

Budget

Deer Park Community City (043851) - Hamilton County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (179)

U.S.A.S. Fund #:

Plus/Minus Sheet ([opens new window](#))

Purpose Code	Object Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction		0.00	0.00	0.00	925,000.00	0.00	0.00	925,000.00
Support Services		160,000.00	52,800.00	240,000.00	0.00	0.00	0.00	452,800.00
Governance/Admin		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development		0.00	0.00	669,912.00	0.00	0.00	0.00	669,912.00
Family/Community		0.00	0.00	80,000.00	0.00	0.00	0.00	80,000.00
Safety		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities		0.00	0.00	0.00	48,632.00	0.00	0.00	48,632.00
Transportation		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total		160,000.00	52,800.00	989,912.00	973,632.00	0.00	0.00	2,176,344.00
Adjusted Allocation								0.00
Remaining								-2,176,344.00

Application

Deer Park Community City (043851) - Hamilton County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (179)

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

A) APPLICANT INFORMATION - General Information

1. Project Title:

Blended Learning Collaborations and Innovation

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

The purpose of this project is to provide an avenue for schools, specifically Finneytown, Deer Park School Districts and Purcell Marian High School, to explore, study, and implement a blending learning model in a traditional school setting that will increase student achievement, reduce spending, and provide more resources to students. Through a consortium with Xavier University XCEED, Deer Park Community Schools, Finneytown Schools and Purcell Marian High School, the group will utilize Purcell Marian's developing blended learning program to provide professional development in order to achieve all the goals stated above. This project will be measured by evaluating traditional classroom teachers' implementation of new practices, learned through the professional development opportunities, as well as student achievement via standardized test scores, and measurable cost reductions.

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

1500 3. Total Students Impacted:

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

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

- | | |
|--|--|
| <input type="checkbox"/> Pre-K Special Education | <input type="checkbox"/> Kindergarten |
| <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| <input type="checkbox"/> 5 | <input type="checkbox"/> 6 |
| <input checked="" type="checkbox"/> 7 | <input checked="" type="checkbox"/> 8 |
| <input checked="" type="checkbox"/> 9 | <input checked="" type="checkbox"/> 10 |
| <input checked="" type="checkbox"/> 11 | <input checked="" type="checkbox"/> 12 |

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

First Name, last Name of contact for lead applicant
Jeff Langdon

Organizational name of lead applicant
Deer Park Community City Schools

Address of lead applicant
4131 Matson Avenue, Cincinnati, Ohio 45236

Phone Number of lead applicant
513.891.0222

Email Address of lead applicant
langdon.j@dpccsd.org

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

- Yes
 No

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

[Add Consortium Members](#)

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

Yes

No

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

[Add Partnering Members](#)

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

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

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

The current state or problem to be solved; and

This innovative project will increase student achievement while decreasing the rising cost of education in a traditional school building utilizing the current workforce. In order to accomplish this goal, we must: -"reset" veteran educators -execute blended learning within older, existing school buildings -meet the educational needs of students in a replicable model We have identified that blended learning offers a direct solution to each of these problems. However, in an established school building where veteran teachers have varying technological skills and teaching strategies that are not geared towards blended learning, such as cooperative, project-based and evidence-based learning, this becomes difficult. In addition, established school buildings are not specifically designed for blended learning. Both the development of workforce and the limitations of existing buildings make implementing blended learning a challenge in and of itself. Our proposed project is for Purcell Marian to serve as the "lab school" environment for Finneytown and Deer Park School Districts to achieve the above. The shared professional develop will allow all consortium schools to then practice blended techniques in their traditional classroom settings in preparation for continued or initial blended learning implementation. Purcell Marian provides an excellent environment for the lab school with its cross-section of students, a developing blended learning program, and older, existing school buildings. Purcell Marian High School's developing blended learning program is designed to provide online access to courses while giving veteran teachers, learning center instructors and online concept coaches the flexibility to work with students in developing higher-level thinking skills both individually and in small groups. This effort will be developed and coordinated through Xavier University.

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

Our proposed project is for Purcell Marian to serve as the "lab school" environment for Finneytown and Deer Park School Districts to achieve the above (specifically re-tooling a veteran workforce in traditional school buildings). The professional development will allow all consortium schools to practice blended techniques in their traditional classroom settings in preparation for continued or initial blended learning implementation. Purcell Marian provides an excellent environment for the lab school with its cross-section of students, a developing blended learning program, and older, existing school buildings. Purcell Marian High School's developing blended learning program is designed to provide access to digital curriculum and resources, while giving veteran teachers, learning center instructors and online concept coaches the tools and flexibility to work with students in developing higher-level thinking skills both individually and in small groups. This effort will be developed and coordinated through Xavier University.

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.)

Students entering high school within the consortium school districts come from a wide range of elementary schools with varying levels of preparation for high school core content areas. Many students come underprepared to high school as ninth graders, and require a full school year of remediation before beginning high school level courses. In some cases, this underpreparedness may result in failure to graduate on time if at all. For example, in Deer Park, 14% of residents above the age of 25 have not graduated from high school (2008-2012 American Community Survey 5 Year Estimate). At the same time, the gifted child is often left behind in the traditional classroom in an attempt to address the needs of those underprepared. By pairing technology with best teaching practices through blended learning, we will be able to address individual learning needs across abilities. Research has shown that students in effective blended learning programs have outpaced their counterparts in the traditional classroom (Watson, John. Keeping Pace, Evergreen Education Group, pg. 35 2012) The challenge is doing this in older school buildings with a veteran workforce, so professional development in blended learning practices is critical to the success of this model. Xavier University will develop and coordinate professional development, and Purcell Marian will serve as the training environment for blended learning for Deer Park, Finneytown, and Purcell Marian. Students in grades 7 - 12 will be the focus of this initiative, whose goal is to enable students to utilize blended learning to meet and exceed the requirements of the Common Core.

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.)

Financial: 80%-85% of Operating Costs RelateTo Faculty Staffing is significantly reduced in a blended school by using technology by sharing traditional teacher responsibilities thereby freeing up the teacher to engage with the students in a higher quality fashion resulting in teachers

being able to teach more students effectively and bringing down the overall FTE. For example, in a school like Purcell Marian with approximately 400 students, staffing will drop from 25.04 FTE to 16.74 FTE by the time the program is fully implemented. Deer Park with approximately 400 students and Finneytown with approximately 600 students would see similar decreases. An important goal of this project is to reduce the cost to educate by 19%. For detail see financial plan (cost per student reduction). Since Professional Development is an important component, by effectively implementing the train the trainer model, each school district will be able to offer more cost-effective ongoing PD. The cost of curriculum delivery will be reduced over 5 years by using less costly vendors. As the blended learning programs mature, the trained teachers will be able to use more open source curriculum, thus reducing the need for the more costly provider needed at the beginning of the implementation. (See Operating Dispersements, Line 800 in the Financial Impact Spreadsheet. The majority of the \$330,000 reduction reflected over the five year implementation period is a result of savings on vendor costs for curriculum.)

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

-The project will greatly improve the quality of student/teacher engagement. As the most important resource in a classroom is the teacher, utilizing the flipped model of instruction allows the teacher to give more personalized instruction to the students. At the same time, the model allows technology to perform those tasks related to data management, assessment, and lower-level learning skills, enabling teachers even more time to focus on personalized student learning. -Digital content and assessment provides teachers with immediate data on students' strengths and weaknesses, giving teachers access to student progress and performance data to quickly adjust instruction. -Accommodates different learning styles by allowing a student to learn the material in a variety of ways and allowing the teacher to engage the student in complex thinking through the use of projects as well as cooperative learning strategies that promote rigorous discussion, and in-depth analysis. Research has confirmed that quality blended learning significantly benefits students and teachers. -Each student will have a technology device (tablet or mini-pc). -The savings resulted in the implementation of blended learning could then be used to increase and enhance the electives.

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.)

This consortium seeks to provide professional development to Deer Park, Finneytown, and Purcell Marian that will provide experience of other blended learning implementations, opportunities for veteran teachers to become trainers of their school's teaching force while providing the technology tools needed to implement the learning from the professional development in their real school environment. This effort will be coordinated through Xavier University rather than having each institution coordinate individual efforts. In addition, the relationships built between consortium members will continue into the future thus making a professional learning community of blended learning trainers. In addition we will leverage the power of the consortium to maximize our buying power of the necessary technology.

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.

2,176,344.00 State the total project cost.

* Provide a brief narrative explanation of the overall budget.

The \$1,634,250 will cover professional development, evaluation and consulting, upgrading of technology, and associated costs. OBJECT CODE 100: SALARIES Support Services Total Request: \$225,000 Blended Learning Manager \$55,000/year coordinates all facets of BL project. Project Manager \$50,000/year Coordinates PD training. Coach \$30,000/year works directly with the students on: software, hardware and basic educational needs. Administrative Assistant \$25,000/year assists the BL Manager and Project Manager. OBJECT CODE 200: RETIREMENT FRINGE BENEFITS Support Services Total Grant Request: \$52,800 BL Manager \$55,000 x 33% fringe rate = \$18,150 Project Manager \$50,000 x 33% fringe rate = \$16,500 Coach \$30,000 x 33% fringe rate = \$9,900 Administrative Assistant \$25,000 x 33% fringe rate = \$8,250 OBJECT CODE 400: PURCHASED SERVICES Support Services Total Grant Request: \$240,000 Evergreen Educational Consultants - Consultation and Evaluation Contract would be for two years at \$120,000 per year. Professional Development Total Grant Request: \$669,912 Three national speakers (fees, travel, set-up, video) \$100,000 Dr. Yong Zhao, Michigan State Michael Rutherford, North Carolina Ed Bernetich, Cleveland Thirty-eight Training Sessions \$190,000 \$5,000 each (includes fees, materials, set-up, video) Consultant visits to the partner sites \$100,000 20 @ \$5,000 each Undergraduate Tutors \$110,912 Approximately 20 Tutors @ 8- 10 hours/week, 32 weeks, \$20/hr PD Materials (books, handouts, videos, etc.) \$ 24,000 Upgrading Technology as PD progresses \$243,728 (Xavier?) Site Visits to blended learning facilities \$20,000 Technology Conferences \$20,000 Family/Community \$80,000 These funds will be used to communicate with all stakeholders to inform them on the blended learning project. The total cost of communications \$80,000. Direct Mail \$15,000 Promotional Brochures \$ 5,000 Print/Broadcast/Online Ads \$35,000 Billboards \$10,000 Video Production + Airtime \$15,000 Total \$80,000 OBJECT CODE 500: SUPPLIES Instruction Total Grant Request: \$925,000 Deer Park Technology \$300,000 Finneytown Technology \$375,000 Purcell Marian Technology \$250,000 FACILITIES Total Grant Request: \$48,632 Hardware and Software for Wi-Fi \$33,656 Wireless installation and support \$14,976

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.

Ongoing expenses for the project include: The new cost and recurring cost are for the software required as part of the teaching method for students. This number is included as an operating cost under other operating disbursements. However, the cost of curriculum delivery will be reduced over 5 years (approximately \$330,000) by using less costly vendors as the blended learning programs mature. The trained teachers will be able to use more open source curriculum, thus reducing the need for the more costly provider utilized at the beginning of the implementation. Replacement of digital devices will be an ongoing expense that can be offset by selling the old devices to a third party dealer and using those funds toward the purchase of new devices. Leveraging the buying power of the consortium will help in the negotiations for the best prices. These ongoing costs are still offset by a decrease in the overall FTEs.

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

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

Yes

No

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

1,042,800.00 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

Using Purcell Marian as an example school, the expected savings will be \$2,607.00 per student. This results in an annual savings of \$1,042,800.00 in the fifth year. This savings is possible by reducing the salary cost via reduction of the number of teachers required to manage and teach the students. Technology will be used to fill this gap. The bottom line is that the Blended Learning program will be able to reduce the cost to educate students, not only making education more affordable for everyone, but also increasing the quality of learning for all students.

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

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

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

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

This project is self-sustaining in the following ways: -The cost to educate will be reduced by approximately 19% even taking into account inflation. -The train the trainer model will make continuing professional development affordable. -The consortium buying power will help keep ongoing technology costs to a minimum within normal ranges for yearly operational budgets. -The cost of curriculum providers will decrease as the program matures, resulting in even greater cost savings within normal operating budget constraints. - Following the first year, Deer Park and Finneytown will have the training and resources to replicate the self-sustaining model created at Purcell Marian.

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

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

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

Enter Implementation Team information by clicking the link below:

[Add Implementation Team](#)

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

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

17. Planning - Activities prior to the grant implementation

* Date Range July-August 2014

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

July-August 2014 Meet with partner school leadership: To establish communication plan To prioritize PD needs To negotiate with vendors the tech tools needed for each partner To identify methods/tools for evaluation plan/rubrics (solidify outcomes) Identify orientation components for both teachers and students Evergreen Educational Consultants - Consultation on Blended Learning and Evaluation Ready the space/equipment for ongoing PD Establish wifi in areas including wiring. Add any additional internet bandwidth as needed. Purchase necessary equipment and apps

* Anticipated barriers to successful completion of the planning phase

Barriers: Regular communication among the partners given summer schedules School functions during the summer in each building that may effect necessary technology upgrades etc... Accountability to each organization's constituents Management of appropriate feedback from all constituencies Solution: Identifying a qualified XCEED project coordinator who will manage communications and accountability among all partners. Schedule school functions in coordination with this project. Take advantage of skype and technology communication tools to meet wherever and whenever needed.

18. Implementation - Process to achieve project goals

* Date Range July 2014-June 2015

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

Establish Base line data for teachers July - August: o Meet with consortium school(s) o Hire a Blended Learning Manager Hire Proj. Manager, Coach, Admin Assist. Needs assessment for PD Identify Key Stakeholders Implement Communication plan o Orientation program for teachers and gather baseline data o Evaluation or measure of teacher technology skills o Evaluation or measure of teachers skill sets in project based, cooperative and evidence based learning August: Begin PD workshops (continue at established periods throughout the year) August-September: Orientation program for students gather baseline data Standardized test results for all students (pre-implementation) o Deer Park o Finneytown o Purcell Marian (HSPT) Baseline tech skill evaluation for students September - December: Continue PD & ongoing

student development training December-January Midyear check point: baseline data re-eval both teacher and ongoing student development training January - May: Continue PD (with any modifications resulting from midyear check point End-year checkpoint and teacher and student evaluations May - June: Conduct summative evaluation through Evergreen

* Anticipated barriers to successful completion of the implementation phase.

Barriers: Potential personnel issues related to teachers and substitutes when arranging professional development. Solution: Deer Park & Finneytown to investigate potential difficulties and work to overcome challenges ahead of time to enable us to meet the timeline Barrier: Summer vacations Solution: Training throughout summer will have to have multiple sessions on same or similar topics in order to accommodate summer schedules. Barrier: Finding a qualified project coordinator/with respect to our timelines and needs of the partner organizations. Solution: Should our efforts to fill the position of project coordinator be unsuccessful conducted by XCEED, a broader search will be conducted through Evergreen Educational Consultants. Barrier: Unanticipated technical difficulties occur Solution: the expertise of Cincinnati Bell Technology Solutions will be contacted per an agreement with CBTS. Barrier: Inclement weather may impede the meeting of the focus groups. Solution: Alternative dates will be scheduled so as to meet the evaluation deadline.

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

* Date Range November 2014-June 2015

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

The evaluation plan will include surveys, focus groups, standardized testing and budget monitoring all carried out by an outside consulting group (Evergreen Education Group). Evergreen has a significant track record of monitoring and evaluating blended learning programs from professional development, implementation, and beyond. These evaluations will occur multiple times over the course of the implementation of the blended learning project. Interim data will be provided in order to make appropriate and timely changes to the project as the data would indicate. During the first phase of implementation of this project, surveys, focus groups, and standardized testing will be conducted of the key stakeholders and partner schools. Appropriate summaries of the surveys and focus groups will be provided to the stakeholders per our communication plan.

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

Anticipated barriers to the successful completion of the summative evaluation: -Scheduling issues with focus groups. Planning a timeline with all parties involved will help avoid issues. For every day that focus groups will be completed, a back up day will also be scheduled. Substitute teachers will be pre-arranged. -A meeting timeline with the evaluation group (Evergreen) will also be established to there is on going planning and communication on the evaluation process. The need to adjust any part of the evaluation process will be determined during the planning meetings with Evergreen.

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:

Professional Development will allow for smooth implementation of blended learning. The "train the trainer" concept and ongoing training and development of materials during the process for both teachers and students will make this sustainable. Staffing: For a school of 400 students, staffing will drop from 25.04 FTE to 16.74 FTE by the time the program is fully implemented. The blended learning instructional team is now composed of fewer licensed teachers coupled with paraprofessionals (Learning Center Instructors) and Online support resulting in dropping the cost of education. Organizationally, dollars can be directed to other student and school needs such as the electives. (The blended learning manager as listed in the financials will be phased out with full implementation.) The blended learning experience will develop the student's ability to utilize multiple resources to become lifelong learners. As students learn to they are able to more effectively utilize open source resources such as SAS Curriculum Pathways, and pHET, the school is able to change curriculum providers to more cost effective providers. Instructional Practices -Instructional practices are now going to drastically change because veteran teachers are effectively teaching using technology to assist them in preparation and implementation of lessons using programs to demonstrate "real" applications of content. -Ongoing training for students will prepare them to be lifelong learners and contributing successful members to the workforce. - Takes training beyond theory to increase instructional knowledge and skills of teachers through professional development and learning communities, and provides practical experience in an evolving learning environment. - Digital content and assessment provides teachers with immediate data on students' strengths and weaknesses, giving teachers access to student progress and performance data to adjust instruction, techniques and strengthen student skills based on real-time feedback. - The online curriculum and learning environment redistributes tasks, enabling teachers and students to engage in a more customized learning exchange. - The Evergreen Education Group will continue to work with the consortium to offer project management, leadership development and coaching. Enhanced student experience - Gives students the technology and communications skills necessary for success in the college environment that increasingly includes online and blended learning. - Increases face-to-face instruction individualized for every student. - Allows students to progress at their own rate, to review difficult topics multiple times, eliminating the challenges associated with "getting it through classroom-based lecture," or moving through topics more quickly. -Allows student access to their courses anywhere, anytime. - Informs teachers of students' strengths and weaknesses, enabling lessons to be tailored to meet the needs of a wider range of students from special needs to profoundly gifted. - The online environment assists in student evaluation and analytical functions, allowing teachers to dedicate more time to working directly with students. - Accommodates different learning styles by allowing a student to learn the material in a variety of ways; viewing a video, interacting with an animation, reading text, working in a group, or receiving direct instruction from a teacher. -Allows more one-to-one and small group instruction extending students' critical thinking skills.

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.

Research confirms that quality blended learning significantly benefits students across the academic spectrum, enabling them to outpace their peers learning in a traditional educational environment. While research regarding blended learning tends to emphasize its online aspects given their quantifiable nature, growing research recognizes the strength of blended learning over either traditional OR online learning as a stand-alone delivery method as outlined in the following examples: -In August 2013, RAND Corporation and the US Department of Education confirmed that Blended Learning is transforming schools across the country by combining the best of traditional classroom teaching and instructional technology. The largest study of its kind, it measured data from 18,000 students in 147 middle and high schools in seven states to determine the success of Blended Learning, particularly in high school algebra. Data indicated that after the second year of implementation, student test scores improved significantly as compared to their peers in the traditional educational setting. -An October 2013 news release from the Pennsylvania Department of Education highlighted results following a first-year pilot of hybrid learning in 15 schools across the state. The study revealed that "among pilot schools, 88 percent achieved higher academic performance in hybrid classes compared to traditional classes in the same district or statewide benchmarks, 75 percent reported better academic achievement, and all of them met or exceeded academic growth." "...eCommunity schools have achieved better results than comparable traditional school districts, especially when looking at year to year student improvement. Blended models like Rocketship, individualize the education experience for students adapting to where they are and helping them master skills before moving on. This school is the highest performing elementary school in California. The school serves predominantly low-income students and outperforms upper-income communities." (Watson, John. Keeping the Pace, Evergreen Education Group. P.35 2012) -A 2010 U.S. Department of Education meta-analysis, reported that students exposed to both face-to-face and online education were more successful than students entirely in one method or the other. "The meta-analysis found that, on average, students in online learning conditions performed modestly better than those receiving face-to-face instruction. Analysts noted that these blended conditions often included additional learning time and instructional elements not received by students in control conditions." More specific examples: - Crown Point Community Schools (IN) implemented blended learning in all core courses for about 40% of freshman. A traditional school environment where blended learning was new to both the teachers and the students, after the first semester of work, all blended classes performed better on their final exams than freshmen students in the traditional courses by 3-4 percentage points in most cases. -Carpe Diem is a fully-blended learning school in Arizona where test scores have risen dramatically over the past five years. In 2010, Carpe Diem students scored first in the county in math, with 100 percent of their sixth graders passing the Arizona Instrument to Measure Standards (AIMS,) the standardized exams used in Arizona. Carpe Diem's high school graduation rate has topped 90% in 3 of the last 4 years, compared to a graduation rate of between 75-78% for other Arizona students. - Innosight Institute, the Bill and Melinda Gates Foundation, the Michael and Susan Dell Foundation, and many other nationally-recognized education organizations have noted the value and advantages of blended learning. For references and additional examples of successful blended learning, please visit the Resources section of our website at <http://www.blended.isteaching>

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.

Parent, student and community focus groups along with surveys of the same groups will be carried out by Evergreen Education Group out of Colorado. The focus groups and surveys will be done both pre and post implementation. This will be an external evaluation. The specific person from Evergreen responsible for tallying the results and analysis is Robert Gemin. External Evaluator: Robert Gemin Contact Information: email: robert@evergreenedgroup.com Phone number: 719-371-6879 Address: Evergreen Education Group Durango, Colorado 80439 Effectiveness of professional development (PD) will be evaluated by XCEED of Xavier University under the supervision of Dr. Shirley Curtis. The evaluation will use an established rubric developed by XCEED as well as qualitative feedback from the participants of the PD. Effectiveness of Implementation of PD will be evaluated by XCEED. A rubric will be developed/designed to reflect the use of the techniques learned in the PD, in the classroom by the teachers. External Evaluator: Dr. Shirley Curtis Contact Information: email: curtis@xavier.edu Phone number: 513.745.3225 Address: Xavier University, Victory Parkway Cincinnati, OH 45207 Student Achievement: It is our intent to show that students in the freshman class perform as well or better than their counterparts that were enrolled in traditional courses the previous year. As the program matures it is our intent to show increasing test scores on the OGT, SAT and ACT as a whole as well as disaggregated based on different populations. Pre and Post Standardized test scores will be evaluated by testing provider. An analysis of the growth in student achievement will be done by Dr. Shirley Curtis. External Evaluator: Dr. Shirley Curtis Contact Information: email: curtis@xavier.edu Phone number: 513.745.3225 Address: Xavier University, Victory Parkway Cincinnati, OH 45207

* 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).

Professional Development 1. Each PD will be evaluated by participants and the PD coordinator from XCEED as well as members of the consortium partners. A rubric will be developed by EXCEED 2. Implementation of each PD by teachers will be evaluated using a common rubric by EXCEED and consortium partners. 3. These two evaluations (#1 and #2) will help inform any necessary changes or additions to

future PDs and each future PD will undergo the same process. Student Achievement 1. Pre and Post testing will be done through standardized tests. Each day, however, data will be gathered on actual student performance on core content and appropriate workshops will be scheduled to address demonstrated weaknesses and to stretch students' strengths. 2. Not only will students demonstrate mastery of their learning but they will in addition learn the 'soft skills' necessary in every work environment. Skills such as, time management, clear communication, development of problem solving skills with multiple problem solving tools from which to work, development of collaboration skills and team building, are but a few of the life skills that blended learning helps to develop. These are skills that are difficult to quantify but a rubric will be identified or created for student self assessment or performance appraisal. The rubric would be given to the students prior to implementation of program and again at the end of the year. Areas where students report the greatest challenges will be addressed by the teacher trainers in the next year's PDs as well as in ongoing student orientation to blended learning Financial The success of implemented spending reduction will be evaluated by determining the number of FTEs relative to the school population. (Benchmark: 1 FTE/35 students)

* 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.

There are built in evaluations of the delivery of professional development, along with the implementation of the professional development in the classroom all along the way so if needs are not being met, corrections can occur in a timely fashion There is a pre and post evaluation of student academic performance that will result from standardized testing. There is a plethora of student data however that is generated on a day by day basis which will be used to identify problem areas quickly so they may be addressed in a very timely manner.

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 following represent many of the ongoing benefits of the program and the consortium relationship. The lasting impact lies in the replicable nature of the program for other schools and districts statewide. -Improved student achievement, which will have lifelong impact for all students as demonstrated through standardized test scores -Improved instructional practice of the teachers that will carry on in their career and impact students as demonstrated by evaluations and rubrics utilized in the professional development -Train the trainer makes the project model self-sustaining as evidenced by the number of teachers identified as trainers -Financial savings will have major long-term value and impact in that schools will be able to redirect resources to other areas of need. based on reduction of the FTE and cost per pupil savings -Not specifically quantifiable, but stronger relationships among Deer Park, Finneytown, Xavier and Purcell Marian will result in an expanded professional learning community among its teachers and teacher trainers

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

Benchmark #1: Students will garner higher standardized test scores. Measure: Administration of pre- and post- implementation tests to measure improved student achievement.

* Spending Reduction in the five-year fiscal forecast

Benchmark #2: As the program develops the cost to educate will drop. Measure: FTE for each school Benchmark #3: Ongoing professional development costs will be contained. Measure: Teachers will be prepared to be trainers, requiring less costly curriculum providers

* Utilization of a greater share of resources in the classroom

Benchmark #4: Teachers will spend a more time with student centered learning vs. task management. Measure: Teachers will successfully utilize data provided through the curriculum delivery model to utilize that time with students Benchmark #5: The cost efficiency will enable reallocation of funds to other areas of curriculum Measure: Overall allocation of funding comparison

* Implementation of a shared services delivery model

Benchmark #6: Teachers will demonstrate greater mastery in leading project-based learning, evidence-based inquiry and collaborative/cooperative learning strategies. Measure: Teachers will be evaluated on specific skills in both pre and post implementation. Benchmark #7: Teachers from within the professional development group will be identified as potential trainers Measure: Teacher evaluations will help identify and further train the most talented teachers to become trainers as the program is continues

* Other Anticipated Outcomes

Anticipated outcomes not easily measured: Outcome #1: Student development of "soft" skills, or executive functioning skills such as time management, prioritization, organization, communication, collaboration and initiative. Outcome #2: Creating a happier, more energized work environment by retooling veteran teachers in a positive fashion. Outcome #3: Students increase responsibility by selecting the tools for their learning and providing evidence of mastery, and truly developing lifelong learners in all students.

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**

One of the primary purposes for the consortium project is to replicate and learn from the success of the schools in the consortium. Since there will be multiple schools taking advantage of the professional development opportunities, each of which will be instituting blended learning programs, not only is the project ABLE to be replicated, it is DESIGNED to be replicated. Multiple school participation at the initial stages will give us a more realistic scope of understanding of challenges as well as solutions, which can be translated accordingly throughout the state. In addition, the project factors in the importance of presentations at Ohio Conferences (OEA, OCTM, etc.) and National Conferences (iNACOL, ISTE, etc.) on topics ranging from how to establish a blended learning program, to how to teach and how to maximize student learning. The work of this grant affords the opportunity for this innovation to be successfully implemented in many schools within the region. The program will reduce cost, increase achievement and create an improved learning culture utilizing the best technology available to schools, while retooling veteran teachers in established school buildings. Not only will the innovation be able to be replicated, we anticipate the impact will be dramatic.

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).

Jeffrey W. Langdon, Superintendent, Deer Park Community City School District Terri Morrissey, Board of Education President, Deer Park Community City School District

Consortium

Deer Park Community City (043851) - Hamilton County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

Consortium Contacts

First Name	Last Name	Telephone Number	Email Address	Organization Name	IRN	Address	Delete Contact
Tyrone	Olverson	513-728-3700	tolverson@finneytown.org	Finneytown Local	047332	8916 Fontainebleau Ter, Cincinnati, OH, 45231-4806	
Dave	Tobergte	513-745-3225	tobergte@xavier.edu	Xavier University	064030	3800 Victory Pkwy, Cincinnati, OH, 45207-1035	
Veronica	Murphy	513-487-3110	veronicamurphy@purcellmarian.org	Purcell-Marian	053454	2935 Hackberry St, Cincinnati, OH, 45206-1407	

Partnerships

Deer Park Community City (043851) - Hamilton County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

Partnerships

No partners added yet. Please add a new partner by using the form below.

Implementation Team

Deer Park Community City (043851) - Hamilton County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

Implementation Team

First Name	Last Name	Title	Responsibilities	Qualifications	Prior Relevant Experience	Delete Contact
Jeanine	Flick	Dean of Academics	Oversight of the implementation of the Purcell Marian portion of the grant for example communication plan, selection of Purcell Marian teachers for participation, development of PD evaluation form, development of PD implementation form,selection of technology and materials, oversite of all analysis of program) In addition, she will serve as the point person for Purcell Marian with the consortium.	Mrs. Flick has been involved in education for over 30 years. She has served as a science teacher, department chair and currently is the Academic Dean. Jeanine holds 2 masters degrees. She is actively involved in professional organizations and most recently will be presenting at a National Conference on the initial implementation of blended learning in a high school setting.	Jeanine has been instrumental in the development and implementation of the online education program called Grace. This program is being used by over 10 high schools in the Cincinnati area as well as multiple schools across the United States and in foreign countries. Jeanine has also been a key person in the development and implementation of the implementation of blended learning at Purcell Marian.	
Jeff	Langdon	Superintendent Deer Park City Schools	Oversight of the implementation of the Deer Park portion of the grant for example communication plan, selection of Deer Park teachers for participation, development of PD evaluation form, development of PD implementation form,selection of technology and materials, oversite of all analysis of program) In addition, he will serve as the point person for Deer Park with the consortium.	Licensed Superintendent of Deer Park City Schools	Jeff helped to manage and implement the ISSN Grant in Oak Hills Local School District. Jeff managed all federal grant dollars in Oak Hills, managed RtT dollars in both Deer Park and Oak Hills, and managed the Venture Capital dollars in Oak Hills.	