### Budget

**U.S.A.S. Fund #:**
**Plus/Minus Sheet (opens new window)**

**Mentor Exempted Village (045492) - Lake County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (533)**

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**Adjusted Allocation:** 0.00

**Remaining:** -13,022,181.00
A) APPLICANT INFORMATION - General Information, Experience and Capacity

1. Project Title: "Learning in School Districts Across America"

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

The Ohio Blended Learning Consortium seeks to significantly improve the academic achievement of students by making fundamental shifts in teaching and learning to personalize education for each student. Those shifts will result in smarter use of technology in the classrooms of 13,000 students across 34 buildings and 12 schools and districts. The consortium proposal also seeks to build capacity in Ohio and the will among others to make those same shifts, sparking a movement to high-quality blended learning in the state.

13410 3. Total Students Impacted:

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

First Name: John
Last Name: Marschhausen
Organizational name of lead applicant: Mentor Public Schools
Unique Identifier (IRN/Fed Tax ID): 044492
Address of lead applicant: 6451 Center St., Mentor OH 44060
Phone Number of lead applicant: 440.974.5220
Email Address of lead applicant: MMiller@mentorschools.org

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

First Name: Matthew
Last Name: Miller
Organizational name of secondary applicant: Mentor Public Schools
Unique Identifier (IRN/Fed Tax ID): 044492
Address of secondary applicant: 513.831.1314
Phone number of secondary applicant: 614.501.1023
Email address of secondary applicant: M.Miller@mentorschools.org

5. 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.

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.

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.

9. Which of the stated Straight A Fund goals does the proposal aim to achieve? - (Check all that apply)


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)


10. Which of the following best describes the proposed project? - (Select one)

Existing and researched-based
New - never before implemented
Mixed Concept - incorporates new and existing elements
11. Describe the innovative project.

Students in too many Ohio classrooms are not getting an education that will make them competitive in the global workplace. Just 28% of Ohio graduates taking the ACT were considered college ready. As a result, the Ohio Department of Education is working with districts to develop and implement a statewide blended learning model. The problem for the typical school and classroom in Ohio is that the need to provide personalized learning is greater than the ability of teachers to do so, even with the effective integration of technology into the classroom.

Blended learning allows for personalized learning with the same or fewer resources. For example, in a classroom rotation blended learning model, some students are learning on a computer while others are learning with the teacher. The problem is that innovations like blended learning often become isolated examples, and they don’t always translate into a movement. Even when reforms are planted locally, they frequently disappear under new leadership or budget constraints. This proposal incorporates activities that will seed the idea of blended learning and create a network of educators who will work together to continue the effort.

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.

I can multiply myself within the classroom to better serve learner needs. I can remediate and accelerate students with the touch of a button. I am better able to reach students academically and personally in ways that were previously unavailable to me. We are actively learning together, and we are loving it! - Carmen Walker, 7th grade teacher, Ridge Middle School, Mentor Public Schools

This proposal will advance blended learning with a cohort of teachers - some already practicing blended learning, others learning what it is - who are serving 13,410 students in 34 buildings across nine counties. When the implementation is underway, teachers will be collaborating in buildings, planning and designing blended learning approaches for their classrooms. Teachers will also be collaborating across districts at convenings designed to stimulate thinking. The work will progress in an atmosphere of local support. Local stakeholders will be engaged, and educators from nearby districts will hear from consortium members about the work they’re doing.

The purpose of the proposal is to create the Ohio Blended Learning Network, which will support districts, set high-quality standards for blended learning, and work with the state to create an education credential for blended learning.

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 latest 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 for 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.

NA

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

13,022,181.00 * Total project cost

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.

1,894,510.00 * Specific amount of new/recurring cost (annual cost after project is implemented)

* Narrative explanation (in narrative: details on the costs included in the budget (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.). There are no new/recurring costs, please explain why.

Blended learning holds the promise of schools and districts doing more with less. The effective integration of technology into the classroom results in the technology enhancing and extending the skills of educators. As a result, the Ohio Department of Education is working with districts to develop and implement a statewide blended learning model. The problem for the typical school and classroom in Ohio is that the need to provide personalized learning is greater than the ability of teachers to do so, even with the effective integration of technology into the classroom.

Blended learning allows for personalized learning with the same or fewer resources. For example, in a classroom rotation blended learning model, some students are learning on a computer while others are learning with the teacher. The problem is that innovations like blended learning often become isolated examples, and they don’t always translate into a movement. Even when reforms are planted locally, they frequently disappear under new leadership or budget constraints. This proposal incorporates activities that will seed the idea of blended learning and create a network of educators who will work together to continue the effort.

The purpose of the proposal is to create the Ohio Blended Learning Network, which will support districts, set high-quality standards for blended learning, and work with the state to create an education credential for blended learning.

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

0.00* 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.)

Recent implementations of blended learning have resulted in savings for schools and districts, often in textbooks, paper, copying and printing. The Reynoldsburg City School District found last year that paper costs were reduced by 50% to 75% and copying and printing costs were reduced by one-third when blended learning was implemented due to the shift from paper to digital resources. Likewise, in some cases, schools and districts have experienced savings in staffing due to the ability of teachers to handle larger class sizes because they have let technology extend their reach. However, while savings are expected from the leveraged technologies explored for some districts in the Financial Impact Table, it is too soon in the project to quantify and count on expected savings. It is clear that after the initial outcry for professional development and hardware upgrades, blended learning is no more expensive than traditional approaches in the classroom, and in reality, it will likely result in lower costs over time. More data is needed to discover how much savings and over what time period they would be realized. It should be noted that the consortium has realized savings from its technical assistance provider, Education Elements, due to economies of scale. The consortium received discount pricing of 12% on professional development and 25% on access to its hybrid platform, resulting in savings of more than $796,000 to the consortium if members had purchased services on their own.

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 in the third year or any 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.

This project is self-sustaining. The recurring costs are described in Question 15 and shown in detail for each member of the consortium on the Financial Impact Tables for each district and school. The recurring costs are addressed through a combination of estimated savings (a discussion of expected savings is in Question 16) and reductions in spending from a variety of means, described in detail in the Financial Impact Tables for each member of the consortium. In no case is the consortium member school or district that is spending more than the ongoing portion of the grant period include recurring costs. Total costs recurring across all schools and districts in the consortium will return to the baseline year after the grant period (FY14) is ended. In many cases, the extra cost of purchasing digital content is offset by the reduced costs and savings in purchasing textbooks, paper, copying and printing. In some cases, districts are forgoing some of the recurring costs by creating their own content. The consortium has organized a network of technology partners who train teachers in the skills of teaching blended learning. Over time, we expect that productivity will increase, outcomes will improve but costs can and will be reduced, stay the same, or grow at a rate slower than the rate for traditional district.

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 how you 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

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<thead>
<tr>
<th>Plan (MM/DD/YYYY)</th>
<th>Narrative explanation</th>
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| 08/01/2013 | Smartee Schools and Education Elements discuss possible collaboration on a blended learning consortium that would apply for a Straight A Fund grant. Mentor Public Schools and Reynoldsburg express interest and offer to take the lead in the project, with Mentor serving as lead applicant. Principals of organizations map out roles and opportunities for consortium grant. Planning for consortium is underway. Meetings attended with Ohio Department of Education staff responsible for Straight A Fund to learn more about intent, parameters and limitations of the fund. Barriers and costs of working relationships existed continued interest in forming partnerships, how to cost for plans of partnership building and overall potential collaboration. Goals of consortium may not align with Straight A Fund guidelines. Principals of participating organizations committed to finding ways to work together for mutual benefit and benefit Ohio students. Plans were developed with flexibility to accommodate expected funding guidelines. Plan: 08/01/2013 initial districts were identified and targeted for the consortium. Consortium design created with attention to sustainability, replicability, scalability. Middle school grades to be focus of consortium. Straight A Fund guidelines examined on line and at ODE webinars. Clarifying questions were asked and answered by Straight A Fund staff through LinkedIn group, FAQs, and email inquiries. Targeted districts invited to 9/24 webinar conducted by Education Elements and Smarter Schools, which are recognized as leaders in providing blended learning to Ohio schools. Schools with experiences in blended learning were invited to create a pool from which to select consortium members. After the consortium was formed, outcomes, and benefits will increase, outcomes will improve but costs can and will be reduced, stay the same, or grow at a rate slower than the rate for traditional district. It should be noted that nine Educational Service Centers are partners in the consortium to provide staff who will be trained as blended learning trainers. The grant provides stipends to help offset the costs of making staff available, at a rate of $25 per student served. SCS are not hiring new staff or adding on additional costs during the grant period, thus they do not have recurring costs in the post-grant period.

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

| Narrative explanation |

Implement: 01/01/2014 Kickoff meeting with superintendents and principals. Project manager reviews timeline and site coordinators are identified. Districts and schools that are already doing blended learning (advanced) will identify digital content to purchase. Connect superintendents to district staff in three sites. Education reform facilitators conduct site visits and prepare monthly report on project status. Monthly project managers update call to check on grant progress and assess needs. Grant funds released. Outreach begins with development of materials and identification of key local stakeholders and venues for updates and presentations. Civic outreach plans are developed. Design of learning exchanges is underway and identification of nearby districts to engage has begun. Consortium members identified to show the potential of blended learning if they did apply for the consortium. Continuous outreach and connections to potential candidates created considerable interest in the opportunity. Plan: 10/01/2013 Districts invited to Oct. 1-person meeting in Columbus to experience Personal Learning Tour on blended learning and hear more about the consortium. Meeting attended by 12 representatives from 10 district schools. Breakfast meeting scheduled for Aug. 12 for Consortium members to meet in Cincinnati has been cancelled. Project manager reviews timeline and identifies key site leaders and superintendents, central office personnel, and Education Service Center representatives. Webinar held Oct. 18 for further outreach was attended by another 11 representatives. Grant application prepared and reviewed. Consortium members engaged on budget, implementation, and analysis of expected consortium impact. Grant application to be submitted at Oct. 25. Barriers and contingency: Compressed time frame to prepare grant application could hurt quality of proposal. Consortium leaders divided up sections and duties in order to produce a high-quality application in a short time frame. Also, short-term goals will present a challenge to show academic achievement results. Working with evaluation consultant, created “differentiated evaluation” approach that allows for evaluating consortium members from varying starting points: Expecting academic outcomes from those that already started blended learning; expecting process outcomes and attributes as results. In addition, long-term results will be evaluated in June 2015.

2014:

Summative evaluation (MM/DD/YYYY): 08/01/2014

| Narrative explanation |

Implement: 08/01/2014 Education Elements starts technical database for consortium members. Writing and editing of storytelling drafts continues. Storytellers begin observations in buildings and classrooms and begin work with Education Elements to further refine their existing plans. Pilot classrooms will be formed within each members, as interest is shown, to take an accelerated approach to experience blended learning earlier in their classrooms. First round of key local stakeholders are engaged in meetings and through materials. Planning for first of two learning exchanges in March is underway. March 1-3: Three districts have already begun work on implementation; local boards of education have begun development; districts have experience with personalized learning, etc. Convening in November 2014 on effective practices in blended learning classrooms and virtual conferences in January 2015. The Ohio Blended Learning Network will continue to provide support to consortium members on collaboration, outreach and policy development and will continue the development of regional training centers, a blended learning credential, and a definition of high-quality blended learning.
19. Describe the expected changes to the instructional and/or organizational practices in your institution.

Blended learning allows teachers to teach - to teach at the level they dreamed of before the all too common reality of too little time and too much to do. The fundamental shift in teaching and learning has been documented in numerous examples across the country, and the research on blended learning is catching up with the "buzz" created when teachers became inspired by the freedom to teach. First, consider the changes in the classroom and the focus on instructional practices that lead to significant improvement in academic achievement. Overview. Teacher instructional practices shift dramatically in a blended learning model. In particular, blended learning models implemented at these schools will focus on the following four elements: 7 Small Group Instruction 8 Blended learning models leverage technology in innovative ways to enhance student learning. 9 A core instructional strategy of the blended learning model is frequent regrouping of students. Teachers can use data to regroup students weekly, every day, based on the material that they want to cover in a given day. Integration of Digital Content 10 A second core component is the integration of digital and offline curriculum. Digital content programs are layered into a teacher’s lesson plan and can be used by students for instruction, practice, or creation. The use of digital content in the classroom will change the ways that teachers need to think about how to provide additional learning opportunities. 11 The use of digital content in the classroom will change the nature of instruction. Teachers will need to understand how to leverage the new source of performance data, which teachers will use in turn to drive their own instruction. Teachers can engage with their peers in focused data discussions, using results from digital content data and other quantitative and qualitative sources. 12 Personalization. The ultimate focus of the blended learning model is to create an environment for personalized learning. Through changes in the classroom, achievement will increase, and each student will learn at their own pace, within the boundaries of the model and the constraints of the school's or district's policy. The model is designed to better serve the needs of students, including those in the bottom quartile of the building and classroom levels. Overview: The implementation of blended learning models will be supported by stakeholder actions at each level: 13 District. 14 Management of the overall program and fiscal sustainability. 15 Creating a scalable technology infrastructure. 16 Recruiting school leaders and overseeing PD. 17 School. 18 Setting the vision and culture at sites. 19 Engagement of teachers, parents and students. 20 Professional learning. Leadership of model design and digital content portfolio management. Teachers, principals, and other stakeholders will be engaged in the blended learning process. The potential blended learning can bring, Henry Rauhaus, a 24 year-veteran 5th grade teacher, is at Ridgewood Elementary School in the Hilliard City School District. He and others at Ridgewood began this year making changes toward blended learning. "I can honestly say that this is the most exciting I have ever been in the classroom!" Through blended learning, it was immediately clear that for the first time in twenty-four years, I was provided a medium in which I could personalize learning experiences so that each and every student would have their own specific path to learning. Through blended learning, I can access meaningful individual student data instantly, which helps me make informed decisions about what each student needs in order to be academically successful. "Blended learning gives a voice to those struggling students who would usually remain silent in a traditional classroom setting."

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.

Although blended learning is a new educational model, early results show that use of a successfully implemented blended learning model is likely to increase engagement among students, produce better student outcomes, increase teacher satisfaction and provide more time for students to develop higher-order thinking skills. Evidence for blended learning Research: Blended learning, as a school-wide model, is only a few years old - which means that there are no long-term academic studies yet on its effectiveness. However, the reports show below take the benefits of combining online and offline instruction, albeit in more isolated scenarios. RAND Corporation conducted a national two-year randomized trial to determine whether a blended learning curriculum developed by Carnegie Learning, Inc. had a positive effect on middle school and high school algebra students. The report, released in August 2013, found that the curriculum, which included both instruction on technology and on personal and computer, high school performance by 8 percentiles in 2012-2013 compared to 2011-2012. In addition, a student survey showed that 87% of students indicated that blended learning has made their math class more interesting, while 84% said that blended learning has increased their own personal interest in math. The survey also show that they 1) Personalized and adaptive to meet individual learning needs, 2) Supportive of high levels of cognitive engagement in meeting learning objective, and 3) Balancing computer and teacher-led guidance with learner control. The author of the study, Marcella Bullmaster, Ed.D, Associate Director of the Lander Center for Educational Research at Touro College, identifies the blended learning classroom as one that leverages the advantages of both learning environments. Blended learning is defined as getting there by first utilizing technology in order to provide more opportunities for small group instruction. Teachers will be able to focus and differentiate among students, groups.

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

This proposal is designed to foster the spread of high-quality blended learning in classrooms across the state. The Ohio Blended Learning Consortium proposals 1) Increases the capacity for blended learning to be adopted by schools and districts in every corner of the state, 2) Creates the interest and will for schools and districts to make the shift to blended learning, and 3) Establishes a model for infrastructure to ensure high-quality blended learning approaches are adopted. Building Capacity The consortium proposal uses the expertise of Education Elements, the Silicon Valley firm that provides technology assistance to 7% of the schools in the country undertaking the blended learning approach, to build capacity in three regions of the state by training trainers in each consortium member school district and also within the Educational Service Centers in that region. Thus, 12 schools and districts serving 71,000 students and eight Educational Service Centers in Northeast, Central and Southwest Ohio will have received training in blended learning to be trainers of others implementing blended learning as a result of this proposal. In addition, three training centers for blended learning - one at Mentor Public Schools, one at the Ohio Virtual School, and one in Southeast Ohio - would be trained to offer professional development to the broader network of stakeholders interested in developing high-quality blended learning classrooms. The network would continue the work to build blended learning classrooms through the state after the grant period is over. The network, as proposed, would be partially funded by a $5 per student fee assessed to the network member districts. Creating Will Many districts and schools are moving to blended learning for a wide variety of reasons. This proposal builds on the existing interest in blended learning and works with the state's education leaders to build a strong movement in Ohio. It focuses on the benefits of blended learning and builds the case for why blended learning by showing how schools and districts in this consortium is making the change and sharing the results they are getting with the change. Through "learning exchanges," the consortium and its partners will purposefully share with other schools and districts in their area how the project is progressing as they are undergoing the changes. The proposal includes support for two learning exchanges - one to other districts and one to districts that are promoting or piloting blended learning models. The network will also work with consortium members and partners to develop a framework for high-quality blended learning and advocate for supportive policies on the local and state level to advance applications of that framework.

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

This proposal is designed to foster the spread of high-quality blended learning in classrooms across the state. The Ohio Blended Learning Consortium (OLC) will create an infrastructure to support districts and schools to adopt blended learning models, as well as provide professional development, coaching, and technical assistance to districts and schools. The network will also work with consortium members and partners to develop a framework for high-quality blended learning and advocate for supportive policies on the local and state level to advance applications of that framework.

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

Although blended learning is a new educational model, early results show that use of a successfully implemented blended learning model is likely to increase engagement among students, produce better student outcomes, increase teacher satisfaction and provide more time for students to develop higher-order thinking skills. Evidence for blended learning Research: Blended learning, as a school-wide model, is only a few years old - which means that there are no long-term academic studies yet on its effectiveness. However, the reports show below take the benefits of combining online and offline instruction, albeit in more isolated scenarios. RAND Corporation conducted a national two-year randomized trial to determine whether a blended learning curriculum developed by Carnegie Learning, Inc. had a positive effect on middle school and high school algebra students. The report, released in August 2013, found that the curriculum, which included both instruction on technology and on personal and computer, high school performance by 8 percentiles in 2012-2013 compared to 2011-2012. In addition, a student survey showed that 87% of students indicated that blended learning has made their math class more interesting, while 84% said that blended learning has increased their own personal interest in math. The survey also show that they 1) Personalized and adaptive to meet individual learning needs, 2) Supportive of high levels of cognitive engagement in meeting learning objective, and 3) Balancing computer and teacher-led guidance with learner control. The author of the study, Marcella Bullmaster, Ed.D, Associate Director of the Lander Center for Educational Research at Touro College, identifies the blended learning classroom as one that leverages the advantages of both learning environments. Blended learning is defined as getting there by first utilizing technology in order to provide more opportunities for small group instruction. Teachers will be able to focus and differentiate among students, groups.

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

Blended learning has been recognized as an effective approach to delivering personalized learning experiences. By providing students with access to high-quality digital content and enabling them to learn at their own pace, blended learning models have been shown to improve student achievement, engagement, and motivation. The following are some specific benchmarks and outcomes that can be expected from implementing blended learning in schools:

- Increase in average student achievement scores compared to previous years.
- Reduction in the number of students who require remedial education.
- Increased student engagement and participation in learning activities.
- Improved teacher effectiveness and feedback on student progress.
- Enhanced collaboration and communication skills through online activities.
- Development of critical thinking and problem-solving skills through blended learning approaches.

The success of blended learning projects depends heavily on effective implementation strategies, teacher training, and support systems. It is crucial to ensure that teachers are well-prepared to incorporate technology into their teaching practices and that students are provided with adequate resources and support to succeed in a blended learning environment. Additionally, ongoing evaluation and feedback mechanisms should be in place to continuously monitor and improve the effectiveness of blended learning initiatives. By setting clear, measurable goals and utilizing data-driven approaches, educators can optimize the impact of blended learning on student outcomes and prepare students for success in a technology-driven world.
parties for an overall evaluation of the Straight A Fund. 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.

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 data will be collected during the summer of 2014. The survey will ask teachers the following questions: 1) Overall, how has the blended learning program affected the ability of your students to learn new material? a) Students are learning new material at a faster pace b) Students are learning new material at a slower pace c) There is no change in the pace of students as they learn new material 2) Overall, how has the blended learning program affected the behavior of your students in the classroom? a) Students are less disruptive b) Students are more disruptive c) There is no change in the students' classroom behavior 3) Overall, how has the blended learning program affected students' enthusiasm for learning? a) Students are more enthusiastic about learning b) Students are less enthusiastic about learning c) There is no change in students' enthusiasm 4) Overall, how has the blended learning program affected students' ability to retain or remember new material? a) Students are more likely to retain or remember new material b) Students are less likely to retain or remember new material c) There is no change in students' ability to retain or remember new material 5) Do you have any suggestions on how to improve the blended learning program? 6) Would you recommend a blended learning program for other classrooms? 7) Please provide an explanation for your answer to question 6. Long-term Objectives (Project Success Measures)? Student Achievement Benchmarks (at the building level) 1) Test results by student demographic attributes, e.g. percentage of students in each proficiency level by test grade and subject for a school? Student Behavior Benchmarks (at the building level) 1) Discipline incidents counts by type and reasons 2) Student attendance and mobility rates

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.

The data for the long-term objectives will come from the Report Cards provided on the Ohio Department of Education's School Report Cards website. Because the project will be implemented at the building level by the end of the 2014 school year, we will obtain school building data for the 2014-15 academic year for the entire set of school districts. We will compare the change in the academic and behavioral measures in the 2014-15 academic year to the 2013-14 academic year. We will compare to the 2012-13 academic year, because the project will only be partially implemented during the 2013-14 school year. Methodologically, we will begin our program evaluation using an interrupted time series methodology. With the interrupted time series methodology, an intervention occurs at a point in time and the time series data is broken up by the introduction of the intervention. If the blending learning intervention has a causal impact, the values of the post-intervention time series will have a statistically significant different value than the pre-intervention time series. However, because there may be additional changes in the school environment other than the blended learning program, we will supplement the analysis with a difference-in-difference methodology. In this case, we will include a "control" school building to our time series data. The control school building is a school building that has similar characteristics to one of the blended learning school buildings, but it did not receive an intervention. The underlying assumption is that in the absence of the blending learning intervention, the school building outcomes would have followed the same trajectory as the control school building. The determination of the control school building will be based on demographic, fiscal, and student characteristics. Methodologically, the interrupted time series equation can be represented as: \[ \text{Y}_{it} = \beta_0 + \beta_1 \text{Intervention}_{it} + \beta_2 \text{After}_{it} + \beta_3 \text{Intervention}_{it} \text{After}_{it} + \beta_4 X_{it} + e_{it} \] \[ \text{Y}_{it} = \beta_0 + \beta_1 \text{Year}_{it} + \beta_2 \text{Intervention}_{it} + \beta_3 \text{Intervention}_{it} X_{it} + e_{it} \] Where \( \beta_0 \) is the outcome of interest (e.g. student proficiency levels, number of disciplinary incidents, etc.) for school building \( i \) at time \( t \), and \( X \) is a vector of demographic, fiscal, and student characteristics in the school grade and building. \( \beta_2 \) is the coefficient of interest and captures the effect of the blending learning intervention on the improvement in student behavior and academic performance. The difference in difference methodology can be represented as: \[ \text{Y}_{it} = \beta_0 + \beta_1 \text{Year}_{it} + \beta_2 \text{Intervention}_{it} + \beta_3 \text{Intervention}_{it} X_{it} + \beta_4 X_{it} + e_{it} \] Where \( \beta_3 \) is the outcome of interest and \( \beta_4 \) is the coefficient of interest. This captures the effect of the blending learning intervention on the improvement in student behavior and academic performance. For the short-term objectives identified in the surveys, the Center will provide a statistical report on how student achievement and behavior has changed as a result of the blended learning program, e.g. the survey will reveal if students are increasing their learning of new material at a faster pace. By asking teachers on ways to improve the program, there will be opportunities to provide modifications to the program before the start of the 2014-15 academic year. Evaluation results will be shared with the Ohio Department of Education and the Straight A Fund and also internally with the Ohio Blended Learning Consortium members and partners, and other education stakeholders. The evaluation results will be the basis of more broadly disseminated communication of the Ohio Blended Learning Network. The post-intervention time series may also have a different slope; however, because we will only have one year's worth of data for post-intervention, we can only estimate a change in levels.

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 Matthew Miller Superintendent Mentor Public Schools 10/25/2013