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Adjusted Allocation: 0.00

Remaining: -956,076.00
Please respond to the prompts or questions in the areas listed below in a narrative form.

A) APPLICANT INFORMATION - General Information

1. Project Title:
Innovate21

2. Executive summary: Please limit your responses to no more than three sentences.
The Innovate21 project is a multi-district endeavor with the goal of raising student achievement by utilizing blended learning communities involving students, teachers, parents and instructional coaches. By implementing best instructional practices while integrating mobile learning devices into piloted classrooms, Innovate21 will provide additional funding for professional development, in which the newly-trained instructional coaches along with outside consultants will conduct an Innovate21 Symposium for over five hundred local teachers, administrators, and support staff from across four different school districts with online and face-to-face blended learning opportunities. This sustainable project focuses on shared content and collaboration while investing in teachers and students rather than devices.

3. Total Students Impacted:
8473

4. Please indicate which of the following grade levels will be impacted:
- Pre-K Special Education
- Kindergarten
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12

5. Lead applicant primary contact: - Provide the following information:
First Name, last Name of contact for lead applicant
Mike Laub
Organizational name of lead applicant
Avon local School District
Address of lead applicant
35573 Detroit Road, Avon, OH 44011
Phone Number of lead applicant
440-937-4680
Email Address of lead applicant
laubm@avonlocalschools.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
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

By investing in our teachers, our innovative application will address several critical needs currently facing our schools in NE Ohio and across the State of Ohio. -Students are coming to school with an unlimited range of needs, paces, and preferences. Schools need to incorporate blended instructional practices to prepare students for the 21st century. -To move forward, schools need to customize strategies for kids, as well as change instruction that deliver student-centric experiences anytime, anywhere establishing a shared service model ultimately reducing district expenditures. -Teachers need access to free, relevant online professional development opportunities to prepare and promote student achievement and progress regardless of income, race, or disability. We believe the needs identified in this grant are representative of the deficiencies in schools across Ohio. Students deserve opportunities utilizing individualized instruction to better prepare them for rigorous learning standards and online assessments. Tighter budgets for schools have made traditional teacher training increasingly difficult and expensive. Many educators prefer alternative methods of delivery for professional development like webinars and interactive online modules allowing access to learning opportunities outside of their work day.

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

Innovate21 is an impressive initiative because it creates a culture that transcends blended learning from the instructional coach/teacher level to the student level. Professionally trained instructional coaches will teach a cadre of educators who will individualize their learning pathways through the Innovate 21 Symposium and continued online access to relevant professional learning communities. This project is reasonable to achieve because it utilizes existing tools, which are free and easily accessible (ilearnOhio & Google +), in innovative ways to augment instruction and engage students. This project is strong and will meet not only the critical needs mentioned above but also the intended grant objectives of (1) increasing student engagement and learning; (2) spending reductions; (3) providing greater resources to our students, instructional coaches, and teachers; and (4) use of shared services delivery model that demonstrates increased efficiency and effectiveness, long-term sustainability and scalability. The primary goal of this project incorporates the integration of best practices in the classroom with an investment in human capital, supported by technology, to promote student achievement and progress.

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.)

We will be comparing classrooms using a blended learning approach made available through the grant with those that do that not. Student growth will increase by 2% on normed tests when available and 5% on SLO-only subjects during the first year and will increase by 1% each of the following years above the percentile growth of those students in traditional classrooms. A secondary goal was established to provide students and teachers collaborative opportunities to develop 21st century skills, preparing student for college and career readiness, through a shift to anytime, any place learning. The success of incorporating blended learning relies heavily on the consortium partnership with NORT2H. NORT2H's professional development focuses on people, rather than devices and is the link between purchasing mobile learning devices and successfully changing teaching and learning. NORT2H's trainers are former teachers with experience in blended learning environments and their broad membership base gives them unique, real-classroom application examples of blended learning.

- 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 reduce costs for professional development as blended learning is implemented and replaces the purchase of textbooks and other supplemental curricular materials with a one-time purchase of mobile learning devices. It will give our students and teachers greater access to free services such as Google Apps for Education and ilearnohio. This will reduce spending to update equipment and costs associated with personnel often required to maintain, update, and service such hardware and software. In addition, using the aforementioned free services will decrease the textbook costs by an estimated $500,000 over five years and instructional supply costs $450,000 across the four districts over five years. As we transition to a paperless classroom we anticipate a savings of $75,000 in our current copy/printing fees for our districts over five years. Lastly, throughout the five year period, utilizing NORT2H for ongoing sustainability including professional development and project support will significantly reduce the costs for schools $169,000 and a capital outlay savings of $95,000 over five years.

- Utilization of a greater share of resources in the classroom (Describe specific resources (Personnel, Time, Course offerings, etc.) that will be
Our innovative grant will increase the resources in the classroom as we implement blended learning. As coaches and teachers begin to utilize and create more blended learning lessons, activities, and resources, they will be shared with other teachers inside the districts and across our consortium. Our goal is to provide students and teachers collaborative opportunities to develop 21st century skills, that will prepare all students for college and career readiness, and our teachers with personalized professional development through a shift to anytime, any place learning. Shared instructional resources through online collaboration will lead to increased efficiency and assessing the transformative potential of blended learning across the Innovate21 consortium. Innovate 21 will provide the coaches a classroom set of devices that would not be afforded to them under typical general fund expenses. When teachers have readily-accessible supplies it is a much greater likelihood that those items will be used on a consistent basis and after the devices are purchased in each district they will be able to be shared by all staff. Having coaches trained in blended learning pedagogy will provide schools with professionals that will be "in-house," accessible, and able to provide technological and academic support.

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.)

Our innovative project is a shared services delivery model as four districts work collaboratively to combine professional development capacity as blended learning is implemented across the region. The sustainability and scalability of Innovate21 will be created through several unique aspects of the project and our strong partnership with NORT2H. Transitioning to a blended learning model of professional development and our network of consortium coaches will save costs typically associated with traditional, face-to-face professional development experiences. A substantial value over time will be the reduction of costs associated with teacher professional development as blended learning models are adopted as well as a savings in the purchase of traditional textbooks. Likewise, having access to data anytime/anywhere with the purchase of student mobile learning devices will increase student learning and save districts significant money by making informed technology decisions. Therefore, through collaborative partnerships, other districts, and ESCs, can easily adopt this delivery model to provide professional learning opportunities to teachers while enhancing instruction. The professional development is shared across all four districts with the possibility of spreading across the state and country using iLearnOhio and Google+, both of which are zero cost items for districts.

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.

956,076.00 State the total project cost.

* Provide a brief narrative explanation of the overall budget.

The overall budget for this project will cover one-time hardware that will be piloted and assessed, professional development for instructional coaches, creation and organization of the Innovate21 Blended Learning Symposium, and the initial support and project management expenses. The overall grant funding requested is $956,070. The majority of the budget expenses will pay for the hardware needed to transition to a blended learning approach. The overall cost for hardware will be $793,200. This savings generated from not purchasing textbooks, additional training to support these products, hiring substitute teachers, etc. while keeping teachers in their classrooms working with students. The online professional development for all K-12 teachers and administrators, with information for students and parents, will essentially be free through Google+ and ilearnOhio. Instructional coaches will receive a stipend to develop an online catalogue of courses to present to over 500 teachers, administrators and support staff across four districts at the Innovate21 Blended Learning Symposium, using the professional development resources with emphasis on implementing best practices. The total cost for supporting over 500 teachers across four districts will be approximately $126,870. The remaining expenses encompass the consultation and project management fees associated with ongoing professional development, technology setup and online support from NORT2H, which is essential to the success of this project due to the increase in technology within each district. As the lead partner for this project, NORT2H will assist each district's leadership team in the purchase of new student devices and more importantly, the implementation of blended learning methodology within the classroom. As a direct result, students will have access to various types of intervention or enrichment apps to make learning anytime and anywhere. The overall cost for the consultation with NORT2H, implementation, training and continual support through online moderation of collaborative learning communities will be approximately $36,000.

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.

If yes, provide details on the expected savings (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.). If no, enter 0.

We expect a significant savings as a result of this initiative. As school districts transition to blended learning and we have more mobile learning devices, we anticipate a reduction in textbook and instructional supplies purchases as e-textbooks and teacher generated instructional resources are utilized. We believe that teachers, for the first time ever, will have easy ways to share great teacher lesson plans and resources, thus saving the districts money in instructional materials and supplies. We estimate savings across the consortium in the areas of 1) textbooks $500,000 2) instructional resources $450,000 3) copier paper $75,000 4) professional development $169,000) capital outlay $95,000. We anticipate a total savings of $1,251,800 for the four school districts over the five year period.

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

282,560.00 If yes, specify the amount of annual expected savings. If no, enter 0.

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

Yes

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.

282,560.00 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 why.

No

We expect a significant savings as a result of this initiative. As school districts transition to blended learning and we have more mobile learning devices, we anticipate a reduction in textbook and instructional supplies purchases as e-textbooks and teacher generated instructional resources are utilized. We believe that teachers, for the first time ever, will have easy ways to share great teacher lesson plans and resources, thus saving the districts money in instructional materials and supplies. We estimate savings across the consortium in the areas of 1) textbooks $500,000 2) instructional resources $450,000 3) copier paper $75,000 4) professional development $169,000) capital outlay $95,000. We anticipate a total savings of $1,251,800 for the four school districts over the five year period.

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.

Our Innovate21 project proposal has a high, upfront investment in teachers by developing instructional coaches to create blended learning professional development pathways for teachers through the free state of Ohio ilearnOhio and Google Apps for Education. In addition, Google+ will serve as the tool for our professional learning communities. Once the initial setup and professional development is complete, the NORT2H technology integration department, housed within the Lorain County ESC, will maintain any local services required for the ilearnOhio and Google+ configurations and updates. Future professional development and support will be sustained through each existing district's membership with NORT2H. Sustainability of hardware will be enhanced through improvements to infrastructure during the first year of this grant in addition to new BYOD initiatives. This project will generate significant savings through a reduction in purchased services, instructional supplies, and professional development through continued collaboration during consortium aligned professional development days ensuring a shared service and resource model. The majority of our ongoing costs for our initiative will take place around ongoing professional development for future teachers growing professionally at our summer blended learning symposiums. All members of this grant application are currently active members inside the Northern Ohio Research and Training Technology Hub (NORT2H). NORT2H, as a lead partner will sustain ongoing PD as a part of its membership services to districts. NORT2H, which is supported out of the local membership fees from its local schools, regularly revises its services to meet the needs of its members and will sustain the ongoing professional development for the initiative utilizing the resources from its office at the Lorain County Educational Service Center.

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 timeline should reflect significant and important milestones in an appropriate and reasonable time frame.

17. Planning - Activities prior to the grant implementation

* Date Range March 1, 2014 - May 31, 2014

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

Date Range - March 2014 (prior to grant funding) List of Scope of Work - Survey to find student and teacher interest level in blended learning. Survey results collected and disseminated. Anticipated Planning Barriers- The barriers that we foresee that could prevent us from successful implementation in the planning phase includes having too many teachers applying to be teacher coaches. Our preliminary surveys have shown a moderate to high interest in teacher participation. In the event that more teachers apply than we have slots, our oversight committee has developed a process and evaluation rubric to select the first round coaches. Date Range- April to May 2014 (prior to grant funding) List of Scope of Work - Marketing of initiative to all K-12 teachers; Online application for instructional coaches; a rubric will be used to properly identify qualified teachers and teaching areas to participate in the program. *Instructional Coach Positions - 62 TOTAL Co-Teaching (two teams of two (K-5 and 6-12) = 4 people Enrichment (two teams of two (K-5 and 6-12) = 4 people Differentiation (six total coaches)= 6 people FIP - Battelle for Kids Closing the Achievement Gap= (outside expert) Classroom Discipline and Positive Behavior Support (one from K-4, 5-8, and 9-12)= 3 total K-3 Literacy (six)= 6 total K-4 Reading/ELA (four)= 4 total 5-8 Reading/ELA (four) = 4 total 9-12 Reading/ELA (four) = 4 total K-4 Math (four) = 4 total 5-8 Math (three) = 4 total 9-12 Math (four)= 4 total K-4 Science (two)= 2 total 5-8 Science (two) = 3 total 9-12 Science (three) = 3 total K-4 SS (two)= 2 total 5-8 SS (two) = 2 total 9-12 SS (three) = 3 total

* Anticipated barriers to successful completion of the planning phase

The barriers that we foresee that could prevent us from successful implementation in the planning phase includes having too many teachers applying to be teacher coaches. Our preliminary surveys have shown a moderate to high interest in teacher participation. In the event that more teachers apply than we have slots, our oversight committee has developed a process and evaluation rubric to select the first round coaches.

18. Implementation - Process to achieve project goals

* Date Range June 1, 2014 through July 31, 2016
List of Scope of Work - As our original teacher-coaches develop and share best practices concerning blended learning, we will grow our total number of teachers and students positively affected by Innovate 21. Date Range - June 2014 (grant awarded) List of Scope of Work - Marketing and promotion of the innovative initiative, review of applications and selection of coaches. Final list of responsibilities established by consortium leadership teams. Date Range - July 29-30, 2014 at Lorain ESC List of Scope of Work - Coaches receive professional development on devices and on the rationale and benefits of using a blended learning model. Instructional coaches will take part in a survey focusing on their experience with technology, attitude, and familiarity. Date Range - September 2-30, 2014 List of Scope of Work - Mobile devices are deployed. Leadership team provides continued support for coaches. Student Pre-assessment Evaluation given to all students K-12. Date Range - November 12, 2014 in each district List of Scope of Work - Each district will host a parent night explaining and promoting a blended learning model. Local media will also be invited to the parent night. Date Range - December 1-20, 2014 List of Scope of Work - The leadership team will meet to discuss and design the Innovate21 Symposium. Coaches will be asked to complete a survey evaluating attitude, skill set, and reflection on impact of blended learning. Date Range - January 4 -29, 2015 List of Scope of Work - Innovate21 Symposium occurs at Avon High School, January 30, 2015. Instructional Coaches present findings. Evaluation collected from participants. Date Range - February to June 2015 List of Scope of Work - Final Evaluation is collected in late May. Instructional coaches and students will complete a final survey. A final report on expenditures and student growth measures will be generated.

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

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

* Date Range May 1, 2015-May 31, 2019

Our consortium will use state approved vendor assessments benchmark data using nationally norm-referenced percentiles along with SLO data where nationally normed assessments do not exist. The Innovate21 leadership team will analyze data from the instructional coaches who received blended learning PD against those that did not. Results of this data will be used to guide future blended learning professional development across our consortium. The goal of Innovate21 is to show growth (2%ile norm; 5% SLO) of students participating in blended learning classrooms, above the growth of those students in traditional classrooms. This includes all core subject areas from K-12.

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

Our preliminary survey indicated that only one third of teachers in our consortium are familiar with the concept of blended learning. Given this, we believe our growth target of 2%, while small in year one, will increase in subsequent years as teachers further their understanding of blended learning methodologies.

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:

Innovate21 will fundamentally change instructional practices and pedagogy across four districts serving over 8500 students. By incorporating blended learning, educators will effectively change delivery of instruction, increase student engagement improving student achievement and growth. The use of mobile learning devices and blended learning methodology creates student-owned learning and promotes positive digital citizenship where students can leave a learning legacy. Student motivation will be a catalyzing ingredient for student learning within each Innovate21 classroom. This blended learning model, introduced and supported by the Innovate21 Leadership Team, supports a model of anytime, anywhere learning for educators and their students. Innovate21 will change our current organizational processes ultimately reducing general fund expenditures. The Blended Learning Symposium will provide the foundation to introduce a new training model for staff utilizing both online and face-to-face training from our partners. Schools will be able to share best-practices, teacher leaders, and curricular resources across the region. We anticipate teachers will be motivated to change existing behaviors and attitudes utilizing accessible technology and collaborative components. Innovate21 will transform classrooms redesigning them into student-centric learning environments replacing existing monolithic instructional practices. As a direct result, students will receive individualized instruction increasing participation and engagement in the learning process closing the achievement gap. As the initiative grows, more schools can join, create, and collaborate with the potential to reach across the entire state and beyond. This will expand the professional learning community and allow more districts to share resources targeted at curriculum-based, blended learning methodology. The end result of the Innovate21 project will provide a new modular approach to instruction creating a positive and significant disruptive change.

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.

The Innovate21 project is a multi-district endeavor with the goal of raising student achievement by utilizing blended learning communities involving students, teachers, parents and instructional coaches. By implementing best instructional practices while integrating available learning devices into piloted classrooms, Innovate21 will provide additional funding for professional development, in which the newly-trained instructional coaches along with outside consultants will conduct an Innovate21 Symposium for over five hundred local teachers, administrators, and support staff from across four different school districts with online and face-to-face blended learning opportunities. This sustainable project focuses on shared content and collaboration while investing in teachers and students rather than devices. Innovate21 will impact student achievement by utilizing greater resources and a shared service model to reduce spending across the consortium. While blended learning is a new strategy for most Ohio teachers, it is not an unproven strategy in education. Blended learning allows both teacher and learner access to radically increase possibilities for understanding, how we transmit and receive information, how we interact with others in educational settings, how we build knowledge, and how we assess what we have taught or learned (Picciano et al, 2013). Clayton Christiansen, a leading expert on blended learning, believes a hybrid model of blended learning will provide each student a more personalized learning experience, meaning increased student control over the time, place, path, and/or pace of his or her learning. Each disruptive model of blended learning provides individualization, universal access and equity with increased productivity for students and teachers (Christiansen, 2013). Coursework content and course delivery options will be updated to reflect current studies, knowledge, and requirements (Christiansen, 2011). An online professional development system will allow teachers to easily update materials without incurring high costs of print material. Students and parents will also have access to free online resources. By implementing this change districts can quickly demonstrate commitment and responsiveness to learner's needs. In addition to increased productivity, the largest cost savings will be unlimited access to online resources replacing traditional textbooks, reduced training costs outside the school district ensuring sustainability of this project over the next five years. The notion of forming personalized learning networks (PLNs) is a key component of professional development around technology, according to Tom Whitby, a social media consultant who spent the bulk of his career as an English teacher in the Sayville School District, on New York's Long Island. Writing in Edutopia, Whitby recently defined a PLN as a "tool that uses social media and technology to collect, communicate, collaborate and create with connected colleagues anywhere at any time. "Remember that the purpose of a PLN is personalized learning," he writes. "You determine your needs and goals, and then acquire the sources that you need in order to attain to them. Districts can proactively set up in-house PLNs among their own teachers, Whitby says, which can be considerably more cost effective than inviting consultants to come and analyze your district's needs and create something for you."That is dangerous," he says. "If school districts could use that model and do that on their own ---- build up their own support systems and their own personal learning networks and personal learning communities, those are the ones that are most successful." As governments, schools, and colleges move forward with plans and investments for vast increases in blended learning environments, a new examination of the existing research on the topic is essential for all those involved in this educational transformation.

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.

Our oversight planning committee has spent a significant amount of time researching and developing a strong evaluation plan. This comprehensive plan has two major evaluation components - student achievement data using benchmark data and blended learning feedback surveys. The Firelands Local School District Leadership Team will oversee the internal evaluation of the Innovate21 student achievement data. Dr. Robert Hill, Superintendent, and Mike Von Gunten, Director of Educational Services, will collect the final summative student achievement data from each district by May 15th each calendar year. This evaluation component will be an internal evaluation using available normed and SLO data from every district. NORT2H will assist in the collecting the blended learning feedback survey. Dave Miller, Senior Director of Technology and Innovation (NORT2H), will revise the existing student and teacher surveys sent out to the consortium in March 2014. The data collected from student and teacher input provided the foundation for our grant application and project development. Pre- and post-survey results will be collected and disseminated across the consortium and northeast Ohio. The overall summary from our surveys can be found at bit.ly/innovate21.

* 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 first evaluation component consists of using State Approved Vendor Assessments benchmark data using nationally norm-referenced percentiles along with Student Learning Objectives (SLO) data where nationally normed assessments do not exist. The Innovate21 leadership team will analyze data from the instructional coaches who received blended learning professional development against those that did not. Results of this data will be used to guide future shared initiatives across our consortium. The goal of Innovate21 consortium is to improve student growth measures (2%/tile norm data and 5% for SLO) above those students in traditional classrooms in all core subject areas from K-12. Benchmarking data will be collected no later than 11/1 (pre-assessment) and 4/15 (post-assessment). Dissemination will occur by 6/1 during each calendar year. The second evaluation component involves a pre-/post- feedback survey examining participants attitude regarding the impact of the Innovate21 initiative. A survey has been developed (located in our shared folder at bit.ly/innovate21). This survey was distributed to the teachers and students prior to grant submission. Each student survey was adapted for the grade level band (3-5; 6-8; 9-12) assessing their interest and familiarity with technology. The teacher survey provided information on the participant interest levels as well as gathering input for 1/30/15 symposium. Participant satisfaction with blended learning, convenience afforded, sense of
engagement and collaboration within consortium, and personal views on learning outcomes will confirm commonly held beliefs about online education opportunities providing a range of information about the future of technology-enabled education. The Innovate21 coaches will complete their surveys by 8/1/14 and 6/1/15. Students will share their personal experiences during a Parent Blended Learning Night explaining how technology has enhanced learning for every child.

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 substantial value of Innovate21 lies in our focus on growth, both for our students and our teachers. Based on a survey of staff perceptions regarding the use of technology in the classroom, 99% of the consortium’s teachers believe that technology enhances instructional practices in their classrooms; however, only 33% of teachers are familiar with the concept of blended learning. In a similar survey given to students, 85% of students responded that technology helps them learn new information, concepts and skills while also engaging them in the learning process. Our goal is to increase teachers’ knowledge of blended learning to 100% by the end of 2016 and to increase students’ perception of how technology impacts learning to 95% by 2016. This information will be gathered as part our second component of our evaluation plan. The sustainability and scalability of Innovate21 will be created through several unique aspects of the project and our strong partnership with NORT2H. Transitioning to a blended learning model of professional development and our network of consortium coaches will reduce expenditures typically associated with traditional, face-to-face professional development experiences. In addition, through collaborative partnerships, other districts, and ESCs, can easily adopt this delivery model to provide professional learning opportunities to teachers while enhancing instruction. The professional development is provided using iLearnOhio and Google+, both of which are zero cost items for districts.

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

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<tr>
<th>Goal 1: Student growth will increase by 2% on normed tests when available and 5% on SLO only subjects during the first year and will increase by 1% each of the following years above the percentile growth of those students in traditional classrooms. A secondary goal was established to provide students and teachers collaborative opportunities to develop 21st century skills, preparing student for college and career readiness, through a shift to anytime, any place learning.</th>
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* Spending Reduction in the five-year fiscal forecast

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<th>Goal 2: The use of free services such as Google Apps for Education will support our blended learning environment and continued professional development without the need to maintain/purchase additional hardware and software in each school district. This will reduce spending to update equipment and costs associated with personnel often required to maintain, update, and service such hardware and software.</th>
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* Utilization of a greater share of resources in the classroom

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<tr>
<th>Goal 3: Our goal is to provide students and teachers collaborative opportunities to develop 21st century skills, that will prepare all students for college and career readiness, and our teachers with personalized professional development through a shift to anytime, any place learning. Shared instructional resources through online collaboration will lead to increased efficiency and assessing the transformative potential of blended learning across the Innovate21 consortium.</th>
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* Implementation of a shared services delivery model

| Goal 4: The sustainability and scalability of Innovate21 will be created through several unique aspects of the project and our strong partnership with NORT2H. Transitioning to a blended learning model of professional development and our network of consortium coaches will save costs typically associated with traditional, face-to-face professional development experiences. A substantial value over time will be the reduction of costs associated with teacher professional development as blended learning models are adopted as well as a savings in |
the purchase of traditional textbooks. Likewise, having access to data anytime/anywhere with the purchase of student mobile learning devices will increase student learning and save districts significant money by making informed technology decisions. Therefore, through collaborative partnerships, other districts, and ESCs, can easily adopt this delivery model to provide professional learning opportunities to teachers while enhancing instruction. The professional development is provided using iLearnOhio and Google+, both of which are zero cost items for districts.

* Other Anticipated Outcomes

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

This innovative, collaborative project between four districts serving over 8,400 students will create a blended learning community involving students, parents, teachers, and administrators to enhance instructional practices within the classroom. It will improve educators' learning and professional growth leading to greater student achievement. This multi-district learning management system will provide additional resources through shared content, reduction of expenses (FISCAL RESPONSIBILITY), and creation of a larger community leading to shared best-practices (SHARED SERVICES). Teacher productivity and effectiveness will improve as a result, as well as from engaged students utilizing the platform that can be utilized throughout all four districts (SHARED RESOURCES). Greater student success (STUDENT ACHIEVEMENT) will ultimately be realized leveraging this instructional technology as part of the continuous improvement process for each district. Innovate21 represents several distinct socioeconomic regions throughout Lorain county. Innovate21 will be a success because the primary focus is on growing teachers and students while reducing costs through shared services ultimately making it sustainable. Any traditional school district can easily replicate this model with the right leadership team, dedicated instructional coaches, and supportive parents and students. Whether new districts collaborate with the Innovate21 schools, or choose to create their own consortiums, the heterogeneous mix of Innovate21 consortium schools will provide an excellent example promoting blended learning to improve student achievement using the best evaluation plan for future planning.

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 to uphold the program assurances. Mike Laub, Superintendent, Avon Local Schools
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<tbody>
<tr>
<td>Jay</td>
<td>Arbaugh</td>
<td>440-355-5132</td>
<td><a href="mailto:jay.arbaugh@keystone.k12.oh.us">jay.arbaugh@keystone.k12.oh.us</a></td>
<td>Keystone Local</td>
<td>048165</td>
<td>PO Box 65, Lagrange, OH, 44050-0065</td>
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<tr>
<td>Robert</td>
<td>Hill</td>
<td>440-965-5821</td>
<td><a href="mailto:rhill@firelandsschools.org">rhill@firelandsschools.org</a></td>
<td>Firelands Local</td>
<td>048157</td>
<td>112 N Lake St, South Amherst, OH, 44001-2824</td>
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<tr>
<td>Graig</td>
<td>Bansek</td>
<td>440-236-5008</td>
<td><a href="mailto:bansekg@columbia.k12.oh.us">bansekg@columbia.k12.oh.us</a></td>
<td>Columbia Local</td>
<td>048140</td>
<td>25796 Royalton Rd, Columbia Station, OH, 44028-9441</td>
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## Partnerships

### Sections

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<tr>
<td>Dave</td>
<td>Miller</td>
<td>440-324-3172</td>
<td><a href="mailto:miller@nort2h.org">miller@nort2h.org</a></td>
<td>Lorain County ESC</td>
<td>048108</td>
<td>1885 Lake Ave, Elyria, OH, 44035-2551</td>
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<tr>
<td>Renee</td>
<td>Yoder-Elias</td>
<td>440-366-7495</td>
<td><a href="mailto:relias@ashland.edu">relias@ashland.edu</a></td>
<td>Ashland University</td>
<td>063396</td>
<td>401 College Ave, Ashland, OH, 44805-3702</td>
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<tr>
<td>Vicki</td>
<td>Fisher</td>
<td>Director of Curriculum &amp; Instruction, Avon</td>
<td>Co-authorship of grant application; coordination of professional development events</td>
<td>Thirty years of experience in the field of education; Master's Degree in Educational Administration from Ashland University</td>
<td>Classroom teacher for eleven years and elementary school principal for eight years; managed sizeable grants in the past including Success for All, Venture Capital, and Schoolwide Title I; organized and implemented numerous professional development events in the past 19 years as an administrator</td>
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<tr>
<td>Dave</td>
<td>Miller</td>
<td>Senior Director of Technology &amp; Innovation, NORT2H</td>
<td>Develop and provide professional development for the successful implementation of blended learning for blended learning symposium. Support teachers in the transition to blended learning including the development of teacher content offerings into the Learning Management System and teacher participation in one or more personal learning networks.</td>
<td>Extensive experience in developing and training teachers for the successful implementation of technology into instruction. Managed over 2 million dollars in grant funding for the successful implementation of distance learning, videoconferencing, and other innovative classroom technologies.</td>
<td>Classroom teacher with a degree in Marketing education. Worked with business, community-based organizations, higher education as School to work Coordinator for Mid-East Ohio Career Center. Project manager for the Telecommunity Appalachian Project managing professional development and implementation for videoconferencing at the Muskingum Valley ESC. Develop and provide professional development programming for schools at the Lorain County ESC inside the Northern Ohio Research &amp; Training Technology Hub (NORT2H).</td>
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<tr>
<td>Mike</td>
<td>Laub</td>
<td>Superintendent, Avon Local Schools</td>
<td>Coordination with curriculum director for professional development events and technology purchases and with treasurer for appropriate grant budget expenditures.</td>
<td>Superintendent of one of the fastest growing districts in Ohio; oversee all district operations as well as a budget of 33 million dollars.</td>
<td>Former classroom teacher; elementary school principal; and director of human resources.</td>
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<tr>
<td>Dr.</td>
<td>Robert</td>
<td>Superintendent, Firelands Local Schools</td>
<td>Coordination with curriculum director for professional development events and technology purchases and with treasurer for appropriate grant budget expenditures.</td>
<td>Sixteen years experience in the field of education. BA in Economics and Political Science. MA in Education. Doctor of Education degree with specialization in leadership and school finance</td>
<td>Classroom teacher for five years. Career technical assistant principal for one year. High school assistant principal in charge of curriculum and instruction for five years. High school principal for four years. Superintendent for two years.</td>
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<tr>
<td>Jay</td>
<td>Arbaugh</td>
<td>Superintendent, Keystone Local Schools</td>
<td>Coordination with curriculum director for professional development events and technology purchases and with treasurer for appropriate grant budget expenditures.</td>
<td>Twenty one years experience in the field of education. BA in Education, MA in Education Administration, ED Specialist in Education Administration.</td>
<td>Classroom teacher for six years. Middle School Assistant Principal for four years. Middle School Principal for one. High School Principal for four years, Superintendent for six years</td>
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<tr>
<td>Graig</td>
<td>Bansek</td>
<td>Superintendent, Columbia Local Schools</td>
<td>Coordination with curriculum director for professional development events and technology purchases and</td>
<td>Nineteen years experience in education with B.S. in Secondary English and M.Ed.in Administration.</td>
<td>Classroom teacher for six years. Middle school and high school principal for eight years and Superintendent for five.</td>
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<tr>
<td>Jim Hudson</td>
<td>Treasurer, Avon Local Schools</td>
<td>Coordination with curriculum director for professional development events and technology purchases and for appropriation of grant budget expenditures.</td>
<td>Treasurer for Avon Local Schools with an operating budget of 33 million dollars. Former treasurer for Medina City Schools.</td>
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<tr>
<td>Kathi Maxwell</td>
<td>Director of Curriculum &amp; Technology, Columbia Local Schools</td>
<td>Co-authorship of grant application. Coordination hardware and software purchases with NORT2H, coordination of summer events and Innovate21 Symposium for all K-12 staff in January. Assist with student device data collection for this pilot project. The data collected will focus on reliability, ease of use for different grade levels, cost effectiveness, and impact on student learning. These data results will be disseminated to help drive decision-making for future student device purchases.</td>
<td>Sixteen years of experience in education. M.Ed. in Educational Leadership from Georgia Southern and an Ed.S. in Curriculum and Instruction from Ashland University. Implemented over 100K in grant funding for local, state and national initiatives(NSTA, PSTA, Jason Project, eTech, etc.). Oversee Title I and IIA Federal programs. Thirteen years in a classroom and three years in administration. Coordinate all district wide professional development opportunities and instructional technology purchases.</td>
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<tr>
<td>Dave Kish</td>
<td>Director of Curriculum and Federal Programs Director, Keystone Local Schools</td>
<td>Master's in School Counseling</td>
<td>Fourteen total years in education with a masters in administration in education from Ashland University. Managed grant funding for numerous district grants focusing on professional development and technology.</td>
<td>Dual certified teacher in both special education and general education and eight years of teaching experience in high performing districts. Six years of administrative experience as assistant principal, principal, and curriculum director. District coordinator of all professional development as well as all federal budgetary responsibilities within the district especially focusing on Title I, IIA, and Race to the Top. Lead contact for the Race to the Top grant, District Leadership Team, and testing coordinator for the district.</td>
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<tr>
<td>Mike Von Gunten</td>
<td>Director of Educational Services</td>
<td>Mike will assist with selection of instructional coaches, symposium courses and events, as well as collecting evaluation data and dissemination</td>
<td>15 years in education as a teacher, school counselor, assistant principal, and director of educational services</td>
<td>Coordinator of Federal programs. In charge of all educational programs in the district. District test coordinator. Responsible for hiring all instructional staff OPAP district facilitator.</td>
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