**Budget**

Electronic Classroom Of Tomorrow (133413) - Franklin County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (134)

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

**Plus/Minus Sheet (opens new window)**

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**Adjusted Allocation** 0.00

**Remaining** -482,523.00
Please respond to the prompts or questions in the areas listed below in a narrative form.

A) APPLICANT INFORMATION - General Information

1. Project Title:
Total Disruption-Learn and Earn: A Mastery-Based Learning System for College and Career Readiness

2. Executive summary: Please limit your responses to no more than three sentences.
While K-12 education seeks to prepare students for the world of work, traditional pedagogies rarely include practices of the business world and new changes in the college world creating a "disconnect" in expectations between secondary and post-secondary life as evidenced by 24,000 dropouts last year from Ohio schools. Since the two major reasons students leave school are boredom and the inability to "catch up", the consortium seeks to take a different approach to improving academic achievement with the development of a Mastery-Based Learning (MBL) infrastructure using a set of quantitative and qualitative analytics to define and measure the understanding of skills and concepts within Ohio standards (including CCSS). Additionally, the infrastructure will include a reward aligned to the mastery of competencies in the forms of points and digital badges, standardized across the system aligned to the sets of competencies to be mastered; with the entire revolutionary infrastructure disseminated for all to access through the iLearnOhio and/or iQity platform(s).

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.

13075 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:
- 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
Rick Teeters
Organizational name of lead applicant
Electronic Classroom of Tomorrow
Address of lead applicant
3700 S. High Street, Suite 95, Columbus, OH 43207
Phone Number of lead applicant
614-492-8884
Email Address of lead applicant
Rick.Teeters@ecotoh.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

Einstein defined insanity as "doing the same thing over and over again and expecting different results." Legislatures, SEAs and LEAs implement new initiatives yearly aimed at improving achievement, but continue using the same content and practices created for the masses. For example, Universal Design for Learning, sounded like a solution, but has not resulted in improved achievement. In Ohio last year, dropouts numbered 24,000 students, evidence our educational system is failing a significant sub-population it is supposed to serve! An ASCD article, "Special Report / Why Students Drop Out," (Azzam, 2007), cites that 43% of students who drop out state they missed too much and feel they will never be able to catch up. Regardless of the reason for gaps in knowledge, we need to identify ways to address them and prevent new gaps from occurring without having students repeat entire courses. It is not surprising that the same ASCD study indicates the major reason for students dropping out of school as "... bored with school (47%)" often because the coursework falls above (or below) ability levels and they do not perceive that any discernable progress is being made. Traditional grade cards report a global average of many concepts and skills learned (or not learned), and provide negative reinforcement to marginal learners based on a lack of accomplishment. Educators need to learn from the continual and constant reinforcement given by the digital gaming industry that continues to grow. Educators need to provide a system that follows the wants and needs of students - not trying to fit students into systems relying on archaic timeframes and the needs of the masses. One can't teach "masses" when the masses are so diverse. How can educators get students involved in their own education? How do educators get on the same train as students and keep those students on the train until it reaches the station?

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

Recent advances in technology make the possibility of transformational change doable, economically feasible, and most importantly, necessary! The solution lies with a "learn and earn" Mastery-Based Learning (MBL) System that delivers the infrastructure via an LMS to consortium schools. The system will provide the flexibility and adaptability required by many of today's students. While many believe MBL is a viable solution, they also believe it is too time-consuming to implement properly. This proposal enables educators to efficiently employ MBL to engage students and make learning more effective, resulting in improved student achievement. The infrastructure will also include a reward system built with student input in which accomplishments achieved by students earn points leading to digital badges. Tools available in educational technology paired with sound pedagogy makes this innovative idea possible. MBL is the logical "next step" in K-12 education, something already realized by many colleges and K-12 schools in other states moving to MBL Systems (Concordia University; New Hampshire DOE). Key Performance Indicators (KPIs), sets of measures used to gauge mastery, will be developed using Ohio anchor standards in ELA; Math and Science in grades 6-12. The Ohio standards will be rewritten and/or deconstructed into measurable Performance Objectives (POs) that are essentially discrete learning objectives, aligned and sequenced to KPIs. POs will have quantitative or qualitative analytic rubrics leading to mastery of a KPI; something lacking, yet essential in Ohio's standards. For example, a KPI may be: Demonstrates mastery of the place value system (adapted from CCSS-Math NBT). A PO may be: The student will recognize with at least 85% accuracy in 3 separate trials, that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right. Once mastery is demonstrated, the student proceeds to the next PO or KPI set. Creating this state-of-the-art infrastructure will be done in two major phases: 1) the building of measurable KPIs/POs aligned to Ohio's New Learning Standards and the NWEA Assessment Bank; and 2) the building of the digital badging system standardized to KPIs. Building measurable KPIs/POs includes - the standards: 1) organized sequentially to help students master a series of competencies that follow a progression building from basic to advanced; and 2) being rewritten into quantitative and qualitative terms (with rubrics when necessary) - all with an eye on relevance to college and career readiness. Digital badging will be created using a standardized method per KPI using student input. Formative assessment results aligned to KPIs will produce a gap list to which KPIs/POs are aligned so that each gap in the list is addressed. Mastery of each PO will net a student a specific number of points earned towards the mastery of a KPI. Each KPI mastered will be weighted and earn students a digital badge of achievement. Badges will be available 24/7 online or can be shared as a student desires or needs, with family, employers, college admissions, etc. and as part of a portfolio. By ensuring lessons are rigorous and relevant to each student's needs meeting them at the academic level where they are ready to learn, MBL will improve student achievement. Improvements will occur in the following areas: increased graduation, engagement, and pass rates, and reduced dropout rates. Included is a rewards system that illustrates student accomplishments and will supplement a traditional grade card system. The project involves a significant sharing of resources as the entire collection of KPIs and POs, along with the badging system aligned to the KPIs will be available to LEAs at no cost through iLearnOhio and/or the IQity platform for any Ohio school to effectively and efficiently build/use a MLB System; providing the flexibility and personalized learning, essential in today's schools.

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.
Implementing this student-centered project with the paradigm-shifting belief that no one is allowed to fail, student achievement (test scores) will improve as a result of increased engagement, pass rates, and graduation rates; all goals of consortium members. Subsequently, the idea that educators are changing their habits to adapt to the students’, the "Learn and Earn Mastery-Based Learning System" encourages engagement by providing a progression of tasks that, when mastered, is evidenced by points and badges. A result of improved learning is demonstrated as engagement increases resulting in increased assessment scores, pass rates and graduation rates. Scaffolding and other intervention strategies are to be included to give students needing additional assistance requiring more instruction to master a PO. Students typically given enrichment activities after achieving passing scores (in order to maintain the entire class on the same lesson) can now have the option to move ahead to the next set of KPIs. Pacing guides showing the minimal expectations of due dates, will be included, but solely suggestive, as students may advance at a faster pace that suits them. Student responsibility and ownership will increase as individuals monitor levels of achievement 24/7 with Internet access and/or by suggested revisions to their individual pacing guides. Students working on the same KPIs/POs will be able to collaborate via in-school teams or online/phone communication with other students, with teachers available to facilitate collaborative teamwork to assist students in working towards mastery. Collaboration may occur outside of the educational environment via non-traditional methods as educators adapt to the reality of the world of the students. Active learning is not just memorization, application, etc., but employing the ability to find answers/solutions "outside the box." We must prepare students for their future - not ours! A very important item that cannot be left to chance is that each LEA must determine the structures of the plan including, but not exclusively, communication and expectations for all stakeholders including parents, students, and teachers; in order to provide stability in this transformation. The consortium will work together using teachers from the LEAs with expertise in specific content areas to develop the KPIs/POs. A common online project management site will be used for to post project updates and milestones facilitating communication among consortium leads. Students from all LEAs will give input into determining badges for the reward system through meetings, social media, and surveys. The lead district will manage communications with our partner IQ Innovations for integration of the MBL System into the iLearnOhio and/or iQity platforms. Teacher PD (through online modules), will be created to ensure teachers moving to the MBL methodology have the skills needed to utilize the system effectively. In meeting students on their playing field, this proposal not only helps student achievement through the demonstration of competency, but gives students something worth working towards in a model in which every student can achieve and no one is allowed to fail.

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.)

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.)

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

The Learn and Earn Mastery Based Learning System will be built into iQity and/or the iLearnOhio learning management system platforms affording the badge infrastructure to be used by any LEA in Ohio. Built as a cooperative and collaborative effort by the consortium for this proposal, the consortium believes MBL is too great a project to keep concealed. MBL is the logical next step to improve the education of Ohio’s diverse student populations. While MBL is regarded as a positive development in education, it is frequently delayed because of the time-consuming nature to build this type of infrastructure. Educators and administrators juggling a full slate of other mandatory initiatives required by state and federal legislation simply do not have the resources to implement MBL. The granting of this proposal affords availability of the MBL System to all schools in Ohio. The MBL System will be sustainable for many years as Ohio’s New Learning Standards are just now completed, and based on prior history with content standards will not be changing for many years down the road. Any "tweaks" to Ohio’s Learning Standards can be easily resolved in the corresponding KPIs/POs without having to modify anything else. The MBL System can be shared/used in any Ohio LEA because each LEA can align its own resources (assessments/content) to this model. Additionally, as more standard-aligned digital content becomes available in the iLearnOhio and/or iQity platforms, such as aligned assessments, these learning objects can be easily "linked" or aligned to the MBL System through the Ohio Learning Standard code (ex. ELA-LITERACY.RI.6.1). This process enables LEAs to use content already purchased along with their own aligned assessments within the platform; essentially creating infinite scalability. Communication throughout this paradigm shift is critical to its success. Face to face training will be provided to the consortium, with additional online professional development modules created by a collaboration of consortium members offering timely training available 24/7. The consortium will work together to create the KPIs, POs and badging system for which the lead district will work with IQ Innovations to integrate the MBL system into the iLearnOhio and/or iQity platforms. While forms of MBL are used in other states’ educational entities and colleges, this is the first of its kind that is a standards-based, aligned, "Learn and Earn MBL" infrastructure to be created - and furthermore, to be available statewide.

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: 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.

<table>
<thead>
<tr>
<th>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.</th>
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<tr>
<td>Applicants with an &quot;Ohio School Report Card&quot; 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 &quot;Ohio School Report Card&quot; for the 2012-2013 school year, please provide an explanation in the text about how your grant project will impact expenditures per pupil or why expenditure per pupil data does not apply to your grant project.</td>
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<td>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 &quot;ESC&quot; tab and county boards of developmental disabilities and institutions of higher education should use the &quot;non-traditional&quot; tab.</td>
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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.

482,523.00 State the total project cost.

* Provide a brief narrative explanation of the overall budget.

**Funding for costs for the development and implementation of the Learn and Earn Project from planning through implementation by the consortium and its partnering entity, IQ Innovations will consist solely of the amount awarded by the Straight A Grant. Maintenance of the system and the NWEA assessment item bank are contracted through the 6 year period required by the grant. The budget for the project includes (note: personnel costs include salaries/benefits): CONSORTIUM 1) Consortium Project Coordinator to organize KPIs/POs and communicate with the IQ partner=$30,375.00 2) 12 KPI/PO Developers (each LEA in consortium supplying at least 3 each responsible for specific content areas and grade levels; stipends for 100 hours each at LEA Stipend rate plus benefits=$27,269) 3) District-Student Interface for input=$38,255 TOTAL = $95,899 PROJECT AND SOFTWARE DEVELOPMENT 4) badging software development =192,000 5) IQ Innovations implementation of loading content and aligning to NWEA =20,000.00 6) video scripting, production, edition and loading - 3 versions for students, teachers, and parents = 45,750.00 7) Project Manager =27,740.00; TOTAL = 285,490.00 CONTENT PURCHASE 8) NWEA item bank for consortium members not presently holding long term subscriptions= $41,285 PROFESSIONAL DEVELOPMENT 9) Trainer- PD Session for the consortium - 6000.00 10) PD Purchased services - half-day training for teachers of consortium schools requiring substitutes= 13,724.00 11) PD Development Staff at LEA level - with estimated cost of 3 teachers each at 20 hours each at LEA stipend rate = 4,155.00; 12) Communication Related Materials for Information Dissemination - 8,000.00 TOTAL = $ 31,879.00 PROGRAM EVALUATION 13) Internal Evaluator - 100 hours for Lead District =$6,750.00; GRANT ADMINISTRATION FEE @ 4.6% for lead district = 21,220.00**

13. Will there be any costs incurred as a result of maintaining and sustaining the project after June 30th of your grant year?

**Sustainability costs include any ongoing spending related to the grant project after June 30th of your grant year. Examples of sustainability costs include annual professional development, equipment maintenance, and software license agreements. To every extent possible, rationale for the specific amounts given should be outlined. The costs outlined in the narrative section should be consistent and verified by the financial documentation submitted and explained in the Financial Impact Table. If the project does not have sustainability costs, applicants should explain why.**

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

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

**Costs to develop the Learn and Earn MBL system will be funded by the grant. No further costs to sustain the project will be required after June 30, 2015. NWEA licenses have been secured covering the entire period of the grant. Once the infrastructure of this MBL System involving KPIs/POs and badges is created and linked to NWEA assessments, it will be loaded into the iLearnOhio and/or iQity platforms making it...**
D) IMPLEMENTATION - Timeline, scope of work and contingency planning

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.

58,715.00 If yes, specify the amount of annual expected savings. If no, enter 0.

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

The consortium members who do not presently have long term licenses for NWEA items will be able to secure access for the grant period at a 20% reduced price, a savings of $58,715 without considering possible future price increases.

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

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

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

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

The project will be long-term self-sustaining due to it being fully developed and implemented by the end of the grant award period. Contracts for assessment items were discounted through the grant term. Having obtained effectively perpetual rights to the items linked to KPIs/POs, in effect, demonstrates that there will be no further costs associated with the implementation of the Learn and Earn Mastery-Based Learning System with Badges after the initial grant year. All PD, software development will be completed within the grant award year. PD for new teachers after the first year will be obtained through the online videos. The entire system will be available to other LEAs through iLearnOhio and/or the IQity platforms for any Ohio school to effectively and efficiently implement an MBL system. Online modules created for PD purposes and for parent/student information will be available on the platforms for new teachers and families negating the need for further spending for provision of PD and the dissemination of information. After the grant award period, due to the efficiency of a well-built model that includes development of the Learn and Earn MBL system, training videos, and dissemination of the system available to others, there are no direct costs for the consortium LEAs.

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

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

Enter Implementation Team information by clicking the link below:

Add Implementation Team

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

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

17. Planning - Activities prior to the grant implementation

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<th>Question</th>
<th>Description</th>
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<td>14.</td>
<td>Will there be any expected savings as a result of implementing the project?</td>
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<td>15.</td>
<td>Provide a brief explanation of how the project is self-sustaining.</td>
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<td>16.</td>
<td>Please provide a brief description of the team or individuals responsible for the implementation of this project, including other consortium members and/or partners.</td>
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<tr>
<td>17.</td>
<td>Planning - Activities prior to the grant implementation</td>
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18. Implementation - Process to achieve project goals

* Date Range 8/1/2014 - 6/30/2015

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

8/1/2014-6/30/2015 *Information, including plan status updates, will be disseminated to stakeholders and LEA BOEs as needed. 8/1-8/10/2014 *Inform stakeholders of award and implement communication plan 8/18/14 - 12/15/14 *KPI/PO development *Pacing guides developed *Communication to stakeholders monthly; *Point and badge system developed; student input *Point and badge system aligned to KPIs/POs *Consortium members create universal mastery criteria. 12/1/14 - 12/15/14 *Pilot groups selected *Evaluation of Mastery Badge Learning (MBL) System development; KPI/PO Development 12/1/14 - 2/5/15 *PD videos produced *Evaluation of pilot group selection; PD video development and content 1/15/15 - 1/25/15 *PD for teachers/administrators in pilot groups *Evaluation of PD for teachers in pilot groups 1/18/15-6/2/15 *MBL System pilots begin with selected course groups; 1/18/15-1/22/15 *First assessment given to students in pilot courses to get baseline information on course knowledge. *Pilot group evaluation will be continual using periodic data reports on the outcome indicators. By 6/30/15 *Evaluation of new system's effect on pilot group classes and similar classes not using the new system.

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

A barrier of any MBL System is the traditional report card system. These are usually figured with an average grade and lack context into specific areas a student may have strengths and weaknesses. In order to transcend this concern, solutions will be offered by reviewing best practices used in schools in other states to overcome the challenges of MBL along with appeasing the ingrained grade card/GPA model already in use in Ohio schools today.

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

* Date Range 10/31/14 - 1/15/15

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

Evaluation of Key Performance Indicators (KPIs) and Performance Objectives (POs) Development, including: *KPI/POs development aligned to assessments; *point and badge system alignment to KPIs/POs. 1/15/15 - 1/30/15 Evaluation of: *Quality assurance and testing of badging system; *Pilot group selection. 12/1/15 - 1/15/15 *PD videos produced; *Quality assurance and review of PD online modules content development and content. 1/16/15 - 1/15/15 *Project Coordinator- gathers baseline data regarding the data points for each LEA for the courses in the pilot: student engagement, sustained enrollment, drop-out rates, course pass rates, graduation rates, statewide assessment scores *PD for teachers and students/parents in pilot groups *Evaluation of PD for all teachers in pilot groups 1/25/15-1/30/15 *Evaluation of pilot initial assessments by 6/30/15 * Evaluation to determine data point comparisons using baseline data compiled in January/February 2015 - assessing of pilot groups throughout pilot period - effect on pilot group classes and similar classes not using the new system for: daily engagement; pass rates, and graduation rates. *Survey evaluation of overall satisfaction with MBL System - students and teachers.

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

The MBL is a new system that will have a significant impact in teaching and learning. Acceptance of the new reporting system and how it changes traditional grade reporting will challenge all effected parties. Communications about the system will be critical for instructors implementing the system, as well as parent and students using MBL.

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.
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 is solved. 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.

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.

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

Please enter your response below:

The Mastery-Based Learning (MBL) system helps students with diverse needs by meeting those needs through the identification of skills/concepts needing to be learned preparing them for college and/or career. Additionally, it provides a suite of tools for teachers who are expected to "individualize" the educational experience for every student. Students drop out because they cannot "catch up" or they are bored. Many students that do graduate lack the skill-set called for in a 21st century economy. A fundamental change is needed in Ohio schools and the plan outlined in this proposal is the critical and logical piece missing. For students, the Learn and Earn MBL System will increase self-satisfaction, engagement and achievement. This will occur by increasing student ownership and responsibility through the creation of a reward system similar to many games students play. The MBL System adds to the current Formative Instructional Practices in an "easy-to-individualize" approach with progress monitored at every step and correction to un-mastered material given immediately using strategies of intervention, ensuring no gaps in learning. Additionally, flexibility for student schedules will promote increased engagement as the system is built to accommodate many types of schedules and paces of learning. Students and their parents will have access 24/7 to a standards-based system that illustrates the amount of KPIs, and those standards needing instruction and/or interventions to gain mastery. Instead of a "unit test," students do "mini assessments" all of which are formative, and work toward mastery in a skill or concept. Student satisfaction and achievement will increase because they are given more "chances" to succeed -which in itself can be highly motivational (Motivating Your Students; Center for Excellence in Teaching, University of Southern California, accessed 4/15/14), providing some students the encouragement needed. All of this increases the likelihood for improved achievement. While traditionally enrichment activities are given to students who already know the skills and concepts being taught in order to keep all the students doing the same "lesson" on the same day, these students will now have the opportunity to move ahead at their own pace. The system as a whole better prepares students for college and/or career by being student-directed and created with student input. Furthermore, the addition of a badging system focuses on providing positive reinforcement to affect student behavior. For teachers, the ease of the Learn and Earn MBL System will help ensure its usage with fidelity. Teachers facilitate targeted learning based on data; results of assessments. The bank of multiple parallel assessment items for each PO is already created and exists in the NWEA item bank. Based on assessment results drawn from this item bank, a pathway for the student is determined. Many content resources used today (like those in iLearnOhio/iQity platforms) are aligned to Ohio's New Learning Standards, further facilitating the use of the Learn and Earn MBL System. Additionally, professional development and training will be done through online modules with 24/7 access - providing flexibility for teachers; giving them a sense of autonomy. Furthermore, having this MBL system of learning in place will give more time to foster relationships with students. LEAs in the consortium, and even throughout Ohio, will be sharing resources in a way unprecedented to date. Recognizing the importance of parents to a child's education, parents will be able to view true student progress 24/7 giving them more knowledge of their child's knowledge and skills than a grade averaged over many standards.

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.

As traditional schools move more and more towards hybrids of online and traditional schooling, a new structure needs to be in place to make the move more simplistic, yet still improve student outcomes and better prepare students for college and/or career. Research by Marzano, 2009, links the use of formative assessment as a strategy used in "highly effective instruction." While the results from Marzano's body of research alone is enough to demonstrate the need for Formative Instructional Practices (FIP), it does not necessarily substantiate the need for an individualized MBL system of learning. FIP is only a part of the solution, though, as today's students require more flexibility than the current system of K-12 education allows; we are no longer in an agrarian or industrial society; we are in a global culture where greater flexibility and autonomy are required, and as educators, we have the responsibility to prepare our students for their future. The Learn and Earn MBL System gives students what they "want" while giving teachers the tools they need. Colleges such as Concordia and University of Wisconsin use mastery-based learning systems as it provides more personalized and flexible learning opportunities as opposed to traditional methods. Research done by Anderson, 1994; Guskey & Pigott, 1988; Kulik, Kulik, & Bangert-Drowns, 1990 show that students in MBL classrooms, students "consistently reach[ed] higher levels of achievement and develop[ed] greater confidence in their ability to learn and in themselves" than learners in classrooms in which traditional methods of instruction were used. The Kahn Academy, an internationally recognized provider of educational content, realized the implications of badging as motivators and implemented badges for achievements. INACOL, the international online association for education, fully supports MBL. The value of MBL is not lost on top universities, either, as evidenced by the implementation of MBL at the Massachusetts Institute of Technology. Additionally, if we are really trying to engage students and get them ready for life after high school, why do we not use strategies employed by businesses? Businesses use Key Performance Indicators for measuring job performance as will this MBL System. Many colleges are changing to the MBL system of learning in order to maintain enrollment in the competitive world of higher education, in order to increase their enrollment numbers by being more flexible. A major reason schools to date have ignored the research confirming the value of a MBL System stems from difficulty of developing and implementing a viable system, and that is the true quintessence of the Learn and Earn MBL System. The foundations and infrastructure of a MBL System will be built! Any LEA in Ohio will have access to use it due to the awarding of this grant! Achievement improves! Graduation rate increases! Students win!
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.

Jill Dannemiller, Director of Program Evaluation, Federal Programs and Testing; will be conducting the internal evaluation for the lead LEA and the collective consortium. Each individual consortium will appoint a data person to feed data to Dannemiller who gathers, synthesizes and analyzes them.

* 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).

Both quantitative and qualitative methodologies will be used. While monitoring will be done in all phases of the project as noted in Question #19, and baseline data obtained in January 2015 (some from the prior year), a summative evaluation in June 2015 will include quantitative analyses of comparisons of graduation rates, engagement rates, course passage rates and drop-out rates as compared pre and post MBL implementation. Additionally, surveys will be given in June 2015 to teachers, students, and parents. Results will be used qualitatively to analyze satisfaction of the stakeholders using the MBL system. For the purposes of this project, the 2014-15 year data will be compared to similar time periods and student groups from previous years. For course passage, gr. 6-12 data from June 2015 and the 3 previous years will be used.

* 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.

Evaluations of the MBL system will continue at a minimum annually using the above criteria and measurements to continually assess effectiveness, efficiency, and satisfaction.

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.

This project has major substantial value and will make a lasting impact on the lives of students who are fortunate enough to be able to participate in this type of learning as evidenced by the outlined annual positive net effects on student outcomes. A major goal of this grant is to improve student achievement, with additional LEA goals of improving all student outcomes by increasing graduation, passage, and engagement rates while decreasing dropout rates. Add to that the fact that this infrastructure will be available for all in the state of Ohio, the second major goal of this grant, and the value of this project is staggering. The US Department of Education is recommending use of mastery learning programs. Imagine an infrastructure already developed that is available to all Ohio LEAs to help them easily implement a new methodology that, when implemented properly, is effective for improving outcomes as evidenced by MBL programs in other states (Texas and New Hampshire to name a few). The entire project is self-sustaining much like a video game, once developed, is ready for use. After the initial development of the MBL system which will be fully completed in the year of the grant period, teachers across Ohio will have access to the MBL System through the iLearnOhio and/or iQity platforms. Measuring outcomes for student performance in grades 6-12 will include results from statewide assessments, graduation rates, engagement rates, pass rates and dropout rates. The Learn and Earn MBL system provides “digitally delivered motivation.” (Forbes.com, 2014). The individualization and rewards given in the Learn and Earn MBL system will have a net positive effect because it gives teachers the ability to easily individualize and/or provide for like-grouping, coupled with a reward system provided to encourage for all students; increasing both efficiency and effectiveness. Badges as rewards have been used through the ages in the military, more recently scouting programs, and most recently in gaming, lending evidence to badge effectiveness as a system to encourage growth and learning. Annual goals are 5% increases in pass rates, engagement rates and graduation rates; 5% decrease in drop-out rates; and 10% increase in statewide testing. Metrics already used by individual consortium members for the former 3 outcomes (all but statewide assessments) will continue to be used for calculations in order to preserve the integrity of the measurements, ensuring “apples to apples.” Surveys will be used to determine student and teacher satisfaction with the program. Beyond the life of the grant, longitudinal data tracked will indicate the impact of MBL program on college and career readiness by tracking data post-graduation (# employed, obtain post-secondary diploma, etc). Professional development training for use of the Learn and Earn system will be available through online modules to all adopting LEAs indefinitely.

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

Student Achievement - Funding of the MBL system will allow for increased student achievement thereby better preparing them for college or work force. This will be accomplished through the improvement of several outcomes - both social and academic: student satisfaction/autonomy; course passage rate; engagement; graduation rate. Student outcomes and achievement rates will be tracked at the end of each year, semester and/or course (as courses may be completed upon the mastery of KPIs included in the course) - dependent on the variable. The measurements of the above items will be monitored at the intervals specified and data collected to determine effectiveness, efficiency and satisfaction of/with the MBL system. An annual 5% minimum increase (figured per ODE formulas) in graduation rate, passage rate, and engagement rate; and 10% in statewide testing is the goal of this project and will be tracked annually. Each LEA in the consortium will track their individual data and submit it to the lead LEA. Where “apples” can be compared to “apples,” the consortium will do everything it can to include the data from outside sources; however, since the Learn and Earn infrastructure has not, to our knowledge, been implemented anywhere in Ohio, the data will be compared to schools in New Hampshire and Texas implementing MBL.
Spending Reduction in the five-year fiscal forecast

Utilization of a greater share of resources in the classroom

Implementation of a shared services delivery model

Beginning June 2015 and annually after that for at least 5 additional years, quantifiable data regarding the increased effectiveness, will be acquired from the LMS platform along with data provided by consortium LEAs. Use of online training modules will also be tracked by metrics within the aforementioned platforms. It is anticipated that the trend to MBL increases by at least 50% of the number of LEAs using the system starting in the first year after the grant year, with data obtained in June 2016 and subsequent years. Increased adoption will be driven by the following factors: *Ease of learning to use the system, *The MBL System is the logical next step in K-12 education, **"Word of mouth" advertising due to user satisfaction, *Demonstrated evidence as a student motivator.

* Other Anticipated Outcomes

25. Is this project able to be replicated in other districts in Ohio?

Yes

No

If the applicant selects "Yes" to the first part of the question, the response should provide an explanation of the time and effort it would take to implement the project in another district, as well as any plans to share lessons learned with other districts. To every extent possible, applicants should outline how this project can become part of a model so that other districts across the state can take advantage of the learnings from the proposed innovative project. If there is a plan to increase the scale and scope of the project within the district or consortium, it should be included here.

* Explain your response

Documentation will be kept through the entire project; however there will not be need for any other Ohio educational entity to replicate it as system infrastructure will be available to all schools in Ohio through the iLearnOhio and/or iQity platform. Consortia members will make themselves available to share best practices on their experiences with the MBL. From June 30, 2015 onward, the Learn and Earn Mastery-Based Learning System for College and Career Readiness will be made available for all schools in Ohio. The system easily integrates with standard-aligned assessment items and standard-aligned content learning objects within the platform which makes the use of this model universal across Ohio. This model is built specifically with others in the state of Ohio in mind...mainly the students, as MBL with a reward system is essential in today’s schools; especially in the high poverty and diverse districts of which the consortium LEAs are a part. The Learn and Earn MBL system with badges is a product LEAs can use - quickly, easily, and most importantly, effectively!

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).

Rick Teeters, Superintendent, 4/16/2014
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<tr>
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<td>Greg</td>
<td>Dye</td>
<td>614-564-1050</td>
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<td>IQ Innovations, LLC</td>
<td></td>
<td>580 North 4th St, Suite 560, , Columbus, OH, 43215</td>
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## Implementation Team

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<tr>
<th>First Name</th>
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<tr>
<td>Jill</td>
<td>Dannemiller</td>
<td>Director of Program Evaluation and Testing - Lead District - ECOT</td>
<td>Jill will oversee grant budgeting, compliance and evaluation.</td>
<td>Jill has a bachelor's degree in philosophy from Bowling Green State University, a Master's in Social Work from the Ohio State University, and has completed course work in the Ph.D. program in Public Policy and Management at the Ohio State University.</td>
<td>For 12 years, Jill has provided leadership at several levels of Ohio education administration from ODE to a large urban district, and now with our LEA. She oversees logistics and compliance with administering state required assessments, and conducting research to measure the impact of programs/policies including reading interventions. This includes evaluations of existing programs, evaluations of innovative approaches to helping improve student achievement, surveys of students, families, and teachers, and research syntheses on best-practices regarding on-line education.</td>
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<tr>
<td>Kate</td>
<td>Morris</td>
<td>Project Manager, IQ Innovations, LLC</td>
<td>On this project Kate will Acts as the tactical lead for cross-discipline teams throughout the MBL project handling day-to-day communications between consortium stakeholders and the IQ Innovations team ensuring project deadlines are met and completed in the manner envisioned.</td>
<td>Kate has a bachelor's degree in economics and journalism from Ohio Wesleyan University.</td>
<td>Kate has 9 years of project management experience. Her career covers a diverse history in project management dealing with multimillion dollar accounts in fields ranging from health care and pharmaceuticals, marketing, E-commerce, search engine optimization and K-12 education. Kate's primary responsibilities at IQ Innovations are overseeing the management of software development practices and major client initiatives ensuring that projects are completed on-time and as envisioned.</td>
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<tr>
<td>Jay</td>
<td>Phillips</td>
<td>Deer Park Community Local SD</td>
<td>Director of Secondary Curriculum, Deer Park Community City School District</td>
<td>BA in Middle Childhood Education from the College of Mount Saint Joseph MA in Educational Administration from Ball State University Will receive superintendent's license in May of 2014</td>
<td>6th Grade Mathematics teacher for five years at Bridgetown Middle School, Oak Hills Local School District Athletic Director for two years at Bridgetown Middle School, Oak Hills Local School District Assistant Principal for three years at Delhi Middle School, Oak Hills Local School District Directed the district's middle school technology department, science curriculum, math curriculum, gifted education, and special education. House Principal at Oak Hills High School for two years, Oak Hills Local School District Directed the high school science curriculum, math curriculum, business curriculum, and technology department. Coordinated and managed $600k International Studies Schools Network Grant through the Asia Society</td>
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<tr>
<td>Bert</td>
<td>Wiser</td>
<td>Executive Director of Accountability and Assessment</td>
<td>Bert will provide psychometric expertise to ensure valid and reliable assessments</td>
<td>Bert has a bachelor's Psychology from the University of Rochester, a master's</td>
<td>Bert has held the position of Executive Director of Accountability and Assessment for the past 24 years, first for Columbus City Schools, then for</td>
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Bert has served as a member of the Ohio Technical Advisory Committee, and has taught graduate courses (statistics, research design, and measurement) at the Ohio State University as well as at the State University of New Jersey. He has also served as Director of Applied Research for the Education Measurement Division of Harcourt, Brace Jovanovich in New York, Cleveland and San Antonio. Prior to working for Harcourt, Mr. Wiser was psychometric fellow at Educational Testing Service in Princeton and survey director at University of Chicago.

Brittny Pierson
Chief of Staff and VP of Education, Lead District - ECOT

Oversee the educational personnel hired. As Chief of Staff of the lead district, Ms. Pierson oversees the hiring of personnel.

Ms. Pierson has been a school counselor; more recently she has held the title of Director of Technology and most recently as VP of Education and Chief of Staff.

Ms. Pierson has over 12 years of online educational and technology experience. As VP of Education, she ensures technology development needs are able to integrate with online platforms and oversees the school personnel who perform these tasks.

Tyrone Olverson
Superintendent, Finneytown

Tyrone will serve as the implementation lead in his district wherein he will be responsible for oversight and administration of the grant to ensure the project vision is realized, funds are disbursed appropriately, and timelines are met.

Tyrone holds a master's degree in education and has completed all coursework for his Ph.D. (ABD).

Tyrone has over a decade of experience as an educational administrator. He is currently the superintendent of Finneytown Local School district. Before becoming superintendent, Tyrone served as the director of K-12 curriculum and instruction. Prior to coming to Finneytown, Tyrone served in numerous administrative capacities including high school principal, junior high school principal, elementary school principal, and high school assistant principal.