<table>
<thead>
<tr>
<th>Purpose Code</th>
<th>Object Code</th>
<th>Budget Code</th>
<th>Object Code</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Salaries</td>
<td>Retirement Fringe Benefits</td>
</tr>
<tr>
<td></td>
<td></td>
<td>100</td>
<td>200</td>
</tr>
<tr>
<td>Instruction</td>
<td></td>
<td>120,000.00</td>
<td>10,000.00</td>
</tr>
<tr>
<td>Support Services</td>
<td></td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Governance/Admin</td>
<td></td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Prof Development</td>
<td></td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Family/Community</td>
<td></td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Safety</td>
<td></td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Facilities</td>
<td></td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Transportation</td>
<td></td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>120,000.00</td>
<td>10,000.00</td>
</tr>
</tbody>
</table>

Adjusted Allocation 0.00

Remaining -745,000.00
Applicants shall respond to the prompts or questions in the areas listed below in a narrative form.

### A) APPLICANT INFORMATION - General Information, Experience and Capacity

1. **Project Title:** Blended Learning 2.0: Learning in the Digital Age

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

This project is designed to enable teachers to create blended learning/flipped classrooms to meet the needs of all students. This grant will enable the district to provide the infrastructure necessary to meet the demands of education in the 21st century as well as provide high quality professional development in the areas of online teaching, quality matters standards, and development of digital curriculum materials for teaching staff to successfully make classroom materials available online. As a result, students will have access to classroom materials 24/7 both at school and at home which will allow for increased student achievement and utilization of a greater share of classroom resources.

3. **1303 Total Students Impacted:**

4. **4. Lead applicant primary contact:**
   - First Name, last name of contact for lead applicant: Mark A Grashel
   - Organizational name of lead applicant: Huntington Local School District
   - Unique Identifier (IRN/Fed Tax ID): N/A
   - Address of lead applicant: 188 Hunstman Road Chillicothe, OH 45601
   - Phone Number of lead applicant: 740.663.5852
   - Email Address of lead applicant: Mark.grashel@huntsmen.org

5. **5. Secondary applicant contact:**
   - First Name, last name of contact for secondary applicant: N/A
   - Organizational name of secondary applicant: N/A
   - Unique Identifier (IRN/Fed Tax ID): N/A
   - Address of secondary applicant: N/A
   - Phone number of secondary applicant: N/A
   - Email address of secondary applicant: N/A

6. **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.*

8. **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

9. **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. **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.**

Today's students are more tech-savvy than any previous generation (Sheskey, 2010). These students are 21st century learners who are using technology outside of school to communicate with friends, download music, create online content, and access information (Baker, 2010). Solomon and Schrum (2007) wrote, "Having digital technology at their fingertips all the time means that these students think, work, and play differently from previous generations" (p. 27). Students should be using these digital tools to solve problems, create information collaboratively, and share what they have learned with others (Sheskey, 2010; Solomon & Schrum, 2007). Research has shown that blended learning is an approach that can help meet the needs of today's students. Research has also shown that professional development is needed to change instructional practice to meet the diverse needs of today's students (Schrum & Levin, 2009). Generally, blended learning is defined as learning systems combining face-to-face instruction with technology to mediate instruction (Bonk & Graham, 2006; Driscoll, 2007; So & Bonk, 2010; LeRouxilj, 2009; Hori-Toho, Moron & Botok, 2009; Callowey & Arnold, 2009). "Blended learning is thus a flexible approach to course design that supports the blending of different times and places for learning, offering some of the conveniences of fully on-line courses without the complete loss of face-to-face contact. The result is potentially a more robust educational experience than either traditional or fully on-line learning can offer" (D'O Connor, Mortimer, & Bond, 2011). The problem is two-fold. First, today's students are accustomed to using digital technologies in their daily lives, but use of digital technologies is often lacking or absent as a vehicle for learning. Second, teachers need to receive High Quality Professional Development to prepare them to develop digital instructional materials designed to meet the needs of today's online learners. Funds from this grant will enable the district to move forward with a program that will provide the professional development, equipment, and software necessary to make classroom curriculum materials available to students at all times. Students will benefit from greater access to curricular materials and the flexibility offered via online learning. During the initial year of the project, the district will install a Moodle server to house digital curriculum. The grant will also provide laptops, software, and other electronic peripherals to be used by teachers to create digital content. In addition, high speed wireless access points will be installed in all district classrooms, providing a 1:1 ratio. Prior to June 30, 2014, the district will contract for ongoing professional development for teachers in the following areas: Online Instruction; Blended Learning; Creating Digital Curriculum Materials; Quality Matters Initiatives; Moodle; Adobe Creative Suite. This training will be conducted during the 2014-2015 School year. During this time, teachers will develop online courses. By the end of the 2014-2015 school year, teachers will have course materials available online. For the 2015-2016 School year and beyond, teachers will begin full use of blended learning/flipped classroom with their students.
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.

Teachers will receive high quality professional development to aid them in the creation of digital curriculum materials that will be made available online for all students. The project will also provide training for teachers in using various practices of online instruction via Quality Matters trainings. Teachers will also become familiar with Adobe Creative Suite software, which will allow them to create digital content for their curricula. This training will take place over the course of the 2014-2015 school year. This project will increase student achievement through increased access to learning opportunities. The project will enable teachers to better meet the needs of diverse student populations, including special needs and gifted students, within their classes through the ability to tailor online materials to the individual learner. Students would have the opportunity to learn in a variety of ways, including synchronous and asynchronous, online, and face-to-face. Through utilizing a blended learning/blended classroom model, teachers can send the lecture home for the students and focus face-to-face classroom time on discussion, problem solving, and project-based learning. The grant will provide for a significant advancement in using a greater share of resources in the classroom through the ability to offer an expanded selection of independent study courses online. While at school, students will have access to mobile learning devices and a robust connection to the internet through the district’s expanded 1:1 wireless network.

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.

14. What is the total cost for implementing the innovative project?
   785,000.00 * 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, RSC money, local funding, foundation support, etc.), and provide details on the cost items included in the budget (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc).

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.

16. Are there expected savings that may result from the implementation of the innovative project?
   100,000.00 * 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.)

   Expected savings from the grant include no longer needing to purchase traditional textbooks. This could potentially save the district $100,000.00 in costs associated with workbook and textbook replacement. With the creation of online curriculum content, classroom materials will be available digitally to students 24/7, eliminating the need for textbooks.

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.

   Equipment replacement would be the only major factor involved in sustaining the program. The cost of replacing equipment over time would be offset by the reduction in spending related to textbook and workbook replacement.

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): 01/15/14

  * Narrative explanation

  Communication to Key Stakeholders: January 2014 Order Equipment and Software; January -February 2014 Installation and configuration of Equipment; January-March 2014 Securing professional development services; January-February 2014 Pilot Program with select Teachers; March-May 2014 Collecting and analyzing data from pilot for mid course corrections; March-June 2014 Scale up: project to whole staff; August 2014 Teacher PD takes place online and face-to-face: September 2014-May 2015 Online digital curriculum created and housed on district's server; May 2015 Blended- Learning Roll out to students: 2015-16 School Year Final Evaluation of Program: June 2016

  Implement (MM/DD/YYYY): 08/20/14

  * Narrative explanation

  Communication to Key Stakeholders: January 2014 Order Equipment and Software; January -February 2014 Installation and configuration of Equipment; January-March 2014 Securing professional development services; January-February 2014 Pilot Program with select Teachers; March-May 2014 Collecting and analyzing data from pilot for mid course corrections; March-June 2014 Scale up: project to whole staff; August 2014 Teacher PD takes place online and face-to-face: September 2014-May 2015 Online digital curriculum created and housed on district's server; May 2015 Blended- Learning Roll out to students: 2015-16 School Year Final Evaluation of Program: June 2016

  Summative evaluation (MM/DD/YYYY): 6/30/16

  * Narrative explanation

  Communication to Key Stakeholders: January 2014 Order Equipment and Software; January -February 2014 Installation and configuration of Equipment; January-March 2014 Securing professional development services; January-February 2014 Pilot Program with select Teachers; March-May 2014 Collecting and analyzing data from pilot for mid course corrections; March-June 2014 Scale up: project to whole staff; August 2014 Teacher PD takes place online and face-to-face: September 2014-May 2015 Online digital curriculum created and housed on district's server; May 2015 Blended- Learning Roll out to students: 2015-16 School Year Final Evaluation of Program: June 2016
19. Describe the expected changes to the instructional and/or organizational practices in your institution.

Many of today’s students have used technologies such as video games, cell phones, computers, digital media players, etc. their entire lives. They have grown up with and readily use technology on a daily basis (Eristad, 2006; Gu, Zhu, & Guo, 2011; Prensky, 2001; Prensky, 2008; Solomon & Schrum, 2007). These students, currently in grades kindergarten through college, represent the first generation of students to grow up with new technologies such as video games, mp3 players, cell phones, personal digital assistants, and home computers (Eristad, 2006; Gu, Zhu, & Guo, 2011; Kavik, R., 2005; Rosen, 2011; Solomon & Schrum, 2007). Due to the vast amount of today’s students spend interacting with these technologies, it is apparent that many of today’s students process information differently than previous generations (Prensky, 2001; Rosen, 2011). Because of their exposure to technology compared to that of their teachers, the use of technology by students in their personal lives is radically different than their use in schools (Gu, Zhu, & Guo, 2011). Educators need to develop a better understanding of the connection between students and technology in relation to the learning process (Eristad, 2006; Scherer, 2011; Sheskey, 2010). Blended learning is thus a flexible approach to course design that supports the blending of different times and places for learning, offering some of the conveniences of fully online courses without the complete loss of face-to-face contact. The result is potentially a more robust educational experience than either traditional or fully online learning can offer (O’Connor, Mortimer & Bond, 2011). As a result of this program, teachers will be equipped to meet today’s students where they live - online. Teachers will be able to prepare and present digital learning materials to better meet the needs of their students both face-to-face and via online learning opportunities. Students will have access to more resources to help them learn in ways that keep them engaged. Through this program, the district hopes to be able to offer more opportunities for learning through increased access and the ability to offer more specialized courses.

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.

E) SUBSTANTIAL IMPACT AND LASTING VALUE - Impact, evaluation and replication

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

[ ] Yes  [ ] No

22. If so, how?

Other districts could implement the same model of offering professional development to teaching staff to create digital materials and also to provide online instruction. Moodle is a free open source learning management system software platform that can be installed on any district’s hardware.

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

Through this project, we hope to enable our teaching staff to be prepared to meet the needs of 21st century students by providing them with the resources and professional development necessary to both create and deliver curriculum online. Teaching staff will be better equipped to meet the diverse needs of digital learners. Students will benefit through increased access to learning materials and a wider array of course offerings and the flexibility that occurs with online learning. As a result, student achievement should increase.

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.

Goal 1: Increased Student Achievement - as evidenced by scores on state achievement tests, course completion/passage rates, and increased ACT/SAT scores. Goal 2: Utilization of greater share of resources in the classroom - Students will benefit from the flexibility of mobile learning via the robust wireless network and laptops/mobile devices at school, and will be able to sign out these devices to complete online coursework at home. This will be evidenced by the frequency of use of the mobile carts and tracking of how often devices are signed out for home use. The number of students enrolled in online coursework will also be tracked along with history logs of time spent in the LMS.

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.

Teachers will complete pre/mid/post surveys to gauge confidence levels with developing digital curricular materials. End of Course surveys will be conducted with each participating teacher to determine the effectiveness of each PD session. Teachers will also complete a pre and post assessment for each professional development session. District test scores will be tracked to show what growth has occurred as a result of the program. Upon completion of the pilot program in May 2014, surveys will be taken and coursework built to date will be examined to determine the effectiveness of the program and make mid-course corrections before the program is rolled out to the entire staff for the 2014-2015 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.

Accept Pete Ruby Assistant Superintendent 10/25/13