

Budget

Massillon City (044354) - Stark County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (60)

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>		272,775.00	52,330.19	217,500.00	0.00	155,600.00	0.00	698,205.19
<b>Support Services</b>		0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Governance/Admin</b>		0.00	0.00	60,697.26	0.00	0.00	0.00	60,697.26
<b>Prof Development</b>		0.00	0.00	85,850.00	26,000.00	0.00	0.00	111,850.00
<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	11,520.00	0.00	0.00	0.00	11,520.00
<b>Total</b>		272,775.00	52,330.19	375,567.26	26,000.00	155,600.00	0.00	882,272.45
<b>Adjusted Allocation</b>								0.00
<b>Remaining</b>								-882,272.45

Application

Massillon City (044354) - Stark County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (60)

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

**A) APPLICANT INFORMATION - General Information**

1. Project Title:

Transforming Today's Classrooms for Tomorrow's Leaders

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

This proposal envisions the creation of an innovative, collaborative Professional Development structure that improves student engagement along with enhanced preparation for student college and career readiness. Students will move from passive to active participants as they engage in classrooms that deliver a blended learning model. This innovative approach will have teachers and students working collaboratively in the lesson design process.

*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.*

4880 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  
Nicki Howard

Organizational name of lead applicant  
Massillon City School District

Address of lead applicant  
930 17th St. NE

Phone Number of lead applicant  
3308303900

Email Address of lead applicant  
nhoward@massillonschools.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 current problems to be solved are: Low percentage of students moving on to Higher Ed; High need for remedial courses for those that do attend college; Need to incorporate a more blended learning approach into lesson design to increase student engagement and to better prepare students for success in online courses and training as they enter the world of college and careers; Need for early and ongoing intervention with struggling students; Students not currently prepared for successful college/career readiness. The statistics for all three districts are as follows: In East Canton only 33% are College Going; 23% enrolled remedial Math; 27% enrolled in Remedial English; Massillon Washington High only 33% are College Going; 39% enrolled remedial Math; 17% enrolled in Remedial English; Massillon Digital Academy only 18% are College Going; 62% enrolled remedial Math; 50% enrolled in Remedial English. Data Source: Ohio Board of Regents "Transforming Today's Classroom for Tomorrow's Leaders" will improve student achievement and engagement, use a shared service delivery model, and ultimately result in spending reductions in the five-year forecast. This proposal is two-fold: a. Training staff in research based practices of effective instructional design using a blended approach to staff development and incorporate authentic real world learning; b. Providing academic opportunities for students to reduce the need for remedial coursework for entering college. This includes purchasing online student Math and English preparatory courses and college visits for ninth grade students.

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

Innovation through Instructional Lesson Design: Summer Academy and Instructional Rounds (Students and Staff). The Summer Academy will be offered in August, 2014 and June, 2015-consisting of 3 days of training. Student engagement will be addressed so teachers will learn to transform the classroom setting to include high levels of collaboration, tying curriculum to real world application and infusing high quality digital content in a blended environment, and giving students a voice and choice from project design to end product. Training on implementing "Instructional Rounds", involving teachers and students working together to look at what is happening in their schools. Process is based on "medical rounds". The rounds foster shared accountability for learning in our classrooms and increase student engagement. The goal of shared learning responsibility will increase student performance/college readiness. Innovation through Blended Learning Professional Development: Staff will participate in cadres established by each district. The courses will continue to be offered to new staff in subsequent years. Course I: "Teaching in a Blended Learning Model" focuses on expanding skills by demonstrating specific strategies to optimize instruction and increase student engagement and preparation for college/career. Course assessments provide practical opportunities to strategize and implement best practices based on input from industry experts and will be used in our evaluation. Course II: "Advanced Strategies for Online/Blended Instruction" picks up where the introductory courses left off. This course goes on to explore appropriate topics for a slightly more advanced online teacher and encourages continued growth in best practices that result in improved student engagement/achievement. Innovation Through District Leadership Teams: We have built-in extensive training in the first year for our District Leadership Teams (Train-the-Trainer Model) so that they have the expertise needed to provide the ongoing training/support for the project over the life of the grant and beyond. The staff development opportunities will not be a one shot approach or be conducted in isolation. DLT will meet at least 4 times a year for evaluation to review grant progress. Attendance at specific conferences and workshops will help to gain the knowledge and expertise needed to train district staff: FLVS Leadership Training is an intensive training to create a blueprint for successful action for online/blended learning. FLVS has received numerous awards for e-learning models: CODiE Award for "Best Virtual Solutions", EdNET "Pioneer Award", USDLA "Best Practices Award. Attendance at INACOL/FETC/OETC: These premier conferences are designed for those shaping the future of K-12 online learning. These will provide opportunities for professional development, think-tank sessions, discussion groups, and networking. Innovation Through Partnerships: Stark State College will provide Compass Testing. All students will be administered the Compass Test at the end of the 10th grade year and again in grade 12; College Visits-All 9th grade students will be bussed to Stark State Campus each year to explore career opportunities. These two initiatives will increase result in student college/career goal setting and our college going rates. Florida Virtual School- perpetual licenses for Online College Readiness Courses-All high school students will have the opportunity to register for the new online college readiness courses. FLVS also will provide professional development and online/blended course support. Students involved in online courses take a shared responsibility in learning and will reduce the need for remedial courses in college.

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.)

Our overarching goal is to impact student achievement in all grade levels through increased engagement. In the lower grades, we will have staff involved in professional development that looks specifically at how to transform their classroom learning by focusing on student interests and identifying their individual strengths, and incorporating quality digital resources to increase their engagement in the learning process. Our middle and high school staff will incorporate these same strategies in their professional development while also learning how to blend in the online curriculum that we currently own (along with the new courses that will be purchased through the grant). We already own 48 courses

that were purchased from Florida Virtual School (FLVS). FLVS was recently named one of the countries top innovators and received an award for the "Best Virtual School." The FLVS courses are aligned to the Common Core. These courses will all run on the BrainHoney Learning Management System. This system received a CODIE award for "Best Classroom Management System" and "Best K12 Learning Management Solution." By utilizing the best of the online courses in a blended approach, our teachers will be able to personalize learning with self-paced tutorials, add in honors components as appropriate, provide online coaching, allow for increased project collaboration, and flip classroom learning as needed. We see six keys to success for our program: 1) Spending the time needed to develop a highly engaged individualized curriculum. 2) Integrating a blended learning model that will allow our students to experience a real world learning environment. 3) Providing the Professional Development needed for our staff. 4) Securing the equipment needed to get our program off the ground. 5) Creating a solid framework of collaboration between our buildings, districts, and our partners (Stark State, and Florida Virtual School). 6) Embedding a sound evaluation program to record/monitor progress and allow for adjustments needed for success. Our proposed expenditures align directly to achieving these six keys to success.

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.)

Cost Savings Technology: 1. Each district will move from outdated desktop workstations to laptops to provide staff with access to anytime/anywhere learning as we model the approach to be used with students. Resulting in an approximate electric utility savings of \$194 per system over a 6 year period. Current desktop units ( w/monitors) use 160 Watts - for a school day it costs \$0.18/day. The laptops use 30 watts - for a school day it costs \$0.03/day. For 180 school days the savings is \$32.40 per system. (This savings calculated on 8 hours of operational time each day)Resulting in a cost savings of: Osnaburg = \$11,664; Massillon Digital = \$3,388; Massillon City =\$62,208; Total savings = \$77,760 2. Maintenance costs. Our current systems are 6 - 10 years old. These systems have no coverage and all repairs are 100% at district expense. We will purchase units that will come with 6 years of full coverage. Each district has a technology budget to maintain and replace technology so maintenance costs will decrease. Because we will be recycling older/outdated technology, we aren't actually adding to our computer life cycle costs that were already in place. This project will allow a one time savings in the replacement life cycle. In addition, through the 6 yr. Warranty, newer models of computers are often sent as replacements during the warranty period. For example, if we sent 30 computers back for repair, some or all of the replacement units could be newer models. We have years of experience using this vendor while working in Canton Local School District and have had great service and support in the past. We estimate that our maintenance/supply costs will decrease by \$2,250 per year for a total savings of \$13,500 over the life of the grant in this area.

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.)

Through quality professional development and the purchase of online curriculum for students (to be added to the 48 online courses that we already own from FLVS), our staff will have access to a rich variety of additional content to enhance classroom instruction. While we already own a number of courses, this grant will provide the funds to allow us to teach our staff how to use these courses in a blended setting in the classroom. The purchase of laptops for staff will allow us to model our professional development in the same type of blended setting we plan to achieve in the classrooms as a result of the project.

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.)

By leveraging the buying power of three entities, we have secured better pricing for the technology and course licensing. As we continue to work together beyond the grant we can continue to see cost savings in this area. By leveraging the collective skills and resources of the three entities, we can provide a much more robust and dynamic professional development program for all staff members. It is our goal to continue this collaboration beyond the grant. As our staff members interact through planning, research, and designing engaging work, we will enhance the cross district, cross discipline opportunities for all involved. This will expose our staff and students to a more diverse population of individuals and all for a more authentic "real world" collaborative work environment. Teachers from all three organizations will be developing and electronically storing best practice lessons/projects in a file sharing repository available to all staff in the three districts as we move forward.

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.*

882,272.45 State the total project cost.

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

\*Stipends/Salary: \$272,775.00 - For stipends for Summer Academy I (Aug. 2014) & II (June, 2015) with attendance of Osnaburg = 40 staff; MDA =10 staff; Mass City =120 staff; Stipend for Online Blended Learning -Courses I: "Teaching in A Blended Learning Model" & Course II: Advanced Strategies for Blended Learning-(\$200/course) Osnaburg = 60 staff; MDA =10; Massillon City = 320 staff; Internal evaluators stipend; Substitute Costs for all Staff Development: District & Consortium meetings, Attendance at Conferences, Trainings, and workshops (OETC, FETC, INACOL, FLVS) , Site visits to Stark State, District staff development meetings and Instructional Rounds (Release days)  
\*Benefits: \$52,330.19 - To cover costs associated with Stipends and Substitutes \*Supplies: \$26,000; Associated to Professional Development (folders/notebooks, CDs, DVDs, Consumable training supplies, Chart Paper, Markers etc.) Laptop computer cases \*Purchase Services: \$217,500 -Trainer costs for Summer Academy I & II; Stark State-Compass Testing & Programming & Bussing costs associated with student/staff Campus site visits (6 yr. contract); Registration/conference expenses for staff development and student trainings; External Evaluator costs (6 yr. Contract); LMS Upload (Stark County ESC); Purchase of Online Courses- perpetual license for each course (Florida Virtual School); Fiscal Costs calculated at 3% of grant total to Massillon City School District. \*Equipment/Capital Outlay: \$155,600.00 - 400 Laptop computers with 6 yr. warranty- from vendor (CDI Computer Dealers, Inc.)

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.

\*All course (student and staff development) purchases include a perpetual license. Course maintenance fees occur annually, however, each consortium member currently pays a yearly maintenance fee for LMS and courses. Therefore, no additional costs will be incurred as a result of our purchases. \*For the professional development expenses incurred during the first year of the grant, we will implement a train the trainer approach that will provide the in-house expertise to continue training future staff members at no additional cost. Online courses will have perpetual licenses so there will be no additional costs to train new staff. Conference expenses will be incurred during grant implementation. Additional years, the district will continue to offer conference opportunities as they have in the past. Each district is changing their Master schedule to include a minimum of 30 min./day Collaboration and Common Planning time that will ensure continuation/and support of grant initiatives. \*Our technology purchases come with a 6 year warranty coverage plan that provides coverage for all costs of repair, including drop-spill coverage. We will be replacing outdated technology with no increase in the total number of units to maintain. \*Stark State will be issue a six yr. pre-paid bussing contract for students' site visits as well as their programming costs for the on campus visits. Stark State will also issue a 6 yr. pre-paid contract for Compass Testing for all three districts involved in the grant. \*Evaluation, both internal and external, expenditures will be contracted services for the life of the grant through Massillon City Schools/Stark County ESC.

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.

15,210.00 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

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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.

As mentioned above, our professional development will be designed around the train-the-trainer model. We are purchasing the Online/blended Learning training courses that contain a perpetual license so that we will always have access to these resources. This will allow our training to be replicated in future years in-house at no additional expense to the district. Because we will be recycling older/outdated technology, we aren't actually adding to our computer inventory numbers or increasing the life cycle costs that were already in place. This project will actually allow a one time savings in the technology replacement life cycle. For each new device purchased, we will recycle one of our outdated desktop units. Each consortium member currently heavily invests in staff development and those funds will continue to be available in future years. The college prep courses that we will purchase for students also comes with a perpetual license so that we will have access to these in future years without additional expense. Our partnership with Stark State includes access to Compass Testing availability beyond the grant period.

#### **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 January-April 2014

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

Each consortia school selected a planning team that would attend planning meetings for the grant. Administrators (Superintendents, Building Principals, Curriculum Specialists, Technology Directors, and Grant Writers) and teachers comprised these teams. The planning teams collaborated (Osnaburg Local, Massillon Digital Academy, Massillon City School Districts) with Partners (Stark State and Florida Virtual School) to discuss the needs and focus of the grant. The result of the three meetings was an outline of goals, activities, and evaluation of the project that would lead to the desired outcomes of the grant. Nicki Howard and Jay Moody met with external evaluator, Jim Vincent, Consultant, Stark County Educational Service Center, to discuss external evaluation of the grant project. He did agree to serve in this capacity. A core team from each district also researched and secured quotes from vendors for the needed purchases. Nicki Howard and Jay Moody met with treasurers of the consortium member schools to collect the needed data for the financial pieces of the application and implementation of the grant.

\* Anticipated barriers to successful completion of the planning phase

Anticipated Barriers: We do not anticipate any barriers to planning phase. All Consortium districts have key leadership staff members involved in the planning process.

#### 18. Implementation - Process to achieve project goals

\* Date Range July 2014 - June 2015

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

July 2014 \*Finalize participants/logistics of Summer Academy PD \*Procure all purchase orders and place vendor orders of hardware/online course purchases/summer academy stipends July-Oct Development of Evaluation Instruments for grant cycle including: After Summer Academy After all trainings/Online Professional Development Instructional Rounds Process Student Engagement Surveys Site Visits to Stark State Aug 2014 \*Publicize grant recipients in district newsletters and websites and community newspapers \*Implement Summer Academy PD and evaluation \*Upload online PD and student courses to LMS (Brainhoney) \*Plan staff meetings for district roll outs \*Register leadership team: Florida Virtual Leadership "Train-the-Trainer" workshop (Oct. 22-26, 2014) and INACOL-Nov 2014 Aug.-Sept. \*Image/distribute laptops to staff \*Register students in new online college readiness courses \*Rollout meetings with all staff in each building Sept.-May: Instructional Rounds for Data collection/evaluation by staff and students Oct. \*Register Leadership Teams for OETC & FLVS \*Staff Training on navigation of the Learning Management System (Brainhoney) \*Consortium Meeting Virtual Leadership Training (DLT) Interim Evaluation Nov. 2015 \*District Leadership Team Meeting w/eval \*INACOL DLT Attend w/eval Nov.- Feb. Staff Development Online Blended Learning Course I w/eval Jan. 2015 \*District Leadership Team Meeting w/evaluation \*FETC DLT attend w/eval Feb 2015 \*OETC DLT attend w/eval \*Presentation to district boards of education and district publications Feb. - June 2015 Staff Development Online Adv Blended Learning Course II w/eval March 2015 District Leadership Team Meeting w/eval April, 2015 Gr. 9 Student site visits to Stark State College w/eval May 2015 Consortium Meeting w/interim eval June 2015 \*Summer Academy II PD w/eval \*District Leadership Team Meeting w/eval \*Final Budget Review \*End of Year Evaluation Reporting

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

The potential barriers for implementation include unanticipated issues with the technology and/or an issue with the timely set up of the online course material by our partners and vendors. This is why we know it is critical to stay in ongoing communication with all parties involved and to ensure we all have the same set of expectations. Having already established a working relationship with all involved will really ease this part of the process. By analyzing our short term evaluation data, we will work to make mid-course corrections as needed. Our core leadership team will continuously conduct our PPA (Potential Problem analysis) and communicate to ensure any issues are kept to an absolute minimum and any issues that might arise are dealt with swiftly and effectively to keep us on track.

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

\* Date Range August 2014 - June 2020

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

Our internal evaluators will collect data throughout the project to be used for the grant evaluation. This team will conduct qualitative surveys from staff after each professional development opportunity. The data collected will focus on the impacted the professional practice and ways the new practices are impacting student achievement. They will also involve students using student engagement surveys based on the Schlechty model. Our internal evaluators were trained in the Schlechty Model for the past three years. Community surveys that will be conducted will ensure that all stakeholders are supportive of the project. Quantitative data will include logging participants at our staff development and online course participation and completers. A collection of the newly designed Blended Learning lessons based on the "Common Core" will be available to all consortia members as a shared resource. Our external evaluator will lead the design of our evaluation instruments needed for the grant. Qualitative data being collect will include Ohio mandated testing (OAA, OGT, EOY PBA) along with Compass scores, college going rates, numbers of students enrolled in remedial classes (Ohio Board of Regents), state report card data, numbers of students enrolled in online and blended classes. He will examine the online course effectiveness in relation to "Quality Matters" matrix. The evaluators will also analyze budgetary data regarding costs/savings. He will verify and combine the data findings of the internal evaluations with his data collection. He will work with the internal evaluation team to create annual reports to be used by each district and the consortium.

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

We don't anticipate any barriers to the evaluation process

#### 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:

Students will move from passive to active participants in their learning. Select students will work with teachers as they engage in designing the work to take place throughout the year. All students will have added voice and choice in their pathways to success. Student work will no longer be constrained to the walls and bells of the classroom as we add quality digital online content and engaging work for students. We will move from textbooks to digital content that is up-to-date and tied to real world experiences and relevant to students. All 9th grade students will now experience the real world of higher education with visits to Stark State College where they will engage in career pathway exploration. Teachers will move from the key to all knowledge in the classroom to co-designers of work, mentors, and guides in this innovative program. Teacher professional development will change dramatically. By providing laptops to teachers, we will be able to offer both synchronous and asynchronous sessions to our staff in a blended format that will also serve as a model for how their classrooms can be structured. Teachers will be engaging students by finding out the interests of each child in the class and providing expanded opportunities to allow students to tie into their strengths and interests. We know that students will be more successful if we can provide an environment that is proactive, flexible, student need based, and provides individual educational options. To ensure success we will employ research based best practices integrated with a very hands-on, technology infused environment. The three entities will develop strong ties throughout this project that will lead to increased opportunities for share services and other educational collaborations such as combined professional learning communities, combined training opportunities, and group purchases to enhance buying power.

#### **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:

Instructional Rounds are a process for school improvement that are based on the Medical Rounds model. It brings groups of educators together to look at what is happening in their schools, develop a collaborative learning environment, and improve student learning. Rounds also provide a temperature check on how students across a school or entire system are engaging in their learning. A question is posed and data is gathered from classroom observations. The team then engages in analyzing the data and developing next steps. All of this work is done with a team that includes the principal and teachers from the school site. This is not something that is "done to" a school site but rather a truly collaborative process. Everyone is a learner in and everyone has something to contribute. A huge benefit of the process is that a school emerges with a real time action plan based on the evidence observed from the team. After a Rounds process, a principal and a teacher leader work together to share the patterns and plan with the rest of the school community. A teacher leader may then work with the school's instructional leadership team on planning the next professional learning workshop to respond to these patterns. A longitudinal study of school engagement using a multidimensional perspective that appeared in the December 2013 print issue of Learning and Instruction found that students who felt that the subject matter being taught and the activities provided by their teachers were meaningful and related to their goals were more emotionally and cognitively engaged than were their peers. Adding measures of emotional and cognitive engagement could broaden researchers' perspectives on student engagement in future work in this area. Also among the findings is that the school environment can and, indeed, should be changed if it is impeding student engagement. A positive and supportive school environment is marked, Wang say, by "positive relationships with teachers and peers. Schools must provide opportunities for students to make their own choices. But they also must create a more structured environment so students know what to do, what to expect, from school." Wang also noted, however, that there is no "one size fits all" strategy to the problem of student engagement. As cited in the U.S. Department of Education's recent "Evaluation of Evidence-Based Practices in Online Learning: A Meta-Analysis and Review of Online Learning Studies" (Revised September 2010), "Students in online conditions performed better, on average, than those learning the same material through traditional face-to-face instruction" (p. xiv) and, notably, "Instruction combining online and face-to-face elements had a larger advantage relative to purely face-to-face instruction than did purely online instruction" (p. xv). Not only do students perform better in blended courses, but the electronic resources inherent in the modality offer other advantages as well. For example, student performance analytics can be used to study and better understand student learning. Data analytics can also identify students who need early intervention, thus increasing retention. The online tools available in blended courses can also significantly enhance student engagement, ensuring that all students participate in course discussions and benefit from collaborative learning. When properly implemented, blended learning can result in improved student success, satisfaction, and retention.

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.

External Evaluator: Name: James Vincent Phone: 330-492-8136 Email: jim.vincent@email.sparcc.org Street: 2100 38th St. NW, City/State: Canton, Ohio, 44709 Internal Evaluators: Name: Nicki Howard Phone: 330-833-3900 email: nhoward@massillonschools.org Street: 930 17th St NE, City/State: Massillon, OH, 44646-4853 Name: Jay Moody Phone: 330-488-0316 email: jaymoody@wizard.sparcc.org Street: 310 Browning Ct N, City/State: East Canton, OH, 44730-1248

\* 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).

Long term: Objective: Increase College Going Rate 24% by yr 6 -Data: Ohio Board of Regents (Annual Report) Objective: Reduce remedial courses taken by college Freshman by 30% by yr 6 -Data: Ohio Board of Regents (Annual Report) Objective: Increase Student Achievement (long term - trend data) -Graduation Rates 4 yr. & 5 Yr (Ohio District Report Card) up 3% by yr 6 -State Testing: OAA, OGT, EOY, PBA (Ohio District Report Card) 30% above current avg. pass -Compass Test Data (annually) (Stark State supported) 6% above current avg. -Newly designed Lesson/Project collection (as a result of PD) Number of lessons posted to our Shared Electronic collection (Consortium wide) - end of year - beginning year two. 5 lessons per staff member Short term: Objective: Target academically struggling students with early intervention (identify lowest 20%) -Data: Teacher gradebook (9 weeks data-Pinnacle/DASL) -I.e. MAP data for MDA and Massillon City, OGT data (Jr/Sr) Objective: Increase student engagement (short term) up 15%/yr. -Participation numbers/names in related staff development (registration database) -Staff Impact/Satisfaction Surveys, (after each professional development activity- pre-assessment tool; at the completion of PD, and end of year of the training:Electronic Survey Tool -Instructional Rounds (walk through data): Electronic Survey Tool -Student Course Surveys (Beginning, Semester, End of Year): Electronic Survey Tool -Student Project Surveys (after each unit/project): Electronic Survey Tool Objective: Increase Student Achievement (short term) [see long term percentages above] -Student Online course grades - full time online: Math/English courses (LMS) -Instructional Rounds (walk through data) Electronic Survey Tool -Staff meetings (Staff surveys): Electronic Survey Tool - Graduation Rates 4 yr. & 5 Yr (Ohio District Report Card) -State Testing: OAA, OGT, EOY, PBA (Ohio District Report Card) -Compass Test Data (annually) (Stark State) Database

\* 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.

We have a vested interest in how things are going, whether the program is making a difference, and if the participants are experiencing success. As data is collected and analyzed, modifications may need to be made. Quantity and quality measurements will enable us to make informed mid-course adjustments in program implementation and will help us to accurately showcase the effectiveness of our activities. Results from our staff, student, and community surveys, along with the other interval data collected, will be analyzed and shape our focus and direction. We are anticipating that our long-term grant goals will not be met after year one. However, with effective evaluation methods, we should know what is and is not working. We will be meeting as district level Leadership Teams/Consortia Teams/Grant Partners/Grant Evaluators to analyze data at least 4 times a year. The team will create an improvement plan which may include: -Modify professional development plans -Adjust classroom strategies -Make adjustments in data collection and evaluation

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 key to project includes providing high level professional development that will provide the tools and resources needed to accomplish the objectives of the grant. This includes Increased student engagement through the integration/blending of the best pieces of online digital content while keeping in place the best of what currently works for student success. Some key components of the training will include time for teacher research and planning, training staff in the acquisition of needed tech skills, student involvement in classroom project designs, exploration of the online digital curriculum available, collaboration among staff members of all three schools, and curriculum integration of real-world application. All professional development sessions is evaluated by the Stark County Consortium personnel regarding instructor expertise, meeting the session objectives, prior session knowledge and post-session knowledge. All data from the session evaluations are summarized and reviewed. Session data are used for all future planning to adjust professional development to meet the needs of the learner and promote student achievement. Following all session evaluations, follow-up evaluations are conducted with participants to determine 1) the ways that new learning has impacted the professional practice and 2) ways the new practices are impacting student achievement. This professional development evaluation process will be continued for all professional development sessions and extended to online modules created as a grant activity. Professional Development will be designed to model the approach needed in the classrooms. Staff will be immersed in the design process. The leadership will create a sustainable knowledge based delivery system designed provide additional resources for increased student achievement; and increase the ability of all to enroll in a postsecondary institution to access a college education.

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

Benchmark: Increase College Going Rate by 4% per year -Data: Ohio Board of Regents (Annual Report) Benchmark: Reduce remedial courses taken by college Freshman by 5% per year -Data: Ohio Board of Regents (Annual Report) Benchmark: Increase Student Achievement -Graduation Rates 4 yr. & 5 Yr (Ohio District Report Card) increase by .5% per year -State Testing: OAA, OGT, EOY, PBA (Ohio District Report Card) increase passage rate by 5% per year -Compass Test Data (annually) (Stark State supported) increase avg score by 1% per year -Newly designed Lesson/Project collection (as a result of PD) Number of lessons posted to our Shared Electronic collection (Consortium

wide) - end of year - beginning year two. 1 lesson per staff member per year

\* Spending Reduction in the five-year fiscal forecast

Benchmark: Decrease Electric costs by \$12,960 per year \$1,944 savings per year for Osnaburg Local \$648 savings per year for Massillon Digital Academy \$10,368 savings per year for Massillon City Schools Benchmark: Decrease Computer maintenance/supplies costs by \$2,250 per year \$500 savings per year for Osnaburg Local \$250 savings per year for Massillon Digital \$1,500 savings per year for Massillon City Total savings per year as a result of the grant we project to be \$15,210 This will result in a total savings of \$91,260 over the life of the grant

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

Benchmark: Increase online content use in the classroom by 10% each year Looking at data from our LMS to measure this growth  
Benchmark: Increase staff access to online professional development opportunities by 10% per year Looking at data from our PD registration database to measure this growth

\* Implementation of a shared services delivery model

Benchmark: All grant related orders placed as a consortium to best pricing (purchasing data - monthly budget reports) Benchmark: The three districts will share training personal for Professional Development (from Electronic Registration database - reviewed after each professional development offering) Benchmark: Develop collaboration among staff from the three districts by way of sharing their best practice lessons/project in a file sharing repository available to all staff in the three districts. (Verify utilization of repository - and number of lessons added by district - reviewed annually)

\* Other Anticipated Outcomes

We don't envision other anticipated outcomes as a result of the grant.

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

It would be very possible for other districts to replicate this project in their own programs. With proper planning, professional development, resources, and support. While we use Florida Virtual School for our online curriculum, any school could learn how to access and effectively utilize other quality digital content into their classrooms in a blended format. The key to the program is really the training in the "How and When" to use online resources vs. other methods. Likewise, with proper professional development and support, other schools could utilize the other pieces of our project to ensure a higher level of student engagement. The keys for other districts to replicate our program would be: 1) A vision of what they want their outcomes to be (Begin with the end in mind) 2) Access to the technology (and that would vary based on their vision and needs) 3) Access to adequate bandwidth and network resources 4) A well thought out and delivered professional development/evaluation program Our three districts are all a part of a much larger online consortium of schools in northeast Ohio (part of the SPARCC online consortium). We have representatives attending monthly meetings and we always share out our best practices, successes, challenges, tips and tricks. While in Canton Local, both Nicki Howard and Jay Moody had visits from other districts to see our blended program in action. We would welcome visits from other schools to see this program. We would also attend and make presentations at the Ohio Educational Technology Conference (as appropriate).

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).

I accept - Richard Goodright, Superintendent of Massillon City Schools

Consortium

Massillon City (044354) - Stark County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

**Consortium Contacts**

<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>
Nicki	Howard	3308333900	nhoward@massillonschools.org	Massillon Digital Academy, Inc	149427	930 17th St NE, Massillon, OH, 44646-4853	
Jay	Moody	330-488-0316	jaymoody@wizard.sparcc.org	Osnaburg Local	049916	310 Browning Ct N, East Canton, OH, 44730-1248	

Partnerships

Massillon City (044354) - Stark County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

**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>
D'Athlone	Brown	813-758-8383	DBrown@FLVS.net	Florida Virtual School		2145 Metrocenter Blvd., Suite 200, Orlando, Florida, 32835	
James	Vincent	330-492-8136	jim.vincent@email.sparcc.org	Stark County Educational Service Center		2100 38th St. NW, , Canton, Ohio, 44709	
Dennis	Trenger	3304946170	dtrenger@starkstate.edu	Stark State College of Technology		6200 Frank Ave, Suite B- 226, North Canton, Ohio, 44720	

Implementation Team

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Implementation Team						
First Name	Last Name	Title	Responsibilities	Qualifications	Prior Relevant Experience	Delete Contact
D'Athlone	Brown	Global Account Manager	*Online/Blended Training	D'Athlone is a Global Account Manager at Florida Virtual School (FLVS), the country's first state-wide online public middle and high school. Her expertise lies in implementing online, virtual and blended programs, conducting needs assessments, personalized learning, project-based learning, and digital curriculum.	D'Athlone's expertise in online and blended learning comes from her 12 years of experience in education and from her many roles at Florida Virtual School, including an English I online instructor for homeschooled and traditional students, teacher trainer and coordinator of student activities for virtual students. As a Global Account Manager, D'Athlone has worked with districts throughout the country and has conducted presentations, face to face trainings and webinars for teachers, administrators and state personnel.	
Jay	Moody	Director of 21st Century Learning	*One of the Internal Grant Evaluators - *Osnauburg Local Grant Lead - *On the District Leadership Team - *Student Engagement & Blended Training and support	Jay has had training in: FLVS (Florida Virtual School) Virtual Leadership - FLVS Course Development - eCollege certification in Teaching Online courses - Angel Learning Management System Administrator - Learn21 Blended Learning: Transforming the Classroom - Plato 2.0 Training - FLVS Blended Learning: The Basics - FLVS Blended Learning: Beyond the Basics - BrainHoney Learning Management System Administrator - The Latest on Digital Literacy and Data Analysis - Leading School Change - Alan November: Building Learning Communities - Preparing Our Students for Their Future. Additionally, Jay served as the Executive Director of the Five R's Academy and the Canton Local Digital Academy. These were both among the top rated community schools of their type in the state.	Jay has been in charge of 1:1 computing, online courses, technology integration, and distance/global learning. He is a former member of the Ohio Department of Education eSchool Focus group and the Ohio Association of Public Charter Schools Advisory Council. Jay Moody and Nicki Howard both wrote a successful Blended Learning grant while working for Canton Local. This was one of only 5 collaborative grants awarded in the state. Both Jay and Nicki designed, implemented, and maintained a blended learning program in Canton Local for two years before moving on to new districts.	
James	Vincent	Consultant	Jim will serve as the External Evaluator for this grant	Jim Vincent is a consultant for the Stark County Educational Service Center. Project Coordinator for all SPARCC (Stark/Portage County Schools) for online/blended learning and videoconferencing for 15 years. Jim is certified in evaluation of online course development and learning through "Quality Matters." Quality Matters is a national benchmark for online	Jim has served as the blended learning grant external evaluator for Canton Local for the past two years. Mr. Vincent was a part of the New Millennium Kids videoconferencing grant project. This was one of the largest collaborative videoconferencing consortium programs in the state. He was involved in the evaluation as a part of his duties for that project. Jim has served	

				course design. Additionally, Jim has training and experience in the International Association for K12 Online Learning National Standards.	on various state committees throughout his time working for the Stark County Educational Service Center.	
Nicki	Howard	Director of Massillon Digital Academy/Curriculum Consultant Massillon City	Grant Leader & Communication liaison; Co-Facilitate planning, implementation, evaluation, of staff development; Grant Budget Lead	Training in FLVS (Florida Virtual School) Virtual Leadership in online learning & FLVS Course Development ; Learn21 Blended Learning: Transforming the Classroom - Plato 2.0; Experience in budgeting as former career tech director (6 yr); grant coordinator-15 yr; Curriculum specialist for over 20 yr; HS Principal for 14 yr; Involved in digital education for over 15 yr.; Involved with the Coalition of Essential Schools-14 yr; Ohio eTech District-Technology Administrator of the Year	Several years of leading/implementing grant initiatives (examples): Blended Learning Grant, 5 R's Community School Principal/Curriculum (Canton Local); HE/HS grant/fiscal lead for Stark County ESC; involved in 1:1 initiative; OTES training; evaluation of other grant initiatives.	