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Adjusted Allocation: 0.00
Remaining: -7,615,510.00
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: Mid Ohio Driving Student Achievement

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.

Eight Local Education Associations (LEAs) in the Mid-Ohio region have joined to provide students 1:1 technology to enable the use of personal learning plans that track achievement, highlight success and document career exploration. Through an intense teacher-leader professional learning program we will prepare teachers to assist students in managing their own learning through a cloud-based Personal Learning Plan (PLP) while building a foundation for project-based/problem-based learning in coming years. This first step to instructional change in the classroom will see professional learning delivered, online, blended and face-to-face to model high quality instruction.

3. Local Impact: Describe the local impact of your project.

4. Lead applicant primary contact - Provide the following information:
   First Name, Last Name of applicant: Linda T. Keller, Superintendent or Cheryl Cronbaugh, Director of Education
   Organizational name of lead applicant: Pioneer Career and Technology Center (1000 students and 98 staff)
   Unique Identifier (RN/Fed Tax ID): 051417
   Address of lead applicant: 27 Ryan Rd, Shelby, Ohio 44875
   Phone Number of lead applicant: 419-347-7744
   Email Address of lead applicant: cannon.glenna@pctc.k12.oh.us

5. Secondary applicant contact - Provide the following information, if applicable:
   First Name, Last Name of contact for secondary applicant: Tim Tarvin, Superintendent or Paul Walker, Assistant Superintendent
   Organizational name of secondary applicant: Shelby City Schools (1700 students and 105 staff)
   Unique Identifier (RN/Fed Tax ID): 044776
   Address of secondary applicant: 25 High School Avenue, Shelby, OH 44875
   Phone number of secondary applicant: 419-347-3586
   Email address of secondary applicant: tarvin.tim@shelbyk12.org or walker.paul@shelbyk12.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 (RN/Fed Tax ID), Address, Phone Number, Email Address of Contact for All Secondary Applicants in the box below.

   Buckeye-Central Local Schools - 046508 (600 students and 44 staff) Tara Meyenrick, Superintendent 938 S. Ritter Street, New Washington, OH 44454 Phone: 1-419-492-2862 Fax: 1-419-492-2039 tpmeyenrick@civicpartnerships.org
   Highland Local Schools - 048801 (400 students and 19 staff) Bill Dodds, Superintendent P.O. Box 98, Spa, OH 43330 Phone: 1-419-768-2206 Fax: 1-419-768-3115 sb_d@highland.k12.oh.us
   Mansfield City Schools - 044019 (733 students and 99 staff) Brian Garverick, Superintendent or Betsy Alexander, Director of State and Federal Programs P.O. Box 1448, Mansfield, OH 44901 (856 W. Cook Rd.) Phone: 1-419-525-6400 Fax: 1-419-525-6415 bgarverick@mansfield.k12.oh.us or balxander@mansfield.k12.oh.us
   Northmor Local Schools - 048819 (761 students and 44 staff) Brent Winand, Superintendent or Diane Ervin, Educational Consultant 5247 Co. Road 29, Galion, OH 44833 Phone: 1-419-846-8861 Fax: 1-419-846-8856 winand.brent@northmor.k12.oh.us or ervin.diane@northmor.k12.oh.us
   Plymouth-Shiloh Local Schools - 049460 (880 students and 66 staff) Jim Mecalf, Superintendent 365 Sandusky Avenue, Plymouth, OH 44865 Phone: 1-419-687-4733 Fax: 1-419-687-1541 mmecalf.jim@plymouth.k12.oh.us

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 eight LEA partners exhibit several unique innovations. Buckeye-Central one of the first to utilize effectively their Video-Distance equipment. They are in their first full year of implementing Google for Education with a Google Certified trainer on staff, is part of the Third Grade guarantee Grant focused on K-2 students learning to read, and has implemented Senior Seminar (4-part senior project) as a graduation requirement. The superintendent at Buckeye-Central has experience with online schools and will serve as a valuable resource to the other district leaders. Highland Local built their new building with a focus on the physical structure for blended learning, his district already shares their high-quality curriculum consultant with Mid-Ohio ESC with a vision for collaboration across districts. Lucas Local, a small district shares a treasurer and has a part-time superintendent making wise use of funds. The Lucas superintendent has experience with developing for profit programs in his past district and is currently the part-time director of the P-16 Council which will assist Mansfield and Springfield Learning Center highly recognized for their innovation in fiscal responsibility and student engagement in STEM experiences. An administrator in their district, Betsy Alexander brings her grant management skills to our group. Mid-Ohio ESC is a leader among ESCs by supporting the Race To The Top Central district leaders and having a large population of Race to The Top districts. Mid-Ohio ESC runs the annual Ohio Moodle Moot for users in K12 and higher ed. This ESC was one of the first to seek to implement the Quality Matters Rubric in our districts to raise awareness of high quality inline content but to also think toward the future of a blended environment for learning. Mid-Ohio ESC works closely with each of its districts and CTE and has managed other consortium grants. The Director of Education, Cheryl Cronbaugh, will provide the coordination of this grant across the districts. Northmor Local, a highly rural district, is part of a seven district Third Grade Guarantee Grant, implementing a balanced literacy approach regionally, meeting the literacy development needs of children in grades K-2. The Education Consultant, Diane Ervin, brings her experience from her former district in managing a major innovative instruction change for teachers. Her strength with the Common Core provides the balance we need on our team. Plymouth-Shiloh Local sent a large cadre of lead teachers to Google Certification Training to prepare staff for the rollout of Google for Education being one of the early adopters in the region. The superintendent, Jim Mecalf, has a vision for where he wants his district to go and will help lead this team of districts in bringing their vision to fruition. Shelby City has been a New Tech Network District implementing the innovation grant from Race to the Top. This program emphasized project-based learning and teacher collaboration at the school high level while working in a cloud based environment. Shelby's Assistant Superintendent, Paul Walker, will help us prepare for our next phase of Project-Based Learning after a successful experience with the New tech Network. Pioneer Career and Technology Center (PCTC) is the career center for fourteen (14) city, exempted village and local school districts. Pioneer was one of thirteen (13) schools in the state to first adopt the High School's that Work model, a school improvement initiative and was named a Pacesetter site from 2006 - 2015. In partnership with North Central State College they have two (2) programs, College New Engineering and College New Business Administration that allows students to earn their associate degree while earning high school credit.

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

UploadGrantApplicationAttachment.aspx
Implementing the Cloud-Based Learning System: Enhancing Scale-Up

11. Describe the innovative project.

Eight Mid-Ohio LEA's will collaborate to purchase individual student technology that enables access to cloud-based student Personal Learning Plan (PLP) software, preparing them for online testing and setting the stage for a long-range project-based learning environment. Each district has determined the grade levels to introduce the 1:1 technology and the educators support the initiatives in this grant. Through the implementation of the cloud-based PLP which includes a learning management system (LMS), students will develop a portfolio of exemplary work, create a career exploration folio, blog and track personal achievement data to drive their learning choices. LMS will also prepare students for college and career readiness. In the first phase of the teacher leaders coaching and classroom management instructors will begin to introduce the 1:1 devices in their classrooms in late spring and set the bar for intense training offered to the remaining educators in the grant. This innovation team will expand the culture and commitment of the PLP by providing professional development evenings, Saturdays or a summer boot camp. Educators will be expected to implement Common Core Standards, especially college/career readiness goals. Through the podcast teacher leaders provide coaching for sharing of best practice methods, the district will have a fully implemented plan that can serve as a roadmap of innovative learning and training that is impacting the number of students graduating Career/College ready. The emerging and career folio to reflect increased achievement. An important component of College/Career Readiness is student empowerment in the design and implementation of a career plan. The rigorous students' critical thinking, problem solving and written communication skills. Implementation of the PLP expects students to begin to take ownership of learning and the following year expect the portfolio to reflect increased achievement. An important component of College/Career Readiness is student empowerment in the design and implementation of a career plan. The rigorous students' critical thinking, problem solving and written communication skills.

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.

By February 2014 twenty teachers will be trained to implement the PLP in their classrooms. This cadre of teacher leaders will work with MOESC trainers to build capacity for the use of PLP's in 25% more district classrooms by May 2014. The student achievement goals will be met through the implementation of the Personal Learning Plan (PLP). Students taking ownership of learning, tracking personal data and demonstrating learning through project-based responsibilities will be assessed in students' critical thinking, problem solving and written communication skills. Implementation of the PLP expects students to begin to take ownership of learning and the following year expect the portfolio and career folio to reflect increased achievement. An important component of College/Career Readiness is student empowerment in the design and implementation of a career plan. The rigorous students' critical thinking, problem solving and written communication skills. Implementation of the PLP expects students to begin to take ownership of learning and the following year expect the portfolio and career folio to reflect increased achievement. An important component of College/Career Readiness is student empowerment in the design and implementation of a career plan. The rigorous students' critical thinking, problem solving and written communication skills. Implementation of the PLP expects students to begin to take ownership of learning and the following year expect the portfolio to reflect increased achievement. An important component of College/Career Readiness is student empowerment in the design and implementation of a career plan. The rigorous students' critical thinking, problem solving and written communication skills.

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

a. Enter a project budget
b. Upload the Spreadsheet 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?

6,424,885.88 Total project cost

* Provide a brief narrative explanation of how the project will fit into the five-year forecast created in step 13. The narrative should include the source and amount of other funds that may be used to support this concept (e.g., Title I funding, RTT money, local funding, foundation support, etc.). Please provide details on the costs included in the budget (e.g., staff counts and salary/benefits, equipment to be purchased and cost, etc.)

Instruction: Includes 11 devices, Wireless Access Points for increased access, license and installation, as well as, cloud-based software for Personal Learning Plan (LMS, Portfolio, College/Career Exploration folio, blog & student data collection - by the student) Total Salaries included for Pioneer CTC teachers and fiscal agent: Support services - Ashland University Enviorator of Grant, the work of the 18-16 Council, College and Career Management of the Explorer, Plan, and UCAN advisors Governance/Admin - 5% for working with 9 entities plus community organization and fiscal management

Professional Development - rolled out in 3 phases across 7 months. Includes stipends/sub pay, materials, 16-24 hours of professional learning in online tool and classroom management, as well as, the 18 Council assessment through Google Form and the review of the results. Family/Community - Each district will host family nights to explain the project and make these meetings interactive and engaging for families. Each district will host family nights to explain the project and make these meetings interactive and engaging for families. Each district will host family nights to explain the project and make these meetings interactive and engaging for families.

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

0.00 * 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, explain why.

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

81,880.00 * Specific amount of expected savings (annual)

* Narrative explanation/rationale: Provide details on the anticipated savings (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.)

We are estimating a savings of $500 per computer, in saving for the 4 districts who intend to close their computer labs, moving the technology into classrooms reducing the need for supervisory staff in some districts and reducing the expense management of these computer and server licenses. These will be disused as they come to end of life. A new use of these computers will be a flexible classroom style enabling blended learning to take place without a major physical restructuring. This could show a savings of up to $12,000 per district closing a lab. We are estimating a savings of $420,000 for every district as districts encourage high school students interested in sharing of best practice for sharing of technology staff to accomplish this work. This work will save considerably over past roll out. Career/Technical IT Support classes and other students in technical courses will be used to assemble technology carts and set up computers thus, reflecting a savings and giving students an opportunity to practice their trade and skills.

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 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.

Districts will continue to purchase individual student technology that enables access to cloud-based student Personal Learning Plans (PLP) software, preparing them for online testing and setting the stage for a long-range project-based learning environment. Each district has determined the grade levels to introduce the 1:1 technology and the educators support the initiatives in this grant. Through the implementation of the cloud-based PLP which includes a learning management system (LMS), students will develop a portfolio of exemplary work, create a career exploration folio, blog and track personal achievement data to drive their learning choices. LMS will also prepare students for college and career readiness. In the first phase of the teacher leaders coaching and classroom management instructors will begin to introduce the 1:1 devices in their classrooms in late spring and set the bar for intense training offered to the remaining educators in the grant. This innovation team will expand the culture and commitment of the PLP by providing professional development evenings, Saturdays or a summer boot camp. Educators will be expected to implement Common Core Standards, especially college/career readiness goals.

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 integration.

D) IMPLEMENTATION - Timeline, communication and contingency planning

* Specific dates for each of the implementation points and the strategies/contingencies for addressing any issues that may arise during implementation.
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): 01/01/2014

**Narrative explanation**

01/02/2014 - 02/28/2013 The advisory committee for the grant will meet to review awarded funds and confirm plans for the grant. This committee will also serve as the decision-making body throughout the grant for funds that may need moved or re-budgeted. Devices, wireless Access Points, switches and distance learning equipment will be ordered and installations will be scheduled. Tracking plans will be scheduled and put in place. Community leaders in the district will meet to learn about the PLP as they assist students in their centers. The TPACK assessment will be distributed to participating buildings digitally and a 1 week deadline for completion given. Technician schedule will be made for deployment. All devices will be shipped to one location for shipping and then modified on the 21st of March. This group of educators would be asked to implement with students by no later than April 30th. Additional Parent nights may be offered. P16 Council will follow up with the UCAN advisors and work with districts to prepare to manage the EXPLORE and PLAN and put a UCAN advisor in each building after they have prepared them. UCAN advisors should be in place by no later than mid-February. The grant evaluator will also be consulted to review the training strengths and weaknesses for our reference. Possible delivery factors: 1) Weather: Expectations are for a difficult winter and we are in the snow belt. Getting the Video Distance Equipment installed early could help us through difficult driving weather or delays because we can get to teachers in their schools. If we do not obtain this equipment, we also have Big Blue Button, a free video conferencing site that we use for book studies and it will get us through a delay. Parent nights may need rescheduled. 2) Shipping delay. This could move the start date back for student access but we would continue with teacher training as we prepare them for the Personal Learning Plan use by students. They would have time to become familiar with all parts: the LMS, the student piece, the classroom management and instructional design issues. This really wouldn’t be a barrier, it might be a blessing. 3) Getting part of the order (like the laptops but not the carts): This would be annoying but not impossible to deal with in each school. We could find ways around the electrical issues it would create by utilizing power strips.

**Narrative explanation**

03/21/2013 - 05/31/2013 Phase 2 begins. On March 21st we would bring in the teachers from Phase One to evaluate the project, to assess for things that need resolved, let go, or enhanced. These teachers would then help design Phase 2 training based on the feedback and experiences from the content from the first phase. Dates will be set for the second training for the 25% of each district with the assistance from this first group. Researchers of student computers would follow this group’s training sessions. Again delivery may be modal through face to face, blended and online as developed and modified on the 21st of March. This group of teachers would be asked to implement with students by no later than April 30th. Additional Parent nights may be offered. P16 Council will follow up with the UCAN advisors and work with districts to prepare to manage the EXPLORE and PLAN and put a UCAN advisor in each building after they have prepared them. UCAN advisors should be in place by no later than mid-February. The grant evaluator will also be consulted to review the training strengths and weaknesses for our reference. Potential Barriers: 1) Spring Break in districts may slow the training options down but we can work through that. OAA testing could pose a scheduling problem as well. 2) If part of the order is delayed that could pose a problem but again, teachers can move forward on training even without student devices and find ways to implement in less that a perfect 1:1. It may slow the process, takes a valued time out when other projects and student learning. While these are not insurmountable issues, it is a shift from traditional instruction and we may have to provide context and support to enlist cooperation. Phase 3 - Remaining teachers in the grant. These teacher will be invited to a 3 day summer boot camp. By this third implementation we will know what works best in the training aspect of this project and use it with this group. Additional hours will be offered outside the grant to build in the concepts of the Common Core and Next Generation Assessment for all teachers in the grant. Because this is the largest group and in the summer we will design some activities where teachers take the role of students. We may also bring in Summer school students where appropriate. P16 Council should have data to compile for reports by this time. Using the PLP’s included course work, we will offer students the opportunity to take additional course work during the summer using the tool. It may be recovery or extension. The Grant advisory committee will decide if all districts will combine and offer summer credit courses. All teachers in the grant will be asked to take the TPACK assessment when they return to school to see if growth is present. Our target is to see at least 5% growth average but would hope for 25% growth in skill levels. Barriers: 1) Summer is not the ideal delivery method as it is a lot of information in a short time frame with no students to immediately apply the knowledge. We may offer students the opportunity to try the tool during summer and designing extension classes and using summer school or volunteer students to give teachers practice. 2) Finding the right data - it is difficult to find dates that meet the needs of all teachers but with multiple options we may be able to elicit help. 3) As mentioned above, summer brings its own problems and time away from classroom. This may be one opportunity to review and offer teachers who want to review what they have learned.

**Narrative explanation**

09/15/2013 By September 15th we would like to use the data from the TPACK assessment, the grant evaluator’s report and a student survey to get feedback on the grant success and implementation. The data collected by the P16 Council may be used to compare to any grant successes but will be used to help districts see areas of strength and weaknesses for students and future career exploration focus. If another revenue stream becomes available we would like to use any data collected to initiate new opportunities. In some districts, we may expand the PLP to additional grades (some are already doing K-12). In other districts we may want to move forward to our next step in shifting instructional design and focus on Project-Based and Problem-Based Learning.

**Narrative explanation**

09/19/2013 This grant should prove to be a major shift in the lives of students and teachers in the project. "Mid-Ohio Students Driving Achievement" seemed like the most appropriate name for our project since Mid-Ohio region is famous for its race track and our expected change and growth is to drive student learning and achievement to its highest level. Research indicates students achieve more when responsibilities for their own learning are shifted from teachers to themselves. Teaching behavior, use deeper learning and studying strategies, and feel better about themselves as learners, when responsible for their own learning according to The Elementary Journal, Vol 93. While there may be difficult to measure they are observable based on classroom behavior and responsibility taken. Teachers will make a shift when they work with students that can articulate their own strengths and weaknesses. Teachers will be pushed to do more differentiation and it may help move all students forward. One of our project goals is to move toward more project-based learning in the high schools. For the districts getting started in implementing an increased focus on project-based learning, it is critical that the PLP is an excellent tool to help all students achieve, it is a shift from traditional instruction and we may have to provide context and support to enlist cooperation. Phase 3 - Remaining teachers in the grant. These teacher will be invited to a 3 day summer boot camp. By this third implementation we will know what works best in the training aspect of this project and use it with this group. Additional hours will be offered outside the grant to build in the concepts of the Common Core and Next Generation Assessment for all teachers in the grant. Because this is the largest group and in the summer we will design some activities where teachers take the role of students. We may also bring in Summer school students where appropriate. P16 Council should have data to compile for reports by this time. Using the PLP’s included course work, we will offer students the opportunity to take additional course work during the summer using the tool. It may be recovery or extension. The Grant advisory committee will decide if all districts will combine and offer summer credit courses. All teachers in the grant will be asked to take the TPACK assessment when they return to school to see if growth is present. Our target is to see at least 5% growth average but would hope for 25% growth in skill levels. Barriers: 1) Summer is not the ideal delivery method as it is a lot of information in a short time frame with no students to immediately apply the knowledge. We may offer students the opportunity to try the tool during summer and designing extension classes and using summer school or volunteer students to give teachers practice. 2) Finding the right data - it is difficult to find dates that meet the needs of all teachers but with multiple options we may be able to elicit help. 3) As mentioned above, summer brings its own problems and time away from classroom. This may be one opportunity to review and offer teachers who want to review what they have learned.

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.

As stated earlier research says, "What if we could go one step further and empower students to see more than just grades, but to see themselves as learners?" (See reference.) That's where the PLP project comes in. Learners in the classroom today are faced with technology at all levels, and we need to teach them how to use it to their advantage. The PLP project provides a platform for students to take control of their learning potential. It will allow students to build a foundation of learning that builds on their achievements through the school year and add to previous years experiences. It will be able to travel with the student from elementary through high school and to various districts. Schools can use it as they a learning management system that provides a successful

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

Yes

22. If so, how?

Implementation of "Mid-Ohio Students Driving Achievement" project, other schools will be able to adopt the initiative and training to provide a tool that will allow students to direct their own learning (except for the AP and IB programs). Schools will use the TPACK assessment in student evaluation of student and teacher performance in the classroom, and will utilize online resources, rich and deeper discussions should be happening in the classroom and busy work done on their own. Some districts are hoping to use this experience to open the doors to 3 days in class, 2 days working on their own or with little direct interaction with teachers. Students may find themselves taking on different roles such as group discussion leaders, online course developers, teaching via video distance equipment, providing labs across grade levels and more.

Please provide a detailed summary of the project's timeline, objectives, and outcomes. Include any challenges faced and how they were overcome, as well as the benefits and impacts on student achievement and program sustainability.
long range plan (K12 and beyond) for maintaining learning. It will enable schools, students and parents to track data and gives students a method to become involved in their own learning. So yes, this is replicable and could be replicated at the same pace we are going or slower depending on the strength of the staff.

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

Mid Ohio Students Driving Achievement project can shift practice beyond a point of no return in classroom instruction. Educators learning the Quality Matters Rubric will be able to apply that to classroom instruction as well as online content. It will open teachers eyes to change and give them real experience in a blended learning environment. Many, if not most, teachers need to experience change before they will implement change autonomously. They need to see it work before they will buy in to change. Our grant committee believes we needed a spark for change and this grant provides that. Change should snowball from here.

More importantly, if the plan is followed students should increase success in class work, learning and responsibility. Attitudes should shift, behavior problems should subside and assessment should indicate growth. This project should be a model for other districts. In our region, awareness of career options should also increase and impact the job market for our region. With the engagement piece, parents should have more faith in schools and school success with students. This could lead to more levies passed.

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.

**Student Achievement - Spending Reductions in Five Year Forecast** - in our region there isn't a lot more that can be cut but we are creatively looking at every aspect. Benchmarks include: Review of lab closure as a means to reduce costs Video Distance Learning as a tool to share teachers across districts in content not currently offered locally Flexible scheduling that allow a district to use educators more creatively Revenue stream through community use of resources Revenue stream in community as business and industry see more responsible students coming into certificated programs, 2 year degrees and colleges. Increased numbers of students completing 2 and 4 year programs through the National Clearing House data. Not easily bench marked, but we could even see attitude shifts, higher student and parent engagement, more community support and instructional modifications by educators.

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.

**TPack Assessment data should reflect teacher growth in skills and pedagogy. Teacher Leaders and Evaluator notes will adjust training for Phase Two based on their experience. Student feedback will highlight need for change and adjustments. As student take on more responsibility for their own learning and achievement, test scores should reveal increased scores. Since our districts are implementing at various grade levels we will be able to compare data across districts to see if modifications were made and how it changed success. The increase in the number of courses and training opportunities that schools and communities will be able to access with the Distance Learning Equipment will be tracked. 1 - 3 years from now, the continuation of this process of PLP should be reflected in trend data.**

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.

Glenna Cannon, Superintendent, Pioneer CTC 10/2/52013