Budget

Mentor Exempted Village (045492) - Lake County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (298)

U.S.A.S. Fund #:

Plus/Minus Sheet (opens new window)

Object Code / Purpose Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction	108,000.00	0.00	1,059,890.00	3,428,100.00	3,047,200.00	0.00	7,643,190.00
Support Services	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Governance/Admin	75,000.00	0.00	1,087,914.00	0.00	0.00	0.00	1,162,914.00
Prof Development	0.00	0.00	6,193,146.00	0.00	0.00	0.00	6,193,146.00
Family/Community	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Safety	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total	183,000.00	0.00	8,340,950.00	3,428,100.00	3,047,200.00	0.00	14,999,250.00
						Adjusted Allocation	0.00
						Remaining	-14,999,250.00

Application

Mentor Exempted Village (045492) - Lake County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (298)

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

A) APPLICANT INFORMATION - General Information

1. Project Title:
Ohio Blended Learning Network Early Literacy - Metro Districts

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

The Ohio Blended Learning Network seeks to significantly improve student academic achievement, especially in reading proficiency by the third grade, by making fundamental shifts in teaching and learning to personalize education for each student. Those shifts will result in smarter use of technology through high-quality blended learning in the K-3 classrooms of 15,236 students across 43 buildings and five districts across the state, shepherded into place by Education Elements, one of the nation's leading providers of blended learning expertise, and a team of experienced partners. The consortium proposal also seeks to build capacity in Ohio and the will among others to make those same shifts in other schools and districts, sparking a movement in the state to personalize student learning through high-quality blended learning

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.

15236 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
- [x] Kindergarten
- [x] 1
- [x] 2
- [x] 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
Matthew Miller

Organizational name of lead applicant
Mentor Public Schools

Address of lead applicant
6451 Center St., Mentor OH 44060

Phone Number of lead applicant
440.974.5220

Email Address of lead applicant
mmiller@mentorschools.org

6. Are you submitting your application as a consortium? - Select one checkbox below

- [x] 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

Too few students in Ohio classrooms are getting an education that will make them competitive in the global workplace. Just 28% of OH graduates taking the ACT were considered college ready - a key benchmark of global competitiveness. In overall achievement, Ohio got a C+ on the Education Week Quality Counts 2014. The state has identified reading proficiency by third grade as an important benchmark. Yet, a third of Ohio's third-graders were not proficient in reading and in danger of being held back. In order to see significant improvement in student outcomes, against a backdrop of ever-higher standards and greater needs, Ohio needs to embrace innovations that disrupt the status quo and personalize learning for every child - a strategy that is strongly linked to improved student achievement. Innovator Clayton Christensen makes a persuasive argument, "Every student learns in a different way... A key step toward making school intrinsically motivating is to customize an education to match the way each child best learns.... To introduce customization, schools need to move away from the monolithic instruction of batches of students toward a modular, student-centered approach using software as an important delivery vehicle." This proposal seeks to make fundamental shifts in teaching and learning to personalize education by using technology smarter in K-3 elementary classrooms of 15,236 students so that more of them reach reading proficiency by the third grade. This proposal is also designed to build capacity and the will for others in Ohio to make those same shifts with blended learning to benefit thousands more. In essence, this proposal will spark a movement to high-quality blended learning in Ohio. In the typical classroom, teachers must too often teach to the middle, meaning that few students get what they need. While technology is in many classrooms, the productive use of that technology to change instruction has not occurred.

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

Blended learning allows for personalized learning with the same or fewer resources. For example, in a classroom rotation blended learning model, some students are learning basics on a computer while others are working on projects applying what they learned while others are working with the teacher to catch up or get ahead. Then, they rotate. This proposal engages Education Elements, the nation's leading provider of PD on blended learning, which has helped more than 100 schools across the country implement high-quality blended learning, including award-winning districts like Mentor Public Schools and Reynoldsburg City Schools in Ohio. The proposal includes special attention to early literacy in grades K-3. The Mayerson Academy, a Cincinnati-based PD organization, will assist teachers by applying proven practices that have improved the skills of struggling readers. The state has acknowledged through policy changes the efficacy of blended learning, but Ohio struggles to provide high-quality demonstrations and widespread application. This proposal incorporates activities that will seed the state with high-quality innovations, support them in their development, build capacity for replications, and draw attention to these lighthouses of innovation. This proposal trains trainers in each of the schools and districts and in Educational Service Centers across the state. It also creates blended learning training centers in three regions. As the lighthouses of innovation become beacons for others, the innovation of blended learning will spread through purposeful outreach identified in this proposal. Finally, this advances the work of the Ohio Blended Learning Network, which was established to support districts, set high-quality standards, and help create an education credential for blended learning. This Network represents a total enrollment of more than 200,000 students across the state and will continue reforms after the grant period.

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.)

The Ohio Blended Learning Network anticipates that the implementation of blended learning into 43 schools in five districts will result in a significant increase in student achievement and a significant improvement in student behavior. At the end of the first year, the Network anticipates that student behavior will improve in grades K-3. After two years, the Network anticipates continued improvement in student behavior and also gains of at least 20% in the percentage of students reading at grade level and/or meeting or exceeding passage rates on academic assessments across subjects. At the end of five years, the Network anticipates overall gains in student behavior and gains in academic achievement of at least 80%. The promise of blended learning is that technology enhances and extends the skills of teachers in a way that is more engaging for students and more satisfying for teachers. The goals will be met as teachers shift instructional practice with the support of Education Elements, one of the nation's premier providers of technical expertise in blended learning. The project will focus on the following elements: 1. Smaller Group Instruction + Blended learning models leverage technology to provide more opportunities for small group instruction. Teachers will be able to focus and differentiate among students, groups. + A core instructional strategy is an increase in frequent regrouping of students. Teachers can use data to regroup students weekly, even daily, based on the material that they want to cover in a given day. 2. Integration of Digital Content + Digital content programs are layered into a teacher's lesson plan and can be used by students for instruction, practice, or creation. + The use of digital content will be supported through the EE Platform, which will provide ease of

access and a feedback loop for student engagement. 3. Data-driven instruction + The use of digital content will provide a rich new source of performance data, which teachers will use in turn to drive their own instruction. Teachers can engage with their peers in focused data discussions, using results from digital content and other quantitative and qualitative sources. 4. Personalization + The ultimate focus of blended learning is to create an environment for personalized learning. Through changes in the classroom model and the instructional strategies described, students have an even greater opportunity to receive the support they need, at the moment they need it. Education Elements has seen results in blended learning implementations. For instance, in KIPP Empower Academy in Los Angeles, reading proficiency in kindergarten on the STEP Reading assessment rose from 36% to 96% in one year (2010-11) after shifting to blended learning, and more than 96% of students were above the national average for reading and math on MAP assessments. This proposal has a focus on literacy and engages the Mayerson Academy, a Cincinnati-based professional development organization that has had success in helping teachers with struggling readers. For instance, through its training certification program in Orton-Gillingham interventions, second-grade students who received instruction from specialists improved in oral reading fluency by 60% in one year and third-grade students improved by 100%. They will also work with the Ohio Federation of Teachers to deploy their successful reading intervention program. The other components of the proposal provide support and ensure the project is completed on time and with fidelity. After the grant period, the Network, representing more than 200,000 students, anticipates the reforms will endure (blended learning classrooms can operate at the same or fewer costs than traditional classrooms) and that others will undergo the same shift under the guidance of trainers at Educational Service Centers and training sites. As a shared services collaborative, the Network will seek economics of scale.

☐ Spending reductions in the five-year fiscal forecast or positive performance on other approved fiscal measures (Describe the specific reductions you anticipate in terms of dollars and spending categories over a five-year period in the box below or the positive performance you will achieve on other approved fiscal measures. Other approved fiscal measures include a reduction in spending over a five-year period in the operating budget approved by your organization's executive board or its equivalent.)

☐ Utilization of a greater share of resources in the classroom (Describe specific resources (Personnel, Time, Course offerings, etc.) that will be enhanced in the classroom as a result of this innovation in the box below.)

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

The Ohio Blended Learning Network began as a collaboration of 13 schools and districts across the state to pursue high-quality blended learning as a strategy to personalize learning for students. The Network is chaired by Mentor Public Schools Superintendent Matthew Miller, who represents the lead applicant on this grant, and is supported by Smarter Schools, a non-profit organization in Cincinnati, which is a partner to this grant. The Network acts as an intermediary to bind together diverse schools and districts from all regions of the state to pursue high-quality blended learning as a strategy to personalize learning for all students. As such, the Network provided support to the schools and districts applying for this grant in the area of communication, collaboration, research, convening, and grant writing in the planning stages of this grant application process, a shared service that saved the districts $60,000 if they had each written separate grants. The state has identified shared services as a key strategy to help local entities reduce costs. Research has shown that local entities can save money by collaborating and sharing the delivery of services without a loss in quality. In the 2012 report, Beyond Boundaries: A Shared Services Action Plan for Ohio Schools and Governments, the state identified potential for local entities to save money through shared services, but many have not done so. One reason is that local entities don't often have the time and resources to investigate potential areas of collaboration or even to work out shared-service agreements. By joining together as a network, the districts will enable themselves to collaborate more easily to improve effectiveness of classroom instruction toward personalization and to improve efficiencies in implementing those strategies. National blended learning experts are looking at the Ohio Blended Learning Network as a potential shared-services model to accelerate the spread of innovation. "(T)his kind of innovation always forces important decisions and trade-offs, many of which individuals find difficult to make," writes Dr. Lisa Duty, a partner at The Learning Accelerator, in an April 3rd blog. "Situating district and school leadership among their peers informs and collectively strengthens how they prepare themselves for transformational change, albeit somewhat uniquely. A good example of this is the Ohio Blended Learning Network (which) is driven by local needs, not a platform or model." The Network will also increase effectiveness of its member districts by sharing best practices through convenings, webinars and newsletters. It will also provide access to regional training sites created through this grant, and it will connect blended learning practitioners who are being trained at Educational Service Centers across the state. The existence of the collaboration, representing more than 200,000 students, creates an economy of scale to share resources in identifying and implementing professional development, purchasing software and hardware, and creating opportunities to connect to best practices. For instance, through the Network, this consortium received a discount and savings of $479,934 on subscription fees to the Education Elements platform over the cost of a single district purchase, which is a savings of 38%. Likewise, the cost of professional development in this proposal saved districts and schools $249,160, or 32%, over the fees for a single district. That's a savings of $729,094. In the grant, the Network will conduct learning exchanges between the participating schools and districts and nearby schools and districts that can learn from the innovation. Over time and during the post-grant period, the Network will continue to encourage the expansion of high-quality blended learning within districts and between them through outreach that is funded through membership fees.

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.

14,999,250.00 State the total project cost.

* Provide a brief narrative explanation of the overall budget.

PERSONAL SERVICES -- $183,000 Instruction $108,000 - Provides stipends to each district and school staff of the consortium members to be coordinators for consortium grant project, which includes $2,000 per building coordinators and $4,400 for district-level staff. Governance/Administration $75,000 - Provides $75,000 to Mentor Public Schools to offset the administrative costs of serving as the lead applicant and fiscal agent. PURCHASED SERVICES - $8,340,950 Instruction $1,059,890 - Provides an 18-month package to the members of the consortium to pay for the Education Elements platform at $35 per student and $7,500 per building set up fee. Governance/Administration $205,160 - Provides support to the University of Cincinnati Economics Center for evaluation of the Ohio Blended Learning Network Consortium grant-funded project. $1,087, 914- Provides support to Smarter Schools, for grants and project management and oversight, Includes overhead for Smarter Schools. Provides for staff time to conduct monthly site visits for grant compliance. Provides for writers in three districts to write reform for a report. Provides support to implement civic outreach plan to build support among local stakeholders. Provides $5 per student per year for two years) to support the Ohio Blended Learning Network. Amounts cover all travel and expenses for contractors Professional Development $6,193,146 - Provides funds to applicants to pay for technical assistance and coaching from Education Elements. Includes consulting time for a readiness assessment, on-site planning and design support, regional convenings, and on-line technical assistance. Amount covers all travel and expenses for the contractor. $380,900 - Provides support to Educational Service Centers on a $25 per pupil basis to provide staff member to participate in 100 hours of blended learning training. $420,000 -- Provides $300,000 to the Mayerson Academy and $120,000 to Mentor Public Schools, and to develop blended learning training centers. $25,000 - Provides $65,000 to Smarter Schools to plan and create learning exchanges in which schools and districts near the consortium members will visit and learn about progress and challenges of shifting to blended learning. SUPPLIES & MATERIALS - $3,248,100 Instruction $3,248,100 - Provides support to each of the consortium members to purchase digital content, calculated at a rate of $225 per pupil. CAPITAL OUTLAY -- $3,047,200 Instruction $3,047,200 - Provides support to each of the consortium members to purchase computer devices (laptops or tablets) at $500 per device to achieve a ratio of students to computers of 3:1. Includes $100 per student for other technology devices (carts, headphones and equipment to increase bandwidth of Internet access.) TOTAL PROJECT COSTS: $14,999,250

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

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

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

This proposal calculates $5,163,160 in recurring costs over the five fiscal years following the grant period (FY 16-FY 20) for the five districts

participating in this consortium. That is an average of $338 per pupil over the five years, or less than $68 per pupil on average per year. Districts will need to anticipate spending annually for subscriptions to a hybrid learning management platform, an annual set up fee for the platform, annually on membership to the Ohio Blended Learning Network, and in one year (FY19) to refresh digital content. The project has no recurring costs in FY 16. This is because the project includes a two-year package for subscription and set-up and a two-year membership fee to the Network. In addition, the participating districts will purchase digital content over 18 months using funds during the grant period. The subscription fee (calculated at $35 per student per year) to the platform and set-up fee ($7,500 per building per year) for the platform allows districts to continue to access a digital workspace that ties data systems together and connects teachers and students in a virtual environment. The subscription fee totals $533,260 annually for the five districts, and the platform set-up fee totals $110,000 annually for the five districts. The Ohio Blended Learning Network membership fee ($5 annually per participating student) helps support activities to sustain and scale up the innovation in this grant. The fee, totaling $76,180 annually, will support shared services around networking, sharing of best practices, outreach and advocacy, additional grant writing, convening, bulk purchasing, and access to additional training sites. The Network includes districts with a total student enrollment of 200,000 students, or just over 10% of Ohio's public school enrollment. Districts will refresh digital content once following the grant period in order to be sure they have the content they need to reach all students. The content is calculated at $150 per pupil, or $2,285,400 across the five districts.

☐ 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.

759,000.00 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

The promise of blended learning is to use technology smarter in the classroom to improve productivity and outcomes in student achievement. In essence, it holds the potential of allowing schools to do more with less. In this proposal, the five districts saved dollars in purchasing services and supplies by sharing the cost across them. That saved them $729,094 in grant dollars for professional development (32% savings) and subscription fees (38% savings). So they had to spend less for those services, leaving more grant dollars for other needs. Over the five years after the grant, the districts will save $1.6 million in discounted subscription fees due to the bulk purchase through the Ohio Blended Learning Network. The implementation of blended learning also allowed them to realize a net savings of $3,795,005 in the following areas: + Personnel reductions over the five years due to the use of blended learning in the classrooms. + Cost of paper, copying and printing as the districts move into a digital environment. + Planned purchases for computer devices that were paid for out of grant dollars during the project. + Professional development that was planned for in the budget but instead were paid out of grant dollars. + Purchase of digital content and subscription fees that were planned for in the budget but instead were paid out of grant dollars. This is consistent with expectations that districts implementing blended learning can expect to see saving of up to $50 to 75% in paper, 30% in copying and printing costs, and 10% to 25% in personnel over time.

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.

This project is self-sustaining. The recurring costs are described in Question 13 and shown in detail for each member of the consortium on the Financial Impact Tables for each district and school. The recurring costs are addressed through a combination of estimated savings (a discussion of expected net savings is in Question 14) and reductions in spending from a variety of means, described in detail in the Financial Impact Tables of each member of the consortium and summarized in Question 14. In no case is there a consortium member school or district that is spending more in total following the grant period because of new and recurring costs. Total spending across all schools and districts in the consortium will return to the baseline year after the grant period (FY15) is ended and in most cases will see a reduction due to the savings delineated in earlier questions. Overall, the districts realize an overall savings of $8,958,165 and a net savings of $3,795,005. In many cases, the extra costs of purchasing digital content and subscriptions fees are offset by the reduced costs and savings in purchasing textbooks, paper, copying and printing. In some cases, districts are foregoing some of the recurring costs by creating their own content. The promise of blended learning is that teachers, schools and district can do more with less by using technology to extend the skills of teachers

to more students. Over time, we expect that productivity will increase, outcomes will improve but costs can and will be reduced, stay the same, or grow at a rate slower than the rate for traditional district. It should be noted that the Educational Service Centers are partners in the consortium to provide staff who will be trained as blended learning trainers. The grant provides a stipend to help offset the costs of making staff available, at a rate of $25 per student served. ESCs are not hiring new staff or adding on additional costs during the grant, thus they do not have recurring costs in the post-grant period. The train the trainer model in both the ESCs and in the district will allow for additional training of replacement staff and expansion of blended learning, for instance, as students in middle and high schools. Thus, as students move through the grades, the district can have the capacity through its own staff and its own resources to expand blended learning and personalization through the grades. Finally, with the help of the Ohio Blended Learning Network (partially supported through membership fees), the districts will have access to shared services to make bulk purchases of computer devices and digital content, negotiate for reduced subscription and professional development fees, and to learn from others through networking and sharing of best practices.

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 RangeAugust 2013 - August 2014

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

Important Milestones August 2013: Smarter Schools forms partnership with Education Elements to implement high-quality blended learning in Ohio. October 2013: Ohio Blended Learning consortium formed and submits Straight A Fund grant outlining plans to seed the state with high-quality blended learning that will personalizing learning for 13,000 students across the state and build capacity to deliver the innovation to thousands more. January 2014: The Ohio Blended Learning Network is established and Matt Miller, Superintendent of Mentor Public Schools, is named chair. February 2014: The Network conducts a webinar for interested applicants to join in the consortium grants for middle school, elementary school and career centers, and the Network connects with education stakeholders at a dinner reception in Columbus. April 2014: The Ohio Blended Learning Network submits five Straight A Fund consortium grants for districts and schools across the state that represent a total enrollment of more than 200,000 students. The Network represents a diverse membership from a small charter school in Cleveland to the state's largest school district, Columbus City Schools. May 2014: The Network meets with education stakeholders on possible partnerships, developing educator credentials, and working with legislators on blended learning credentials. July 2014: Project team leads meet to establish final process design for project roll out, including timelines and roles and responsibilities. August 2014: Education Elements leads Foundations Workshops in Columbus and Cincinnati to introduce applicants, partners and project team members to personalized learning, experience a personalized learning simulation, and rethink classroom design. Readiness assessment survey is prepared.

* Anticipated barriers to successful completion of the planning phase

This period covers the formation of the Ohio Blended Learning Network and developing the consortium grant opportunities for member districts and schools. The planning phase culminates with the commencement of the professional development activities in the participating schools and districts once the grant is approved and grant funds become available to the applicants and partners. The barriers during this phase include the following: (1) Determining the commitment of applicants, (2) recruiting partners with expertise to provide deliverables, (3) and ensuring applicants are ready for the next steps. The project team undertook and will take the following actions to address the barriers: 1. Applicants were asked to complete an Expression of Interest document to be selected for the consortium, which asked them to outline what they have done with technology and blended learning and vision for blended learning. In addition, applicants had to identify spending reductions in the grant application (per the Straight A Fund guidelines) that included realistic estimates of needs to continue the project. A few applicants left the consortium at this stage. 2. Smarter Schools, the project leader, recruited Education Elements based on their experience, reputation and track record in implementing blended learning. That partnership led to the creation of the Ohio Blended Learning Network and the installation of a chairman who understands and has implemented blended learning. 3. Education Elements, based on its experience in other multi-district projects, outlined a structure and process to orient schools and districts to the project. That Scope of Work provides a roadmap for the governance structure of the project and phases to build in time and contact to bring applicants forward regardless of their familiarity with blended learning. (More on that structure and process in the Implementation section.)

18. Implementation - Process to achieve project goals

* Date RangeSeptember 2014 - May 2016

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

ImportantMilestones September2014: Organizing meeting for consortium partners to set out timeline and roles.Kickoff webinar for school and district leadership to understand the processfor personalization roll out, including key dates and milestones. A readinessassessment survey will be conducted. Civic outreach to connect projects tocommunities and storytelling begins. Evaluation plan is finalized and initialassessment completed. October2014: On-site half-day design workshops for educators, district staff and PDpartners. Content selection fairs for school leads to help guide in theselection of digital content. Project team conducts progress visits every othermonth. Convening No. 1 on Digital Content. November2014: Two 2-day regional Personalized Learning Leadership Academy to preparedistrict and school leaders to launch personalized learning effectively. January- March 2015: Launch in the classroom. Planning for teacher cohorts. Springwalkthrough and site visit. Convening No. 2, Effective Practices. March-April 2015: Design sessions for teachers. Convening No. 3, Effective Practices-Expanding Personalized Learning / Planning for Personalized Learning Academy. April- May 2015: Content fair for teachers. Workshop for school leaders: Evaluatingand Planning for Growth. Convening No. 4, Delivering the Personalized LearningAcademy for the second-year rollout. May- June 2015: Personalized Leadership Academy II, two-one day events. Fall2015: Convening No. 5: Effective Practices. Spring2016: Walkthrough site visits. Convening No. 6: Reflection and Growth. Post-Grant period: FY 17 -FY 20+ Success of theimplementation and the train the trainer model will result in participatingdistricts expanding blended learning into additional grades, so that whenstudents advance to higher grades, they will be welcomed into functioningblended learning classrooms. Likewise, we expect the success to encourage otherdistricts to undertake blended learning with the help of trainers.

* Anticipated barriers to successful completion of the implementation phase.

Apri The barriers anticipated in this period include (1) overcoming the complexity of the project, (2) addressing the varying degrees of readiness among participants, and (3) ensuring that the press of daily workloads does not compete with time needed for the project. The project team will take the following actions to address the barriers: 1. Education Elements and Smarter Schools have designed a governance structure to manage the project. The groups include (a) consortium steering committee, consisting of district leaders, partners and project leads, to provide oversight and final approvals; (b) consortium working group, consisting of district leads, coaching leads, regional coordinators, and other support (i.e. IT) leads, to manage the project to key milestones and deadlines and be main point of contact for PD, (c) consortium, consisting of all superintendents and district personalized learning leaders, (d) regional cohort coordinators, to be the main point of contact, outside of EE, with schools and districts, and (e) school leadership, consisting of principals and school leads. Each level of the governance structure has regular check-in calls. The project manager will rely on staff to make site visits to determine progress towards goals and troubleshoot any problems. 2. To address degrees of readiness, Education Elements will create a readiness assessment survey to determine needs for each of the sites. 3. Project team staff will monitor, track and benchmark participation of teachers and district staff to ensure they are spending the time anticipated, and project manager could make grant payments contingent on full participation of teachers and staff in order to ensure success.

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

* Date RangeApril 2014 - September 2016

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

This period covers the selection of the evaluator, the design of the evaluation plan through the completion of the final evaluation. The project selected an experienced third-party evaluator, the University of Cincinnati Economics Center, in order to get the most benefit from an evaluation for the project participants, the project leaders, and the Straight A Fund. The Economics Center offered its two-year evaluation package, which allows for more time to see the results take place in a second year after implementation. We see this innovation project as both an education reform demonstration but also as an innovative pilot - from the blended learning implementation to the methods to convey progress through learning exchanges and storytelling - that others can look to for inspiration and direction in implementing similar innovative initiatives. Important Milestones September 2013 - Select evaluation partner: University of Cincinnati Economics Center. April 2014 - Complete evaluation plan and include in grant application. August 2014 - Collect baseline data from school districts. May 2015 - Administer survey to teacher participants. Collect and analyze August 2015 - Collect first-year academic data. September 2014 - Issue first-year evaluation report. Disseminate internally and to stakeholders. May 2016 - Administer second survey to teacher participants. Collect and analyze. August 2016 - Collect second-year data. September 2016 - Complete final evaluation report. Disseminate internally and to stakeholders. Incorporate with public dissemination strategies. Post-grant period: The evaluation report becomes a tool for the Ohio Blended Learning Network to show data on how blended learning has improve academic outcomes while reducing costs. The Network, funded by members' due, will continue its advocacy to encourage more high-quality blended implementations.

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

The barriers anticipated in this evaluation period are (1) inability to get needed data in a timely fashion, (2) uneven progress across the initiative that affects overall results, and (3) the need to shift direction due to initial evaluation benchmarks indicating a lack of progress. These barriers will be addressed with the following actions: 1. The Economics Center focused its evaluation plan on readily available student data (reported to the Ohio Department of Education) and on surveys that the project team will administer during the project. That should avoid a situation where data that could be illustrative would not be readily available. 2. With a project that has many participants, the danger of having poor results due to uneven progress is great. To addresss that, we will have the evaluator report both consortium wide results and participant level results. In addition, we will know routinely throughout the project whether participants are on track to showing adequate progress. The Education Reform Facilitators, who report to the project manager, will be checking on progress based on a variety of benchmarks through the project, giving us an early warning system that some participants may be falling behind on meeting progress benchmarks. 3. As noted in No. 2 above, we will know as the project advances whether participants are progressing as planned due to the reports from Education Reform Facilitators, who will report to the project manager, allowing for troubleshooting problem areas.

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:

Blended learning allows teachers to teach at the level they dreamed of before the all too common reality of too little time and too much to do. The fundamental shift in teaching and learning has been documented in numerous examples across the country, and the research on blended learning is catching up with the "buzz" created when teachers become inspired by the freedom to teach. First, consider the changes in the classroom and the focus on instructional practices that lead to significant improvement in academic achievement. These were outlined in Q9 but are worth repeating here. Overview: Teacher instructional practice shifts dramatically in blended learning model. In particular, blended learning implemented at these schools will focus on the following four elements: 1. Smaller Group Instruction + Blended learning leverages technology in order to provide more opportunities for small group instruction. Teachers will be able to focus and differentiate among students, groups. + A core instructional strategy is an increase in frequent regrouping of students. Teachers can use data to regroup students weekly, even daily, based on the material that they want to cover in a given day. 2. Integration of Digital Content + Digital content programs are layered into a teacher's lesson plan and can be used by students for instruction, practice, or creation. + The use of digital content will be supported through the EE Platform, which will provide ease of access and a feedback loop for student engagement. 3. Data driven instruction: + The use of digital content will provide a rich new source of performance data, which teachers will use in turn to drive their own instruction. Teachers can engage with their peers in focused data discussions, using results from digital content and other quantitative and qualitative sources. 4. Personalization: + The ultimate focus of the blended learning model is to create an environment for personalized learning. Through changes in the classroom model and the instructional strategies described, students have an even greater opportunity to receive the support they need, at the moment they need it. The implementation of blended learning models will be supported by stakeholder actions at each level that will result in institutional changes at the district and school level as teachers change practice at the classroom level. For example, at the district and school level, administrators and leaders will participate in setting a vision and culture for the project that focuses on the steps to get to personalization for each student. Teachers, parents and students will be engaged in the project, causing a greater understanding and awareness that personalization can be achieved through smarter use of technology. Through civic outreach, the project will reinforce the progress and benefits in the school and larger communities, creating champions for the work. Second, because the promise of blended learning is to provide personalization at the same or lower cost, this project (basically funding the one-time costs in PD and technology to allow for the first shift from traditional learning to blended learning) is expected to cause administrators to see the value to students and also the value for their dollar, prompting them to sustain and expand blended learning in their districts. Because the project trained staff to be able to train others, the relative cost of spreading the transformation will be less expensive than the original shift. Finally, the Ohio Blended Learning Network, with its focus on policy change and shared service support for best practice, PD and purchasing power, is expected to help usher in more practices in shared services as the districts see the benefit of sharing through a flexible network of like-minded 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 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.

Although blended learning is a new educational model, early results show it is likely to increase engagement among students, produce better student outcomes, increase teacher satisfaction and provide more time for students to develop higher-order thinking skills. Likewise, blended learning has shown reductions in spending across districts and shared service shows promise in reducing costs. Impact on achievement A Kaplan study concluded that blended learning examples show that they are 1) Personalized and adaptive to meet individual learning needs, 2) Supportive of high levels of cognitive engagement in meeting learning objectives, and 3) Balancing computer- or teacher-led guidance with learner control. The study identifies the advantage it has to increase personalization, improve cognitive engagement and balance the control of student vs. instructor. A US Department of Education study found evidence that blended learning is more effective than either face-to-face learning or on-line learning. The 2009 report, entitled "Evaluation of Evidence-Based Practices in Online Learning," is the result of a meta-analysis of research from 1996 to 2008. RAND Corporation conducted a two-year randomized trial to determine whether a blended learning curriculum developed by Carnegie Learning had a positive effect on middle and high school algebra students. The report, released in 2013, found that the curriculum, which included both instruction time on computers and in-person, improved high school performance by 8 percentile points. The following schools have been implementing blended learning for several years, and their early data results show increased student achievement. KIPP LA Empower: The school increased achievement from 39% of kindergarteners performing at grade level or above in fall 2011-12 to 91% by the end of the year using a blended learning model developed with Education Elements. Now, the school is one of the top 10 performing elementary schools in California. Rocketship: On the 2012-13 California state testing results, Rocketship continued to be in the top 5% of school networks serving low-income students, and 77% of students scored Proficient or Advanced on state tests, compared to 86% of high-income districts in the state. Pennsylvania Hybrid Learning Initiative: In 2012-13, 88% of the 15 pilot schools achieved higher academic performance in blended classes compared to traditional classes in the same district. Reducing spending The Fordham Institute in 2012 studied the cost of blended schools (technology and in-person instruction), virtual schools (entirely on-line) with traditional schools and concluded that the more established blended learning programs spend less per student, as low as $7,600 per pupil, than traditional schools, which spent $10,000. The study noted that schools expected to spend less in future years, with gains in productivity allowing for staff reductions. In Ohio, Reynoldsburg has seen a 50% to 75% reduction in the cost of paper and a 30% reduction in the cost of copying and printing. Class sizes have increased but student performance has also increased as they moved into blended learning. As such, the 6,500-student district has not had an increase in its budget since 2005 but has received the highest rating on the state report cards. Shared service A 2011 report from KnowledgeWorks, entitled "Toward a New Model of Educational Governance for Ohio," cited research from New York (2004), Pennsylvania (2010) and Michigan (2010) to conclude that states could save

money through greater sharing of services if the capacity of regional educational intermediaries was expanded to facilitate inter-district collaboration. The Ohio Blended Learning Network borrows from that work by becoming a flexible collaboration of like-minded districts. The Network, embracing Educational Service Centers and regional training sites, will build capacity.

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.

This will be an external evaluation conducted by the University of Cincinnati Economics Center. Below is the lead evaluator: Michael Jones, Ph.D. Director of Research University of Cincinnati Economics Center EIN: 31-0898481 225 Calhoun St., Suite 370 Cincinnati, OH 45219-0223 513.556.2491 m.jones@uc.edu

* 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).

The data for long-term objectives will come from report cards provided by the Ohio Department of Education. We will obtain building data for the 2014-15 and 2015-16 academic years for all the schools and districts. We will compare the change in the academic and behavioral measures in those academic years to 2013-14. We will begin our evaluation using an interrupted time series methodology, in which an intervention occurs at a specific point in time and the time series data is broken up by the introduction of the intervention. If the blended learning intervention has a causal impact, the values of the post-intervention time series will have a statistically significant different value than the pre-intervention time series. However, because there may be additional changes other than blended learning, we will supplement the analysis with a difference-in-difference methodology. In this case, we will include a "control" building to our time series data. The control building is a building that has similar characteristics to one of the blended learning buildings, but it did not receive an intervention. The underlying assumption is that in the absence of the blended learning intervention, the building outcomes would have followed the same trajectory as the control building. The determination of the control building will be based on demographic, fiscal, and student characteristics. For the short-term objectives identified in the surveys, we will provide a statistical report on how student achievement and behavior has changed as a result of blending learning, e.g.. the survey will reveal if students are increasing their learning of new material at a faster pace. By asking teachers about ways to improve the program, there will be opportunities to provide modifications to the program before the start of the 2015-16 academic year. (The project team will review these results, combine them with other project data, and determine what changes, if any are needed.

* 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.

For the short-term objectives identified in the surveys, we will provide a statistical report on how student achievement and behavior has changed as a result of blending learning, e.g.. the survey will reveal if students are increasing their learning of new material at a faster pace. By asking teachers about ways to improve the program, there will be opportunities to provide modifications to the program before the start of the 2015-16 academic year. (The project team will review these results, combine them with other project data, and determine what changes, if any, need to be made in the project plan.) To assess cost savings in the project, the Center will compare budgets of the participating schools and districts at the end of the FY 2014-15 school year and again at the end of the FY 2015-16 school year to the Financial Impact Table and application documents and calculate the relative costs both before and after the blended learning implementation. The Center will produce an interim evaluation report by September 2015 on results for the first year and a final report on or before September 2016. The evaluation reports will be sent to participating schools and districts, consortium partners, and Straight A Fund. They are part of a larger public dissemination by the Ohio Blended Learning Network of results from the project, which includes extensive outreach, learning exchanges and storytelling.

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 Ohio Blended Learning Network, through this proposal, seeks to significantly improve student academic achievement in its classrooms through the creation and implementation of high-quality blended learning instruction. In addition, it seeks to encourage others to pursue blended learning in their classrooms and build the capacity in the state so that others can do so. In doing so, it will lower expenses through the smarter use of technology and sharing services through the established network of like-minded schools and districts supported by each of the member institutions. Blended Learning leads to significant increases in student achievement. The promise of blended learning, as demonstrated by research and best practices, is that technology enhances and extends the skills of teachers in a way that is more engaging for students and more satisfying for teachers. Simply put, teachers teach better, and students are more engaged and learn better. At the end of the first year, we expect to see improvements in student discipline measures as students are more engaged and receiving more individual attention. At the end of the second year (this is a two-year implementation due to a two-year professional development package) we expect to see at least a 20% improvement in the percentage of students reading at grade level and a corresponding increase in measures for other subjects. At the end of five years, expect the cohort to achieve an 80% increase in the percentage of students reading at grade level and achieving in other subjects. Those gains will be sustained and the project is expected to be replicated and scaled because (1) extensive outreach will create a will to keep going and for others to make the move to blended learning, (2) the project built capacity in districts, counties and regions through the train the trainer model that includes Educational Service Centers and three regional training sites, and (3) the Ohio Blended Learning Network will support and encourage members to sustain and expand through outreach, convening, policy change, and sharing of best practices. Blended learning can be accomplished at the same or lower cost We expect to see a xx% reduction in spending across the cohort of districts participating in this project, or $xxxx saved over five year following the grant period. Once districts and schools have made the shift to a digital environment that supports blended learning (primarily the costs of hardware, professional development, and

digital content), the promise of blended learning is that it can be done for the same or lower cost than traditional instruction. That's partly because teachers are more productive and use time more efficiently, allowing technology to provide basic instruction, grade assignments and provide data on student progress, and organize and manage lessons and communication with students and parents. And digital content costs the same or less than textbooks, supplies and materials around instruction. A network will encourage and support shared services The established Ohio Blended Learning Network, supported by membership fees from the districts and schools in this application proposal, will increase the likelihood that participants will seek and take part in shared service opportunities. Those opportunities include sharing best practices, sharing in the cost of purchasing hardware, professional development, digital content and other goods and services pertaining to blended learning, and sharing in creating a common policy agenda that supports and sustains blended learning in their districts and at the state level.

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

After five years, we aim to achieve two goals aroundachievement: improvements in student academic performance, and improvements instudent behavior. (The specific goalswere delineated in Question 9.) Short-term Objectives (Project Fidelity) + The Economics Center willevaluate student academic outcomes during the 2014-2015 academic year relativeto the previous academic year. The outcomes to be measured include the testresults by student demographic attributes for each school building, (e.g.percentage of students in each proficiency level by test grade and subject fora school.) + By the start of the 2015-2016academic year, every school district will have implemented blending learning asdescribed in this application. TheCenter will provide confirmation of the implementation by surveying the pointof contact for each school district. + During the survey with eachschool district's point of contact, the Center will ask open-ended questionsabout their experience with the blended learning program and to compareexpectations to that experience. + The Center will also ask fordisciplinary reports from each building for the 2014-2015 and compare them tothe previous years' reports. These disciplinary reports will include the numberof in-school suspensions, in-school alternative discipline actions, andemergency removals. They will alsoprovide the discipline reason (e.g. fighting, disruptive behavior, truancy,etc.) + Finally, the Center willdistribute a survey to the teachers in the blended learning classrooms duringthe spring of 2015. The survey will ask teachers questions about therelationship of blended learning to the ability of students to learn newmaterial, the behavior of students in the classroom, the enthusiasm ofstudents, the student's ability to retain or remember new material, and theiroverall satisfaction with blended learning. Long-term Objectives (Project Success Measures) + Student Achievement Benchmarks(at the building level) + Results by demographics

* Spending Reduction in the five-year fiscal forecast

* Utilization of a greater share of resources in the classroom

* Implementation of a shared services delivery model

To gauge the use of the shared service potential of the Ohio Blended Learning Network, the Center at the end of 2014-15 will survey members on the practices to purchase computers and other hardware and services and whether the Network was used or considered for a bulk purchase and the reasons for their decision. Another measure, in the post-grant period, beginning in FY 17, is the willingness of the members to follow through with the plan to use their funds to pay membership fees - as outlined in the Financial Impact Table - which will help to cement the shared services model as the members demonstrate "skin in the game."

* Other Anticipated Outcomes

As a result of this grant-funded project, The Network expects to see a greater understanding of high-quality blended learning and its benefits to students across the state due to the "lighthouses" of innovation created through the project. Likewise, it expects to see more implementations due to increase capacity and encouragement.

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

This proposal is designed foster the spread of high-quality blended learning in classrooms across the state. The Ohio Blended Learning Network proposal 1) Increases the capacity for blended learning to be adopted by schools and districts in every corner of the state, 2) Creates the interest and will for schools and districts to make the shift to blended learning, and 3) Establishes a model and infrastructure to ensure high-quality blended learning approaches are adopted. Building Capacity This proposal uses the expertise of Education Elements, the Silicon Valley firm that provides technical assistance to 75% of the schools in the country undertaking blended learning, to build capacity across the state by training trainers in each participating school or district and within the Educational Service Centers in that region. Thus, five schools and districts serving 15,236 students and Educational Service Centers in Northeast, Central and Southwest Ohio will receive training in blended learning to be trainers of others implementing blended learning as a result of this proposal. In addition, three training centers for

blended learning - one at Mentor Public Schools in Northeast Ohio, one at Reynoldsburg City Schools in Central Ohio, and one at the Mayerson Academy in Southwest Ohio - would be established to provide additional capacity. That will lower the cost for districts to expand or new districts to adopt blended learning. Past practice has shown that individual districts and schools can shift to blended learning through their own resources - Mentor Public Schools, Reynoldsburg City Schools and Stepstone Academy in Cleveland have all undertaken high-quality blended learning prior to this proposal. The addition of the Network and local training capacity will enhance that ability even further. Finally, the proposal anticipates the Ohio Blended Learning Network will encourage and support the replication of the work here to create other blended learning classrooms. The network will continue the work to build capacity and blended learning classrooms through the state after the grant period is over. Creating Will Many districts and schools are moving to blended learning because they have heard or seen the results and understand the potential it brings to improving teaching and learning in their classrooms. This proposal advances the natural "buzz" about blended learning by showing how schools and districts in the Network are making the change and sharing the results they are getting with the change. Through "learning exchanges," the Network and its partners will purposefully share with other schools and districts in their area how the project is progressing as they are undergoing the changes. The proposal includes support for learning exchanges during the project, which includes resources for partners and the applicants to reach out to other districts, to plan for productive learning sessions, and to conduct the meetings. Through the project, the consortium members will also be sharing their work with local stakeholders in order to build champions among them. This speaks to sustainability. Our experience in education reform tells us that building community support can help sustain a successful reform when changes occur in leadership or budgets. Establishing a model The Ohio Blended Learning Network has already begun work in earnest to developing a blended learning credential for educators. The credential will create expectations around high-quality blended learning and help with replications that are faithful to those expectations. The training centers and Educational Service Centers can play a role with higher education in developing and providing for training to earn a certificate or endorsement. The Network will also work with stakeholders to develop a framework for high-quality blended learning and advocate for supportive policies on the state and local level to advance applications of

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 agree with the program assurances pertaining to this application. Matthew Miller Superintendent Mentor Public Schools

Consortium

Mentor Exempted Village (045492) - Lake County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections

Consortium Contacts							
First Name	Last Name	Telephone Number	Email Address	Organization Name	IRN	Address	Delete Contact
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Thomas	Tucker	440.233.2232	ttucker@lorain.k12.oh.us	Lorain City	044263	2350 Pole Ave, Lorain, OH, 44052-4301	
Lori	Ward	937.542.3000	lward@dps.k12.oh.us	Dayton City	043844	115 S Ludlow St, Dayton, OH, 45402-1812	
Todd	Yohey	513.598.2952	yohey_t@ohiolsd.org	Oak Hills Local	047373	6325 Rapid Run Rd, Cincinnati, OH, 45233-4555	

Partnerships

Mentor Exempted Village (045492) - Lake County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections

Partnerships							
First Name	**Last Name**	**Telephone Number**	**Email Address**	**Organization Name**	**IRN**	**Address**	**Delete Contact**
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Andrew	Benson	513-313-5109	andrewbenson32@gmail.com	Smarter Schools LLC		P.O. Box 43401, , Cincinnati, OH, 45243	
Michael	Jones	866.709.0735	m.jones@uc.edu	University of Cincinnati Economics Center		225 Calhoun St., Suite 370, , Cincinnati, OH, 45219	
Jillian	Darwish	866.709.0735	darwish.jillian@mayersonacademy.org	Mayerson Academy		2650 Highland Ave., , Cincinnati, OH, 45219	

Implementation Team

Mentor Exempted Village (045492) - Lake County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections

Implementation Team						
First Name	**Last Name**	**Title**	**Responsibilities**	**Qualifications**	**Prior Relevant Experience**	**Delete Contact**
Matthew	Miller	Superintendent, Mentor Public Schools	Mentor Public Schools is the lead applicant and fiscal agent for the project. The lead applicant oversees the grant process and implementation, including delivering and tracking grant funds, and is the primary contact the Straight A Fund.	Mentor Public Schools is led by Matthew Miller, who was named superintendent in 2012. Mr. Miller, who is pursuing a doctorate in educational technology, is leading his district transformation with technology and blended learning at the center. At the 2014 Ohio Educational Technology Conference, Mentor won four #BestEdTech awards for the district's work to provide personalization for students through blended learning. In 2014, Mentor was named to the prestigious Digital Promise League of Innovative Schools. Mr. Miller holds master's and bachelor's degrees from the University of Cincinnati. Matt has an experienced treasurer on this team to oversee the flow of funds. Daniel Wilson has more than 39 years of experience in the fiscal management of Ohio public schools, the last nine in Mentor. He previously served as Associate Superintendent for the Center for School Finance Accountability at the Ohio Department of Education.	See above	
Andrew	Benson	Executive Director, Smarter Schools	Andrew Benson serves as grants administrator, project manager and oversees outreach and advocacy for the project.	Mr. Benson started the Smarter Schools non-profit last year to help schools be more efficient and effective. He was for the previous 10 years vice president of KnowledgeWorks Foundation, an education philanthropy and social enterprise that has created Early College High Schools, small school transformation, project-based learning schools, and community collaboratives in hundreds of sites across the country. He holds a master's degree in Public Administration from Harvard's Kennedy School of Government, a master's degree in Journalism from the Ohio State University, and a bachelor's degree in Journalism from Ohio University. Mr. Benson was responsible for KnowledgeWorks communications and outreach and oversaw its Ohio education reform and policy work, including managing staff, consultants, and grant funds of more than $10 million. He was a journalist for 14 years. He currently serves as project manager, grants administrator and outreach coordinator for an FY14 consortium project of the Straight A Fund in Milford and Cincinnati schools. Reviewers from the Ohio Department of Education, at their mid-project review in April, said they were "impressed" by the operation of the grant and progress toward goals.	See above	
Jillian	Darwish	President, Mayerson Academy	Dr. Jillian Darwish will oversee the delivery of reading intervention strategies to teachers in K-3 who are working with struggling readers. She will be working with specialists at the Ohio Federation of Teachers who will be available to provide services with Mayerson to school in	Dr. Darwish became President of Mayerson Academy, a Cincinnati-based professional development organization for teachers, in January 2014 after seven years at KnowledgeWorks Foundation, where she was Vice President for Organization Learning and Innovation. She was previously Director of Organizational Learning at the Hamilton County Educational Service Center and was formerly an elementary school teacher in the Cincinnati area. She has a doctorate in Curriculum and Instruction from the University of Cincinnati and a Master's in Elementary Education from Xavier	See above	

			the grant.	University.		
Anthony	Kim	CEO and Founder, Education Elements	Education Elements is providing professional development and technical assistance to grant applicant schools and districts. Anthony Kim, CEO and Founder of Education Elements, leads the California-based organization.	Anthony Kim founded Education Elements in 2010 to help schools rethink the structure of schooling and the way technology could strengthen instruction and streamline operations. He was the New Schools Venture Fund 2012 Entrepreneur of the Year. Prior to founding Education Elements, he served as an Executive Vice President of Online of Edison Learning Inc. He holds a BA from Cornell University. Working with charter school management developers, foundations and technology developers, Education Elements has pioneered new approaches to blended learning. Today, the firm is involved in 75% of the blended learning schools in the country, or more than 100 schools, including, Mentor Public Schools, Reynoldsburg City Schools, and Stepstone Academy in Ohio.	See above	
Michael	Jones	Director of Research, University of Cincinnati Economics Center	Dr. Michael Jones oversees and conducts the quantitative and qualitative evaluation of the blended learning implementation project and will prepare the evaluation report	Michael Jones became the Director of Research for the University of Cincinnati Economics Center in 2012. He is a Research Assistant Professor of Economics at UC, specializing in labor economics, public economics and economics of education. He earned his Ph.D. in Economics from the University of Notre Dame in 2012, a Master's in Economics from Notre Dame, and an MBA in Management and International Business from the University of Cincinnati. He has an extensive background in program evaluation and economic impact studies.	See above	