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Adjusted Allocation: 0.00

Remaining: -52,935.00
PSEOP courses offered through DL vary based upon student interest and need, but for Fall 2013 the Green Local (050013) Application

1. Project Title: Distance Learning (DL) and Post-Secondary Enrollment Options Program (PSEOP)

2. Executive summary: Provide an executive summary of your project proposal and which goal(s) in question 9 you seek to achieve. Please limit your responses to no more than three sentences.

This proposal seeks to (a) expand Distance Learning (DL) and dual enrollment opportunities for district students through at least two mechanisms: enabling qualified high school students to participate in post-secondary classes (PSEOP) and earn tuition-free college credit without leaving their high school building; and expanding learning opportunities and virtual field trips through point-to-point and multi-point connections with experts around the country and world. Via PSEOP, students would enter college with courses and credit already completed, saving parents and students both time and money, improving student preparedness for college and career, potentially reducing the burden on colleges and universities to provide remedial courses to incoming freshmen, and reducing family spending on higher education. This project will also enable the district to provide collaborative, intra- and inter-district professional development opportunities to staff members and further develop community education and outreach programs.

4200 3. Total Students Impacted:

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

First Name, last Name of contact for secondary applicant: John LaGuardia
Organizational name of secondary applicant: The University of Akron
Unique Identifier (IRN/Fed Tax ID): N/A
Address of secondary applicant: The University of Akron, OH 44325-4719
Phone number of secondary applicant: 330-972-5328
Email address of secondary applicant: jal1@uakron.edu

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.

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.

The University of Akron or a contractor whom the University hires will facilitate acquisition of mobile distance learning units at no charge to the school and perform first line of support to triage hardware issues. UA will also provide the professors/teachers for the DL PSEOP courses, the courses themselves, and required books, at no charge to the school. UA or its contractors have successfully installed 13 Distance Learning Labs in high schools and have successfully offered DL PSEOP courses in those 13 high schools. The University of Akron has a 15 year history of installing and operating DL classrooms and providing DL PSEOP courses. Green High School's guidance department will continue to be instrumental in recruiting and retaining students in the dual enrollment program which includes DL PSEOP and multi-point connections with experts around the country and world. Via PSEOP, students would enter college with courses and credit already completed, saving parents and students both time and money, improving student preparedness for college and career, potentially reducing the burden on colleges and universities to provide remedial courses to incoming freshmen, and reducing family spending on higher education. This project will also enable the district to provide collaborative, intra- and inter-district professional development opportunities to staff members and further develop community education and outreach programs.

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.

This proposal seeks to (a) expand Distance Learning (DL) and dual enrollment opportunities for district students through at least two mechanisms: enabling qualified high school students to participate in post-secondary classes (PSEOP) and earn tuition-free college credit without leaving their high school building; and expanding learning opportunities and virtual field trips through point-to-point and multi-point connections with experts around the country and world. Via PSEOP, students would enter college with courses and credit already completed, saving parents and students both time and money, improving student preparedness for college and career, potentially reducing the burden on colleges and universities to provide remedial courses to incoming freshmen, and reducing family spending on higher education. This project will also enable the district to provide collaborative, intra- and inter-district professional development opportunities to staff members and further develop community education and outreach programs.
Since initially connecting to UA via Distance Learning, student achievement at Green High School has increased because students who complete college courses in high school are more likely to do well in their high school courses and to attend college. Green High School, part of the Ohio Board of Regents, has seen a marked decrease in the number of Green High School graduates who require remedial coursework in college in both mathematics and English. Entrance requirements for the PSEOP are high, but students will be encouraged to meet them in order to take tuition-free college courses. Students, parents, and the state would save money because high school students can take tuition-free college courses while in high school, reducing both the time and cost of attending college. The resources requested for this project would be used in the classroom itself for the benefit of students. The University of Akron provides the DL PSEOP courses, professors, books, and access to university academic and course advising, and the university's library collection (including the digital collection). Furthermore, through expansion of DL opportunities at all buildings, the district will realize a reduction in costs associated with field trips (admission prices, transportation costs).

C) SUSTAINABILITY - Planning for ongoing funding of the project, cost breakdown

14. What is the total cost for implementing the innovative project?
52,935.00 * Total project cost

* Provide a brief narrative explanation of the overall budget. The narrative should include the source and amount of any funds that may be used to support this concept (e.g., Title I funding, RTfT money, local funding, foundation support, etc.), and provide details on the cost of items included in the budget (e.g., staff costs and salary/benefits, equipment to be purchased and cost, etc.).

This cost covers the technology and basic installation of five portable video conferencing carts, one for each of our school buildings. The cost of the professor to teach the PSEOP courses delivered to Green High School and the hardware maintenance contract on the DL equipment would be covered by state reimbursement that UA receives from state funds already designated for PSEOP courses. There would be no additional cost to the high school or to the state. In addition to state reimbursement, the budget for the Distance Learning program at UA comes from college courses taught by DL.

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 anticipated savings (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.)

There are no new or recurring costs for this project for the purposes of PSEOP. The grant covers the basic installation of the technology as well as the technology itself. Basic maintenance and upkeep is covered by the state tuition money that UA receives from PSEOP student participation. UA provides the teachers, and students also receive textbooks, academic advising, course scheduling, and library access from UA for free. There may be minimal expenditures required for participation in non-PSEOP distance learning opportunities and virtual field trips however those costs will be easily absorbed by the savings realized from elimination of transportation and admission costs that would have been incurred for standard field trips.

16. Are there expected savings that may result from the implementation of the innovative project?
175,000.00 * Specific amount of expected savings (annual)

* Narrative explanation/rationale: Provide details on the anticipated savings (i.e. staff costs and salary/benefits, equipment to be purchased and cost, etc.)

The specific savings to Green Local Schools are difficult to quantify. This program helps parents, students and taxpayers save money since, through PSEOP, students earn high school credit and college credit at the same time without having to pay for it. This reduces college debt and allows students to move through college more quickly. It also provides students a natural pathway to college. We have indicated cost savings in salary and benefits for instructors but these are estimates based on current and anticipated expanded enrollment, particularly in the area of world language offerings.

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.

Courses offered on DL by UA are already offered at UA, meaning that UA is already procuring a professor to teach its own students. Also, UA offers all PSEOP courses to all participating high schools, making the program self-sustaining based upon state monies received for the PSEOP students as well as the tuition money paid by college students taking the courses. The financial records of the PSEOP program throughout its 15 year history at The University of Akron demonstrate that it is self-sustaining.

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): 01/01/2014
* Narrative explanation

We will begin the process of acquiring and configuring the distance learning lab and recruiting students for Fall 2014 courses. The University of Akron or one of its contractors will install the technology system that connects properly with UA. Green’s IT department will then train teachers how to use the system. High school counselors and teachers will be trained on the program and will meet with student prospects to recruit them for the program. Green High School and UA will be involved in promoting the DL PSEOP. Green Local Schools will also seek opportunities for distance learning and collaboration for non-PSEOP students as well as seek community input for community outreach and continuing education opportunities for staff and community members.

Implement (MM/DD/YYYY): 08/15/2014
* Narrative explanation

With the expansion of DL equipment at all five school buildings covering grades Pre-K through 12, we will seek to expand our distance learning and virtual field trip offerings as well as make connections with experts and classrooms around the world. Mobile units will enable us to take the opportunity for connection to any classroom, office, conference room or large group instruction environment, without costly additions or renovation to existing structures. The Office of Learning and Teaching will coordinate these offerings with principals, maintain equipment and arrange for transportation of equipment throughout the district, if necessary.

Summative evaluation (MM/DD/YYYY): 08/15/2014
* Narrative explanation

DL PSEOP courses will continue to be offered to Green High School students based upon interest and qualification. As has been the case since 2010 when the partnership between Green High School and the University of Akron began, numerous dual enrollment opportunities will be available.
19. Describe the expected changes to the instructional and/or organizational practices in your institution.

Green High School will have an even closer relationship with an institution of higher education, which would encourage more high school students to enroll in PSEOP courses and remove the hassles normally associated in Ohio PSEOP courses, such as less commuting between the high school campus and driving to a college campus. Building upon an already excellent relationship with The University of Akron and having a college-focused opportunity on the high school would increase our school's academic focus and strengthen our identification as a college-preparatory school. The video conferencing technology would provide the opportunity to connect and share faculty and courses with other high schools outside our district, along with other two-year and four-year colleges and universities. It also enhances the learning experience with virtual field trips, guest speakers from anywhere in the world, and other unique events made possible by the technology. Since the college courses are transferable to any public institution of higher education in Ohio (as well many private institutions), this would encourage students to attend college in Ohio, thereby retaining our college-focused students in Ohio. It would also help our school align with the goals of the state of Ohio's education authorities to see more high school students graduate with college credit.

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 University of Akron began partnering with high schools to offer DL PSEOP courses in 1997. Over the years, the program has grown to include 13 high schools including Green High School. Green High School made its first DL connection with UA in 2009 with the number of students participating in the DL PSEOP program increasing steadily on an annual basis ever since. For Fall 2013, UA DL PSEOP courses have 265 high school students enrolled, and they are taking 1,335 college credit hours. The revenue generated from tuition from Spring 2013 was $218,304, which covers the professors' salaries, course delivery, maintenance of technology, and other related costs. The difficult part of the DL program is the acquisition and configuration of the equipment itself, which is what this grant requests.

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

Yes

22. If so, how?

Any school district that can install a Distance Learning Lab has the ability to connect with The University of Akron. Currently, UA is currently connected with 13 schools. Once the cost of the lab is covered, either a stationary lab environment or mobile DL lab, connecting the school and The University of Akron is a relatively easy process. Furthermore, once equipment is acquired and configured to operate within the school district's networked environment and firewall, regardless of school building, point-to-point and multi-point connections will be easily hosted or made in any school classroom, office or large group instructional setting. Virtual field trips and collaborative learning opportunities will increase for our students at no cost or a fraction of the cost to the district.

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

This project will increase high school students' ease and convenience in attending college, encourage more high school students to attend college in Ohio (because the credits earned are transferable to any public institution in Ohio as well as many private Ohio colleges) and reduce the time and cost associated with college. For the high school, the DL PSEOP approach allows the high school to focus on high school coursework and allows UA to provide college preparatory courses for students who wish to take college courses. The high school student is exposed to other high school students from diverse socioeconomic, cultural, and religious backgrounds, preparing them for their college experience. Any opportunity our students have to interact with experts or students from other areas of the country and world expands their experience.

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.

Within 5 years, this project aims to increase the number of students taking PSEOP courses and to reduce the time and expense of college for students taking part in the program. To add at least 10 students to the program in Fall 2014 and to add at least 5 students annually beyond that is the goal. UA will assess these goals by tracking those students who participate in the program and compiling data each semester that shows how many credits each student earned and an estimated cost of those credits if they had paid for them at the college level. UA will also track how many students who participated attend UA, the length of their degree time, and the average cost of college for them compared to the general student population. While difficult to measure, we believe that as more students take advantage of convenient PSEOP courses, Ohio college-debt figures will lower because students will be able to complete many general education requirements at the high school level without paying college tuition. This will result in young people entering the workforce at an earlier age, allowing them to repay any college debt they have incurred at a quicker rate. This may also result in reduced state spending on higher education since students would complete more college credit in high school. By increasing the number of distance learning opportunities for students in grades Pre-K through 9 before they are academically or socially ready for post-secondary dual enrollment opportunities, we expect students to be better prepared for blended learning and distance learning experiences.

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.

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.

Accept/Kimberly Brueck Director of Learning and Teaching Green Local Schools (Summit County) (050813) October 25, 2013