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Adjusted Allocation 0.00

Remaining -14,979,312.00
Please respond to the prompts or questions in the areas listed below in a narrative form.

A) APPLICANT INFORMATION - General Information

1. Project Title:
The Connected Collaboration Platform

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

The Connected Collaboration Platform provides schools with a repository of resources (human, instructional, and technical) to enable student-centered learning that extends beyond the classroom to achieve all four of the Straight A Fund’s goals. The Connected Collaboration Platform (CCP) combines online course offerings, next-generation telepresence technologies, and a high-touch teacher professional development strategy led by a team of professional educators that will coordinate differentiated strategies for each of the consortium school partners.

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.

15930 3. Total Students Impacted:
This is the number of students that will be directly impacted by implementation of the project. This does not include students that may be impacted if the project is replicated or scaled up in the future.

4. Please indicate which of the following grade levels will be impacted:

- Pre-K Special Education
- Kindergarten
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12

5. Lead applicant primary contact: - Provide the following information:

First Name, last Name of contact for lead applicant
Dr. Edwin Holland

Organizational name of lead applicant
Orange City Schools

Address of lead applicant
32000 Chagrin Boulevard, Pepper Pike, OH 44124

Phone Number of lead applicant
216-831-8600

Email Address of lead applicant
eholland@orangecsd.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
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 Connected Collaboration Platform leverages advanced networked-enabled technologies with effective pedagogy to increase student success, reduce costs and expand learning beyond the classroom. The data are sobering. Eighty-eight percent of adults in Ohio have a high school diploma (ranking 25th in the nation). Forty percent of students who graduated from an Ohio high school in 2012 and enrolled in college took development math or English and the overall rate for students graduating in six-years time is 57 percent. We have no choice but to do better in advancing student success in preparing students for opportunities after high school. Student success is dependent on three key factors; social determinants largely outside of the formal schooling environment, teachers and educators, and relevant and compelling curriculum that engages students. Students live in a connected world in which they create their own personal learning networks through a blend of various technologies and human interactions. There is broad recognition that our schools are in catch up mode trying to provide rigorous, compelling, and adaptive instruction that addresses the diversity of student. This type of learning has not been effectively integrated into our K-12 schools and has limited the ability for students to interact with their 'natural world' which includes peers and intersects with the real-world filled with experiential opportunities. One of the central challenges identified by employers is prospective employee readiness for the collaborative, team-oriented, and diverse world of work. Employers blame higher ed and they in turn assert that they alone are not in a position to socialize and educate cohorts of young people in these 'soft' skills. The opportunity to providing workforce preparation as a core competency in high school (and earlier) is foundational for understanding how to learn, communicate, engage and work in a connected and collaborative world.

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

The Connected Collaboration Platform (CCP) is a consortium of 21 schools, and 17 Institutional Partners working to advance student success. Building upon a successful 2013 pilot program, the future-proof platform is designed to be scalable with a focus on College Readiness, STEM/Health (STEM+M) education, and professional development for educators. The CCP draws inspiration from the Gates Foundation's College Readiness program. "We live in a globally connected, information saturated world. To thrive, our students need to learn in and out of school, in person and online, together and independently. Students need learning experiences that meet them where they are, engage them deeply, let them progress at a pace that meets their individual needs, and helps them master the skills for today and tomorrow." The CCP solution is designed to enable these types of learning experiences through next generation, digital infrastructure; creative online content and high touch professional development. In assembling a coalition of 17 highly innovative education and subject matter specialty institutions we have been explicit in addressing our ability to build and sustain an adaptive program offering for both students and teachers that can be co-curricular, extra-curricular, or core curriculum. Finally, in focusing on experiential opportunities we aim to meet students where they are and engage them deeply. Informed by the guidelines of the Straight A program, we have also delivered on the objective of providing savings that can be accrued both at the individual school level and the program offering as a whole. In total, the CCP will deliver $3.7 million in direct savings and $1.8 million in additional value at no additional investment by the participating schools. The CCP will provide live/interactive sessions leveraging HD telepresence technologies. Subjects will be offered to students by professionals including health care practitioners, engineers, librarians, peers, and other experts. Students will further learning through ultra HD video conferencing with experts to facilitate "just-in-time" learning. Common Core aligned online content and courseware will be available to teachers and students before, during and after the school day. An evaluation team will monitor impact and two post-secondary "maker" labs will enable students to design prototype products associated with best practices in STEM education. The CCP will provide for small group/individual interactive college readiness sessions with peers, educators and community resources to prepare students for success after they graduate. The CCP will advance the professional development of teachers in STEM+M areas and in the effective use of interactive digital infrastructure. Success will be measured by student and teacher's utilization of the CCP to expand learning beyond the classroom. As the platform is effectively infinitely scalable, the CCP can be replicated elsewhere in Ohio and serve as a reference architecture model for advancing student success across the country.

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 Connected Collaboration Platform provides schools with a repository of resources (human, instructional, and technical) to enable student-centered learning that extends beyond the classroom to achieve all four goals of the Straight A Fund. The Connected Collaboration Platform (CCP) combines online course offerings, next-generation telepresence technologies, and a high-touch teacher professional development strategy led by a team of professional educators that will coordinate differentiated strategies for each of the consortium school partners. The CCP does not prescribe a "one-size-fits-all" strategy. The outcomes will be different for every school, every teacher and most specifically every student. As an adaptive learning platform, the CCP enables individual, class, school, or district-level configurations of instructional and learning strategies to meet their needs. Q9 - Student Achievement The CCP allows teachers to explore differentiated instructional models and enable students to self-direct their learning through a blended network of peers, teachers and subject matter...
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.)

The CCP is offered to schools as a turn-key service inclusive of all of the equipment, services and supports. Schools will benefit from direct and sustainable savings by utilizing the online, open courseware provided through the Saylor Foundation which provide; reductions in subscription fees paid for subscription courseware services (savings of $1,355,400), reductions in fees to offer credit recovery and dual credit courses (savings of $1,117,800) reductions in textbook purchases (savings of $290,543), reductions in paper use (savings of $198,900). Consortium schools will also have access to network accessible, colocated prototyping equipment that will provide reductions in equipment acquisition (savings of $42,500).

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.)

To support the integration of the CCP into the classroom teachers will receive onsite PD to increase their adoption and use of hybrid instructional models that integrate connected collaboration and differentiated content and courses to personalize student learning.

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 CCP is also a shared services platform. The CCP's professional team will facilitate development of instructional resources and live, interactive educational sessions, coordinate intra-school learning experiences, and provide scaffolded training and professional development to ensure program fidelity and impactful outcomes. Consortium schools will also have shared access to network accessible, colocated prototyping equipment and expertise, which allows for the schools and their students to utilize state-of-the-art equipment without the effort and expense of maintaining the equipment.

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
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.

| 14,979,313.00 State the total project cost. |

* Provide a brief narrative explanation of the overall budget.

The Connected Collaboration Platform is designed as a turn-key service inclusive of all of equipment, services and supports. The total cost for the CCP is $14,979,313. Each of the 21 Consortium Schools will receive the following services, resources and supports for each of the six years of the Straight A program (FY15-FY20). To expand learning beyond the classroom, each school will be equipped with a comprehensive telepresence video conferencing infrastructure which includes five telepresence units per high school and 3 units per K8/middle school, with six years of licensing, maintenance, support and virtual bridge services (one-time cost of $111,317 per school), Gigabit Fiber optic network infrastructure and 1gb of network transport and 100mb of Internet access ($79,179 per school) and 5 teacher tablets per high school and 3 teacher tables for K8/middle school for professional development (one time cost of $2,422 per school). Funding for teacher professional development is included in the budget for FY15 to cover workshop wages, substitute days and lead teacher stipends (one time cost of $7,500 per school + fringe benefits of $1,500 per school). Schools will budget for ongoing professional development (workshop wages, substitute days and stipends) for FY16-FY20 (see Q13). To support the experiential learning goals of the project, each school will receive supplies and materials funds for student projects conducted via network accessible, collocated maker labs ($21,000 per school). Each of the schools will have access to differentiated online content, curriculum, and instructional experiences from the CCP content partners including 50 online courses from iLearnOhio (for credit recovery, dual credit and elective credits), 15 instructional programs focused on health, STEM, workforce development and college readiness from the Northeast Ohio Technology Association (NOTA), unlimited access to college readiness courseware from theaylor Foundation, a collaborative virtual environment for exploration and experimentation from MuvED, STEM teacher professional development courses from NMC Academy software and software and software, curriculum and training for students and teachers from Autodesk's Design the Future program ($169,137 per school). The CCP also provides consortium schools with a shared professional support team that will facilitate teacher professional development, direct the development of curriculum, instructional experiences, and college readiness supports and coordinate the Institutional Partner's resources to expand learning beyond the classroom. The CCP Professional team includes a Project Director, Curriculum Development Specialist, College Readiness Specialist and a technical trainer. The CCP professional team also includes five Integration Specialists who will provide onsite professional development to teachers in their home schools for two weeks each semester and five halftime FTE's dedicated to coordinating the Institutional Partner's internal resources including the development of curriculum and instructional experiences and the recruiting and training of subject matter experts and eMentors ($403,796 per school). Formative and summative evaluation will be conducted by Kent State University's Center for Educational Technology Research ($32,000 per school) and Orange City Schools will provide a fiscal coordinator position for FY15 ($50,000 for an FTE with $10,000 in fringe) to manage the consortium's finances.

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 total annual amount of recurring expenses is $87,016. Each of the consortium schools will incur an average of $4,143 in annual professional development expenses for FY16-FY20. These expenses will be used to compensate teachers (5 per high school and 3 per K8/middle school) who participate in the CCP professional development and will include funds for workshop wages, substitute days and lead teacher stipends for each of the years of the grant's implementation.

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.
590,199.00 If yes, specify the amount of annual expected savings. If no, enter 0.

The CCP consortium schools will realize a total savings of $2,901,770 throughout the duration of the grant, with an ongoing annual savings of $590,199 annually thereafter. The savings will be in the areas of online credit recovery, online courseware licensing and subscription services, dual credit course offerings, reduced textbooks, paper reduction, and program reductions. Connected Collaboration Platform (CCP) Consortium schools will have access to online, open source, common core aligned Saylor Academy courseware that provides students with self-paced courses and course modules. Access to online, open source courseware through Saylor Academy will reduce or eliminate the need for other subscription services. Each school in the CCP will receive a lifetime membership for Saylor Foundation content. The current average cost for credit recovery courses is $300 per online semester course. By utilizing Saylor Academy's credit recovery courses, the CCP will save a total of $766,800 on credit recovery courses ($127,800 annually). The open source courses can also replace or supplement other licensing and subscription services such as Plato, Lincoln Interactive, and Apex Learning. Between the 22 schools in the CCP, we estimate a savings of $1,355,400 per year on subscription courseware services ($225,900 annually). Saylor Academy offers college-level courses that can be utilized for dual credit. We estimate a savings of $226,800 on dual credit course offerings ($37,800 annually). By moving to online courseware schools are able to reduce their spending on textbooks. We plan to reduce spending on textbooks by $290,542 ($48,424 annually). Online courseware, which is available online at school and in student's homes, can reduce the number of printouts needed in for classroom instruction and distributed for homework. Estimations based on 1 team per teacher with 5 teachers per school, yield an anticipated savings of $198,900 on classroom printouts ($28,600 annually). Also of note, John Hay CSSM will reduce their transportation budget by $17,300 and use the telepresence infrastructure for students to participate in off-site instructional experiences. Several of the Consortium schools also report savings due to the discontinuation of existing programs. Canton Local will save $79,406 as a result of the reduction of staff due to changes in their Career & Technical Education curriculum. In addition, Berea will save $23,567 in the elimination of their ombudsman position.

15. Provide a brief explanation of how the project is self-sustaining.

All Straight A Fund grant projects must be expenditure neutral. For applications with increased ongoing spending as documented in question 11-14, this spending must be offset by expected savings or reallocation of existing resources. These spending reductions must be verifiable, permanent, and credible. This information must match the information provided in your Financial Impact Table. Projected additional income may not be used to offset increased ongoing spending because additional income is not allowed by statute. Please consider inflationary costs like salaries and maintenance fees when considering whether increased ongoing spending has been offset for at least five years after June 30th of your grant year. For applications without increased ongoing spending as documented in questions 11-14, please demonstrate how you can sustain the project without incurring any increased ongoing costs.

For educational service centers and county boards of developmental disabilities that are members of a consortium, any increased ongoing spending at the educational service center or county board of developmental disabilities may also be offset with the verifiable, permanent, and credible spending reductions of other members of the consortium. This increased ongoing spending must be less than or equal to the sum of the spending reductions for the entire consortium.

Explain in detail how this project will sustain itself for at least five years after June 30th of your grant year.

The project is self-sustaining in that the costs associated with the project are one-time purchases, yielding a long lifespan. The Connected Collaboration Platform is designed as a turn-key service inclusive of all of the equipment, services and supports. All purchased services and maintenance and licensing contracts, though purchased in Year 1 of the grant, will last through the duration of FY20. In fact, some of the online content, Saylor Academy content, Autodesk’s Design for the Future and NMC Academy content, will be free of charge beyond FY20. The verifiable, permanent, and credible spending reductions from the use of Saylor Academy online content results in $3,684,280 savings for the CCP ($614,046 annually). The telepresence units and the machinery for the fab lab are durable, and the online courses and modules are lasting and adaptable to change. The ongoing pieces include continued professional development that each school will be responsible for, totaling $94,226 annually for the CCP ($4,487 per school). This results in a permanent annual net savings of $519,820 for the CCP ($24,753 per school).

D) IMPLEMENTATION - Timeline, scope of work and contingency planning

16. Please provide a brief description of the team or individuals responsible for the implementation of this project, including other consortium members and/or partners.

This response should include a list of qualifications for the applicant and others associated with the grant. If the application is for a consortium or a partnership, the lead should provide information on its ability to manage the grant in an effective and efficient manner. Include the partner/consortium members’ qualifications, skills and experience with innovative project implementation and projects of similar scope.

Enter Implementation Team information by clicking the link below:

Add Implementation Team

For Questions 17-19 please describe each phase of your project, including its timeline, scope of work, and anticipated barriers to success.

A complete response to these questions will demonstrate specific awareness of the context in which the project will be implemented, the major barriers that need to be overcome and the time it will take to implement the project with fidelity. A strong plan for implementing, communicating and coordinating the project should be outlined, including coordination and communication in and amongst members of the consortium or partnership (if applicable). It is recognized that specific action steps may not be included, but the outline of the major implementation steps should demonstrate a thoughtful plan for achieving the goals of the project. The timeline should reflect significant and important milestones in an appropriate and reasonable time frame.

17. Planning - Activities prior to the grant implementation
18. Implementation - Process to achieve project goals

* Date Range: 7/15 thru 6/16, repeat, revise FY16-20

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

7/15-8/15 - Teacher summer workshops, ongoing projects gathered for evaluation (bimonthly review) 9/15-12/15 - Fall semester onsite PD for teachers, students engage in iLearnOhio online courses (semester or year-long courses), students engage in content, curriculum and instructional experiences with Institutional Partners. 01/16-6/16 - Spring semester onsite PD for teachers, students engage in complete online iLearnOhio courses, students engage in content, curriculum and instructional experiences with Institutional Partners. 09/15/06-16 - Monthly Advisory meetings, bimonthly evaluation review, summative program evaluation for planning and year 1 implementation, updates on PI content to service catalog, onboard new partner institutions and schools (funded through outside sources) FY16-FY20-Repeat, revise yearly implementation plan.

- Anticipated barriers to successful completion of the implementation phase.

The implementation phase will be informed through ongoing formative assessment provided by the evaluator and issues and challenges will be mitigated by the CCP program staff in consultation with the Consortium Advisory Committee. Technical issues that arise during implementation will be handled through ongoing service and maintenance agreements from CCP partners.

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

* Date Range: 7/15 - 6/20

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

The Summative Evaluation will occur annually. It will include a meta-examination of the formative data that has been collected throughout the year. That data will include outcomes and evaluations of key areas of the grant including, but not limited to: teacher workshops and other professional development, teacher surveys, student engagement with online content and courses, agendas and meeting notes from partner interactions, and surveys to key personnel on the grant. The deliverables will include a draft annual report with time provided for participants to offer insight and feedback on formative outcomes (benchmarked against the CCP Logic Model) that may need to be discussed in greater detail. It will also include a finalized report based on data, surveys, and feedback. The annual report will include project outcomes related to stated goals of the project and as evidenced by the data collected in the monthly, formative evaluations. However, the annual evaluations will describe data that attempts to answer the project's Intermediate Outcomes, Long-term Outcomes, and associated Straight A Aligned Outcomes. The draft evaluation report will be available each year one month before the grant year ends. A two week review process by partners will be available, followed by a two week revision period. The final annual summative report will be released to the public on at the end of the yearly project period. This will occur each year throughout the grant period.

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

To mitigate one of the challenges of gathering data from a large number of schools and partners schools, several of the metrics used for evaluation will be generated from the use of the telepresence technologies and the online learning coursework. In both cases, these technologies can provide comprehensive reports and metrics on use throughout the consortium that are easily compiled and disseminated for analysis. This removes one of the standard challenges of evaluating long-term projects and streamlines data gathering from a large, diverse group of stakeholders. Telepresence technologies will also be leveraged as part of the evaluation reporting, allowing for schools and institutional partners to participate in telepresence sessions to discuss the research, without the need to travel. This will increase the frequency of evaluation meetings and allow for any and all of the schools and institutional partners to participate.

20. Describe the expected changes to the instructional and/or organizational practices in your institution.

The response should illustrate the critical instructional and/or organizational changes that will result from implementation of the grant and the impact.
of these changes. These changes can include permanent changes to current district processes, new processes that will be incorporated or the removal of redundant or duplicative processes. The response may also outline the expected change in behaviors of individuals (changes to classroom practice, collaboration across district boundaries, changes to a typical work day for specific staff members, etc.). The expected changes should be realistic and significant in moving the institution forward.

Please enter your response below:

This project seeks to develop a collaborative community that will provide trustworthy resources and operate as a social network of learning communities for students and school faculty. The project will include faculty from the Northeast Medical University, Case Western Reserve University and Kent State University collaborating with a multitude of school districts, AmeriCorps (State of Ohio), OneCommunity and a plethora of businesses, healthcare institutions, maker spaces and on-line academic partners. This consortium will build a Connected Collaboration Platform that will act as a hub for participants to gain, transfer and share information, resources and applied lessons of learning via technology and operate curriculum aligned programs that link schools to ensure a focus on career and academic outcomes. This grant will provide the capital to establish next generation fiber optic network connectivity, high touch professional development, high definition telepresence video conferencing capabilities and online content/curricular resources to increase collaboration between teachers, faculty, Institutional Partners and students. The overall goal is to increase the use of information and communication technology in the classroom by students and educators via proven learning methods focused on strengthening existing educational technology courses and adjoining a new component as a core curriculum teaching mechanism for our 21st century classrooms. This project and the planned extensions are a response to the State's P-20 college readiness and success strategy. We will develop and spread the impact of our strong STEM+M education in the following ways: 1) by building on relationships that are critical to accessing available resources; 2) by providing access to PBL curriculum that will ensure high school graduates are prepared for college and aligned with existing career pathways, with an emphasis on low-income, rural and minority populations; 3) by promoting through professional development the advancement and delivery of highly effective instruction by teachers and 4) by building a more accessible learning system that is peer influenced and practices a mixed media approach, creating a stronger community of learners which includes students, academics, community and business. The Connected Collaboration Platform will operate as a public workspace to build and promote an insular intellectual community via the use of this new technology; it will offer modules and learning tools via a series live and interactive learning activities and social networks, and it will influence resources for professors, teachers, and students (undergraduates and K-12 students). These modules are tools for teaching that are inquiry based and available to the students as a way to improve their learning of STEM+M. The learning communities will use these modules and reflect on them. All involved can explore and discuss how to utilize and teach them and what works with them. Teachers can reflect on practices that worked best in classrooms. K-12 students can reveal their learning by teaching other students. Ultimately, all these reflections can become a vehicle for evaluators to review the effectiveness of the project. Through formative evaluation, best practices models can quickly emerge and be modified according to the project's learning outcomes and then made available to larger groups of participants in different settings. This will all effectively change the way informal and formal education is delivered in the partnering 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.

The Connected Health Education Network was established in collaboration between CMSD, APS, CVRU, and the Cleveland Clinic. The pilot project was funded by a $1.6m donation to the State of Ohio from Cisco Systems to install telepresence technologies at CMSD's John Hay High School and other schools so they can participate in an interactive curriculum focused on chronic disease and secondly on health professions. Building on the success of the Connected Health Pilot OneCommunity, NEOmed and a consortium of Institutional Partners have developed the Connected Collaboration Platform to provide schools with a growing repository of resources (human, instructional, and technical) to enable student-centric learning that extends beyond the classroom and engages historically siloed stakeholders to change how Ohio delivers health and STEM education and ensure student's college readiness. The CCP does not prescribe a "one-size-fits-all" strategy. The model is based on the correct environment so that each site may operate based on its own assets and context, yielding multiple examples from single framework.

The critical underpinning for why this will work comes from the How People Learn framework which supports a pedagogical approach of problem based learning to expand opportunities for all types of learners. Teaching and learning needs to be learner-centered and take into account the strengths and skills of the learner (Bransford, 2000). Recent studies have also found strong school communities can be connected to teacher relationships (Penuel, Riel, Krause and Frank, 2009) and instructional impact has been found to be directly related to strong social relations in and out of school (Daly and Finnigan, 2009). The CCP will employ social networks with teachers as a mechanism to create ties in the school, effectively using existing resources (Coburn and Lin Russell, 2008) to ultimately improve the application of technology concepts and materials to teachers and students. NEOmed's Health Professionals Affinity Community and LCCC's Fab Lab programs are two examples of existing, research-based programs will be integrated into the CCP. The Health Professions Affinity Community (HPAC) was created by NEOmed to develop community service programs and stewardship for the health of Northeast Ohio. HPAC is a tested and entrenched pipeline program to engage students and advance their academic and career progress toward health professions. The program leverages community assets and gives students opportunities to apply academic learning in real-world circumstances and to employ that learning to improve their community. The goals, strategies, and methods reflected in the HPAC program are consistent with finding and supporting qualified "Ohio" grown students with diverse backgrounds desiring to enter health professions. The key principle of the program is that students increase their academic scholarship, understand the value of research, further engage in the community, and become well prepared to achieve a level of preparation compatible with their health career aspirations. Lorain
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 evaluation will be conducted by an external evaluator. We will be partnering with Dr. Rick Ferdig and Dr. Annette Kratcoski, and a postdoctoral staff person at Kent State University's Research Center for Educational Technology. This achievement-focused and best-practice oriented evaluation will act as a formative tool to derive outcomes throughout the length of the grant that will enable partners to build on new found knowledge while informing practice outside of the grant boundaries. The formative evaluation will occur monthly. The deliverables will include a monthly report and a monthly debriefing for all project partners. These formative debriefings will use the Generalized Resources, Inputs, and Outputs from the CCP logic model as data sources for providing feedback on the project outcomes (e.g. defining what strategies were used for sustained development of curriculum). These data will also be used to derive best practices that can inform the work of others within and outside of the project. In this manner, partners will be able to draw on the experiences and outcomes of others. The summative evaluation will occur annually. The deliverables will include a finalized report based on data, surveys, and feedback. The annual report will include project outcomes related to stated goals of the project and as evidenced by the data collected in the monthly evaluations. However; the annual evaluations will describe data that attempts to answer the project's Intermediate Outcomes, Long-term Outcomes, and associated Straight A Aligned Outcomes (e.g. the extent to which the project has provided insight on creating a culture of innovation or improving college readiness). These outcomes will be presented with best practices in mind; data will used to help address the ways in which the project achievements best supported the overarching goals of the project and the Straight A fund.

* 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 CCP’s achievement focused evaluation is part of the knowledge generation process, which will be undertaken by the entire team of consortium schools and the Institutional Partners. As a formative tool available throughout the length of the grant, the Advisory Committee, in consultation with the CCP Program staff and school-level lead teachers will be able to build on new found knowledge to inform practice and adjust program-wide implementation or school-specific programmatic processes, where necessary.

* 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.

N/A

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 Connected Collaboration Platform initiative will be sustained after the grant period through the establishment of a strong, networked affinity community and the value that the consortium schools and Institutional Partners derive from participation. Affinity communities provide a "place" and "space" for shared interests and developing academic achievement via knowledge generation and community engagement; they are also effective vehicles for leveraging the strengths of burgeoning non-academic factors that are scientifically proven to impact student's academic success, such as: social engagement, motivation and self-management skills. The CCP Platform will specifically address the goals of building and supporting students to be college-ready through several core aspects of the program. First, through curriculum and community experience options centered on STEM, health and college readiness. Second, the CCPs programmatic features cast along a developmental continuum that seek to enhance academic and non-academic factors known to be associated with life success and provide for a myriad of learning experiences that direct classroom instruction cannot provide. Third, the embedded and sustained teacher professional development strategy continually reinforces the practice of expanding learning outside of the classroom, cultivating the affinity community concepts. Finally, the network and technology infrastructure will provide an evolving, supportive, and sustained environment to connect all the stakeholders together and further the learning of students, teachers and communities in a webbed and meaningful manner that aligns with the common core and values the participation and resource of the entire community and each smaller community within. As an example, the CCP will provide a virtual platform for the existing HPAC network. The CCP will serve to connect partners and the greater community via curriculum, research, professional development, and assessment. The CCP will also serve as a vehicle for comprehensive data collection and evaluation of the HPAC and its theoretical unpinning. Fundamentally, the CCP and the HPAC system as a whole is the most effective strategy for institutionalization and long term impact to improve the flow of information and resources within the network, to provide a platform for organized access points to that information, to create embedded assessment for outcome evaluation, and to construct a community of practice where teaching and learning germinates and sustains itself. Fiscally, the return on investment in the CCP infrastructure (human, technical and instructional capital) as evidenced through the ongoing program evaluation will provide the impetus for schools to prioritize sustained reinvestment in the program. We point to current use of online courseware as a simple example of this premise. The Christensen Institute estimates that 50% of all high school courses will be delivered online by the year 2019. The sustained utilization of online courseware will be addressed by each school through fiscal priorities, in which other programs, resources and practices are replaced as greater value is derived from the shifted investments. Over the course of the initiative, the use of telepresence...
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

All areas of measurement will be informed by baseline data, aligned to the CCP logic model and reported through the formative and summative evaluations. Baseline data will be established through the collection of historical participation/utilization data of Institutional Partner's and online content providers existing instructional programs/resources, an analysis of telepresence and network utilization metrics and surveys of teachers and student's current use and expectations for utilizing telepresence technologies/online courseware to expand learning beyond the classroom. Ongoing program assessment will measure: The impact of telepresence technologies on the integration, expansion and utilization of the Institutional Partners (IP) new and existing programs and instructional experiences. Student's self-directed learning and interactions with peers, teachers, ementors, and subject matter experts based on the HPAC critical non-academic factors that increase academic success (Le et al, 2005 and Weisblat and McClellen, 2014). The impact of teacher PD focused on technology integration and use of technology to expand learning beyond the classroom. Student use of online courses for credit recovery, dual credit, and college-readiness. Teacher's use of differentiated content and curriculum to increase student engagement, retention, and deeper learning. The instructional impact and efficiency of utilizing network accessible, collocated prototyping equipment as a shared service. Student competence in using collaboration technologies to expand their learning beyond the classroom, teach other students and interact with IP's. Savings derived from the utilization of open source, online courseware. In sum, the achievement?focused, best?practice oriented evaluation will be a formative tool to derive outcomes throughout the length of the grant that will enable schools and partners to build on new found knowledge, and adapt and modify their implementation of the program.

* Spending Reduction in the five-year fiscal forecast

- Student use of open source online courses for credit recovery, dual credit, and college-readiness. - Savings derived from the utilization of open source, online courseware. - Savings derived from utilizing network accessible, collocated prototyping equipment as a shared service.

* Utilization of a greater share of resources in the classroom

- The impact of telepresence technologies on the integration, expansion and utilization of the Institutional Partners new and existing programs and instructional experiences. - The impact of teacher PD focused on technology integration and use of technology to expand learning beyond the classroom.

* Implementation of a shared services delivery model

The impact and efficiency of utilizing network accessible, collocated prototyping equipment as a shared service.

* Other Anticipated Outcomes

- The onboarding of new schools into the consortium and the integration of new Institutional Partners into the Connected Collaboration Platform.

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

- [Yes]
- [No]

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

* Explain your response

The Connected Collaboration Platform was designed to be effectively and infinitely scalable within Ohio and as a reference architecture and model for advancing students success across the country. Workforce and education stakeholders continually seek strategies to increase interactions and collaboration between employers and schools. The CCP provides a one-stop solution allowing schools to join the consortium and tap into the resources, experiences and expertise that the current CCP Institutional Partners offer, without having to establish all of the relationships individually. The CCP also provides new institutional partners the ability to quickly ramp up their school engagement efforts with an established and engaged set of schools. The established CCP professional team facilitates the onboarding process and helps to determine the best fit for the new school or institutional partners, identifies the school or partner's assets and communicates the opportunities that the new school or institutional partner is bringing to the consortium. Proximity as a barrier is also removed. Consortium schools are not confined to working specifically with institutional partners that are within their school boundaries or just within the State of Ohio. The future proof, high speed fiber optic network will provide value for 30+ years and telepresence technologies create the opportunity for expanding interactions with state, national and international schools and institutional partners. The Straight A investment in this new and innovative platform will position any school in Ohio to join the Connected Collaboration Platform consortium and reap the benefits of the professional team, the open source courseware, content developed by existing partners and interactions with the institutional partners. This platform is also positioned to attract additional funding from philanthropic organizations that are supportive of new instructional service...
By virtue of applying for the Straight A Fund, all applicants agree to participate in the overall evaluation of the Straight A Fund for the duration of the evaluation time frame. The Governing Board of the Straight A Fund reserves the right to conduct an evaluation of the project and request additional information in the form of data, surveys, interviews, focus groups and other related data on behalf of the General Assembly, Governor and other interested parties for an overall evaluation of the Straight A Fund.

PROGRAM ASSURANCES: I agree, on behalf of this applicant, and any or all identified consortium members or partners, that all supporting documents contain information approved by a relevant executive board or its equivalent and to abide by all assurances outlined in the Straight A Assurances (available in the document library section of the CCIP).

I accept. Dr. Edwin Holland Superintendent Orange City Schools 32000 Chagrin Boulevard Pepper Pike, OH 44124 216-831-8600 eholland@orangecsd.org
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<td>First Name</td>
<td>Last Name</td>
<td>Title</td>
<td>Responsibilities</td>
<td>Qualifications</td>
<td>Prior Relevant Experience</td>
<td>Delete Contact</td>
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<td>Rebecca</td>
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<td>Coordinator of Cuyahoga County Public Library's Connected Learning</td>
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<td>CCP Project Team Leader</td>
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