<table>
<thead>
<tr>
<th>Purpose Code</th>
<th>Object Code</th>
<th>Salaries 100</th>
<th>Retirement Fringe Benefits 200</th>
<th>Purchased Services 400</th>
<th>Supplies 500</th>
<th>Capital Outlay 600</th>
<th>Other 800</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction</td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>320,000.00</td>
<td>0.00</td>
<td>1,023,000.00</td>
<td>0.00</td>
<td>1,343,000.00</td>
</tr>
<tr>
<td>Support Services</td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Governance/Admin</td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Prof Development</td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>500,300.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>500,300.00</td>
</tr>
<tr>
<td>Family/Community</td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Safety</td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Facilities</td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Transportation</td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>1,023,000.00</td>
<td>0.00</td>
<td>1,843,300.00</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>820,300.00</td>
<td>0.00</td>
<td>1,023,000.00</td>
<td>0.00</td>
<td>1,843,300.00</td>
</tr>
</tbody>
</table>

Adjusted Allocation: 0.00
Remaining: -1,843,300.00
A) APPLICANT INFORMATION - General Information

1. Project Title:
Next Generation Classrooms

2. Executive summary: Please limit your responses to no more than three sentences.
The Next Generation Classroom Model combines the use of technology with traditional learning, incorporating connectivity and the use of student data to change student learning. It is program in which a student learns at least in part through online delivery of content and instruction with some element of student control over time, place, path and/or pace. In next generation learning environments there is a shift from a total traditional educational setting to an online delivery for a portion of the day to make students, teachers, and schools more productive, both academically and financially. This will be accomplished through the Next Generation Classroom Model that will be implemented with fidelity and effective connectivity, structures, schedules, staffing patterns, and budgets to meet the Straight A program goal of increasing student achievement.

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.

10800 3. Total Students Impacted:
This is the number of students that will be directly impacted by implementation of the project. This does not include students that may be impacted if the project is replicated or scaled up in the future.

4. Please indicate which of the following grade levels will be impacted:
- Pre-K Special Education
- Kindergarten
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12

5. Lead applicant primary contact: - Provide the following information:
First Name, last Name of contact for lead applicant
Gary Barber
Organizational name of lead applicant
Marion City Schools
Address of lead applicant
420 Presidential Drive, Suite B Marion, Ohio 43302
Phone Number of lead applicant
740.387.3300
Email Address of lead applicant
gary_barber@marioncity.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

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 current state or problem to be solved through the Next Generation Classroom Model are the restrictions placed on student learning by:
- The school day or school year
- The walls of the classroom
- Instruction from the teacher
- The pace of an entire classroom of students

The Next Generation Classroom Model addresses the issues of student control over time, place, path or pace of learning. This model allows for the opportunity for data collection and customization of instruction and assessment.

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

The Next Generation Classroom Model (NGC) combines the use of technology with traditional learning incorporating connectivity and the use of student data to change student learning. It is program in which a student learns at least in part through online delivery of content and instruction with some element of student control over time, place, path and/or pace. In the NGC Model, learning is a shift from a total traditional educational setting to an online delivery for a portion of the day to make students, teachers, and schools more productive, both academically and financially. The Next Generation Classroom Model adopts new learning environments that work better for students and teachers. It means rethinking how class is structured, how time is used, and how limited resources are allocated.

Compared to high-access environments, which simply provide devices for every student, blended learning includes an intentional shift to online instructional delivery for a portion of the day in order to boost learning and productivity.

Productivity in this sense includes improvements to teacher access of data and its potential to inform instruction. Greater student productivity includes less time wasted on skills already mastered. Increased learning opportunities and improved student outcomes enhance overall system productivity. The next generation of online assessment for common college- and career-ready expectations in 2015 creates the perfect shift to digital instructional materials and blended learning models. With the help of technology, teachers can feel confident students will master the basic content and skills they need, freeing them up to focus on higher order skills like critical thinking, communication and collaboration.

They can monitor student progress data regularly, and use that information to group students according to their needs and plan more effective instruction for those groups. The Next Generation Classroom Model is not just another initiative. It is a fundamental redesign of instructional models with the goal of accelerating learning toward college and career readiness. It is a large-scale opportunity to develop schools that are more productive for students and teachers by personalizing education, ensuring that the right resources and interventions reach the right students at the right time. To take advantage of this opportunity and improve student achievement, our model has developed a plan that will not only provide professional development that will provide all school staff members with "model specific" learning experiences needed to fully implement the model, but also a leadership component for administrators that we are calling the Leadership Institute of Ohio. This Institute will guide district leadership in the process of developing long term plans for implementation and support of the Next Generation Classroom Model. The Next Generation Classroom professional development plan will be more than showing teachers how use new tools and technology in their classrooms. It will be about preparing teachers for innovating toward deep changes in the nature of teaching and learning. The comprehensive professional development plan will embed trainers within each district that will work with schools to incorporate teachers’ needs to ensure that they understand how the NGC model will fit into their planning and instruction. This includes frequent student assessments, regular reviews of data, and subsequent rebalancing of student groups based on progress and needs.

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

We are proposing to build next generation classrooms with a combination of electronic professional development and training and the delivery of electronic educational content through blended learning classrooms. While each of these products provides support individually, when provided in combination, the impact will be much greater. The electronic educational content will be delivered and used to support student learning through a blended learning model. The blended learning model has students learning for a portion of their time through online delivery of content and instruction with some element of student control over time, place, and pace and at least in part in a traditional classroom setting. Blended learning has been proven to boost student engagement and personalize student learning. The content will be used on a daily basis to add support for core instruction, supplemental instruction, remediation, and enrichment. Online mathematics programs enable the seamless integration of instruction and assessment before, during, and after each and every lesson. Individual in-the-moment learning experiences are deeply personalized for all types of students to provide the right next lesson, at the right level of difficulty, at the right time. These programs provide the student with meaningful feedback and remediation at the point of learning interruption. These programs can be accessed and fully implemented through any device that has web access. We will be using a web-based writing program.
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)
* 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)

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
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 project expenses in the budget narrative exceed the total project costs in the budget grid.

1,843,300.00 State the total project cost.

* Provide a brief narrative explanation of the overall budget.

| Purchased Services: Professional Development Specialists $425,000.00 | Highland Local $100,000.00 2@$50,000 100 embedded days; Marion City $150,000.00 3@$50,000 100 embedded days; Big Walnut Local $100,000.00 2@$50,000 100 embedded days; Ridgedale $75,000.00 1@$75,000 150 embedded days Online Learning Packages Math (Grades k-12) $234,000.00 - Highland Local $40,000.00 2000 students @$20 per student; Marion City $120,000.00 6000 students @$20 per student; Big Walnut Local $56,000.00 2800 students @$20 per student; Ridgedale Local $18,000.00 900 students @$20 per student Online Learning Packages Writing (Grades 3-12) $86,000.00 - Highland Local $15,000.00 1500 students @$10 per student; Marion City $45,000.00 4500 students @$10 per student; Big Walnut Local $20,000.00 2000 students @$10 per student; Ridgedale Local $6,000.00 600 students @$10 per student Online Professional Learning Package Development $24,000.00 - Highland Local $5,600.00 140 teachers @$40 per teacher; Marion City $10,000.00 250 teachers @$40 per teacher; Big Walnut Local $6,400.00 160 teachers @$40 per teacher; Ridgedale Local $2,000.00 50 teachers @$40 per teacher Online Professional Development Aligned with OTES $51,300.00 - Highland Local $8,100.00 3 schools @$2,700 per school; Marion City $21,600.00 8 schools @$2,700 per school; Big Walnut Local $16,200.00 6 schools @$2,700 per school; Ridgedale Local $5,400.00 2 schools @$2,700 per school Equipment: Online Technology Devices (30 devices per cart) $1,023,000.00 - Highland Local $187,000.00 17 carts @$11,000 per cart; Marion City $473,000.00 43 carts @$11,000 per cart; Big Walnut Local $198,600.00 25 carts @$11,000 per cart; Ridgedale Local $106,400.00 8 carts @$11,000 per cart |

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.

| Costs that will be required to sustain the Next Generation Classroom Model beyond the grant year include: Purchased Services: Online Learning Packages Math (Grades k-12) $234,000.00 - Highland Local $40,000.00; Marion City $120,000.00; Big Walnut Local $56,000.00; Ridgedale Local $18,000.00 Online Learning Packages Writing (Grades 3-12) $86,000.00 - Highland Local $15,000.00; Marion City $45,000.00; Big Walnut Local $20,000.00; Ridgedale Local $6,000.00 Online Professional Lesson Development Package $24,000.00 - Highland Local $5,600.00 140 teachers $40 per teacher; Marion City $10,000.00 250 teachers $40 per teacher; Big Walnut Local $6,400.00 160 teachers $40 per teacher; Ridgedale Local $2,000.00 50 teachers $40 per teacher Online Professional Development Aligned with OTES $51,300.00 - Highland Local $8,100.00 3 schools $2,700 per school; Marion City $21,600.00 8 schools $2,700 per school; Big Walnut Local $16,200.00 6 schools $2,700 per school; Ridgedale Local $5,400.00 2 schools $2,700 per school Equipment: Online Technology Devices (30 devices per cart) $1,023,000.00 - Highland Local $187,000.00 17 carts $11,000 per cart; Marion City $473,000.00 43 carts $11,000 per cart; Big Walnut Local $198,600.00 25 carts $11,000 per cart; Ridgedale Local $106,400.00 8 carts $11,000 per cart |

**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.

475,000.00 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.
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 following shows the overall savings per fiscal year by district and the sustaining costs per fiscal year by district: Marion City: FY 16 Savings $425,000 Sustaining Costs $196,600 - Total $228,400 FY 17 Savings $297,000 Sustaining Costs $196,600 - Total $100,400 FY 18 Savings $327,000 Sustaining Costs $235,300 - Total $91,700 FY 19 Savings $357,000 Sustaining Costs $196,600 - Total $160,400 FY 20 Savings $387,000 Sustaining Costs $196,600 - Total $190,400 Total savings after sustaining costs - $771,300 Big Walnut Local: FY 16 Savings $194,465 Sustaining Costs $98,600 - Total $96,045 FY 17 Savings $198,572 Sustaining Costs $98,600 - Total $99,972 FY 18 Savings $180,182 Sustaining Costs $121,100 - Total $59,082 FY 19 Savings $206,984 Sustaining Costs $98,600 - Total $108,384 FY 20 Savings $211,490 Sustaining Costs $98,600 - Total $112,890 Total savings after sustaining costs - $476,373 Highland Local: FY 16 Savings $59,860 Sustaining Costs $32,700 - Total $27,160 FY 17 Savings $249,760 Sustaining Costs $28,700 - Total $221,060 FY 18 Savings $64,760 Sustaining Costs $23,700 - Total $41,060 FY 19 Savings $67,040 Sustaining Costs $19,700 - Total $47,340 FY 20 Savings $69,040 Total Sustaining Costs $16,700 - Total $52,340 Total savings after sustaining costs - $388,960 Ridgedale Local: FY 16 Savings $32,840 Sustaining Costs $7,400 - Total $25,440 FY 17 Savings $119,400 Sustaining Costs $7,400 - Total $112,000 FY 18 Savings $36,400 Sustaining Costs $5,400 - Total $31,000 FY 19 Savings $32,560 Sustaining Costs $5,400 - Total $26,160 FY 20 Savings $31,060 Sustaining Costs $3,400 - Total $27,660 Total savings after sustaining costs - $223,260

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 timeline 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).

School districts within the TRECA consortium continue to articulate not only a need to learn more about next generation classrooms but to also create a plan to move toward them. All of the participating districts participated in Research and Development through their partnership with TRECA Educational Solutions. That participation has provided the districts with a vision for how school can be different. The ongoing discussion throughout the 2013-14 school year has identified the need to pursue this grant. Each of the Districts have committed to participate in the Leadership Institute of Ohio. A yearlong process planning for and implementing next generation classrooms. The Institute is designed to engage, District, Curriculum, Fiscal and Instructional Leaders in studying a variety of educational designs that challenge the status quo. The goal will be to create classrooms where the environment where learning is personalized, based upon the data from the digital programs outlined elsewhere in this application.

* Anticipated barriers to successful completion of the planning phase

Changing the status quo always has its challenges. One barrier to successful implementation will be buy in from very veteran teachers grounded in what the feel "is best for kids" versus a different model that is data driven and personalized. Preparing building leaders to include all stakeholders with organizational primary goals and each persons role in achieving the goal and most importantly meaningful feedback as they implement strategies to achieve the goal will go a long way in avoiding said barriers.
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).

** Grant Awarded: 7/28/14 Organizational Meeting: 8/1/14 Assignment of Professional Development Specialists and building the calendar for immersion. Monthly reports including student data from each program will be the responsibility of the Professional Development Specialist to provide to TRECA the last working Friday of each month.

* Anticipated barriers to successful completion of the implementation phase.

When a school or teacher provides a roadblock to implementing with fidelity there is a barrier to success. Having the support of the Superintendent, the Building Principals and other District Leadership is vital to success by providing an imbedded Professional Development Specialist the things that need supported should be supported.

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

* Date Range July 2014 - July 2015

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

** Monthly data will be collected and cumulative data will be displayed in an iBook telling the story of the Grant period. September 2014 - Devices received and delivered -All set up with Math, Writing and Professional Development Vendors complete. Monthly Reports due the last working Friday of each month October - June July 15 - Cumulative Data Due

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

In the past getting each electronic device aligned to the schools districts infrastructure has proven problematic.

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:

The Next Generation Classroom Model's goal is to develop an innovative learning environment within each school building of the partnering districts. These innovative learning environments will be designed to improve performance along three specific areas: Personalization, Student Growth, and Engagement. These are known as our Measures of Success. To accomplish these measures, the partner districts along with support and leadership from the Tri-Rivers Educational Computer Association (TRECA), are implementing an innovation model, in a research and development approach, similar to those used by businesses to develop innovative products. The partnering districts along with their administrators will select teachers in each of their buildings. These teachers will be those that are often on the cusp of change and innovation in the classroom. TRECA will then help guide these teachers and their administrators through an innovation process, that will change the way students learn. To accomplish this we will use the following process: 1. Identify and Research - In this step, schools will identify needs they would like to target, and they will begin to research ways to improve their performance within those target needs. Teachers and administrators will investigate innovative schools throughout the country. They will identify and evaluate strategies used by these schools, while also investigating how these schools address the Measures of Success. Based on their investigations, it will be critical for districts to develop and define their own metrics for assessing Personalization, Student Growth, and Engagement. TRECA will support these activities in the form of professional development, guidance, and resources. This support will carry through all of the remaining steps. 2. Design - In this part of R&D, teachers and administrators will begin to synthesize all of the information they gathered during the Identify and Research phase. They will begin to formulate a plan for creating their own innovative learning environment. Again, TRECA will provide support during this phase by working with the participating schools to ensure that they are focused on improving the Measures of Success. 3. Build - During this phase, schools will combine the work done in the previous two phases. Based on that material, they will begin to construct a model of their own innovative learning environment. This model will then be presented to TRECA for evaluation. Upon approval, TRECA will work with the school to determine what support is necessary to implement the model. TRECA will provide this support in the way of devices, infrastructure, and continued professional development. 4. The last phase is identified as Assess. At this point of the process, TRECA will support the schools as they implement their innovative learning environments. As the students and teachers work in the new environment, TRECA will provide the resources and assistance to assess its effectiveness. This assessment will measure the effectiveness of the innovation under the Measures of Success: Personalization, Student Growth, and Engagement. The effectiveness and sustainability of this environment is very important to TRECA and the partnering school districts. In this model, we will find innovation that will truly change education for the better - cultivating personalization, student growth, and engagement in our schools!

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
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.

Tim Hilborn Chief Instructional Officer, TRECA 100 Executive Drive Marion, Ohio 43040 email: thilborn@trea.org phone: 740.389.4798

Internal evaluation with TRECA consortium school districts The project outcome is to increase student achievement. Baseline data will be collected with in the online instructional software and compared to end of year data on the same measures. A second project outcome is the reduction in spending on the 5 year forecast for each school district. An analysis of the 5 year forecast budgeted amounts in the targeted areas will be done and compared to actual spending in each fiscal year.

* 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).

Short-term objectives will be measured based on the targeted outcome of implementing the model with fidelity. The embedded professional development specialist will collect data on staff as to successful implementation of the model. This data will include: - use of math and writing online instructional materials - use of online professional lesson development materials - use of online professional development materials - survey of staff on implementation of model

* 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 Next Generation Classroom Model planning and implementation team identified, will meet on a regular basis and review the data collected on the short term progress measures. The implementation plan will be modified if there is not adequate progress on these short term measures. The embedded professional development specialists will be involved in the analysis of the progress and the modification of the plan as 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 Next Generation Classroom Model adopts new learning environments that work better for students and teachers. It means rethinking how class is structured, how time is used, and how limited resources are allocated. Compared to high-access environments, which simply provide devices for every student, blended learning includes an intentional shift to online instructional delivery for a portion of the day in order to boost learning and productivity. Productivity in this sense includes improvements to teacher access of data and its potential to inform instruction. Greater student productivity includes less time wasted on skills already mastered. Increased learning opportunities and improved student outcomes enhance overall system productivity. The next generation of online assessment for common college- and career-ready expectations in 2015 creates the perfect shift to digital instructional materials and blended learning models. With the help of technology, teachers can feel confident students will master the basic content and skills they need, freeing them up to focus on higher order skills like critical thinking, communication and collaboration. They can monitor student progress data regularly, and use that information to group students according to their needs and plan more effective instruction for those groups. The Next Generation Classroom Model is not just another initiative. It is a fundamental redesign of instructional models with the goal of accelerating learning toward college and career readiness. It is a large-scale opportunity to develop schools that are more productive for students and teachers by personalizing education, ensuring that the right resources and interventions reach the right students at the right time. The project goal is that 100% of students are supported with technology enhanced learning environments.

24. Describe the specific benchmarks, by goal as answered in question 9, which the project aims to achieve in five years. Include any other
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**
  
  Benchmarks: Establish next generation classrooms with a combination of electronic professional development and training and the delivery of electronic educational content through blended learning classrooms. Delivery of electronic educational content used to support student learning through a blended learning model. Use of online mathematics programs that enable the seamless integration of instruction and assessment before, during, and after each and every lesson. Use of a web-based writing program designed to help students develop effective writing skills and maximize teacher instruction. Delivery of professional development & supplemental materials will be delivered online with anytime, anywhere access. Connecting online professional development to teachers’ annual evaluation results. Use of the online lesson planning program as a curriculum search solution for PreK-12 educators.

- **Spending Reduction in the five-year fiscal forecast**
  
  Benchmark: An annual savings of $475,000 with the total savings over the 5 year reporting period being $2.3 million. These savings across all four partnering school districts include reductions in: - Substitute teacher costs as PD will be provided onsite in the classroom - Corresponding reduction in fringe benefits - Professional development costs - Instructional software costs with consolidation and reduction in packages - Textbooks as instruction will be primarily delivered with online materials - Technology equipment

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

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

- **Other Anticipated Outcomes**

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

- Yes
- No

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

- **Explain your response**

  The Next Generation Classrooms Model can easily be replicated in other districts in Ohio. The fact that 4 school districts of with varying demographic characteristics have agreed to partner to implement this model would provide evidence to such replication being possible. The design of the model with an emphasis on professional development and connectivity that is all focused on improving student achievement will not only make it replicable but also in demand with other districts. By creating innovative learning environments that will be designed to improve performance along three specific areas: Personalization, Student Growth, and Engagement. By adopting a research and development approach that follows the following steps: - Identify and Research - In this step, schools will identify needs they would like to target, and they will begin to research ways to improve their performance within those target needs. - Design - Teachers and administrators will synthesize all of the information they gathered during the Identify and Research phase. They will begin to formulate a plan for creating their own innovative learning environment. - Build - During this phase, schools will combine the work done in the previous two phases. Based on that material, they will begin to construct a model of their own innovative learning environment. - The last phase is identified as Assess. At this point of the process, TRECA will support the schools as they implement their innovative learning environments. As the students and teachers work in the new environment, TRECA will provide the resources and assistance to assess its effectiveness. Given this implementation process that is designed around individual student, classroom, building, and district needs, and supporting teachers as they create their own innovative learning environments, the Next Generation Classrooms Model can be replicated in districts across the state.

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).

- Gary Barber
  Superintendent, Marion City Schools
## Consortium Contacts

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Telephone Number</th>
<th>Email Address</th>
<th>Organization Name</th>
<th>IRN</th>
<th>Address</th>
<th>Delete Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Steve</td>
<td>Mazzi</td>
<td>740.965.3010</td>
<td><a href="mailto:steve_mazzi@bigwalnut.k12.oh.us">steve_mazzi@bigwalnut.k12.oh.us</a></td>
<td>Big Walnut Local</td>
<td>046748</td>
<td>105 Baughman St, Sunbury, OH, 43074-9334</td>
<td></td>
</tr>
<tr>
<td>William</td>
<td>Dodds</td>
<td>419.768.2206</td>
<td><a href="mailto:bill_dodds@highlandfightingscots.org">bill_dodds@highlandfightingscots.org</a></td>
<td>Highland Local</td>
<td>048801</td>
<td>6506 State Route 229, Marengo, OH, 43334-0098</td>
<td></td>
</tr>
<tr>
<td>Robert</td>
<td>Britton</td>
<td>740.382.6065</td>
<td><a href="mailto:rbritton@ridgedaleschools.org">rbritton@ridgedaleschools.org</a></td>
<td>Ridgedale Local</td>
<td>048439</td>
<td>3103 Hillman Ford Rd, Morral, OH, 43337-9302</td>
<td></td>
</tr>
<tr>
<td>First Name</td>
<td>Last Name</td>
<td>Telephone Number</td>
<td>Email Address</td>
<td>Organization Name</td>
<td>IRN</td>
<td>Address</td>
<td>Delete Contact</td>
</tr>
<tr>
<td>------------</td>
<td>-----------</td>
<td>------------------</td>
<td>---------------</td>
<td>-------------------</td>
<td>-----</td>
<td>---------</td>
<td>----------------</td>
</tr>
<tr>
<td>Tim</td>
<td>Hilborn</td>
<td>740.389.4798</td>
<td><a href="mailto:thilborn@treca.org">thilborn@treca.org</a></td>
<td>Tri-Rivers Educational Computer Association</td>
<td></td>
<td>100 Executive Drive, Marion, Ohio, 43302</td>
<td></td>
</tr>
<tr>
<td>Gary</td>
<td>Barber</td>
<td>740.387.3300</td>
<td><a href="mailto:gary_barber@marioncity.k12.oh.us">gary_barber@marioncity.k12.oh.us</a></td>
<td>Marion City</td>
<td>044339</td>
<td>420 Presidential Dr, Marion, OH, 43302-5173</td>
<td></td>
</tr>
<tr>
<td>Steve</td>
<td>Mazzi</td>
<td>740.965.3010</td>
<td><a href="mailto:steve_mazzi@bigwalnut.k12.oh.us">steve_mazzi@bigwalnut.k12.oh.us</a></td>
<td>Big Walnut Local</td>
<td>046748</td>
<td>105 Baughman St, Sunbury, OH, 43074-9334</td>
<td></td>
</tr>
<tr>
<td>Robert</td>
<td>Britton</td>
<td>740.382.6065</td>
<td><a href="mailto:rbritton@ridgedaleschools.org">rbritton@ridgedaleschools.org</a></td>
<td>Ridgedale Local</td>
<td>048439</td>
<td>3103 Hillman Ford Rd, Morral, OH, 43337-9302</td>
<td></td>
</tr>
<tr>
<td>Bill</td>
<td>Dodds</td>
<td>419.768.2206</td>
<td><a href="mailto:bill_dodds@highlandfightingscots.org">bill_dodds@highlandfightingscots.org</a></td>
<td>Highland Local</td>
<td>048801</td>
<td>6506 State Route 229, Marengo, OH, 43334-0098</td>
<td></td>
</tr>
<tr>
<td>First Name</td>
<td>Last Name</td>
<td>Title</td>
<td>Responsibilities</td>
<td>Qualifications</td>
<td>Prior Relevant Experience</td>
<td>Delete Contact</td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>-----------</td>
<td>--------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------</td>
<td>----------------</td>
<td></td>
</tr>
<tr>
<td>Bill</td>
<td>Dodds</td>
<td>Superintendent, Highland Local Schools</td>
<td>Oversight and implementation with fidelity.</td>
<td>Over 20 years of educational experience and over 10 leading change in two different districts.</td>
<td>Teacher, Assistant Principal, Principal, Superintendent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tim</td>
<td>Hilborn</td>
<td>Chief Instructional Officer, TRECA</td>
<td>Oversight and implementation with fidelity. Design and management of all professional development activities and trainers.</td>
<td>Teacher, Administrator, and Superintendent leading change. Regional Support Team Specialist for Ohio Race to the Top initiative.</td>
<td>Designed and developed TRECA R&amp;D project. Provided support to school districts with Race to the Top initiatives. Designed Leadership Institute of Ohio for administrative support of TRECA consortium school districts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Angee</td>
<td>Pollock</td>
<td>Assistant Superintendent, Big Walnut Local Schools</td>
<td>Oversight and implementation with fidelity.</td>
<td>The Assistant Superintendent reports directly to the Superintendent of Schools in all areas regarding Human Resources along with the responsibilities relating to curriculum and instruction. The Assistant Superintendent is responsible for implementing and overseeing all initiatives related to improving the academic performance of all students in the Big Walnut Local Schools. The Assistant Superintendent works with the directors and supervisors in the areas of Special Education, Gifted Education, Curriculum, Technology and Data Management.</td>
<td>Teacher, Principal, Curriculum, Assistant Superintendent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gary</td>
<td>Barber</td>
<td>Superintendent, Marion City Schools</td>
<td>Oversight and implementation with fidelity.</td>
<td>Over 20 years of educational experience and over 10 leading change in two different districts.</td>
<td>Teacher, Principal, Assistant Superintendent, Superintendent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Robert</td>
<td>Britton</td>
<td>Superintendent, Ridgedale Local Schools</td>
<td>Oversight and implementation with fidelity.</td>
<td>Teacher, Principal, Superintendent, leading change at each level.</td>
<td>Teacher, Principal, Superintendent</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>