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Adjusted Allocation: 0.00
Remaining: -2,706,893.00
The Erie County Consortium (ECC) of Schools (Perkins, Margaretta, Huron, and Edison) proposes to integrate a new "Apprentice Teacher" undergraduate preparation program in partnership with Bowling Green State University (BGSU) and the use of "Blended Learning" (BL) instructional methodologies to improve academic achievement and share resources for cost efficiencies. The collaborative effort has the following goals:- Provide individualized intervention and personal instruction to ECC elementary students utilizing "Apprentice Teachers" and "Intelligent Adaptive Software" to ensure passage of the 3rd Grade Guarantees and increase ECC students success rate on the Ohio Achievement Assessments; Increase overall effectiveness through the use of "Apprentice Teachers" to provide supervision; intervention, re-teaching, small group instruction, technology enhanced instruction and co-teaching; Increase cost effectiveness and expand course offerings through shared instructors countywide through a blended learning model at the secondary level; and provide a new model of preparing undergraduate students for the teaching and STEM-related professions through a four-year embedded "Apprentice Teacher" program in collaboration with ECC, BGSU, and BGSU-Firelands.

The team of leaders responsible for the implementation of this project consists of Erie County Consortium district superintendents and treasurers, Dr. William Balzer, the Dean of the BGSU College of Education and Human Development. Many of the team members have a long history of working together on previous projects to enhance educational opportunities in the Erie County area. Recent partnerships between Perkins and Margaretta schools have resulted in the sharing of preschool services, coordination of school psychologists to assist each other as needed, and a shared special education intervention specialist. BGSU, BGSU-Firelands, Perkins and Sandusky City School District are currently in the first year of a $7.28 million National Science Foundation grant to implement "Citizen Science" into the daily instruction at grades three through eight. Perkins has also contracted with BGSU for the evaluation of a recent "Blended Learning" project in partnership with Sandusky City Schools. BGSU leads the NWO-STEM initiative where Perkins plays a prominent role in supporting STEM education in the region. This history of working collaboratively will enable this project to be successful initially and sustained for the long term.

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 consortium partnership

11. Describe the innovative project.

The Erie County Consortium (ECC) project has three components: - a four-year embedded apprenticeship program for undergraduate education majors and STEM-related degrees from BGSU and BGSU-
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.

The "Apprentice Teacher" program combined with two distinct blended learning models targeted at personalization of instruction for students will provide ECC districts both increased academic achievement and cost reduction. The use of technology-powered blended learning classes, such as a cost-effective and egalitarian means to help greater numbers of young people accelerate their learning, graduate, and meet challenges in a competitive world. (Vander Art, T., 2013) With the support of "Apprentice Teachers" and BL methods, districts will provide more on-one intervention, small group re-teaching, assistance with project based learning, supervision of labs, before, during and after school tutoring, co-teaching support, expanded summer school opportunities and more. In addition, the use of technology will greatly expand and offer more personalized instruction to the classroom. Teachers will be able to offer students a unique form of learning that may provide them with more academic achievement and ultimately increase student academic achievement. By sharing BL instructors, ECC schools will provide more engaging instruction, and expand course variety to students in all participating districts. Also, by cooperating on future teacher hiring, the ECC will be able to attract the best teachers, especially, in specialized areas like Calculus or Physics, to share among the ECC schools. For all of these reasons, the proposed model has the potential to greatly enhance the academic achievement of students and redirect more district resources into the classroom setting. By having ten to eighteen additional young people in each of the ECC districts, instructors can focus on the academic student individual needs. Through the use of "Intelligent Adaptive Software" as part of instruction, individual teachers will gain daily data on student progress, strengths and weaknesses. By analyzing this data and using the "Apprentice Teachers" for support the classroom teachers can provide a more personalized and individualized education on a one-on-one basis with students who struggle or are gifted. Teachers will have the assistance of "Apprentice Teachers" or "On Call Teachers" on a regular basis to make sure each student is maintaining a certain grade level in the curriculum. Teachers will also have the ability to have an in-depth discussion with the "Apprentice Teachers" about the needs of their students. The "Apprentice Teachers" will be an integral part of the class in order to utilize the Adaptive Software to utilize the students' information to make sure the students are progressing at their own pace. This will help overall instructional support and individual personalized instruction. The Instructing Software, available on mobile iPads at the elementary level will assist students to progress at their own pace. Daily instruction will be extended to home through the use of iPads issued to students. Collaboration with parents on the home use of the iPad technology will help ensure that daily use is more effective. The new technology system will use the "Intelligent Adaptive Software" to provide personalized learning to students. Teachers with training in the use of this software will assist students to personalize their learning experience.

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

a. Enter a project budget
b. Upload the Straight A Financial Impact Template forecasting the expected changes to the five-year forecast resulting from implementation of this project. If applying as a consortia or partnership, please include the five-year forecasts of each school district, community school or STEM school member for review.

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

14. What is the total cost for implementing the innovative project? 2,706,893.00

* 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, RTfF money, local funding, foundation support, etc.), and provide details on the costs included in the budget (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.)

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

1,165,978.00 * Specific amount of new/recurring cost (annual cost after project is implemented)

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

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

1,462,500.00 * 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.)

17. Expenses for professional development for teachers:

- Teachers with training in the use of the "Intelligent Adaptive Software" will assist students to personalize their learning experience.
- Teachers will be able to offer students a unique form of learning that may provide them with more academic achievement and ultimately increase student academic achievement.
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 enable this to be calculated. If there are no new/recurring costs, explain in detail how this project will sustain itself beyond the life of the grant.

The recurring costs compared against expected cost savings from the project as described in questions 15 and 16 above, clearly shows the project can be self-sustaining from a financial perspective. The table below shows a comparison of the financial savings of the project.

<table>
<thead>
<tr>
<th>Description</th>
<th>Cost Before Project</th>
<th>Cost After Project</th>
<th>Savings</th>
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</thead>
<tbody>
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<tr>
<td>Total</td>
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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.

The ECC district and BGSU leaders have begun to plan for this initiative. ECC high school principals and guidance counselors will survey current high school students on their interest in taking a Blended Learning course in Business, Engineering, International Relations, or Architecture during the second semester. ECC students who do not have the history with 1-to-1 technology that students in Perkins have experienced. There may be some reluctance to experiment with a blended learning course heavily dependent upon technology without the historical success in using laptop technology extensively in daily instruction. The consortium plans to overcome this potential barrier by providing the same one-to-one technology to all students and teachers in ECC schools who participate in the program. The 1-to-1 technology will be supplemented with extensive professional development. This offer of “personal laptop” is also seen as an incentive to encourage teachers and students to participate in the program. Perkins has begun working with ECC school districts to ensure the appropriate technology infrastructure, wireless capability, student and staff equipment is ready for second semester. The Perkins lead technology network specialist and a network consultant will meet with all ECC schools to examine their network and wireless infrastructure to ensure full capability. Consultations with vendors will be necessary to ensure the installation of appropriate software. A plan of implementation will be developed.

Beginning, Tuesday, January 21, 2014 the program will be implemented. Vendors have promised the equipment and technology will be shipped by late December to ensure start up on time by mid-January. Technology personnel will unpack, set up, install and prepare all new equipment for a January training sessions. Teachers at Meadowlawn are also undergoing extensive preparation of the technology prior to the start of the school year. As new teachers are not familiar with the instructional change they are expected to make part of both initiatives. Fortunately, the Meadowlawn staff is eager to embrace the new iPads and have a history of actively engaging in professional growth. BGSU will work to recruit up to forty-eight undergraduate students to participate in the newly created “Apprentice Teacher” program by the start of second semester in early January. A small sub-committee of BGSU and ECC personnel will meet to establish appropriate policies and procedures to govern the “Apprentice Teacher” program in its initial year. The future calls for an Oversight Committee from all parties to ensure the continued success of the program. The biggest concern for the “Apprentice Teacher” program is the coordination between the two institutions and the availability of coursework needed by each undergraduate student. Because of similarity of courses needed in the first two years, the ECC and BGSU are confident the program can easily assimilate the needs with minimal conflict. During the last two years of preparation, students will likely have to spend time on BGSU’s main campus to obtain the more specialized training necessary for their specific degrees. Supportive transportation between BGSU and the ECC site will be needed to be considered. Perkins and ECC technology staff will train teachers and students to use the laptop technology on the fundamentals of the Macintosh computer and utilizing Google Docs or other software integrated into the blended learning courses. This training will take place during the first few weeks of January prior to the start of the new CLS courses.

D) IMPLEMENTATION - Timeline, communication and contingency planning

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

The teachers involved in the "Apprentice Teacher" and BGSU students are expected to focus their curriculum on the development and individualized learning through the use of technology. These teachers are expected to become leaders among their peers in the integration of technology to assist in the differentiation of instruction. Teachers actively engaged in the project will understand how to break whole group down into smaller sub-groups for re-teaching, intervention and enrichment through utilizing individualized data provided by the student work or through the data collected by the "Intelligent Adaptive Software" and the Apprenticeship program. BGSU undergraduates will work in dual roles as mentors and "teaching apprentices" to students in the first year. First, these teachers will become "Mentor Teachers" expected to support the growth and development of an "Apprentice Teacher" throughout the four years of their study to become a teacher. Like a skilled blacksmith, the Mentor teacher and mentors develop the "Apprentice Teacher" until they are ready for their own classroom. Secondly, the Mentor Teacher must become adept at utilizing the extra adult assistance to provide even more personalized instruction to his/her students. This extra help should enable the classroom to have more individual intervention, small group re-teaching, active enrichment activities around any whole group instruction planned for the class. This shared services model allows the ECC school districts to gain the advantages of consolidation/merger without the political costs and loss of student opportunities to participate in local school district extra-curricular activities and community events. Each school district keeps its own identity for its local community, but takes advantage of the pool of shared BL faculty to enrich the education for its local students. Each BL teacher will also undergo their specialized training necessary for their specific degree. Supportive transportation between BGSU and the ECC site will be needed to be considered. Perkins and ECC technology staff will train teachers and students to use the laptop technology. Teachers will participate in the program. Once Meadowlawn and Margaretta students are comfortable with the iPads and their professional introduction to the various "Intelligent Adaptive Software" and "Apprentice Teacher" teachers will become familiar with district technology personnel will conduct orientation sessions for the under graduate “Apprentice Teachers” on the technology issued: iPad and/or Macintosh Airbooks.

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

20. Describe the rationale, research or past success that supports the innovative project and its impact on student achievement, spending reduction in the five-year fiscal forecast or utilization of a greater share of resources in the classroom.

The most recent research on blended learning, by Tom Vander Ark and others indicates an effective blended learning model implemented appropriately can greatly personalize student learning while helping to lower over all costs of instruction. The blended learning model supported by a newly developed "Apprentice Teacher" model is yet to be studied, but simple logic should indicate the potential impact to the education system.
even more significant ability to individualize instruction for increased student academic success. By extending these two concepts to a county wide shared services model, the cost efficiencies inherent in blended learning and the "Apprentice Teacher" should multiply again. Local Erie County superintendents have bee under increasing pressure to operate more cost effectively, with an increasing percentage of the public at least open to the consolidation of school districts as a means to end what they understand the cost behind consolidation. As you ask the public whether they want to be "Pirates" or "Blue Streaks" the thought of a school merger or consolidation hits political roadblocks. Few community members want to willingly lose the identity of the school district in their community. The method proposed as part of this grant allows each district to slowly migrate instructional services into a shared model that meets their individual needs without giving up their local identity. Districts gain the benefits of shared services without the political and sometimes a financial risk of a school merger or consolidation. ECC is confident in their ability to make this happen and believes it to be a potential solution for schools and universities statewide. We have the successful history of a one-to-one laptop program at Perkins, cooperation on STEM initiatives with BGSU, and active involvement in educational research with BGSU on multiple National Science Foundation grants. Local districts within the consortium have ongoing cooperative shared staffing relationships (Margaretta & Perkins share special education teacher, Margaretta operates a preschool classroom for Perkins, etc.). Perkins is recognized as a national leader when it comes to the integration of technology into education (4 year Apple Technology School District of Promise), STEM, and blended learning. Their willingness to collaborate with other ECC school districts will help to enhance every school and help the entire Erie County area grow as a incubator of innovative educational methods.

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

Yes

22. If so, how?

The introduction of an "Apprentice Teacher" and/or blended learning model can be done in an integrated fashion or completely independent of each other. Neither one is dependent upon the other for success in helping kids and helping to lower costs. Combined they are a powerful tool to increase academic achievement while lowering costs at the same time. Any individual classroom, school, or district could reach out to their local university to start an informal "Apprentice Teacher" program one student at a time. By offering scholarships in return for the dedicated time of the student, both parties win. This process could start with one "Apprentice Teacher" and grow to a district wide initiative. Likewise, the "Intelligent Adaptive Software" can be utilized by one teacher in his/her classroom. The model does not require a buildingwide or even a grade level implementation. The incremental approach could very well replicate the concepts in this grant beyond Erie County. The Blended Learning model offers the same ability to incrementally convert courses to a blended environment as teachers and content are ready. Teachers could begin with the conversion of a single blended learning course as a model to their peers. Each piece, "Apprentice Teachers", blended learning courses at the high school, or "Intelligent Adaptive Software" can start small and grow as the needs of the district grow and the success is documented. Small investments can encourage a gradual growth in the various components of this program without the need for a significant cash infusion to begin. Partnerships can strengthen each component of the grant and strengthen the relationships between the individual grant components as well as the partners. Growth of each component can develop naturally within each partner regardless of implementation by others. The strength is in the partnership to support each other. The individual benefit to each district will be proportional to the effort and active engagement given by district leaders, teachers, and support personnel.

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

First, the lasting value is documented improved instruction for students which is more personalized and individualized. Innovative instructional practices that also take advantage of technology to personalize instruction in an effective manner can be ignored by local school districts. The ECC will be at the forefront of maximizing the return on the investment in technology and professional development. This ECC partnership with BGSU is truly a win-win-win-win environment. The ECC schools gain additional adults to assist with the instruction of their students. Districts gain support for the most at-risk student to the highly gifted. Students attending ECC schools win, by being provided an expanded curriculum from the most highly selected and talented teachers in the future. Undergraduate students win through opportunities to collaborate and invaluable experience inside the school throughout their four years of teacher preparation. And finally, BGSU wins by introducing a new model to better prepare their students for the education jobs of the future. BGSU also benefits from the significant scholarship money available to attract the highest quality education students for the future. These are true symbiotic relationships that will remain together through thick and thin. Perkins hopes to gain even further in the near future. A new 7-12 school building is being designed around this concept of "Apprentice Teachers" and blended learning. A collaboration zone is designed into each wing of the building to support the positive collaboration among teachers, students, and BGSU faculty and students. These collaboration zones are designed to enhance students working together in a variety of configurations as part of the new Perkins model. "Apprentice Teachers" are stationed within the "Collaboration Zones" to supervise, assist individual students, co-teach a lesson, and assist with problem-based projects. Offices for teachers and their apprentices are designed within easy sight and support of the "Collaboration Zones" to ensure the integrative collaborative teaching environment envisioned. Overall, fewer classrooms are needed in this model as teachers own their "office" not their classroom. This allows the overall structure to be designed with less square footage contributing to the ongoing cost savings inherent in the model. We believe this is not only a instructional and collaborative model for teaching in the future, we believe it also may contribute to rethinking of interior space within an educational structure to maximize flexible instructional space.

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.

Short-term Benchmarks a. Increase in number of students taking BL classes throughout Consortium annually. b. Increase in the number of teachers prepared to teach BL classes. c. Increase in technology use, proficiency, and attitudes among participating, students and teachers. d. Comparable course achievement between traditional and BL classes. Long-term Benchmarks a. Achievement scores in Reading & Math b. Targeted at closing gaps in Special Education, Economic Disadvantaged, Multi-racial and African-American students c. Increase in performance index score you may want to describe these better. d. Increase in BL courses. e. Increase in Map scores f. Decrease in need for remediation and special education services above 5th grade

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 Center of Assessment and Evaluation Services (CAES) at Bowling Green State University will implement a mixed methods explanatory design to evaluate the objectives and outcomes of the proposed program. The Blended Learning Model will be evaluated using a quasi-experimental pre/post control group design with qualitative data to support quantitative findings. The one-to-one iPad program will be evaluated using quasi-experimental pre/post design with qualitative data to support quantitative findings. CAES will utilize a team of researchers to collect the following types of data: 1. Pre/post survey data will evaluate growth in: a. Teacher and student technology and blended learning pedagogy proficiency, attitudes, and comfort/anxiety among Blended Course participants. b. Teacher and student technology proficiency, use, behaviors, barriers and attitudes among iPad participants. All presurveys will be administered. c. Impact on student learning behaviors (both iPad and BL participants). d. Activity and effectiveness of Apprentice Teachers. 2. Observation data will evaluate: a. Effectiveness of blended learning course design. b. Activity and effectiveness of Apprentice Teachers. c. Effective classroom integration of iPads. d. District data (Short term) e. Enrollment and course achievement in BL courses. f. Achievement (grade) comparison of students taking BL vs. Traditional courses. g. District data (Long term) h. Achievement data to assess gains in: Reading & Math, performance index score, AMO, and Maps scores. i. ODE Report Card data to assess closing gaps in Special Education, Economic Disadvantaged, Multi-racial and African-American students. j. Achievement data and district records to assess the decrease in need for remediation and special education services above 5th grade. CAES will submit a Formative Evaluation Report in mid-March to Triad leaders. This report will summarize initial implementation activities, observations, and pre survey results. Based upon these results, Consortium districts may modify program plans. Such modifications may include: adjusting the scale of district participation rate for the BL program, adjusting distribution of iPads, increasing professional development for participating teachers, providing more support to Apprentice Teachers, providing more technical support to iPad participants.

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 the 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.

* I Accept* – James P. Gunner, Superintendent, Perkins Local School District, 10/21/13