

Budget

Mount Gilead Exempted Village (045534) - Morrow County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (235)

U.S.A.S. Fund #:

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

| Purpose Code               | Object Code | Salaries 100 | Retirement Fringe Benefits 200 | Purchased Services 400 | Supplies 500 | Capital Outlay 600 | Other 800 | Total         |
|----------------------------|-------------|--------------|--------------------------------|------------------------|--------------|--------------------|-----------|---------------|
| <b>Instruction</b>         |             | 0.00         | 0.00                           | 308,500.00             | 191,500.00   | 500,000.00         | 0.00      | 1,000,000.00  |
| <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                           | 0.00                   | 0.00         | 0.00               | 0.00      | 0.00          |
| <b>Prof Development</b>    |             | 0.00         | 0.00                           | 0.00                   | 0.00         | 0.00               | 0.00      | 0.00          |
| <b>Family/Community</b>    |             | 0.00         | 0.00                           | 0.00                   | 0.00         | 0.00               | 0.00      | 0.00          |
| <b>Safety</b>              |             | 0.00         | 0.00                           | 0.00                   | 0.00         | 0.00               | 0.00      | 0.00          |
| <b>Facilities</b>          |             | 0.00         | 0.00                           | 0.00                   | 0.00         | 0.00               | 0.00      | 0.00          |
| <b>Transportation</b>      |             | 0.00         | 0.00                           | 0.00                   | 0.00         | 0.00               | 0.00      | 0.00          |
| <b>Total</b>               |             | 0.00         | 0.00                           | 308,500.00             | 191,500.00   | 500,000.00         | 0.00      | 1,000,000.00  |
| <b>Adjusted Allocation</b> |             |              |                                |                        |              |                    |           | 0.00          |
| <b>Remaining</b>           |             |              |                                |                        |              |                    |           | -1,000,000.00 |

Application

Mount Gilead Exempted Village (045534) - Morrow County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (235)

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

**A) APPLICANT INFORMATION - General Information**

1. Project Title:  
Beyond Boundaries

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

Mount Gilead Exempted Village School District will implement a hybrid learning program in order to provide 1,300 students with the learning and technology tools to make them successful in their K-12 curriculum and beyond while reducing costs to the district. The hybrid program will increase student engagement and achievement, provide reliable access to technology, create a sustainable cost-saving solution, enable innovative professional development and become a center of excellence and example for other Ohio school districts.

*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.*

1300 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  
Jeff Thompson

Organizational name of lead applicant  
Mount Gilead EVSD

Address of lead applicant  
145 N. Cherry Street

Phone Number of lead applicant  
(419) 946-1646

Email Address of lead applicant  
jeffthompson@mgschools.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 problem to be solved by the Mount Gilead Exempted Village School District is one experienced by many small, rural Ohio school districts. The district of three schools (Elementary, Middle and High and 1,300 students) is experiencing a dramatic increase in the number of economically disadvantaged students, students with special needs, and students with learning disabilities. This change in student population and learning characteristics combines with Ohio's Common Core Curriculum/Assessment expectations to introduce new district challenges. This challenging teaching and learning environment requires a differentiated, personalized K-12, 21st Century model for maximizing student engagement/performance. This need to accommodate growing class sizes now clashes with the district's strategic goal "to provide personalized and differentiated learning in every classroom." Mount Gilead Exempted Village School classrooms are spacious and can accommodate class sizes of 30 students. According to a recent District Technology Committee Report (3/10/14) there is a lack of: 1) digital curriculum resources; 2) a fully developed "Bring Your Own Technology, X:1 Program;" 3) access to critical bandwidth and connectivity; 4) access to classroom electrical power to support a hybrid learning program; and 5) systemic professional development.

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

The district is strategically dedicated to implementing hybrid classroom teaching and learning strategies. The strategic goal of this Project "Beyond Boundaries" is to support multiple modalities of learning, leverage existing digital resources for learning and assessment and support differentiated, small group instruction. Project "Beyond Boundaries" requires an investment in personal computing devices, bandwidth, connectivity, electrical power, digital content and staff professional development. Project Beyond Boundaries seeks to eliminate the high cost of textbook adoption, student assessment, differentiation, tutoring and professional development with a district-wide K-12 commitment to hybrid learning. A school board supported commitment to the Mount Gilead K-12 Hybrid Learning Program solves and improves the current teaching and learning systems in the following ways: 1) Hybrid schools will combine up to three different models of instruction within the traditional classroom session. This structure will support differentiation. a) In direct instruction, teachers are given the opportunity to focus on smaller classroom groups for targeted lessons. This creates an opportunity for more one-on-one instruction time for teachers and students. b) A second group of students participates in collaborative group activities corresponding to the curriculum pathway. This collaborative structure builds teamwork, leadership and interpersonal skills. c) A third group of students is learning independently in a supervised online environment. These students are accessing digitally delivered content, games, quizzes and other technology tools. 2) Access to digital curriculum resources will eliminate the high cost of textbook adoption across all grade levels and subject areas. 3) Hybrid learning makes extensive use of student diagnostic and progress data, employs innovative pedagogical techniques and provides applied technology tools to manage personalized educational pathways. 4) Continuous, formative and summative assessment of student performance guides direct instruction, collaborative group activities and independent learning. Online resources provide teachers with timely data about the students' understanding and performance in order to provide differentiated instruction. 5) Student control of frequent formative assessments, access to personalized learning plans, consume digital learning objects and electronic communication with their teacher. 6) Teachers receive real-time information regarding student learning gaps, academic achievement and have the ability to assign cost-effective learning activities to students reducing the reliance on high-cost textbooks. Mount Gilead Exempted Village School District will assess current capabilities, design a district-wide solution, make necessary technology upgrades, procure and identify open source online resources for the classroom, invest in personal computing devices for all classrooms, provide professional development and ongoing coaching for district staff and teachers, align the resources with district curriculum, launch the program in 2 phases and measure program results over the first six years.

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.)

Project "Beyond Boundaries" is designed to use a hybrid learning model to improve academic performance by increasing student engagement and motivating students to learn. Hybrid learning makes extensive use of student diagnostic and progress data, employs innovative pedagogical techniques and provides applied technology tools to manage personalized educational pathways. In studying the Pennsylvania Hybrid Learning Institute ([www.pahil.org](http://www.pahil.org)), we have seen that 75% of hybrid learning implementations report better academic achievement and 100% of implementation participants met or exceeded state standards for academic growth. We plan to follow that process and model and learn from those schools that are currently planning for their third year practicing hybrid learning. The focus of the Project "Beyond Boundaries" learning achievement measures will be in the assessed subjects of Math and Language Arts. Achievement will be measured by comparing student performance on previous and future standardized tests, attendance trends, class participation, velocity of learning (time to complete standards) and class grades. The first-year target areas include: Year 1: Meet or exceed state standards for academic growth K - Math, Language Arts 1 - Math, Language Arts 3 - Math, Language Arts 6 - Math, Language Arts, Science, Social Studies 7 - Math, Language Arts, Science, Social Studies 8 - Math, Language Arts, Science, Social Studies 9 - Language Arts (writing) 10 - Language

Arts (writing) 11 - Language Arts (writing) 12 - Language Arts (writing)

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.)

There will be significant upfront start-up costs for technology and content \$403,000.00. The cost model will align technology and content to very specific tasks and measured outcomes. Once technology is in-place and reliable, the district will be able to discontinue the costly venture of purchasing textbooks. Accounting to \$450,000.00 every three years. Those fixed expenditures will be instead allocated toward online learning resources to include paid-for and open source content of \$300,000.00 . A process will be established to evaluate, align and measure content selection. A repository will be established for teachers to share teacher-created content. The district ongoing budget for content will be reduced by \$112,500.00 by the fifth year. Additionally, as enrollment increases, the cost of larger class sizes and the hiring additional teachers and aides should be dramatically reduced. The reductions will be the position of Director of Technology at \$100,000.00 in fiscal year 2016 and at least one staff member per year (through attrition) equivalent to \$85,000.00 for fiscal years 17-19 inclusive of all benefits. Beyond Boundaries anticipates specific reductions in the areas of curriculum content and staffing. Content: The purchase of perpetual licenses of content has higher up-front costs with ongoing maintenance fees that are affordable. The existing textbook budget plan over the next 5 years (2014-2019) will be characterized by a responsible combination of paid-for, open source and teacher-created content. This plan will sustain that budget category at 25% of textbook expenses. Staffing: An district enrollment increase of fifty-five 55 students per year for five (5) years will total two hundred and seventy five (275) students. This increase in student enrollment has the potential to require one (1) additional teacher per grade at a cost of \$85,000 per teacher. Increasing class size by five (5) students per year would save the district \$425,000.

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.)

Classroom resources that will be more effectively utilized in the Beyond Boundaries program are Digital Content and Personal Computing Devices. Digital Content is often most cost-effective when licensed by an entire school building. Unfortunately, that model is reliant upon high utilization in order for the per-student cost of that learning content to be at the lower price point. In fact, many times, low utilization makes the cost per-student much higher than reasonable budgets permit. The Beyond Boundaries project will carefully evaluate and align paid-for and free-use digital resources for use in the hybrid classrooms. Teachers will assemble the standards-aligned learning objects into the curriculum framework and will assign relevant learning objectives to the students. Students will have an anticipated and evaluated participation in utilizing the digital resources resulting in a 100% utilization of the content. Additionally, the teachers will be measuring student achievement with frequency and will have an opportunity to evaluate the quality of the digital content so that the true alignment to the curriculum may be assessed. The utilization and quality measures will be combined with the achievement scores in order to ascertain the return on investment. Personal Computing Devices are placed in classrooms as resident devices or transient via shared carts. A school with transient devices will find that the utilization of those devices is in fact lower compared to resident devices due to the conditional nature of the technology availability. Beyond Boundaries aims to have resident devices to the classroom and to provide each student with a dedicated device. This will allow for consistent device usage expectations and learning assignments and will insure that students are using those devices in order to consume learning objects, participate in formative and summative assessments, communicate with their teachers, access assignments, submit homework and project materials, etc. Beyond Boundaries will define the role of the personal computing devices, measure the utilization and monitor student achievement in order to realize the return on investment.

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.)

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.

1,000,000.00 State the total project cost.

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

Beyond Boundaries funds will support: 1) Hybrid Learning Professional Development (\$285,000); 2) Wireless Infrastructure Upgrades (\$85,000); 3) Internet Circuits (\$20,000); 4) On-line Curriculum (instructional objects) (\$310,000), and 5) Mobile Computing Devices (\$300,000)

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.

The explanation of sustainability costs for Beyond Boundaries is embedded in an existing, board approved Hybrid Learning Coach and staff professional development for continuous review capital budget commitment of \$80,000.

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.

120,000.00 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 Beyond Boundary expected savings will be achieved through targeted staff reductions. Specifically, expected reductions/savings will include the elimination of the position of Director of Technology and one full time equivalent teacher (FTE) reduction in force in each year of the next three school years (2014-15, 2015-16 and 2016-17).

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.

Beyond Boundaries will be expenditure neutral. Spending reductions are verifiable, permanent and credible. These statements are evidenced in information provided in the Financial Impact Table. Projected income will not be used to offset increased ongoing expenditures consistent with existing Ohio statute. Beyond Boundaries has considered inflationary costs for five years after June 30th. A five year sustainability plan has been developed for Beyond Boundaries. Spending reductions will total \$450,000 every three years. These fixed expenditures will be re-allocated to online learning resources including "paid-for" and "open source content" totaling \$300,000. Reductions will include the position of Director of Technology at \$100,000.00 in fiscal year 2016 and attrition of at least one staff member per year, including benefits, equivalent to \$85,000.00 for fiscal years 2016-2019. An internal review process has been established to insure the quality evaluation, curriculum alignment and digital content selection. This transition from "hardcopy" to "digital curriculum" resources will reduce Mt. Gilead district expenditures by \$112,500 in the fifth year (2019-20). A web-based repository will be established for teachers to share teacher-created content. An example of this model is evidenced at <http://performancepyramid.miamioh.edu/the pyramid>. This dynamic, web-based model for continuous school improvement was developed by Dr. Douglas Brooks, a project partner.

#### 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 01/07/2014 - 06/30/2014

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

1. Preparation Stage: January 7, 2014 - March 28, 2014  
1.1 Internal meetings about Project Beyond Boundaries scope  
1.2 Identified internal Project Beyond Boundaries Leadership Team (P2BLT)  
1.3 Held "Introduction to Hybrid Learning" workshop during in-service day for district teachers interested in providing input on the project  
2. Pre-Assessment Stage: March 1, 2014 - April 30, 2014  
2.1 P2BLT participated in training on current state of Ohio assessments and effective project design strategies  
2.2 P2BLT administered a survey targeting school environment, technology infrastructure and educational resources  
2.3 External Assessment Team visited school buildings, interviewed P2BLT for current technology capacity, instructional goals and self-assessed gaps between goals and resources  
2.4 "Hybrid Learning Readiness Assessment Report" delivered to P2BLT. Report included description of project scope, model design, expected benefits and identified technology, content, operations and learning tool gaps  
3. Design Stage: May 1, 2014 - June 30, 2014  
3.1 P2BLT participated in "Design Exercise" to frame the delivery model best suited for project goals  
3.2 "Hybrid Learning Program Design Plan" was delivered to P2BLT with details regarding the operational delivery of the program, the procurement planning for digital content, technology and professional development. This plan has informed the application  
3.3 P2BLT will solicit quotations for content, technology and professional development  
3.4 Communications Plan will be developed. Project team utilizes Google Docs to store and share all project documents. Advisors to the project team review project documents and Straight A Fund application materials on a weekly basis. The project team meets in person and virtually utilizing WebEx on a weekly basis  
3.5 Professional Development Plan will be developed. The project stakeholders attend Straight A Fund informational sessions provided by Ohio DOE  
3.6 P2BLT will approve the project design plan

\* Anticipated barriers to successful completion of the planning phase

The anticipated barriers to Beyond Boundaries include many of the more conventional points of resistance associated with educational change. These points include teacher understanding, commitment and engagement in the goals of the project. The Beyond Boundaries professional development model has anticipated these realities of change but realistically can not eliminate them. The Beyond Boundaries Project Plan is constructed on the assumption that supplemental funding for technology, digital content and professional development will be available. If supplemental funding is not available through Straight A funding, the project timeline will be lengthened.

18. Implementation - Process to achieve project goals

\* Date Range July 1, 2014 - June 30, 2017

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

Phase One: Implementation Milestones (July 1 - August 31, 2014) 1.1 Purchase of Digital Content, Classroom Management Tools, Technology Tools, Personal Computing Devices 1.2 Confirm Professional Development Timeline and Curriculum 1.3 Integrate Digital Content and Classroom Management Tools - professional development, network accessibility, teacher and student account setup and testing on classroom technology 1.4 Implement modifications required for school bandwidth and test 1.5 Image computing devices by providing network access, testing for power and performance, validate access to digital content and classroom tools 1.6 Deliver professional development to phase one teachers - digital content, classroom management operations and tools, technology tools and devices 1.7 Align Evaluation Plan to school district goals with performance measures and achievement expectations Phase Two Launch Milestones (September 1, 2014 - June 30, 2015) 2.1 Teachers and students identified for this phase will launch hybrid learning in the classroom 2.2 Coaching activities implemented to support teachers in the new environment during class, common planning time and scheduled professional development days 2.3 Program fidelity measured by observation, survey and data collection 2.4 Alignment with program goals reviewed monthly with performance reporting to project team 2.5 Coaching activities aligned to performance gaps 2.6 Student engagement metric tracked via attendance, behavioral attributes, academic achievement and standardized testing results 2.7 Continuous improvement - Phase One operations adjusted to continuously improve the experience for teachers and students 2.8 Internal planning-Phase Two project scope with project team 2.9 Perform assessment and design activities for Phase Two 2.10 Create final design and project plan for Phase Two 2.11 Solicit quotations for Phase Two content, technology and professional development 2.12 Begin professional development for Phase Two teachers

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

The Planning Stage will be completed by June 30, 2014. The Project Plan is designed on the assumption that supplemental funding for technology, content and professional development will be available. If supplemental funding is not available, the project plan will be adjusted to an extended time line. In order to build a strong foundation for success, Beyond Boundaries will engage a project partner to organize the Phase One Program and to direct project tasks during implementation. This partner will execute the tasks associated with managing, evaluating and reviewing the program. The district will create a "Hybrid Learning Coach" as an internal leadership resource position to insure project sustainability. Additionally, the Communication Plan for Beyond Boundaries will include target project stakeholders, feature goals and milestones and be characterized by a broad range of communication formats. The target audiences in the Communications Plan include: 1) school district administration; 2) school board members; 3) teachers and students; 4) school technology and curriculum coordinators; 5) Ohio Department of Education and 6) the general public of Mt. Gilead school district. The formats for communication will include: scheduled meetings, website announcements, targeted emails, print newsletters and promotional videos.

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

\* Date Range 07/01/2014 - 06/30/2017

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

The results of the project will be analyzed consistent with the phases of the project and related milestones. Design Phase: July 1, 2014 to June 30, 2015 Implementation Phase One: July 1, 2015 to June 30, 2016 Implementation Phase Two: July 1, 2016 to June 30, 2017 The scope of work for Beyond Boundaries is reflected in the project's Phases and Milestones

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

The anticipated barriers to the successful completion of the summative evaluation phase include the following: 1) incomplete data collection; 2) incomplete data analysis; 3) incomplete participation by schools or grade level participants and 4) incomplete authorship of summative conclusions and significance.

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:

Beyond Boundaries includes critical instructional and organizational changes. The impact of these changes is also listed. These changes include permanent changes to current Mt. Gilead district classroom processes and introduces new teaching and learning processes that will be incorporated into the 21st century teaching and learning culture of the district. These responses also outline the expected change in behaviors of teachers, students, administrators and parents. The expected changes are realistic and significant in moving Mt. Gilead School District forward. Beyond Boundaries will eliminate the high cost of textbook adoption, student assessment, differentiation, tutoring and professional development with a district-wide K-12 commitment to hybrid learning. A school board approved commitment to the Mount Gilead K-12 Hybrid Learning Program solves and improves the current teaching and learning systems in the following ways: 1) Change: Hybrid schools will combine up to three different models of instruction within the traditional classroom session. Impact: This structure will support differentiation. 2) Change: In direct instruction, teachers will be given the opportunity to focus on smaller classroom groups with targeted lessons. Impact: This creates an opportunity for more one-on-one instruction time for teachers and students. 3) Change: A second group of students will participate in collaborative group activities corresponding to the curriculum pathway. Impact: This collaborative structure builds teamwork, leadership and interpersonal skills. 4) Change: A third group of students is learning independently in a supervised online environment. Impact: These students are accessing digitally delivered content, games, quizzes and other technology tools. 5) Change: System wide access to digital curriculum resources. Impact: This will eliminate the high cost of textbook adoption across all grade levels and subject areas. 6) Change: Hybrid learning will be introduced K-12 in all subject areas. Impact: This K-12 integration will make extensive use of student diagnostic and progress data. It will support innovative pedagogical techniques and provide applied technology tools to manage personalized educational pathways. 7) Change: Continuous, formative and summative assessment of student performance will guide direct instruction, collaborative group activities and independent learning. Impact: Online resources will provide teachers with timely data on

students' understanding and performance and support differentiated instruction. 8) Change: Increased student control of frequent formative assessments, access to personalized learning plans, consume digital learning objects and electronic communication with their teacher. Impact: Increased student autonomy, access to productivity, instructional motivation and engagement. 9) Change: Teachers receive real-time information regarding student learning gaps and academic achievement. Impact: Teachers will have the ability to assign cost-effective learning activities to students reducing the reliance on high-cost textbooks.

#### **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.

Rationale: Beyond Boundaries has a high probability of success because it is a school board approved, K-12 transformation targeting every classroom and content area in the district. All (#) faculty in (#) buildings are strategically committed to embedding Hybrid Learning into the teaching and learning culture of the district. The research and past success that supports Beyond Boundaries is derived from successful pilot school programs in Pennsylvania. These 15 Pennsylvania pilot programs have demonstrated a dramatic impact on student achievement, created documented spending reductions and utilized more classroom resources. Dellicker will be providing all the professional development consistent with their proven model. "Hybrid Learning" melts together three learning models that are designed to provide a deeper understanding of course content and material, resulting in improved student academic performance," Carolyn Dumaresq, Acting Secretary of Education in Pennsylvania. Students will come to recognize this blended approach to instruction from one year to the next. Teachers will be sharing best practice within grade levels and content areas across the district's three schools. Research: "Hybrid Learning" combines new technologies with traditional methods to improve instruction Source: Christensen, Clayton, Michael Horn, and Heather Staker. "Is Blended Learning Disruptive An Introduction to the Theory of Hybrids." San Mateo, CA: Clayton Christensen Institute of Disruptive Innovation, May 2013. The Mt. Gilead Leadership Team studied a group of 15 public school districts who implemented hybrid learning programs in Pennsylvania schools. These schools piloted their programs in the 2012-2013 school year. Among the pilot districts, 88 % achieved higher academic performance in their hybrid classes compared to non-hybrid classes in the same district or compared to statewide benchmarks. Among Pennsylvania pilot districts with validated state results, 75 % reported improved academic achievement and 100 % met or exceeded state standards for academic growth. Results from these pilot programs included the following: 1. Teachers observed higher class participation and fewer discipline incidents. 2. Students enjoyed the hybrid environment more than traditional classrooms by almost three to one. 3. Parents expressed 15 to 1 satisfaction versus dissatisfaction with their child's placement in hybrid learning. 4. Almost nine times as many teachers in hybrid versus non-hybrid settings reported spending most of their classroom time in small group face-to-face communications with students. 5. Lebanon High School students passed the Keystone Exams (Pennsylvania State Assessments) at rates almost three time higher than non-hybrid peers. 6. Pottstown, (PA) high school students in hybrid Algebra I classes started the year 18 percentage points below the state average and ended the year three points above - 21 point swing using hybrid learning model.

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.

The evaluation of Beyond Boundaries will be managed by an independent evaluation firm (like The Metiri Group (<http://metiri.com/>)) and partner firm Dellicker Strategies. This will be an internal/external evaluation. Cheryl Lemke, CEO of The Metiri Group, is located in Marina del Rey, California, and works to independently evaluate hybrid learning in Pennsylvania. Dellicker Strategies owner, Kevin Dellicker, will manage the team responsible for the internal evaluation and is based in Kutztown, Pennsylvania. The Evaluation Plan will mirror the project phases, scopes of work and milestones described in Section (Section 19) Results will be compared to 70 planned implementations in Pennsylvania and New Jersey during the 2014-2015 school year. Program fidelity will be measured by observation and survey data. Alignment with program goals will be reviewed monthly with performance reporting to project team administration. Coaching activities are aligned to performance gaps to make certain that program fidelity is achieved in operations. Student engagement metrics are tracked via attendance, behavioral attributes, academic achievement and standardized testing results. A year-end evaluation report along with lessons learned for the next school year will be documented and available to other schools seeking assistance in building a hybrid learning program.

\* 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 Beyond Boundaries short and long term objectives (milestones) are organized in project phases to insure timely and appropriate assessment. These objectives (milestones) will be organized as: 1)Operational Objectives: 2)Operational Tasks and 3)Tactical Tasks. The measurement "method of choice" will be pre-determined by the P2BLT and the evaluation team. Data will be collected consistent with the unique phase and milestone of the project. Quarterly Reports will be created by the internal and external evaluators and reported to the Mt Gilead School Board. The conceptual model that will guide Hybrid Learning's short and long term measurements is characterized as follows:

1. Operational Objectives are tied to Mt. Gilead district strategic goals and define more specific intended outcomes on an annual basis. During the hybrid school year, the hybrid team will track these measures to evaluate the overall success of the program as reported in the biannual Program Review documents. 2. Operational Tasks are the specific actions that need to be accomplished to achieve the Operational Objectives. Measures of Performance: If Operational Tasks are accomplished to satisfactory standards as defined by the Measures of Performance, then the associated Operational Objectives should be achieved. 3. Tactical Tasks: Tactical Tasks are component actions required to complete Operational Tasks. They are created by the hybrid team to manage and track hybrid learning operations. Some Operational Tasks may require multiple Tactical Tasks and others may not have any. Measures of Performance: Completing Tactical Tasks in the proper sequence and to satisfactory standards should lead to the successful completion of Operational Tasks and the subsequent achievement of Operational Objectives. Measures of Performance determine whether a school completes each Operational Task and Tactical Task to satisfactory standard. Results are communicated to schools in the quarterly Performance Reports

\* 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.

As outcomes are tracked and reported to school officials, evaluators will update the operational plan to keep it effective and relevant. Hybrid learning operational tasks are monitored in accordance with performance criteria. Month-by-month, the hybrid operations team will track the accomplishment of key hybrid learning tasks and provide regular Performance Reports to school officials. These Performance Reports will compare school progress to baseline data and all the other schools in the Hybrid Learning Operations program. When gaps are identified, coaching is employed in order to ascertain the cause of the performance or operational gap. Operational processes, content alignment, technology application or learning strategies are adjusted if they prove to be barriers to success. The measures are then adjusted to reflect the modification and a new baseline is established. We are employing a process that has continuous improvement built into the operations plan. This is a journey, not a destination and we need to measure first, measure often and adjust to improve and expand our model in order to meet the personal learning needs of our students and to maximize our return on investment.

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.

Beyond Boundaries will eliminate the high cost of textbook adoption, student assessment, differentiation, tutoring and professional development with a district-wide K-12 commitment to hybrid learning. Renegotiate existing digital content pricing Introduction of new digital content to replace existing or unused content Reallocate textbook funds 1) Hybrid schools will combine up to three different models of instruction within the traditional classroom session. This structure will support differentiation. 2) Access to digital curriculum resources will eliminate the high cost of textbook adoption across all grade levels and subject areas. 3) Hybrid learning makes extensive use of student diagnostic and progress data, employs innovative pedagogical techniques and provides applied technology tools to manage personalized educational pathways. 4) Continuous, formative and summative assessment of student performance guides direct instruction, collaborative group activities and independent learning. Online resources provide teachers with timely data about the students' understanding and performance in order to provide differentiated instruction. 5) Student control of frequent formative assessments, access to personalized learning plans, consume digital learning objects and electronic communication with their teacher. 6) Teachers receive real-time information regarding student learning gaps, academic achievement and have the ability to assign cost-effective learning activities to students reducing the reliance on high-cost textbooks.

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

Project "Beyond Boundaries" is designed to use a hybrid learning model to improve academic performance by increasing student engagement and motivating students to learn. Hybrid learning makes extensive use of student diagnostic and progress data, employs innovative pedagogical techniques and provides applied technology tools to manage personalized educational pathways. In studying the Pennsylvania Hybrid Learning Institute ([www.pahil.org](http://www.pahil.org)), we have seen that 75% of hybrid learning implementations report better academic achievement and 100% of implementation participants met or exceeded state standards for academic growth. We plan to follow that process and model and learn from those schools that are currently planning for their third year practicing hybrid learning. The focus of the Project "Beyond Boundaries" learning achievement measures will be in the assessed subjects of Math and Language Arts. Achievement will be measured by comparing student performance on previous and future standardized tests, attendance trends, class participation, velocity of learning (time to complete standards) and class grades. The first-year target areas include: Year 1 Goal: Meet or exceed state standards for academic growth; compared to same students previous year, students same grade previous year and state averages. K - Math, Language Arts 1 - Math, Language Arts 3 - Math, Language Arts 6 - Math, Language Arts, Science, Social Studies 7 - Math, Language Arts, Science, Social Studies 8 - Math, Language Arts, Science, Social Studies 9 - Language Arts (writing) 10 - Language Arts (writing) 11 - Language Arts (writing) 12 - Language Arts (writing)

\* Spending Reduction in the five-year fiscal forecast

Beyond Boundaries anticipates specific reductions in the areas of curriculum content and staffing. Content: The purchase of perpetual licenses of content has higher up-front costs with ongoing maintenance fees that are affordable. The existing textbook budget plan over the next 5 years (2014-2019) will be characterized by a responsible combination of paid-for, open source and teacher-created content. This plan will sustain that budget category at 25% of textbook expenses accounting to \$450,000 every three years. Ultimately, the district ongoing budget for content will be reduced by \$112,500.00 by the fifth year. Staffing: A district enrollment increase of fifty-five 55 students per year for five (5) years will total two hundred and seventy five (275) students. This increase in student enrollment has the potential to require one (1) additional teacher per grade at a cost of \$85,000 per teacher. Increasing class size by five (5) students per year would save the district

\$425,000. Ultimately, the cost of larger class sizes and the hiring additional teachers and aides should be dramatically reduced. The reductions will be the position of Director of Technology at \$100,000.00 in fiscal year 2016 and at least one staff member per year (through attrition) equivalent to \$85,000.00 for fiscal years 17-19 inclusive of all benefits.

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

Classroom resources that will be more effectively utilized in the Beyond Boundaries program are Digital Content and Personal Computing Devices. The Beyond Boundaries project will carefully evaluate and align paid-for and free-use digital resources for use in the hybrid classrooms. Teachers will assemble the standards-aligned learning objects into the curriculum framework and will assign relevant learning objectives to the students. Students will have an anticipated and evaluated participation in utilizing the digital resources resulting in a 100% utilization of the content. Additionally, the teachers will be measuring student achievement with frequency and will have an opportunity to evaluate the quality of the digital content so that the true alignment to the curriculum may be assessed. The utilization and quality measures will be combined with the achievement scores in order to ascertain the return on investment. Beyond Boundaries aims to have resident devices to the classroom and to provide each student with a dedicated device. This will allow for consistent device usage expectations and learning assignments and will insure that students are using those devices each day (100% utilization) in order to consume learning objects, participate in formative and summative assessments, communicate with their teachers, access assignments, submit homework and project materials, etc. Beyond Boundaries will define the role of the personal computing devices, measure the utilization and monitor student achievement in order to realize the return on investment.

\* Implementation of a shared services delivery model

\* Other Anticipated Outcomes

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

Yes

No

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

\* Explain your response

Mount Gilead Exempted Village School District is working through a prescriptive hybrid learning programmatic model that has been executed in 32 school buildings in Pennsylvania as directed by a partner with a vendor agnostic agreement that will incorporate the right content, technology, training and tools required to meet our goals. The steps we are following are sound project and program management strategies: 1. Measure - assess our current state and establish goals and success measures; Time - duration of 1 month 2. Design - create an operational plan to include all the components required for the program to include project scope, educational schedule, digital content, technology tools, personal computing devices, and professional development plan; Time - duration of 2 months 3. Develop - create the project plan, align communications, finalize evaluation criteria and then evaluate, select and align the resources being used in the classroom for content and technology. Teachers are developed with foundational training on the operations mode, the content and technology tools and evaluation components; Time - duration of 3 months 4. Deliver - scheduled operations fidelity checks and coaching to include observation, survey and data collection; Time - duration of 12 months (concurrent with Measure) 5. Measure - monthly, quarterly, semi-annual and annual data collection and reporting with inputs into the coaching and operational design. Creation of the design for the next school year plan based on results and school district financial and academic goals; Time - duration of 12 months (concurrent with Deliver) We plan to be a center of excellence for hybrid learning and will advertise open house dates for interested school districts to come to our location to observe and see Beyond Boundaries in action. During our open houses, we will plan to: 1. Greet visitors and brief them on our Measure, Design and Develop activities. The building principal will lead this presentation. 2. Guided tour of classrooms where teachers are teaching students and observe the model in action. The building principal and hybrid learning coach will accompany the tour group and will aim to observe at least 3 classrooms. 3. Debrief with guests in large group instruction area or meeting room to entertain questions. The superintendent, building principal and hybrid learning coach along with a few of the hybrid teachers will meet with the group to discuss the lessons learned, give anecdotal examples and review observed and assessed results of the program. Additionally, we plan to create a train the trainer model in order to affordably sustain the professional development for our program. By creating a model where we establish an internal hybrid learning coach and hybrid learning specialists in each building, we would be positioned to hold regional training events to share our methodology with other districts interested in their hybrid learning program. We will utilize an online platform (like Canvas) for information sharing and collaboration and will plan to expand as other districts begin hybrid learning programs. We feel there are advantages to having a relationship with other schools in Ohio. We will be able to execute competitive consortium purchasing, leverage regional training opportunities to save money and can build a knowledge base of best practices and recommended resources. We are ready and willing to lead the charge and will be open to outside observation and evaluation as constructive feedback will feed our continuous improvement process and strengthen our path to personalized learning and increased academic achievement.

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, Jeff Thompson, 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).

Sections ▶

**Consortium Contacts**

No consortium contacts added yet. Please add a new consortium contact using the form below.

Partnerships

Mount Gilead Exempted Village (045534) - Morrow County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

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**Partnerships**

| <b>First Name</b> | <b>Last Name</b> | <b>Telephone Number</b> | <b>Email Address</b> | <b>Organization Name</b>           | <b>IRN</b> | <b>Address</b>                                      | <b>Delete Contact</b> |
|-------------------|------------------|-------------------------|----------------------|------------------------------------|------------|---|-----------------------|
| Marc              | Robinson         | (419) 267-2500          | robinson@nwoca.org   | Northern Buckeye Education Council | 124826     | 22900 State Route 34, Archbold, OH, 43502-9586      |                       |
| Kevin             | Goodman          | (216) 367-7580          | kjg@bbnllc.com       | BlueBridge Networks                |            | 1255 Euclid Ave., 5th Floor, , Cleveland, OH, 44115 |                       |
| Kevin             | Dellicker        | (484) 788-1221          | kevin@dellicker.com  | Dellicker Strategies               |            | 1647 Ashley Court, , Kutztown, PA, 19530            |                       |
| Mark              | Ames             | (740) 502-6540          | hfqh.llc@gmail.com   | HFQH LLC                           |            | 29217 State Route 643, , Fresno, OH, 43824          |                       |
| Douglas           | Brookes          | (513) 255-0429          | brookedm@miamioh.edu | Miami University                   | 062984     | 201 Roudebush Hall, Oxford, OH, 45056-0604          |                       |

Implementation Team

Mount Gilead Exempted Village (045534) - Morrow County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

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| Implementation Team |           |                             |  |   |  |                |
|---------------------|-----------|-----------------------------|--|---|--|----------------|
| First Name          | Last Name | Title                       | Responsibilities   | Qualifications  | Prior Relevant Experience  | Delete Contact |
| Kevin               | Dellicker | CEO of Dellicker Strategies | Will provide oversight and support to implement a Hybrid Learning Model in all three school buildings of Mount Gilead Exempted Village School District (Park Avenue Elementary School, Mount Gilead Middle School and Mount Gilead High School). | Kevin Dellicker is CEO of Dellicker Strategies and has provided leadership and support to successful implement and replicate a highly successful and engaging hybrid learning model in multiple public school districts within the state of Pennsylvania. Assessment data inform us that The Dellicker model has resulted in 75% of hybrid learning implementations achieving better (improved) student academic achievement and than non-hybrid settings. 100% of implementation participants met or exceeded state standards for academic growth. Dellicker Strategies is a Philadelphia area consulting firm and since 2005, they have helped 500+ schools improve their technology infrastructure and provided online learning choices for students. Dellicker Strategies have applied knowledge and understanding of education and technology to successfully complete more than \$150 million in new projects for our clients. They are a blended learning consulting firm with special expertise in hybrid learning, telecommunications infrastructure, information applications and online learning. They help schools adopt innovative technologies and teaching methods to personalize learning and motivate students. In addition to helping students, our solutions enhance teacher effectiveness and improve school productivity. Dellicker Strategies oversees 32 hybrid learning implementations and are preparing 40 more for launch in a year. They have helped more than 500 schools, businesses and hospitals improve their telecommunications infrastructure through our collaborative purchasing approach. They have helped hundreds of schools employ successful information applications to help students learn and are responsible for establishing some of the leading online learning programs on the East Coast. | Dellicker Strategies has developed and successfully implemented a "classroom centered" model of hybrid learning classrooms in more than 15 school districts in the state of Pennsylvania. In 2012-13, Dellicker Strategies served over 1,900 students and 48 teachers. By fall of 2013 (current school year), these numbers exploded to serve more than 8,200 students and 230 teachers. They are different in the following ways:-They are independent - The company is not tied to any particular application or company. - They are collaborative - They help schools work with other schools to get better deals and create communities of practice. -They are process-oriented - They provide a step-by-step system for schools to get results. In addition to the above, they also strongly believe that blended learning should be available to all schools and not just those with extra resources or special funding. |                |
| Jeff                | Thompson  | Superintendent              | His responsibilities will be to oversee the implementation of this grant and provide guidance as needed so that the grant is implemented with fidelity.  | Superintendent Thompson is currently serving in his second year as Superintendent of Mount Gilead Exempted Village School District. Thompson has effectively managed the reduction of millions in district budgets through attrition, improved efficiencies, and by reduction in force. Mr. Thompson has been instrumental in managing budgets at through evaluation of the Local   | Superintendent Thompson, effectively managed the reduction of millions in district budgets during his tenure as Campus Director at Springfield High School and as Director of Student Services (Assistant Superintendent) at Springfield City Schools  |                |

Education Agencies (LEAs) five year forecasts and through continual monitoring of revenue and expenditures. Mr. Thompson has a great deal of experience in managing LEA grants such as School Improvement Grants (SIG) and Race to the Top (RttT) grants. In addition to his intricate fiscal management skills, he has been intimately involved in varying instructional delivery models to meet the needs of all students. Thompson's 28 plus years of experience in public education are an asset to this grant and his vision has led to the submission on this grant. Superintendent Thompson is an active member of BASA (Buckeye Association of School Administrator) and serves on two BASA standing committees (Finance Committee and Legislative Committee). Thompson was instrumental in opening the second conversion community School in the state of Ohio. During his first year at Mount Gilead EVSD, Thompson developed a after school program for grades Prek-5 and at the beginning of year two, he implemented this program and utilized funds via an Alternative Education Challenge Grant to (partially) fund the program (recent data on this program demonstrate that it is very successful).

through reduction in force. Mr. Thompson has been instrumental in managing budgets at London City School District and Springfield City School District through evaluation of the Local Education Agencies (LEAs) five year forecasts and through continual monitoring of revenue and expenditures. Mr. Thompson has a great deal of experience in managing LEA grants such as School Improvement Grants (SIG) and Race to the Top (RttT) grants. Thompson's 28 plus years of experience in public education are an asset to this grant and his vision has led to the submission on this grant. Thompson was instrumental in opening the second conversion community School in the state of Ohio and has recently developed and implemented a very successful after school program at Mount Gilead EVSD for grades PreK-5 by utilizing an Alternative Education Challenge Grant.