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Adjusted Allocation: 0.00

Remaining: -533,539.00
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: 21st Century Learning

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.

3. Project Description: Overall description of project and alignment with Outcomes

4. Lead applicant primary contact: Provide the following information:
   - First Name, last Name of contact for lead applicant: Kristi Thompson
   - Organizational name of lead applicant: Liberty Center Local School District
   - Unique Identifier (RN/Fed Tax ID): 047589
   - Address of lead applicant: 103 W. Young St. Liberty Center, OH 43532
   - Phone Number of lead applicant: 149-533-5011 X 5104
   - Email Address of lead applicant: kthompson@libertycenterschools.org

5. Secondary applicant contact: Provide the following information, if applicable:
   - First Name, last Name of contact for secondary applicant: N/A
   - Organizational name of secondary applicant: N/A
   - Unique Identifier (RN/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. List 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.

   - Liberty Education Center – Residential facility which is on a separate site, but is part of the Liberty Center Local School District. The director is Tim Davis. The “principal” is Robert Schwartz, director of Pupil Personnel. We have 26 students from 18 different districts in Ohio and 4 students from Michigan. The disabilities of the students include 2 autistic children, 9 multi-handicapped children, and 8 students with emotional disorders. The LEC has 3 full-time teachers. Address: Liberty Education Center U-499 Co. Rd. 1 D Liberty Center, OH 43532 PH: 419-875-4104 davist@familyandyouth.org

7. Partnership and consortium agreements and letters of support: - Provide letters of support 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. 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.
   - Team leader will be Ms. Kristi Thompson, superintendent. The rest of the team will include the elementary, Jr. and Sr. High staff. The staff at Liberty Center is a dedicated staff, willing to take risks and provide whatever is needed for the success of all students. Teachers are the leaders who develop our professional development, analyze our data, and incorporate the appropriate strategies to help all of our students. We will partner with the area colleges and universities (University of Toledo and Bowling Green State University) to bring the courses to Liberty Center. We already have a digital academy used for credit recovery and for students who are not successful in a regular classroom. The Early College model will enable us to utilize what we have and expand it.

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.
   - Early College High School is a researched program. The Ohio Early College High School Network has supported more than 25,000 urban students and helps low income, first generation students become college students. Our problem is that we are a rural school, not an urban school, located in Northwest Ohio. The closest college/university is Bowling Green State-25 miles away. As a rural school, we cannot set up a high school on a college campus, like Toledo Early College High School. But we can offer the courses via distance learning, in cooperation with several universities. We will also offer advanced high school courses through Pearson. These courses will help to prepare our top students for the rigor of college courses. Since we are a small, rural school, financially we are not able to offer classes that perhaps only 1 or 2 students request, but through the Early College High School, we could offer those classes. We will collaborate with The University of Toledo and Bowling Green State University initially, but the goal will be to expand beyond these two universities even beyond Ohio via distance learning. This partnership will allow us to offer more dual high school and college credit courses to our students. We will need funding, but are very limited because of schedules. The grant will allow us to expand this so that the entire community of Liberty Center Local Schools can take college courses. The vision of Jobs for the Future (JFF) includes the following: "Every student in the United States will have the opportunity to graduate from high school having completed at least 12 college credits". In our case, we do not have this. We will need funding to run this program. Once the curriculum has a framework for modifications, programs can be implemented for school-wide, within class, and pull out frameworks. Additional programming options include enrichment in the classroom, consultant-teacher programs, resource room/pullout classes, interest classes, community mentor programs, independent studies, special classes, summer programs, acceleration, ...
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.

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

553,539.50 * 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, R TF money, local funding, foundation support, etc.), 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.).

The total cost of the proposal is approximately $554,000. About 85% of this will be one time purchases, such as computers, laptops, iPads, furniture for learning labs, iPad/laptop carts, distance learning equipment, and supplies to enhance our afterschool and summer programs (STEM activities and supplies). We will also need to update our access sites for wireless accessibility. Another component is the professional development of our teachers. We will offer a "train trainer" model by sending teachers to get the additional training needed for creating challenging and rigorous curriculum. These teachers will come back to Liberty Center and train the rest of the staff. We will also pay for coursework for teachers to be able to teach the college courses here instead of our students needing to go off campus. We will offer stipends for the afterschool and summer programs. We are currently involved in the 21st Century Learning Program, but it is ending. We have seen great interest in the afterschool program and need to continue it through this grant. The summer program will be a 2 week STEM and a 2 week honors academy.

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.

28,000.00 * 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.

The cost for the licensing through Treca and Pearson will continue after the grant. The plan is to offset this cost by allowing community members to take classes. There will be a nominal charge to them to help make up the cost for our students. There may also be some residual cost for the agreements with the universities. We will need to continue professional development for our teachers so that they can teach the college level classes. Since a large portion of the grant will go toward technology, we will need to replace computers and iPads in the future. Those replacements will be on a five-year cycle. The breakdown as is follows: Licensing (after five years) app. $15,000 per year University agreements app. $3,000 per year Professional Development app. $10,000 per year

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

8,000.00 * 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.)

We expect to see savings in the following areas of our current general budget: Technology budget (supplies and equipment) $70,000 per year Science/math supplies $10,000

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 to the grant to the amount of new/recurring costs detailed above. If there are no new/recurring costs, explain in detail how the project will sustain itself beyond the life of the grant.

The equipment will last for at least 5 years. By taking the cost of the computers and iPads out of the general budget, we will realize a huge savings which can be applied and spent at the necessary time. The elementary and junior/high school learning labs are permanent and will only need updating at a later date. The STEM afterschool and summer camps will create more interest and benefit our students for a lifetime. The professional development component will also be a one-time cost. We will have continued costs in the university agreements and classes, but plan to offset those costs by opening the building and courses to the community. The costs of operating the building and personnel to facilitate the learning labs will come from the money we charge the community to take the courses here.

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 sites.)

* Proposal Timeline Dates

Plan (MM/DD/YYYY): 12/18/2013

* Narrative explanation

October 19 Liberty Center Administrator team met to review grant October 22 Administrator team met to give final approval October 14 Submit Grant in CCIP December 17 Award Letter December 18 Set up meetings with Bowling Green State University, Defiance College, University of Toledo, Northwest State Community College, and Owen's community College Notify teachers who will be taking classes/PD December 19 Admin meeting to finalize plan January 10, 2014 Teacher meeting January, 2014 purchase desks, iPads, laptops, etc

Implement (MM/DD/YYYY): 02/01/2014

* Narrative explanation

February, 2014 Provide PD for teachers involved in EC/S and/or Pearson courses PD for Agricultural Education teachers and math and science teachers March, 2014 Plan and begin after-school enrichment programs (STEM) Plan for STEM summer camp Plan spaces for elementary and high school learning labs April 2014 Finalize summer camp May 2014 Finalize course selections with Universities and students June 2014 Camps

Summative evaluation (MM/DD/YYYY): 07/11/2014 - 12/31/2018

* Narrative explanation

The biggest barrier is time! We need to contact universities, work out agreements, develop spaces for the learning labs, purchase the equipment, and plan for the afterschool and summer camps. We already have a great team in place, but will need to expand and revamp it so that we can include Pearson, Treca, Distance learning, but we will expand and revamp it so that we can include Pearson, Treca, Distance learning, but we will through the universities. Another barrier is trying to meet the requirements of the universities and their time lines. We would like to be able to offer classes which we currently cannot offer because of our size. For example, we have 1 foreign language class - Spanish. We would like to be able to offer French and maybe German because those classes are high demand. These courses will probably start during second semester or the summer. The money won't be available until January 2014 so we will need to work quickly to get the students enrolled and ready to go. We will not be able to get the distance learning equipment installed by then,
but we can get it ready for summer courses, if the students want to take them. We will also need to gather a list of engineers for the STEM after school program. We have great community support, so this will be time consuming, but not difficult. Summer camp personnel will also be needed, and hired. Our summative evaluation will consist of data regarding if courses students are in, grades attained in the courses, number of students identified and served as gifted/talented, and surveys concerning satisfaction of the program from community, students, teachers, staff, and personnel we have hired.

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

This proposal will totally alter our current schedule and curriculum. We will be able to add electives for the high school, but we can also provide enrichment courses for our K-8 students. We will have to adjust our schedule to accommodate the additional level of staff. We expect our teachers to be able to attain a master's degree because of the university requirements. Basically, teachers will need to be "hired" by the universities for the Early College initiative. Most colleges require at least a master's degree. We will also be able to offer more time for collaboration because of the schedule changes. We are investigating going to a modified block schedule. That would facilitate our on-line classes more readily and offer students more opportunities for collaboration and with their peers. We expect our teachers to be able to attain a master's degree because of several reasons: 1. "60% of U.S. employers are having difficulties finding qualified worker to fill vacances at their companies." Council on Foreign Relations 2. "STEM occupations will grow 1.7 times faster than non-STEM occupations over the period from 2008 - 2018" Office of Science and Technology and Policy 3. At all levels of educational attainment, STEM job holders earn 11 percent higher wages compared with those with comparable credentials and coursework.

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 Early College High School initiative began in 2002. There are now 240 schools serving 75,000 students in 28 states. We plan to use the "school within a school" model because we are too far from major universities. Students who begin Early College High School as a freshman have the potential to earn 2 years of credit toward a Bachelor's degree or earn an Associate degree. Early College High Schools have the potential to improve high school graduation rates and better prepare all students for college-for-a-skills career by engaging them in a rigorous, college preparatory curriculum. Early College High School target first generation college students, underserved students, and students of non-English background. Approximately 75% of our students will be first generation college students. This will be accomplished by the first benchmark - the introduction of distance learning to our students. There are some considerations the districts would discuss: server capability, wireless hot spots within the school and/or district. We will realize an increase in the 5th quintile of our value added scores based upon the differentiation and stretch we can offer through our labs and teacher PD. In five years, the goal is to have all teachers trained in the STEM model of inquiry, have learning labs where students can work and teacher professional development will have been implemented. We will open the learning labs to the community so that students can receive college credit and earn college credit toward their degree.

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

Yes

22. If so, how?

This initiative can be adapted to fit any school in the state of Ohio, including charter schools. It is not dependent upon size so rural, urban or suburban schools will benefit. Providing more choices for high school courses and adding college courses to the curriculum through on-line providers and distance learning can be done. Initially, stakeholders from the district would need to meet and discuss the possibilities of providing STEM and ECHS. The plan developed will have commonalities but will also be unique to each district. It cannot happen overnight, but within a 5 - 6 month lead time, students could theoretically be earning college credit through any university in the United States. There are some considerations the districts would discuss: server capability, wireless hot spots within the school and/or district. Experts who will help with the STEM components, availability of facilities for after-school and summer offerings. Once the stakeholders have met and developed a plan unique to their situation and district, the plan will have to be communicated to staff, students, and community at large.

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

Quantifiable measures: Raise student achievement As measured by data taken from the previous year and the year of the grant's life, student achievement will increase, especially for the gifted/talented students. Math and science scores will increase across all grade levels as a result of the STEM offerings, college offerings, and after-school and summer camps. Teachers will be getting professional development in the areas of STEM, differentiation, and stretch learning. This will enable ALL students to utilize their full ability. We will also reduce spending after the initial equipment is purchased for the labs and 1-to-1 laptop programs, we will be able to expand and reach out to the community for college courses. The equipment will not have to be budgeted in our general funds so we will reduce that line item. We will also realize reduced spending in the area of professional development, although we will continue to budget for some during the years following the grant. The overall cost of the major expenditures will be the purchase of iPads and laptops, laptops and learning labs. These expenditures will go directly into the classrooms and are specifically for the students use.

24. What are the specific benchmarks related to the fund goals identified in question 9 that the project aims to achieve in five years? Include any other anticipated outcomes of the project that you hope to achieve that may not be easily benchmarked.

The first benchmark will be the introduction of distance learning to our students. Through this initiative, we can offer our students courses they could not take here. We will accomplish this through agreements with universities and colleges, initially University of Toledo and Bowling Green State University. We currently have courses through TRECIA, but want to add more rigorous component through the universities and Pearson. B. Another benchmark will be the initiation of the STEM after-school and summer camps. The goal is to have the after-school programs begin in March. C. The collaboration between the Agricultural Education teachers and the math and science teachers will begin in January 2014 with released time to plan the after-school and summer programs. Some of the activities will include in-class instruction, effective problem solving, and the use of technology. They will all be raised through federal grants. The learning laboratories will be the inclusion of the learning labs, which will include areas for working on the computers, for collaboration, for testing, for viewing classes. We currently have 2 media centers and 1 virtual learning space, but we do not have any learning labs condolive to collaboration and distance learning. E. A final benchmark will be the purchase of the technology equipment. This will be completed by Feb. 28. The equipment will then need to be set up for use in the classrooms. This will be accomplished by April 1. In five years, the goal is to have all teachers trained in the STEM model of inquiry, have learning labs where students can work and collaborate. We would like to have agreements with universities so that we can become a satellite site for their courses through distance learning. We will open the learning labs to the community so they can take college-on-line classes if they do not have internet in their homes. We will have facilitators/volunteers to help the community. We will have students who have two or more years of college when they graduate from high school. We will realize an increase in the 5th quintile of our value added scores based upon the differentiation and stretch we can offer through our labs and teacher PD.

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).

We will have quantitative measures in the area of student achievement. We will expect our students to show gains in the areas of math and science, in addition to English Language Arts and Social Studies. When the curriculum is upgraded to include the more rigorous content, our students will be able to take more college level courses—another easily quantifiable measure. Through observation and formative assessment, we will be able to evaluate our students interest in STEM. It is our plan that we expand the course offerings through STEM to our entire K-12 building.

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.

Kris A. Thompson, Superintendent of Liberty Center Local Schools, accept on behalf of all partners to abide by all assurances outlined in the Assurance section of the CCIP. I Accept 12/5/2013.