

Budget

Perkins Local (046813) - Erie County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (100)

U.S.A.S. Fund #:

[Plus/Minus Sheet \(opens new window\)](#)

Purpose Code	Object Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction		228,656.00	60,716.00	206,398.00	133,241.00	851,828.00	0.00	1,480,839.00
Support Services		78,000.00	0.00	230,004.00	3,900.00	46,422.00	0.00	358,326.00
Governance/Admin		150,955.00	40,033.00	0.00	0.00	0.00	0.00	190,988.00
Prof Development		108,218.00	58,740.00	73,500.00	0.00	0.00	0.00	240,458.00
Family/Community		0.00	0.00	85,540.00	0.00	0.00	0.00	85,540.00
Safety		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities		0.00	0.00	40,000.00	0.00	262,742.00	0.00	302,742.00
Transportation		0.00	0.00	48,000.00	0.00	0.00	0.00	48,000.00
Total		565,829.00	159,489.00	683,442.00	137,141.00	1,160,992.00	0.00	2,706,893.00
Adjusted Allocation								0.00
Remaining								-2,706,893.00

Application

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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:Enhancing academic achievement through an undergraduate "Apprentice Teachers" program supporting personalized learning.

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

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 individualize intervention and personal instruction to ECC elementary students utilizing "Apprentice Teachers" and "Intelligent Adaptive Software" to ensure passage of the 3rd Grade Guarantee 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.

6688 3. Total Students Impacted:

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

First Name, last Name of contact for lead applicant: James Gunner

Organizational name of lead applicant: Perkins Local School District

Unique Identifier (IRN/Fed Tax ID): 046813

Address of lead applicant: 3714 Campbell Street, Suite B, Sandusky, Ohio 44870

Phone Number of lead applicant: (419) 625-0484

Email Address of lead applicant: jgunner@perkinsschools.org

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

First Name, last Name of contact for secondary applicant: Thomas Roth

Organizational name of secondary applicant: Edison Local School District

Unique Identifier (IRN/Fed Tax ID): 046789

Address of secondary applicant: 140 S. Main Street, Milan, Ohio 44846

Phone number of secondary applicant: (419) 499-3000

Email address of secondary applicant: troth@edisonchargers.org

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.

Ed Kurt, Margaretta Local School District, 046805, 305 S. Washington Street, Castalia, Ohio 44824, (419) 684-5322, ekurt@margaretta.k12.oh.usDennis Muratori, Huron City School District, 044131, 712 Cleveland Rd. E, Huron, Ohio 44839, (419) 433-1234, dmuratori@huronhs.com Dr. William Balzer, Dean - Bowling Green State University - Firelands Campus, One University Drive, Huron, Ohio 44839, (419) 433-5560, wbalzer@bgsu.edu Dr. Brad Colwell, Bowling Green State University, Dean - College of Education and Human Development, Bowling Green State University, 444 Education Building, Bowling Green, Ohio 43403, (419) 372-7403, bcolwell@bgsu.eduMichael Y. Ogawa, Ph.D., Vice President for Research & Economic Development, BGSU, 106 University Hall, Bowling Green, Ohio 43403, (419) 372-2481, ospr@bgsu.edu

7. Partnership and consortia agreements and letters of support: - (Click on the link below to upload necessary documents).

* Letters of support are for districts in academic or fiscal distress only. If school or district is in academic or fiscal distress and has a commission assigned, please include a resolution from the commission in support of the project.

* If a partnership or consortium will be established, please include the signed Straight A Description of Nature of Partnership or Description of Nature of Consortium Agreement.

[UploadGrantApplicationAttachment.aspx](#)

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.

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-Firelands campus and Vice President, Faculty Affairs and Strategic Initiatives BGSU, Dr. Brad Colwell, the Dean of BGSU College of Education and Human Development. This group will establish the collaborative policies and procedures to share instructional staff and undergraduate "Apprentice Teachers" across districts to integrate a blended learning model throughout the curriculum. Dr. James Gunner, Perkins Superintendent will take the lead in coordination and organization of this leadership group as necessary. Dr. Gunner has experience in the implementation of one-to-one technology programs as well as blended learning courses at the secondary level. All four superintendents have a long history of cooperation and collaboration between the districts and with BGSU College of Education. Curriculum specialists, High School principals and guidance counselors from the four districts will also play an integral role in scheduling of shared blended learning courses at the high school level. Extensive collaboration and cooperation between the high schools will be essential to maximize the blended learning model. The Perkins technology department will take the lead in coordinating technology resources needed for the project. As appropriate Perkins technology staff will work with ECC districts to provide any technical support as needed. Perkins has three full time technicians with expertise in networking, certification for on-site warranty laptop repairs, and overall management of technology in education. Perkins will also provide a technology integration specialist to work with teachers throughout the project to better instruct in a blended learning model, or to increase the number of courses converted to the blended learning model for the future. 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 consortia 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-

Firelands; - a blended learning (BL) pilot using "Intelligent Adaptive Software" at the elementary level focused on the 3rd Grade Guarantee; and - the expansion of a Perkins BL model at the secondary level to ECC schools. The combination of BL instruction and support from "Apprentice Teachers" is expected to assist ECC schools and BGSU reach the goals as listed in the Executive Summary. In our model, ECC schools would offer scholarships to attract the best education and STEM candidates to apprentice within ECC schools for four years as part of their undergraduate study program. "Apprentice Teachers" may begin with simple supervision of students. This initial experience would expand to provide intervention to individual students, re-teaching of concepts to small groups, assistance with project based learning assignments, technology support, assistance for online lessons, analysis of student data, and finally co-teaching lessons. "Apprentice Teachers" would work at all grade levels but target support for the 3rd Grade Guarantee, STEM related project learning, and the BL model at the secondary level. The undergraduate students will provide hands-on experiences that support student learning and assist classroom instructors, while ultimately leading to their development as more highly prepared future teachers and/or effective communicators in other chosen professions. Perkins implemented BL at the secondary level as part of an ETeach Ohio grant. In this model students attend class two days a week and receive technology driven instruction otherwise. Online activities include viewing segmented pieces of digitized lectures, reinforcement activities, reading third party material online, viewing videos, simulations, and recreations online, responding to a classroom blog, interacting with peers in discussion groups, or taking an online quiz. Perkins expanded this BL model to six classes (College Chemistry, Honors Biology, International Relations, Architecture, Engineering, and Health) from the first year focus on Health instruction. The Straight A Grant will permit Perkins to further expand BL to the ECC in two ways. First, Perkins would share Perkins teachers and BL courses with other districts during second semester and summer school sessions of the 2013-14 school year. Secondly, Perkins staff would train ECC teachers to create their own BL courses in preparation for a countywide BL course expansion in 2014-15. Perkins intends on extending the BL concept to Meadowlawn Elementary through the use of "Intelligent Adaptive Learning". "Intelligent Adaptive Learning" utilizes "the next generation education technology that enables new learning experiences, adjusts path and pace to stay within the child's zone of optimized learning to accelerate understanding and critical thinking. The system also provides formative and summative data to the student's teacher to enable a more personalized experience in the classroom". (Vander Ark, T., 2013) By incorporating this intelligent adaptive software into the daily instruction in reading and mathematics at the elementary level, Perkins expects to see student growth and success on the 3rd Grade Guarantee. The introduction of intelligent adaptive software coupled with the availability of "Apprentice Teachers" to personalize and individualize instruction will multiply our ability to ensure academic growth from all students. Classroom instruction will become a blend of direct teacher led instruction, personalized online learning through the "Intelligent Adaptive Software", and individualized and small group intervention from both the classroom teacher and "Apprentice Teacher" program.

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 reductions. "The use of technology-powered Blended Learning (BL) holds great promise 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 Ark, T., 2013) With the support of "Apprentice Teachers" and BL methods, district teachers will provide more one-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 overall increased assistance to individualize and personalize student learning at every level. These instructional strategies will help to decrease student-teacher ratios, increase individual attention, 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 adults in each of the ECC districts, instructors can focus on students 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 for each student. Students who struggle on a concept can be grouped with similar students for re-teaching by either the "Apprentice" or regular classroom teacher. This one-on-one targeted help will increase student success and overall achievement. Intelligent Adaptive Software, accessible on mobile iPads at the elementary level will assist students to progress at their own pace. Daily instruction can 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 to ensure daily use by students to strengthen instructional skills taught in the classroom. Teachers can utilize data collected from students' evening use of the Intelligent Adaptive Software to establish small groups for re-teaching of concepts the next day. While the classroom teacher is providing intervention to a small group of students, the "Apprentice Teacher" can be monitoring or teaching a large group concept. Having the assistance of the "Apprentice Teacher" and the data from the "Intelligent Adaptive Software" will allow the regular classroom teacher to better direct more individualized instruction as necessary. To encourage and support this program, the ECC envisions a cohort of "Apprentice Teachers" working together in a district for up to twenty hours per week. BGSU would offer college coursework either on days and or hours not assigned to the school district. Courses could be held on-site, at BGSU-Firelands, or at BGSU's main campus as necessary for the undergraduate students. To encourage the prospective teachers and STEM related majors from BGSU to participate in this new model, the ECC would provide educational scholarships up to the full cost of BGSU instructional fees for each semester of internship. The annual cost for these scholarships would range from approximately \$6,000 - \$9,100 depending on whether the BGSU-Firelands fees or main campus fee structure is used.

C) SUSTAINABILITY - Planning for ongoing funding of the project, cost breakdown

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

a. Enter a project budget

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

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

N/A

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

2,706,893.00 * 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, RttT 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.)

A detailed budget spreadsheet (PerkinsECCStraightAFundBudget.xlsx) has been uploaded as an additional document. Personnel costs associated with this grant are to pay for the following items: - scholarships to the "Apprentice Teachers" - Stipends for Mentor Teachers to work with "Apprentice Teachers" throughout the year - Stipends for teachers to create Blended Learning courses and Summer Professional Development & Summer Intervention - Salary for Perkins staff who are released to support BL in other districts, or to teach BL classes in other ECC districts - Substitute costs for professional development of teachers - Administrative costs to manage and provide oversight for the grant Benefits listed in the budget will pay for the following items: - STRS, Medicare, and Workman's Compensation costs for stipend salary paid to teachers as listed above. - Share of all benefits costs for shared teachers and technology support to ECC schools, and administrative oversight Purchased Services in the budget will pay for the following items: - Undergraduate scholarships for "Apprentice Teachers" - Specialized training for Reading Intervention for all "Apprentice Teachers" - Contract with TRECA to provide professional development on the use of the iPad with "Intelligent Adaptive Software", interpretation of data provided by software, and instructional changes to incorporate data into more personalized learning for students. - Training to certify two existing technology technicians for onsite repair of Macintosh Laptops and iPad technology - Registration for teachers and "Apprentice Teachers" to attend a national conference to be offered in Sandusky, Ohio focused on the ECC consortium models of blended learning at both the secondary and elementary level. Some consortium members will be presenters at the conference. Conference to be hosted and scheduled by Mr. Jack Berckemeyer, a national consultant on innovative educational programs who has worked with Perkins for the past five years. - A four-year longitudinal research study conducted by BGSU's Center for Assessment and Evaluation Services. Costs in the budget for Supplies are the following: - "Intelligent Adaptive Software" targeted at Reading and Mathematics - Optional 'Apps' for individual Teachers to target Reading and Mathematics intervention, daily instruction, and enrichment. - Carrying Cases to protect iPad minis - Upgrade to network software that allows monitoring of mobile devices on district network - General instructional supplies necessary for Blended Learning courses being created by teachers for the future. Capital Expenses listed in the budget are the following: - Laptop computers for "Apprentice Teachers", students in ECC schools involved in BL classes, and teachers teaching or creating BL classes. In Perkins, laptops are only needed for "Apprentice Teachers" as a previous one-to-one laptop program has issued laptops to all students and teachers in grades 6-12. - Appropriate carrying cases, extended warranty, a "dongles" for connectivity to projection devices are also included. - iPad Minis (Perkins) or iPads (Margaretta) for elementary classrooms in grades three through five. iPads will be issued to all students, staff, and "Apprentice Teachers". Appropriate carrying cases, extended warranty, and "dongles" will be provided to each district as well. - iPad storage carts for recharging and storage when not in use by students are provided for each district. - Three districts (Perkins, Margaretta and Huron) require an increase in wireless access points, wiring to these AP, and wireless management services to appropriately handle the increased load of the suggested iPads and/or Laptops.

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 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.

Perkins Local School District can expect the following recurring costs: Perkins Description Qty Cost per Item Annual Cost Scholarships for "Apprentice Teachers" 18 \$9,096 \$163,728 Stipend for Mentor Teachers 18 \$2,000 \$36,000 iPads (Replaced Every 4 Years) 658 \$140 \$92,120 Apple Care for iPads 658 \$25 \$16,450 Wireless Cellular Connectivity 658 \$130 \$85,540 Development of BL Courses 10 \$4,000 \$40,000 Professional Development for Teachers 138 \$300 \$41,400 Annual Cost for BGSU Research 1 \$30,000 \$30,000 Transportation costs for "Apprentice Teachers" 1 \$24,000 \$24,000 Perkins Total Annual Recurring Cost \$529,238 The ECC schools would require the following recurring costs: ECC Description Qty Cost per Item Annual Cost Scholarships for "Apprentice Teachers" 10 \$9,096 \$90,960 Stipend for Mentor Teachers 10 \$2,000 \$20,000 Laptops and/or iPads (Replaced 4 Years) 90 \$288 \$25,920 Apple Care for Laptops 90 \$46 \$4,140 Development of BL Courses 5 \$4,000 \$20,000 Professional Development for Teachers 40 \$300 \$12,000 ECC Schools Total Annual Recurring Cost (Each School) \$173,020 BGSU would not have any recurring costs. All contributions from BGSU would be in-kind contributions by reallocating existing personnel to cover appropriate supervisory responsibilities of the program.

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.)

Perkins Local School District can expect the following cost savings or revenue: Perkins Description Qty Cost per Item Annual Cost: Reduction in Teaching Staff 4 \$85,000 \$340,000 Revenue for Sharing Teachers w/ ECC 2 \$85,000 \$170,000 Reduction in Paraprofessional positions 4 \$25,000 \$100,000 Reduction in Substitute Costs 1 \$35,000 \$35,000 Not Hiring Math Intervention Specialists 2 \$85,000 \$170,000 Annual Reduction in Textbook Purchases 1 \$100,000 \$100,000 Perkins Anticipated Annual Cost Savings \$915,000 ECC School Districts can expect the following cost savings or revenue: ECC

Description Qty Cost per Item Annual Cost Reduction in Teaching Staff 1 \$85,000 \$85,000 Revenue for Sharing Teachers w/ ECC .5 \$85,000 \$42,500 Reduction in Substitute Teachers/Paras 1 \$15,000 \$15,000 Annual Reduction in Textbook Purchases 1 \$40,000 \$40,000 ECC Anticipated Annual Cost Savings (Each School) \$182,500 BGSU would expect the program to be cost neutral for their institution. Significant savings are possible in the implementation of blended learning within Perkins and between ECC districts. The BL model permits teachers to either teach more courses, or to teach the same number of courses with students in smaller groups for more personalization. For example, a BL teacher could teach two classes during the same period, one on Mondays and Wednesdays, the other on Tuesday and Thursdays. In Perkins second year of blended learning instruction a reduction of four teacher positions (Mathematics, Social Studies, 1/2 Science, 1/2 English, Health/PE) was achieved at our high school alone. When considering our average teacher compensation package is \$85,000, this reduction of staff saved approximately \$340,000 annually. If ECC schools embrace BL through the shared staff model, Perkins anticipates at least another two FTE in personnel cost savings by sharing teachers with other districts that are currently paid full time by Perkins (i.e. Engineering, Business, Chinese and Technology). This cost savings would amount to another \$170,000 annually. The "Apprentice teachers" model offers saving possibilities as well. This year alone Perkins expects to spend \$100,000 for paraprofessionals to monitor study halls at the high school. Substitute teachers will cost the district another \$35,000+ at the high school level. If part of the apprentice teachers' responsibilities were to monitor students during these non-instructional times the need for study hall monitors or substitute teachers will be greatly reduced. Over \$135,000 in non-instructional costs can be reinvested in the apprentice teacher program. Perkins was considering the introduction of Math Specialists at the elementary level to address significant deficiencies in our student test scores. The anticipated cost for two specialists to provide math intervention was expected to be \$170,000. As secondary courses are converted to BL, the electronic resources embedded in the instructional model replace traditional textbooks. As BL models prove effective, textbook expenditures would be reduced by as much as \$200,000 annually.

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.

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 there is an annual financial benefit to all of the consortium members. Perkins ECC Annual Total Savings \$915,000 \$182,500 Annual Total Costs \$529,238 \$173,020 Potential Annual Savings for Reinvestment \$385,762 \$9,480 But, the incentive to continue the ECC and "Teacher Apprentice" program is much deeper than the potential financial rewards for each consortium member. There is a long history of Erie County Schools working closely together to assist each district in a collaborative atmosphere. Recent extensive partnerships with BGSU through several National Science Foundation grants, the STEM network at BGSU, and the fact that many of the ECC schools recruit teachers heavily from BGSU have strengthened our ties together. We believe the new "Apprentice Teacher" model may prove to be an effective partnership that is replicated by BGSU around the state, as well as duplicated by other universities in the future. All of these intertwining relationships, plus the financial gain, and the fact we hope to hire the "best" new teachers from this program will keep the consortium intact for the foreseeable future.

D) IMPLEMENTATION - Timeline, communication and contingency planning

18. Fill in the appropriate dates and an explanation of the timeline for the successful implementation of this project. In each explanation, be sure to briefly describe the largest barriers that could derail your concept or timeline for implementation and your plan to proactively mitigate such barriers. In addition, the narrative should list the stakeholders that will be engaged during that stage of the project and describe the communication that occurred as the application was developed.

Describe the ongoing communication plan with the stakeholders as the project is implemented. (Stakeholders can include parents, community leaders, foundation support and businesses, as well as educational personnel in the affected entities.)

* Proposal Timeline Dates

Plan (MM/DD/YYYY): 12/15/2013

* Narrative explanation

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 class in Health, Engineering, International Relations, or Architecture during the second semester. ECC students do not have the history with 1-to-1 technology that students in Perkins have experienced. There may be some initial reluctance to experience a blended learning course heavily dependent upon technology without this 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. This 1-to-1 technology will be supplemented with extensive professional development. This offer of a "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 district 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 have begun for purchase of appropriate student, BGSU undergraduate, and teacher laptop technology. A plan for the iPad initiative at Meadowlawn and Margaretta is under construction. These plans will be ready to implement immediately upon approval of the grant. 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 training and support for a NSF grant called iEvolve with BGSU. We must be careful to plan and coordinate training to ensure these teachers are not overwhelmed with the flurry of instructional change they are expected to make as part of both initiatives. Fortunately, the Meadowlawn staff is eager to embrace the new iPad technology 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 onsite apprentice program 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. Supporting transportation between BGSU and the ECC site will need to be considered. Perkins and ECC technology staff will train teachers and students new to 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 BL courses.

Implement (MM/DD/YYYY): 01/21/2014

* Narrative explanation

Beginning, Tuesday, January 21, 2014 the program will be implemented. Perkins will offer new secondary blended learning courses at other ECC schools as dictated by student interest. Perkins staff will conduct training courses for the undergraduate "Apprentice Teachers" on the technology issued: iPad and/or Macintosh Airbooks. Technology staff will continue training of students, staff, and BGSU undergraduates as necessary throughout the semester to ensure success in the blended learning courses, as well as appropriate intervention support if not directly involved in the BL courses. BGSU "Apprentice Teachers" will be introduced to the mentor teacher from the assigned ECC school. This ECC mentor will assist the "Apprentice Teacher" become familiar with district rules, regulations, and procedures. The "Apprentice Teacher" will immediately be put to work in a supervisory role with students. As the local mentor teacher documents the readiness of the "Apprentice Teacher" additional tasks will be added to the daily expectations. Depending on the expertise and experience of these first "Apprentice Teachers" full co-teaching may develop as the final preparation for teaching in their own classroom. Once Meadowlawn and Margaretta teachers are comfortable with the iPads and their professional introduction to the various "Intelligent Adaptive Software" provided they will implement in their individual classrooms. Each teacher will begin implementation at their own pace, but with at least one application introduced to the students in their class by the start of third quarter.

Summative evaluation (MM/DD/YYYY): 06/30/2014

* Narrative explanation

Evaluation Activities: CAES will conduct observations as the beginning (January) and end (May) of implementation. Classroom observations will include debriefing interviews with appropriate teachers. Write formative evaluation report and submit to project leaders (March). Administer all post surveys in May. Evaluate: 5/15/2014 - 6/30/14 Analyze all pre/post survey data and observation data. Collect and analyze district data. Write final report.

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

Teachers involved in the "Apprentice Teacher" and BL project are expected to focus on more personalized 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 instruction down into smaller sub-groups for re-teaching, intervention and enrichment based upon individualized data provided by the student work or through the data collected by the "Intelligent Adaptive Software" and the "Apprentice Teachers". Teachers will serve dual roles when it comes to the "Apprentice Teacher" program. 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 molds and develops the "Apprentice" 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 teacher to plan 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. All schools should be able to broaden their curricular offerings without adding significant costs to their individual programs. One consideration the ECC consortium has discussed might serve as an example of the long-range possibilities. Consider the implementation of a countywide orchestra program that no district could afford alone. This is but one example of the expansion of curricular offerings in a cost effective manner for the ECC school districts.

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.

The most recent research on blended learning, by Tom Vander Ark and others indicates an effective blended learning model implemented appropriately can achieve greater personalization of 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

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 been 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 superintendents, we understand the politics 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 real headaches of a full consolidation or merger. The ECC is confident in its ability to make the proposed model a success in Erie County and more importantly 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 an incubator of innovative educational methods.

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

Yes

No

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 interrelationships 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 a cost effective manner cannot 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 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 financial assistance for their education 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 an 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 AMO 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 designs 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: ? Pre/post survey data will evaluate growth in: o Teacher and student technology and blended learning pedagogy proficiency, attitudes, and comfort/anxiety among Blended Course participants. o Teacher and student technology proficiency, use, behaviors, barriers and attitudes among iPad participants. All presurveys will be administered. o Impact on student learning behaviors (both iPad and BL participants). o Activity and effectiveness of Apprentice Teachers. ? Observation data will evaluate: o Effectiveness of blended learning course design. o Activity and effectiveness of Apprentice Teachers. o Effective classroom integration of iPads. ? District data (Short term) o Enrollment and course achievement in BL courses. o Achievement (grade) comparison of students taking BL vs. Traditional courses. ? District data (Long term) o Achievement data to assess gains in: Reading & Math, performance index score, AMO, and Maps scores. o ODE Report Card data to assess closing gaps in Special Education, Economic Disadvantaged, Multi-racial and African-American students. o 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 Project 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 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