

Budget

Pioneer Career (051417) - Richland County - 2014 - Straight A Fund - Rev 0 - Straight A Fund

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		56,232.00	8,746.00	653,333.00	5,000.00	4,556,131.00	0.00	5,279,442.00
Support Services		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Governance/Admin		0.00	0.00	35,000.00	0.00	0.00	1,296,384.00	1,331,384.00
Prof Development		0.00	0.00	996,684.00	0.00	0.00	0.00	996,684.00
Family/Community		0.00	0.00	8,000.00	0.00	0.00	0.00	8,000.00
Safety		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total		56,232.00	8,746.00	1,693,017.00	5,000.00	4,556,131.00	1,296,384.00	7,615,510.00
Adjusted Allocation								0.00
Remaining								-7,615,510.00

Application

Pioneer Career (051417) - Richland County - 2014 - Straight A Fund - Rev 0 - Straight A Fund

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 (LEA) in the Mid-Ohio region seek 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.

6734 3. Total Students Impacted:

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

First Name, last Name of contact for lead applicant: Glenna Cannon, Superintendent

Organizational name of lead applicant: Pioneer Career and Technology Center (1000 students and 98 staff)

Unique Identifier (IRN/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 (IRN/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 (IRN/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 Meyerink, Superintendent 938 S. Kibler Street, New Washington, OH 44854 Phone: 1-419-492-2864 Fax: 1-419-492-2039 tmeyerink@bcbucks.org Highland Local Schools - 048801 (400 students and 15 staff) Bill Dodds, Superintendent P.O. Box 98, Sparta, OH 43350 Phone: 419-768-2206 Fax: 419-768-3115 bill_d@highlandfightingscots.org Lucas Local Schools - 049445 (600 students and 44 staff) Dan Freund, Superintendent 84 Lucas North Rd, Lucas, OH 44843 Phone: 419-892-2338 Fax: 419-892-1138 freund.dan@lucascubs.org Mansfield City Schools - 044297 (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: 419-525-6400 Fax: 419-525-6415 bgarverick@mansfield.k12.oh.us or balexander@mansfield.k12.oh.us Mid-Ohio Educational Service Center - 123521 (20 students and 6 staff) Linda T. Keller, Superintendent or Cheryl Cronbaugh, Director of Education 890 West Fourth St, Mansfield, OH 44906 Phone: 419-774-5520 Fax: 419-774-5523 keller.linda@moesc.net or cronbaugh.cheryl@moesc.net Northmor Local Schools - 048819 (761 students and 44 staff) Brent Winand, Superintendent or Diane Ervin, Educational Consultant 5247 Co. Road 29, Gallion, OH 44833 Phone: 419-946-8861 Fax: 419-947-6255 winand.brent@northmor.k12.oh.us or ervin.diane@northmor.k12.oh.us Plymouth-Shiloh Local Schools - 049460 (880 students and 66 staff) Jim Metcalf, Superintendent 365 Sandusky Street, Plymouth, OH 44865 Phone: 419-687-4733 Fax: 419-687-1541 metcalf.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 our plans for a strong career exploration program. Mansfield City's Spanish Immersion School and Springmill 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 ESC's 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, bring 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 Metcalf, 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 high school 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 his 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 - 2010. In partnership with North Central State College they have two (2) programs, College Now Engineering and College Now 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

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 our long-range project-based learning implementation, supported through intense educator professional development. Each district has determined the grade levels to introduce the 1:1 technology and the educators trained to 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 use will also prepare students for college and career readiness. In the first phase, district teacher-leaders (innovation team) will be trained on the PLP and classroom management/instructional changes of 1:1 computing. The innovation team will be the first 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 to 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 PLP, teachers become facilitators coaching students to take charge of their own learning. Ashland University will offer graduate credit for teachers that complete PLP and management technique projects. Video Distance Equipment will be purchased for each district and the ESC to deliver some of this training virtually to build capacity in the districts for accessing world languages and other unique course options. This can thus become a possible revenue stream by providing services to other districts, business/industry and the community. Four districts intend to close computer labs moving older technology into classrooms & utilizing rooms for blended learning centers. With rigorous instructional goals students monitor their progress while assuming increased ownership and accountability. With this online tool, more frequent and meaningful feedback and access to content beyond the classroom will occur, making it the hub of learning in active and passive environments. To roll out this vast number of devices, district technology departments will share personnel to expedite the process. The regional P-16 Council, our partner, will provide support of the career readiness piece three ways. They will provide the ACT EXPLORE & PLAN testing in 8th&10th grades, a UCAN advisor in each participating district school & provide post-graduate data analysis. Their participation serves to maximize/increase educational attainment in future economy & community. Stipends budgeted within the grant will be a means of compensating teachers for time beyond the school day/school year. Professional Learning (PL) will be provided through a multi-phased in approach & multi-delivery modes. The PL will be provided through coordination of Mid-Ohio ESC. Delivery will be done in a blended environment so high quality online/blended teaching is modeled for participating educators. Face to face sessions may also be virtual through distance learning equipment or at ESC or regional districts. We will develop an in-district trainer in every district for the PLP. These trainers receive support through the ESC as they gain skills in assisting teachers, integrate technology, learn the LMS, & understand how to work with students on individual plans. The TPACK assessment will be delivered at the beginning of the grant & again at the end to assess gains in technology and pedagogy. We intend to implement project-based learning the following year as a means to continue the change to classroom instruction by applying for additional funds through the Straight A Grant in 2014

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 goal will be met through the implementation of the Personal Learning Plan (PLP). Students taking ownership of learning, tracking personal data and demonstrating success through portfolio examples will be reflected in increased student achievement but this will not be assessed until the following year. Portfolio work should positively impact 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 instructional goals set by educators in their teacher training will create the standards for monitoring students as they progress through the classroom instruction. At the conclusion of PLP training, each consortia district will have a fully implemented plan that can serve as a roadmap of innovative teaching and learning that is impacting the number of students graduating Career/College ready. The emerging personalized, blended innovation roadmap will provide rigorous and relevant learning opportunities for students. Students, through effective instruction, will be deeply engaged in learning content as well as deeper learning skills, thus leading to an increase in students' Career/College Readiness upon graduation. This effort supports schools in the Ohio School Improvement Process as well as those exceeding because it is focused on the needs of all students. The cost of the PLP will be driven down by a plan to purchase a five-year license and multiple districts purchasing computers through the Mid-Ohio ESC consortium. The new equipment, while 1:1, will remain at the district for future student use and not need replacement as students graduate. Four of the districts intend to close computer labs moving the older technology into classrooms utilizing the former labs for blended learning centers thus reducing the maintenance and management costs of these labs. Equipment roll out expenses will be reduced by the collaboration of district tech departments to assist each other with this roll out.

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.
- uploaded

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

6,424,885.88 * 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.)

Instruction: Includes 1:1 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 Evaluator of Grant, the work of the P-16 Council for data analysis and management of the Explore, Plan, and UCAN advisors Governance/Admin - 5% fee 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 TPACK Assessment given through Google Form and the review of these results. Family/Community - Each district will host family nights to explain the project and make these meetings interactive and engaging for families. Mid-Ohio ESC will assist each district to be consistent in what is communicated about the work of the PLP and show parents how to access it. Safety - only addressed as part of family engagement Facilities - not included as these will be on site or built into the ESC professional learning fee Transportation - not included

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.

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, please explain why.

There are no recurring or new costs to our proposal. We estimate the expense of computers to last for at least five years and will not renew warranties after the first year because the cost of warranty becomes higher than the cost of equipment. With our strong technology departments we intend to maintain our equipment. The Wireless Access points include a five year license. The professional learning is intentionally design to develop capacity in the districts and at our ESC who supports us requiring us to draw on this trained staff. We will purchase a five-year license for our PLP allowing us to continue this strong work without additional expense and providing benefits way beyond our current capabilities. The purchase of the distance learning equipment does not incur additional costs and creates an opportunity to build a new revenue stream as districts share resources with each other and their communities. The only possible additional cost would be our intention to add project-based learning instructional training the following years but we will not be able to complete this training without seeking additional funding.

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

81,600.00 * 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 maintenance expense of these computers and software licenses. These will be dis-used as they come to end of life. A new use of these rooms will be a flex 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 \$4200 for every districts as discussions have started for sharing of technical staff to accomplish this grant work without hiring outside assistance as well as using students in the STEM field to complete this work. This will save considerably over past roll-outs. 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 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.

With the introduction of distance learning equipment and the future of blended learning options, we expect to see sharing of staff across districts to offer additional courses not currently available in all districts, communities and business/industry. Professional learning may also be delivered using distance learning equipment saving districts the cost of educator mileage to central locations. This could become a source of revenue for districts as they extend to districts beyond the grant. It will also assist in keeping student in the district as their options for courses will be explained through both the Personal Learning Plan and the Video Distance Equipment, thus reducing cost for travel and transportation.

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): 01/02/2014

* 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 readjusted. Devices, wireless Access Points, switches and distance learning equipment will be ordered and installations will be scheduled. Training plans would be developed, scheduled and set in motion. Community Partners will be brought in 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 benefits and easier effort on assembly and deployment. Two teacher leaders from each district, and the ESC will be selected to go through the original (Phase 1) training of the Personal Learning Plan, be introduced to their devices and learn how to trouble shoot and keep the cart charged. They will also be introduced to the Quality Matters Rubric/iNacol standards. Training will always relate to the Common Core and help teachers see how this project aligns to their standards. This will take place either in the evenings, on President's Day or Saturday. Teachers will begin work in classroom with Mid-Ohio ESC staff circulating among districts to help with integration process. Family engagement nights would be scheduled at each district and planned with the grant advisory committee and Mid-Ohio ESC. These nights will focus on the PLP and how it will be used and what parents can see. It will also help parents to understand the capabilities for students to move beyond in course work. Mid-Ohio ESC will take the lead on these nights helping district personnel. P16 Council will hire the part-time person for data analysis, order 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 derailing 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.

Implement (MM/DD/YYYY): 03/21/2013

* 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 their experience and using the content from the first phase. Dates will be set for the second training for the 25% of each district with the assistance of this first group. Deployment of student computers would follow this group's training sessions. Again delivery may be multimodal through face to face, blended and online as developed and then 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 regarding to administer the EXPLORE and PLAN and provide student and parenting advising of the assessment results. The National Clearing House data will be compiled as they look at students going on to certification, career prep, or college. The grant evaluator will be asked to again review the changes made in training and the success. 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 than a perfect 1:1. It simply slows the process, takes valuable classroom time for other projects and worries teachers regarding their own evaluations related to student learning. While this project is an excellent plan 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 teachers 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 and application to the Common Core and Next Gen 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 over the summer using the tool. It may be recovery or extension. The Grant advisory committee will decide if all districts want to 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 implement the project. We may overcome this by offering extension classes and using summer school or volunteer students to give teachers practice. 2) Finding the right date - it is difficult to find dates that meet the needs of all teachers but with multiple options we may be able to hit everyone. 3) As mentioned above, summer brings its own problems and time away from classroom is one. We may decide to offer an August refresher for those who want to review what they have learned.

Summative evaluation (MM/DD/YYYY): 9/15/2013

* Narrative explanation

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 premature to compare to any grant successes but will be used to help districts see areas of strength and weakness 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.

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

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 our 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 responsible for their own learning, "engage in more attentive 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 those 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 who 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, problem-based learning. This will serve as a first step in loosening the grip on the old ways of teaching. For the districts developing blended learning rooms, there should be a shift in expected behavior of students. Straight rows, teacher at front of room, and totally quiet classrooms may be a thing of the past with the full implementation of the grant. Parents should have and be having a more active role in helping a student make choices because of their access to the PLP. We hope to also introduce accounts for parents that allow them to take needed course work to ramp up their own skills or knowledge. Classroom instruction should see a major shift in the use of technology with a one to one environment. As educators learn new skills in classroom management, instructional design and 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 students. Teachers 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.

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 themselves as the architects (composers, authors, strategists, engineers, or designers-the metaphor matters little) of their own learning? Research indicates that learning-oriented students "engage in more attentive behavior, use deeper learning and studying strategies, and feel better about themselves as learners." Their goal is to learn, not to just trade performance for a grade (Lyn Corno, "Encouraging Students to Take Responsibility for Learning and Performance," The Elementary School Journal, Vol. 93, No. 1). We are developing learners. Student achievement will be a byproduct of this success. "When students take greater responsibility for their learning, they... -achieve at higher levels because of the self-reliant, self-directed nature of their learning (Hom & Murphy, 1983); -are more motivated to learn, and are more efficient in their learning (Hom & Murphy, 1983); -better understand their strengths and weaknesses as learners, enabling them to leverage their strengths in learning situations (Blakey & Spence, 1990)." We believe the Personal Learning Plan (PLP) is the vehicle for student responsibility in learning. Creative scheduling will also lead to creative use of educator time. There is not a lot of research out yet on how blended learning and flexible scheduling can produce fiscally responsible outcomes. We are trading fairly new waters but possibilities include: sharing educators across districts, extending school days to meet the needs of all students on different schedules (ex: one teacher works 7 am -2 pm and another 2 am - 9 pm). Students could actually take more course work or work jobs that fit in this schedule. It is also a better use of facilities. We have already learned from one local district who didn't do enough promotion of a learning style change that it can lead to a disruptive community. We believe our plan to keep families not only aware but engaged will help us be more successful. "Authoritative parenting (high acceptance, supervision, and psychological autonomy granting) leads to better adolescent school performance and stronger school engagement. - Impact of Parenting Practices on Adolescent Achievement: Authoritative Parenting, School Involvement, and Encouragement to Succeed-Laurence Steinberg1. ", Article first published online: 28 JUN 2008"

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

Yes

No

22. If so, how?

After implementation of "Mid-Ohio Students Driving Achievement" project, other schools will be able to adapt the initiative and training to provide a tool that will allow students to direct their own learning initiatives. Schools have IEP's for students needing intervention and WEP's for gifted students, but have neglected the majority of students who are not labeled. The PLP will provide these schools a method for ALL 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 as a learning management system that provides a successful

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