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Adjusted Allocation | 0.00 |
Remaining | -1,626,590.00
A) APPLICANT INFORMATION - General Information

1. Project Title: (COLA) Collaborative Online Learning Academy

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

This project is a collaborative resource sharing consortium between four school districts and their educational service center. The plan will increase student achievement and expand educational opportunities by utilizing technology in a blended learning environment. This plan will also provide students with a one-to-one computing environment paired with a dynamic personalized learning pathway, ensuring an individualized learning culture and growth.

3. Total Students Impacted: 3766

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

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

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

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

First Name, last Name of contact for lead applicant
Jason Martin
Organizational name of lead applicant
Columbiana Exempted Village School District
Address of lead applicant
700 Columbiana Waterford Road, Columbiana OH 44408
Phone Number of lead applicant
330-482-3818
Email Address of lead applicant
jason.martin@columbianaschools.org

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

- Yes
- No

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

Add Consortium Members

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

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

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

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

The current state or problem to be solved; and

Challenged to provide students with the knowledge and skills necessary to be productive in the 21st Century, four school districts with shrinking resources have collaborated to improve student learning, expand educational opportunities, and better leverage existing district resources. This proposal borrows upon the concepts of blended learning, flipped classrooms and one-to-one computing, but does so in a rare cooperative effort between school districts that would traditionally compete with one another for students.

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

COLA’s strategy to address these challenges includes several elements: Consolidation of Resources - This proposal seeks to provide a platform to share staff and resources between districts to improve student learning and increase student achievement. This program will encourage members to combine efforts for purchasing, and to realize the additional benefits that can be gained as curriculum and staff resources are shared. Through cooperative purchasing, the elimination of duplicate services, and the efficient use of staffing, this collaboration will provide savings and extend the life of this program. Course Content and Instructional Delivery - The need for districts to offer expanded course offerings as soon as possible has prompted the grant team to seek high-quality content that can be available to students in the fall of 2014. An agreement has been reached with Compass Learning, Inc. to provide a comprehensive, K-12 online platform to deliver an extensive selection of individualized and differentiated instruction available at any time. This will be paired with iLearnOhio, Lightning Grader to develop personalized assessments to a broad range of students. When combined with existing district instruction, students will no longer be denied a course due to overcrowded or under-enrolled classes. Staff Development - Teachers will be asked to transform how they teach, so training is critical. Instruction in the use of the content delivery system will be provided by Compass Learning staff. CCESC professionals will develop training programs in blended learning and content development. The training will be ongoing throughout the year and during a county-wide “Summer Institute.” Additionally, Impact Teacher Academy through Compass Learning will provide on-demand professional development on topics related to the tools and resources of the content delivery system. Student Access to Technology - The ability to access the content at any time will permit students to take a more active role in their own learning. Each of the member schools already enjoys an enterprise class wireless infrastructure. To that will be added notebook computers for each student grades 9-12 to be used throughout their high school career. A single computing platform is being proposed which can be more easily supported, thereby freeing the classroom teachers to focus on instruction rather than the technology. Technology Support - Columbiana, will hire two additional shared support staff technologists to implement this project. Costs associated with support for this project will be shared among COLA districts. The shared support staff will work in collaboration with district personnel in order to offer professional development, asset inventory, software preparation, hardware maintenance, repair, account creation, and student/teacher support. Review and Assessment - Quarterly reviews will be held to evaluate the effectiveness and future direction of this initiative. The review board will include administrators, technology staff, CCESC professionals, and participating instructors. Direct observations by building principals and CCESC evaluators, data obtained from student registration records and assessment software, as well as student and staff surveys will contribute to the development of a plan for expansion and continuation of this program.

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 and concise description of the roles and activities that will be accomplished to address 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.)

Student achievement will be impacted positively through the additional content that will be available to students in grades K-12 across all content areas. Students will have access to resources not currently available to supplement and expand access to both current subject areas and to new subject areas currently not available in the districts due to financial and spacial constraints. An agreement has been reached with Compass Learning, Inc. to provide a comprehensive, K-12 online platform to deliver an extensive selection of individualized and differentiated instruction available at any time. This will be paired with iLearnOhio, Lightning Grader to develop personalized assessments to a broad range of students. When combined with existing district instruction, students will no longer be denied a course due to overcrowded or under-enrolled classes.

- 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 districts expect to save a combined amount of $60,500 annually that is currently being spent on software licensing, textbooks and other costs to outside organizations that provide online learning opportunities to our students as outlined in the financial impact table for each district. Additionally, a total of 4.5 teachers (1 each for Columbiana, East Palestine, and Lisbon and 1.5 for Wellsville) are expected to be absorbed or reduced at a combined projected savings of $331,261 in salaries and benefits in the first fiscal year as outlined in the financial
impact table for each district. In the 2nd fiscal year, an additional teacher is projected to be absorbed by Wellsville at a savings of $77,000 for a combined total savings of $408,261 in salaries and benefits for the districts. Also, Columbiana and East Palestine have reviewed the students being lost to charter schools and other public schools and are projecting to save a combined $58,000 (5 students in each district) in the first fiscal year and another $11,600 (2 more students for East Palestine) in the 2nd fiscal year due to the ability to provide expanded course offerings and online opportunities for these students who are currently choosing to leave the districts to seek such options elsewhere.

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.)

By lowering costs, the districts can reallocate the saved dollars towards other programs. All of the districts have seen reductions in course offerings over the last several years and they will now have the ability to enhance course offerings through the COLA. Additionally, teachers can restructure their classrooms to take advantage of the concepts of blended learning, flipped classrooms and one-to-one computing which will further increase opportunities for students.

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.)

The consortium districts will work together in the following areas: Staff Development - Teachers will be asked to transform how they teach, so training is critical. Instruction in the use of the content delivery system will be provided by Compass Learning staff. CCESC professionals will develop training programs in blended learning and content development. The training will be ongoing throughout the year and during a county-wide "Summer Institute." Additionally, Impact Teacher Academy through Compass Learning will provide on-demand professional development on topics related to the tools and resources of the content delivery system. Technology Support - Columbiana, will hire two additional shared support staff technologists to implement this project. Costs associated with support for this project will be shared among COLA districts. The shared support staff will work in collaboration with district personnel in order to offer professional development, asset inventory, software preparation, hardware maintenance, repair, account creation, and student/teacher support. Review and Assessment - Quarterly reviews will be held to evaluate the effectiveness and future direction of this initiative. The review board will include administrators, technology staff, CCESC professionals, and participating instructors. Direct observations by building principals and CCESC evaluators, data obtained from student registration records and assessment software, as well as student and staff surveys will contribute to the development of a plan for expansion and continuation of this program.

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.
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 sustainability costs relative to the project budget.

Applications with similar scores during its final selection process. Cost savings will be calculated as the amount of expected cost savings less 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 the implementation of the grant will continue beyond the projection period and will cover those costs). Additionally, the grant will provide computers for each student and teacher in grades 9-12 at a cost of $634,200 which will provide these students with 24/7 access to content which is critical to the success of blended learning and flipped classroom models. The grant will also provide financial resources in the amount of $48,000 for purchasing services for professional development of staff members which is crucial to ensure the resources will be utilized and available to all students. The grant will also fund salaries and benefits ($120,000) of 2 staff members in the beginning year of the grant who will be essential in managing the initial dissemination and set-up of equipment in each district along with support for each district to ensure that the Collaborative Online Learning Academy gets off to a quick and positive start. The goal is to get the resources into the hands of students and teachers quickly to maximize familiarity with the resources and optimize the impact of professional development. Additionally, $74,360 for materials and supplies will be purchased for necessary set-up and upkeep costs of the computers.

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

Each district will commit to sharing in the cost of purchased services for professional development, support and upkeep of computers purchased with grant dollars at a cost of approximately $38,000 per year per district for shared staffing. Costs associated with replacing notebooks will be assumed by each district. While each district believes it can sustain replacement of notebooks over the life of the grant dollars previously spent on technology, each district is including an additional ongoing cost of $16,800 per year that would replace 40 computers each year of the projection that will be covered by their projected savings. Software licensing costs are included for the full 5 years of the projection... beyond the required projection, software costs will be absorbed by the districts (the savings generated due to the implementation of the grant will continue beyond the projection period and will cover those costs).

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

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

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.

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

448,761.00 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.

$448,761 First fiscal year, $537,161 2nd through 5th fiscal years The districts expect to save a combined amount of $60,500 annually that is currently being spent on software licensing, textbooks and other costs to outside organizations that provide online learning opportunities to our students as outlined in the financial impact table for each district. Additionally, a total of 4.5 teachers (1 each for Columbiana, East Palestine, and Lisbon and 1.5 for Wellsville) are expected to be absorbed or reduced at a combined projected savings of $331,261 in...
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.

The grant will not only provide the upfront costs for software and computers that will provide each district the ability to expand resources in the classroom, it will also provide the professional development and resources to sustain and grow those resources well beyond the life of the grant. By hiring dedicated staff members to be shared by the districts to provide professional development and computer support, the sustainability of the program is ensured. Any new and recurring costs that the districts have agreed to share are more than offset by the projected savings as outlined in question number 14.

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: October 2013 through July 2014

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

7/7/14-COLA Grant Celebration/Board Meeting-finalize purchasing plans, job postings, and establish processes and procedures 7/9/14 - Technology Staff Meeting-discuss Wireless Network Infrastructure, software, and staff PD needs 7/10/14-COLA Board Meeting-Project update and establish COLA policies Board meetings will be held quarterly. Technology Staff meetings will be held as needed. Throughout the grant-writing process, the stakeholders have completed the majority of planning required to implement the initiative. Upon proposal acceptance, grant stakeholders will finalize purchasing plans and begin the acquisition of required hardware and services. While the two shared services personnel and their roles have been discussed, and necessary responsibilities are clear, exact qualifications/criterion for these two positions have not been specified. The COLA Board will finalize job postings for these individuals during the January Board meeting. District staff and county technology staff will meet in January to discuss current wireless infrastructure, software, and the initial round of professional development. The COLA Board will meet in February 2014 for an update from technology staff regarding program implementation and finalize program policy.

* Anticipated barriers to successful completion of the planning phase

The main barrier we see moving forward within the planning phase is the collective decision making process related to inventory acquisition and management. The COLA membership believes this barrier will be overcome though our common goals, effective communication, and productive COLA Board meetings which will take place immediately following the approval of our submission.

18. Implementation - Process to achieve project goals
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:

Transforming the instructional practices of the member districts is central to the success of this program. For students to achieve in this new model of learning, teachers will be trained to modify their methods of instruction. The result will be classrooms that function quite differently, and where the roles of teachers and students change. The use of technology will be an integral part of this methodology, and over time teachers and students will come to understand the transparent nature of technology and view it simply as a tool for teaching and learning, not as the goal of instruction. Teachers will be challenged to accept a new role as a facilitator of learning. The potential that this initiative brings with it is significant. It will allow for a fundamental redesign of the educational model and result in a greater variety of content, increased individualization, and a personalized approach to instruction that will allow each student to work at his or her own pace. This will allow students to feel more successful, increase the potential for closer teacher/student interaction, and provide teachers with more flexibility to work with students who need the most help. The role of students will be changed as well. As the number of course offerings increases, students will be given more choice in their learning. They will not be constrained by scheduling, class sizes, bell schedules, or even the school calendar. Learning can take place at any time. Students will have greater control over the pace at which they master content, and ultimately become more engaged in their own learning, a critical element in any effort to improve student achievement. Organizational Changes COLA has established a board consisting of administrators, treasurers, technology specialists, a federal programs director, and a grant evaluator. This board represents individuals from each member district and will meet quarterly to evaluate all facets of the collaborative online learning academy. This includes evaluating and revising policy, procedure, timelines, benchmarks, communications and expenditures. The largest organizational change resulting from COLA is the idea of integrating a dedicated shared staffing model to support this project while remaining fiscally responsible. Implementing an initiative of this magnitude is possible through the acquisition of shared staffing capable of supporting an initial rollout of notebooks, support account creation and maintenance for all online services, and coordinate professional development efforts. Our consortium combines the education, knowledge, skills, and experience of four school districts and their ESC in order to establish and promote a large-scale initiative in an effort to achieve common objectives. Realistic and Achievable It is often difficult for smaller districts with limited staffing to offer a wide variety of courses. Individualizing assessment and instruction can be time-consuming in larger classes without the assistance of an online tool designed to make it possible. Another issue for small schools is the lack of negotiating power to purchase goods and services, including staffing. This project minimizes costs and maximizes the use of technology staffing within COLA districts. Through the efficient management of human capital, we will take advantage of the strengths and experiences of each district for the general benefit of all. Our partnership creates the ability to eliminate redundant processes, standardize contract development, and purchase in bulk with lower unit costs. Cooperative purchasing and dedicated shared staffing will save significant time and money through the power of aggregation, making this project realistic and achievable.
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.

Columbian Exempted Village School District implemented a one-to-one netbook initiative four years ago. The success of this pilot fueled a 2 year implementation including all 9th-12th graders within the district. This initiative led to U.S. News & World Report's ranking Columbian #7 in the nation regarding "Most Connected Classrooms." Columbian can share their successes and struggles as the consortium expands this initiative. Policies and procedures related to the one-to-one initiative, BYOD (Bring Your Own Device), and an AUP (Acceptable Use Policy) have already been created and implemented for four years. As consortium districts will have access to these past practices, policies and experiences, focus can remain on the more critical components of the project. Technology alone does not guarantee great teaching and learning. However these tools, along with ongoing professional development, will offer students an educational experience that would otherwise be impossible. Technology integration, flipped classrooms, blended learning, enrichment, credit recovery, credit flexibility, and extended day/year classroom experiences are drastically enhanced with 24/7 access to technology, software, and support. This grant will assist in offering educators and students the essential ingredients for success. This consortium recognizes the importance of financial sustainability and has addressed this criterion throughout the grant. Professional development, however, is central for understanding sustainability. Funding and equipment alone will never truly sustain a project of this magnitude. The ongoing professional development proposed, coupled with just-in-time training and on-demand assistance will ensure student and teacher buy-in. Teachers will know help is available through this extremely important transitional period in education. Leadership is critical to any large-scale endeavor. This initiative has been scaled to match the experience, knowledge, and skills that the consortium members bring to the table. At the same time, doors have been left open to expand this project in the future to include additional interested districts. Research supports the claim that one-to-one initiatives offer students the empowerment tools necessary to take personal ownership of learning. Students involved in one-to-one initiatives are more motivated to become self-directed learners. Furthermore, students are equipped with the 21st century skills necessary to succeed in a technology-driven global economy. Columbian's student/teacher surveys have clearly supported the claim that a one-to-one initiative has a direct and lasting positive impact on student achievement. Students have claimed that being issued a personal digital device has made their educational experience less static and linear, and more organized. Teachers enjoy safe methods of communication which extend the learning well past their time within the classroom. Students have repeatedly mentioned that they feel much more comfortable asking questions through an educational blog or wiki. Teacher surveys indicate students are more likely to engage in higher-level critical thinking tasks and dynamic content with their one-to-one device. Research indicates students who use computers when learning to write are more engaged and motivated in their writing. Furthermore, these students produce work that is greater in length, more detailed, and of higher quality. Teachers who have access to real-time student data will incorporate data-driven decision making within their classrooms. As a result, incorporating an electronic assessment tool is critical to ensuring that teachers have access to real-time data when utilizing formative and summative assessments. The learning management and content delivery system, combined with an electronic assessment tool will empower our students and teachers to explore education in innovative ways on a daily basis.

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.

This consortium is committed to ensure that it meets all the goals as established within this grant. This proposal has clearly identified a need and a very concise plan to address that need. Everything that is planned will have a positive impact on student learning, which is the most significant piece of the educational process. Very specific measures have been established to delineate the growth in student achievement. This plan, when fully carried out, will change pedagogy, methodology, how students learn, and raise student achievement, while maintaining current district funding levels. Evaluating how students are learning and how teachers are teaching will be done through a number of measures. First, principal walkthroughs will be utilized to gather data about pedagogy and the effective use of technology in the classroom. This data will clearly indicate that the professional development provided by the grant has been successful. Teachers must change how they teach and this data will provide evidence that this has happened. Additionally, both teacher and student surveys will be given in March and May of the first year and December and May of all future years. Data collected through these surveys will provide important information about how teachers and students feel regarding the changes implemented and support offered. For example, surveys will determine if students feel more involved with the learning process and if so, how this impacted their learning. Teachers will also provide information about what they are seeing in the classroom, how students are engaged, and the quality of student work, technology support, and perception regarding staff development needs. Steve Stewart, Technology Director for Lisbon Exempted Village Schools (330-424-7714) will be responsible for conducting the evaluation internally.

* Include the method by which progress toward short- and long-term objectives will be measured. (This section should include the types of data to be collected, the formative outputs and outcomes and the systems in place to track the project’s progress).

Measuring student achievement will be done using a number of methods. The use of formative assessments will allow teachers and
schools to review benchmarks throughout the school year. This allows the COLA Board to make any needed changes throughout the school year and provide additional professional development in a timely manner. These formative assessments, will be able to show growth and measure if students are on target. Additionally, districts will utilize the state assessments each year. Specifically, the stakeholders will be measuring the grant using the Performance Index and Graduation rates. The goal is that the Performance Indicator will increase by 1% per year in the first 2 years and ?% a year the next 2 years. Average graduation rates of member districts will also grow by 1% a year for the next 4 years. The board will review the data on a quarterly basis. Based on the data, the board will make all needed adjustments to the initiative to ensure that it is on target. Related to student achievement is rigor in the classroom. With the addition of over 60 courses and the inclusion of a number of advance placement classes, students will have many additional options that were not previously available. Member districts will easily be able to measure the number of students and courses being taken that did not exist previously. These courses, including credit recovery and credit flexibility options, will ensure students remain focused and graduate on time. Another outcome this grant will achieve is the retention of students, thereby curtailing the loss of district funding. This will be measured through CSADM reports from the Ohio Department of Education. By engaging students and putting them more in charge of their learning, we expect that we will be able to stop the flow of students out of local districts, thus maintaining the funding. The target goal is to reduce the number of students leaving by 25% after the first year and 10% more the next 4 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 COLA initiative will monitor growth and success annually by collecting data on a quarterly basis. The board will analyze this data and adjust the future course of initiatives to enhance student achievement and ensure success.

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.

Improving student learning through more efficient use of district resources is a fundamental objective of this grant and will continue to impact the member districts long after the grant funding has concluded. This will be achieved through the collaboration of four distinct school districts. A foundation is being laid for continued inter-district cooperation in other areas as well. The value of this cooperation is already being realized as the team negotiates with vendors in anticipation of this grant's approval. The sharing of staff between districts will provide additional financial benefits to each district while affording students the highest quality instruction. The savings realized will help to ensure the continuation of this initiative. The value of providing increased educational opportunities for students at reduced costs cannot be overstated. This grant is instructionally significant in that it will change the way teachers teach and students learn. Teachers will begin to examine their instruction in this new context and develop new skills for evaluating students. They will be challenged to mentor fellow teachers as well as students. Collaboration among teachers from the participating districts will provide additional insight. By merging online content with face-to-face instruction, student/teacher interaction can actually be increased and provide more flexibility in instruction. Students will begin to accept more responsibility for their own education, exercising more control over the path and pace of their learning. Instruction will become more individualized and self-directed, and will continue outside the normal school day. All students, including those with exceptional needs, will benefit through individualized learning pathways offered by the content delivery system. Coordination of teaching resources among districts will take place to eliminate unnecessary duplication. With the resources of the content delivery system, it will be possible to assign students and supervision across district borders to ensure that the students are provided with the highest quality of instruction available. Each member district is unique. While one district has enjoyed a one-to-one program for several years, another is just beginning. Two other districts have not established such a program. Some districts offer Advanced Placement classes while others do not. All, however, have a need to expand the educational opportunities for their students and all will benefit from the experiences and best practices that each brings. The results of a successful implementation of this program will not fully be realized in this first year. For that reason, it is essential that consideration be given to planning for the continuation of this initiative beyond the grant period. Through cooperative purchasing, the four districts have an agreement with Compass Learning, Inc. which is extremely competitive. Efforts such as these will continue with other vendors. As a result, COLA will ensure teachers continue to be provided the content delivery resources for years to come. Costs to maintain student access to online resources have been shown to decrease over time due to improvements in technology. The districts which currently enjoy a one-to-one program will be able to shift resources to lower grades and expand the program. The cost of continuing the program is anticipated to be offset by savings resulting from student retention, return of students lost to online schools, reduced costs associated with textbook adoptions and materials, and a more efficient use of staff. Evidence of these cost savings have been quantified within the financial sections of this grant.

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

COLA has established a number of benchmarks that will be utilized. The benchmarks include the following: First, by designing a program that provides each student with their own individualized learning plan, the consortium anticipates that graduation rates will increase. The benchmark goal is for the average graduation rates of the four member school districts to rise by 1% a year for 5 years. This benchmark will be easy to track over the next 5 years. The next benchmark improves pedagogy. Member schools clearly expect to see a difference in the teaching and learning process. The consortium anticipates teachers will not lecture, but rather guide students through the learning process. While this will be harder to monitor, building principal focused walkthroughs will allow schools to ascertain concrete data. Each year member schools expect to see more teacher guidance and fewer lectures in the classroom. A major goal of this grant is to improve student achievement. Research shows that the more students are engaged in their own learning the more success they have. Teachers and principals will be benchmarking student learning in a number of ways. First, the project allows a clear, regular look at student formative assessments (a minimum 3 times per year in each district). The consortium will study this collected data to see if the desired impact for the COLA has been achieved. The expectation is that the overall growth of students will be on target for greater than one year. Reports which
**Spending Reduction in the five-year fiscal forecast**

The districts plan on staffing reductions and the benchmark will be the number of staff with FY15 being the baseline. Another benchmark that will be utilized is the data obtained from the Ohio Department of Education CSADM report. With the ability to individualize student learning, the goal is that our districts will be in a better position to retain students. Local districts have been losing students who seek additional options in their education. With COLA, districts are now able to meet their needs. The benchmark for this goal is to reduce this loss by 25% during the first year of the grant and an additional 10% each of the next four years as measured by the CSADM report from ODE.

**Utilization of a greater share of resources in the classroom**

The districts hope to be able to utilize more resources in the classroom in the form of instructional resources and additional programs. The baseline will be the program of studies for FY15 along with the amount of dollars spent on instructional supplies in FY15. These will be compared to FY16 program of studies and dollars spent on instructional supplies.

**Implementation of a shared services delivery model**

The 4 consortium districts will utilize shared staff for the support of the purchased equipment as well as professional development of staff members. They will work together to analyze and improve outcomes.

**Other Anticipated Outcomes**

The districts anticipate increased offerings for students K-12 along with an infusion of technology at the high schools that will allow districts to shift resources to other grade levels for technology enhancements.

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**

The consortium is confident that this COLA (Collaborative Online Learning Academy) could be expanded or replicated in other districts throughout the state. Districts close in proximity may consider joining this consortium and taking advantage of the shared support staff already established. Districts planning to follow COLA’s lead must realize it is not without cost. However, these costs can be recovered through reductions in other areas. Districts should have a clearly articulated and common need which draws them together. Furthermore, the newly-created consortium should carefully examine their hardware needs and consider the support required to effectively implement a one-to-one program of this magnitude. A survey of existing content providers for quality and a variety of content is critical. District partners will quickly discover negotiating costs on goods and services is more achievable through a consortium model. A governing board shall be established and include a team of professionals with experience in finance, content development, technology integration, blended learning, assessment, and district policy. This board would create a realistic timeline for planning and implementation. A budget would then be established and goods and services purchased. Professional development must be carefully planned. Hardware would then be acquired and configured based on district/consortium software licensing. Notebook inventory and distribution would follow. Professional development would be implemented. Finally, formative and summative evaluations of the consortium implementation shall be conducted. Columbiana has provided numerous site visits to interested districts throughout its one-to-one netbook rollout. The consortium is excited to offer the same opportunities to interested districts throughout this process. These site visits would serve as a forum to demonstrate the educational benefits of a collaborative online learning academy. It will also offer an opportunity to share successes and struggles and to answer any questions district leaders may have. A rollout similar to COLA’s in magnitude would take approximately 6 months for a motivated cohort. It is critical for districts to keep in mind that ongoing professional development for staff is extremely critical to effectively integrating the purchased technology within the classroom. It is this consortium’s estimation that neighboring districts will consider the educational benefits and join the program. COLA stakeholders firmly believe that in a few years many districts within a three-county area will join these efforts, scaling the size of this initial consortium by a magnitude of 10. Furthermore, our consortium will consider increasing the scope of this project to include grades 6-8 within the current model. This expansion could include classroom sets of notebooks within member middle schools or full-scale one-to-one at these levels. These determinations will be made after careful consideration of shared staffing, the financial feasibility of increasing the scope to additional grade levels, and the comfort level of parents at these grade levels regarding such an implementation. A website will be developed that provides contact information for members of the governing board and lists policy and resources for the consortium. Sample BYOD, notebook signature forms, and AUPs will be included, along with an invitation to other schools to visit member districts, visit with consortium leadership, and observe the initiative in action. These steps will ensure the ability to replicate and scale this initiative throughout the state in any district with the desire. Interested districts could expect to pay a similar cost of approximately $85 per student, per year for a five-year program.
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## Implementation Team

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<tr>
<th>First Name</th>
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<th>Qualifications</th>
<th>Prior Relevant Experience</th>
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<tr>
<td>Jason</td>
<td>Martin</td>
<td>Assistant Principal/Director of Technology</td>
<td>As the lead applicant and primary fiscal agent, Columbiana will lead the process in selecting shared staff responsible for sustaining the COLA initiative. Columbiana will also offer supervision and oversight regarding the share services employees, coordinate COLA Board meetings, and oversee program assessment.</td>
<td>Educator for 17 years. Director of Technology for ten years. Assistant Principal for four years. Coordinated Columbiana’s 1:1 netbook initiative.</td>
<td>Columbiana Exempted Village School District has four years of experience with a one-to-one netbook initiative with Mr. Martin being instrumental in both implementation and continuation of the project. With Mr. Martin at the lead, Columbiana High School's technology efforts have led to a #7 national ranking regarding most connected schools by US News &amp; World Reports.</td>
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<tr>
<td>Richard</td>
<td>Bereschik</td>
<td>Superintendent</td>
<td>Mr. Bereschik will assist in establishing and monitoring policies and procedures. He will also provide input into the fiscal oversight of the grant.</td>
<td>Mr. Bereschik has been superintendent for 8 years. He has been in education for over 40 years.</td>
<td>Wellsville Local Schools has implemented an industry-leading wireless infrastructure. A solid wireless network infrastructure is extremely critical in the implementation of a one-to-one notebook initiative. Each district will benefit from the knowledge and experience of district personnel. Wellsville Local Schools will provide wireless network technological expertise to consortium districts.</td>
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<tr>
<td>Laura</td>
<td>Griffiths</td>
<td>Principal</td>
<td>Laura will offer the COLA Board insight regarding 21st Century Skills Framework and assist the team in building future business partnerships.</td>
<td>Laura is currently in her second year as the East Palestine High School Principal and sixth year as an administrator. She holds a BA in business administration which will prove valuable in creating future business partnerships. She also brings a wealth of knowledge in curriculum and instruction and offering numerous professional development opportunities</td>
<td>East Palestine City School District is a past recipient of the ARRA Title IID technology grant. As a result, this district has gained a better understanding of instruction within the framework of 21st century learning skills and has experience with the effective integration of appropriate technologies. East Palestine will share expertise regarding the implementation of technology grants.</td>
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<tr>
<td>Steve</td>
<td>Stewart</td>
<td>Technology Director</td>
<td>Mr. Stewart will assist the COLA team with program evaluation, integrity and assurance.</td>
<td>Steve has served as an educator, federal programs coordinator, district technology coordinator, and virtual learning environment coordinator.</td>
<td>Lisbon Exempted Village School District offers experience with virtual learning environments and digital content. In addition, Lisbon offers a federal programs director with firsthand knowledge of grant funding and program evaluation. Lisbon EVSD will also provide program evaluation services.</td>
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