

Budget

Gallia-Vinton ESC (125682) - Gallia County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (381)

U.S.A.S. Fund #:

Plus/Minus Sheet (opens new window)

Purpose Code	Object Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction		0.00	0.00	176,375.00	0.00	0.00	0.00	176,375.00
Support Services		0.00	0.00	1,021,500.00	0.00	0.00	0.00	1,021,500.00
Governance/Admin		0.00	0.00	130,000.00	0.00	0.00	85,340.00	215,340.00
Prof Development		0.00	0.00	238,000.00	0.00	0.00	0.00	238,000.00
Family/Community		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Safety		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total		0.00	0.00	1,565,875.00	0.00	0.00	85,340.00	1,651,215.00
Adjusted Allocation								0.00
Remaining								-1,651,215.00

Application

Gallia-Vinton ESC (125682) - Gallia County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (381)

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: Crossing the Digital Divide: Transition from Texts into the 21st Century

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.

To competently change the learning cultures of school districts in the Gallia-Vinton ESC territory, "Crossing the Digital Divide", will bring Common Core and technological professional development (PD) to southeast Ohio English Language Arts (ELA) and Social Studies teachers (grades 6-12), along with school media specialists. It will use an empirically proven PD program, the Liberty Fellowship? model, to help teachers increase content and technological knowledge that will commensurately increase their students' performance. The program will dramatically reduce both classroom and professional development costs, through the use of award winning online resources and will allow districts to share resources within the Gallia-Vinton ESC regional territory on a perpetual basis, though the iLearnOhio online learning platform.

14000 3. Total Students Impacted:

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

First Name, last Name of contact for lead applicant: Dr. Denise Shockley

Organizational name of lead applicant: Gallia-Vinton Educational Service Center

Unique Identifier (IRN/Fed Tax ID): 125682

Address of lead applicant: P.O. 178, Rio Grande, OH 45674

Phone Number of lead applicant: 740-245-0593

Email Address of lead applicant: 90_dshockley@seovec.org

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

First Name, last Name of contact for secondary applicant: NA

Organizational name of secondary applicant: NA

Unique Identifier (IRN/Fed Tax ID): NA

Address of secondary applicant: NA

Phone number of secondary applicant: NA

Email address of secondary applicant: NA

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.

40 teachers (grades 6-12) in social studies, language arts and school media specialists and 35 teachers (grades 3-5) have agreed to participate in this project. The teachers are located in a 7 county area of Southeastern Ohio. The counties are Gallia, Jackson, Vinton, Meigs, Lawrence, Ross and Scioto. This is representative sample of teachers that teach two of the Common Core areas in the Gallia-Vinton ESC regional area.

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.

Denise Shockley, Ph.D. As Superintendent of the Gallia-Vinton ESC, Shockley has been instrumental in developing professional development programs in all Common Core areas. She has lead numerous national and state field studies programs, presented at multiple national, state and regional conferences, directed 24 after school programs serving 3,500 students annually, co-located ESC on the campus of the University of Rio Grande, assisted over 100 teachers in acquiring additional ODE licensure/endorsement area, been a leader in evaluation and research for grants awarded to ESC, and most recently had research article accepted for publication in professional journal. Kevin T. Brady, Ph.D. As President of CICERO Systems, Dr. Brady has created, organized, and run more than 80 Liberty Fellowship? programs within U.S. D.O.E. Teaching American History grants throughout the United States, along with contributing to many other professional development programs. Some years, CICERO Systems was able to successfully conduct more than 800 days of professional development over the year. In Liberty Fellowship? programs, more than 1,000 teachers have increased their content knowledge by 19 points (33%), changed the way they teach, and have substantially increased their students' performance from year to year, and have increased their students' performance 33%, compared to comparison groups. Dr. Brady has also run Talent 21 grants, helping districts with technology integration. Stephen Klugewicz, Ph.D. Dr. Klugewicz serves as President of Franklin's Opus. Franklin's Opus provides university scholars for CICERO Systems' Liberty Fellowship? programs. Franklin's Opus is an association of university historians and scholars who work to develop effective methods that bring substantive content to K-12 educators. Some scholars are brilliant in their field, but lack the skill to connect with K-12 teachers. Franklin's Opus works to identify scholars who can speak to teachers, and they help scholars fine-tune those skills and connect with K-12 educators.

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.

Crossing the Digital Divide will work to solve three problems. First, the grant will greatly increase teacher content knowledge, and it will have a commensurate effect on increasing low student performance. Second, the program will transform old, outdated classrooms into modern, digitized classrooms, while vastly reducing costs. Third, the program will create the ability for southeastern Ohio schools to access an abundant number of digital resources. Gallia-Vinton has received commitments from 40 representative ELA and Social Studies teachers (plus school media specialists) and 35 elementary teachers from districts located in seven Southeastern Ohio counties. They will partake in a scale up and extension of the nationally successful Liberty Fellowship? PD program, which was run in the local Five Star Liberty Fellowship (U.S. DOE Teaching American History) grant and Landmark Moments (Library of Congress) grant. The program will add to the previous Fellowships; but more so, it will reach all of the ELA, Social Studies, and elementary teachers in the ESC regional territory. The secondary program will conduct two 2-day colloquia and a 6 day informational text field study (June 2014). The elementary program will also conduct a 2-day colloquia and a 4-day informational text field study (June 2014). To replace textbooks and workbooks, and significantly reduce costs, all district teachers will use CICERO Systems? digital resources. Fellows will create online ELA and Social Studies curricula and resource banks that will be available to all teachers in the participating districts, through the iLearnOhio e-learning platform. Though not completely interdisciplinary, ELA teachers will work closely with Social Studies teachers and use Common Core informational texts appropriate for the Social

Studies curriculum. Their Common Core literary studies will coincide with Social Studies teachers' chronological curriculum as much as possible. Social Studies teachers will follow ELA Common Core standards when assigning reading, writing, and speaking assignments. Elementary teachers will work collaboratively to create similar integrated curricula. Fellows will work to create assessments consistent with the demands of the PARCC assessments. Students will have to use textual evidence to arrive at their conclusions. All these files will be placed on iLearnOhio, as a perpetual, ever-growing resource for teachers to use. The ESC will hold monthly, online teacher leader planning discussions, with 8 selected Fellowship teacher leaders. Members will help plan sessions, and review teachers' comments. The committee will also work to create turnkey, online PD sessions conducted by the teacher leaders, in the CICERO Systems' "Talking Common Core" online program. Turnkey sessions will also alleviate outside PD costs. To encourage commitment and to expand the ability of teachers to reach outside of southeast Ohio, the 40 teachers will travel to the Reagan and Nixon presidential libraries. Elementary teachers (35) will travel to the Henry Ford Museum in Detroit. There, they will participate in structured programs to examine the actual Common Core informational texts they will teach in class. Digital records of the documents will be stored on the common iLearnOhio platform. So that all teachers can utilize the online resources from this program, they will all have access to iLearnOhio. They and their students will also have five year access to CICERO: History Beyond the Textbook?, CICERO ELA?, and Sojourner: African American History?. Elementary teachers will have access to CICEROkids and Click-n-Kids resources. CICERO provides teachers with hundreds of lessons, activities, videos, audios, primary sources, literary pieces, PowerPoints, etc. CICERO also provides teachers with 24-7 on-demand PD, with 30 half hour Common Core training videos and PowerPoints, along with more than 70 content PD videos, inter alia.

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. Crossing the Digital Divide will increase student achievement through methods that have already increased thousands of students' achievement throughout the country. First, research and previous Liberty Fellowship experience shows that students will increase scores commensurate with increases in teachers' content knowledge. All teachers, along with media specialists will be pretested and surveyed before the program begins. The pretests will reveal the teachers' level of content knowledge, familiarity with Common Core, survey their classroom procedures, and their familiarity with and use of technology. The program will also pretest and survey the students. Once the data is collected and processed within a few weeks, the Gallia-Vinton ESC team and CICERO Systems team will meet to fine-tune and adjust the Liberty Fellowship, plan the turnkey programs, and the implementation of online resources into the schools. In Liberty Fellowship colloquia, teachers explore targeted, substantive content with Franklin's Opus' university scholars. They then learn how to apply the rich content to their digital lessons and classroom activities with CICERO Systems specialists, using CICERO signature digital strategies and methods. Fellows will be trained in e-learning and the transformation to the digital classroom. From benchmarks established in diagnostic pretests, teachers will work to improve students' scores, focusing on the reported deficiencies. They will then collaborate among grade levels and disciplines to create digital classes that will reinforce one another's lessons and digital curricula. Fellows will participate in vertical teams so they can articulate the content and skills across the grade levels and create consistent digital curricula, with Language Arts and Social Studies teachers supporting one another. The 75 representative teachers will be certified to turnkey the Liberty Fellowship sessions within their own districts, with the help of CICERO Systems and Gallia-Vinton ESC personnel. They will become the first level contacts within their districts for fellow teachers as they implement the new digital Common Core curricula and activities. The 75 Fellows will also work with their professional development committee to run monthly online professional development geared towards the explicit needs and requests of their fellow teachers, as they transform to the digital classroom. To reduce costs, districts will use CICERO Systems online resources and teacher-created curricula and resource banks. Districts will no longer have to purchase expensive textbooks and workbooks. Nor, will they have to incur the annual costs of replacing damaged and missing textbooks, sometimes totaling 10% to 20% of the total costs for textbooks. Districts will be able to purchase high quality, but inexpensive resources, along with using open education resources to create online digital curricula. The districts will begin implementation of the digital curricula, using the training and resources provided for in this grant, the CICERO Systems coordinator, and the local district-based Liberty Fellows. Fellows will place all their electronic curricula, digital lessons, and resources on iLearnOhio. By the second and third year other teachers from districts within the Gallia-Vinton ESC will contribute peer-reviewed digital lessons and activities to the learning platform and share high quality and toughly vetted classroom resources. Fellows will also create classroom assessments, using Common Core informational texts and literacy texts. The assessments will ask students to use textual evidence to arrive at conclusions, as they will be asked in the PARCC assessments. Teachers will be able to share the assessments, along with the other resources, to help students' master the Ohio content standards and the Common Core standards.

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.

This project is a representative sample of teachers across a seven county region in Southeastern Ohio. A Financial Impact Template from the ESC perspective was uploaded for informational purposes. The results will vary per district and per degree of implementation. The intent is to have peer-to-peer contact and training once the project is complete. The ESC will continue to sustain the professional development and site licenses. The local districts will need to keep infrastructure up-to-date.

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

1,651,215.00 * 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.).

Gallia-Vinton will contract CICERO Systems to conduct 6 days of Common Core and technology PD, four days for the secondary cohort and two days for the elementary cohort for \$48,000. They have used CICERO Systems on successful Teaching American History grants over the past 5 years. The \$8,000 per day cost is consistent with previous charges. The costs include bringing university scholars, Common Core specialists, and technology education specialists to Gallia-Vinton, along with all of the preparation costs. CICERO will also provide a coordinator to visit each Fellow in his or her district and assist districts with the implementation of the digital classrooms. The costs for the service will be \$40,000. The coordinator will be responsible for organizing PD with Gallia-Vinton ESC. Each fellow will receive an annual stipend of \$1,125 a year for attending all PD sessions and completing assigned work. The total for all stipends will be \$83,375. Fellows may also use their stipends for graduate credits if they wish from the University of Rio Grande. None of the teachers have attended a national conference in the common core areas. Funds are requested for 20 teachers to attend the March 2014 National Conference for History Education. The cost is \$2,500 per teacher for a total of \$50,000. Gallia-Vinton will also bring Fellows on focused field studies to centers where they will learn how to retrieve primary sources for archives and/or from dedicated digital databases. Fellows live in rural (and many times remote) areas of the state. Field studies will give teachers experiences that they will be able to digitally record and bring back to their students. Fellows will also research at major national archives in Illinois, studying Inventions and Innovations and in the Reagan and Nixon presidential libraries. Fellows will bring back digitized documents, pictures, and paintings to include in ESC's iLearnOhio. They will form personal contacts at these archives and develop networks to help them create resources for their districts. They will also create digital lessons for the classrooms, and assessment using those documents. The costs for these valuable field studies are \$140,000. Gallia-Vinton will provide 8 master teachers to visit all fellows in their classrooms. They will informally observe the Fellows and offer those teachers help and assistance. The master teachers' reports will help with planning and identify where teachers may face obstacles and problems. Each of the 8 master teachers will spend 20 days in the classrooms. They will receive \$250 per day. The ESC Project Director will receive a stipend of \$50,000 for the term of the project, secretarial staff will be paid \$12,000 for clerical and administrative duties, and fiscal staff will be paid \$7,500. Districts will be reimbursed \$45,000 for substitute teachers. The Gallia-Vinton ESC will receive \$82,615 indirect costs (the Federal rate of 5.45%) to run the colloquia and to manage the entire grant. So all district teachers and students have access to award winning, high quality online curricula the program will include a 5 year license agreement for CICERO Systems for \$600,000 to provide, CICERO: History Beyond the Textbook, CICERO ELA, Sojourner History: African American History, an \$825,000 value to all 8,000 secondary students and teachers. CICERO Systems will also provide all elementary teachers and students with CICEROkids, ELA/Reading and Social Studies resource, Click-n-kids, reading resource, and Rand McNally online geography resource for \$450,000, a \$690,000 value.

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.

210,000.00 * 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.

Beyond the duration of "Crossing the Digital Divide", the participating districts and the Gallia-Vinton ESC will have greatly reduced costs. Using 2014 dollars and costs to illustrate the savings in 2018, districts will no longer have to buy textbooks, yearly replacement textbooks and workbooks for their Reading/ELA, and Social Studies classrooms. If over 5 years, districts with 14,000 students pay, on average, \$90 a textbook, with an annual addition of \$15 for a workbook, and by the second year from purchase pay an additional 10% replacement cost for lost or damage books, they will pay out \$5,208,000 for static, printed resources, amortized to \$1,041,600 a year over those five years. When the districts go digital and don't pay money out for textbooks and workbooks, they will reduce their costs for tools and resources to only \$1,050,000 over five years, amortized to only \$210,000 a year. There is a savings of \$4,158,000 over the five years-\$831,600 a year! Districts will also further reduce costs by using all of the resources created by the Fellows during the Crossing the Digital Divide and stored on their iLearnOhio education platform. This data base will include all digitized curricula, lessons, and activities created by the Fellows on the platform, along with the digitized primary sources, informational texts, and photographs from various archives that they had visited across the nation. Gallia-Vinton will also be able to continue PD for teachers using CICERO System's "Talking Common Core" online PD platform, and thus greatly reduce PD costs. Teachers can continue to discuss content or processes with national experts at minimal costs of \$1,000 an online session, after year 5. Fellows will also be able to conduct local online turnkey PD on the CICERO System's "Talking Common Core" online PD platform. With all of the savings that the Gallia-Vinton ESC and the participating districts will experience, they will be able to plan many opportunities for both their teachers and their students. These plans will develop as they monitor the effectiveness of the Fellowship, the digitized classrooms and student achievement.

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

831,600.00 * 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.).

As all districts that participate in "Crossing the Digital Divide" go digital, they will experience tremendous savings. English Language Arts and Social Studies teachers will first experience the change, due to the focused, concentrated, and ongoing PD. Nevertheless, districts will be able to go digital in other disciplines once the ELA and Social Studies curricula are up and running. During and after the Spring 2014 semester, all elementary, and Social Studies teachers will have digital classrooms. The CICERO coordinator and Fellows trained and certified to turnkey the CICERO and iLearnOhio will show them how to use the iLearnOhio platform and CICERO Systems. CICERO will continue to provide online training for the use of other open education resources such as the Khan Academy and TeacherTube, among others. Districts will no longer have to buy textbooks, yearly replacement textbooks and workbooks. If over 5 years, districts with 14,000 students pay, on average, \$90 a textbook, with an annual addition of \$15 for a workbook, and by the second year from purchase pay an additional 10% replacement cost for lost or damage books, they will pay out \$5,208,000 for static, printed

resources, amortized to \$1,041,600 a year over those five years. When the districts go digital and don't pay money out for textbooks and workbooks, they will reduce their costs for tools and resources to only \$1,050,000 over five years, amortized to only \$210,000 a year. There is a saving s of \$4,158,000 over the five years-\$831,600 a year!

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. When the "Crossing the Digital Divide" program ends, the Gallia-Vinton ESC will sustain the program through the 75 thoroughly trained and certified turnkey PD specialists who will be able to train new teachers as they begin their careers. They will also be able to provide refresher PD for their peers in the participating districts. Crossing the Digital Divide will change the learning culture in Southeastern Ohio districts. Teachers will utilize a greater share of digitized resources in their classrooms. They will have modernized and will never go back to text-based curricula. The new digital culture in the districts will self sustain itself because of all the material that has been created and stored for shared use. The digital classroom will greatly reduce costs, and as new challenges arise, districts will have the funds to meet them. All districts will have completely digitized the curricula and created new curricula on iLearnOhio. Teachers will be able to share and contribute digitized lessons, activities, videos, audios, PowerPoints, and assessments. All of the teacher created material on iLearnOhio will be properly vetted and peer reviewed. With more than \$4 million savings from not buying static textbooks over the previous 5 years, districts will be in good position to explore more technology in 2018, some of which is not even on the market today. Not only will districts have surpluses from their five year savings, they will not have extraordinary high textbook cost in future years, in these content areas. Districts will be able to pay for future Liberty Fellowship programs and new, up-to-date technology for the classroom.

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): 10/25/2013

* Narrative explanation

The "Crossing the Digital Divide" initiative has been implemented to a partial extent in some of the participating districts. The Gallia-Vinton Educational Service Center and the school districts in the regional area have collaborated over a period of years to reach this level and are seeking funds to bring the initiative to full scale. The scale up version of the proposal will directly and actively engage students in learning by further implementing digital resources. The former teacher participants provided valuable input into creating a "plan" that will move teachers and students from textbooks to digital resources. The teachers and the ESC concluded they must put students at the center of learning in order to improve achievement and launched the "Crossing the Digital Divide" initiative to make education an active learning process. For a period of approximately eleven years, the ESC has been providing professional development, supporting implementation of the professional development (e.g., classroom coaching), and monitoring the plan.

Implement (MM/DD/YYYY): 01/2/2014

* Narrative explanation

1/6/14 Planning meeting with Gallia-Vinton ESC, CICERO Systems, Franklin's Opus leadership to finalize plans for the rest of the school year. Gallia-Vinton ESC superintendent's office will always be the point of contact. All communication will come from her office, or if any communication must come from CICERO, Dr. Shockley will be alerted first and she will give her go ahead. If there are any problems that arise, this committee will immediately address the issue. 1/7/14 Gallia-Vinton ESC, CICERO Systems, and Franklin's Opus meeting with the participating district superintendents, their curriculum directors, and their IT directors to map out the schedule for the remainder of the year Gallia-Vinton ESC, CICERO Systems, and Franklin's Opus will meet with the 40 teachers who will participate in the Fellowship to outline the program. They will also give the teachers the student pretests to issue to their students on the following day. 1/8/14 Gallia-Vinton ESC, CICERO Systems, and Franklin's Opus will meet with the 35 elementary teachers who will participate in the Fellowship to outline the program. ESC will conduct all ELA and Social Studies teacher pretests. They will also give the teachers the student pretests to issue to their students on the following day. Letters will be sent to all parents explaining the digital classroom implementation. 1/9/14 ESC will collect all pretests and begin to process the data. 1/13-15/14 After school, CICERO coordinator will conduct the initial online CICERO and iLearnOhio implementation training for all nonFellowship ELA and Social Studies teachers. 2/3-4/14 1st Spring colloquium: 40 Fellows will receive content professional development, Common Core strategies and methods training, and CICERO training. 2/11/14 1st monthly online teacher leader meeting to plan future colloquia and for the first stage of CICERO implementation. Teacher leader meeting will take place every 2nd Tuesday. 2/13/14 1st "Talking Common Core" webinar for all district teachers. Topic will be "Using iLearnOhio with My Class." "Talking Common Core" will take place every 2nd Thursday to discuss Common Core. 2/17-18-14 Elementary spring colloquium: 35 Fellows will receive content professional development, Common Core strategies and methods training, and CICERO training. 2/18-21/14 Fellows will begin to use CICERO in class. 2/24/14 Gallia-Vinton ESC master teachers will visit the Fellows in class to see how they are using CICERO. 3/3/14 CICERO coordinator and master teachers will visit all Fellows to make sure the implementation of digital resources goes well. 3/31/14 All Fellows and nonFellows will attend online professional development regarding the implementation of the digital classroom. The online meeting will be conducted by teacher-leader Fellows who have just introduced the digital classroom four weeks earlier. 4/7-8/14 2nd secondary colloquium 6/16/14 Teachers and students will take posttests, and they will take one at the end of every year. In June 2018, students and teachers will take a summative posttest. The student test will be longitudinal as much as possible. 6/23/14 Elementary Summer field study to the Henry Ford Museum and Detroit. 6/30/14 Secondary Summer field study, to the Reagan and Nixon Libraries.

Summative evaluation (MM/DD/YYYY): 09/30/2014

* Narrative explanation

Dr. Denise Shockley, Gallia-Vinton ESC, and Mr. Doug Hale, ESC Administrator will coordinate the Summative Evaluation process in collaboration with Dr. Kevin Brady and the Master Teachers. Upon receipt of the award, Mr. Hale will inform the public via an announcement to the local newspapers. The districts will inform the principals, staff, and parents and keep them updated via monthly newsletters. The process and progress will also become news on the district and ESC website. Communication of work and progress will also be an agenda item of the Business Advisory Council meetings. The Gallia-Vinton ESC will create a Summative Evaluation (and Formative Assessment) Guidance Document. The document will include a timeline and steps for completing the procedure. It will clearly define roles, explain the procedure, and identify sources of evidence to be utilized for evaluation. The ESC will develop the tools, including the monthly reporting template, guiding questions, and relative rubric that will be used in the process. The process for Mid-Course corrections will be shared. The Gallia-Vinton ESC will convene a meeting with the district leadership teams to distribute and thoroughly explain the Summative Evaluation process and Guidance Document. The districts will distribute the information to district personnel. The Master Teachers will submit their first monthly activities/evidence reports in January. February 2014 Master Teachers will submit activities/evidence report #2. March 2014 Gallia-Vinton ESC consultant will begin the process of observations and interviews in the buildings. The Master Teachers will spend time in the classrooms over the next three months to garner evidence for the summative process. Interviews will include perceptions of teachers, principals, parents, and students. Master Teachers will submit report #3. April 2014 ESC consultants continue observations and interviews. Master Teachers will submit report #4. May 2014 Master Teachers will submit report #5. ESC consultants will provide a composite summary of the consultants' observations and interviews for each of the five buildings in the district to inform the summative evaluation. June 2014 The district representatives and the ESC will meet. The group will review the guiding questions for summative assessment (e.g., "To what extent has the "Crossing the Digital Divide" program impacted students' attitudes toward learning?") The group will analyze evidence that includes building reports, Master Teacher reports, Ohio Report Card data and Benchmarks to gauge progress. The group will utilize a rubric to determine the degree of impact to assign to each guiding question. The Gallia-Vinton ESC will compose a Summative Evaluation report. The district will distribute the report electronically to the staff. The Gallia-Vinton ESC and district will publish the results on the websites. And, the ESC will submit the report to the local newspapers. August 2014 The plan for 2014-2015 formative and summative evaluation will begin immediately with Master Teachers submitting monthly reports and quarterly meetings will begin in October to monitor progress.

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

The major changes within the districts' classrooms will be the transformation of teaching from the textbook to the digital classroom. Finally, schools will meet students where they are. Most students live in the digital world with their smart phones and tablets. They cannot relate to classes that are centered on static textbooks. Students will be able to use interactive activities, access videos and audios, and delve as deeply as they would like into rich content on their own terms. They will more easily be able to be mobile and participate in collaborative projects and communicate with their teachers. The world has changed and now the districts in Southeastern Ohio will be able to change with it. Students already participate in the digital world when they pursue entertainment or communication. Now, they will be able to bring their education to that world. They will also be prepared for the modern workforce. In addition, the increase in teacher content knowledge from the colloquia and field studies will cause a commensurate increase in student achievement and in their appreciation of the content. They will have a much better understanding of Common Core requirements and that will be evidenced on PARCC assessments. With the digitized classrooms, teachers and students will follow coordinated curricula that will allow them to pursue their individual potentials. Teachers will more easily be able to communicate with the students and their parents. Parents will be able to work with students and follow online tutorials. Besides award-winning, high quality online resources, teachers will be able to share resources with one another on the iLearnOhio education platform.

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.

Studies by Robert Marzano have demonstrated the necessity of strong academic background knowledge for students' success. See his Building Background Knowledge for Academic Achievement: Research on what Works in Schools. The Liberty Fellowship has repeatedly demonstrated the correlation between increased teacher content knowledge and increased student achievement. It has also shown that as teachers change the way they teach, student performance will increase. Nationally, in evaluations of 514 Fellows (in more than 10,000 responses), they improved their content knowledge 42%, 18 raw points, from a pretest score of 55% to a posttest score of 73%. Teachers in Gallia-Vinton ESC increased their score 55% (26 raw points) from 47% to 73%. In earlier programs, 95% of Gallia-Vinton ESC Fellows reported significantly improved instructional skills and increased ability to understand primary documents as a direct result of the four year Fellowship. In 2012-2013, 98% stated that they will apply new teaching techniques as a result of the program, and 92% will modify their curricula. Prior to the program less than 56% of these teachers had made significant changes in how they taught. Teacher content knowledge scores increased by 26 raw percentage points after the program, and 98% reported increased subject matter knowledge according to an independent evaluation. The PD

also resulted in 94% of students reporting significant exposure to historical thinking skills in year 3, compared with 62% of students on a baseline survey in year 1. In addition, 80% of the students demonstrated proficient levels of interest and appreciation for the subject matter in year three, compared with 62% in year one, and 61% of a comparison group of students with teachers not in the program. The Fellowship also resulted in all the teachers utilizing new online resources and teaching strategies, with 90% reporting they would "very likely or definitely" use these resources. On a national level, CICERO Common Core resources, strategies, and training have dramatically reduced teacher reliance on textbooks, and increased the use of technology, primary sources, and online resources in the classroom. Teachers in the program were more than three times less likely to use textbooks daily in class than other teachers nationally. Nationally, 47% of 806 teachers first entering a Fellowship had created a curriculum module as a direct result of any PD, compared with 88% of those completing a Fellowship. 84% of the Fellows (and 92% of Gallia-Vinton ESC Fellows) reported making recent changes in how they taught, compared with 58% of more than 1,000 teachers first entering a program, and 56% of Gallia teachers prior to participation. 76% of Fellows nationally reported a recent decline in textbook use following CICERO PD. Student use of primary sources increased for 90% of the Fellows. 70% reported that their students learned different interpretations of history to contrast with textbook accounts, compared with 38% of 4,047 history teachers surveyed nationally. CICERO Systems' Liberty Fellowships have always taught teachers Common Core methods, even before there was a Common Core. Fellows learn: close reading of informational texts, comparing informational texts, and contextualizing informational texts, along with developing historical thinking. With CICERO online resources, teachers use blended learning. In "Evaluation of Evidence-Based Practices in Online Learning," the U.S. DOE reported, "Instruction combining online and face-to-face elements had a larger advantage relative to purely face-to-face instruction than did purely online instruction." Research and experience both show that the methods found in Liberty Fellowships and in CICERO online resources have had very salutary effects in classrooms.

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

Yes

No

22. If so, how?

This program can easily be replicated in other districts in Ohio. Gallia-Vinton ESC has run two successful Liberty Fellowships for area Social Studies teachers and has used CICERO online products on a limited basis. With the grant, Gallia-Vinton ESC looks to scale up the Fellowship and use of CICERO products in Social Studies, English Language Arts, and elementary classes. More than 80 Liberty Fellowships have been successfully run throughout the United States in urban, suburban and rural school districts from Washington state to Florida. Any Ohio district can participate in a Liberty Fellowship. Ohio districts would best look to implement multi-year projects, to get the greatest benefits of the Fellowship. In addition, they can easily get CICERO online resources for a number of years. CICERO will provide them with free online training and professional development with implementation of the resources. The resource itself provides university level content professional development and graduate level Common Core training videos and PowerPoints. Teachers would also be eligible for graduate credits from major universities, through the online resources. In addition, Gallia-Vinton ESC Fellows have been trained to turnkey the program within their districts. They could easily provide quality professional development for other OHIO teachers. They will be competent and certified CICERO and iLearnOhio trainers.

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

The most substantial and greatest value of "Crossing the Digital Divide" is that our students will be learning to learn as they navigate digital resources across the K-12 program. Students will be equipped to access information, to judge the value of information, to organize, analyze, and synthesize the information to make it of use. As students go through the system, they will acquire more and more strategies to support their capacity to learn. As teachers present meaningful, relevant tasks for their engagement, students will build a repertoire of skills for approaching learning. Students will, in essence, end up with a case-full of strategic processes to problem-solve and make sense of the world. They will exit school as college-and-career ready. They will have the tools to transition successfully to a full and productive adulthood, and that is lasting impact for the individual and for our communities. The impact of "Crossing the Digital Divide" will also be lasting in that the process is becoming institutionalized. With well-trained staff and students being motivated to learn, there will no reason to revert to teachers being the keepers of knowledge and utilizing texts only teaching while dispensing it on an as-needed basis. Grant funding will allow the district to bring digital resources and instruction to a new level with the purchase of software and the new depths of professional development for teachers. While the districts cannot afford this initial investment on its own, the budget can be reworked to support the relatively reasonable cost of maintaining infrastructure. ESC funding will be set-aside to support recurring costs for professional development and software license. Grantors can be assured that the "Crossing the Digital Divide" process will thrive for years to come. Students will be taught to own their learning. They will learn to establish goals and complete the steps to realize the goals. They will learn to assess the quality of their own work and strive to improve the work when it falls below expectations. They will recognize the correlation between personal input and outcomes. -Students will be capable of working in a solo capacity, as partners, and as members of a team. Interpersonal skills' development will soar. - Differentiation of the learning experiences will make access to a rigorous curriculum more equitable for all students including those most at-risk. -Learning experiences will allow students to tap intelligences not often activated in traditional classrooms. -Students will learn at higher and deeper levels as teachers develop tasks that demand higher order thinking. -Students will develop a greater connection to school, self-confidence will increase, motivation will climb, and student achievement will improve. The district is increasing its capacity to support student learning. Teachers and leaders are collaborating as members in Professional Learning Communities and as partners to increase their competencies. The skills of the group and the competencies of the individuals are expanding.

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.

Process Evaluation Benchmarks January - May 2014 - Development of annual implementation and training plan; district Superintendent and teacher-participant meetings conducted; broad input on evaluation baseline data collection instruments on both content and technology proficiency with evaluation; administration of initial evaluation baseline data surveys and tests, and needs assessment; parent and student baseline data collection and needs assessment; Completion of implementation and Spring colloquia training, monthly teacher leader sessions, Common Core Webinar and master teacher class visits conducted and evaluated; Technology integration rubric development and use; collection of student achievement data, baseline lesson plans and class observations; Post tests, surveys, needs, and proficiency assessments administered to teachers, students and parents conducted. June 2014 - Evaluation data reporting and analysis; lessons learned reported; Field Studies conducted and evaluated. Objectives and Goals At least 85% teacher satisfaction rating for all training sessions related to both program quality (content and skills) and classroom utility will be attained. Summative Evaluation Benchmarks Teacher reliance on textbooks as measured by frequency and levels of use (via teacher/student surveys, class observations, lesson plans) will decline annually for teachers by at least 25% from baseline levels for teachers with moderate or high baseline use levels by year two, and by at least 15% additional each year thereafter. Participant teacher textbook reliance will fall at least 35% below that of non-program peers by year three and 95% lower than baseline by year five. Use of new online and informational text resources will increase annually from baseline levels for all participants by at least 20%, and by the end of year two, teachers will demonstrate greater classroom resource diversity than non-program peers (via teacher/student surveys, class observations, lesson plans Teacher resource and lesson sharing and networking will increase annually, and by year three 100% of teachers will report and demonstrate evidence of increased sharing/networking via online documentation, class observations/lesson plans, and surveys data. Student critical thinking and information text analysis demands will increase by at least 25% by year three and 35% by year five from baseline levels (based on evidence above). Student achievement and proficiency using learning technology will improve on pre and post assessments each year by at least 20%. Student content knowledge will increase by at least 15% annually on evaluator pre and post testing after year one. Teacher content knowledge will increase by at least 20% annually as measured by pre and post evaluator content testing. By year two, at least 80% of parents will indicate increased awareness of student technology based learning approaches based on survey results. Student interest and appreciation levels for subject matter and class will improve on evaluator pre and post surveys and class observation rubrics by at least 15% each year and 25% by year four. By year three, at least 80% of teachers will indicate outreach and resource sharing with at least five non-program teacher peers based on surveys and online posting documentation. From year two on, annual online teacher resource development and posting on iLearnOhio platform will increase by at least 25%. Teacher field studies will annually result in at least 85% of teachers accessing and utilizing new resources in class and reporting greater understanding and capacity to use field study sources based on surveys, lesson plans and class observations.

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.

Dr. Denise Shockley, superintendent of the Gallia-Vinton ESC will serve as the lead evaluator for the "Crossing the Digital Divide" plan. Dr. Shockley holds an Administrative Specialist License in Educational Research by the Ohio Department of Education. Administrator Doug Hale will coordinate the process across the participating districts. The Master Teachers will assist with data collection and reporting. The evaluation plan will serve two functions: improving the quality of programming (formative) and proving the program is working (summative). Formative Assessment: Formative evaluation will focus on the fidelity of implementation by monitoring activities, outputs, and short-term outcomes. Formative assessment will occur quarterly and will include evidence that will be compiled at the building level. The Gallia-Vinton ESC will use quarterly reports to compile a composite report including a summary. The Master Teacher Team will convene bi-monthly with the Gallia-Vinton ESC. The team will use the composite summary to answer guiding questions regarding the degree of implementation. Questions will focus upon activities, outputs and short-term outcomes. Potential questions for formative assessment include: -To what degree are students being engaged in active learning? Possible evidence includes students log on time documentation from vendor, use of digital resources for projects, demonstration of skills learned, etc. -To what degree are teachers utilizing digital resources in active learning? Possible evidence includes Master Teacher observation of online instruction utilizing digital resources, log on documentation from vendor, lesson plan development, etc. The degrees of implementation will be determined by reviewing the evidence as related to a rubric. Mid-course corrections will be made if indicated. The Gallia-Vinton ESC will summarize the bi-monthly formative results for sharing with the districts, buildings, the parents, and the community. Summative Assessment: A formal summative evaluation will occur annually in June and will include the use of qualitative and quantitative measures. Information from formative assessments and student achievement results will contribute to the evaluation. Consultants from the ESC will conduct interviews (with teachers, leaders, and students) and observations throughout the year to contribute to the summative assessment. Guiding questions will be posed to measure the program impact. Potential questions include: -To what extent has integrating technology impacted teaching and learning? Possible evidence includes teacher and student interviews, principal reports, classroom performance data, promotion rates, and Ohio Report Card data. The evidence will be assessed relative to a rubric to determine an effectiveness rating. -Is the project resulting in significant changes in students' levels of performance? Possible evidence includes teacher interviews, student interviews, students' quarterly progress reports, Benchmarks and end of year achievement data. The evidence will be assessed relative to a rubric to determine an effectiveness rating. The Gallia-Vinton ESC will provide a composite summary of the summative evaluation. The district will communicate the results of the reports via the district website and the local newspapers (eight). The results will be used at an annual data summit in August. The Gallia-Vinton ESC and local district administration and teachers will use the results to create district and building program goals for the upcoming school year.

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 Dr. Denise Shockley, Superintendent Gallia-Vinton Educational Service Center October 22, 2013

