

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](#))

Purpose Code	Object Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction		285,344.00	100,256.00	0.00	2,107,240.00	4,359,000.00	0.00	6,851,840.00
Support Services		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Governance/Admin		94,800.00	38,482.00	0.00	0.00	0.00	0.00	133,282.00
Prof Development		0.00	0.00	576,000.00	0.00	0.00	0.00	576,000.00
Family/Community		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Safety		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities		0.00	0.00	0.00	0.00	6,250,000.00	0.00	6,250,000.00
Transportation		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total		380,144.00	138,738.00	576,000.00	2,107,240.00	10,609,000.00	0.00	13,811,122.00
Adjusted Allocation								0.00
Remaining								-13,811,122.00

Application

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Please respond to the prompts or questions in the areas listed below in a narrative form.

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:

- | | |
|--|--|
| <input type="checkbox"/> Pre-K Special Education | <input type="checkbox"/> Kindergarten |
| <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| <input type="checkbox"/> 5 | <input type="checkbox"/> 6 |
| <input type="checkbox"/> 7 | <input type="checkbox"/> 8 |
| <input checked="" type="checkbox"/> 9 | <input checked="" type="checkbox"/> 10 |
| <input checked="" type="checkbox"/> 11 | <input checked="" type="checkbox"/> 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

No

If you are partnering with anyone, please list all partners by name on the "Partnering Member" page by clicking on the link below.

[Add Partnering Members](#)

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 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.

The proposed innovation and how it relates to solving the problem or improving on the current state.

Offering educational choice through blended and online learning opportunities will lead to increased student achievement, decreased dropout rates and prepare our students for college and career readiness. The lead district in the consortium will offer 9th grade students a choice of three paths; blended, online or traditional learning with at least one online class. The smaller district will offer blended learning in the four core content areas and offer additional online courses not currently available or share courses with the larger district through distance learning. Consortium districts will use the blended learning model in the four core content area subjects. All 9th and 10th grade students will be required to take a health and financial literacy courses fully online. 10th-12th grade students will have the opportunity to take online course electives not currently offered. We will also increase student online student enrollment yearly by 50%. All ninth and tenth grade students in the larger school, and all 9-12 grade students in the smaller school will receive an electronic device for learning. The consortium's high school libraries will be redesigned to support the learning spaces needed for online coursework to be completed. These learning centers will serve as a multifunctional space. They will provide social spaces, student services, study support, book and laptop loan, and access to IT. This will include flexible furniture for collaboration and "board rooms" for practice presentations. MediaScape collaboration centers will be used for distance learning. Since the district high schools are eight miles apart, teachers can offer the class through the use of distance learning equipment, but can also rotate days or weeks between districts, which will provide students with more options. Traditional classroom spaces will be transformed into blended learning spaces for students. The spaces will be flexible, future-proofed, bold, creative, supportive and enterprising. The learning space will motivate learners and promote learning as an activity, support collaborative as well as formal practice, provide personalized and inclusive environment and be flexible in the face of changing needs. The larger district plans to expand the blended learning path yearly, adding an additional grade level of at least 160 students each year, with full implementation in grades 9-12 by Year 4. Due to its size, the smaller district has a two-year full implementation plan. Although our plan is bold and innovative, we believe it will achieve a high likelihood of success due to the methodical and deliberate implementation plan. A Professional Development (PD) Center will be added onto the current admin offices of the lead district and blended learning professional development will be shared by consortium members and others. This space will provide a venue for collaboration amongst districts across the nation. This will be possible because the lead district's superintendent is the president of Ohio's Blended Learning network, and the district has also been accepted into the League of Innovative Schools. This league is national coalition of 46 public school districts and educational agencies in 25 states that serve nearly 3 million schools. Lead districts are committed to demonstrate, evaluate, and scale up innovations that deliver better results for students. Ohio's Blended Learning network consists of 20 school districts across the state whose mission is to implement Blended Learning and build a culture of collaboration for successful implementation. The consortium's PD center will serve as a beacon for blended learning and other innovative PD. The PD center will house a model blended learning high school classroom. An observation room will provide teachers with an authentic learning environment. The classroom will be equipped with state-of-the-art technology to implement blended learning. Teachers will be able to visualize blended learning instruction.

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

with our freshman class of 2015 in year one, and subsequent grade levels will be added each year until full implementation in grades 9-12 is achieved in year 4. The smaller district will phase in the blended learning mode beginning with the freshman and sophomore class with juniors and seniors the following year. Student achievement, engagement and stakeholder satisfaction will be measured. Baseline data will be gathered for all tracks in the fall of 2015 using ACT's new student readiness assessment system, ACT Aspire, and the College Work and Readiness Assessment (CWRA). Aspire will be administered for ninth and tenth grade students. Aspire is the first computer-based, longitudinal assessment system that connects student growth and progress from the elementary grades through high school in the context of college and career readiness. The ACT will be given in 11th grade, and the CWRA will be administered in both 9th and 12th grade, to measure growth from freshman to senior year. Teacher implementation and student engagement data for all tracks will be collected using walk-through forms. Stakeholder satisfaction data will be measured yearly using a survey tool called Bright Bytes. Our project partner, Dr. June Ahn from the University of Maryland will disaggregate the data and compile project results for the consortium. Data is expected to show an increase in student achievement in reading and math and an increase of overall stakeholder satisfaction for all students, staff and parents. The larger district will additionally evaluate the effectiveness of each of the three instructional paths (online, blended and traditional). We expect an increase in student engagement which will correlate to increased graduation and attendance rates and a decrease in discipline occurrences. The data will be shared with Ohio's Blended Learning Network and The League of Innovative Schools.

Spending reductions in the five-year fiscal forecast or positive performance on other approved fiscal measures (Describe the specific reductions you anticipate in terms of dollars and spending categories over a five-year period in the box below or the positive performance you will achieve on other approved fiscal measures. Other approved fiscal measures include a reduction in spending over a five-year period in the operating budget approved by your organization's executive board or its equivalent.)

District 1 For FY16, Savings total \$1,024,613 Includes -9.0 FTE teachers from online learning implementation and -1.0 FTE teachers from implementing P.E. waivers For FY17, Savings total \$17,031 Includes an additional -1.0 FTE teacher from online learning implementation. For FY18, Savings total \$133,816 Includes an additional -1.0 FTE teacher from online learning implementation. For FY19, Savings total \$298,918 Includes an additional -1.0 FTE teacher from online learning implementation. For FY20, Savings total \$384,392 Includes an additional -1.0 FTE teacher from online learning implementation. Ongoing Savings: FY16 through FY 20 an annual \$15,000 reduction for discontinuing the current online software license (Apex Learning). FY16 through FY20 reduction to out of district tuition for 6 students who will return to a blended learning environment (\$72,000 annually). FY16 through FY20 \$300,000 annual reduction in traditional textbook purchases. FY16 through FY20 an annual \$100,000 reduction to the classroom computer replacement budget. District 2 FY 16 total savings \$95,800 Includes reduction of -1.5 classroom teachers and 1.0 administrators. FY17 total savings of \$100,420. FY18 total savings \$105,218 FY19 total savings \$110,203 FY 20 total savings \$17,281 Ongoing Savings: FY16 through FY20 an annual \$22,650 reduction to the classroom computer replacement budget. FY 16 through FY20 discontinue use of alternative school placement for 3 students/year \$36,000 annually FY 16 through FY20 reduction in annual textbook purchases (FY16 \$16,400 FY17 \$17,220 FY18 \$18,081 FY19 \$18,985 FY20 \$19,934) FY16-FY20: Eliminate current annual replacement of student computers \$22,650 annually.

Utilization of a greater share of resources in the classroom (Describe specific resources (Personnel, Time, Course offerings, etc.) that will be enhanced in the classroom as a result of this innovation in the box below.)

Greater share of resources will be allocated directly into the classroom in the form of digital courseware, redesigned instructional spaces, 1:1 student devices, the addition of an instructional technology coach and a professional development center. Elective courses that are not currently offered will now be available to students online. Learning spaces for online and blended learning will be created. These spaces will be innovative, collaborative and student-centered. New distance learning labs will enable students to take courses not currently offered. By purchasing the Mediascape equipment districts will be able to share courses and teachers. Class sizes will be able to be increased because students will be engaged remotely. The Mediascape equipment is made of a large table that seats eight people with one or two large 45" monitors. There are hockey pucks in the center of the table that allow students to connect their laptop to the split screen. Mediascape allows for egalitarian meetings with information sharing between several participants, thus increasing productivity and innovation. Ongoing professional development will be the key in the successful implementation of blended learning. In order to make the necessary instructional shifts from the traditional stand and deliver method to a small group station rotation model, our staff will need intense, ongoing professional development. The blended learning teams will receive professional development on blended learning station rotation model of instruction, project-based learning, technology devices and online curriculum. The addition of the instructional coach will provide ongoing, job-embedded professional development for teachers. Professional development venues in our county is limited due to space. While there are some small locations available none of them are able to house a district our size. This consortium, the Blended Learning Network, and League of Innovative Schools will partner to provide the essential professional development needed for teacher success. This will enable us to host schools across the nation. Part of this PD space will be a model blended learning classroom and observation room. Teachers will have the opportunity to observe a live classroom in session during their blended learning training. Currently we have a similar classroom in one of our middle schools, since October we have hosted over 72 educational groups. These groups included universities, companies, local news and statewide schools. Some of the visitors were Apple, Google, TechSmith, Steeplecase, Bretford, Fordham Institute and the Lieutenant Governor of Ohio, Mary Taylor.

Implementing a shared services delivery model (Describe how your shared services delivery model will demonstrate increased efficiency and effectiveness, long-term sustainability, and scalability in the box below.)

Currently the smaller district is sharing services in transportation, treasurer and eventually food service. In the larger district treasurer services are currently being shared. The grant will allow for districts to share services for a grant manager, professional development, curriculum and assessment development and shared courses offered through distance learning. Communication will be critical between the districts in order for successful implementation of the grant, therefore the shared grant manager will be the vital link between the two schools. This will provide consistency of implementation. The professional development, curriculum development, distance learning and grant manager services will be shared between the schools beyond the life of the grant. The implementation of the plan will take four years to complete therefore the districts will share services well beyond the life of the grant.

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

Mixed Concept: Incorporates new and existing elements

Established: Elevating or expanding an effective program that is already implemented in your district, school or consortia partnership

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 center, 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 Gradpoint 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 staff 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 Addition of 1.0 instruction technology coach \$40,700 and \$14,300 benefits to provide ongoing professional development for staff. Addition 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

As a result of the districts transitioning to blended and online learning paths they will see a result in an expected savings of \$2,287,692 over the life of five-year forecasts. Savings in staffing listed below is a result of offering online classes (including Health, Econ, PE) and online courses not currently offered for students in grades 9-12. Additionally we will be participating in the PE waiver for high school students. This will decrease our Health and PE staffing. The curriculum savings reflect the reallocation of textbook funds and current online software. The IT savings reflect the reduction in spending for replacement of student computers. FY2016 combined savings-(\$1,024,613 + \$95,800 = \$1,120,413) As a result of blended and online learning, there will be a decrease in staffing; (\$567,506+\$77,000=\$644,506) District 1: Decrease in purchased services will amount in savings of \$57,107; and \$100,000 from Instructional Technology and \$300,000 savings from curriculum textbook budget. -9.0 FTE teachers from online learning implementation and -1.0 FTE teachers from implementing P.E. waivers; District 2: Personnel Impact: Reduction in salaries and benefits totaling \$77,000. This includes reduction of -1.5 classroom teachers and -1.0 administrators. Reduction in textbook purchases \$16,400 and computer replacement budget \$22,650. FY2017 combined savings-(\$17,031 + \$100,420 = \$117,451) District 1: Although we have over \$600,000 savings in salaries in benefits, we have increased in purchased services for online curriculum and capital outlay for 1:1 technology purchases for incoming freshman, we still have a net savings \$17,031. District 2: Staff savings of over \$80,000 explained in FY16 plus an additional saving from supplies and materials and capital outlay of \$39,870 which results in a total savings of \$100,420. FY2018 combined savings (\$133,816 + \$105,218 = \$239,034) District 1: Staff reduction of -1 teacher due to online course options will result in total staff savings of \$788,499. The purchase of online curriculum and 1:1 devices for incoming freshman, will result in a savings of \$133,816. District 2: Continued staff savings of \$83,283 (from FY16) and continued textbook reductions and capital outlay technology replacement will result in a savings of \$40,731. While purchasing of online curriculum is \$18,081 with a net savings of \$105,218. FY2019 combined savings (\$298,918 + 110,203 = \$409,921) District 1: \$862,561 in staff due to an additional decrease of -1 teacher due to online course offerings. The purchase of online curriculum and 1:1 devices for incoming freshman, will result in a savings of \$298,918. This is the year begin implementation of our district-developed online curriculum in the core content areas in grades 9-11. District 2: Continued staff savings of \$86,615 and textbook and capital outlay reductions will result in a savings of \$110,203. FY2020 combined savings (\$384,392 + \$17,281 = \$401,673) District 1: Staff reduction of -1 teacher due to online course offerings \$948,035. The purchase of online curriculum and 1:1 devices for incoming freshman, will result in a savings of \$384,392. Implementation of our district-

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).

-Announce award of grant to all consortium stakeholders through social media and press releases -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

comprised of all members listed in the implementation and staff members from the high schools. - Committee will meet bi-monthly to develop and implement and report progress of the plan -Obtain approval for bidding of the high schools renovations and obtain approval for development of Professional Development Center -Survey: The lead district will survey current 8th grade students to determine interest in the blended learning track -Select Blended Learning Team Staffs -Plan for professional development for staff -Communication: Set up avenues to communicate between districts and ways to share information with all stakeholders including Twitter, Facebook, Newsletters, and local media -Action Plan: Develop key performance indicators aligned with the project to measure student achievement, project implementation and stakeholder satisfaction -Professional Development: Plan all professional development including dates and content for the staffs of the consortium schools, the professional development will consist of initial 8 day training with another 8 day follow- up training to create eBooks for digital curriculum -Plan for distance learning opportunities for districts to share courses -Data Collection Process: Contract with University of Maryland to collect and analyze data, determined by consortium grant committee which will consist of Aspire and CWR assessments Bryte Bites survey results Evaluation Planning: The DLT will create an evaluation subcommittee that will develop an internal and external evaluation plan.

* 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 -Selection of architect for renovations and develop timeline for completion -Implement IT management device procedures for consortium schools Conduct student orientations - students and parents will pick up devices and receive basic training -9th -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.

* Anticipated barriers to successful completion of the implementation phase.

Parent participation in parent informational meetings and online surveys could be a barrier. We will offer multiple dates for parent meetings and communicate using both print and electronic media. Parents could refuse to sign consent for the device and refuse to pay the insurance cost associated with it. We had a few parents who had more questions after the parent meeting and were hesitant to sign the parent agreement this school year, but all parents did sign and pay for the insurance. The principal and superintendent had separate discussions with parents who were hesitant. Guidance counselors will be in contact with all parents of students participating in online classes. Making instructional shifts for staff can sometimes be challenging without the correct professional development plan and supports in place. Our plan will phase in blended learning. This will provide teachers the opportunity to learn the shifts in instruction prior to full implementation. Having the professional development center on sight will provide our staff with the necessary training to make the shifts. Also, we will have a model blended learning classroom for staff to observe, they can even sign up to practice these new teaching strategies with the support of an instructional coach for 2-8 weeks at a time through our Catalyst Room. The instructional coach is also important for teacher buy in. Teachers will be able to learn the station rotation model of blended learning at our PD center, and will have the instructional coach in their building for immediate, ongoing training.

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

enacting contingency plans through the data-informed OIP process Share data with stakeholders and other educators in Ohio and across the nation through the Ohio Blended Learning Network and League of Innovative Schools. The Fordham Institute will utilize our blended learning data for research.

* Anticipated barriers to successful completion of the summative evaluation phase.

Currently there is not a state assessment in place for 9th grade students; we will use a national-normed test to monitor student progress in the learning paths. Students' completion of online course work may be a barrier. To address this possible issue, a "success coach" will be assigned to monitor the progress of each child. Each student registered in an online course will have a success coach. This guidance counselor or teacher will monitor the student's progress weekly. Students who are falling behind will have scheduled class time in the media center where they will be monitored by an adult until they are back on track. Additional testing may be a barrier due to the mandatory testing requirements from the state including SLO's, OGT's, and new PARCC assessments. It will be important to communicate the importance of assessment with all stakeholders. Survey data is also an important part of the evaluation process. These surveys will measure student, parent and staff satisfaction data. We expect a at least a 60% response from our stakeholders, which may be difficult. We will use social media to assist in the collection of surveys. The grant manager will be responsible for scheduling all assessments and communicating the district plans to all stakeholders.

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

The response should illustrate the critical instructional and/or organizational changes that will result from implementation of the grant and the impact of these changes. These changes can include permanent changes to current district processes, new processes that will be incorporated or the removal of redundant or duplicative processes. The response may also outline the expected change in behaviors of individuals (changes to classroom practice, collaboration across district boundaries, changes to a typical work day for specific staff members, etc.). The expected changes should be realistic and significant in moving the institution forward.

Please enter your response below:

The expected changes to instruction will shift from the stand and deliver method to a small group station rotation model of instruction. According to Marzano's latest research teachers need to focus on the thirteen instructional strategies to provide students with the rigor needed to be college and career ready. The expected changes to instruction will include small group, differentiated instruction for all students, technology integration practices, and collaboration among cross curricular teams participating in the blended learning path. The teachers in the blended learning classrooms will become the facilitators of instruction. The delivery for new and differentiated instruction will be provided by the teacher in small group while other students work independently and/or collaboratively. 1:1 devices will provide the means to integrate technology which will now become embedded in the curriculum for all students regardless of the educational path they choose. Online delivery of courses for electives will be a new instructional delivery model. Students will be able to self-pace and be provided with more elective options. The role of the guidance counselor will change from scheduling student classes to monitoring student progress in their online courses. Students will have face-to-face meetings with their guidance counselors, or success coaches, to ensure completion of the online course work. Students will work with counselors to develop pacing guide(s) for online course(s). Redesigning the library space and blended learning classrooms will enhance additional instructional delivery changes. The large central learning center will provide social spaces, student services, study support, book and laptop loan, access to IT and different types of learning environments. The Learning Center space will provide areas for student collaboration, small group instruction, and individual comfortable seating for students to collaborate and complete online course work. Traditional classrooms with rows of desks and content delivered lecture-style will be transformed into 21st Blended classrooms will utilize online content and tools as integral aspects of instruction. Key benefits include differentiated instruction, data-driven decisions, accelerated learning and sustainable programs. Digital course work will provide engaging content with embedded assessments and feedback which meets Blooms foundational level of Understanding and Remembering. The small group, teacher guided instruction provides students with differentiated lessons addressing Bloom's higher-order thinking skills including Analyzing and Applying. The collaborative, peer group stations provide students with projects that promote critical thinking skills, the highest level of Bloom's Taxonomy (Creating and Evaluating). The shared PD center will provide collaboration among the consortium districts and will cross state boundaries. A model blended learning high school classroom will be part of this new innovative space. Teachers within and outside the district will be able to view a model high school classroom in action while receiving professional development from trainers. This authentic learning experience transforms traditional professional development for teachers. The instructional coach will provide ongoing, embedded professional development needed to make the necessary educational shifts to implement the blended learning model. The consortium districts will offer students shared distance learning courses which will expand student class offerings. Distance learning instructors can offer a blended approach by alternating sites for face-to-face instruction. The consortium will become a 'lighthouse' for blended and online learning by sharing by erasing all district boundaries and sharing resources to improve student achievement and choice.

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

face-to-face courses and those blended courses outperformed the fully online students. Blended Learning has the potential to be more economical than traditional face-to-face learning, as it requires fewer teachers to supervise students. Online and Blended Learning are tailored to meet individual student needs, allows students to self-pace and are often considered more engaging than traditional classes. The distinctive advantage of online learning is that it gives control of time, place, and pace to the learner. Online instruction holds great promise for achieving high-level learning outcomes when it is designed according to research-based principles and utilizes adaptive technologies to meet individual learning needs. Three key research findings (Bullmaster-Day, 2011) guide the design and delivery of effective online and blended-learning programs that are personalized, adaptive, cognitively engaging, and balanced in terms of instructor and learner control. Key Finding #1: Effective online and/or blended learning is personalized and adaptive to meet individual learning needs. Key Finding #2: Effective online and/or blended learning supports high levels of cognitive engagement in meeting learning objectives. Key Finding #3: Effective online and/or blended learning balances computer- or teacher-led guidance with learner control. Project Based Learning is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to a complex question, problem, or challenge. Students demonstrate better problem-solving skills in Project Based Learning (PBL) than in more traditional classes and are able to apply what they learn to real-life situations. (Finkelstein et al., 2010) When teachers are trained in PBL methods, they devote more class time to teaching 21st century skills; their students perform at least as well on standardized tests as students engaged in traditional instruction. (Hixson, Ravitz, & Whisman, 25). Researchers at the National Center on Accessing the General Curriculum define differentiated instruction as a process to approach teaching and learning for students of differing abilities in the same class. The intent is to maximize each student's growth and individual success by meeting each student where he or she is rather than expecting students to modify themselves for the curriculum. (Hall, 2002) A growing body of research shows positive results for full implementation of differentiated instruction in mixed-ability classrooms (Rock, Gregg, Ellis, & Gable, 2008). Currently, we have embarked on a blended learning pilot that has been fully implemented at 7th grade at one of our middle schools with plans for expansion. The expansion will include the other two middle schools and the 6th and 8th grade levels at the original pilot school. We have taken baseline data for the 7th grade pilot using AIMSweb, stakeholder survey and anecdotal feedback from parents, staff and students. We are continuing to measure and monitor this initiative with plans to quantify the data in June. The implementation of blended and online learning reflects a combined savings of \$2,287,692 of the five-year forecasts. A greater share of resources will be allocated directly into the classroom in the form of digital courseware and 1:1 devices. Elective courses that are not currently offered will now be available to students online. Learning spaces for online and blended learning will be created, this space will innovative, collaborative and student-centered.

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 consist 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 to 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.

Please enter your response below.

The Grant Consortium Committee expects to see: -Student Achievement: -Increase in student achievement as measured by nationally-normed assessments including the ACT, Aspire, CWRA, PARCC, and digital portfolios -Increase in student engagement and blended learning implementation using digital walk through tool -Reduction in Spending: -Reduction in spending measured by the five year forecast monitored by CFO's and Grant Consortium Manager -Decreased in staffing due to online courses -Decrease in textbook purchases - Decrease in students attending out-of-district online schools -Greater Share of Classroom Resources: -Increase number of students participating in 1:1 Increase number of course offerings -Increase number of distance learning courses -Increase number of redesigned classroom learning space -Increase development of online textbooks using iBooks -Increase development of high school online courses in the core content area -Increase development of shared courses between consortium districts -Other measurable outcomes: -Increase in all stakeholder satisfaction survey data -Increased numbers of outside visitors to the observation classroom at the high school -Increased professional development opportunities for internal and external teachers -Blended learning has been implemented in the lead district of the consortium for the past two years in middle school. Sharing our past experience with consortium districts will enable a smooth implementation. Because this model is not new, and has already been implemented on a smaller scale, it provides a solid foundation for success as we implement on a larger scale. Obtaining this grant will allow us to expedite the implementations of blended learning across the consortium districts. We believe blended learning is a K-12 initiative, and plan to expand it to the elementary schools in the near future. We believe it is imperative that we make this instructional shift, our major hurdle will continue to be funding for technology, innovative classroom space, and professional development for teachers. Kids still walk into what is still basically a 19th Century experience, even in 2014. The promise of technology gives us the possibilities they write about below and more. The consortium PD center will lead the region, state and nation in teaching and learning, capturing the imagination of teachers, students and parents. The center will invite students and parents in to give us input on teaching and learning. We will involve stakeholders in a robust dialogue to grow beyond the confined thinking that has governed so much of what we do and get their input so that we can live the possibilities:"The possibilities are exciting-and astounding. Even today, with educational technology in its earliest stages: - Curricula can be customized to meet the learning styles and life situations of individual students, giving them productive alternatives to the boring standardization of traditional schooling. - Education can be freed from geographic constraint: students and teachers do not have to meet in a building within a school within a district, but can be anywhere, doing their work at any time. *Students can have more interaction with their teachers and with one another, including teachers and students who may be thousands of miles away or from different nations or cultures. *Parents can readily be included in the communications loop and involved more actively in the education of their kids. - Teachers can be freed from their tradition-bound classroom roles, employed in more differentiated and productive ways, and offered new career paths.(Chubb & Moe, p.7)

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 students 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 wil 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, Bretford 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

(available in the document library section of the CCIP).

I agree Matt Miller, Superintendent of Mentor Exempted Village School

Consortium

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

Sections 

Consortium Contacts

First Name	Last Name	Telephone Number	Email Address	Organization Name	IRN	Address	Delete Contact
Steve	Barrett	216-789-5149	steve.barrett@kirtlandschools.org	Kirtland High School	019216	9150 Chillicothe Rd, Kirtland, OH, 44094-9256	

Partnerships

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

Sections 

Partnerships

First Name	Last Name	Telephone Number	Email Address	Organization Name	IRN	Address	Delete Contact
June	Ahn	301-405-2037	juneahn@umd.edu	University of Maryland-College Park		2117 J Hombake Bldg. Southwing, College of Information Studies, College Park, Maryland, 20742	

Implementation Team

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Implementation Team						
First Name	Last Name	Title	Responsibilities	Qualifications	Prior Relevant Experience	Delete Contact
Matthew	Miller	Superintendent	- 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	-Ohio Superintendent for 9 years -Chairman of the Ohio Blended Learning Network - Selected member of Digital Promise League of Innovative Schools -Received "Best Use of Blended Learning" and "Ohio Trendsetter" awards at the Ohio Educational Technology Conference	*Adjunct instructor for Wright State University -Selected for Harvard Graduate School of Education's leadership Institute for Superintendents*Student Services and Instruction *Building principal	
Steve	Barrett	Superintendent/Curriculum Director	Oversee project implementation timeline, budget, and renovations - Lead Blended Learning Steering Committee - Communicate with all stakeholders including Board of Education, parents, staff and community	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	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 cubiculum 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.	
Ed	Bradac	Director of Technology	Purchasing and managing all district devices and technology infrastructure	Technology director for 5 years 15 years of teaching experience	Lead person on the reconstruction/renovation project in regard to technology Lead an effort to make the entire campus wireless	
Barb	Bonnes	Director of Curriculum	Curriculum Director: Responsible for working closely with Project Administrator to purchase and develop curriculum for blended	-Director of Curriculum and Instruction -Manages the district's Federal funding application (CCIP) and oversees all grants - Responsible for allocations of Title II-	-Experience writing and managing competitive grants including the 21st Century, Race to the Top, Third Grade Reading Guarantee Grant	

			learning classrooms.	A, Title I, and general funds totaling \$2.5 million		
Jeremy	Shorr	Director of Educational Technology and Curricular Innovation	Professional Development Coordinator	-Certified Educational Technology Leader (CETL) -ED Leader Innovator Award from Ohio Educational Technology Conference -MBA - National School Board Association's "20 to Watch". - 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	Oversees instructional implementation of the blended learning model -Provide blended learning professional development for administrators, coaches and teachers	
Lynn	Campbell	High School Principal	-Leads the high school staff with the day-to-day implementation of the project	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	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	

				276) - Initiated an Olweus Bullying Prevention Program for KMS with a teacher committee and Student Ambassador Program - Served as a District Value Added Specialist	
Jennifer	Skulski	Director of Business Operations	-Business Operation Manager: Oversee the project renovations including bidding process, redesign of classroom space, and management of construction	-Director for 3 years with 4 years of additional experience related to building improvement projects	Assisted with the I-Wing renovation project at Mentor High School, \$1,300,000.00 -Managed the CARES renovation project totaling \$900,000.00 -Manages the districts a capital improvement budget of \$1,100,000.00 annually -Works with architect firm to design and renovate designated space
June	Ahn	Outside Grant Evaluator	Compile and disaggregate data including achievement, student engagement, teacher implementation, stakeholder satisfaction, graduation, attendance and discipline.	In the Sci-Identity 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.	In the Sci-Identity 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

					participation. 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.	
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)	

				<p>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</p>		
To Be Determined	N/A	Grant Administrator	<p>-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', 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.</p>	<p>Educational experience with blended learning 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</p>	N/A	
Hank	Hartman	Director of IT	<p>-Purchasing and managing all district devices and technology</p>	<p>-Currently manages a 16 building network with over 4,500 computers</p>	<p>Updated the entire infrastructure backbone to 1GB connectivity - Oversaw a district-wide wireless network installation -</p>	

			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	