## Budget

**Allen East Local (045757) - Allen County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (83)**

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

*Plus/Minus Sheet (opens new window)*

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**Adjusted Allocation** | **0.00**

**Remaining** | **-319,225.00**
Please respond to the prompts or questions in the areas listed below in a narrative form.

A) APPLICANT INFORMATION - General Information

1. Project Title: Rural 1950s Education to a Global Education

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

Allen East will exponentially expand the educational opportunities for the students of the district by holistically altering the educational delivery model. As it is now, students at Allen East are limited by the resources provided in a traditional, rural, brick and mortar school. Through technology and best practice teaching strategies, students' education will no longer be limited by space, time, environment, schedules and days.

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.

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:

<table>
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<th>Grade Level</th>
<th>Pre-K Special Education</th>
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<th>1</th>
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5. Lead applicant primary contact: - Provide the following information:

First Name, last Name of contact for lead applicant
Mel Rentschler

Organizational name of lead applicant
Allen East Local School District

Address of lead applicant
9105 Harding Highway Harrod, Ohio 45850

Phone Number of lead applicant
(419) 648-3333 ext. 1001

Email Address of lead applicant
rentschlerm@ae.noacsc.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
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**

Allen East is a rural school district with a very low tax valuation and very low per pupil spending levels. Currently, the students in all grades are very limited in their educational opportunities because of lack of personnel and funding. To exasperate the problem, Allen East is losing students to community schools (virtual schools), home schooling, alternative schools, and to local colleges via the PSEO program. Even though Allen East is in the positive with open enrollment, the district is still losing over $300,000 a year with Allen East students attending other schools. The culmination of losing revenue, not having money from the tax base severely; and limited courses limits the educational opportunities for the children of the district. Educationally, the students at Allen East are lacking on many fronts. The school in many cases can only offer one opportunity at upper level classes creating many singletons in the schedule. This prohibits many students from taking the upper level course they need or want forcing students to leave the district to find more challenging opportunities. There is no viable program for any grade level for true intervention and/ or summer school planning. Students who are deficient in credits are forced to attend a school over 30 minutes away with the students and parents having to pay for the classes and transportation. Students who are interested in taking prep session for college readiness assessments also have no opportunities at Allen East. The third problem at Allen East is the number of hours school aged children have to spend on a bus everyday. Students on average have to spend on average over 2 hours a day on a school bus. Many sleep, socialize or talk on their phones with very few students using the time to pursue anything academically. In totality, Allen East needs an alternative way to deliver a high quality educational product that meshes with the current educational model being delivered to student

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

The proposed solution is a multi-faceted solution. Currently, Allen East has a sputtering digital academy monitored solely by the current (7-12) principal. There are currently 11 students in the digital academy with 100% of the students never setting foot in our building. Many of the 11 students are not being successful because the current principal does not have the time to effectively monitor the students. The on line platform is also costing the district over $40,000 a year making the program financially not sustainable. The plan is to not replace a physical education teacher who is retiring and hire an experienced digital academy person to run the program in house. The students will have three options. Option one will be for students to stay at home and never step into our building as long as the student is making adequate progress with his/ her courses. Option two is to attend Allen East and take all the courses digitally at Allen East. The students who will step foot in the building at Allen East will typically spend half days at the school since it is very tiresome to sit at a computer for 7 hours. Further, these are the students that will need more supervision and tutoring. The third option is to have students take part of their classes in a traditional classroom and part at the in house digital academy. All students in the school will also be able to use the academy for credit recovery, summer school and tutoring. The major difference between the proposed Allen East digital academy and the large Ohio public digital academies (ECOT, OVA, etc.) will be the personal touch, face-to-face tutoring and extensive monitoring. The solution to having Allen East students leaving Allen East to attend other educational organizations for more challenging courses will be to implement a grade 11-16 model in the school. Allen East has a number of teachers who are qualified to teach college level courses in the core academic areas along with very challenging advanced placement (AP) courses. The problem is trying to entice the 11th and 12th graders to stay in our building. The solution will be for all 11th and 12th grade core teachers to place their courses on line and to change the schedule to an open campus. Currently, all students in grades 11 and 12 are required to take up to 7 courses with many students graduating with over 28 high school credits. The core teachers teaching upper level classes will only be required to hold classes three days a week with the other two days being used for office hours to help students individually. Since all classes will have an on line platform, students will no longer have to physically come to school for 8 periods a day and/or 5 days a week. The length of time in the classroom can be expanded from 42 minutes to 90 minutes with supplemental time given to working on courses on line. This option will allow students to concentrate on more challenging courses at Allen East. The third solution to wasted time on school buses will be to fit all existing buses with an access points that will allow a connection to the Internet. Students will be able to use their own mobile devices such as tablets to do homework or enrichment activities while sitting on the bus. Every bus will have ten tablets that the children can use if they do not have their own device. The two hour bus ride now can potentially be used as an extension of the classroom.

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.)

The main purpose of the Allen East grant impacts student achievement. The teachers and staff at Allen East are awesome and do a tremendous job educating the children that attend the district as demonstrated by our report card. The staff operates on a very limited budget and many staff members wear multiple hats just to make the school work for children. The proposed grant will pull the students back into the district who have left and prevent many who will leave in the future because of the lack of educational programming. The largest impact of the grant will help student achievement in grades 7 through 12. There are students at Allen East who are not successful in a traditional
classroom for a multitude of reasons. As it is now the district does not have any alternatives for these children besides having them leave the district or sending the children to expensive alternative placements. The digital academy will serve children below grade 7 but the largest bulk will come from the grades 7 and up. When the digital academy becomes fully functioning, it will increase student achievement several ways: - Students who are not being successful in a traditional classroom will no longer have to sit through a full year or semester receiving failing grades. The students will immediately be placed in the digital academy to work at their own pace to receive the necessary material and grades to meet the standards of a course for the state of Ohio. - Students who have failed a course can immediately begin credit recovery instead of waiting until summer to make up the lost credits. - Students will have a summer school option to make up credits and take courses to advance their education. Students can take courses to graduate early or free up their schedule for the regular school year schedule to fit more electives. - Students will be able to take courses that Allen East cannot offer because of a lack of teacher credentials or the course does not fit a student's schedule. - Students who are having medical problems, emotional problems, facing a bullying situation or some other life altering scenario in their life will now be able to take a class digitally and not fall behind. - Students will be able to work more at their own pace either speeding up the process or slowing down to truly differentiate the experience for the child. - Students at Allen East will no longer be limited by a school setting in rural Ohio. They will now be able to take courses that will expose them to many different cultures, languages and foster the experience to their own personal learning style. The open campus concept will mainly impact students in grades 11 and 12 but could impact several highly successful 9th and 10th graders. The open campus concept with all traditional core courses being offered on line will positively impact student achievement in the following ways: - Students will have an opportunity for more time on task with the subject. With the class being on line, students will have the opportunity to work on the course potentially 24 hours a day. Further, with our current model at Allen East students are limited to 40 minutes a day on instructional time. The open campus 90 minute periods will allow the students and teachers to go more in-depth with the learning. -The office hour concept will give the instructor more time to plan and meet with students one-on-one. Placing access points on all the regular route buses will potentially give the students 120 more minutes a day to work on academics. If this was fully taken advantage, students could potentially have an additional 64 days a year of academic time. 120 minutes multiplied by 178 days = 21,360 minutes 21,360 minutes divided by 60 = 356 hours 356 hours divided by a minimum school day of 5.5 hours = 64 days This will impact every student in the district who rides a bus either on a regular route; field trip; or on an extra-curricular bus trip.

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.)

The grant will have a tremendous, positive financial impact on the five year forecast. Below are the savings along with the rationale: By the third year of the operation of the digital academy and the open campus concept, it is anticipated that 70 plus children will no longer need transportation service to the school. This will allow the Allen East school district to reduce one bus route and not have to purchase a bus in the current purchasing cycle. The savings will not be realized until year three of the grant once all the programs are fully operational. $16,000 bus driver salary including benefits x 3 years = $48,000 Bus purchase forgone $80,000 total savings of $128,000 Further, on average, Allen East needs to send three children a year to an alternative school at the Allen County ESC because they are very credit deficient. With the digital academy in place, Allen East will no longer have to send the children to the ESC. Currently, Allen East is charged $73.48 per day per child. This amounts to $13,226 per year per child. $13,226 x 3 (average number of children sent yearly) x 5 (five year forecast) = $198,390 By the third year with the open concept for 11th and 12th grade students there will be a reduction of one teacher. Students will no longer be required to stay 8 periods a day in the school forcing them to take electives they no longer need or want. This will give the school an opportunity to reduce a teacher by year 3. Average teacher salary including benefits $65,000 x 2 years = savings of $130,000 Allen East is currently spending $40,000 a year for an on line platform for 11 students taking digital classes. This price is exorbitant and will be reduced to $15,000 a year. $40,000 x 5 = $200,000 $200,000 minus $75,000 = $125,000 total savings There will be a digital academy coordinator hired for the 2014-2015 school year to run the digital academy. This will be a wash because Allen East has a top end salary retiring at the end of the 2013-2014 school year. The school will not replace this teacher and will use the money paid to this individual to pay for the cost of the digital academy coordinator.

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.)

The open campus concept model for high school students in grades 11 and 12 will allow students more time to spend on core curriculum areas. Students currently spend a total of 200 minutes in core classes and the open campus concept will increase the time to 270 minutes not including the time students will be working on their subject areas via the on line platform. Students taking classes on line in the digital academy will have more time on task because the student will not be exposed to extraneous events that occur in a regular classroom. Students will also have a much larger menu of courses to select from what the traditional schedules currently offers at Allen East. Students will also no longer be limited by a traditional 180 day calendar year or 42 minute periods. Access points on all the buses will potentially give students 60 + days of extra time to work on academics.

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.)

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

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

Enter Budget

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

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

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

Upload Documents

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

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

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

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

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

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

319,225.00 State the total project cost.

* Provide a brief narrative explanation of the overall budget.

The total cost of the grant is $319,225 with a budget narrative shown below: There are three categories for the grant that help Allen East out holistically with improving the educational opportunities for students in a rural location; Open Campus/Traditional On Line Education (blended learning), Digital Academy, and wireless access for the buses. 11th and 12th Grade Open Campus-Extended Learning Opportunities for Upper Level Core Courses: 3 iPad carts $3,000 75 iPads $37,125 1 lap top cart $1,000 25 lap tops $15,000 Professional Development for teachers to place their courses on an on line platform $5,000 On line platform for students 150 students at $13 ADM = $1,950 over with a four year license= $7,800 All of the equipment will stay in the classroom and not be used for a one-to-one initiative.

Overall Equipment: $21,000 1 lap top cart $1,000 5 year license for the on line learning platform $75,000 Headphones $1,050 Mice $700 2 Flame Retardant Couches $2,000 5 Study Carrels $1,000 Printer for the Digital Academy $500 Scener for the Digital Academy $300 Marketing $300 Equip Buses with Access Points and iPads 13 Access Points $11,700 5 year license to a carrier for access to the Internet on the buses $50,700 10 iPads per bus 130 iPads $64,350 5 iPad Carts to store the iPads $5,000 Apps for the iPads $3,000 Overall Expenses Maintenance and Insurance for the equipment $10,000 that will be included in the purhase price of the equipment

Summary iPads 205 $101,475 iPad Carts 8 $8,000 Apps for iPads $3,000 Lap tops 60 $36,000 Lap top carts 2 $2,000 Software License Agreements $ 82,800 Professional Development $5,000 Head phones and Mice $1,750 Printer and Scanner $800 Furniture (Couch and Study Carrels) $3,000 Access Points $11,700 Access Points License $50,700 Marketing $3,000 Maintenance and Insurance $10,000 Total $319,225

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.

No - If no, please explain why (i.e. maintenance plan included in purchase price of equipment) in the box below.
There will not be any sustainability costs for the project until FY 20. The grant money will be used to purchase five year licenses agreements for on line platforms for the digital academy and an on line platform for teachers to use with the 11th and 12th grade open campus model. There will also be a five year contract with a carrier to supply Internet access to the buses. By FY 20 when all the contracts end, there will be enough internal savings to cover the renewal of the license agreements. Further, maintenance, upkeep and insurances were figured into the purchase price of all the equipment. Allen East will also sustain the equipment with PI money already used for computer purchases.

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.

114,060.00 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:

The total savings ($570,300) to the Allen East School District as a result of the grant is as follows: - A digital academy coordinator will be hired at no cost because there is a retirement at the end of the 2013-2014 school year in physical education. This position will not be replaced and a digital academy coordinator will be hired with the money saved from not replacing this position. - There will be a significant savings in personal services and fringe benefits beginning in FY 18. From FY 15 to FY 17, Allen East through the grant will be building capacity to offer more courses online so students will not have to attend the regular brick and mortar school for 7 1/2 hours a day. Students in 11th and 12th grade will have the option of taking high end, upper level courses that will be delivered via an on line platform and only holding traditional classes part of the week in the school building. The combination of students not having to be in the school building physically 5 days a week with the open concept and the digital academy will reduce the need for bus transportation. By FY 18 Allen East will reduce one bus route saving the district approximately $16,000 a year in wages and benefits. Furthermore, since students in 11th and 12th grade along with the digital academy students will not have to physically be in the school building 8 periods a day, it will result in a reduction of the number of students taking elective courses. By FY 2018 Allen East will reduce one teaching position as a result of students not needing to fill their schedule with nonessential electives saving the district approximately $65,000 a year in salary and benefits. - For purchased services beginning with FY15 the district will save $25,000 a year on an on line platform for students to take regular digital classes. The district is currently spending $40,000 a year and will reduce this to $15,000 with a less expensive platform. Also the district is contracted with the Allen County ESC for alternative school services for $73.48 a day per student with Allen East having an average of 3 students per year at the alternative school. These students will be pulled back to Allen East Local Schools to enroll in the digital academy for a savings of $39,678 a year or $198,390 over the course of the five year forecast. - Allen East Local SD will realize a savings of $5,000 per year on supplies with the grant money. Allen East currently spends $50,000 a year on computer supplies and with the influx of the grant money the district will save $20,000 on the five year forecast from this line item expense. The grant has built into it maintenance expenses and replacement costs for iPads and computers. - Allen East currently spends $60,000 a year on computers and iPads. With the grant this number can be reduced by $10,000 a year through FY 17. In FY 18 the spending will go back to normal after having three years of the grant in place. The purchase costs of the computers and iPads includes the costs of maintenance and insurances so there will be no on going costs with the new equipment.

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.

According to the Financial Impact Table (FIT), there will be a negative impact on the five year forecast as a result of this grant. The grant will allow Allen East to show a significant savings over five years. The biggest reason the district will be able to sustain the grant will be the reduction of personnel. The reduction is verifiable, permanent and credible because it has been duplicated in other districts. Allen East is not replacing a position at the end of the 2013-2014 school year to cover the cost of hiring a digital academy coordinator. The coordinator will be responsible for signing up students and monitoring their progress. One coordinator can be in charge of 70-90 students taking upwards of 350 courses. The math shows that if students are taking an increasing number of on line courses they will not be taking traditional classes. Further, students at Allen East take up to 7-8 classes a day. When the 11th and 12th grade open campus/on line course option is fully implemented, there will be no need for students to take filler elective classes. Allen East is conservatively estimating that one teacher will be reduced along with one bus route. With the combination of students not having to be in the building all day and the open campus model, the conservative estimate of 70 students not needing to ride the bus will result in the reduction of one bus route.
### 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 through December 2014

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<th>Activities</th>
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<td>Digital Academy June 2014 Hire a digital academy coordinator June 2014 research the best, fiscally responsible on line platforms for the digital academy.</td>
<td>July 2014</td>
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<td>July 2014 Develop forms and procedures for the digital academy.</td>
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<tr>
<td>July 2014 Working with the technology coordinator and technology integration specialist order the equipment for the digital academy and prepare the physical space for the project.</td>
<td>August 2014</td>
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<tr>
<td>August 2014 Market and recruit for the digital academy.</td>
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<td>The administrative team and digital academy coordinator will work over the summer to plan the implementation phase of the digital academy.</td>
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<tr>
<td>Open Campus Project July 2014 Lead teachers and administrators begin the process of researching the best on line learning platforms to place course work on that is student and user friendly August 2014 begin the professional development phase of teaching teachers how to load courses onto the platform.</td>
<td>August to December 2014</td>
</tr>
<tr>
<td>Research and develop the best possible schedule to implement the open campus model for the 2015-2016 school year.</td>
<td>August to December 2014</td>
</tr>
<tr>
<td>Develop procedures and protocols February 2015 schedule students for the open campus model May 2015 Teachers will be expected to have their courses fully loaded on the on line platform to begin the 2015-2016 school year.</td>
<td>May 2015</td>
</tr>
<tr>
<td>August 2015 Full implementation of the open campus model Access points on buses June 2014 Research the best access points to place on buses.</td>
<td>July 2015</td>
</tr>
<tr>
<td>July 2015 Complete licenses agreements with a carrier for Internet connections July 2015 purchase iPads and iPad carts July 2015 write policies and procedures how to use the iPads on the bus August through October 2014 Professional Development to train teachers how to set students up for success with extended learning opportunities on the bus October 2014 install all access points on the buses October 2014 Load the iPads with the appropriate apps November 2014 fully implement the iPads and access points on the platform.</td>
<td>August 2014 to August 2015</td>
</tr>
</tbody>
</table>

- **Anticipated barriers to successful completion of the planning phase**

The biggest barrier will be the timely purchase of equipment and consummating the necessary contracts to begin the grant. The other big barrier will be the condensed timeline to get the digital academy up and running before school begins for the 2014-2015 school year. There will have to be a lot of work done in the months of June, July and August.

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

- **Date Range:** August 2014 to August 2015

<table>
<thead>
<tr>
<th>Activities</th>
<th>Dates</th>
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<tbody>
<tr>
<td>The digital academy will be implemented in three phases. Phase one will occur between August 2014 and October 2014. During phase one the digital academy coordinator will be recruiting students; registering students and signing students up for electronic courses. The main goal is to get the digital academy up and running with regular courses. Phase Two will begin with the registering of students for credit recovery courses. This will not begin until October 2014 when the building principals and digital academy coordinator will have time to research how many students are deficient in credits. Phase Three will begin in March 2015 when a summer school schedule will be developed for credit recovery, reading recovery (3rd grade reading guarantee), OGT intervention for testing during the summer; and enrichment activities throughout the entire summer. At the end of July 2015 the digital academy will be fully implemented and functioning. January 2015 parents, students and teachers will be surveyed and talked to get affective data how the program is working The open campus blended learning model will not be fully implemented until August of 2015 at the beginning of the 2015-2016 school year. All activity leading up to the 2015-2016 school year will be researching, planning and implementation. End of October 2015 is a bench mark period with students and parents being asked via a survey and conferences how the model is working for them. End of October 2015 compare results from the previous year to data under the first quarter of the open campus model Complete the bench mark cycle again in January 2015 and April of 2015 November of 2014 all buses and be fully operational with access points and iPads Mid month from November through May 2014-2015 meet with every bus driver to work out problems with the access points and use of technology on the bus December 2014 meet with teachers to discuss successes and failures of the program. Meet with teachers every 2 months.</td>
<td>August 2014 to August 2015</td>
</tr>
</tbody>
</table>

- **Anticipated barriers to successful completion of the implementation phase**

As with any technology there can be equipment failure and software problems. The other barrier will be the coordination of three different models of implementation. This should not be a huge barrier since three different entities are in charge of the implementation. However from July through December the technology coordinator will be taxed.
19. Summative Evaluation - Plans to analyze the results of the project

* Date Range August 2015 and June 2015

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

By August 2015 the first year for implementing the digital academy will be completed along with the iPads on the buses. For the digital academy the summative assessment will look at a number of pieces of data. The first piece of data will be the number of students who successfully used and unsuccessfully used the digital academy during the 2014-2015 school year. The number of credits earned and recovered will be analyzed as well as the grade point average of students in the academy. The eligibility list from the previous year will be compared to the eligibility list the previous year. Discipline records (detentions, suspensions and expulsions) for students the previous year will be compared to the 2014-2015 school year. Alternative placements will be compared from the previous year. The ultimate piece of data that will be analyzed is the graduation rate for students in the school district. For the Internet access on the buses, teachers, bus drivers, parents and students will be surveyed at the end of the year for their impressions of the program. Student success and failure rates in regards to semester grades, state achievement scores and homework completion rates will be analyzed. For the open campus model, student participation and success rates will be used for a summative assessment. National standardized scores such as the ACT will be compared to the previous year. The ultimate piece of data will be how many students stayed at Allen East compared to the previous school year. The goal is to retain students from losing them to PSEO.

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

Allen East is anticipating an increase in the enrollment numbers as a result of all three programs implemented with this grant. Increased enrollment could actually lead to lower standardized test scores because the students coming back from community school usually are credit and grade deficient. Therefore there may be a dip in scores even though the programs are meeting their objectives.

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 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:

There will be many substantial expected changes as a result of the changes afforded by this grant and programs developed. The open campus model is going to give the students and teachers more time to spend with each other to improve teaching and learning. More minutes will be added for instruction as well as limitless time spent outside of the classroom. Students will be more successful because they will no longer be required to take electives that have little or no impact on their future success. Teachers will have time to hold office hours for students and collaborate with their colleagues on the days they are not holding classes. The process of planning backwards will be used by the teachers allowing the teachers to be much more successful. The content and assessments will be pre-loaded on their on line platform before the course begins. The is a huge organizational change no longer chaining the students to a fixed schedule. The school will finally be treating students like young adults instead of children giving them more academic freedom and mobility. The digital academy will create a lot of cognitive dissonance among some teachers. As it is now, many teachers at Allen East are a department of one and hold a monopoly over their particular course. There is no competition for their teaching services in the building so some teachers have refused to change with the times. Now that students will have a choice to take a digital class instead of a traditional class, teachers in the traditional classes will have to integrate better teaching strategies and technology. Students who are bored or restrained by the traditional 42 minute block of time, will have a choice within their own school. Students will also have more opportunities to pursue interest outside of the school. Students will be freed up to attempt more internships and opportunities to work during the school year since there will be no time barriers. The largest change will be the ability of students to take courses that best fits their needs. Students will no longer be limited to the select course offerings that Allen East currently offers but will be able to truly make an individualized learning plan. iPads and Internet access on the buses will substantially reduce the number of discipline referrals. Even if a student is not working on an academic subject, they will have access to the Internet keeping them occupied. The Internet access will allow students to have a substantial amount of more time to work on academic areas.

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:

All three phases of the grant are in place in many educational institutions around the United States and world. However small, rural communities and schools have a difficult time implementing advanced technology to deliver the many educational options to children. The research is very clear that the more time on task children have the more learning that can occur. With the wifi being placed on buses, children will have substantially more time and opportunities to be fully engaged on an task for their education. The students of today even in small,
rural communities are far more advanced technologically than in the past. Research shows that the attention span of a child is about as long as their chronological age in minutes. With technology, students are able to control their level of attention and time on tasks more than in a classroom. The technological device and learning software are tailored to each child with the being able to manipulate the software to their advantage keeping the child more on task. In terms of a digital academy or on line courses, the research does not always state that taking an on line course is always the most effective way to deliver instruction, but it is becoming a norm in the educational world that cannot be ignored. The lives of children are so much more complex than they were 20 years ago that digital learning becomes effective not because of the implementation of strategies but the convenience and flexibility of the platform. There are too many children today that have physical, emotional, social and other problems that impede their learning in a regular brick and mortar school. Twenty years ago these types of children were allowed to fall through the cracks and not held accountable to graduate. Today the option of falling through the cracks is gone. Students will all types of disabilities need an education and on line courses are a viable alternative for them. Further, students who are very advanced beyond what a school can offer can use on line courses to tailor their own educational plan to maximize their opportunities in school. The on line option allows schools in small, rural communities the ability to offer advanced classes without hiring a very expensive teacher and/or tutor. By the time students go to college every student should have the experience of taking at least one on line course to prepare for college. All universities offer on line courses to maximize the time of students and provide flexibility to students. K-12 institutions are different in that if they do not begin offering more viable options to students, the students will leave the organization. Furthermore, offering an open campus model to students in grades 11 and 12 will eliminate the redundancy of high school and make more of a connection to real world situations. In college students come and go as needed by their schedules and are not saddled to a schedule to fill time because of a rudimentary schedule. The goal of high school is to prepare students for a career and/or college. It does not make sense to treat 17 and 18 year old students as children making them take courses to fill up their time in a rural high school. Educators need to treat 17 and 18 year olds with more respect by not wasting their time. The open concept supplemented with a digital platform with teachers holding office hours gives students more time on task with individual attention. The concept also allows the teacher and student to educationally interact at times beyond the "normal" school day. The research is clear that more time on task followed by allowing students to pursue their own interest will equate in higher levels of learning and achievement.

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 Superintendent, Mel Rentschler, of the Allen East Local Schools will be carrying out the internal evaluation of the program with help from building administrators and the technology director. The program will be evaluated using several measures. There will be quarterly affective measures. Students, families, staff and teachers will be surveyed each quarter to get a grasp of the affective feelings towards the three programs. The purpose of the surveys will be formative and summative. The surveys will be used to find the flaws in the delivery model of the programs and help determine corrective action to make the delivery model more conducive for educational purposes. All the data collected will be shared with the stakeholders directly impacted by the three new programs. The teachers and administrators will use the affective data to make immediate long term changes to the program. Empirical data will be collected daily, weekly, quarterly and yearly to analyze the impact on student learning and on teaching strategies being used with the new technology. Students in the digital academy and the open campus model will have data collected daily to check on the progress of student achievement. If students are not making daily and/or weekly progress in the digital academy, the data will be used to modify each students individual education plan to help spur success. In the open campus model students will be required to take a norm, national standardized test at the beginning of the 11th grade year and be required to take the same assessment at the end of each year to check on progress of the educational delivery model. This data will be compared to the scores of past classes to determine if there is an increase in learning. The bus program will use affective survey questions for the teachers, students, parents and bus drivers completed quarterly to determine the success of the program. Classroom data will also be analyzed for success rates.

* 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).

The ultimate goal of all three phases is to improve time on task to result in higher learning outcomes. The following data will be collected to determine the short and long term success of all three programs: For putting wifi on buses and allowing students to use their own devices as well as school supplied tablet, short term data collected will be: - the number of formative assessments completed per week and quarter - survey data as to how many students are using the wifi for educational purposes with data being collected from parents, students, teachers and bus drivers - the technology director will run daily reports as to what types of web sites were accessed on the bus through a web filtering device already in place - during the first year of implementation several students will be targeted during the pilot year to meticulously follow their success and failures of using the wifi on the bus. - daily, weekly and quarterly grades will be compared to non bus riders to bus riders The digital academy will use short and long term data to determine the success and failure of the program. - daily, weekly and quarterly data will be collected to determine the level of progress and achievement - graduation rates will be compared to previous years - credit recovery courses will be compared to previous years - grades, credits and attendance will be compared to previous years on non-attendance in the digital academy - standardized test scores will be compared before and after the digital academy was put into place. For the open campus model: - Students, parents and teachers will be surveyed quarterly - Every student will be given a national, norm tested assessment at the beginning of the year and at the conclusion of the year. - Time spent on the on line portion of the courses will be monitored - The number of office hours logged by each student will be tracked - Quarterly grades will be analyzed and compared to previous years.

* 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 first year of the digital academy will be crucial to determine the success and failure for each student. If a student is not being successful in the digital academy as determined by the collected data, a team meeting will have to be help with the parents, student, digital academy coordinator and administrator all at the table to discuss why the student is not being successful. The purpose of the meeting will have analyze if the lack of success is a result of the digital platform; student not being a right fit for digital courses; outside forces like home problems or lack of attendance. The data may suggest that the learning platform needs to be changed or that the student will be more successful in a
validate successful implementation of the project. If a similar project has been successfully implemented in other districts or schools, identification of benchmark comparative data points. Responses should include specified measurement periods and preliminary success points that will be used to anticipate outcomes of the project that you hope to achieve that may not be easily benchmarked.

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

The most important data point will be the graduation rate of the students of Allen East increasing. In the interim, the number of credit recovery courses signed up and completed with the goal of eventually slowly not having to offer credit recovery courses. The aggregate ACT scores of the district will be compared yearly along with state mandated standardized test scores. The OTES evaluations will be monitored over the years with the goal of having more teachers implement technology driven curriculum strategies along with more technology driven communicative measures for parents and students. The program will be evaluated by how many teachers used a blended approach to learning via technology before, during, and after a five year period. The number of teachers receiving professional development on the blended approach to learning will be monitored over the next five years. There will be a correlation study to the success rate of students being exposed to blending learning and those not being exposed to blended learning. Depending on the delivery model being analyzed such as digital academy versus the open campus model students academic success will be benchmarked by looking at: -grades over the academic year categorized into homework, projects and assessments -scores on national standardized assessments -scores on state of Ohio standardized assessments -remedial courses taken at public, Ohio colleges -percentage of students entering and graduating from 2 and 4 year higher learning institutions -number of students graduating from high school -number of students taking higher level courses in high school

* Spending Reduction in the five-year fiscal forecast

- By FY 2018 the goal is to reduce one teacher which is a conservative estimate. Along with the reduced teacher a bus route will be able to be eliminated by FY 2018 as a result of the implementation of the digital academy and open campus model for 11th and 12th graders. - Beginning with the 2014-2015 school year a digital academy will be operational and running resulting in a reduction from the 5 year forecast as a result of bringing back students from the Allen County ESC alternative school and having a coordinator at the school in charge of the academy. With a coordinator in charge of the academy it will result in a reduction of the on line platform from $40,000 a year to $15,000 a year. Allen East is currently spending $40,000 a year because Allen East does not have a person in charge of the digital courses so it must be subcontracted out to another entity. With a coordinator the administrative an costs are gone with Allen East only having to pay for the content of the courses now. -Over three to five years of the grant maintenance and insurance agreements will be paid for by the grant reducing the amount of money the district currently pays to maintain the items. -There will be a slight reduction from the general fund for supplies an
**Utilization of a greater share of resources in the classroom**

The amount, type and minutes spent on the digital classes will be monitored daily, weekly, quarterly and yearly. Teachers in grades 11 and 12 will monitor the amount of time students spend on line working on their courses. The 11th and 12th grade open campus model will also allow more time in a traditional class for instruction which will be logged. Teachers will be required to hold office hours for one-on-one help which will be logged and monitored for tracking purposes. The goal is to expand the amount of time students spend on task by an average of 90 minutes a week. The amount of Internet activity will also be logged and monitored for all digital academy courses. Students will be required to spend an average of at least 60 minutes a day per course on digital courses. This will be logged and monitored by the digital academy coordinator. The technology coordinator and teachers will track the amount of time students actually spend working on educational sites on the bus. The goal is to expand each students learning opportunities by 3 hours a week on the bus. Teachers will log if the work on the bus is being linked to direct classroom instruction.

**Implementation of a shared services delivery model**

**Other Anticipated Outcomes**

The other goal of the program not listed is increased enrollment. Allen East is losing a substantial amount of money to community schools who are not servicing Allen East very well. The goal is to get the students back to Allen East and provide them with a high end education that the community schools cannot provide. The other anticipated outcome is to stop any child from dropping out of school. Allen East does not have a viable safety net for students who are falling through the cracks and in danger of dropping out of school for reasons beyond Allen East control. With the implementation of on line courses, having a fully functioning digital academy and increased educational opportunities on the bus, Allen East is looking to increase the enrollment by 50 students and stop 100% of our students from dropping out of high school.

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**

All pieces of the Allen East grant are already happening in other schools around Ohio. Allen East is taking a comprehensive look at the problem of delivering a high quality education to our students by combining pieces that other school have already implemented. Allen East is a very small school with a limited budget so Allen East is going to be depending on technology to open the world to our children. If we can have achieve the goal of implementing three different phases of technology to the overall system, Allen East is confident that our students will receive an education on par or better than larger and more affluent districts. The time line is as follows: Summer of 2014 hire a digital academy coordinator to set up the structure and platforms for learning. The coordinator will also be putting together marketing tools to recruit and entice students to stay at Allen East and pull students back into the district who have left. The goal for the first year of the digital academy is to enroll 10-12 new students; set up and deliver a credit recovery system; set up a summer school program for the summer of 2015; and be fully implemented and functioning by the start of the 2015-2016 school year. In succeeding years the digital academy has the goal of having 60 to 70 students using the academy on a daily basis. The ultimate goal is to give the students of Allen East a blended model of learning. For the open campus approach the time line is as follows: During the 2014 -2015 school year the teachers will be trained how to place their courses on line and use the year to plan. The year will also be used to research and develop a schedule for the open campus model. The schedule will have to be completed during the 1st semester of the 2014 -2015 school year so students can have their schedule completed for the 2016-2017 school year. Also during the first part of the 2014-2015 school year, a licensing agreement will be secured for the on line platform so it can be in place by the 2016-2017 school year. The goal is to have every bus equipped with an access point by November of 2014 and have the iPads in the hands of children by November 2014. From August to November 2014 teachers will be instructed how to better use technology to integrate into their classrooms and to use the iPads to entice students to complete their education on the bus and at home.

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).

Agreed Mel Rentschler Allen East Superintendent 4-17-2014 IRN # 045757
<table>
<thead>
<tr>
<th>Consortium Contacts</th>
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<tbody>
<tr>
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<tr>
<td>Partnerships</td>
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No partners added yet. Please add a new partner by using the form below.
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<tr>
<th>First Name</th>
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<th>Title</th>
<th>Responsibilities</th>
<th>Qualifications</th>
<th>Prior Relevant Experience</th>
<th>Delete Contact</th>
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<tbody>
<tr>
<td>John</td>
<td>Freed</td>
<td>Technology Integration Specialist</td>
<td>John will be specifically researching and implementing any software that is bought with grant funds. He will also be working with the Allen East technology coordinator to help initialize all the equipment that will be used via this grant. He will also be responsible for the professional development piece of the grant.</td>
<td>Bachelor of Computer Technology 2 years of experience working as a technology integration specialist.</td>
<td>John has been in the technology field for a number of years.</td>
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<tr>
<td>Mel</td>
<td>Rentschler</td>
<td>Superintendent</td>
<td>Mel Rentschler will be the head person making sure the grant is planned and implemented. He will work with the treasurer, technology coordinator, technology integration specialist, two building principals all 11th and 12th grades teachers along with the transportation supervisor to fully implement the grant. His main job will be to coordinate all the pieces of the grant and delegate specific duties to people who will do the day-to-day operations of the grant.</td>
<td>Superintendent (Allen East) 9 years as a building level principal 4 years experience as a technology director 13 total years in the classroom as a teacher 4 years as a site coordinator for the 21st century grant Architect of a digital academy stared at Liberty Center 4 years ago</td>
<td>Mel Rentschler did administer a $2 million dollar 21st century grant for Liberty Center high school. He also has built a digital academy from the ground up and supervised the implementation of the academy. He has extensive knowledge with technology serving in the role of technology director for 4 years for the Liberty Center school district.</td>
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<td>Tim</td>
<td>Montgomery</td>
<td>AP Social Studies Teacher</td>
<td>Department chair for the social studies department. Tim will be the lead person for the 11th/12th grade open campus blending learning approach. Tim currently uses the blended approach to learning with himself acting as a facilitator. He uses moodle for his on line platform and will be the lead teacher researching the best on line platform. He will also help set up a professional development schedule for the on line learning platform.</td>
<td>Department head of the social studies department Trained and skilled at using the blended approach to learning</td>
<td>Tim has a Master’s degree in teaching and is excellent at curriculum.</td>
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<tr>
<td>Clayton</td>
<td>Casey</td>
<td>Science Teacher</td>
<td>Clayton currently teaches dual enrollment chemistry at Allen East. He also has taught classes at a local college. He is familiar with using an on line platform to supplement his teaching materials.</td>
<td>Adjunct professor and a dual enrollment instructor</td>
<td>Clayton is an expert at integrating technology into his curriculum.</td>
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<tr>
<td>Larry</td>
<td>Altenburger</td>
<td>Principal K-6 Allen East</td>
<td>Larry will help implement the grant when it affects any student below 7th grade. He will specifically help implement and monitor the iPads on the bus and with any curriculum in the digital academy that impacts elementary students.</td>
<td>Building level principal for over 10 years Elementary teacher Title I director Holds a school counselor license Larry has extensive knowledge of effective teaching strategies. He has also Larry has extensive knowledge of bus procedures since he has driven a bus in the past. He has also served as an athletic director so he knows how to motivate and lead people.</td>
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<td>Name</td>
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<td>Rhonda</td>
<td>Treasurer</td>
<td>Rhonda Zimmerly will be the fiscal agent for the district making certain the grant money is being spent appropriately. She will be helping all team members with the purchasing phase of the grant implementation. She will also help track the sustainability measures and the financial impact statements.</td>
<td>Rhonda has been the active treasurer of Allen East for over 26 years. She has worked on the CCIP and many federal grants with her time at Allen East. Rhonda has worked on a number of grants and knows the law inside and out in regards to compliance.</td>
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<td>Perry</td>
<td>Transportation Supervisor</td>
<td>Perry will be developing a plan how to incorporate the access points on buses and writing policies for using technology on the buses.</td>
<td>Transportation supervisor for 3 years Bus driver for over 10 years Perry also has experience in the private sector that will help with the implementation of this grant. He has developed a lot of local ties.</td>
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<td>Nathan</td>
<td>Technology Director</td>
<td>Nathan will be prepping the equipment and checking all software that will be purchased for this grant. He will also be responsible for installing the equipment and maintaining it through the history of this grant.</td>
<td>Technology Director Nathan has worked extensively with adults outside of the school setting being an ex Marine and police officer.</td>
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<td>Keith</td>
<td>High School Principal</td>
<td>Keith will monitor how the grant is impacting the special education population of Allen East since he is the special education coordinator for the district. Keith will also be responsible for working with the digital academy coordinator with recruiting, setting up educational plans for students, and helping design the digital academy program and the open campus model in regards to scheduling.</td>
<td>Building Level Principal (7-12) Director of Special Education (K-12) Allen East Schools Current digital course coordinator Successful classroom teacher Keith has experience with federal grants with his work with IDEA. He is also very savvy at technology. Keith understands the importance of integrating technology into the fabric of the school.</td>
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