

Budget

Mahoning County ESC (048280) - Mahoning County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (57)

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
<b>Instruction</b>		0.00	0.00	0.00	2,700,000.00	0.00	0.00	2,700,000.00
<b>Support Services</b>		0.00	0.00	1,500,000.00	0.00	370,000.00	0.00	1,870,000.00
<b>Governance/Admin</b>		45,000.00	10,500.00	0.00	0.00	0.00	0.00	55,500.00
<b>Prof Development</b>		135,000.00	45,000.00	0.00	0.00	0.00	0.00	180,000.00
<b>Family/Community</b>		0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Safety</b>		0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Facilities</b>		0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Transportation</b>		0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Total</b>		180,000.00	55,500.00	1,500,000.00	2,700,000.00	370,000.00	0.00	4,805,500.00
<b>Adjusted Allocation</b>								0.00
<b>Remaining</b>								-4,805,500.00

Application

Mahoning County ESC (048280) - Mahoning County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (57)

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

**A) APPLICANT INFORMATION - General Information**

1. Project Title:  
Mahoning Academic Cloud (MAC)

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

The Mahoning Valley Academic Cloud (MAC) will pool all available teacher resources for use by the school districts in a blended environment on demand and in real-time to increase educational options and student achievement. School Districts in the Mahoning Valley will be able to access the talent cloud to create opportunities for blended, online, flipped and dual credit courses. The project will remove the obstacles to successful blended learning in the classroom by providing access for all students, quality curriculum, and professional development for educators.

*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.*

33000 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 checked="" 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  
Dr. Ronald Iarussi

Organizational name of lead applicant  
Mahoning County ESC

Address of lead applicant  
100 DeBartolo Place, Suite 220, Youngstown, OH 44512

Phone Number of lead applicant  
330-965-7858

Email Address of lead applicant  
R.Iarussi@Mahoningesc.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

The Mahoning Academic Cloud (MAC) is a unique concept that allows all school districts in the region to access high-quality teachers to instruct in a blended environment regardless of where they work or live. Currently, school districts have reduced opportunities for students by eliminating electives that cannot be sustained fiscally. Students, by virtue of their residence, are limited in opportunities for Advanced Placement (AP) and Dual Credit courses as well as courses that have low enrollment and are cancelled. Districts are also limited in the amount of credit recovery courses they are able to offer. Through this grant, students will be afforded new opportunities as districts will be able to offer expanded course offerings to meet the needs of students through the MAC. Students will not have to wait until the school doors open to take classes but will be able to access high-quality, aligned courses anywhere and at any time. Teachers will be able to experiment with flipped and blended classroom models since all kids will have access to content outside the brick and mortar school. Recent research strongly supports this approach. The U.S. Department of Education study (2010) posits that blended instruction does reveal the greatest impact on student learning for post-secondary students (undergraduates). It also suggests that the five studies on the efficacy of online instruction, four of which included blended instruction, provide promise for this delivery modality in the preK-12 arena. The proposed development of the blended curriculum will be used to facilitate positive student outcomes and student preparation for post-secondary education by: 1. Offering courses not otherwise available at the school; 2. Meeting the needs of specific groups of students; 3. Offering Advanced Placement or college-level courses; 4. Reducing scheduling conflicts for students; and 5. Permitting students who failed a course to take it again. (Picciano & Seaman, 2007, p.9)

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

Often the obstacles to delivering blended learning opportunities are focused on two key issues, 1) access to educational online opportunities and 2) content available to teachers to facilitate blended learning courses. This project eliminates both issues and creates a new resource for school districts. The MAC allows districts and families to access qualified educators that provide accredited coursework via the blended learning model at any time. The MAC will also provide teachers with incentive to create and offer additional courses that could be accessed by families looking for acceleration and/or remediation. School districts could have students matriculate through the curriculum at their own pace. Learning becomes the focus not the calendar or age of the student. Commercial internet providers in the Mahoning Valley estimate 15% of the population is without internet access at home. Of that 15% many are choosing not to have the internet in the home. Based on information gathered by local districts, 10% of students are without internet access. For the students that have access, this grant proposal advocates a Bring Your Own Device paradigm. If a student does not have internet access the grant will provide him/her with a device and data plan to access the internet at home. The second obstacle preventing blended and online learning is course content. A long-term commitment with Aventa Learning k 12 has been secured for high quality courses including many AP and enhanced electives not currently offered in the Mahoning Valley Region. The grant affords the ability to eliminate the known obstacle for students in an online setting. All students regardless of the choice of work or college need to have experience with online learning. It is quickly becoming an essential skill for all adults as we find new ways to educate ourselves and the workforce. The MAC allows all students in the region to gain experience with this essential skill.

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.)

Improvement of student achievement will occur by providing students with expanded options for courses in which they can enroll and by allowing them to take courses in the type of modality that better suits their learning styles and preferences. Research has proven that students excel when they have control over their own learning. Students that do not perform well in a traditional school setting will be able to access high-quality curriculum 24 hours a day and 7 days a week and from any place with internet access. Students who do excel in a traditional setting will also be served by this grant by allowing them to take additional college-credit bearing courses that are not dependent on traditional scheduling conflicts. This project will also level the playing field for students. No longer will courses be restricted to certain schools based on size and/or financial status. Students will not be pigeonholed to a certain curriculum based on their socioeconomic status or where their residence is located. Students will be able to matriculate through a rigorous curriculum offered in a blended format or even virtually. Every family will have access to the MAC allowing more choice and opportunities for students. The project would also catalog courses, lessons and tools for teachers to use with their students inside and outside of school. Teachers that teach in traditional courses, blended courses and online courses would have access to the same catalog of high-quality components for inclusion in any course they teach. Blended learning coaches will provide assistance to teachers creating courses and resources that will be catalogued. Coaches will provide embedded and high-quality professional development onsite and on-demand. The activities and work of the coaches will be captured and will be available in a blended or virtual format for new teachers or teachers who wish to review the techniques for successful blended learning teaching, thus ensuring the sustainability of the professional development portion of this grant.

- 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.)

This grant will lead to significant reductions in spending as districts no longer have to provide the patchwork software needed to deliver content and will increase the efficient usage of teachers.. Districts are forced to conduct courses that have a limited number of students in them in order to retain students in the districts. Many are also limited in the courses they can offer causing students to leave the district in search of additional academic opportunities. The MAC allows districts to retain students and generate income from other districts that may wish to virtually enroll students in courses. The districts that virtually enroll students in course in another district, are able to reduce costs by not offering classes with small numbers of students in them. For example, if a course in one district has 15 students enrolled but can accommodate up to 30 students the other 15 will be enrolled virtually and may take that course at the same time or on that students time after hours. We maximize the usage of the teacher and increase the number of students served in this case by 50%.

- 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.)

Districts are able to utilize a greater share of resources for the classroom through the virtual sharing of teachers, curriculum, and other resources. The collaboration of districts in creating the MAC will lead to increased resources for all districts and students while reducing costs. These cost reductions will be used in the classroom with kids as we grow and expand the opportunities in the MAC.

- 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 MAC is a unique opportunity to bring together all the resources in one county into one platform that parents, teachers and administrators will be able to access at anyplace at anytime. The MAC will remove the physical boundaries of the brick and mortar schools giving kids access to curriculum and instruction from anyone and anywhere in the county. This is a complete shared service delivery model. We will be sharing teachers, students, resources to increase efficiency and effectiveness across the county. With this cloud students will maximize learning opportunities as districts maximize usage of the professional staff and resources needed for instruction.

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

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

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

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

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

[Enter Budget](#)

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

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

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

[Upload Documents](#)

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

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

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

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

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

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

4,805,500.00 State the total project cost.

\* Provide a brief narrative explanation of the overall budget.

The MAC will purchase course content from Adventa k12 learning. Adventa is flexible and allows courses and content to be tailored for each teacher using the Blackboard Software Environment. Adventa currently has 136 courses with 6 foreign languages and 20 Advanced Placement Courses. This far exceeds any district course catalog. In addition, Adventa offers elementary and middle school content for all grades and subjects making it a perfect choice as a content provider for online learning. Adventa will cost \$2.7 million for all content and courses for five-years. Included in that price is the teacher professional development provided by Adventa. One of the keys to successful online learning is insuring students can access the content anywhere at any time. Research indicates that 10% of the Mahoning Valley student population is without internet access or devices. Therefore, \$1.5 million is set aside to purchase data plans for 10% of the population that does not have access to the internet at home. This is a five-year number at half the cost of a data plan in the current marketplace. Districts in this grant are providing the devices using district funds and will use a variety of funding sources based on the specific district. Grant funds will be used to employ two blended-learning coaches who will provide embedded professional development in for teachers. The professional development activities will be captured digitally and a course will be created to provide future professional development for new district personnel and serve as a refresher to those who need additional time to learn. The MAC will require a web-hosting environment. Each teacher will need access to create and define new courses to be offered in the region. It will be a searchable data base that will allow parents and districts to access all teacher resources in the county. Grant funds will be used to purchase and provide the web-hosting environment. We will also hire a coordinator to oversee the implementation of the MAC including coordinating the MAC Council and working with districts to coordinate Professional Development and insure we are meeting our goals and benchmarks.

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.

The MAC is projecting five years in the future for course content and data plans. The cost is fixed for both in the five-year grant period. After the first five years the districts will spend \$10.00 per student, per year for the content. Using the projected savings and the reduction in cost for no longer using Progress Book(the current Student Management System), purchasing textbooks, other extraneous software content providers, and the addition of students otherwise lost to online schools the districts will have the funds to sustain this project long-term.

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.*

2,500,345.00 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 total savings over a five-year period is \$12,486,125.00. This is a conservative estimate of savings. The savings is related to reduced staffing levels of teachers via attrition plus greater efficiency of existing teachers. The MAC will allow the districts to insure full classes by filling seats virtually. This efficiency will allow districts to reduce staff via attrition in many academic areas. This does not include savings by retaining a percentage of kids who leave for alternative or online education plus getting some of those students back as a result of increased flexibility and tailored options for them educationally. Finally, districts will no longer need additional software for intervention nor purchase textbooks. This makes the MAC completely self-sustaining in the future.

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.

It is projected that there will be ongoing costs in content and data plans for students. Those costs will be offset by the savings in each district with staff reductions, staff efficiency, forgoing textbook purchases, ceasing contracts with software vendors and retaining students who would otherwise leave for online alternatives.

#### **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 September 2013-April 2014

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

We as a collective group have been meeting to discuss and organize the Mahoning Academic Cloud. We have met with each individual district Superintendent and Treasurer in the consortium. We have had numerous meetings to discuss when we are awarded the grant how quickly we can be up and running. The MAC has provided an excitement around the consortium that we can really do something unique that will save districts money and increase student achievement and opportunities.

\* Anticipated barriers to successful completion of the planning phase

As with any collaborative venture we will have to hurdle the mindset of those who still want to silo all the components of the project. We feel confident we have laid the foundation for the MAC this past year and our consortium members are ready for this exciting grant opportunity. Additionally, we anticipate some hiccups around devices and technology as we attempt to take this conceptual idea and make it a reality in each district.

18. Implementation - Process to achieve project goals

\* Date Range August 1, 2014-June 2015

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

1. Upon receipt of the grant, an advisory committee will be appointed. This advisory committee will work to counteract an identified barrier to the success of the project, communication. The committee will meet quarterly and ensure that all parts of the grant are being fulfilled with fidelity. 2. Contracts will be secured with internet providers and with Aventa for course content. 3. The MAC will consult with a current talent cloud in the business sector for guidance on creating an academic talent cloud. 4. Blending learning coaches will be hired to provide embedded professional development. 5. Teachers will be identified in each participating district that will be part of the talent cloud and create blended learning course. 6. During the Fall of 2014, professional development will occur for teachers of the blended learning courses. 7. Districts will purchase the equipment needed for the successful implementation of blended learning. 8. Teachers will begin implementation of blended learning courses as early as second semester. 9. We will employ the blended learning coaches to provide job-embedded professional development for teachers during the first year of the grant. 10. All Professional Development will be digitally recorded and made into virtual course in MAC to allow access for teachers in perpetuity.

\* Anticipated barriers to successful completion of the implementation phase.

We are concerned about securing the contracts with the wireless providers that meet our needs. We are concerned that the development of the MAC will take longer than we anticipate especially since we are building this from scratch. We do anticipate some association static as we work through the contractual obligations of each member of the consortium.

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

\* Date Range August 2015 - June of 2016

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

Academic Achievement: Existing data will serve as a baseline for all measures of change in academic achievement. Specifically, changes in academic achievement will be evaluated according to impact on academic achievement, program usage, fidelity, and overall outcomes. Academic achievement impact will include: 1. Changes in academic achievement will be evaluated for all existing students in particular grade levels across the three topologies, i.e., across all second graders in the urban settings, et cetera. This will include but not be limited to examining the high stakes scores of students who participate in the online environment relative to students who do not, as well as incorporate the usage level differences on academic achievement gains (dosage impact); 2. Changes in academic achievement will be evaluated for all re-entering students as described above. This will include but not be limited to examining the high stakes scores of students who participate in the online environment relative to students who do not, as well as incorporate the usage level differences on academic achievement gains (dosage impact); 3. Changes in academic achievement will be evaluated for all high school students taking college level coursework in the online environment. This will include but not be limited to examining the ACT scores of students who participate in the online environment relative to students who do not, as well as incorporate the usage level differences on academic achievement gains (dosage impact). 4. College entry and first year college achievement will be tracked for students matriculating from the high school to the YSU university system. This will be assessed across those students who participated in online dual enrollment coursework, relative to those who did not. Student retention, academic success, and completion of the first year of college will be tracked.

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

We do not anticipate many barriers to this part of the grant. We have strong confidence in our partner Youngstown State University and Dr. Karen Larwin with expertise and experience in this area. The data will be available on the servers and the extraction process should be seamless.

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:

This grant seeks to change the instructional practices in all districts through expanding multiple ways to deliver instruction to students. It will provide blended online courses and dual credit options for every student who wished to take advantage of the opportunities. Students will matriculate at their own pace with individualized online options. Classes in school districts will have a combination of online and physical students ensuring courses not normally offered will be sustained by allowing students in the county to fill the seats virtually using the MAC. Teachers will have expanded opportunities to create and offer courses using the MAC. School districts will use the MAC to assist students who need additional assistance courses by accessing teachers in the cloud in an online environment. Students will choose to stay in school districts and not choose online options because rich online options will exist in their resident school district. Time will be flexible and learning will be the constant. The normal constraints of traditional school will be eliminated. There will be the opportunity for mid-term graduations for those ready to move to the college environment along with an increase in students who will achieve college credit prior to graduating from high school. Educational professionals will have more opportunity to create and offer courses using the MAC. In doing so faculty will evolve as next generation educators. Just as it is essential that students experience online learning as an essential 21st Century skill, educators will develop the essential skill of online delivery of instruction. Subsequently, the more experience they have in an online environment, the better the content and delivery of the courses they teach will be. Students who achieve college credit while in high school bridge the gap from high school to college level coursework. With the implementation of Ohio's New Learning Standards and the Next Generation of Assessments, student exposure to academic content at the college level ensures success with both initiatives. A partnership with Youngstown State University (YSU) will facilitate the development and delivery of online dual credit options based on Quality Matters Standards. This grant will show a marked increase in collaboration among districts along with increased sharing of precious resources. Each district's ability to provide rich online content, coupled with savings, will reduce the need for schools to ask voters for additional levy funds.

## **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.

In an upcoming publication on distance education, Graham (2013) maintains that the most effective form of distance education takes the form of a blended model of delivery. Market analysts suggest that the option of self-paced learning is projected to increase by 28% annually, with the largest segment of learners being pre-K to 12th grade (Nagel, 2011; Picciano et al., 2011). A 2010 U.S. Department of Education (USDE) study concludes that online learning, and specifically e-learning that includes a blended delivery, is effective for post-secondary students (USDE, 2010). Blended delivery is most commonly defined as the delivery that occurs when students experience a combination of face-to-

face (in person) time as well as online time with the instructor and instruction. With this type of delivery, students are able to take more responsibility for their educational progress, while reducing the seat-time requirements of the brick and mortar classroom (Graham, 2013). The USDA study concluded that students who took "blended" courses -- that combine elements of online learning and face-to-face instruction -- demonstrated the greatest gains in learning (USDE, 2010). Researchers suggest that these outcomes are likely due to increased time on task and engagement with course information on the part of the students. Looking more closely at the available research on online instruction for K-12 student populations, only one study cited by the U.S. Department of Education (2010) research found that students receiving face-to-face instruction outperformed their blended-curriculum peers (Rockman, et al., 2007). The Rockman et al. Investigation looked specifically at the efficacy of online instruction for a 7th and 8th grade Spanish course. Contrasting these findings, four other studies found that middle school students enrolled in mathematics, science, writing, and history coursework performed significantly better in blended models of delivery, compared to student peers in the traditional face-to-face modalities (Englert, 2007; Long and Jennings, 2004;2005; O'Dwyer, Carey, & Kleiman, 2007; Sun, Lin and Yu, 2008). Looking at these studies, Moskal, Dziuban, & Hartman, (2010) suggest that good interactive programming and positive faculty interactions facilitate the positive student outcomes in the blended modality. The conclusion of the U.S. Department of Education study (2010) posits that blended instruction does reveal the greatest impact on student learning for post-secondary students (undergraduates). It also suggests that the five studies on the efficacy of online instruction, four of which included blended instruction, provide promise for this delivery modality in the preK-12 arena. The proposed development of the blended curriculum will be used to facilitate positive student outcomes and student preparation for post-secondary education by: 1. Offering courses not otherwise available at the school; 2. Meeting the needs of specific groups of students; 3. Offering Advanced Placement or college-level courses; 4. Reducing scheduling conflicts for students; and 5. Permitting students who failed a course to take it again. (Picciano & Seaman, 2007, p. 9) A blended approach feeds the academic curiosity of students who needed something beyond the traditional curriculum.

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.

Academic Achievement: Existing data will serve as a baseline for all measures of change in academic achievement. Specifically, changes in academic achievement will be evaluated according to impact on academic achievement, program usage, fidelity, and overall outcomes. Academic achievement impact will include: 1. Changes in academic achievement will be evaluated for all existing students in particular grade levels across the three topologies, i.e., across all second graders in the urban settings, et cetera. This will include but not be limited to examining the high stakes scores of students who participate in the online environment relative to students who do not, as well as incorporate the usage level differences on academic achievement gains (dosage impact); 2. Changes in academic achievement will be evaluated for all re-entering students as described above. This will include but not be limited to examining the high stakes scores of students who participate in the online environment relative to students who do not, as well as incorporate the usage level differences on academic achievement gains (dosage impact); 3. College entry and first year college achievement will be tracked for students matriculating from the high school to the YSU university system. This will be assessed across those students who participated in online dual enrollment coursework, relative to those who did not. Student retention, academic success, and completion of the first year of college will be tracked. 4. Changes in teacher evaluations will be assessed from baseline through year five, for those who participate in the online development and delivery of online curriculum. 5. Changes in teacher evaluations will be assessed from baseline through year five, for all teachers engaged in the online delivery environment, based on dosage of participation in professional development.

\* 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).

Program Usage: As a part of the MAC, systems will be put into place that will track student, teacher, and faculty usage of the various components of the MAC environment. Understanding student usage both for the existing students and the re-entering students will help to inform the potential needs of the online learning environment, including real time information regarding technology obstacles. Additionally it is imperative to measure the usage that is supplemental versus the usage that is full-replacement of activities such as laboratory work, educational field trips, discussion boards, etc. Program Outcomes: Overall program outcomes will be assessed in an effort to understand how the MAC has not only impacted the student achievement across the Mahoning Valley Region, but in an effort to support the dissemination of all project components to educators across the State of Ohio. A good deal of time will be spent outlining various aspects of the online learning environment, the program impact, usage and fidelity, but will also include details as to procedures and obstacles identified and resolved during each formative term of the five year proposed project. This Program Outcome report will be rolled out three months after the close of each academic year, and summatively at the end of the grant period. All data will be evaluated both formatively (mid-term) and summatively (end of year) during each year of the grant activities.

\* 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.

This advisory committee will work to counteract any identified barrier to the success of the project. Initially, the committee will meet monthly to insure the project goals are met. Once the MAC is functioning, the committee will meet quarterly and ensure that all parts of the grant are being fulfilled with fidelity. With a formal process to work through problems and issues including the ability to modify or change the project plan if needed.

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 MAC will change the way students in the county access curriculum and increase the overall opportunity for learning. Students will have the option to work not just in the confines of the school day but anywhere, at any time. This project will achieve delivery of individualized on-

demand learning for all students in the county. Many students will benefit from increased college-level coursework while others will benefit with a more individualized approach in modalities that help enhance their learning. By removing the obstacles to blended learning for teachers, classes will become more interactive and teachers will become facilitators of content, not the deliverers of content. Districts will become more efficient in the usage of teacher resources filling classes that are normally not filled to capacity, many courses that are at higher levels and provide opportunities for college-level work. Additionally, this changes a paradigm of how teachers are paid for services. In the Mahoning Academic Cloud, if the class is offered outside the contracted day it could be for payment of services rendered. This changes the teacher to independent contractor with students and parents making the choice to take a course offered in the cloud. If a parent needs a tutor for his/her child, he/she could access the cloud for services.

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**

1. July 2014 - Formation of a steering committee 2. July, September, November, January, March, May 2014-2018 - Steering committee meetings 3. September 2014 - Rubric designed for choosing content provider 4. September 2014 - Learning management system chosen 5. October - December 2014 - On-site presentation by online content providers 6. January 2015 - Decision regarding preferred content provider made based on rubric criteria 7. January 2015 - Application for blended learning coaches designed 8. February 2015 - Application period for blended learning coaches 9. March - April 2015 - Interviews for blended learning coaches 10. May 2015 - Final hire date for blended learning coaches 11. June - August 2015 and ongoing - Professional development for coaches 12. September 2015 - June 2018 - Embedded professional development in district classrooms 13. September 2015 - June 2018 14. September - December 2015 - Catalogue system created 15. January 2016 - June 2018 - Development of courses and catalogue

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

1. July 2014 - Formation of a steering committee 2. July, September, November, January, March, May 2014-2018 - Steering committee meetings 3. June 2015 - Forms designed for inter-district sharing of resources 4. July 2015 - Meeting with district treasurers to gather input into the fiscal process for sharing resources and courses 5. December 2015 - Scheduling metrics for each district for the 2016-2017 school year

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

1. July 2014, 2015, 2016, 2017, 2018 - report of operating budgets for each school district to determine cost savings

**\* Implementation of a shared services delivery model**

1. July 2014 - Formation of a steering committee 2. July, September, November, January, March, May 2014-2018 - Steering committee meetings 3. September 2014 - Rubric designed for choosing content provider 4. September 2014 - Learning management system chosen 5. October - December 2014 - On-site presentation by online content providers 6. January 2015 - Decision regarding preferred content provider made based on rubric criteria 7. January 2015 - Application for blended learning coaches designed 8. February 2015 - Application period for blended learning coaches 9. March - April 2015 - Interviews for blended learning coaches 10. May 2015 - Final hire date for blended learning coaches 11. June - August 2015 and ongoing - Professional development for coaches 12. September 2015 - June 2018 - Embedded professional development in district classrooms 13. September 2015 - June 2018 14. September - December 2015 - Catalogue system created 15. January 2016 - June 2018 - Development of courses and catalogue

**\* Other Anticipated Outcomes**

Overall program outcomes will be assessed in an effort to understand how the MAC has not only impacted the student achievement across the Mahoning Valley Region, but in an effort to support the dissemination of all project components to educators across the State of Ohio. A good deal of time will be spent outlining various aspects of the online learning environment, the program impact, usage and fidelity, but will also include details as to procedures and obstacles identified and resolved during each formative term of the five year proposed project. This Program Outcome report will be rolled out three months after the close of each academic year, and summatively at the end of the grant period. All data will be evaluated both formatively (mid-term) and summatively (end of year) during each year of the grant activities. Dr. Karen Larwin, a quantitative methodologist and nationally recognized program evaluator will provide guidance for the data collection, program impact, program fidelity, and program usage for the five year grant period. Dr. Larwin will work in partnership with the MCEC and the MAC Council to provide regular updates on the progress of the MAC implementation and evaluation including suggesting mid-course corrections if needed. The evaluator's approach is best described as a CIPP model of evaluation (Stufflebeam, 1999). CIPP is a holistic evaluation approach that examines the context, inputs, processes and products (outcomes) of all activities and initiatives. Through this approach, the goals, resources, implementation and outcomes of the MAC its impact on the education of K-16 students in the Mahoning Valley.

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

Yes

No

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

**\* Explain your response**

The MAC would serve as a model for an Academic Cloud for other districts or for the entire state of Ohio. Through this state-wide Cloud,

districts would be able to pool resources statewide to provide access and resources to all students regardless of where they live. If Ohio is able to create an academic Cloud, all of Ohio's students would have access to high-quality, rich and limitless curriculum delivered in a blended environment.. All students would have experience in an online environment and able to obtain college credit, have limitless access to course offerings, and access to additional assistance for struggling students. Teachers would have new ways to create income as they would become independent contractors that are hired based on performance and the quality and worth of the courses offered. As the project is implemented, a handbook for designing and implementing an Academic Cloud will be created with concrete examples of obstacles coupled with solutions.

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).

Ronald Iarussi Superintendent of Schools for the Mahoning County Educational Service Center April 15, 2014

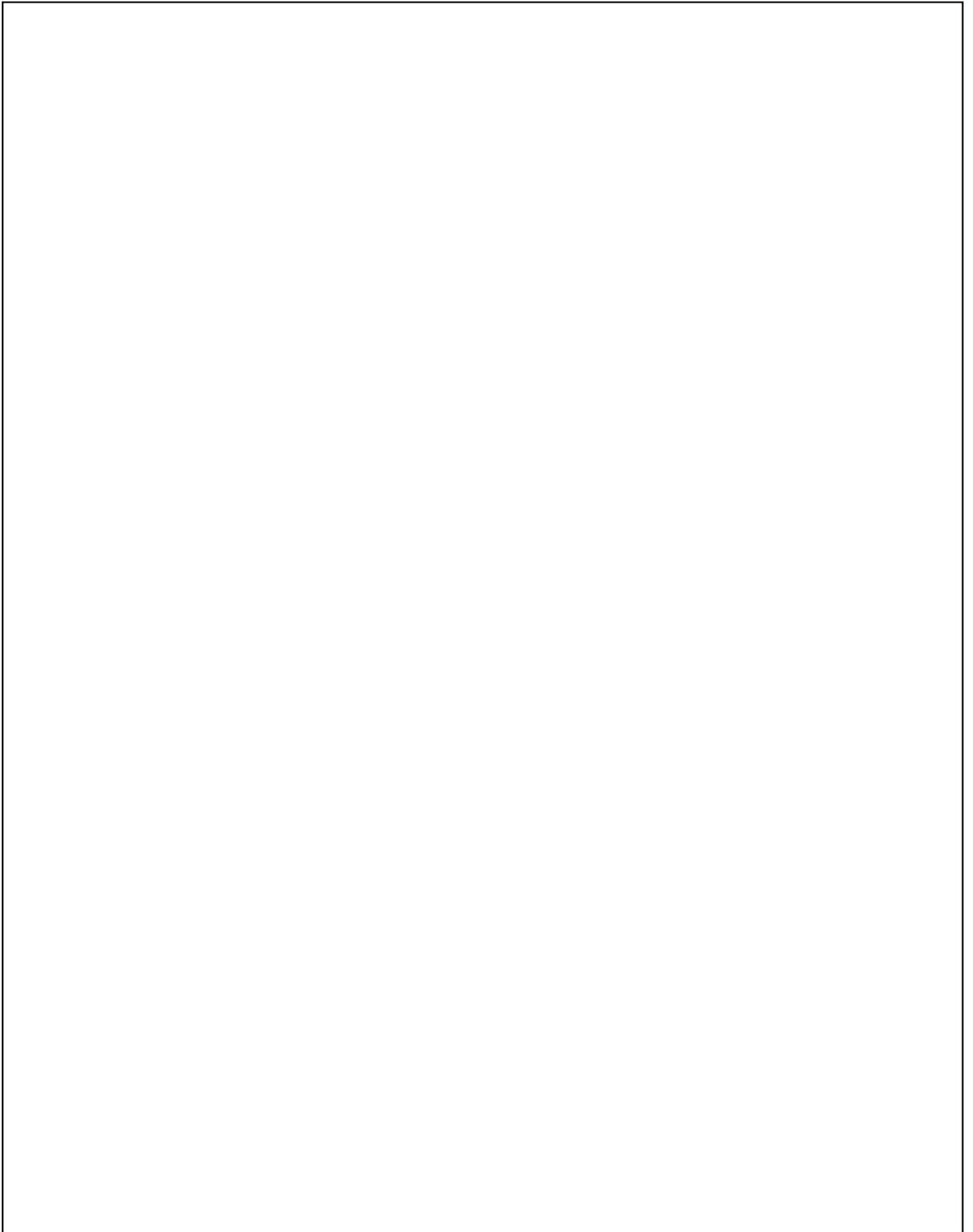
Consortium

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**Consortium Contacts**

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Scott	Weingart	330-938-9324	Scott.Weingart@WBWarriors.org	West Branch Local	048389	14277 S Main St, Beloit, OH, 44609-9504	
Dennis	Dunham	330-549-5226	Ddunham@SouthRange.org	South Range Local	048363	11300 Columbiana Canfield Rd Ste B, Canfield, OH, 44406-8485	
Toni	Viscounte	330-938-6165	TViscounte@Sebring.k12.oh.us	Sebring Local	048355	510 N 14th St, Sebring, OH, 44672-1400	



Partnerships

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**Partnerships**

<b>First Name</b>	<b>Last Name</b>	<b>Telephone Number</b>	<b>Email Address</b>	<b>Organization Name</b>	<b>IRN</b>	<b>Address</b>	<b>Delete Contact</b>
John	Young	330-788-5007	jyoung@youngstowndiocese.org	Cardinal Mooney	052787	2545 Erie St, Youngstown, OH, 44507-1522	
Karen	Larwin	330-941-3091	khlarwin@gmail.com	Youngstown State University		One University Plaza, , Youngstown , Ohio , 445555	
Elizabeth	Cortolillo	614-323-3043	ecortolillo@getfueled.com	Fuel Education		2300 Corporate Drive, , Herndon, VA, 20171	

Implementation Team

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Implementation Team						
First Name	Last Name	Title	Responsibilities	Qualifications	Prior Relevant Experience	Delete Contact
James	Herrholtz	Deputy Superintendent	Will assist in the implementation of the grant as a member of the project team.	Supervises the 400 employees at the Mahoning County Educational Service center.	Adminstrator at all levels of K-12 including some Higher Education Experience. 13 years as a school superintendent.	
Ronald	Iarussi	Superintendent of Mahoning County ESC	Dr. Iarussi will assist in implementation of the grant project as a member of the advisory team.	Doctorate in Education	Adminstrator at all levels of K-12 including some Higher Education Experience.	
Barbara	Robey	Director of Teaching and Learning	Ms. Robey will assist in implementation of the grant project as a member of the advisory team.	- Supervision of 16 Instructional Consultants. Consultation with school districts in matters regarding curriculum, instruction, professional development, and compliance with state and federal laws. - Oversight of all professional development budgets as well as grant budgets. - Member of the State Support Team Region 5.	Adminstrator at all levels of K-12 including some Higher Education Experience.	
John	LaPlante	ACCESS Director	John as our ITC director will help oversee and implement the Technology portion of the MAC.	-Implemented a sophisticated customer-driven accountability and governance structure, including balanced scorecards, advisory committees, service level agreements, annual customer satisfaction surveys, and help desk presence. In 2013, just over 5,000 service tickets were opened and resolved by ACCESS staff members. Consistently achieve greater than 95% customer satisfaction, with the 2012 and 2013 surveys showing an across the board 100% satisfaction with all provided services. - Architected and implemented a 21st Century learning environment for ACCESS School Districts, including cloud-based learning management and productivity applications. - Implemented a cloud-based wireless network infrastructure to support various Bring Your Own Device (BYOD), 1:1, and community access initiatives. -Project manager for two Student Information System migrations. Led all selection and implementation activities, including personally training 500 of 6,500 teachers in the utilization of the teacher gradebook and parent portal. Assisted in the training on all other modules, and conducted post-training surveys. -Significant financial systems implementation experience,	-Served as the College's Chief Information Officer. Managed and supervised 85 technology professionals in the maintenance and operation of all administrative and academic computing resources. The CIO is a standing member of the President's cabinet, representing all IT operations. The CIO integrates with, and is part of the Faculty Senate, Faculty Organizations, Staff Association, Student Government, and all Vice President extended staffs. Managed the overall transition to Collegis as an outsourced partner. -Served as the Banner Project Manager for the College's migration from SIS+ to SCT Banner. Directly responsible for all aspects of the migration, including business process analysis, technical and functional design, system testing and verification, end-user training and certification, and final rollout and go-live. Finance, Human Resources, and Student systems all implemented on time and on budget. Due to the tremendous success of SLCC's Banner Migration, was asked to present the implementation methodology at two of SCT's national conferences. This \$5MM project was completed on time and within budget. -Project	

				<p>including employee kiosks, automated purchase order approvals, leave request workflow, and local professional development committee software. Skilled in data extracts, data analysis, and board-level financial presentations. - Secured a \$100,000 grant from the Ohio Local Government Innovation Fund for the study of shared technology services between educational and governmental organizations. -Manage a complex E-Rate support structure for all ACCESS districts. Provided testimony on Ohio's behalf to the Federal Communications Commission regarding future direction of the E-Rate program. - Manage a \$4MM annual budget spread across 10 cost centers. Full profit/loss responsibility, including management of locally developed fees, state and federal grants, and state subsidy funds. Reduced annual expenditures by 20</p>	<p>Manager for a 6-month major Network Operating System migration. Responsible for the implementation of all servers and switches, as well as the migration of 2,700 staff and faculty mailboxes. -Supported the instructional design efforts in the Faculty Teaching and Learning Center. Services include faculty training workshops, instructional design seminars, online course management system hands-on demonstrations, and one-on-one faculty consultations with respect to technology use in the classroom. -Supported the College's e-learning technology platform. WebCT, as well as a 24x7 student and faculty help desk. - Directly managed a \$6MM annual budget spread across 25 different cost centers, including annual legislative appropriations, one-time appropriations, individual grant funding, as well as technology and computer use fees.</p>	
Michele	DiMuzio	SSTR5 Director, Point of Contact	Ms. DiMuzio will assist in implementation of the grant project as a member of the advisory team.	<p>- Collaborates with ODE to coordinate regional support to LEAs and parents in the areas of special education, school improvement and early learning - Oversees the development, implementation and maintenance of effective internal operations and external relations with other educational providers - Oversees the development of a systematic process for strategic regional planning, monitoring and reporting regional results and impact - Cultivates leadership in members of the SST, regional ESC and district partners to build capacity in the region to plan, monitor and implement effective school improvement designs and initiatives with a focus on closing achievement gaps for students with disabilities and other at-risk learners - Supervises and manages a collaborative, integrated service organization that supports compliance of IDEA and NCLB while addressing the achievement of all students birth through twenty-one - Facilitates the identification of regional needs and the coordination of regional service providers (ESCs) to leverage resources and deliver products, programs and services that are responsive to regional needs - Creates, implements, and monitors a regional plan to address identified regional needs in school improvement initiatives including OIP, special education, and early learning - Manage regional CCIP and budget planned activities with resources allocated to the region</p>	<p>- Partnered with the Ohio Department of Education Office of School Improvement and Office for Exceptional Children to develop and sustain a statewide system of support (SSOS) - Provided oversight, guidance, and support to the Quadrant Leads - Developed and delivered ongoing professional development on the Ohio Improvement Process (OIP) for regional facilitators (SST and ESC) - Provided OIP quality assurance strategies for SST and ESC personnel - Collaborated with state and national partners to build the SSOS including Great Lakes East Comprehensive Center, Leadership and Learning Center, Buckeye Association of School Administrators, Ohio Association of Secondary School Administrators, and Ohio Educational Service Center Association - Coordinated Ohio's State Personnel Development Grant (SPDG) awarded by Special Education Programs, U.S. Department of Education -Provided professional development, guidance, and support to the 48 districts participating in SPDG Cohorts 1-3</p>	

