

Budget

Fairborn City (043968) - Greene County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (43)

U.S.A.S. Fund #:

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

Purpose Code	Object Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction		358,400.00	57,344.00	473,472.43	5,250.00	1,934,921.94	0.00	2,829,388.37
Support Services		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Governance/Admin		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Family/Community		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Safety		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total		358,400.00	57,344.00	473,472.43	5,250.00	1,934,921.94	0.00	2,829,388.37
Adjusted Allocation								0.00
Remaining								-2,829,388.37

Application

Fairborn City (043968) - Greene County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (43)

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

A) APPLICANT INFORMATION - General Information

1. Project Title:

Out with the Old, in with the New: A New Vision for Delivering Content to Students

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

Greene County Consortium will provide intensive Professional Development (PD) to a team of K-12 educators from seven county LEAs so that they may develop and create Open-Source Textbooks that are aligned to College and Career Readiness Standards and will also allow for access to more up-to-date technology tools for Educators to integrate into their everyday instruction as a way of meeting the needs of ALL students. With this project, nearly 100 Greene County Educators will be a part of school year 2014-2015 intensive sessions that will give them the information and strategies they need to create Open-Source (O-S) Textbooks-customizable, standards-aligned digital textbooks available through C-K12.org-that teachers can create from scratch, use as available, add to and update, and customize to meet the needs of their students. The shift to the Open-Source Format will allow for considerably less spending for traditional textbooks which are less flexible than Open-Source textbooks in that teachers can add to them, layer them, make them more interactive, and, overall, adapt them in order to meet all students at their various levels so that students can achieve at higher levels across the board. (O-S= Open-Source)

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.

6564 3. Total Students Impacted:

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

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

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

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

First Name, last Name of contact for lead applicant
Brad Silvus

Organizational name of lead applicant
Fairborn City Schools

Address of lead applicant
306 E Whittier Ave

Phone Number of lead applicant
937-878-3961

Email Address of lead applicant
bsilvus@fairborn.k12.oh.us

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

STATEMENT OF PROBLEM: The problem is multi-faceted. First, teachers need to have adequate Professional Development (PD) in order to properly use and create tech tools for their classrooms. Oftentimes, in education, the technology is provided to teachers without the Professional Development to make these tools work. Secondly, textbooks are expensive & become outdated quickly. This project aims to solve this problem by allowing the districts to create their own online texts that can constantly be added to and changed as needed to reflect the changing times. The days of using outdated texts will be over, and educators and students will be able to access modern, up-to-date online textbooks so that the need for buying textbooks on a "rotation" will be eliminated. Another problem with using technology in the schools is the issue of the technological infrastructure of each building. A district can have all the tech tools in the world at its disposal, but if the building is not capable of hosting the technology, it can not be used. Further, technology specialists have to be available to help implement the tech tools. This project aims to solve all of these issues.

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

This project aims to solve all of these problems by providing to teachers the Professional Development for how to create and use Open-Source (O-S) textbooks in their classrooms. This will allow for fewer textbook purchases in the future. Further, teachers know their students and can better support the students in their classrooms by having the opportunity to create their lessons in the Open-Source format-differentiating to meet the needs of their students. The CONSORTIUM of Greene County Schools will combine a bold and innovative strategy to provide teachers with the PD they need to create O-S texts for our schools. The O-S text format allows for differentiating because of the many layers that the format can encompass. Much like an artist uses multi-media (clay, watercolors, oils, chalk) within an art project, the O-S text allows the teachers and their students to personalize instruction and learning. Teachers will also receive PD on effective strategies for integrating these tools into their classrooms. Our initiative will move the county toward the O-S Format and help to eliminate the high cost of textbook purchases. The project will also provide our districts with modern curriculum tools. This Shared Services approach will provide teachers the opportunity to work with content-rich resources via technology. A project team will work with the teachers from our schools to create O-S texts in the four core content areas with resources obtained in but not limited to CK-12.org. To assist districts with this shift, each school will receive mobile "Tech-Carts" with electronic tablets. These will enable them to begin the move to the utilization of O-S texts throughout buildings. With assistance from Wright State University & Antioch Midwest, 2 University Professors will work with the team to ensure that O-S texts created meet standards. They will check accuracy of content lending integrity to the project. Through an interview process, 8 Lead Teachers will be recommended to help guide the process. Leads will work in core content areas (2 Leads per area) & will have planning time in spring 2014 to work with the University Professors. They will develop the plan for summer work. From there, University Professors and Lead Teachers will work with 64 Content Creators (teachers), from the county to begin the August 2014 implementation process for the project. Content Creators from districts will be selected through an application process. Stipends provided for Lead Teachers & Content Creators. They will work in August and throughout the 2014-15 school year to create O-S texts. (See attachments for Organizational Chart and Roles). They will begin partial implementation of the program at start of the 2014-15 school year while also serving as DEMO Teachers/Sites for other teachers. On-going PD provided by GCESC/districts and Peer-to-Peer Mentoring and Observation will move districts in Greene County toward a new world with O-S resources at their fingertips. Collaboration across the county will provide opportunities for sharing of content and resources. The goal is to provide teachers with the PD they need in order to use up-to-date, modern technological tools with effective integration into instruction. As a result, students will be taught in a way that reaches them, engages them, and motivates them! By providing our teachers with the power of creativity in curriculum planning with CK-12 and other online resources and by giving them the opportunity to learn from and with each other, this project will NOT be a one-time event. The project incorporates opportunities for even more teachers to utilize the resources and the technology over time. Combined with O-S texts, technology, & solid, well-designed PD in how to appropriately integrate these tools, we are preparing our educators in a way that allows them to focus on meeting every student's needs EVERYDAY AT ANYTIME.

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.)

This project, with a focus on the creation of high-caliber, standards-aligned OpenSource (OS) textbooks that educators will work on collaboratively across Greene County (5 school districts, 1 vocational HS, & 1 ESC) will give students opportunities to achieve at higher levels

by doing the following: ? Allow for more differentiation within classrooms that will help all students. The goal is for scores of IEP students to improve by at least a letter grade on the state report card. ? Allow for more options for gifted students. The goal is for Gifted Students scores to improve on each districts' report card by at least a letter grade on the state report card. ? Allow for more teacher collaboration across the county consortium leading to more effective instruction in classrooms by sharing of best practices, proven methods of utilizing technology, and allowing for more personalization of learning for students. ? Allow for students to be "powered up" by being able to use technology in classroom in ways that are stimulating & motivating for them. ? Allow for students to access info in more efficient ways ? Allow for students to access lessons if they are absent or when there are calamity days ("Blizzard Bags") ? Allow for easier reinforcement of concepts for students who require re-teaching-videos can be readily uploaded and used. ? Allow for students to have access to their teacher even if teacher is absent (via video on Flex Book) which alleviates in loss of key instructional time ? Allow for home access to FlexBooks via CK1-2.org & other OS formats for "anytime" and "anywhere" learning--more accessibility to quality resources via tech for students from school/home & other places

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.)

? Spending on textbooks will be reduced. Because educators will have easier access to the Open Source Texts that they have created, the need to purchase updated textbooks on a textbook adoption cycle will be lessened. ? Spending reductions in technology. The grant will enable the districts to have infrastructure for technology installed, updated or maintained which will allow for more tech to be incorporated at one time. ? Spending in student-fees will be reduced. Because there will be less of a need for workbooks and copies, students will not have to pay as much in student fees. ? Spending on copier costs will be reduced. Teachers make many paper copies because of the need for them to supplement their textbooks (which are typically outdated.) With these new, OS texts, this need will diminish. Teachers and students will have modern texts and tools right at their fingertips with no need for making copies.

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.)

? Open-source (OS) textbooks will be created within the Greene County Consortium for all grade levels and for the four CORE content areas. All teachers in the consortium may have access to these OS texts ? 64 Teachers in Greene County will work together under the guidance of a Project Manager and two local University Facilitators plus eight Lead Teachers (2 per CORE Content Area) to develop Open Source (OS) textbooks through the use of CK-12.org and other OS formats. ? Peer-to-Peer Observations will take place within the Consortium. Districts have committed to providing sub-teacher coverage in classrooms so that teachers may visit DEMO classrooms in Greene County and observe teachers who have created the OS texts and are using the technology within their classrooms. ? Accomplished teachers (per OTES) will be able to continue this work as part of their projects if they so choose. ? The Educators involved in this process will have the opportunity to work collaboratively within the consortium to dig more deeply into the Common Core and Ohio's New Learning Standards (Social Studies & Science) so that their instruction will be even more rigorous, relevant, and closely aligned to the four core Standards. ? Professional Development in this area-creation of OS E-texts-will continue within the districts, at the GCESC, and at the University level. This will allow the work to continue so that more and more students and teachers will benefit from it. ? New technology such as Chrome Books or iPads, Mimio/Interactive Whiteboards will be readily accessible so that both teachers and students can utilize them. Since the DEMO Teachers/Content Creators will have their own "classroom cart", they will be able to model the use of excellent texts as well as the proper use of tech tools in the classroom. Further, Teaching Peers will be able access the additional Building "classroom cart" so that they may also utilize the FlexBooks and the technology after observing their DEMO Peers in action. ? Students and teachers will have access to quality, teacher-generated and other education-driven content. This will be especially useful to our districts that have limited funds and resources. ? Technology will be infused into the everyday classroom instead of being an "appendage" or isolated practice. Teachers involved in the project will have proper training to ensure that technology is embedded as a tool - much the way a pencil has been a tool in the classroom for centuries. The PD that teachers receive in the Summer of 2014 will be concentrated and easily incorporated and applicable. Lead teachers and professors providing training have expertise in this type of project and will be able to share this knowledge in a meaningful way with teachers selected to be a part of this project. After the Summer Sessions, teachers will receive on-going PD throughout 2014-15 school year. The sessions will take place monthly. Educators will be able to continue the work - adding to it where needed. This is also where they can share what is working and what needs to be strengthened. ? The Technology Infrastructure for districts will be analyzed and assessed so that tech initiatives such as this and others will be able to be implemented without roadblocks or major challenges that currently effect use of technology in schools. ? All of the districts' technology personnel will work collaboratively with the appointed TECH Coordinators (2) for this project. ? A Grant Manager will oversee this project. All of the districts' have one administrator who will be the point person who will ensure that the project's goals are implemented. All of those chosen for this role have expertise in this area and have the support of the Superintendents' to make sure the goals of the project are realized.

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.)

Shared Services Delivery Model The Greene County Consortium Project is the epitome of a shared services delivery model. The project will share a Grant Manager who will coordinate the events and the timelines with the other individuals involved in the grant. The Greene County ESC will provide a shared space for Professional Development. The two University Professors will provide the Professional Development to teachers across the seven county LEAs involved the project. Two Technology Coordinators will be employed for the first year of this grant and shared across the consortium to help implement all aspects of the technology that goes along with this grant. A focus of the project is to develop online textbooks to share with other consortium districts, and ideally others in the state!

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

C) SUSTAINABILITY - Planning for ongoing funding of the project, cost breakdown

11. Financial Documentation: - All applicants must enter or upload the following supporting information. The information in these documents must correspond to your responses in questions 11-14.

* Enter a project budget in CCIP (by clicking the link below)

[Enter Budget](#)

* If applicable, upload the Consortium Budget Worksheet (by clicking the link below)

* Upload the Financial Impact Table (by clicking the link below)

* Upload the Supplemental Financial Reporting Metrics (by clicking the link below)

[Upload Documents](#)

For applicants without an ODE Report Card for 2012-2013, provide a brief narrative explanation of the impact of your grant project on per pupil expenditures or why this metric does not apply to your grant project instead of uploading the Supplemental Financial Reporting Metric.

The project budget is entered directly in CCIP. For consortia, this project budget must reflect the information provided by the applicant in the Consortium Budget Worksheet. Directions for the Financial Impact Table are located on the first tab. Applicants must submit one Financial Impact Table with each application. For consortium applications, each consortium member must add an additional tab on the Financial Impact Tables. Partners are not required to submit a Financial Impact Table.

Applicants with an "Ohio School Report Card" for the 2012-2013 school year must upload the Supplemental Financial Reporting Metrics to provide additional information about cost savings and sustainability. Directions for the Supplemental Financial Reporting Metrics are located on the first tab of the document. If your organization does not have an "Ohio School Report Card" for the 2012-2013 school year, please provide an explanation in the text box about how your grant project will impact expenditures per pupil or why expenditure per pupil data does not apply to your grant project.

Educational service center, county boards of developmental disabilities, and institutions of higher education seeking to achieve positive performance on other approved fiscal measures should submit the budget information approved by an executive board or its equivalent on the appropriate tabs of the Financial Impact Table. Educational service centers should use the "ESC" tab and county boards of developmental disabilities and institutions of higher education should use the "non-traditional" tab.

12. What is the total cost for implementing the innovative project?

Responses should provide rationale and evidence for each of the budget items and associated costs outlined in the project budget. In no case should the total projected expenses in the budget narrative exceed the total project costs in the budget grid.

2,829,388.37 State the total project cost.

* Provide a brief narrative explanation of the overall budget.

For the Greene County Consortium grant, \$320,000 will be used for stipends for teachers creating open source textbooks (with \$51,200 also paid in benefits). This PD will ensure understanding of the online textbook concepts and assistance in creating the new books for our project. The grant also allots \$44,544 for substitute teachers (including benefits) to cover classes while PD is taking place throughout the school year. Effective implementation requires ongoing support and assistance, by providing time during the school year, we can ensure that teachers will fully implement and feel supported in the project. The costs for our Project Manager, Lead Teachers (and substitutes for Lead Teachers), and University Professors total \$163,548 (This total includes benefits where appropriate and I Pads for these participants.). With a project of this size, these individuals will be crucial to communications and delivery of the project to the seven consortium districts. Fairborn City Schools is serving as fiscal agent for this project, and therefore will receive an administrative fee of about 3% (\$82,409.37). The districts will share costs for two technology support staff, at a total cost including benefits of \$131,920. With the different levels of technology use among our members, these positions are essential to supporting an online environment in our schools. The districts will also share the costs for supplies in the project with a total of \$5,250 allocated for this category. The technology components of the grant include \$1,570,400 for Chromebooks laptop carts and \$44,800 for I Pads for participating teachers. These tools will assist teachers deliver a new instructional resource to the 6564 students in our participating schools. These devices will also be essential in delivering the content created throughout the professional development. Various districts will be purchasing technology audits to help in preparing their sites for implementation of wireless, at a total cost of \$22,500. To assist districts in implementing online textbooks, wireless access is another essential component of the grant. To get districts at a level that will be acceptable, there will be wireless costs of \$319,721.94. Of course, to utilize online textbooks, access to the internet is required. These funds will allow districts the opportunity to better meet this requirement. The maintenance costs include licensing, replacement and other associated costs with implementing Chromebooks. This total is \$73,095. The total for the grant is \$2,829,388.37 and will affect over 6,500 students in Greene County Schools.

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.

This innovative project will have recurring costs in different areas for each participating member of the consortium. These areas center around: professional development costs, maintenance of technology costs, and staffing costs. The yearly annual recurring expenses are listed as \$99,120. This total was calculated by considering each district's expenses as listed below, arriving at a total for these expenses, then divide by five to give an annual amount. The total amount of expected recurring expenses was calculated to be \$495,600. Below is a listing of these recurring costs with specific relation to the member district. Note that in the financial impact tables, all consortium members show a greater savings than these recurring expenses thus ensuring sustainability of the project. Greeneview Local - With the increase in technology infrastructure, Greeneview will show a recurring expense of \$21,600 every third year (FY 18) for maintenance agreements associated with the technology. While this is not an annual expense, they will budget accordingly to account for this expense. Total expenses are \$21,600. Bellbrook-Sugarcreek Local - In order to implement this project, Bellbrook will have an expense with their technology maintenance agreements. This will be a \$23,000 expense in year three (FY 18). They will also complete a technology audit during FY 18 at a cost of \$10,000. Total expenses are \$33,000. Fairborn City - Fairborn had already budgeted for technology expenses, however the additional technology will result in a replacement expense during FY 19 of \$100,000. There will also be a \$30,000 expense during FY 17, FY 18, & FY 20 for maintenance/updates. Total expenses are \$190,000. Greene County JVS/CC - As a result of the measures put in place in the 13-14 school year, the Greene County JVS will not have any new, recurring expenses. Yellow Springs - The district anticipates replacing Chromebooks starting in FY18 at \$20,000 per year for three years. This equates to \$60,000 of expenses. Cedar Cliff- The new recurring costs for Cedar Cliff are supported by the impact table of \$7,000 per year. The total cost for replacing Chromebooks over the five years (including a 10% inflation add-on) is \$151,800. This expense will be necessary to maintain the program for Cedar Cliff. This gives a total of \$186,800 in expenses. Greene County ESC - Greene County ESC will have \$1,000 of recurring expenses during each of the five years. These will be for regular maintenance and recurring costs of educational "Apps" for their I-Pads. This is a total of \$5,000 of expenses. All expenses listed here are accounted for in the individual financial impact tables.

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

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

Yes

No

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

387,500.00 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

As a consortium, and as noted in the Financial Impact Tables, this innovative project will lead to cost savings that will ensure sustainability. In general, savings will be demonstrated in the areas of textbook purchasing, technology purchasing, and copying/printing costs. The total savings calculated from all districts is equal to \$1,937,500. This was a summation of all of the individual district's savings. Following the pattern of description in question #13, below is a listing of each district member and the savings they will realize as a result of this initiative. Greene County Career Center - Once the Open-Source textbooks are created, the Greene County Career Center anticipates that it will save money from not purchasing physical textbooks. The projected amounts are \$30,000 in FY 16, \$35,000 in FY 17, \$40,000 in FY18, \$45,000 in FY 19, and \$50,000 in FY 20. This is a total of \$200,000 in savings. Greeneview -This implementation would allow the district to save \$50,000 each year in textbook adoption for K-8 curriculum as a result of this grant. This equates to a total savings of \$250,000 during this five-year period. Bellbrook-Sugarcreek - As a result of the implementation of this grant, Bellbrook would show savings of \$50,000 per year in textbook purchases This equates to a total savings of \$250,000. Fairborn - Fairborn has allocated \$750,000 for technology purchases in their five-year forecast. This project will save that total amount over the duration of the grant. Expenses will be covered through money "set-aside" already by the district for upgrades in technology. Total Savings is \$750,000. Yellow Springs - This project will allow Yellow Springs to reduce \$20,000 of textbook budget money every year starting in FY16. This equates to a savings of \$100,000. Cedar Cliff-The impact table again supports savings for this project. Cedar Cliff will save \$70,000 per year from reduction of textbook purchases during the duration of the five years. This is a total of \$350,000. Greene County ESC - The ESC will save a total of \$17,500 per year for each of the five years in this project. These totals come from savings in copying costs every year (\$9,000 per year), supplies such as paper every year (\$1,000 per year), and technology purchases already planned (\$7,500 per year). This totals an overall savings of \$37,500 for the ESC. The overall savings for the project (savings - expenses) = 1,937,500 - 495,600 = 1,441,900. This project is sustainable and demonstrates an efficient use of these grant funds. The average yearly savings is \$387,500. This is calculated by dividing 1,937,500 by 5.

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 value and beauty of this shared-service project countywide is that once the technology infrastructure is created in partner schools, the cost savings from the textbook to Open-Source format will be a cost savings over time. The reallocation of funding combined with the shared-service strategy will enable districts to show spending reductions in textbooks, technology, and copier costs. The consortium has support and professional development embedded throughout the duration of the grant and beyond. Local districts have pledged professional development time for teachers to work with Open-Source format after grant period ends. As professional development begins, this will create a network of teachers to support each other through implementation of grant and thereafter. Sustainability will be realized across the county by sharing of best practices and proven methods of utilizing technology. Local districts will provide follow-up collaboration time in the form of release time after grant funding ends. Additionally, local districts have set aside money for additional technology, which will further enhance the vision of this project. With the move toward blended learning, districts are allocating funding for technology, ensuring fiscal sustainability for the future. Peer-to-Peer observation and train the trainer sessions at the ESC will build on project momentum, which can be shared both countywide and statewide. Sharing of best practice and research-based standards aligned curriculum will be shared with local districts and replicated. The majority of the expenses for this project are one-time expenditures. As the financial impact tables demonstrate, all members of the consortium are able to show savings during the five years (Total of \$1,937,500) saved over the five-year period). With the amount of total recurring expenses (\$495,600) over the five-year period being much less than the total savings, this further illustrates the sustainability of the project. Due to the number of consortium members, there are a few differences in where their individual reductions and recurring expenses are demonstrated in the impact table. However, again, all have clearly displayed the goals of reducing their expenses and ensuring sustainability of new expenses. The Greene County Consortium's innovative project is asking for \$2,829,388.37 to impact 6564 students in Greene County Schools. It is essential to note that the estimated savings of \$1,937,500 accounts for nearly 70% of the amount of the total grant funds asked for in this project. This demonstrates an efficient and effective use of funds to integrate innovative practices that will elevate student learning and allow districts to collaborate, share materials/content and reallocate funds to other areas of need.

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

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

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

Enter Implementation Team information by clicking the link below:

[Add Implementation Team](#)

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

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

17. Planning - Activities prior to the grant implementation

* Date Range May 2014 - June 2015

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

May 2014 Applications sent out to districts involved in project for Content Creators and Lead Teachers. Applications held until early July, additional recruiting can occur if needed during June and early July. Late June 2014 Consortium Leadership team meets to establish expectations of Project Manager, University Professors, and Lead Teachers. Early July 2014 Technology Audit performed in each participating District. Call for Lead Teachers and Content Creators from participating districts. Posting for Technology Support Specialist positions. Mid-July 2014 Consortium Leadership team selects Project Manager and meets with University Professors. Hiring of Technology Support Specialists. Late July 2014 Project Manager and Consortium Leadership team selects Lead Teachers. Planning begins with Lead Teachers, University Professors, Project manager. July 2014 Phase 1 of technology ordering. Districts participating in Second Semester Pilot will complete technology orders. Planning for installation of technology by Project Manager, District Rep, Tech Support Specialist. Late July 2014 Project Manager and Consortium Leadership select Content Creators from local districts. Organizational meeting for project, with all participants. Project Manager and University Professors plan initial professional development sessions for August. August 2014 Project Manager works with Consortium Leadership and University Professors to plan monthly sessions for September through May. Installation of Phase 1 technology hardware and infrastructure. March 2015 Project Manager, University Professors, Lead Teachers plan for June PD sessions. Final provisions made for technology implementation in Summer 2015. May 2015 Consortium Leadership meets with Project Manager to finalize plans for summer professional development and complete implementation. NOTE: planning for evaluation will occur through WSU partnership and will be ongoing. (See Matrix attachment for Planning, Impl, and Evaluation)

* Anticipated barriers to successful completion of the planning phase

#1 Lack of buy-in from teaching staff-Research shows that initiatives are more likely to fail when there is a lack of understanding of the initiative and nonprofessional development (PD). Our solution has support and PD embedded throughout the duration of the grant and beyond. Teachers will receive PD from University Professors and Lead teachers. Teachers will return to their district to share these concepts with building level staff members. They will invite other teachers into their demo classrooms to learn about blended learning models and open

source textbooks. These activities will carry on through the '15/'16 academic year, with the Greene Co. ESC providing the facilitation and meeting opportunities. Lead and Content Teachers will also provide information to parents through a variety of targeted activities. Local districts have also pledged PD time for teachers to rollout the Flexbooks in their districts and continuation of the project in future years. #2 Another barrier is collaboration/time. Our solution to this issue is providing teachers multiple opportunities to work with home districts as well as other districts in Greene Co. This project extends over an entire year, strengthening the overall understanding/practice of implementing blended learning. The project Univ. Professors will facilitate these sessions and assist in guiding teachers through the content creation process. Local districts will provide additional follow-up time in the form of release time. The Greene Co. ESC will host the monthly follow-up sessions. This will continue in the '15/'16 school year, with local districts paying for costs of subs. #3 Technology. Districts are at different places, in terms of current tech capacity and infrastructure. The solution is to have different phases of implementation. Phase 1 is designated to those districts that are closest to being ready for full implementation of wireless systems (4/5 districts). Phase 2 involves those 2/3 districts that need more time which will ensure success for all.

18. Implementation - Process to achieve project goals

* Date Range May 2014 - June 2015

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

Mid/late May 2014 Consortium Leadership team meets to establish expectations of Project Manager, University Professors, and Lead Teachers. Early July 2014 Technology Audit performed in each participating District. Call for Content Creators from local districts. Call for Lead Teachers made to local districts. Early July 2014 Consortium Leadership team selects Project Manager and meets with University Professors. Mid July 2014 Project Manager and Consortium Leadership team selects Lead Teachers. Planning begins with Lead Teachers, University Professors, Project manager. Mid/Late July 2014 Project Manager and Consortium Leadership select Content Creators from local districts. Organizational meeting for project, with all participants. Project Manager and University Professors plan initial professional development sessions for August. August 2014 Project Manager works with Consortium Leadership and University Professors to plan monthly sessions for September through May. Project begins with Professional Development for content teachers prior to school year. September '14 - May '15 Monthly meetings occur through the Greene County ESC. March 2015 Project Manager, University Professors, Lead Teachers plan for June professional development sessions. External evaluator measures progress quarterly. Final provisions made for technology implementation in Summer 2015. May 2015 Consortium Leadership meets with Project Manager to finalize plans for summer professional development and complete implementation. Evaluation of the initial project occurs at this point. June 2015 Final professional development sessions/finalizing of course textbooks to be implemented in 2015-2016 school year. External evaluator begins final phase of program evaluation. (This will continue into the 15-16 school year to measure lasting impact.)

* Anticipated barriers to successful completion of the implementation phase.

1. Communication and Coordination: With the 7 organizations involved in this project, communicating and coordinating could be an issue. The solution to this issue is multiple layers of communication and coordination. Greene County Educational Service Center (GCESC) will serve as the lead in communicating all activities related to the project - The project manager will work closely with GCESC and the Consortium Leadership Team to communicate all information - The project manager will attend monthly Greene County Supt. meetings to share updates, progress checks, and any relevant information pertaining to the planning, implementation and evaluation of the project - Local districts will communicate this information through district/building level meetings with admin. and staff - The project manager will work with local districts to promote project through press releases, newsletter articles, and other communication for communities - As demonstrated above, the project will include monthly meetings to develop the expectations for the project. The Consortium Leadership Team will assist the Project Manager at these sessions - As the PD sessions begin, University Professors and Lead Teachers will assist in the coordination and communication of expectations for Content Creators. This will help to develop a network of teachers throughout Greene County to support each other through the implementation and thereafter. 2 Economics: Often times, initiatives fail to reach fulfillment due to a lack of resources. This grant has included enough technology to assist districts with implementing the plan. The amount of support for teachers, related to technology, in PD sessions will also alleviate any concerns for using technology in the classroom. Local districts have set aside money for additional technology, which will further enhance and support the vision of this grant. With the increased use of technology, districts are planning for more expenses annually, thus ensuring fiscal sustainability.

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).

August '14 - Initial teacher survey about open source textbooks. August '14 - December '14 Teachers create Flexbooks. August '14 - December '14 - Lead Teachers and University Professors will evaluate Flexbooks for content and alignment. August 2014 - June '15 - Ongoing assessment/evaluation from project participants at monthly PD meetings. August '14 - April '15 Building administrators will observe and report differentiated strategies used by teachers in this initiative. April '15 - Participating teachers surveyed to assess implementation success. Budgets analyzed to determine areas where allocations have decreased and where monies have been reallocated to support this initiative. June '15 - Post project teacher survey concerning open source textbooks. Building principals report walk-through data from teachers in the project. This project will involve 3 major assessment phases. 1- Initial evaluation of teachers capacity/understanding of project goals. 2. Monthly assessments will be conducted at meetings to measure growth of teachers. Also at the midpoint of the year, fiscal evaluation & tech evaluation will occur to measure progress towards goals of the project. 3- The final phase of evaluation will involve a concluding assessment for readiness to implement the project. This will also begin the external evaluation component of the project. While the external evaluator will be involved in the project from the onset, she will be heavily responsible for guidance in making adjustments to the project and for gathering the data to show impact of the project. Evaluation will be an ongoing process, with respect to this grant. The project manager and leadership team will be evaluating the resources, PD, and direction of the project on a monthly basis, to allow for corrections when needed. Feedback will be gathered on a monthly basis, from participants. A focus of the evaluations will be on the completeness of the OS textbooks and alignment. (See Sample Evaluation Attachments)

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

A concern with a project of this size is consistency, in terms of meeting the established goals. Our solution to this problem is to constantly assess our direction and focus. This is accomplished by getting feedback from participants and leaders within the project. As described

above, our plan is to assess this at monthly intervals to be able to make corrections/adjustments as needed. It is also crucial to have an outside perspective to monitor our work. Dr. Dockery will provide that expertise and assist in ensuring that we are progressing toward the goals of our project. While plans are laid out with great planning and detail, there will inevitably be obstacles that appear. But, having measures in place to evaluate and observe for those issues while be critical in overcoming them. We anticipate having a good problem-solving approach set up by identifying the issues early on and being able to address them as they occur. Organizational Culture: The final barrier that could affect the evaluation of this project is traditional culture of our school districts. While this issue is not unique to Greene County, it is one that most districts are looking for guidance. A solution to this barrier is utilizing multiple layers of this project, nearly one hundred educators in Greene County will be working toward a focus of instructional shift with technology as a tool. Each local district will have demonstration classrooms, made up of participants from the project. These classrooms will serve as a safe way to rollout this shift in instructional practices. This shift will also require districts to re-evaluate their respective policies for use of technology by staff and students. Consortium Leadership team will provide example policies for districts. This change in instructional methodology will likely cause some people to be uneasy. However with the effective communications and opportunities to participate and learn about the concept, more teachers are likely to see the value.

20. Describe the expected changes to the instructional and/or organizational practices in your institution.

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

Please enter your response below:

Instructional Practices will change for the positive. Due to work completed in collaboration w/ educators across Greene Co. -delving deeper into standards-- educators will have a clearer understanding of material they are teaching. The 4 core content areas will have up-to-date, relevant & rigorous info in teacher-created O-S texts. Teachers will have received solid PD in best practices in tech use-making it an everyday practice & not a stand-alone tool or activity. PD will continue into future. More teachers will begin using tools. More students will be engaged in the classroom experience. Students regularly use tech outside of school & resent having to put it aside when in class. By teaching w/ tech, students will be less likely to disengage & will absorb more instruction delivered. Behavioral disturbances will likely decrease as a result. Further, use of new "texts" will help teachers to differentiate & intervene more readily w/ students. Differentiation will be easier for teachers - meeting needs of both gifted & special needs. Teaching will be more individualized/personalized. With ability to video-record selves teaching lessons that can then be accessed at a later date, their students will be able to watch video for reinforcement of key ideas or to go further. Teacher-created books/lessons- available for absent students--less instructional time lost. They may also be used in the case of calamity days. Since FlexBooks are web-based, students will have access from home or other sites. As stated in CK-12 Tactics, "Learning is a very personal process and requires individualization of style and level of learning as well as customization of teaching content in a world that has increasing administrative rules and limitations on teachers and declining resources. To mitigate these issues and to maximize every student's learning potential, CK-12 will provide free access to multi-modal content, and a personalized learning system for their direct use or for use by the student's teacher." (www.ck12.org) Organizational Changes will be plentiful. The cross-collaboration amongst 7 LEAs in Greene will be invigorating & motivating for Lead Teachers/Content Creators involved. By creating DEMO Classes w/in our county, we will be starting out small but w/ purpose. Doing this "right" is our premise. The intent is not to buy tech simply to fill a school. Rather, it is to professionally develop those educators who have an interest in going deeper into the work & setting up for success. By doing so, Peer Educators may observe teachers in DEMO sites- will motivate more educators to engage. We wish to proceed carefully, thoughtfully. Tech Audits will be done in all participating districts -- determining needs in advance. Infrastructure will be examined & updated. The plan will be to continue to build capacity both in physical buildings & with our educators who will be utilizing tools & delivering instruction. The Project will allow for participation from districts not involved in original consortium-- expansion of PD opportunities across region will be available. They may participate & be trained by educators involved in original implementation. The PD is not a one-time "sit & get"-it is an on-going, supported endeavor. GCESC & schools will lend assistance to on-going PD necessary for successful implementation. Studies show that a tech-rich school envt. is more motivating for today's students. Schools MUST rise to the challenge. Education Week & other noted publications state that teachers who have training in how to use tech are more apt to appropriately use tech in their classes. Reducing the need for buying textbooks while gaining more access to online texts that allow for both individualization & differentiation is a goal of this project. Due to FREE access to CK-12.org & other sites & use of O-S texts, educators will be able to stay fresh & modern with materials & tools.

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:

This project will be successful. "Teachers who have more technology training are more likely to use the Internet and other high-tech tools in their classrooms, feel better-prepared to use these teaching aids, and rely on them more heavily than do teachers with less training. In gauging the importance of PD, Education Week concluded that it matters more whether teachers have been trained to use technology than how long they have been teaching."-Taken from Southern Reg. Ed. Bd. booklet, Using Technology to Improve Instruction and Raise Student

Achievement (SREB; www.sreb.org) GIVES TEACHERS TOOLS THEY NEED = LONG-TERM SUCCESS Implementation timeline & plan---well thought-out, carefully designed, & able to be executed effectively. High quality PD- Educators will receive PD to implement tech effectively in classroom. True collaboration amongst educators-discussion, demonstration, feedback. O-S FlexBook Design-created by the teachers who will use them. Scaffolding to meet needs of all learners & different modalities Teacher ownership & pride over materials created. PEER-TO-PEER OBSERVATION -- BUILD ON MOMENTUM! The project will not die after a year. Districts & GCESC are committed to on-going PD that will continue into 15-16 school year. Will be open to schools not part of original grant. Successful implementation of project will permeate to other schools across region. DEMO Classrooms will be available for observation & Collaboration will allow teachers to employ & share best practices using these tools. Train-the-Trainer sessions will be offered at GCESC. OUT WITH OLD, IN WITH NEW Districts intend to replace old texts with more & more O-S FlexBooks FlexBooks can be updated & customized anytime/anywhere FlexBooks = FREE & Schools will continue to use & build on them TECH INFRASTRUCTURE AUDITS Tech Audits will take place prior to placing new TECH in buildings & Infrastructure Needs will be addressed as part of the project Access points are included as part of the project budget Pre-planning means fewer glitches TECH CARTS AVAILABLE FOR DEMO TEACHERS & OTHER TEACHERS Project Teachers will have set of tech-tablets to use within classrooms Project Teacher classes are DEMO sites Additional Tech Carts will be available for others to use after they observe in DEMO classrooms & receive training in process Commitment to on-going PD at GCESC & in districts STUDENTS--ENGAGED & SUCCESSFUL Content delivered will be more relevant & Tech used will be more motivating for them. Customization of O-S FlexBooks will be appealing to them. Use of FlexBooks more apt to reach varying levels of learners & FlexBooks have capability of different modalities Teachers will be able to stream appropriate learning videos into FlexBooks-reteaching & reinforcement will be easier as a result of this. With this project, educators in Greene will have an opportunity to demonstrate how Teachers, Technology, & Teaming can be infused with Tradition and have a tremendous impact on students. A transformation can & will occur. Lakewood City Schools underwent a major tech infusion a few years ago. As a Lakewood HS teacher stated, "Through this grant, our team has really come to think of ourselves as learners again. With so many new possibilities open to us thanks to all the new tools, we really had to go back and think very hard about what it means to be a student, what it means to be a teacher, what it might look like if we became better students of our teaching." (ARRA Case Studies 2012, Lakewood City Schools, State Educ. Dir. Assn., p. 3) Lakewood project was also able to cite improved OGT scores for students involved compared to their like peers who had not been. (p.4. ARRA Case Studies, 2012). The idea for our Greene Co. project is to make the classroom the best place to be & the place where students want to be.

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.

Evaluation for our project will be both internal and external. Internal evaluation includes the following: -Monthly technology update -Evaluation completed by technology support specialist to be hired. -Pre/Post program evaluation completed by participating teachers - Project Manager will complete this evaluation. -Five-year forecast review to analyze spending trends and reductions in technology - Leadership team will complete this evaluation. -Decreases in textbook spending AND student fees & copier costs are expected to be reduced (yearly) Leadership team will complete this component. -Project Manager, University Professors, Lead Teachers plan for August PD utilizing data/information from project implementation - Project Manager will complete this component. -Ongoing assessments with Project Managers, University Professors, WSU & Lead teachers to evaluate project alignment and quality/accuracy of materials used. University Professors will do this component of evaluation (Boyd and Devoe). -Ongoing classroom walk-throughs - Local building administrators will complete and share data with Leadership Team. -Evaluation of initial project/district report cards/value-added data for Gifted, Special Ed, Students with Disabilities subgroups - Leadership team will do this evaluation. -WSU Center for Urban and Public Affairs outside evaluation of program/quarterly - Jane Dockery will complete the external evaluation of our project. NOTE: Specific names could not be given for various positions (I.E. tech support specialist and project manager) because those positions have not been hired. It will be a condition of their job description. We have attached three sample documents for use in the evaluation/assessment of our ongoing project. One document is a basic pre-project assessment to gauge where the participants are, in terms of the goals of the project. The second survey is post survey to show growth. The final document is a walk-through form for administrator use.

* 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).

QUANTIFIABLE RESULTS: -Lead Teachers & University Professors evaluating O-S texts (Flexbooks) for content & alignment -Teachers surveyed to assess implementation. -Analysis of each district 5-year forecast for budget reductions will be completed annually - Reallocation of resources -- impact other district needs will be part of annual review. -Ongoing assessments with Project Managers, University Professors, & Lead Teachers to evaluate project alignment & quality/accuracy of materials being used. -District Report Card/Value-added data evaluated for progress in Gifted & Spec. Ed./Students w/ Disabilities subgroups--increased achievement will be expected for each district. Benchmarks: *Districts will utilize pre/post-test surveys prior to implementation & also after implementation to improve project outcomes. *Districts will utilize quarterly assessments to drive instruction & to provide the opportunity to enhance & make changes to O-S texts as needed. Combined with peer PD, these assessments will provide specific content areas/grade levels where there is needed improvement. *Participating school districts will also have spending reductions in the 5-year forecast due to decreased spending in the areas of textbooks & technology over the next 5 years. Grant team will analyze this data for benchmarking. *External Tech Audits will provide participating districts with the infrastructure needed to support grant goals & to prepare for implementation. *External Program Evaluation will be completed through Wright State University.

* Include the method, process and/or procedure by which the project will modify or change the project plan if measured progress is insufficient to meet project objectives.

The plan will look at the results in all areas measured via surveys, district report cards, budget analysis, & principal observation of teachers. Making learning more accessible to all with the integration of tech into instructional practices will benefit all students. In all areas, the Consortium Leadership Team will look for positive increases except for in budget analysis (decrease in textbook spending). We will look for these increases & budget decreases to occur incrementally for each year that the project is in place. If these events occur, then the project will be deemed a success. If these changes do not occur, then the Leadership Team with the evaluation info from WSU Center for Urban & Public

Affairs will need to reconvene with representation from all members of consortium & partnership to determine in what areas we need to make improvements--i.e. more PD, more Peer Observations, access to more or improved tech, increase in development of O-S texts. By looking at each area individually & with our outside evaluation, we will be able to pinpoint how to regroup & get our project back on track. The Consortium Leadership Team members are interested & excited to present our successful program to other districts/schools via workshops, conferences & websites.

23. Describe the substantial value and lasting impact which the project hopes to achieve.

The response should provide specific quantifiable measures of the grant outcomes and how the project will lead to successful attainment of the project goals. Applicants should describe how the program or project will continue after the grant period has expired.

Please enter your response below.

The impact of this project is both far-reaching and innovative for our consortium partners. The bold move of Greene County to move to open-source format for textbooks will show decreased spending in instructional materials for participating partner schools in each district's five-year forecast. With CK-12's free Open-Source format and other resources, partners will be able to . . . -Participate in Peer-to-Peer observations sharing best practices with Open-Source texts -Collaboration within consortium to improve instruction countywide with focus on Common Core and Ohio's New Learning Standards/CCRS. -Shared PD -Students and teachers access to quality content throughout county -Technology infrastructure of partners will be assessed and improved -Within five-year forecasts, spending will decrease for textbooks, student fees will be reduced, and spending on copier costs should also be reduced. -New technology will be introduced and infused into the everyday classroom -This project will cut costs in the purchase of instructional materials while leveraging the best educational leadership to set a new course for expanded and creative curriculum to meet all student needs. CONTINUATION OF the PROJECT: -With Open-Source resources in place and the ability to work collaboratively with CK-12 and the team countywide, the resource base will be able to be shared with each district in Greene County growing capacity for the format. -Consortium leadership will be able to share best practices though Peer-to-Peer mentoring & Professional Development (PD) enabling partners to continue the project after initial funding ends. Local districts will incorporate this initiative into their PD schedules. -The participating students and teachers will have access to high quality content aligned to standards that can be easily shared. This will be very important as resources and funds are limited. Teachers and the Leadership Team will create content that is based on student needs and will have the tools that will allow for more flexibility in meeting those needs. -Local districts have set aside monies for technology support after grant period ends. -Each partner in consortium will provide funding as part of district PD after grant period ends. -The GCESC will host follow-up sessions for PD for partner schools. Continued support will be available through DEMO Classrooms & the network of teachers throughout Greene County. -The Consortium Leadership Team will continue to work with participating school districts to ensure the program is viable in the future. This project will be shared with other districts in the Greene County area. Even those districts not involved in the grant will have access to the DEMO classes and ongoing Professional Development that will be provided. The goal is to involve as many teachers as possible, thus increasing the overall impact even beyond what we are projecting!

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 is the ultimate outcome of the consortium grant. With the ability to individualize curriculum and the support of all cohorts in Greene County, content will be created with specialized professional development. This will ensure that we are meeting the needs of all students. Across the county, districts looked at Special Education and Gifted scores on the report cards as well as other groups with lower than average scores. With this grant, collaboration and professional development will allow the "best in the county" to come together to create curriculum utilizing CK-12 and other open source formats. The following will be assessed by doing pre and post surveys - before implementation and after implementation. ? Students will be more engaged in classroom lessons/activities. ? Students will be more motivated for school because they are not having to "shut down" (electronically) each day. ? Students will have more personalized and individualized learning as a result of having FlexBooks, tablets, and teacher-created texts and lessons available to them. ? Students will be better able to get instruction they missed due to absences and/or school closings. ? Students will increase scores on state achievement assessments and new next generation assessments. ? Districts will better be able to meet the needs of all learners, as measured by increases in performance of gifted and other subgroups (such as Students with Disabilities).

*** Spending Reduction in the five-year fiscal forecast**

The following will be assessed by looking at the spending trends over the next five years-in the budgets, in line items for textbooks and technology in the districts. ? Districts will reduce spending in purchasing textbooks. ? Districts may reduce spending in purchasing technology. ? Districts will have Tech Audits already completed in their buildings which will allow for less funding needed in this area for the next five years. ? Districts will re-allocate monies from textbook to technology.

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

The following will be assessed by tracking the number of teachers utilizing this technology regularly in their classrooms prior to the grant project being implemented and each year after for the next five years after initial implementation. Information will be obtained by surveys and Principal observations. ? Teachers creating and using FlexBooks. ? Teachers using ChromeBooks/other types of tablets in their classrooms. ? Teachers using the technology as a regular tool rather than as a stand-alone activity in their classrooms. ? Teachers using MIMIO videos of their lessons -put on FlexBooks- for student use when they are absent. ? Teachers adding to FlexBooks over time after they have been created-keeping them fresh, modern, up-to-date. ? On-going professional development will be provided in this area. DEMO Classrooms will be available for Peer Observations. ? Each year, additional teachers will be using the technology and resources from this grant. ? Each year, more technology will be available so teachers/students' needs will continue to be met. This will be evidenced by increased percent of students participating in these courses with online textbooks. (Administrators will be able to evaluate many of these areas through the use of the walk-through form or a very similar adaptation)

* Implementation of a shared services delivery model

*Districts will effectively share two technology support positions, shared throughout the consortium. *Greene County ESC will provide professional development on a county level, with regards to open source textbooks and blended learning models. *Districts will share the created the online textbooks with each other to meet the expectations of new State Standards. *Teachers utilizing technology as a resource and not just a "stand alone" tool for instruction and adding content to open source curriculum (building content over time) which can be shared county-wide.

* Other Anticipated Outcomes

*Move from funding for textbooks (which become outdated quickly) to technology/open source format. Grant team will review five-year forecasts for review. *Use of technology in the classroom. Teachers utilizing Chromebooks/open source format in classroom lesson plans. Principal observations and teacher surveys pre/post implementation to enhance professional development for project. *The development of online content to support instruction missed due to absences/school closings. Teacher created MIMIO videos of lessons for student use. *Ability to create content which is individualized, creative and current/up-to-date utilizing the best and brightest in subject areas throughout the county. *Demonstration classrooms available for ongoing professional development. *District/Family satisfaction with improved curriculum and resources/Family Night activities to provide information/education about "Open Source" content and how families can help at home/and availability of curriculum/lessons for calamity days (surveys at event). *Participating districts technology needs will be improving yearly over five years/teacher and student needs met efficiently and effectively (based on qualitative and quantitative surveys and quarterly assessments). *Establishing a professional network of support for teachers making these changes in their classroom instructional delivery.

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.

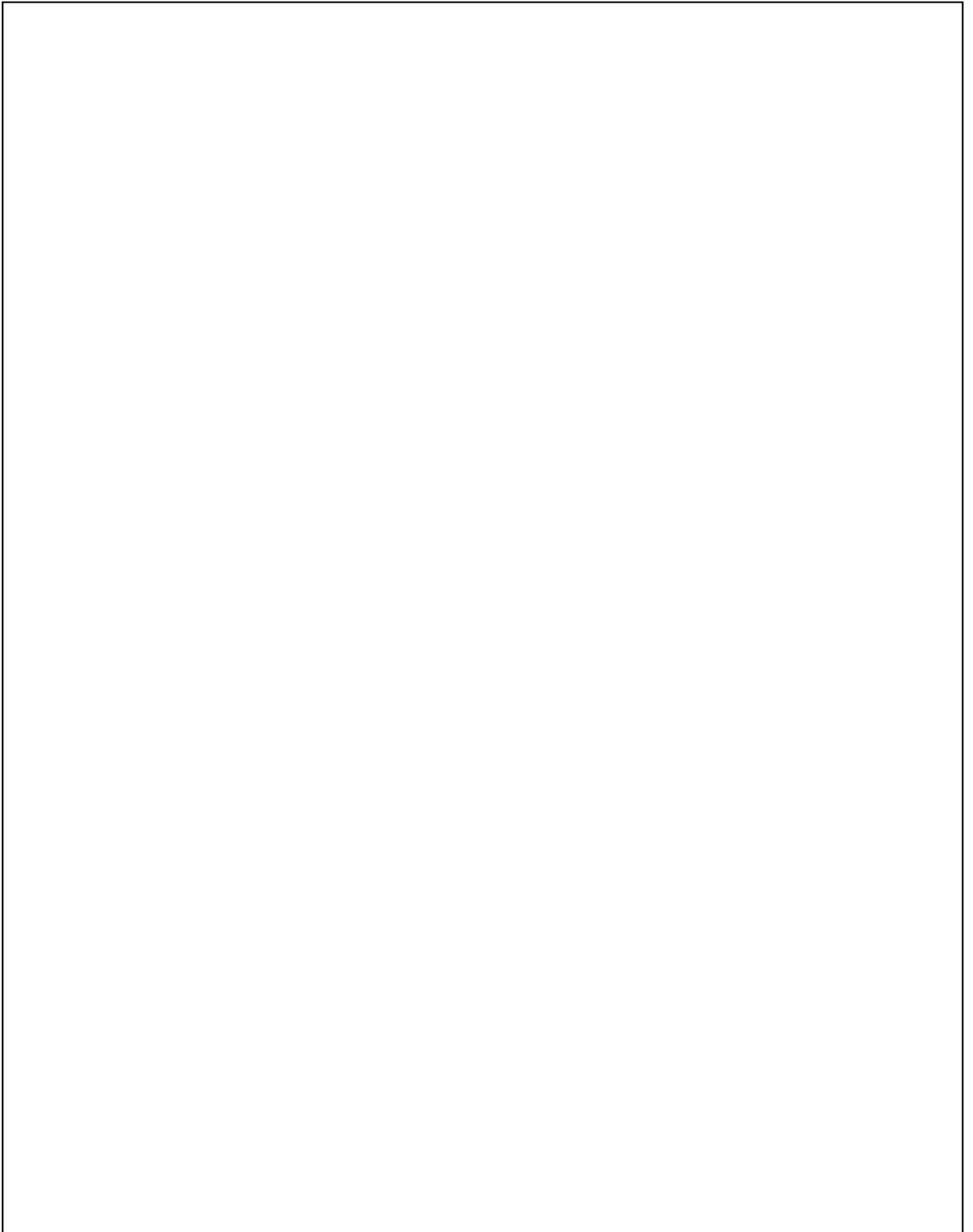
* Explain your response

REPLICATION POSSIBLE! The INNOVATION EDUCATION CONSORTIUM of Greene County schools can absolutely be implemented in other school districts throughout Ohio. As a consortium, we are working together to utilize our resources for the benefit of all while taking a bold step forward creating high-caliber, standards-aligned open-source textbooks for educators and students. Our timeline will begin in the spring of 2014 by preparing our staff for introduction and professional development (PD). A technology audit will be performed in each partner school to identify needs and schedules will be implemented to provide support for program implementation. -Within a six-week timeframe, districts/consortium can plan an open-source project and begin the process in a school district or with a county partnership of school districts -Planning time with leadership team to develop plan as a single district or consortium -Identification of Project Manager, University Partners, Lead Teachers in Math, Science, Language Arts & Social Studies- Content Creators in Math, Science, Language Arts & Social Studies - Development of PD days for Project Manager, University Partners, Lead Teachers & Content Creators -PD days scheduled for Peer-to-Peer observations. Teachers may visit DEMO sites/how teachers and students are utilizing Open-Source texts in classrooms -On-going PD scheduled across consortium/and or district throughout school year -On-going planning time for Consortium Leadership Team to meet throughout school year to analyze data for improvement of instruction School districts throughout the state will be able to model this project. The consortium partners will be sharing standards-aligned educational resources within Greene County, identifying best practices and sharing with partner schools through PD and site visits. As these Open-Source resources are created utilizing CK-12 and other standards-aligned materials & resources, educators will be able to share within the consortium partner schools. Site visits to DEMO classrooms from other school districts throughout the state will provide the opportunity for other districts to visit sites within the consortium to experience and learn about our project. The beauty of the project is that within Greene County there are different sizes of school districts (500 students to 4300 students/rural and urban) and this project allows for the consortium partners to select their area of focus by grade level/subject area based on the specific needs of their district. The value of this project is that county educators are working together to eliminate the high cost of textbooks while allowing each school district to focus on the grade levels/subject areas needed for improvement. The creation of Open-Source materials will provide teachers with the creative tools to differentiate instruction and collaborate with others throughout the county. This collaborative process can be modeled in other school districts in the state based on their specific academic needs; and if implemented state-wide, school districts will be able to share their Open-Source created materials which will lead to enhancing instruction for all of Ohio's children. PD opportunities/costs can be shared with participating districts. DEMO Classroom Days can be determined and teachers throughout the state can visit classrooms closest to their location providing a strong network throughout the state of "best-practice sharing". District and GCESC websites are still other ways to display our project. Our hope is that this initiative will be implemented statewide. It will be a benefit to all educators & students. NOTE: Other districts in our region will be given access to the DEMO classrooms for this project. Follow-up Professional Development will also be open to district's not participating in the original grant. This will further assist in developing a support network for the project.

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).

On behalf of the Greene County Schools Consortium, I agree to the assurances for the Straight A Grant program and look forward to implementing this exciting opportunity in our schools Brad Silvus Director of Curriculum and Instruction Lead Contact for Straight A Grant Fairborn City Schools



Consortium

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Consortium Contacts

First Name	Last Name	Telephone Number	Email Address	Organization Name	IRN	Address	Delete Contact
Chad	Mason	937-766-6000	cmason@ccliff.org	Cedar Cliff Local	047258	PO Box 45, Cedarville, OH, 45314-0045	
Betsy	Chadd	937-848-3737	betsy.chadd@bss.k12.oh.us	Bellbrook-Sugarcreek Local School District	047274	3757 Upper Bellbrook Rd, Bellbrook, OH, 45305-8750	
Isaac	Seevers	937-675-2728	isaac.seevers@gvlsd.org	Greeneview Local	047266	4 S Charleston Rd, Jamestown, OH, 45335-1557	
Terry	Graves-Strieter	937-767-1303	tstrieter@greeneesc.org	Greene County ESC	047233	360 E Enon Rd, Yellow Springs, OH, 45387-1415	
Mario	Basora	937-767-7381	mbasora@yssschoools.org	Yellow Springs Exempted Village	045674	201 S Walnut St, Yellow Springs, OH, 45387-1805	
Brad	Silvus	937-878-3961	bsilvus@fairborn.k12.oh.us	Fairborn City	043968	306 E Whittier Ave, Fairborn, OH, 45324-5313	
Dan	Schroer	937-372-6941	dschroer@greeneccc.com	Greene County Vocational School District	051045	2960 W Enon Rd, Xenia, OH, 45385-8548	

Partnerships

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Partnerships

First Name	Last Name	Telephone Number	Email Address	Organization Name	IRN	Address	Delete Contact
Brian	Boyd	937-775-3275	brian.boyd@wright.edu	Wright State University		349 Allyn Hall , , Dayton, OH, 45435	
Genya	Devoe	937-769-1853	gdevoe@antioch.edu	Antioch University McGregor Midwest		900 Dayton St , , Yellow Springs, OH, 45387	
Jane	Dockery	937-775-2382	jane.dockery@wright.edu	Wright State University		Millett Hall 225, 3640 Colonel Glenn Hwy., , Dayton, OH, 45435	

Implementation Team

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Implementation Team

First Name	Last Name	Title	Responsibilities	Qualifications	Prior Relevant Experience	Delete Contact
Betsy	Chadd	Director of Curriculum, Bellbrook Local Schools	Mrs. Chadd will serve as a member of the Consortium Leadership Team. She will assist in leading the implementation of the grant and project. She will also assist in initial planning, hiring of project manager, lead teachers and technology support specialists. Mrs. Chadd will lead the implementation of professional development for teachers. She will facilitate sessions with University Professors to create the framework for teacher professional development. Mrs. Chadd will also serve as lead on the evaluation of the project's implementation. Mrs. Chadd will attend monthly superintendent meetings to ensure clear understanding by all parties.	Mrs. Chadd serves as Federal Programs manager for her district, as well as CCIP manager. She is responsible for budgeting and daily operations of these programs. Mrs. Chadd is lead for her district's Race to the Top Transformation team.	Mrs. Chadd was a facilitator at the SDE National Conference for Differentiated Instruction in Las Vegas, Nevada in 2013. She is also an adjunct professor in Wright State's University Leadership Studies Department. Betsy received an eTech Grant for classroom implementation as a secondary mathematics teacher.	
Brad	Silvus	Director of Curriculum and Instruction, Fairborn City Schools	Mr. Silvus will serve as lead member of the Consortium Leadership Team. He will lead the implementation of the grant and project. He will assist in initial planning, hiring of project manager, lead teachers and technology support specialists. Mr. Silvus will serve as a liason with the university professors and with Wright State's evaluation team. Mr. Silvus will assist with professional development planning and implementation, as well as serve as the point person for communications with the consortium districts. Mr. Silvus will attend monthly superintendent meetings to ensure clear understanding by all parties.	Mr. Silvus has worked in administration at the district level for seven years and the building level for eight years. During the past four years, he has managed Federal programs, including Title One budget of nearly 1.5 million dollars. Mr. Silvus is also responsible for the district's CCIP plan and Decision Framework. As a lead for the district's Ohio Improvement Process planning, Mr. Silvus understands the planning detail needed to implement a project of this magnitude and the constant evaluation that must occur to ensure success. Currently, Mr. Silvus is a key person in Fairborn's National Math and Science Initiative with the Boeing Corporation. This grant is \$360,000 for the improvement of AP courses, professional development for teachers, and incentives for students/teachers.	Mr. Silvus has been a speaker for the National Council of Teacher of Mathematics at regional meetings in Cleveland, Ohio and Indianapolis, Indiana. While working at Preble County Educational Service Center, Brad led a county-wide initiative for implementing an intra-net system (called PrebleNet). This involved five school districts. He provided professional development, set up the systems in each district, and managed the system for three years. Brad also served as a lead for an en Entry Year Program for 5 districts in Preble County for three years.	

Terry	Graves-Strieter	Assistant Superintendent at Greene County ESC	<p>Mrs. Graves-Strieter will serve as second lead member of the Consortium Leadership Team. She will assist in leading the implementation of the grant and project. She will also assist in initial planning, hiring of project manager, lead teachers and technology support specialists. Mrs. Graves-Strieter will lead the professional development planning and implementation, as well as serve as lead for communications with the consortium districts, through the ESC's network for working with districts in Greene County. Mrs. Graves-Strieter will attend monthly superintendent meetings to ensure clear understanding by all parties.</p>	<p>Mrs. Graves-Strieter currently serves as lead strategic planner for the Greene County Educational Service Center (GCESC). She is also responsible for evaluation of directors at GCESC. Mrs. Graves-Strieter also serves as the writer for the GCESC CCIP. She also leads professional development sessions for the Greene County superintendents and administrators, along with teachers. She facilitates monthly meetings for superintendents and curriculum directors. Mrs. Graves-Strieter manages all Federal grants for the Greene County ESC.</p>	<p>Mrs. Graves-Strieter has been responsible for Special Education services in two local districts, along with the Greene County ESC programs. She has also led professional development initiatives for implementing Common Core standards, curriculum committees, school improvement strategies/implementation, and with Formative Assessment. Mrs. Graves-Strieter assists districts with local initiatives and grant writing.</p>	
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