<table>
<thead>
<tr>
<th>Purpose Code</th>
<th>Object Code</th>
<th>Salaries 100</th>
<th>Retirement Fringe Benefits 200</th>
<th>Purchased Services 400</th>
<th>Supplies 500</th>
<th>Capital Outlay 600</th>
<th>Other 800</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction</td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>331,907.12</td>
<td>380,164.00</td>
<td>0.00</td>
<td>0.00</td>
<td>712,071.12</td>
</tr>
<tr>
<td>Support Services</td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Governance/Admin</td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Prof Development</td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>109,964.94</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>109,964.94</td>
</tr>
<tr>
<td>Family/Community</td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Safety</td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Facilities</td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Transportation</td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>331,907.12</td>
<td>380,164.00</td>
<td>0.00</td>
<td>0.00</td>
<td>822,036.06</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>109,964.94</td>
<td>331,907.12</td>
<td>380,164.00</td>
<td>0.00</td>
<td>822,036.06</td>
</tr>
</tbody>
</table>

Adjusted Allocation | 0.00 |

Remaining | -822,036.06 |
Please respond to the prompts or questions in the areas listed below in a narrative form.

A) APPLICANT INFORMATION - General Information

1. Project Title: Edgewood City School District Blended Learning Implementation

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

   The Edgewood City School District seeks (with the aid of grant dollars) to create an exemplary blended learning community by addressing our ongoing challenges and by incorporating innovative practices/programs. While our technology infrastructure is robust and our amount of technology equipment is adequate for a traditional setting, our performance within the area of blended learning suffers from a lack of consistency in terms of implementation and a lack of vision as to how best meet the needs of our students. To that end, we seek the following:

   - to procure Internet enabled devices in the amount that would allow for all core classrooms throughout the district to enact blended learning practices;
   - to secure year-long professional development that is embedded into classroom practices;
   - to implement progress monitoring programs that correlate with the district goals and to appropriate funds for the implementation of a high school course of study focused on the gaming/app creation model developed at Carnegie Melon University.

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

3. Total Students Impacted: 3582

   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
   Bob Buchheim

   Organizational name of lead applicant
   Edgewood City School District

   Address of lead applicant
   3440 Busenbard Road Trenton Ohio 45067

   Phone Number of lead applicant
   513-86304692 ext 1081

   Email Address of lead applicant
   bob.buchheim@edgewoodschools.net

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
## 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

Our district is hindered by its reliance upon antiquated progress monitoring tools. The programs being used are based upon students repeating given tasks rather than engaging in activities that provide differentiation and stretch student skills. Providing appropriate professional development is a daunting and ongoing responsibility. Mass trainings have limited effectiveness. The use of teacher leaders becomes problematic due to their loss of instructional time, the costs involved of securing substitutes or paying the teachers during non-school hours. While we have a sufficient number of devices for the traditional lab setting, we lack the quantity that would allow for the consistent use of technology throughout all district buildings. Teachers often plan their instruction based upon the need to share devices that can often be interrupted by calamity days, fire drills and other unintended events. Students having daily access to instructional technology is a proven means of increasing performance. Traditionally, our course offerings are reactive rather than proactive. We typically wait until another district's program has been established then attempt to recreate it. In reality, no two schools are alike. Therefore, there is little to no advantage to waiting for the nonexistent "perfect moment". In short, we are lacking in resources and a systematic plan of action. We seek to eliminate practices that are not producing desired results (i.e. replacement of Study Island and Education City with more robust, integrated and cost effective learning platforms). We regularly analyze our technology usage to improve the allocation of resources with the goal of system-wide deployment. We look to implement programs that are driven by today's needs (ex. STEM in 2014-15).

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

In order to improve our middle school students' achievement in Mathematics, we propose to enter into a long-term agreement with McGraw Hill for the purchase of their interactive Glencoe textbook/workbooks (grade 6 thru 8) and their interactive online math program known as the ALEKS (Assessment and Learning in Knowledge Spaces) adaptive question program. The seven-year agreement will cost $125,675.12. We have a tentative agreement with a professional development firm (DataSiteDesigns) to conduct on-site and online embedded professional development that will take place within the classroom setting as well as group, building and district training sessions ($79,979.94). The training will take place over the course of the 2014-2015 school year during a 30-week period. During the 2013-2014 school year, our teacher leaders received training conducted by a DSD associate (Marcia Kish). It was the educator feedback (in the form of a survey) requesting that we move forward as a district into the blended learning model that led us to seek a long-term commitment from the organization. We will replace Study Island and Education City at the Edgewood Elementary, Babek Early Childhood Center, Seven Mile Elementary and Edgewood Middle School with an intuitive program that allows for the students needs to be more fully met at a cost savings to the district. We currently use Star testing from Renaissance Learning to gather value added data. We have a quote for the newly aligned Accelerated Math product from Renaissance Learning ($77,217.00). We will purchase 489 iPad Airs with covers and charging stations for use at the elementary schools ($198,564). This purchase, in addition to our existing resources will provide each core teacher with 10 devices per classroom grade k-5 (preschool will have 8). We will purchase 400 chromebooks with covers for usage at Edgewood Middle School ($181,600). This purchase, in addition to existing resources will provide each core teacher with 15 devices per classroom grade 6-8. We will enter into an agreement with Zulama Modern Learning for the purchase of courseware aligned to the gaming/device app creation industry ($159,000). The program was designed for public schools by the Carnegie Mellon University Entertainment Technology Center. The agreement includes professional development. The program has shown to greatly increase graduation rates through its innovative approach to harnessing student interest in the gaming industry.

### 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.)

In Mathematics, our Middle School students have struggled to match the results of the other grade levels in our district. Our past efforts for intervention included the daily use of Study Island. When it was determined that the benefits of Study Island did not justify the time and financial resources allocated, we arranged for additional instructional time in both Math and Language Arts through the elimination of Study Island and the creation of a modified block schedule. Our teachers will be trained on the effective use of the additional instructional time. Accordingly, we seek to provide teachers an online resource for students to use a portion of the math instruction for individualized enrichment/remediation. In preparation for the transition to the new math standards, we piloted new resources this school year. Our teachers chose the McGraw Hill Glencoe Math consumable textbook as their resource for the 2014-2015 school year. In addition to the printed product,
we have chosen to procure licenses for an intuitive Mathematics online program known as ALEKS. ALEKS is correlated to the Glencoe Math materials. Students take a preassessment that provides a starting point for individualized instruction and valuable teacher feedback. With the grant funds, we seek to expand our agreement with McGraw Hill/ALEKS to a seven-year license. Such an arrangement provides intensive student intervention, extensive data for teacher/parent use and continuity in the long term for the district's math program. The vendor agreement includes extensive professional development on student program usage, data collection/analysis and intervention implementation. Our elementary students use Education City and Study Island for math remediation and enrichment. In January of 2013, we began an agreement with Renaissance Learning's Star testing for Math and Language Arts. We have found the data to be relevant and easy to use. Renaissance Learning has since created an intuitive program that provides individualized instruction that ties the collected data to the Star Testing portal (Accelerated Math). We are seeking to replace Education City and Study Island with the Accelerated Math program for grades one through five. The agreement would cover five years of online testing, the intervention program, data analysis and professional development. In order for both of the above interventions to have full effect, the classrooms must have enough Internet enabled devices to allow for students to receive frequent intervention (10 devices per elementary classroom, 15 devices for middle school classrooms). Our application includes the procurement of the devices, required storage systems and accessories (covers, charges etc.). The introduction of the Zulama Entertainment Technology Program is designed to provide our students a relevant and unique educational experience. Students use coding to create video games and portable device applications. The online curriculum was created at Carnegie Melon University for a graduate program. The specialists at Zulama obtained the rights to the secondary school adapted curriculum and subsequent training required to provide schools with professional development. We firmly believe that providing this academic avenue will increase student interest and engagement in school as a whole. The coursework and professional development is purchased outright. Therefore, there are no reoccurring costs after the initial investment. We currently have a Technology Integration Teacher on temporary assignment for the 2014-2015 school year that will be reassigned back to the high school setting for the initial year of the Entertainment Technology Program's implementation. Our high school has available capital funds due to its recent construction thereby covering any technology purchases specific to the program. There are various rooms available for the placement of the class in the recently built high school.

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 procurement of a long-term agreement of the middle school Mathematics materials and online intervention is a direct savings of $125,675.12 over the course of the grant. The elimination of the Study Island and Education City agreements will save the district $35529.95 over the course of the grant ($7105.99 annually). The combined savings over the course of the grant will equal $161,205.07. Of the savings, a portion ($31500) would benefit the parents of Edgewood Middle School students over the course of a seven year period as approximately 900 students are enrolled at Edgewood Middle School at any given year. The parents of those students are required to pay an annual $5 fee for a consumable workbook. Under our proposal, that cost would be covered by the grant. There are significant savings inherent in the successful implementation of a truly blended learning model. The measure of such will be addressed later in the grant application.

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.)

We seek to place over 800 Internet enabled devices into the classroom setting along with the professional development necessary to ensure a high level of teacher comfort in using the technology in the blended learning process. Students will have relevant interaction with technology, effective intervention tools and the innovative practices. The development of our Entertainment Technology Program will have a direct impact on student engagement and academic opportunity. This program has the potential to reach students who feel disconnected from their school. With the addition of our new STEM program (grades seven thru nine beginning next year), Edgewood Students will have tremendous opportunities to obtain relevant skills. We are well equipped in terms of both human and physical resources to fully adopt the program.

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

10. Which of the following best describes the proposed project? - (Select one)

- New - never before implemented
- Existing: Never implemented in your community school or school district but proven successful in other educational environments
- Mixed Concept: Incorporates new and existing elements
- Established: Elevating or expanding an effective program that is already implemented in your district, school or consortia partnership

**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 with 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)
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.

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.

$822,036.06 State the total project cost.

* Provide a brief narrative explanation of the overall budget.

$125,675.12 Glencoe Math and ALEKS online software Glencoe Math (thru McGraw Hill publishing) is a workbook/textbook hybrid that allows for students greater access to updated printed materials. The product proposed for the grant was chosen by a committee of Middle School Math teachers who previewed three recommended vendor materials and who piloted two of the products over the course of the current school year. McGraw Hill recently acquired the ALEKS intuitive online math program, which allowed for the vendor to link purchases of their Glencoe product to greatly reduced licensing agreements for the ALEKS product. We seek to enter into a seven-year agreement to allow for our students to use both products. There would be a cost savings to the parents of the students in the sum of $5 that correlates to the student fee for consumable math workbooks. $159,000.00 Zulama courseware and professional development Edgewood City Schools looks to purchase coursework that introduces students to the world of coding (the programming language used to create video games and device apps). The nine course series, which was developed by Carnegie Melon University, creates pathways for students with a variety of interests and skills. Math driven students excel at creating the program codes that drive the applications. Students with excellent writing skills will look forward to the challenge of creating storyboards. Skilled student artists will be excited to design and render the products. We believe such a program will motivate and inspire students. $181,600.00 Chromebooks and carts The District's expectations for our Middle School students' performance and opportunities to grow have increased dramatically. In order to address those challenges, we need to have the correct technology in proper amounts. Our progress monitoring intuitive software package (ALEKS) requires that students use Internet enabled devices on a regular basis. $198,564.00 iPads, covers and charging stations Elementary students need access to both the creative applications available on an iPad device as well as the functionality for progress monitoring program (Renaissance Learning's Accelerated Math). $79,979.44 DSD Blended Learning PD Educators seek the resources and expertise to best meet the individual needs of their students. To that end, we acquired the services of DataSiteDesigns (specifically specialist Marcia Kish) to present a days training to our key teacher and administrative leaders. The group included technology native, technology immigrants and technology challenged educators. As evidenced by the survey feedback received, all agreed that effective blended learning is the best method in which to stimulate significant growth and achievement in students. While some teachers left the room ready to incorporate what they had learned, others acknowledged the challenges that lie ahead. We have outstanding Technology Integration Specialists. However, their time and talents are drawn to many equally significant responsibilities. It is our intent to bring the professional development resource of the DataSiteDesigns team to Edgewood thus providing our staff all the tools that they need to succeed. $77,217.00 Accelerated Math from Renaissance Learning Renaissance Learning currently provides us the value-added testing for both Math and Language Arts through the Star Testing model. The testing give our students and staff significant feedback as to the students' abilities at given points in time. Teachers can research specific skills and concepts that challenge their students. Renaissance Learning recently created the next phase in their intervention through the Accelerated Math program. With the program, the students' Star test results will generate remedial and enrichment activities aimed at meeting each student's specific needs.

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.

There are no licensing fees due to the nature of the lease agreements entered into by the Edgewood City School District and the vendors (one time payments are figured into the obtained quotes). All lease agreements extend through and in some cases beyond the five-year period. The purchased equipment will necessitate additional technology hours in both the initial phase and on an annual basis. The annual
### 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
17. Planning - Activities prior to the grant implementation

* Date Range: June - July 2014

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

Our District Leadership Team will meet to confirm a district timeline for the implementation of the project. The grant award will be presented to the Board of Education for their final approval. Purchase orders will be activated using the vendor quotes already obtained for both the physical purchased and purchased services. Professional development timelines will be established based upon the time allotted from the grant acceptance. A press release will be issued through the news media to all community members. An email announcement will be made to all parents and other stakeholders. There will be a presentation at the School Board Meeting detailing the grant and asking for community involvement. Calendar dates for training will be shared with staff members along with the teacher expectations of the grant. The introduction of Blended Learning at a district-wide level is not designed to have all teachers implementing the practice by a specified date and to a specified degree.

* Anticipated barriers to successful completion of the planning phase

Implementing the grant in such short order may prove difficult in terms of receiving devices in a timely fashion. We have the requisite quotes from our vendors. In many cases, these are purchases that have been done in a similar fashion within recent years. We project that teacher anxiety would be the greatest barrier to the success of the grant in the initial phase. Teachers need to know that the expectations for their individual implementation will vary based upon experience and training. We must assure the staff that the grant will enhance their teaching both in the short-term and long-term. We have chosen the most intensive form of professional development models so that our teachers will be working side-by-side with both our technology integration specialists and the specialists from the DataSiteDesign team. The community/parent announcement must be presented in a manner that does not lend itself to misconceptions. If the grant is viewed as another phase, it will not be well received or given due diligence.

18. Implementation - Process to achieve project goals

* Date Range: June 2014 - June 2015

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

The vendor quotes for the requisite technology are ready to be executed (similar purchases have taken place recently allowing for a high degree of confidence in this process). While initial district-wide professional development will take place during the district inservice days leading to the start of the school year (for Star Accelerated Math, ALEKS and Blended Learning), we will hold voluntary training sessions during our summer technology academies for teachers. After the start of the school year, the professional development team from DataSiteDesigns, will be imbedded in our buildings on a daily basis to provide co-teaching experiences as well as weekly group training during the district professional development time. Throughout the process, the resulting training will be assessed and adjusted as needed. Monthly update reports will be provided to the District Leadership Team. Accelerated Math (through Renaissance Learning) and ALEKS trainers will conduct their training sessions during the teachers weekly Teacher Based Team (TBT) meetings. Their focus will be the effective use of data to improve instructional practices. For the purpose of project evaluation, Star test data and ALEKS data will be collected at the TBT, BLT and District level. Areas of instructional concern will be identified through bi-weekly TBT meetings. Those findings will be shared at the BLT level. Building and district administrators will have access to the data created through the Star Accelerated Math (grades 1-5, 9), Star Reading (grades 1-12) and ALEKS (grades 6-8). As educational leaders, the administrators will seek to bring focus to TBT and building meetings. Progress monitoring reports will be shared at the TBT, BLT, DLT and administrative meetings. Reports from the building and district meetings will be shared with staff through monthly correspondence to staff.

* Anticipated barriers to successful completion of the implementation phase

The greatest variable in the project is the effectiveness of the professional development. A potential barrier to the effectiveness of the professional development is the coordination of a professional development calendar/system that both meets the needs of the project yet is permissible within the collective bargaining agreement. If the district is fortunate enough to be awarded the grant, a tremendous amount of collaboration will be required to reach an effective professional development model with the educators.

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

* Date Range: August 2014 - June 2015

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

Progress monitoring will take place throughout the year for the purpose guiding our instructional practices. The formative assessment data (flexile reading scores, math competencies) will guide weekly TBT meeting. Our internal evaluative process will used normed testing data through Star testing (Renaissance Learning) on a quarterly basis. All grade levels (except Math grade 10-12) use Star testing as benchmarks throughout the year. Therefore, our summative assessment during the school year shall be Star testing data. State assessment scores will be utilized as the district measurement on an annual basis (i.e. PARCC, EQY and Star as applicable). In terms of Blended Learning practices, our teachers will share best practices through interfaces such as ILearn Ohio and Its Learning. The quality and quantity of the shared video lessons, blended learning activities and other teacher created resources will be evaluated through staff surveys and by the District Leadership Team.

* Anticipated barriers to successful completion of the summative evaluation phase

The rubric used to assess the effectiveness of the project will be scrutinized heavily. It will be imperative to have all stakeholders have a voice
20. Describe the expected changes to the instructional and/or organizational practices in your institution.

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

Please enter your response below:

The process of implementing a grant of such magnitude is in itself a metamorphic event. Success is determined by the individuals who take part in the change process rather than the device purchased, curriculum vendor adopted or initiative proposed. Subsequently, the collaborative nature of the transition to blended learning, data-driven, innovative instruction will bring about systemic change. Blended Learning is a methodology that is liberating for both staff and students. Rather than the teacher being cast aside for the technology, the teacher becomes the orchestrator of significant learning that is no longer limited by the questions within a book. Teachers are more present, more innovative and more relevant in a classroom where students seek to express their knowledge in a variety of ways and to a varied level of understanding. Within a Blended Learning Community, teachers create dynamic lessons that provide differentiation for both remediation and enrichment within the same classroom. Those lessons can be shared with other staff in a manner that each teacher can adapt the scope of the lesson to fit the needs of their students. In time, we create our own library of exemplary lessons that modified from year to year, teacher to teacher and even class to class. The use of data in making educational practice decisions can be fraught with doubt, angst and frustration. We will start with the proper tool (Accelerated Math and ALEKS). We will bring in experts within the field to provide guidance and support. We will make use of the data for the betterment of our students through collaborative efforts. We will create a climate in which the use of data is a welcomed tool and an integral part of the educational process. The implantation of the Zulama Entertainment Technology Program is a game changer. Meeting students where they are is often used to describe the differentiation process. However, we typically seek to provide differentiation within the traditional setting. Providing instruction that is based upon relevancy is imperative to motivating life-long learners. We seek to fill a need that often is dismissed or marginalized. In a world that rewards innovative practices such as individuals who create successful mobile phone applications, educators can now provide an outlet for such creativity.

E) SUBSTANTIAL IMPACT AND LASTING VALUE - Impact, evaluation and replication

The responses in this section are focused on the ability to design a method for evaluating the project's capacity for long-term sustainable results. Therefore, the questions focus on the method of defining the problem(s) the project hopes to solve and the measures that will determine if the problem(s) have been solved.

21. Describe the rationale, research or past success that supports the innovative project and its impact on student achievement, spending reduction in the five-year fiscal forecast or utilization of a greater share of resources in the classroom.

The response should provide a concise explanation of items which provide rationale that will support the probability of successfully achieving the goals of the project. Answers may differ based on the various levels of development that are possible. If the proposal is for a new, never before implemented project, the response should provide logical, coherent explanations of the anticipated results based on some past experience or rationale. For projects that have been implemented on a smaller scale or successfully in other organizations, the response should provide the quantifiable results of the other projects. If available, relevant research in support of this particular proposal should also be included.

Please enter your response below:

The use of Blended Learning technology and an intuitive Math interface stems from the need to differentiate both the delivery model and the learning path of individual students. A four-month study ran concurrently in San Jose, California and Norman, Oklahoma found markedly improved standardized test performance in groups of students who used blended learning practices frequently and with fidelity. Surprisingly, even among those classes who reported limited Blended Learning practices improved test scores were found. In as such as the quantifiable lesson-to-lesson data shows improvement, the more impressive improvement takes place in overall performance over time in all courses. A study conducted in Vienna notes the improved student performance is all areas in which a student-centered, participatory mode was evident. Individuals (children and adults alike) perform better when engaged in the activity. When students have authority as to the means to the end, the final product exceeds expectations. The Zulama Entertainment Technology Program is an effective microcosm of the learning process of students. Given a set of expectations and the tools in which to reach them, students can create ideas, products and processes that exceed our wildest imaginations. We often limit the student response to the question on the page, the concept of the day or the title of the course at the given moment. In the real world, such parameters stifle growth and lead to limited results.

22. Describe the overall plan to evaluate the impact of the concept, strategy or approaches used in the project.

This plan should include the methodology for measuring all of the project outcomes. Applicants should make sure to outline quantitative approaches to assess progress and measure the overall impact of the project proposal. The response should provide a clear outline of the methods, process, timelines and data requirements for the final analysis of the project's progress, success or failure. The applicant should provide information on how the lessons learned from the project can and will be shared with other education providers in Ohio.

* Include the name and contact information of the person who will be responsible for conducting the evaluation and whether this will be an internal or external evaluation.

The internal evaluative process will be conducted through the Teacher Based Team, Building Leadership Team and District Leadership Team format. Three evaluative professionals will conduct the external evaluation of the implementation and performance. Holly Sampson Hamilton County Educational Service Center 11083 Hamilton Avenue, Cincinnati Ohio 45231 (513) 674-4563 holly.sampson@hcesc.org Mrs. Sampson serves as a School Improvement Work Facilitator for the Ohio Improvement Plan oversight process and as a State Support Team consultant specializing in the Decision Framework model and implementation of the 5 step TBT/BLT/DLT process. She has a background in data analysis and systems alignment. Michelle Walker-Glenn Butler County Educational Service Center 400 North Erie Blvd., Suite A
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.

We seek to improve our performance on all quantifiable measures (state vetted achievement tests, attendance, graduation rates, college readiness, student/parent satisfaction surveys). As students gain skills, confidence and motivation, there will be a positive effect upon the students’ performance and perception of school in subsequent years. A motivated student is a powerful student. Gaining success through either righting the ship or providing enrichment for those who are strong students leads to students who view school as an opportunity rather than a burden. The cumulative effect of the positive growth will result in high school graduates with outstanding skills, a clear mindset for the future and the confidence to success as adults. The procurement of educational resources aimed at proving consistent data decision implementation is essential to the success of our district. The use of the Star data alignment platform (Accelerated Math) gives teachers tools in the form of student data, lessons, activities and common vocabulary that has been lacking in the district. The Middle School use of the ALEKS system provides an even greater degree of differentiated instruction for our Middle School students. It is accepted within the educational community that without significant intervention, students who struggle early in their educational career will face challenges throughout their years in school and seldom do they reach their potential. We seek to provide that significant intervention throughout the student's formative years so that they can thrive rather than survive both in their educational journey and beyond. Teacher based teams will meet to analyze student data centered on their common assessment data as well as their informal observations. Those observations will be documented and will lead to adaptations to the intervention that take place in the classroom. Student data will be recollected and the process will continue. The resources provided through the ALEKS program and the Accelerated Learning platform will prove essential to the efficient use of teacher planning time. Teacher based team data will be shared with the Building Leadership Teams to help determine the best use of building and district resources. The Building Leadership Teams will bring their reflections, suggestions and recommendations to the District Leadership Team. The Zulama program is designed to provide an outlet for student activity that has real meaning to the experiences shared by high school age students. The program offers a number of courses (taught by a skilled Edgewood teacher) aimed at giving as much or as little experience within the field as the student desires. We seek to provide students with a modern relevant program that fills a niche that is in high demand both socially and economically.

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

Given the systematic use of proven blended learning educational strategies, the infusion of student interactive technology/offerings and the
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 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. To the extent possible, applicants should implement the project in another district, as well as any plans to share lessons learned with other districts. 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 develop such coursework for our own students.

* Implementation of a shared services delivery model

The significant professional development plan immerses technology integration specialists into the classroom setting where they support for the goals. The chosen group was heterogeneous which allowed for all viewpoints to be present. Until the reality created through law of diminishing returns becomes readily apparent to all stakeholders, the consensus is to pour more effort into our existing practices rather than look outside of our comfort zone for other ways to improve education. The epiphany within our district came as dedicated teachers who "pulled out all the stops" received the test results that garnered little to no improvement. The teachers began to question their ability to teach instead of examining how they teach. Some of our best student successes came from classrooms in which the teachers embraced the Blended Learning Model. When educational leaders praised the exemplary teachers' work, their colleagues sought information on blended learning techniques. The discussion of innovative and best teaching practices moved to from Teacher Based Teams to the Building Leadership Teams to the District Leadership Team. Teachers provided practical presentations of day-to-day activities and administrators provided long-term goals and support for the goals. Teacher leaders were chosen to attend a workshop that was presented by a Blended Learning specialist (Marcia Kish of DateSiteDesigns). The chosen group was heterogeneous which allowed for all viewpoints to be present. With the success of the workshop came the recommendation that we seek to implement the Blended Learning Model district-wide. All agreed that without an aggressive professional development plan (skills to be modeled in the classroom by vendor consultants who take part in the design and evaluation of the lessons), the proper amount of technology infusion and the concerted use of formative assessments the initiative would fail. The students must have access to Internet enabled devices on a regular basis. Teachers must have in-service that provides resources, strategies and the confidence required for them develop their own blended learning lessons/activities. A system of progress monitoring must be incorporated that provides educators with pertinent data and the interventions to allow for optimal student growth. Intuitive online programs monitor student progression and provide students activities that bring about differentiated instruction and rigor. The creation of the Zulama Entertainment Technology Program is contingent upon the availability of building resources, teachers with proper certification/interest/ability and the available room within the district curriculum offerings. We are fortunate that the timing of the grant application coincides with our desire to develop such coursework for our own students. An ongoing evaluation of the project goals is imperative. The use of surveys, consultant feedback and analysis of student performance data will drive the program's focus throughout. While the process readily lends itself for duplication, the success is contingent upon the determination of the stakeholders.

* Utilization of a greater share of resources in the classroom

Students will be able to design, build and market their own mobile device applications and video games. The Zulama Entertainment Technology Program will create a niche for many students who may feel disconnected from their school thereby providing motivation for their success in all areas. Providing relevant experiences for students grows student engagement and sense of purpose. Intuitive online math programs will provide our students differentiated intervention and enrichment. Teachers will be provided continual feedback as to the effectiveness of their performance and thereby they will be able to better adapt/improve their instruction. Students and their parents will be given feedback and tools on a continual basis. Blended Learning provides students with opportunities to exceed traditional expectations. We know that our achievement will rise dramatically.

* Other Anticipated Outcomes

The significant professional development plan immerses technology integration specialists into the classroom setting where they will work hand-in-hand with teachers to create and implement lessons designed to spark student interest and creativity. The systemic approach to moving forward as a Blended Learning Community will bring educators into role of educational leaders. Efficiency in the delivery model (shared lessons, common assessments, student testing data) will provide teachers and administrators more time to collaborate effectively.

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 integration of effective blended learning practices requires a commitment of time, talent and resources. In order for educators to make substantial systemic change, there must be a perceived need or challenge. Until the reality created through law of diminishing returns becomes readily apparent to all stakeholders, the consensus is to pour more effort into our existing practices rather than look outside of our comfort zone for other ways to improve education. The Zulama courseware opens an exciting new field to our students that is grounded in the reality of the world in which they live. Students will be able to design, build and market their own mobile device applications and video games. The purchase of classroom technology equipment will save the district in terms of upcoming replacement costs for our current Internet Enabled technology that is nearing the end of its productivity cycle. The district will save permanent improvement funds based upon the savings. The use of a printed textbook/workbook along with the intuitive online Math program will save the district and parents of those students over $125,000. The transition to a Blended Learning community will provide significant cost savings as teachers move from textbook adoptions to creating blended learning libraries using the vast resources made available to educators.

We seek to eliminate programs that are not meeting expectations (Study Island and Education City). These annual licenses cost the district over $33,000 during the life of the grant and implementation. The purchase of classroom technology equipment will save the district in terms of up-coming replacement costs for our current Internet Enabled technology that is nearing the end of its productivity cycle. The district will save permanent improvement funds based upon the savings. The use of a printed textbook/workbook along with the intuitive online Math program will save the district and parents of those students over $125,000. The transition to a Blended Learning community will provide significant cost savings as teachers move from textbook adoptions to creating blended learning libraries using the vast resources made available to educators.

An ongoing evaluation of the project goals is imperative. The use of surveys, consultant feedback and analysis of student performance data will drive the program's focus throughout. While the process readily lends itself for duplication, the success is contingent upon the determination of the stakeholders.
evaluation time frame. The Governing Board of the Straight A Fund reserves the right to conduct an evaluation of the project and request additional information in the form of data, surveys, interviews, focus groups and other related data on behalf of the General Assembly, Governor and other interested parties for an overall evaluation of the Straight A Fund.

PROGRAM ASSURANCES: I agree, on behalf of this applicant, and any or all identified consortium members or partners, that all supporting documents contain information approved by a relevant executive board or its equivalent and to abide by all assurances outlined in the Straight A Assurances (available in the document library section of the CCIP).

I agree, 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.
<table>
<thead>
<tr>
<th>Consortium Contacts</th>
</tr>
</thead>
<tbody>
<tr>
<td>No consortium contacts added yet. Please add a new consortium contact using the form below.</td>
</tr>
</tbody>
</table>
No partners added yet. Please add a new partner by using the form below.
### Implementation Team

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Responsibilities</th>
<th>Qualifications</th>
<th>Prior Relevant Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doug</td>
<td>Lantz</td>
<td>Superintendent of Schools</td>
<td>Mr. Lantz authorizes the cost, scope and focus of the grant. Mr. Lantz leads the District Leadership Team.</td>
<td>Mr. Lantz has served as a Superintendent of several school districts that have received significant grants and undertaken meaningful changes in terms of curriculum delivery models and physical construction projects.</td>
<td>Mr. Lantz has led numerous districts through the construction of new school facilities as well as the renovation of others. Mr. Lantz has initiated the development of Dual Credit agreements between the Edgewood City School District and a variety of local institutions of higher learning (Sinclair Community College, Cincinnati State College). While serving the Edgewood City School District, Mr. Lantz organized a joint venture between a local health agency (Atrium) to develop a medical center on a portion of school property.</td>
</tr>
<tr>
<td>Randy</td>
<td>Stiver</td>
<td>Treasurer</td>
<td>Mr. Stiver oversaw all expenditure proposals, budget worksheets and proposed vendor agreements. Mr. Stiver provided input as to the scope and focus of the grant application.</td>
<td>Mr. Stiver has served as a Treasurer in various districts. He and his team have received awards for their exemplary record keeping practices.</td>
<td>Mr. Stiver has served as Treasurer for a variety of construction initiatives and joint ventures between the Edgewood City School District and other entities (local colleges, educational service centers and other public school entities). Mr. Stiver has served as the Treasurer overseeing a variety of state and federal grants (both competitive and non-competitive).</td>
</tr>
<tr>
<td>Bob</td>
<td>Buchheim</td>
<td>Director of Curriculum</td>
<td>I facilitated the District Leadership Team process of choosing potential grant areas of focus. I procured the District Leadership Team’s requested professional development which led to the grant’s them. I contacted multiple vendors to receive competitive bids for the products and services used the grant proposal. I negotiated tentative agreements with service providers and consultants using in the creation of the grant. I am the chief grant writer.</td>
<td>Director of Curriculum/Instruction Coordinator of Technology Instruction CCIP Coordinator Title I Coordinator Former Building Principal</td>
<td>In my role as Curriculum Director, I led an effort to create a STEM program at Edgewood Middle School and Edgewood High School through a partnership with the Butler Tech Joint Vocational School District. I have served as an administrative leader on two Strategic Plan adoptions during which time I received training in the Cambridge Model. As a Building Principal, I worked with Sinclair Community College to initiate a Dual Credit program at Edgewood City Schools. I have served on multiple external evaluation teams for the North Central organization (now known as AdvancedEd). As a building principal, I served as a planning team member for two building construction processes included our new high school.</td>
</tr>
<tr>
<td>Russ</td>
<td>Fussnecker</td>
<td>High School Principal</td>
<td>Mr. Fussnecker serves as the Principal of the</td>
<td>Mr. Fussnecker has served as building principal in the</td>
<td>Mr. Fussnecker has been instrumental in the opening of a</td>
</tr>
<tr>
<td>Name</td>
<td>Position</td>
<td>Role/Background</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>-------------------</td>
<td>----------------------------------------------------------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Edgewood City School District's only high school. Mr. Fussnecker will oversee the adoption of the Zulama Entertainment Technology Program which includes facilitating the requisite professional development for the program to all applicable staff members.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mr. Fussnecker</td>
<td>District for four years. He has created networks with various agencies and educational support centers (High Schools That Work, Sinclair Community College).</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mrs. Beckett</td>
<td>Middle School Principal</td>
<td>Alesia Beckett is a member of the District Leadership Team that led to the adoption of the grant. She serves as the educational leader of her building through such projects as textbook adoptions and blended learning training.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mrs. Beckett</td>
<td>Elementary School Principal</td>
<td>Mrs. Beckett has served the district as an Elementary School and Middle School Principal. Mrs. Beckett is the Resident Education Coordinator for the Edgewood City School District.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mrs. Beckett</td>
<td>Standing member of the District Leadership Team for several years.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ms. Halsey</td>
<td>Elementary School Principal</td>
<td>Jenny Halsey took part in the development of the grant focus as a member of the District Leadership Team. She participated in the Blended Learning workshop.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ms. Halsey</td>
<td>Elementary School Principal</td>
<td>Ms. Halsey has served as a building administrator for two years (one year as building principal). Ms. Halsey has been a member of the District Leadership Team as both an administrator and as a teacher leader.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ms. Halsey</td>
<td>Resident Education Coordinator for the Edgewood City School District.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ms. Halsey</td>
<td>Intervention programs within her building using existing resources to best meet the needs of her students and staff.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mr. Banks</td>
<td>Primary School Principal</td>
<td>Jeff Banks serves on the District Leadership Team. He is a member of the Blended Learning Team.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mr. Banks</td>
<td>Elementary School Principal</td>
<td>Mr. Banks has served as a building principal in the Edgewood District for a number of years. Prior to joining the Edgewood City School District, Mr. Banks served as an administrator with the Middletown City School District.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mr. Banks</td>
<td>Standing member of the District Leadership Team for several years.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mr. Banks</td>
<td>Builder of the district in terms of his training and background in the field of technology integration.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mr. Andrews</td>
<td>Technology Director</td>
<td>Chris Andrews researched the technology requirements for the devices and programs proposed within the grant. He will receive, prepare and deploy all devices and licenses that occur within the grant. Mr. Andrews oversees the replacement cycle of all technology equipment owned by the Edgewood City School District.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mr. Andrews</td>
<td>Technology Director for the Edgewood City School District for several years.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mr. Andrews</td>
<td>Led the district through several transitions. He took part in the development of a one-on-one initiative at Edgewood High School. He has brought about an infrastructure overhaul that provides the district a safe technology footprint.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>