## Budget

**National Trail Local (049270) - Preble County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (169)**

**U.S.A.S. Fund #:**

**Plus/Minus Sheet (opens new window)**

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**Adjusted Allocation**: 0.00

**Remaining**: -8,852,600.00
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 Technology Engineering Arts Mathematics Science (TEAMS) Collaborative

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 21st Century TEAMS Collaborative seeks to reduce spending and increase student achievement and engagement in learning by utilizing technology and innovative processes to build skills, aptitudes, and amplify readiness for post-secondary opportunities in the ever-changing world beyond school. While encouraging creativity and community, we will communicate high expectations, possibilities, and success through collaboration that eliminates traditional boundaries and designs dynamic experiences through network connections that illuminate learning pathways. TEAMS will keep Preble County strong by growing talent through innovative practices that can be replicated throughout Ohio and the United States.

3. Total Students Impacted: 1936 (3)

4. Lead applicant primary contact: - Provide the following information:
   - First Name, Last Name of contact for lead applicant: Jeff Parker
   - Organizational name of lead applicant: National Trail Local Schools
   - Unique Identifier (IRN/Fed Tax ID): 049270
   - Address of lead applicant: 6940 Oxford-Gettysburg Road, New Paris, OH 45347
   - Phone Number of lead applicant: 937-437-3333
   - Email Address of lead applicant: jpark@nationaltrail.us

5. Secondary applicant contact: - Provide the following information, if applicable:
   - First Name, Last Name of contact for secondary applicant: William Derringer
   - Organizational name of secondary applicant: Tri-County North Local Schools
   - Unique Identifier (IRN/Fed Tax ID): 091397
   - Address of secondary applicant: 436 North Commerce Street, Lewisburg, OH 45338
   - Phone number of secondary applicant: 937-962-2671
   - Email address of secondary applicant: William_Derringer@tcn.k12.oh.us

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.

Tri-County North Local is the only secondary applicant based on our understanding of the definition. Information for partners is included with uploaded documentation in #7 and in the text box of #9.

7. Partnership and consortium 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.

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.

National Trail Local Schools, lead applicant for the 21st Century TEAMS Collaborative grant, developed an innovative idea in concert with Tri County North Local Schools (as a consortium), and included education and manufacturing partners that are stakeholders within Preble County. Miami University-Oxford, Miami Valley Career Technical Center (MVCTC), Preble County Leaming Center of Sinclair Community College, SouthWest Ohio Computer Association (SWOCA), Northwestern Ohio Instructional Technology Association (SOITA), Henry Penny Corporation, Silcost Inc, and private citizen Mary Bullen, founder of Bullen Ulltrasonic, came together with the clear vision to develop a project focused on keeping Preble County strong by growing talent through innovative programs and providing students with a 21st Century Learning Experience. National Trail Local has been the lead before on grants with quick timeframes and tight timelines, and been successful sustaining the programs outside of the grant period. The district was granted the Blending Learning Grant that led to a continued 1:1 tablet program in grades 9-12 (expanded through this grant as a K-12 initiative for both districts), the State Professional Development Grant which spawned their Professional Development model, and is a Race to the Top district. Two rural schools working in collaboration with career-tech, universities, and world class manufacturers, and the community melding critical thinking and creativity and developing pathways for innovative talent have the advantage of being flexible and creative while following the goal set forth in each districts Ohio Improvement Plans: to increase student achievement by growing students’ abilities and aptitudes in grades K-12 in all content areas. National Trail Local is planning to re-innovate the roles of existing staff members and utilize in-kind talent, such as is available from the Miami University-Oxford Partnership Office, to immediately take steps to implement the plan with fidelity as soon as it is granted. Within both districts is the experience of administering multiple grants totaling over $4 million. Miami Valley CTC, Sinclair, SWOCA, & SOITA offer additional technical experience, expertise, and sharing of resources, facilities, staff, experience, professional development and knowledge, college access information, and opportunities for students to simultaneously earn certifications and degrees while still in high school. Individually and collectively, these entities have substantial grant administration experience. Miami University-Oxford, is known for its expertise in developing solid program evaluation, professional development for teachers in a variety of areas, and data mining that enables replication of projects and sharing on a global scale. Manufacturing partners have a direct interest in developing high tech youth interests, as all are competing globally for scarce resources, and offer their contemporary know-how to benefit the schools, community, and Preble County competitiveness in the world market. They offer a variety of resources, facilities, mentors, training leadership development, soft skills and aptitudes, internship opportunities, and employment opportunities, our consortium of partnerships can simultaneously pursue modest, incremental innovation on all fronts that lead to dramatic breakthroughs for our students. We are all connected with a strong desire for our students to succeed on an international scale, coupled with the know-how to implement a multi-tiered project—Straight A funds will accelerate this opportunity so that it is not implemented in a piecemeal manner.

B) PROJECT DESCRIPTION - Overall description of project and alignment with Outcomes

9. Which of the stated Straight A Fund goals does the project 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.
and equitable access to resources. RE-INNOVATING ROLES AND RESPONSIBILITIES requires focus on sharing of staff and resources to avoid redundancies and maximize use of technology and equipment. Redefined job descriptions reflect new focus and responsibilities, based on strengths and skill sets of staff, sharing between two districts further strengthens the collaborative nature of our relationship as partners. Teachers working in teams of 2-4, sharing best practices and models of success, working toward mutual goals, and utilizing the resources and expertise from both teams.

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.

If a rural area where reported poverty has grown dramatically (from 30% to 62%) over the last 8 years, effective access to 21st century tools is imperative to teach students that where you are is not as important as what you do. By providing a collaborative learning environment sharing staff expertise with others. By using technology as a tool for equity, teachers can individualize instructional goals to meet the needs of a diverse population while providing quality feedback toward goals for student learning. Both National Trail and Tri-County North have Ohio Improvement Plans with similar goals, strategies and action steps focused on steady, incremental improvement in achievement and growth through purposeful planning. The planning structure and strategies to guide and reflect upon impact of instruction, and districtwide use of 1:1 Technology Program continues supported through initial focus on design, model creation, and enactment in the classroom and attendance to engage students in learning. By utilizing a greater share of the resources in the classroom, student achievement will increase, with the by-product of decreasing overall spending in the five-year forecast. For this reason, the 21st Century TEAMS Collaborative focuses on developing an infrastructure to allow for ambidextrous and responsive organizational design. Re-Innovating School Spaces, Roles, and by instructing and by putting technology and other resources directly in the hands of our students, allow students to become active, passionate, and creative in our project, state, and world. Realizing the benefits and potential of technology in education. Find our two school districts, students moving from 4th to 5th grade and 8th to 9th grade experience a marked drop in achievement. In addition, both middle schools have a grade of “G” for student growth on their 2013 Local Report Cards. This result is unacceptable and does not represent the full potential of our students.

13. Financial Information - All applicants must enter or upload the following supporting information. Responses should refer to specific information in the financial documents when applicable.

13.1. Enter a project budget

13.2. 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.

13.3. If subsection (b) is not applicable, please explain why, in addition to how the project will demonstrate sustainability and impact.

Straight A Financial Impact Template uploaded.

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

8,852,600.00 * 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, RRT money, local funding, foundation support, etc.), and provide details on the cost of items included in the budget (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc).

The total budget request for $8,852,600 includes the following budget:

* INSTRUCTION: 30% of request ($2,887,380) is the basis of 21st Century TEAMS (our version of a STEM program that includes the 1:1 Technology Program continues supported through initial focus on design, model creation, and enactment in the classroom and attendance to engage students in learning. By utilizing a greater share of the resources in the classroom, student achievement will increase, with the by-product of decreasing overall spending in the five-year forecast. For this reason, the 21st Century TEAMS Collaborative focuses on developing an infrastructure to allow for ambidextrous and responsive organizational design. Re-Innovating School Spaces, Roles, and by instructing and by putting technology and other resources directly in the hands of our students, allow students to become active, passionate, and creative in our project, state, and world. Realizing the benefits and potential of technology in education. Find our two school districts, students moving from 4th to 5th grade and 8th to 9th grade experience a marked drop in achievement. In addition, both middle schools have a grade of “G” for student growth on their 2013 Local Report Cards. This result is unacceptable and does not represent the full potential of our students.

15. What are the new/recurring costs that your innovative project will continue once the grant has expired? If there are no new/recurring costs, please explain why.

142,500.00 * 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.

By design, the new/recurring costs are strictly controlled through development of space that is flexible and adaptable to emerging needs of both the school and the community. Anticipated costs for each consortium member are minimal and necessary and include: -$76,500 per year for purchase of new tablets and laptops for 1:1 program–students to assign for device use for four years which will become theirs at the end of four years. Including students at K, 5th, and 9th grades will receive new (up-to-date) systems. -$45,000 to repair, replace 15% of devices; -$10,000 for Apps and licenses - Relationship(s) as additional cost

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

146,413.00 * 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.) if there are no expected savings, please explain why.

Anticipated savings result from technology replacing traditional paper-intensive systems and from increased opportunities to share staff through the development of a consortium model. A review of staffing situation and counts reveals the following. Four projected retirees (two per district) over five years to be replaced by two teachers shared between districts as part of the 21st Century TEAMS Collaborative resulting in a total savings totaling over $456,000 of FTE. Reduced counseling and guidance staff. The two districts will allocate 80 hours to provide Project Lead the Way (PW) support services for all districts.

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.

National Trail and Tri-County North 21st Century TEAMS Collaborative will be a self-sustaining program due to prudent planning and fiscally responsible decisions made in early phases of project development. Both districts are fully committed to developing a collaborative relationship that supports sharing of staff so that skill sets and talents can be maximized to benefit increased numbers of students and have greater impact on long-term growth and achievement. Cost reductions that result from re-innovating existing positions and job descriptions into shared positions will benefit both districts fiscally and enable the project to exist beyond the term of the grant. Implementation of the Project the Lead Way Gateway to Technology program will enable both districts to leverage weighted funding which is available through ODE as a CTE program. Restocking supplies and materials will be accomplished mainly through donations, self-funding, and sharing of equipment between schools and among partners. In addition to reductions realized through shared resources, the concepts posed lend themselves to sustainability by their very nature. As rural districts, dependent on prudent cost-saving measures on a daily and annual basis, we live in the mindset of reducing spending. In recent years, we have made significant reductions in staffing that have resulted in ongoing district-wide savings; these reductions have been in administrative, teaching, and classified positions as well as in contract reductions for some of those still employed. We believe the actual number of retirements over the next five years will actually be greater than those included in our financial impact table; however, we took conservative steps to reflect realistic projections for an already lean staffing scenario. Cost reductions are
implemented through filling vacancies created through retirements that are either not replaced due to attrition or that are replaced in a manner that allows two districts to share one position. Additionally, we have generated many ideas for solutions that will add to sustainability of outside of our costs. These cost reductions are at least equal to the amount of new/recurring costs that we have detailed.

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 proactive mechanisms to mitigate such barriers. 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): 12/18/2013

* Narrative explanation

Implementation with stakeholders The project implementation will be supported through use of social media sites, promotional articles, and showcase / exhibition events. The TEAMS Advisory Panel consisting of representatives of consortium districts (teachers and students), educational partners, manufacturing partners and others will serve in a capacity to assure collaborative planning and streamlined communication among stakeholders. December 2013: Following a celebration of our successful application, partners will collaborate during the last week of December to establish details on planning - plan for media announcements -post positions and plan interview timeline and schedule - request quotes for purchasing - develop requisitions and purchase orders for fixed materials - publish bids for renovations - develop plans for relocating classrooms during renovation period - plan for PD prior to end of school year (weekend, Spring Break) - plan for Work Keys profiling to begin in January - MARCH 2014: School calendars adopted by Boards of Education with proposed common waiver and professional development days. The description of the existing curriculum coordinator at TC will be modified to reflect expectations that a portion of time is committed to management and oversight of grant related initiatives and expenditures. Communicate details of planning with staff, students, communities - Review bids, award contracts - Re-Innovation of Space begins - Infrastructure upgrades begin - Professional Development Planning - Manages to continue support for job profiles for Work Keys. Establish Advisory Council: Schools, Partners, Community, Students - Advisory Council Meets Monthly - Miami University will work with consortium to develop framework and appropriate tools for program and program evaluation and train existing staff in both districts to complete evaluation - Consortium members will collaborate with Sinclair Community College and the Preble YMCA to plan for introductory learning camps for students in June 2014 that incorporate TEAMS concepts and themes. MARCH - JUNE 2014 (All funds encumbered by June 30, 2014) - Re-Innovation of Spaces and Infrastructure Upgrades continue - Develop contracts with teachers for PD - Develop proposals for credit for PD - Advisory Council Meets Monthly - Planning to identify strengths and skill sets, redefine roles - Purchasing of fixed materials and curriculum - Planning for Open House and Show Case: Back to School. The greatest potential barrier that could derail planning relates to circumstances beyond our control such as extended inclement weather which prevents face-to-face meetings of the Advisory Panel. Our contingency plan for this is to have something in place to allow for phone conferences and virtual meetings. Hazardous weather could impact our plan for working with manufacturers to profile jobs. Planning for flexibility in the end timeline will help to overcome this barrier.

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

* Narrative explanation

Due to the compressed timeline in this funding cycle, it is imperative that schools adapt a flexible, agile response to managing data and impact of this transformational program. Knowing that one of the outgrowth models of the Logic Model is summative evaluation data, a key ingredient in the planning process, teachers from Miami University and other representatives of the TEAMS Collaborative (including school teachers) will be representative of the data sets and systems (Decision Framework, NWEA Map Data, Perception Data, Climate Data, financial data, etc.) from recent years to establish baseline information so that summative impact can be quantified. Additionally planning for intermediate outcomes and long-term outcomes will be planned, with benchmarks established along the way over the course of the five year period. Data and information in both a formative and summative manner.

Evaluation of both the impact of the programs along with the process used to develop and implement the programs will be required. Training of existing staff to collect and analyze data and generate informational reports to share with all stakeholders will assure that the evaluation is sustainable for the duration of the grant period. Anticipated barriers include a sense of data fatigue which results from having so many data sources that are readily available and knowing which ones to use in order to generate meaningful information will need to be emphasized as the system is developed.

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

The 21st Century TEAMS Collaborative will result in dramatic transformation of two traditional rural school systems: VISION: Re-innovated rural schools as ambidextrous organizations designed to amplify and connect learning experiences that enable students and communities to thrive. MISSION: Keep Preble County STRONG by cultivating talent through innovative programs that grow student achievement with a true 21st Century Learning Experience. BELIEFS: In the 21st century, learning is a collaborative process melding creativity, criticality, and creative-thinking in traditional and non-traditional environments. All students are learners. All students are makers. All learning counts. Where you are is not as important as what you know and how you share it. As a result of this funding and the resulting transformational programs, we will bring together the future in an innovative manner to work together in a community that supports the students and teachers while maintaining high levels of learning. Changes in the project will be tracked by Miami University and other representatives of the TEAMS Collaborative (including school teachers) will be representative of the data sets and systems (Decision Framework, NWEA Map Data, Perception Data, Climate Data, financial data, etc.) from recent years to establish baseline information so that summative impact can be quantified. Additionally planning for intermediate outcomes and long-term outcomes will be planned, with benchmarks established along the way over the course of the five year period. Data and information in both a formative and summative manner.

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 the two districts that comprise the 21st Century TEAMS Collaborative have a long-standing history as competitors on athletic fields, they also have a history of collaboration and sharing resources in an informal manner. Both schools have similar student populations and communities, and both have been part of larger county, regional, and state based educational improvement initiatives such as High Schools that Work, the Ohio Improvement Process, 21st CCLC programs, Teaching American History Grant, and shared professional development goals. Both districts have invested extensive time and resources into districtwide professional development initiatives centered around research-based practices that make a difference in teaching and learning including those that impact lesson planning,
Instructual strategies, formative strategies and summative data use, and value-added data analysis. Straight A Fund grant dollars will enable the transformation of structures that have remained static while this quality professional development was taking place. The amount of funding available allows for dreaming and designing a true 21st Century learning environment that will accelerate results to levels never before considered. The lasting value of this opportunity will be demonstrated in the short-term in improved student achievement, increased access to resources, and cost-savings; however, the long-term impact will be even more substantial as the potential for this level of change will impact not only the communities associated with the two districts, but the entire county, the state of Ohio, and all of the graduates from this point forward who will look back with tremendous pride in knowing that they were part of a dynamic, caring, and innovative school community that cared enough about their future to invest in and adopt the vision of developing a world-class, showcase educational program in a modest, rural community. In researching and designing this dream, consortium and partners investigated: 1) technology programs, career-tech center successful programs and strategies, Project Lead the Way, the MakerSpace Movement, 2) Revolutions, the concept of Hive in education, and 2) successful STEM and STEAM-based programs, including a highly successful STEM-based program in a nearby district with similar demographics. Regardless of whether our efforts result in awarding of funding, we have grown and our vision has shifted from just a dream, to a very real possibility.

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

- [ ] Yes
- [x] No

22. If so, how?

The 21st Century TEAMs concept is based on extensive research of successful programs that are truly innovative with demonstrated impact on student achievement. In districts where budgets are lean, being able to develop a premier, world-class K-12 collaborative with support of partners including Miami University and Sinclair Community College, highly successful manufacturers including Henny Penny, Bullen Ultrasonics, and Silfex all companies with deep roots and a long-standing history in our county, alongside support and advice from recognized regional providers such as the Miami Valley CTC, WOCA, and SOITA, this partnership has tremendous potential in serving as a model for success in transforming teaching and learning, improving and accelerating student achievement, reducing spending through sharing of resources, and in successfully putting programs at the classroom level and in the hands of children. The program can be replicated and will result in innovative best practices in learning and cost savings that translate to other settings.

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

The 21st Century TEAMs Collaborative will demonstrate substantial value and lasting impact for the schools, educational partners, manufacturer partners who are part of the collaborative and most importantly for the students, families and communities that comprise the two districts. Re-innovated rural schools as ambidextrous organizations designed to amplify and connect learning experiences that enable students and communities to thrive is a unique and visionary concept with potential for substantial, measurable impact that can serve as a model for other schools and businesses to replicate. Keeping Preble County STRONG by cultivating talent through innovative programs that grow student achievement with a true 21st Century Learning Experience is the big picture impact that we feel will result from this collaborative. The beliefs that we have articulated as part of our partnership and consortium, will shape and influence our work beyond the grant as we develop the whole child, wrapping services and support around them in the interest of their current and future success. In the 21st Century, learning is a collaborative process melding interests, creativity, and critical-thinking in traditional and non-traditional environments. All students are learners. All students are makers. All learning counts. Where you are is not as important as what you know and how you share it. As a result of this fund and the resulting innovative revitalizations, we will be able to simultaneously improve the current system while designing new products for the future in an accelerated manner.

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?

Using their Ohio Improvement Plan and the Implementation and Monitoring Tool as a guide for guaranteeing regular review of pertinent data, National Trail Local and Tri-County North Local aim for increased student achievement, spending reductions in the five-year fiscal forecast, and utilization of a greater share of resources in the classroom. Each district sets the goal that 100% of their students have at least an expected year’s growth as measured by teacher implemented methods and Value Added Results, NWEA MAP assessments, SLOs and other growth measurements. In addition, they plan to decrease the achievement gap between at-risk populations (students with disabilities and students with economic disadvantage) in relation to the whole population. Since MAP assessments are given K-10 in both districts, regular review of student growth data is both possible and necessary to implement effective instruction in the classroom. Districts would use this year’s data as a baseline to view performance of groups of students, as well as measure implementation of 21st century teaching and learning strategies. Both districts are acutely aware that teacher pedagogy impacts student achievement and growth. Therefore implementation of programs will be dependent on teacher actions reviewed by implementation measurement and overall student performance. An instructional review, where point-in-time instructional methods would be collected by interview and rubric-based observation, would also collect baseline data of teaching strategies used and the degree of 21st century teaching and learning occurring within both districts. While “innovation” is difficult to quantify within the scope of this question, we could correlate student, teacher, and community engagement in the project by focus group, survey, interview, and review of minutes and activity of the Advisory Council and committees established to implement the project as measures of effectiveness. Tracking use of flexible space for before and after school activities, as well as numbers of attendees at grant-related programs. Monthly updates of all aspects of the programming to the Advisory Council will help to support implementation. During the January-June phase of implementation, teacher and partner participation will be the majority of the benchmarking available to the Advisory Council. Attendance at and engagement in (as determined by sign-in sheets, surveys, focus groups, and interviews) professional development opportunities and planning committees would help document monthly successes or illuminate areas where mid-course corrections would need to occur. Pulling all stakeholders into the review of data, by way of utilizing the existing District Teams, Building Teams, Teacher Teams, and the new Advisory Council, will help all understand the goals and action steps of the plan. Having representation of all voices helps to ensure success, as well as to make adjustments as needed in the best interest of our students.

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.

23. 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 21st Century TEAMs Collaborative includes a comprehensive evaluation plan developed to determine success in meeting aggressive goals for improving teaching and learning. National Trail and Tri-County North Local Schools’ program evaluation committee will conduct ongoing, as well as the final evaluation of, the 21st Century TEAMs Collaborative. The Advisory Council, aided by the shared work of the program evaluation team trained by Miami University, will collect information, collect student and teacher data, and provide the progress reports throughout the project to the Advisory Council and both districts. The evaluation design includes both process and product evaluation to: 1) Better determine the effectiveness of the program for participants 2) Document that project objectives were achieved 3) Provide information about service delivery that will be beneficial to program staff 4) Enable program staff to make changes that improve program effectiveness. The 21st Century TEAMs Collaborative Advisory Advisory Council will use the information gathered during the planning, implementation, and evaluation processes to interpret, report findings, and recommend modifications for improving the project. The evaluation design will be guided by the following questions: 1) Were project activities implemented as planned? If not, what barriers or obstacles prevented parts or all of the activities from being executed? 2) How effective were the project activities in achieving the goals and objectives? 3) What is the impact of the project activities on the participants? The process evaluation will gather information about how successfully the strategies of the 21st Century TEAMs Collaborative were implemented and assessed their impact on the targeted population. Process evaluation is both quantitative and qualitative in nature, and is intended to assess the outcome of the project. This data, collected formatively and summatively, will describe how students and teachers are affected by the project activities. The process evaluation data will focus on: 1) Improvement in student academic achievement 2) Improvement in teacher instruction 3) Engagement in the work of the Advisory Council 4) The following process data will be collected: 1) District & Campus Records-The program evaluation committee will track project objectives through quantitative data, such as purchase orders, numbers of students/teachers served, and inventory records. 2) Project Meetings-The agenda for the meeting will be scheduled on a monthly basis. Meetings will focus on project progress and any necessary modifications to the project. 3) Classroom Observations-The program evaluation committee and administrators will visit classrooms randomly to acquire information on how educators have adapted the program for instructional use. Evaluative information will be drawn from observations of classroom applications, in the form of administrative walk-throughs. 4) Anecdotal Records-To address the ‘So what?’ question, anecdotal records from both students and teachers will be collected formatively and summatively. Specifically the project manager and evaluator will ask: 1) How has the program made a difference in the lives of the project participants? 2) How has the program enhanced or enriched the education of students? 5) End-of-project survey-Just as the end of the 21st Century TEAMs Collaborative through a review of relevant data and improvement plan information, the end-of-project survey and review of data will be conducted to measure project outcomes for student achievement and educator implementation. Successes and failures will be shared formally and informally through presentations, fair, academic and nonacademic journals.

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 designation and organization.

I Accept

Jeff Parker Superintendent National Trail Local School District October 25, 2013