## Budget

Mentor Exempted Village (045492) - Lake County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (295)

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

Plus/Minus Sheet (opens new window)

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**Adjusted Allocation** 0.00

**Remaining** -13,811,122.00
A) APPLICANT INFORMATION - General Information

1. Project Title:
High School Blended and Online Pathways to Success

2. Executive summary: Please limit your responses to no more than three sentences.

Beginning the 2015-16 school year, high school students in neighboring districts will have the opportunity to participate in a variety of blended and online instructional models. This will include blended learning, online learning, distance learning or the traditional model of instruction with one online course. Shared services with neighboring districts will include professional development, online elective courses and distance learning courses not currently offered.

This is an ultra-concise description of the overall project. It should not include anything other than a brief description of the project and the goals it hopes to achieve.

2943 3. Total Students Impacted:

This is the number of students that will be directly impacted by implementation of the project. This does not include students that may be impacted if the project is replicated or scaled up in the future.

4. Please indicate which of the following grade levels will be impacted:

- Pre-K Special Education
- Kindergarten
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12

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

First Name, last Name of contact for lead applicant
Matt Miller

Organizational name of lead applicant
Mentor Exempted Village School District

Address of lead applicant
6451 Center Street

Phone Number of lead applicant
440-974-5221

Email Address of lead applicant
mmiller@mentorschools.org

6. Are you submitting your application as a consortium? - Select one checkbox below

- Yes
- No

If you are applying as consortium, please list all consortium members by name on the “Consortium Member” page by clicking on the link below. If an educational service center is applying as the lead applicant for a consortium, the first consortium member entered must be a client district of the educational service center.

Add Consortium Members

7. Are you partnering with anyone to plan, implement, or evaluate your project? - Select one checkbox below

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

8. Describe the innovative project: - Provide the following information

The response should provide a clear and concise description of the project and its major components. Later questions will address specific outcomes and the measures of success.

The current state or problem to be solved; and

The high schools in the consortium do not offer choice of online or blended learning opportunities for students, due to the lack of resources which include educational learning space, technology and the professional development opportunities for staff. The secondary education system for the most part offers a one-size-fits-all educational methodology. Teachers stand in the front of the class with approximately 20-25 students, read from textbooks and lead from workbooks based on predetermined curricula. Currently district high school dropout rates have increased by three percent over the past three years and student survey data indicates that 87% of students are interested in blended and/or online learning options. Less than 1% of the consortium high school students are taking online or blended learning courses due to limited resources including lack of online learning spaces, courseware, and student devices. The smaller district has a limited electives due to the size of the their staff. Professional development space and resources are limited in the consortium and in the county. Both districts have limited financial resources to provide the embedded, ongoing training to implement the instructional shifts necessary to prepare our students for success in college and career readiness.

9. Which of the stated Straight A Fund goals does the proposal aim to achieve? - (Check all that apply)

Applicants should select any and all goals the proposal aims to achieve. The description of how the goals will be met should provide the reader with a clear understanding of what the project will look like when implemented, with a clear connection between the components of the project and the stated goals of the fund. If partnerships/consortia are part of the project, this section should describe briefly how the various entities will work together in the project. More detailed descriptions of the roles and activities will be addressed in Question 16.

- Student achievement (Describe the specific changes in student achievement you anticipate as a result of this innovation (include grade levels, content areas as appropriate) in the box below.)

Our blended learning model will increase student achievement because it will extend teaching and learning beyond the classroom walls, develop critical thinking, problem solving, communication, collaboration and global awareness - skills all needed to prepare students for the 21st Century Learning. The blended learning model of instruction will enable us to meet the individual needs of our students, allowing them to self-pace, collaborate with others and receive small group instruction, intervention and enrichment facilitated by teachers. Students will be more engaged in learning which will promote the success of minority and high-need students and course work can be customized to address the needs of students with limited English capabilities. The blended learning model for the larger district will be phased in beginning...
10. Which of the following best describes the proposed project? - (Select one)

- New - never before implemented
- Existing: Never implemented in your community school or school district but proven successful in other educational environments
### C) SUSTAINABILITY - Planning for ongoing funding of the project, cost breakdown

11. Financial Documentation: All applicants must enter or upload the following supporting information. The information in these documents must correspond to your responses in questions 11-14.

* Enter a project budget in CCIP (by clicking the link below)

Enter Budget

* If applicable, upload the Consortium Budget Worksheet (by clicking the link below)

* Upload the Financial Impact Table (by clicking the link below)

* Upload the Supplemental Financial Reporting Metrics (by clicking the link below)

**Upload Documents**

For applicants without an ODE Report Card for 2012-2013, provide a brief narrative explanation of the impact of your grant project on per pupil expenditures or why this metric does not apply to your grant project instead of uploading the Supplemental Financial Reporting Metric.

The project budget is entered directly in CCIP. For consortia, this project budget must reflect the information provided by the applicant in the Consortium Budget Worksheet. Directions for the Financial Impact Table are located on the first tab. Applicants must submit one Financial Impact Table with each application. For consortium applications, each consortium member must add an additional tab on the Financial Impact Tables. Partners are not required to submit a Financial Impact Table.

Applicants with an "Ohio School Report Card" for the 2012-2013 school year must upload the Supplemental Financial Reporting Metrics to provide additional information about cost savings and sustainability. Directions for the Supplemental Financial Reporting Metrics are located on the first tab of the document. If your organization does not have an "Ohio School Report Card" for the 2012-2013 school year, please provide an explanation in the text box about how your grant project will impact expenditures per pupil or why expenditure per pupil data does not apply to your grant project.

Educational service centers, county boards of developmental disabilities, and institutions of higher education seeking to achieve positive performance on other approved fiscal measures should submit the budget information approved by an executive board or its equivalent on the appropriate tabs of the Financial Impact Table. Educational service centers should use the "ESC" tab and county boards of developmental disabilities and institutions of higher education should use the "non-traditional" tab.

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

Responses should provide rationale and evidence for each of the budget items and associated costs outlined in the project budget. In no case should the total projected expenses in the budget narrative exceed the total project costs in the budget grid.

13,811,122.00 State the total project cost.

* Provide a brief narrative explanation of the overall budget.

**Instructional Purchased Services - $576,000**

Provides the initial 8-day professional development training for both high school staffs and additional ongoing training throughout the school year. This training will include Project Based Learning and Blended Learning, Assessment for Learning Training from Discovery Ed, Marzano learning sciences, Common Core and technology training. These instructional training days will be provided by Buck Institute, Discovery Ed, Marzano, ODE, writer's workshop, curriculum development and current district instructional coaches- ($366,500) Provides for cost of University of Maryland to evaluate grant- ($100,000) PD for instructional coaches to develop online curriculum- ($109,500) Salaries and Benefits-$518,882 Substitutes will be provided for high school staff so they can attend the 8 initial and at least 8 ongoing professional development days throughout the year. ($330,600 + benefits) Grant Manager ($94,000 + benefits) and Instructional Coach's ($44,000+ benefits) salary will be paid out of the grant for year one and districts will provide the on-going salaries for a minimum of four years. Instructional Supplies- $2,107,240 Provides instructional materials for students including Pearson digital content for blended and online learning. Pearson Grapoint course work for 335 students in the Blended Learning Path. ($119,490) Pearson Connections online course work for 9th and 10th grade Health and Economics courses ($562,500) Pearson Connections for online electives not currently available (300 full year courses or 600 semester courses) ($240,000) Pearson Connections full online course work (5 to 7 classes per student) ($105,000) Flexible furniture for all the new learning spaces ($998,250) Aspire, CWRA assessments for 9-12th grade students ($82,000) Instructional Capital Outlay - $4,359,000 Provides student and teacher devices for online and blended learning. Students will receive a MacBook for online and blended learning course work. ($1,650,000) All high school teachers will receive a MacBook to provide and develop digital content, ($172,000) The Learning Centers will house a total 18 MacBook Carts for students in 10th-12th grade taking online courses and loaner machines for students. ($529,000) The Learning Centers and Professional Development Center will house 7 Steelcase Mediascape collaboration center for students and distance learning opportunities. ($140,000) Chromebook carts for PD center ($40,000) 3 iPad Carts for PD Center ($60,000) Screens and Projectors for PD Center ($50,000) Recording equipment for PD Center ($20,000) Flexible furniture for collaboration in PD center ($650,000) 3 MacBook Pro for PD center ($98,000) Flexible furniture for media centers ($950,000) Facilities Capital Outlay- $6,250,000 Provides new, innovative, and collaborative learning spaces to support online and blended learning. Then Design architectural firm was consulted to provide a rough estimate of the cost of the construction. Media centers redesign for upper and lower levels including observation classroom $1,375,000 Renovation of classroom and lecture spaces $875,000 Construction of Professional Development Center attached to current structure $4,000,000
13. Will there be any costs incurred as a result of maintaining and sustaining the project after June 30th of your grant year?

Sustainability costs include any ongoing spending related to the grant project after June 30th of your grant year. Examples of sustainability costs include annual professional development, equipment maintenance, and software license agreements. To every extent possible, rationale for the specific amounts given should be outlined. The costs outlined in the narrative section should be consistent and verified by the financial documentation submitted and explained in the Financial Impact Table. If the project does not have sustainability costs, applicants should explain why.

Yes - If yes, provide a narrative explanation of your sustainability costs as detailed in the Financial Impact Table in the box below.

District 1: The innovative project will provide all students with a 1:1 device by the beginning of the 2018 school year. The Blended Learning Path will be expanded by one grade level each year until full implementation in 2018. The five-year savings detailed in the financial impact table will outweigh the recurring costs of the project. We will incur ongoing costs in the areas below: Purchased Services: FY16 and FY17 purchase of Pearson digital content $409,790. This will be reduced to $318,750 beginning in FY18 due to the development of district digital content. Additionally we incur yearly assessment purchases for Aspire and the College Work and Readiness Assessment $52,000 annually. Students will continue to pay for the ACT assessment. FY 16 through FY20 Utility costs and insurance will increase by $29,893 yearly for the addition of the professional development center. Instructional Capital Outlay: FY17-20 will reflect an yearly cost for purchasing 1:1 devices for freshman. The net cost will be $550,000 per year. Salaries and Benefits: FY16-FY20: Increased due to addition of .8 salary for grant administrator and increase of .5 custodial due to addition of professional development center. FY 16 Salary costs $99,058 and $61,243 for benefits FY 17 Salary costs $101,957 and $66,810 for benefits. FY 18 Salary costs $103,966 and $73,004 for benefits FY 19 Salary costs $106,076 and $79,899 for benefits. FY 20 Salary costs $108,198 and $87,578 for benefits. District 2: Salaries and Benefits: FY 16 -20 Additon of 1.0 instruction technology coach $40,700 and $14,300 benefits to provide ongoing professional development for staff. Additon of .20 project administrator $14,800 and $5,200 benefits and assume 4% annual increase of total compensation and benefit costs. Instructional Purchased Services: FY16-20 Addition of Pearson digital content $20,250 in year 1, $19,530 in year 2, $18,796 in year 3, $18,047 in year 4, and $17,282 in year 5. Capital Outlay: FY 20 Replace all Macbooks and Macbook carts in FY 20 through a five year lease/purchase agreement. $75,420 The online content costs will decrease beginning in FY 18 due to the consortium’s development on online courses and digital content. Ongoing professional development will be maintained through current instructional coaches. Sub costs are already allocated in the general fund and Title II-A budgets. Parents will pay a yearly insurance fee for 1:1 devices. This fee will replace a portion of current student fees. The IT department will maintain devices with the assistance of high school student “Geek” squad course. Students will earn credit for learning how to maintain district devices.

No - If no, please explain why (i.e. maintenance plan included in purchase price of equipment) in the box below.

14. Will there be any expected savings as a result of implementing the project?

Yes

No

Applicants with sustainability costs in question 13 or seeking to achieve significant advancement in spending reductions in the five-year forecast must address this response. Expected savings should match the information provided by the applicant in the Financial Impact Table. All spending reductions must be verifiable, permanent, and credible. Applicants may only respond "No" if the project will not incur any increased costs as a result of maintaining and sustaining the project after June 30th of your grant year. The Governing Board will use the cost savings as a tiebreaker between applications with similar scores during its final selection process. Cost savings will be calculated as the amount of expected cost savings less sustainability costs relative to the project budget.

2,287,692.00 If yes, specify the amount of annual expected savings. If no, enter 0.

If yes, provide details on the expected savings (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.). If no, please explain.
developed online curriculum in the core content areas in grades 9-12 will result in a decrease in online curriculum purchases. District 2: Continued staff savings of $90,079, This is the year the district will begin 1:1 computer lease/purchase at a cost of $75,450. Continued textbook reductions will result in a total cost savings of $17,281.

15. Provide a brief explanation of how the project is self-sustaining.

All Straight A Fund grant projects must be expenditure neutral. For applications with increased ongoing spending as documented in question 11-14, this spending must be offset by expected savings or reallocation of existing resources. These spending reductions must be verifiable, permanent, and credible. This information must match the information provided in your Financial Impact Table. Projected additional income may not be used to offset increased ongoing spending because additional income is not allowed by statute. Please consider inflationary costs like salaries and maintenance fees when considering whether increased ongoing spending has been offset for at least five years after June 30th of your grant year. For applications without increased ongoing spending as documented in questions 11-14, please demonstrate how you can sustain the project without incurring any increased ongoing costs.

For educational service centers and county boards of developmental disabilities that are members of a consortium, any increased ongoing spending at the educational service center or county board of developmental disabilities may also be offset with the verifiable, permanent, and credible spending reductions of other members of the consortium. This increased ongoing spending must be less than or equal to the sum of the spending reductions for the entire consortium.

Explain in detail how this project will sustain itself for at least five years after June 30th of your grant year.

This project is self-sustaining. The annual savings from the innovative project will not only offset the recurring costs detailed in question 13, but will result in a significant cost savings of $2,287,692.00 over the life of the five-year forecast as detailed in the Financial Impact Tables. Currently the large district is in Year 1 of implementation of a blended learning model at the 7th grade level in one middle school. The district supported the project by allocating 1.4 million dollars for the redesign of instructional space, professional development for staff, and purchase of 1:1 student devices. Due to the success of the pilot, we are expanding the blended learning pilot in our other two middle schools. The original pilot school will be in full implementation in grades 6th-8th next year. We have allocated district funds to implement blended learning in all three middle schools by 2017. Receiving the Straight A Fund grant will enable us to implement blended learning at the high school to ensure students have the option to continue the Blended Learning Path. Over the past 2 years we have invested $700,000 in replacing core switches at all of our remote locations. At the end of this year every classroom in the district will have wireless capability. Approximately 600 access points will be installed at a cost of $578,000. This will provide District wide wireless access. Both consortium districts have also increased the bandwidth at all schools to 1 GB. The high schools are connected via a 10GB connection. These infrastructure upgrades support the implementation of the blended and online learning project. The purchase of online curriculum will decrease due to plans for developing our own online course work for the Blended Learning Path and fully online Health and Economics classes. The development of this curriculum will be phased in. The 16 laptop carts will not need to be replaced after the fourth year because the yearly cost of 1:1 devices for each grade level was factored into the budget. Maintenance of 1:1 devices will be managed by developing a high school elective course. This course will award students credit for maintaining the high school devices and will be instructed and supervised by a staff member. This year we were selected to become a member of Digital Promise League of Innovative Schools. The Digital Promise League of Innovative Schools is a unique national coalition of 40 public school districts and education agencies in 24 states that collectively serve nearly 3 million students. Through partnerships with start-ups, research institutions, and one another, League districts are committing to demonstrate, evaluate, and scale up innovations that deliver better results for students. The League connects districts and schools with top universities and entrepreneurs, building a hotbed of innovation where we can demonstrate promising ideas, evaluate them rigorously and rapidly, and replicate what works. This national coalition will help support and sustain our blended learning implementation by connecting us with research from leading districts and universities. The results from our project will be shared with this national coalition.

D) IMPLEMENTATION - Timeline, scope of work and contingency planning

16. Please provide a brief description of the team or individuals responsible for the implementation of this project, including other consortium members and/or partners.

This response should include a list of qualifications for the applicant and others associated with the grant. If the application is for a consortium or a partnership, the lead should provide information on its ability to manage the grant in an effective and efficient manner. Include the partner/consortium members’ qualifications, skills and experience with innovative project implementation and projects of similar scope.

Enter Implementation Team information by clicking the link below:

Add Implementation Team

For Questions 17-19 please describe each phase of your project, including its timeline, scope of work, and anticipated barriers to success.

A complete response to these questions will demonstrate specific awareness of the context in which the project will be implemented, the major barriers that need to be overcome and the time it will take to implement the project with fidelity. A strong plan for implementing, communicating and coordinating the project should be outlined, including coordination and communication in and amongst members of the consortium or partnership (if applicable). It is recognized that specific action steps may not be included, but the outline of the major implementation steps should demonstrate a thoughtful plan for achieving the goals of the project. The time line should reflect significant and important milestones in an appropriate and reasonable time frame.

17. Planning - Activities prior to the grant implementation

* Date Range June 2014-July 2015

* List of scope of work (activities and/or events including project evaluation discussions, communication and coordination among entities).

Hire Grant Manager: This person will be responsible for the planning, implementation and evaluation phases of the grant. This will be a four year position shared by the districts - Hire instructional coach to provide embedded, ongoing PD for high school staff members - Develop a grant consortium committee; will be
**Anticipated barriers to successful completion of the planning phase**

Buy-in from the Teacher's Unions was a possible concern because of the decrease in staffing due to online courses and offering the PE waiver to high school students. We met with the union's executive board, and grant proposal was supported due to projected retirement numbers we did not foresee a reduction in force. Instead, we would need to replace fewer teachers. Construction timelines will be tight. We will plan for the need of temporary spaces for students to work on online course work if construction timelines extend. The consortium schools are only 8 miles apart, but communication between superintendents, project managers, and coaches is imperative. A grant implementation committee will meet bimonthly meetings to monitor progress and plan for successful implementation. Due to the size of the grant and need for ongoing communication between the districts we felt it was important to have a grant manager whose role would be to plan and implement all phases of the grant. Communication Throughout the planning process we have collaborated with the Board of Education, Administrative Teams, PTA members and the teachers’ unions. Progress of the plan will be shared with all stakeholders at Board meetings and print and electronic media will also be used. A project web page will be added to both districts websites, which will provide an overview of the project, timeline, and progress towards goals. Data and best practices while implementing blended learning will be shared with additional districts in our Blended Learning Consortium, as well as other educators at local, state and national conferences.

### 18. Implementation - Process to achieve project goals

**Date Range:** July 2015 - June 2016

- **List of scope of work (activities and/or events, including deliverables, project milestones, interim measurements, communication, and coordination).**

  **-** Select Blended Learning Teams
  **-** Conduct Blended and Online learning Informational Parent Nights
  **-** Meet with current 8th grade students at each middle school to discuss learning path options (large district)
  **-** Register students for learning paths and online courses (large district)
  **-** Purchase online courses and technology for consortium
  **-** Provide initial training for high school blended staffs and principals
  **-** Select a selection architect for renovations and develop timeline for completion
  **-** Implement IT management procedures for consortium schools
  **-** Conduct student orientations - students and parents will pick up devices and receive basic training
  **-** 8th-12th grade students participate in blended or online learning
  **-** Provide embedded professional development on Blended Learning for staff through the instructional coach during PLC meeting, only 1 district will need to hire an instructional coach, the other district already has instructional coaches in place at the high school

- **The Building Leadership Teams will gather data quarterly from project and report to the DLT to assess progress toward goals which will be monitored by the Grant Consortium Committee and chaired by the Grant Administrator**

  **-** Attend quarterly meetings with the Blended Learning Teams from large and small high schools

- **Gather satisfaction feedback from parents and students using surveys**

- **-** Grant Consortium Committee will continue to meet bi-monthly to monitor implementation and make necessary adjustments to the plan.

- **-** Grant Administrator will plan consortium meetings for the year.

- **-** University of Maryland will use quantitative and qualitative data collected to evaluate success yearly and share data with all stakeholders.

- **-** The Grant Consortium Committee will keep stakeholders informed of the progress of the grant through social media, board of education meetings, newsletters, and district web pages.

### 19. Summative Evaluation - Plans to analyze the results of the project

**Date Range:** August 2015 - Ongoing

- **List of scope of work (activities and/or events, including quantitative and qualitative benchmarks and other project milestones).**

  **-** The Consortium Grant Committee will develop and evaluation plan for the grant. The consortium will work closely with the Fordham Institute in evaluation of the grant. The high schools will use the following assessments to measure academic progress of the students and then compare the results based on which learning path they were receiving their instruction; Aspire for grades 9 & 10, the ACT in grade 11, and the College Work and Readiness Assessment in 9th grade and again in 12th grade. Bryte Bites surveys will be conducted for all stakeholders including, parents, staff and students.

  **-** The District Leadership Team will develop an evaluation subcommittee including stakeholders that will develop an internal evaluation plan and contract services with the external evaluator (Fordham).

  **-** Progress will be tracked and communicated at Building Leadership Team meetings monthly and DLT meetings quarterly.

  **-** Upon review of data the DLT will respond...
### E) SUBSTANTIAL IMPACT AND LASTING VALUE - Impact, evaluation and replication

The responses in this section are focused on the ability to design a method for evaluating the project's capacity for long-term sustainable results. Therefore, the questions focus on the method of defining the problem(s) the project hopes to solve and the measures that will determine if the problem(s) have been solved.

21. 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 response should provide a concise explanation of items which provide rationale that will support the probability of successfully achieving the goals of the project. Answers may differ based on the various levels of development that are possible. If the proposal is for a new, never before implemented project, the response should provide logical, coherent explanations of the anticipated results based on some past experience or rationale. For projects that have been implemented on a smaller scale or successfully in other organizations, the response should provide the quantifiable results of the other projects. If available, relevant research in support of this particular proposal should also be included.

Please enter your response below:

Blended learning is a fundamental redesign of instructional models with the goal of accelerating learning toward college and career readiness. A 2010 United States Department of Education meta analysis found that students in fully online courses outperformed those in...
goals. Applicants should describe how the program or project will continue after the grant period has expired. The response should provide specific quantifiable measures of the grant outcomes and how the project will lead to successful attainment of the project goals. Applicants should describe how the program or project will continue after the grant period has expired.

22. Describe the overall plan to evaluate the impact of the concept, strategy or approaches used in the project.

This plan should include the methodology for measuring all of the project outcomes. Applicants should make sure to outline quantitative approaches to assess progress and measure the overall impact of the project proposal. The response should provide a clear outline of the methods, process, timelines and data requirements for the final analysis of the project's progress, success or failure. The applicant should provide information on how the lessons learned from the project can and will be shared with other education providers in Ohio.

* Include the name and contact information of the person who will be responsible for conducting the evaluation and whether this will be an internal or external evaluation.

The consortium's project will be formally evaluated by June Ahn, an outside evaluator from the University of Maryland. Mr. Ahn will disaggregate qualitative and quantitative data collected by the consortium partners. Additionally, we will use the Ohio Improvement Process (DLT - District Leadership Team) to monitor the progress internally.

* 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 project's progress).

Quantitative data will be gathered from the ACT’s new online ASPIRE assessment (grades 9 and 10), the ACT in (11th) and the College Work and Readiness Assessment (CWRA) in grades 9 and 12. These assessments will be purchased and administered yearly to measure student achievement progress. Qualitative data will also be used to measure the effect of implementation in the form of stakeholder survey data from Bryte Bytes which will provide instant access to data-driven report and evidence of the efficacy of our blended learning initiative. Our districts use the Ohio Improvement Process, which includes the District Leadership Team (DLT) and Building Leadership Teams (BLT’s). The Consortium Grant Committee will include members from each DLT. This committee will be embedded within the DLT which will enable them to organize, collect and monitor data (both qualitative and quantitative) and communicate data on a yearly basis. Data will be collected and analyzed yearly and a final impact report will be compiled in Year 5. This report will be evaluated by the Grant Consortium Committee to assess the success of the project. The report will be shared with each DLT, all stakeholders, as well as other districts across the state and nation because we are members of the Ohio Blended Learning Network and the League of Innovative Schools. We will continue to share our knowledge at state and national conferences (OSBA, Etech, ISTE, OMLA) and include findings at our professional development trainings.

* Include the method, process and/or procedure by which the project will modify or change the project plan if measured progress is insufficient to meet project objectives.

The Grant Consortium Committee will oversee the planning and implementation of the project. The committee will consists of DLT members from consortium schools. Each DLT will monitor student achievement, spending reduction in the five year forecast, provide utilization of a greater share of resources in the classroom and implementation of the shared services. Each DLT will report data to the Grant Consortium Committee and the committee will compile and analyze data to insure progress toward the goals outlined in the grant. The Grant Consortium Committee will provide June Ahn, the external grant evaluator, with quantitative and qualitative data. Mr. Ahn will compile data and share progress to the Grant Consortium Committee. The committee will then make necessary adjustments to the action plans and communicate changes the DLT’s. DLT’s will then communicate information to the Building Leadership Teams (BLT), Board of Education, and other stakeholders. The Grant Administrator will be responsible for the implementation, coordination, and communication of all adjustments to the action plans.

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

The response should provide specific quantifiable measures of the grant outcomes and how the project will lead to successful attainment of the project goals. Applicants should describe how the program or project will continue after the grant period has expired.
24. Describe the specific benchmarks, by goal as answered in question 9, which the project aims to achieve in five years. Include any other anticipated outcomes of the project that you hope to achieve that may not be easily benchmarked.

The applicant should provide details on the quantifiable measures of short- and long-term objectives that will be tracked and the source of benchmark comparative data points. Responses should include specified measurement periods and preliminary success points that will be used to validate successful implementation of the project. If a similar project has been successfully implemented in other districts or schools, identification of these comparable benchmarks should be included.

* Student Achievement

Students will show academic growth as measured by nationally-normed assessments including the ACT, Aspire, CWRA, and PARCC, and student digital portfolios. Students are expected to show an increase in academic growth over four years as measured by the College, Work and Readiness Assessment. Students will be prepared for college or career as measured by the College, Work and Readiness Assessment (CWRA). This assessment will be administered to all 9th grade and 12th grade students. It will measure high school students on their 21st century skills, analytic reasoning, problem solving, and written communication skills that are necessary in work and college environments in the 21st century. Growth will be measured for over the four years. We anticipate our students will show growth of at least one year for each of the four years in high school. Each graduating cohort will be compared to measure success of the blended learning model of instruction. We would expect to see higher academic growth with each cohort. Digital portfolios will be used for real world assessments They will provide a structure and allow for students to reflect on their own learning, allowing students to create a picture of their skills and accomplishments by providing a more thorough documentation of how they are reaching their goals. The ACT, Aspire, and PARCC assessment will be used to measure student growth from year to year. These assessments will be used to ensure students are on track and making progress each year they are in high school. June Ahn will disaggregate our data to measure the success of the grant. Increase in student engagement using administrator walk through data, when students are engaged in their learning student achievement will increase. Increasing 4-year graduation rates and decreasing five-year graduation rates as reported on the ODE Building Report

* Spending Reduction in the five-year fiscal forecast

Reduction in Spending: Reduction in spending measured by the five year forecast monitored by CFO’s in consortium districts and Grant Consortium Manager Decreased in staffing due to online courses including health, econ/financial literacy, and one administrator Decrease in textbook purchases due to the writing of digital courses and shared service with distance learning courses between consortium districts. C++, Droid Apps, Foreign Language, and a myriad of electives. The smaller district has few choices for student electives, this will offer students more choice Decrease in students attending out-of-district and online schools primarily used for credit recovery. By providing this for our students there will no longer be a need for students to go out of district for those services.

* Utilization of a greater share of resources in the classroom

Greater Share of Classroom Resources: Increase number of students using 1:1 devices. These devices will help change the current delivery model of instruction from stand and deliver to the small group differentiated, station rotation model of blended learning. These devices will replace decrease the need for traditional textbooks and provide access to online content. Increase number of course offerings for students via distance learning, on-line courses, including AP, credit recovery and new courses not currently offered like coding. (Programming for Droid and Apple apps, AP computer science) Increase number of distance learning courses for students. Increase number of redesigned classroom learning space. In order to make the instructional shift for blended learning, classrooms need to function differently. Flexible furniture will support the transition from whole group to small group instruction in minutes this will allow for differentiated instruction which will impact student achievement. Making this shift requires substantial funding which would not be possible without the initial influx of grant money. Making this visual shift in instruction will support the goals of the blended learning initiative. The computer becomes a tool, a tutor, and it becomes an instrument to create, problem solve, program and will customize instruction for students. Increase development of online textbooks using iBooks. Traditional textbooks will be transformed to online digital content. Professional development will be provided for staff.
to create online content using iBooks. Increase development of high school online courses in the core content area. Full online courses will be developed by current staffs therefore decreasing the need to purchase full online curriculum through Pearson. Increase development of shared courses between consortium districts. This will duplicate less effort and leverage current and future resources of consortium districts.

* Implementation of a shared services delivery model

By implementing a shared service delivery model it will decrease the duplication of efforts and leverage combined dollars to offer more with less; distance learning, collaborative professional development, job embedded professional development, and grant manager. The grant manager will be the vital link between consortium schools. This shared service position will be responsible for leading the grant consortium committee. There will be a face to face component of our shared blended distance learning courses. Due to the 8 mile proximity of consortium districts the teacher will be able to rotate face to face instruction between districts. This model will enable the teacher to form relationships with all students in the class, therefore maximizing student success rates.

* Other Anticipated Outcomes

The professional development center will be the central hub for professional development and blended learning for Ohio. This will be accomplished with our partnership with Ohio Blended Learning Network and League of Innovative Schools. Because our consortium is made up of one of the largest and one of the smallest high schools in the state we will act as a model for developing professional development workshops that meet the needs of school districts in Ohio paving a way to partner, share resources, and leverage classroom dollars. The professional development center will create a plethora of opportunities to break the teacher as manager of classroom learning mindset requiring instead students to be the center of learning, allowing students to focus on difficult problems, take risks, play with their own ideas and permission to trust their own learning. We will measure the success of the professional development center by gathering data on the number of shared professional development training. The observation classroom in the professional development center will be available to area districts outside the consortium. Districts can send a teacher and class to the observation classroom for a specified length of time so teachers and students can learn the blended learning model with support from instructional coaches. This will be measured by the number of districts implementation of blended learning when they return to their district. We will require districts to measure this using walk through data and surveys.

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

- [ ] Yes
- [ ] No

If the applicant selects “Yes” to the first part of the question, the response should provide an explanation of the time and effort it would take to implement the project in another district, as well as any plans to share lessons learned with other districts. To every extent possible, applicants should outline how this project can become part of a model so that other districts across the state can take advantage of the learnings from the proposed innovative project. If there is a plan to increase the scale and scope of the project within the district or consortium, it should be included here.

* Explain your response

We expect this project to be replicated in other districts across Ohio and beyond. Based on our experience with blended learning initiatives at our middle school we have learned a great deal about what is needed for successful implementation of blended learning. In order to be successful the following protocol is recommended: The district will need to develop a Blended Learning Steering Committee with representation from all stakeholders and the committee will need to meet weekly. The steering committee will research and develop a planning timeline. The timeline shall include gathering stakeholder and baseline student achievement data, determine goals and steps of the project and the development of a communication plan. A budget will need to be developed to include items such as technology needs, infrastructure improvements, professional development, and online curriculum. Initial and ongoing professional development is essential to the success of the implementation and sustainability of the project. Professional development should include visits to schools that are successfully implementing the blended learning model and intensive and targeted workshops focusing project-based learning, station rotation, technology and online courses. We strongly recommend appointing an instructional coach with a technology background in order to provide staff with ongoing professional development. A small blended learning pilot is recommended prior to the large-scale implementation. The pilot should include an observation area (attached to the blended learning classroom) for staff members to observe, collaborate and reflect on how blended learning will change the current instructional model. Data from the pilot should be collected, analyzed and shared with all stakeholders to support moving forward with blended learning instruction. The Blended Learning Steering Committee will meet to review the success and challenges of the pilot and revise the process, timeline and procedures prior large-scale implementation. We are already a valuable resource for schools, companies, and universities. We are one of the largest high schools in the state of Ohio, therefore a lighthouse district, showcasing our blended learning model. We created a large observation/collaboration classroom called Catalyst at the middle school. Upon a competitive application review, a classroom teacher is selected to teach in an “ideal” blended learning classroom for a period of 2-8 weeks. The class is transported daily to the middle school Catalyst room fully equipped with technology, flexible furniture, and innovative classroom space. The teacher is provided with an instructional coach who provides her with the support needed to shift to a small group, rotational model of instruction. Attached to classroom is the large observation area where guests observe and collaborate about blended learning. Catalyst has hosted visitors from local colleges, thirty-five public and private schools and businesses including, Google, Apple, TechSmith, SteelCase, Brefford and the Lieutenant Governor of Ohio, Mary Taylor. Any district wishing to replicate our model is invited to visit our Catalyst room and tour our schools. We also share the success of our middle school blended learning models at state conferences. We have teams of 20 staff members present at OSBA, OETEC and OMLA. If awarded the Straight A Fund, we will continue to share with others at local, state and national conferences. By partnering with a small district we will learn more about best practices and implementation and share our knowledge across Northeast Ohio and beyond.

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 time frame. The Governing Board of the Straight A Fund reserves the right to conduct an evaluation of the project and request additional information in the form of data, surveys, interviews, focus groups and other related data on behalf of the General Assembly, Governor and other interested parties for an overall evaluation of the Straight A Fund.

PROGRAM ASSURANCES: I agree, on behalf of this applicant, and any or all identified consortium members or partners, that all supporting documents contain information approved by a relevant executive board or its equivalent and to abide by all assurances outlined in the Straight A Assurances.
I agree Matt Miller, Superintendent of Mentor Exempted Village School
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<tr>
<td>Steve</td>
<td>Barrett</td>
<td>216-789-5149</td>
<td><a href="mailto:steve.barrett@kirtlandschools.org">steve.barrett@kirtlandschools.org</a></td>
<td>Kirtland High School</td>
<td>019216</td>
<td>9150 Chillicothe Rd, Kirtland, OH, 44094-9256</td>
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<tr>
<td>June</td>
<td>Ahn</td>
<td>301-405-2037</td>
<td><a href="mailto:juneahn@umd.edu">juneahn@umd.edu</a></td>
<td>University of Maryland-College Park</td>
<td>2117 J Hombake Bldg. Southwing, College of Information Studies, College Park, Maryland, 20742</td>
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<td>Matthew</td>
<td>Miller</td>
<td>Superintendent</td>
<td>- Project Leader: - Oversee project implementation timeline, budget, and renovations - Lead Blended Learning Steering Committee - Communicate with all stakeholders including Board of Education, parents, staff and community</td>
<td>-Ohio Superintendent for 9 years -Chairman of the Ohio Blended Learning Network - Selected member of Digital Promise League of Innovative Schools -Received &quot;Best Use of Blended Learning&quot; and &quot;Ohio Trendsetter&quot; awards at the Ohio Educational Technology Conference</td>
<td><em>Adjunct instructor for Wright State University -Selected for Harvard Graduate School of Education's leadership Institute for Superintendents</em>Student Services and Instruction *Building principal</td>
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<tr>
<td>Steve</td>
<td>Barrett</td>
<td>Superintendent/Curriculum Director</td>
<td>Oversee project implementation timeline, budget, and renovations - Lead Blended Learning Steering Committee - Communicate with all stakeholders including Board of Education, parents, staff and community</td>
<td>Ohio superintendent for 3 years Curriculum director for 3 years Associate Superintendent for 4 years High School Principal for 3 years Middle School Principal for 5 years</td>
<td>Developed a five year PD plan in curriculum, instruction and assessment Created a framework for job-embedded professional development for content based literacy strategies and writing across the cubicum in preparation for common core state standards and PARCC assessments Developed five year facilities plan Captured legal/safety priorities regarding building maintenance and upkeep Developed 3 shared service initiatives with neighboring school districts in the area of transportation supervision, transportation maintenance, and shared financial services saving the school district $254,000 annually. In the process of looking at sharing food service program with neighboring school districts to reduce costs and increase participation rates.</td>
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<td>Ed</td>
<td>Bradac</td>
<td>Director of Technology</td>
<td>Purchasing and managing all district devices and technology infrastructure</td>
<td>Technology director for 5 years15 years of teaching experience</td>
<td>Lead person on the reconstruction/renovation project in regard to technology Lead an effort to make the entire campus wireless</td>
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<td>Barb</td>
<td>Bonnes</td>
<td>Director of Curriculum</td>
<td>Curriculum Director: Responsible for working closely with Project Administrator to purchase and develop curriculum for blended</td>
<td>-Director of Curriculum and Instruction -Manages the district's Federal funding application (CCIP) and oversees all grants - Responsible for allocations of Title II-</td>
<td>-Experience writing and managing competitive grants including the 21st Century, Race to the Top, Third Grade Reading Guarantee Grant</td>
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<tr>
<td>Jeremy Shorr</td>
<td>Director of Educational Technology and Curricular Innovation</td>
<td>Professional Development Coordinator</td>
<td>-Certified Educational Technology Leader (CETL) - ED Leader Innovator Award from Ohio Educational Technology Conference - MBA - National School Board Association's &quot;20 to Watch&quot;. - Chair-Elect for the Technology Director's group at the International Society for Technology in Education (ISTE) - President of the Ideastream (WCPN/WVIZ NPR/PBS) Advisory Council</td>
<td>Oversees instructional implementation of the blended learning model - Provide blended learning professional development for administrators, coaches and teachers</td>
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<td>Lynn Campbell</td>
<td>High School Principal</td>
<td>-Leads the high school staff with the day-to-day implementation of the project</td>
<td>High School Principal - Implemented a Building Committee, creating a venue for collaborative leadership - Served as the District Testing Coordinator (2 years) - Lead the annual United Way of Lake County campaign (received the Outstanding ECM award, 2012) - Earned Doctorate (Ed.D. in EDAD, May, 2012) - Served on Policy and Governance Committee - Served as a member of the Contract Negotiations Team Middle School Principal - Initiated Professional Learning Communities among departments and created release time for collaboration - Initiated development and monitored progress toward attainment of SMART Goals - Lead the District Anti Bullying Task Force Committee (response to HB)</td>
<td>Lead successful transition to an 8-period day, increasing teacher-student contact time by 25% - Assisted the Superintendent in the delivery of Content-Based Literacy Strategies PD</td>
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<td>Artist Name</td>
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<td>Jennifer Skulski</td>
<td>Director of Business Operations</td>
<td>- Initiated an Olweus Bullying Prevention Program for KMS with a teacher committee and Student Ambassador Program - Served as a District Value Added Specialist - Managed the CARES renovation project totaling $900,000.00 - Managed the district's a capital improvement budget of $1,100,000.00 annually - Works with architect firm to design and renovate designated space</td>
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<td>June Ahn</td>
<td>Outside Grant Evaluator</td>
<td>- Compile and disaggregate data including achievement, student engagement, teacher implementation, stakeholder satisfaction, graduation, attendance and discipline. - Assisted with the I-Wing renovation project at Mentor High School, $1,300,000.00 - Assisted with the I-Wing renovation project at Mentor High School, $1,300,000.00 - Managed the CARES renovation project totaling $900,000.00</td>
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In the Sci-Dentity project, we are running an after-school program in Washington DC public middle schools, where learners use new media projects and science fiction to explore the relevance of science, technology, engineering, and math (STEM) in everyday life. This design-based research project is examining how new models of learning like interest-driven, connected learning work (and sometimes don't work) for under-represented, urban youth as they work to develop identities that integrate STEM.

ARGs: I'm working with colleagues to develop a massive, Alternate Reality Game, that will be designed to engage under-represented teenagers in STEM learning. We'll examine how to design of these large-scale, collaborative experiences to push our thinking about informal science education. Open Education: I'm collaborating with the Peer 2 Peer University (P2PU) to explore how we can design and leverage open education platforms to help learners build their own experiences.

ScienceKit: I'm co-leading the design of a social media tool (formerly called SINQ, and now evolved into an app called ScienceKit), that is designed to allow children to capture their everyday life (in pictures and other media) like they would in tools like Instagram, but in the process view the world through a lens of scientific inquiry. In this design-based research, we are studying how to help kids develop dispositions towards science through such social media.
Blended Learning: I'm working with the Washington DC Public School system to examine their blended-learning reform initiative. I'm conducting case studies of how blended learning is changing the configuration of classrooms and teacher practice, and how the district's reform efforts influence these changes. In addition, we are examining data from the district's video game platforms to examine relationships to student achievement.

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<th>Name</th>
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| Bill Wade      | High School Principal       | - Leads the high school staff with the day-to-day implementation of the project  
- Works closely with the project leader and grant managers  
- High School Principal for 6 years with the last three at Mentor High School  
- Effectively managed a school of over 3000 people with a budget over $200,000.00  
- Successfully created an online alternative school to meet the needs of at risk students, as well as provide all students with alternative pathways to meet graduation requirements and increase course offerings  
- Transitioned a traditional summer school program to a virtual program that helped cut costs and increase student passage rates. |
| Daniel Wilson  | Chief Financial Officer     | - Fiscal Manager: Manages budget and ensures alignment of financial impact table with project spending  
- 39 years experience in fiscal management of Ohio Public Schools  
- 4 year recipient of Perfect Audit Award by the State of Ohio  
- Past experiences include:  
  - Served as Associate Superintendent for the Center for School Finance and Accountability at the Ohio Department of Education  
  - President of the Ohio Association of School Business Officials  
  - Chairman of the Board of Trustees for the Foundation for School Business Management  
  - Member of the Board of Trustees for the Ohio School Employees Retirement System  
  - Board of Director for the Health Action Council of Northeast Ohio  
  - Current Vice-Chairman of the Employee Benefits Cooperative  
  - Served as the Ohio PTA School Finance Consultant  
- 1995 publication of his Outstanding Business Document was recognized by the Foundation for School Business Management Recognized as a School Business Financial Officer by the Ohio Association of School Business Officials in 1979  
- Designed Business Plan for current Cardinal Autism and Resource Education School (CARES) |
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<th>To Be Determined</th>
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<tr>
<td>-Project Administrator will work with consortium districts as the lead administrator for the implementation of the grant. Responsible for developing and leading the grant consortium committee, will work closely with Director of Business Operations for all renovations and constructions. Responsible to work collaboratively with consortium CFO's, superintendents, and district directors to implement strategic plans developed by the consortium grant committee. Additionally will organize and implement professional development for blended learning staff and direct instructional coaches. Lead planning for professional development.</td>
<td>Educational experience with blended learning</td>
<td>Masters Degree in Education Administrative Experience preferred Experience in planning large initiatives Performance tracking Analysis of data and research development Strong communication skills Technology background</td>
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<th>Hank Hartman</th>
<th>Director of IT</th>
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<td>-Purchasing and managing all district devices and technology</td>
<td>-Currently manages a 16 building network with over 4,500 computers</td>
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Recipient the Ohio PTA Oak Tree Award for distinguished service to children and youth in 2007. - Recognized as the 2001 Outstanding Treasurer in Ohio by the Foundation for School Business Management - Earned Ohio PTA Lifetime Membership that same year. - Received the Ohio Government Finance Officers Association Innovation in Public Finance Award.
| Infrastructure and devices - Manages 8 staff members | Implemented an MDM solution for our district 1:1 project - Updated the district server farm with 10GB Arista switches |