Support: Additionally, the project will contract two (2) NOECA Tech Support Personnel ($30,000 per tech support professional) for the grant period only at a cost of $60,000. GOVERNANCE/ADMIN - SALARIES: $83,332 As the fiscal agent, ELSD will incur costs in the governance and administration of the grant. To offset these costs, a 2% governance rate has been included based upon a grant subtotal of 4,166,600 prior to their inclusion, or $83,332. PROFESSIONAL DEVELOPMENT - PURCHASED SERVICES: $972,500 Professional Development Services: 21st Century Fluency's services, performing duties under the contract to achieve objectives as set out in the agreement, at a flat rate of $850,000. Tuition Reimbursement: AU has assessed the planned professional development coursework and will grant one (1) graduate level credit hour to each of the 700 participating teachers at a reduced tuition rate of $175.00 per credit hour. The total cost of this tuition is $122,500. PROFESSIONAL DEVELOPMENT - SUPPLIES: $1,000 Supplies: Estimated cost supplies (paper, etc.) for 700 teachers are estimated at $1,000. TRANSPORTATION - OTHER: $15,820 Reimbursement: Mileage for 700 teachers at an estimated 40 mile round-trip per teacher, for one of the three days of instructions during the First Wave of Implementation. The reimbursement rate used for this calculation is .565 per mile for a total cost of $15,820.

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 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.

Future Budget Narrative - Beyond Integration:The following illustrates costs that will be incurred by the Districts in order to carry out the program after the conclusion of the grant period. The form mirrors our budget narrative provided above to show a $0 legacy cost structure for true sustainability. INSTRUCTION - SALARIES: $0 Summer Stipends: These will not be necessary as NPESC will continue this training for new teachers and ongoing training for existing teachers during their normally scheduled professional development period for a future cost of $0. INSTRUCTION - PURCHASED SERVICES: $0 Substitute Teachers: These will not be necessary as NPESC will continue this training for new teachers and ongoing training for existing teachers during their normally scheduled professional development period for a future cost of $0. INSTRUCTION - CAPITAL OUTLAY: $0 Technology Upgrades: The vast majority of this Capital Outlay was for infrastructural changes such as cable and access points, conduit, and labor. These are one-time costs that will not recur for the Districts for a future cost of $0. Personal Devices (PDs): Using the devices as brought in during the First and Second Wave of Implementation, these devices remain in use as the products of student learning groups are presented using these devices throughout the class in a "Computers on Carts" mobile computer lab at a future cost of $0. Learning Management System (LMS) Updates: The LMS, once implemented, is a web-based service with free upgrades available to this Districts at no cost. Peripheral Devices: These devices will also be updated every five (5) years in alignment with current district technology plans, budgeted for and paid for through permanent improvement funds. SUPPORT SERVICES - SALARIES: $0 Program Director Salary: Edison Local Schools' Curriculum Director will return to her regular duties as budgeted prior to the grant at a new future cost to the District of $0. SUPPORT SERVICES - FRINGE BENEFITS: $0 Edison Local Schools' Curriculum Director will return to her regular duties as budgeted prior to the grant at a new future cost to the District of $0. SUPPORT SERVICES - PURCHASED SERVICES: $0 Program Evaluation: Following the grant period, the outcomes of Ashland University in the Program Evaluation of the North Coast Technology Integration Program will be replicated on a smaller scale by educators to measure outcomes and achievement of the program's objectives as the program continues through District Leadership Teams (DLT's) or Building Leadership Teams (BLT). While a replicated evaluation procedure will be provided by Ashland University and used by our teaching staff as part of their routine assessments, the future costs of these evaluations will be $0. LMS Services: LMS Services will be required to initially implement the tool and have a future cost of $0. Tech Support: Please see potential savings narrative in response to question

16. GOVERNANCE/ADMIN - SALARIES: $0 Grant Administration Costs: Beyond the governance of the grant, these costs will not be incurred. PROFESSIONAL DEVELOPMENT - PURCHASED SERVICES: $0 Professional Development Services: 21st Century Fluency's services will only be purchased for the Implementation Phase of the grant and will have a future cost of $0. Tuition Reimbursement: This feature of the program will only be provided during the grant period. Training under 21st Century Fluency and its principals will continue beyond the grant period, but without graduate credit awarded with a future cost of $0. PROFESSIONAL DEVELOPMENT - SUPPLIES: $0 Supplies: Supplies used will be those typically budgeted for pertaining to Professional Development and will have a future additional cost of $0. TRANSPORTATION - OTHER: $0 Mileage Reimbursement: Professional Development of new teachers and ongoing training of grant-trained teachers will take place onsite and will require no travel ($0).

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

360,000.00 * 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.)

Ahead of the Curve Means Future Savings: The core design of our program has been formulated with a focus on sustainability, but will realize cost savings based upon the upcoming next generation assessment; this grant putting us ahead of the curve on infrastructural upgrade costs. Additionally, our program will be implemented and replicated throughout the districts successfully without incurring additional costs following the conclusion of the grant period. The need for districts to ensure buildings have the infrastructure required for Ohio's next generation assessments is vital to the success of the initiative by the Ohio Department of Education. The next generation assessments will demand districts and buildings meet the technology needs that were identified through the technology readiness tool provided by the state department's partnership with PARCC. This grant will eliminate the initial costs to districts to ensure buildings are ready for the next generation assessments. The next generation assessments come out in 2015, and our District would have to expend the funds to be technologically ready by 2016. These savings will be realized over the next two years due to savings from otherwise necessarily spent permanent improvement funds - covered by this grant's proposed capital outlay. The amount of these savings is estimated at $30,000 per building, for an extended one-time savings by 2016 of $360,000. The program will promote educator understanding and student achievement, and through consistent professional development (performed at no cost following the program by North Point ESC) and internal evaluations, will leave a fiscally uninhibited lasting legacy of innovative educational practices. As teachers become more proficient and comfortable with lesson delivery through technology and using various applications in the classroom, districts may see an expenditure reduction in instructional supplies. At its core the program has been designed to operate at no additional cost to the Districts following the initial grant period rather than to provide a cost savings. For a complete explanation of our innovative project and how after grant period costs are accounted for leaves a program that is sustainable without additional unbudgeted capital (categorized by budget line item), please refer to our response above to question 15, "New and Recurring Costs". It is an additional potential benefit that, following the initial grant period, Tech Support costs may decrease from their current expenditures. This potential decrease would be a result of lessened District upkeep of outdated devices, a decreased number of devices to maintain, and the increased use Bring Your Own Device (BYOD) models. At a minimum, we foresee no additional cost of these services to the Districts and a possible savings. Technology budgets for upgrading and sustaining current technological devices will be transferred from traditional desktop devices to support the needs of the new technology purchased with said grant funds. Newer devices are shared in the classroom and will require single devices in the place of soon-to-be phased-out labs full of older models. At present, districts maintain adequate budgets to maintain current technology from permanent improvement funds that do not impact general fund budgets.

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.

Fiscally Uninhibited Legacy: The core design of our program has been formulated with a focus on sustainability. Our program will be implemented and replicated throughout the districts without incurring additional costs following the conclusive Summative Evaluation phase of the program through partnerships with North Point ESC and its "train the trainer" methodology. The program will promote educator understanding and student achievement, and through consistent professional development (performed at no cost following the program by North Point ESC) and internal evaluations, will leave a fiscally uninhibited lasting legacy of innovative educational practices. Design for Sustainability - Job-Embedded Training: The key to the success of this project is teacher training. Each district has committed to share trainers/coaches for at least five years. Trainers/coaches will train staff within their own district as well as outside their district. These trainings will be job-embedded. Our higher education partners will provide student teacher candidates who will have the knowledge and training to share with the district in which they work. Finally, NPESC staff will be included in the trainings. NPESC will continue to provide work sessions for teachers to continue to grow capacity by exploring new and innovative technological opportunities for education under current Professional Development operations.

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

Planning Phase - Weeks 1-6: All partners will be engaged in the planning to schedule facilities, determine dates of training, establish milestones, provide grad credit course descriptions, etc. An initial kickoff meeting with representatives from each of our partners will be held upon grant award to launch initial efforts from all angles. This meeting will be coordinated by our Program Administrator, Ms. Puster, and will be held at the NOECA facility in Sandusky, Ohio for ease of access to all partners. Throughout the planning phase as well as the remainder of the grant period, the Program Adminsistrator will serve as the single point of contact and to communicate important project-related information to key stakeholders. The Executive Board, coordinated by the Program Administrator, will work in the first week to establish an implementation timeline of the utmost detail. During Weeks 1-4 of the project, 21st Century Fluency Project (21 CFP) will be conducting site visits, collecting baseline data, and conducting pre-assessment surveys alongside of Ashland University. During this time, Ashland University will also be conducting student pre-assessments. Within the districts, initial surveys will be conducted with all 1,000 teacher and administrative participants to assess the current knowledge base and establish baseline data pertaining to functional knowledge, comfort level, and approach to using technology in the classroom. During this initial 6 week planning phase we will also be identifying those teachers and administrators with the highest affinity and interest in technology integration as well as those that self-identify as more resistant to the proposed changes. Weeks 5 and 6 of the project will be spent using assessment data to identify the First Wave participants and the Second Wave of participants as well as potential resistors to change. During Week 6, 21 CFP and AU will meet with the Executive Board to discuss potential barriers to the changes based upon teacher and administration pre-assessments. During the planning phase of the project, initial facility assessments will be contracted through a competitive bid process. Based upon the recommendations of those contractors on a facility-by-facility basis, the recommended equipment will be placed on order. As the required hardware arrives, the installation of the technological upgrades will be performed throughout the planning phase and will be ongoing through the implementation. Facility upgrades as well as purchased equipment will be fully functional and available for use by the time all 1,000 teachers are trained in Week 46 of the project. Participating school districts have committed to establishing a county-wide professional development day. This day would be devoted to the introduction of the North Coast Technology Integration Program. Just prior to The First Wave of implementation, there will be a kick-off day to get all staff and administrators together to hear the keynote speaker, Ian Jukes, co-founder of 21st Century Fluency Project.

Implement (MM/DD/YYYY): 01/28/2014

* Narrative explanation

Implementation - The First Wave (175 Teachers as "Early Adopters") : Week 7 will begin the First Wave of Teaching Transformation among the first 175 teachers and administrators. These 175 "Early Adopters" will be selected based upon their self-identified interest in and affinity for implementing and integrating technology in the classroom. Three days (non-consecutive) of intense training will be conducted by 21st Century Fluency Institute (21 CFI) at BGSU Firelands during Weeks 7-8. Following those three days of training, during Weeks 9-14 these 175 teachers will continue to engage in remote one-on-one and group coaching sessions with 21 CFI professionals. These sessions allow for the Early Adopters to ask clarification and expansive questions on the training they've received as they implement the new concepts in the classrooms. This unique coaching service allows our teachers to address real-world questions and gaps in classroom real time to move forward and expand their hands-on understanding. At Week 15, 21 CFI professionals spend three weeks visiting the classrooms of these 175 Early Adopters. Through observation in the classroom, the 21 CFI professionals provide one-on-one feedback to each of the teachers and also provide initial progress reports to the program's Executive Board and Program Administrator. Implementation - The Second Wave (Scaling Up to 700 Newly Trained Teachers): As the First Wave of implementation completes, the capacity building that began in the First Wave continues as leadership skills and qualities continue to be identified and the initial 175 "early adopters" assume this leadership responsibility. Throughout the planning phase as well as the remainder of the grant period, the Program Administrator will serve as the single point of contact and to communicate important project-related information to key stakeholders. Moving into the Second Wave in Week 19, Districts have committed to sharing these new lead trainers for specific training within each of the districts. These lead trainers will travel between districts to provide "train-the-trainer" sessions to the remaining 425 teachers. The Executive Board and the Program Administrator will coordinate and assess these training sessions to ensure 100% of our partnering district teachers are trained in these new teaching concepts by the end of Week 46. The partners in this endeavor will provide training and support throughout all three waves of the project's implementation. NASA will work with teachers regarding content and lesson development. Bowling Green State University-Firelands College will partner by providing locations for training while Ashland University will provide graduate credit, a Learning Management System (LMS), and program evaluation services throughout Implementation as well as in the Summative Evaluation Phase. During the two waves of implementation, pre-assessment of students pertaining to each of the big idea-concepts will be conducted to provide baseline data for post implementation comparison and growth measures. Week 22-29 will provide the Second Wave of teachers with the remote coaching elements as provided to the First Wave cohort, and in Weeks 30-34 21st Century Fluency Program facilitators will be providing remote coaching to the First Wave as facilitators of critical mass to prepare those First Wave early adopters to address any remaining resistors to change in the final stages of the project.

Summative evaluation (MM/DD/YYYY): 08/12/2014

* Narrative explanation

Throughout the duration of the program our partner, Ashland University, will be evaluating the process for success and areas that may need to be adjusted. Please refer to our response to question 25 below for complete details on the Program's Evaluation throughout the grant period as well as formative outputs and outcomes. As this is the Phase of the Program where the school year resumes, the 700 now-trained teachers will rely heavily upon the remote coaching as provided by 21 CFP. Additionally, concepts will be tested as they are implemented in the classroom by AU after unit conclusions. In Weeks 35-27, 21 CFP will conduct site visits and debrief with early adopters, site leaders, and the Executive Board. Weeks 38-39 will address those remaining resistors to change on-site, and remote coaching of the First Wave cohort will take place in Weeks 40-43 to train these early adopters to facilitate solutions regarding those resistant to change. In Weeks 44-46,

21 CFP will be on site with the Second Wave cohort across the 18 schools - particularly those resistant to change, providing fluency coaching alongside of site leaders in each school In Weeks 47-50, remote coaching of early adopters as facilitators of resistors to change will continue and in Weeks 50-52 21 CFP will conduct final site visits and present findings, exit data, and gap analysis. The Third Wave - Summative Evaluation Phase: This Phase of our project engages Ashland University and combines pre-assessment data from students, pre-assessment data from teachers and administrators, post-assessment data from the First Wave, post-assessment data from the Second Wave, feedback from 21st Century Fluency Project facilitators - with all data analyzed and summarized in combination with recommendations in the final weeks of the project. Ashland University will also provide a mini-version of the assessment to be conducted by North Point ESC and present their findings in a Summative Report to the Executive Board and the Program Administrator. Following this final report from AU on the project, the Executive Board will make recommendations as to any changes in the Program.

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

Each participating district will be trained in instructional best practices and assessment development. As many research has already shown, improved instructional practices increases student achievement. In addition, research has shown instruction through technology engages and motivates students. Districts will realize the value of motivated and engaged students which will then allow teachers to take students further and deeper into content. Rich depth of content is the focus of the Common Core and Ohio's New Learning Standards. Anticipated successes at the teacher level include a more student-centered approach, more time on task and more confidence with the use of a variety of devices used by students. Anticipated successes include accountability, independent learners, technological confidence and active participants in collaborative learning settings. Students will become more globally aware as they create new ideas, make discoveries, prove theories, and test knowledge. Students will take on the role of teacher as teachers become facilitators and guides. Problem solving skills and critical thinking skills will improve as students begin to take ownership of their learning. This initiative enhances and builds on traditional methodologies of instructional strategies that teachers and administrators learned in undergraduate school. Research based instructional strategies will continue to be used as the foundation of unit/ lesson development. These strategies will become dynamic because of the integration of technology into lesson delivery. Additionally, assessment development will be enriched because students will submit products in various digital mediums, such as movies, songs, or power point. Teachers will gain questioning strategies that will engage students in higher level critical thinking skills such as analysis, synthesis and application.

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.

The objective is not to determine whether or not technology alone increases student achievement, the goal is to determine whether or not instructional practices are more effective and engaging through the use of technology. As John Hattie, 2009 and Robert Marzano, 2001 summarize in their findings, teacher effectiveness is one of the most influential components in raising student achievement. By training teachers and continuing to support teachers, student achievement will raise above expectations. According to John Hattie's meta-analysis relating teacher training on instructional technology and student achievement, teachers need a minimum of 10hours of training to improve student achievement. 21st century fluency institutes consist of at least 18 hours of face to face training and additional virtual coaching and training as needed by the teachers and administrators. It is known that by just putting technology in the hands of teachers and students ds not innately improve student achievement. In fact 1-1 initiatives often encourage isolation rather than collaboration. By providing teachers the tools and the training to communicate content through various technologies, and giving assessments that require more than paper pencil and require collaboration; students will gain the 21t century skills necessary for school, college and career. According to Levin and Schrum (2013) there are eight key elements to technology integration. These elements include: Revise the curriculum to promote 21st century knowledge and skills, provide ongoing differentiated professional development, focus on making school culture more collaborative, identify realistic, sustainable funding sources for technology, provide tech support for teachers, ensure that schools have strong and distributed leadership, forge partnerships with universities and community organizations. The 21st Century Fluency Project and the North Coast Technology Integration program, together satisfy these recommendations by first bringing proven professional development to teachers and administrators. The professional development model used is train-the-trainer which fosters collaboration with colleagues in and out of the district. Built into the planning phase of the program is the identification of ambitious and inspired teachers and administrators to successfully lead the region further into the 21st century.

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

☑ Yes ☐ No

22. If so, how?

The project, in its most simple explanation, is the pairing of professional development for teachers to adequately prepare them with new concepts and teaching methods - thereby increasing levels of student achievement when transitioning to new technology in the classroom. As 2015 approaches and brings the requirements of the next generation assessments, the North Coast Technology integration program will have data prepared and available through the North Point ESC regarding the complementary success of 21st Century Fluency Program (21 CFP) for teachers. The upgrades sought in 2015 by the next generation assessments will yield for many districts similar upgrade requirements that our consortium proposes to make in 2014. By pairing these technological upgrades with this innovative and intense professional coaching from 21 CFP, our consortium will act as a pilot for this pairing that could be replicated around the state by other districts. Integration of technology is not a new concept. What makes this initiative new and different is the "train-the-trainer" model for systemic implementation. Institutions of Higher Education (IHE) partnerships have utilized at the high school level for many years across the nation. This initiative gives credibility to teacher education and preparation programs that will benefit from this training. (Teachers in training will be trained alongside our veteran teachers. These teachers will take their new knowledge of using technologies to their first employer which will enable them to also train their new colleagues. And thus this program will ultimately reach more teachers than just those in Erie County. These teachers in training will be selected through an application process and screened by participating districts.) Technology integration is a "hot topic" in education today. Districts across the state and the country have made commitments with businesses and other organizations for the technology integration. Technology integration in other districts include blended learning (Westerville, New Albany, Reynoldsburg); while other districts have focused on a one-to-one initiative (Green, Oak Hills). Regardless of the integration focus for a school district, the main focus must be on teacher training. The meta-analysis conducted by John Hattie, 2009, states, "more than 10 hours of pre-training results in the greatest effects" of student achievement. (Hattie, 2009, p223) And "teachers receiving more than 10 hours of training achieve up to 72% additional gain beyond the average computer using class." (Hattie, 2009, p224)

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

The substantial value and lasting impact of this grant will be the effect on students and a legacy of a new generation of teaching concepts that maximize student understanding and benefits from technology. Students in the region will experience the rigor that students in other countries experience and will learn to be more collaborative and creative through new teaching methods that encourage partnerships and technological understanding. Our students will be more competitive with their global counter parts, and the success of our students will be the lasting impact of this grant project. The objective is not to determine whether or not technology alone increases student achievement, the goal is to determine whether or not instructional practices are more effective and engaging through the use of technology. As John Hattie, 2009 and Robert Marzano, 2001 summarize in their findings, teacher effectiveness is one of the most influential components in raising student achievement. By training teachers and continuing to support teachers, student achievement will raise above expectations. "(T)the term "computer" now covers a multitude meanings and implementations from mainframes, desktops and hand-held devices to the internet." (Hattie, 2009, p220) "The use of computers can assist in engagement and positive attitudes to learning and school." (Hattie, 2009, p221). These devices will be used in the classroom and are equipped to interact with SmartBoards and other in-class devices for classroom delivery. Following teaching, students through cooperative groups will communicate the knowledge gained via a device. Sharing resources is also a goal of this project and the consortium has committed to sharing the trainers/coaches for on-going and job-embedded professional development on instructional strategies, assessment development, and co-teaching. Participating districts will experience the utilization of a greater share of district resources for the classroom by combining such resources as professional development and technology support between districts. Student achievement will be positively impacted as a result of the grant opportunity as well, because students will experience innovative educational delivery systems via technology, which ultimately prepares them for success on Ohio's Next Generation assessments as well as preparing them for success in their global society. We hope also the by partnering in this program to increase networking and collaborative decision making within the consortium to encourage future innovative projects that build upon the North Coast Technology program as well as new ideas that encourage further inter-district relationships. Please see our response to question 24 below for examples of how we will track this success. Please also refer to our response to question 25 below for an explanation of how we will evaluate the impact of our concept, our strategy, the approaches we will use.

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.

Because the program is designed to be sustainable through continued, no-cost professional development services provided by NPESC, the project goals will be achieved for five years and beyond. 100% Continued Professional Development: The consortium anticipates that professional development will only grow and become more dynamic as technology continues to change. For this reason, it is critical that 100% of all teachers on staff in consortium's the Districts remain trained in these innovative concepts. As an initial benchmark, the program seeks to sustain a 100% rate of teachers trained in the partnering districts on 21st Century Fluency's concepts. This 100% rate will be tracked and facilitated by NPESC to ensure that all new teachers are trained in the principals technology integration. Student Achievement Benchmarking: NPESC will have access to the mini-assessments provided by Ashland University at the conclusion of the grant period (following Ashland University's Summative Assessment and complete evaluation). Prior to pre-assessment of the students and teachers impacted by this program, providing benchmark goals can be difficult. In that vein, we will compare student achievement prior to implementation year over year to determine if student achievement has increased, thereby yielding a successful program. Tracking and Ensuring Shared Resources: Other partnering school districts on the project include EHOVE Joint Vocational School, Huron City Schools, Margaretta Local Schools, and Perkins Local Schools. These districts all represent Erie County and are within a 20 mile radius. This close knit partnership encourage shared resource and maximizes the fiscal benefits (reduced travel expenses, minimal time outside of the classroom) resulting from this close proximity. In order to gauge efficient sharing of resources within the consortium, NPESC will track the participation of inter-district facilitators. The no-cost professional development opportunities made available by NPESC are enabled and enhanced by the inter-district involvement of The First Wave cohort - tracked by NPESC. This involvement will evidence the cooperative ongoing nature of the consortium, and so long as the 100% teachers trained benchmark is met, the shared resources goals of the program will also be proven successful.

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.

Ashland University (AU) will be undertaking the evaluation responsibilities throughout the project duration and also provide summative evaluation reports and recommendations at the conclusion of the grant period. We have designed these evaluation procedures to be thorough and full-cycle, to be sure that the Executive Board and our partners are continually benchmarking understanding and attitudes throughout the project. Benchmarking and Pre-Assessments of Students and Teachers: These evaluative measures begin at the inception of the grant, where, after AU's involvement in initial project kickoff and planning, Ashland's evaluators begin pre-assessment of teachers and students. In Weeks 1-4 AU will work closely with 21 CFP to ensure that testing accurately reflects a baseline of student and teacher comfortability, knowledge, and affinity to change for the exact technological concepts that will be implemented in the schools. During weeks 5-6, AU will analyzes this pre-assessment data and provides results and reports to the Executive Board prior to the implementation phase of the project. AU will also evaluate survey results from teachers and administration to identify those educators with the highest affinity for the role of "Early Adopters" in the first wave. AU will work with the Executive Board to select the initial cohort, the First Wave of 175 teachers and administrators to be trained and

eventually become the trainers of the remaining 425 teachers and administrators across our consortium. Post Implementation Evalaution - Testing Educator Understanding: Following completion of the 21st Century Fluency Program training, AU will test both cohorts for conceptual understanding by working with 21 CFP to develop and administer these tests. Following the First Wave of training, AU will compile these results and provide recommendations to the board, and will do the same at the completion of the Second Wave. Educator Understanding results will be presented to the Executive Board prior to the Third Wave of the Program. Internal Monitoring and Evaluation: Administrators, who were part of the First Wave of training, will begin to collect data and conduct walk-throughs. Strategies used in the classroom will be tracked as well as educator perception assessments - compared to those assessments initiated in the planning phase of the grant period. Measuring student growth will also be a major focus of the Summative Evaluation Phase through post-assessments conducted by educators to measure student knowledge after each big idea-concept is completed in the classroom. Post-Assessment of Students: In order to ensure accurate data gathering, AU has planned to travel to each of the 18 schools during the Third Wave of the project. These site visits will focus on training educators to test student understanding of concepts and to conduct online assessments accurately and efficiently. All 700 educators will receive this training prior to conducting student assessments. Summative Evaluation and Findings: Based upon the full findings of the evaluation (pre-assessment testing of students, pre-assessment of attitudes and understanding of teachers, post-training knowledge assessment of all teachers and mid-program attitude assessments, and post-assessment testing of students), AU will provide a comprehensive report on the success of the program to the Executive Board to provide gap analysis and make recommendation for the program's continued success. Additionally, AU will provide a mini-assessment tool at conclusion of the grant period for the Executive Board's review to be used in place of AU's first year evaluation procedures moving forward beyond the grant period to ensure continued 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.

I Accept. Catherine Puster, Curriculum Director, Edison Local School District. 10/25/2013.