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| Adjusted Allocation | 0.00 |
| Remaining           | -1,770,561.90 |
Please respond to the prompts or questions in the areas listed below in a narrative form.

A) APPLICANT INFORMATION - General Information

1. Project Title:
Rigorous Resources for Rurals (R3)

2. Executive summary: Please limit your responses to no more than three sentences.
Five rural northwest Ohio districts, in collaboration with Bowling Green State University will improve achievement and college and career readiness for 4-12 students by developing a rigorous, individualized approach to intervention, remediation, and enrichment using emerging technologies and proven teaching and learning strategies. Model lessons and assessments will be developed by teams of educators, consulting with content and instructional design experts, to provide rigorous, engaging resources for content instruction and shared by member districts. Combining the power of one to one technology with individualized instruction will result in engaged classrooms where increased student achievement is commonplace.

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.

2500 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
Laura Kagy
Organizational name of lead applicant
Seneca East Local Schools
Address of lead applicant
13343 E. US Rte. 224
Phone Number of lead applicant
4194267041
Email Address of lead applicant
slkagy@yahoo.com

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
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

Rigorous Resources for Rurals (R3) will utilize a one to one computing initiative to individualize and differentiate classroom instruction to meet the unique needs of students. At the end of this project, teachers and students will have access to an online collection of instructional resources and assessments which will allow complete individualized instruction utilizing blended learning. R3 will produce significant changes to students learning: ultimately transforming classrooms into blended learning environments that exemplify differentiated instruction. Funds will be used to purchase one to one student devices; an instructional platform; online content; release time/stipends/substitute pay; professional development; technological hardware and supports; and a research trained external evaluator. Chromebooks combine the capabilities of a laptop and a tablet. By providing Chromebook to students in grades 4-12, students will be able to access online collection of resources at their instructional level. Additionally, these devices are approved for PARCC and Next Generation Assessments. Chromebooks will also allow teachers and students to collaborate outside the normal school day. The use of Schoology, an instructional management platform, will facilitate the consortium in course creation aligned to the Common Core and Ohio's New Learning Standards. A variety of lessons and resources will be available on this platform enabling all students to experience the state standards through a differentiated model. Teachers will submit resources at the appropriate level for each content standard. R3 will purchase a five year subscription of Schoology for all 4-12 students in each member district. Teachers working collaboratively with the Technology / Instructional coach will locate and provide links in Schoology for free or subscription based online resources.

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

Due to the fact that each individual district has a limited number of teachers per grade level/subject area this innovative project will allow our districts to collaborate to develop common digital resources aligned with the Common Core and Ohio New Learning Standards. Barriers currently faced by each district include: Limited opportunities for collaboration within each district. The smallest member district has only one teacher per grade level and the largest member school has only four teachers per grade level. Geographic isolation - Member districts have expansive attendance areas with the largest member school covering 156 square miles. Rural districts with very small student populations have limited financial resources. Traditional classroom resources - Current textbooks are not aligned to the Common Core or the Ohio New Learning Standards, and hard copy books and assessments do not provide students with timely, individualized, relevant information, nor do they provide the power of dynamic, collective resources necessary for students to achieve college and career readiness. This collaborative effort will produce significant changes to how our teachers instruct: ultimately transforming classrooms into collaborative environments that exemplify effective, research based instructional strategies. Utilizing pedagogy and design strategies gained through the project's professional development components, instruction will be responsive to diverse student needs and model habits of excellent teaching. Overall, classroom teaching and learning practices will move from dependence on hardbound texts to student-centered strategies that will enhance the college and career readiness of students for the real world that awaits after graduation. Collaboration across districts is the key to successfully achieving the aforementioned as a single district would struggle to provide such a comprehensive, targeted effort that reduces spending and broadens learning for students. It is through this partnership, the sharing of resources, expertise and practices that the project will afford district a successful model that exemplifies the tenets of 21st century learning. Online tools and digital information systems will reduce the isolation of each district. Through the use of technology, teachers will be as connected to colleagues in every member district as they are to the teacher next door. The efficient use of financial resources is imperative in today's world of school funding. By sharing resources these rural districts will be able to provide more resources and services to students in the classroom thus having a greater impact.

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.)

This project directly relates to increasing student achievement and increasing resources in the classroom. Utilizing Schoology and an individual Chromebook, each student will work on personalized learning opportunities developed through a collaborative effort of the seven rural school districts. It is essential that we meet the needs of each student so they are fully prepared for college and career readiness. Foundational educational research indicates that learning occurs best when it is individualized and engaging (Bandura, Bloom, Dewey, Reis, Tomlinson, and Vygotsky). This project will enable us to utilize innovative approaches to education and technology implementation to meet the individual needs of our students and positively impact student achievement. Working independently and at their own pace, students will develop self confidence and self efficacy. Our goal of student success is not merely completing the required course of institutional study, but rather this proposal places the students at the center of the learning matrix. Students ultimately assume ownership of their educational choices as they prepare for college/career. Rural districts are traditionally limited in course offerings for students. This consortium is committed to providing access to expanded learning opportunities for students by undertaking an educational enterprise beyond the...
The project budget is entered directly in CCIP. For consortia, this project budget must reflect the information provided by the applicant in the expenditures or why this metric does not apply to your grant project instead of uploading the Supplemental Financial Reporting Metric.

* Upload the Supplemental Financial Reporting Metrics (by clicking the link below)
* Upload the Financial Impact Table (by clicking the link below)
* If applicable, upload the Consortium Budget Worksheet (by clicking the link below)
* Enter a project budget in CCIP (by clicking the link below)

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 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.
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.

| Total Budget | 1,770,561.90 State the total project cost.
|--------------|--------------------------------------------------|

* Provide a brief narrative explanation of the overall budget.

The R3 initiative has a total cost of $1,770,561.90 this project serves five school districts and 2,500 students for a per pupil cost of $708.22

$900,000 CAPITAL OUTLAY: The largest cost component of our project is the purchase of Chromebooks as our students 1:1 device. The Chromebook is a computer from Google that combines the capabilities of a laptop and a tablet. By providing each student in grades 4-12 a Chromebook, students will be able to access the online collection of resources at their instructional level. Additionally, these devices are approved for PARCC and Next Generation Assessments. We will purchase 2,500 Chromebooks at $360.00 each for a total of $900,000

$656,764 PURCHASED SERVICES: Other project costs include: Purchased Services: $500,000 for technology/instructional coaches. Each school will receive 2 years of technology/instructional coaching. This expenditure is essential to our project implementation. The coaches will be tasked will be on site in each district to assist implementation teams, assist teachers, model implementation, strategies, instruct teachers, students, and parents will the use of Schoology and digital content. Technology/instructional coaches will be contracted for each school for a two year agreement. Coaches will provide ongoing support for, and oversight of, curriculum development and instructional implementation. Specifically, coaches will oversee planning, developing, writing, evaluation, revising, and other associated tasks. Other Purchased Services include: Schoology $50,000 for a five year agreement this include all set up and licensing fees for the duration of the grant. Schoology’s innovative approach to the traditional LMS enhances educational effectiveness by first enhancing communication. The use of Schoology, an instructional management platform, will facilitate the consortium in course creation that is aligned to the Common Core and Ohio’s New Learning Standards. A variety of lessons and resources will be available on this platform enabling all students to experience the math, language arts, science and social studies standards through a differentiated model. Website creation and maintenance $8,000 this is also a 5 year agreement; External Evaluator Contract this is a contract for all districts for five years of implementation at $50,000. Two schools in the consortium will require wireless drop installations at $850.00 $147,150 SALARIES: This project will require extensive curriculum development work for teachers from all districts within the consortium. Teachers from each member district will be released for five collaboration days; thirty-six teachers per district for a total 180 days per district for a total of 900 release days total for the consortium as a rate of $63.50 per day per substitute for a total of $57,150. Teachers will also be compensated for some work outside of the school day. We anticipate twenty hours per teacher for thirty-six teachers per district. A total of 3,600 hours of curriculum development stipend time outside of the school day for the consortium. 180 stipends at $500.00 for a total of $90,000. $10,350 BENEFITS: This cost is associated with subs and stipends $56,297.90 SUPPLIES: Upgrades to the current wireless networks will be necessary at two school districts for optimal use of the Chromebook devices: New Riegel: 5 - SonicWALL SonicPoint Ni Dual-Band - wireless access point - with PoE Injector $319.99 each total $1,599.95 Old Fort: 5 - SonicWALL SonicPoint Ni Dual-Band - wireless access point - with PoE Injector $319.99 each total $1,599.95 Protective cases for 2,500 Chromebooks at $20.00 each for a total of $50,000. supply cords, extra chargers, headphones, … $3098.

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.

Because we have included long term contract agreements within our proposal. We have been able to limit our recurring costs. For example, there are no recurring licensing fees for our digital content. This is due to the fact that we have negotiated a 5 year agreement with Schoology. Likewise, we have long term agreements with our external evaluator, website provider, and instructional/technology coaches. Our only recurring costs are associated with our Chromebook maintenance and replacement obligations. We have planned for the following recurring costs: Each district is planning on $50.00 per Chromebook for maintenance and repair over the 5 year period. 2,500 Chromebooks x $50.00 for a total of $125,000 Each district is planning on implementing a Chromebook replacement schedule beginning in fiscal year 2017. To calculate this cost we took an average class size per grade level and predicted a $300.00 cost per device. FY 17 $83,100 FY 18 $83,100 FY19 $83,100 FY 20 $83,100 For a total cost for FY17,18,19,20 of $332,400 Total Recurring cost for the five year project is $457,400.

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?
**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:** 25/12/2014-31/12/2014

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

Consortium superintendents have discussed for years how the districts could overcome limited resources and isolation because of rural settings. The common theme among these discussions was how to create a collaborative environment surrounding best practices when teachers may be the only algebra teacher in their building. Because of these conversations and the locale of the districts, the consortium was created. In late February of 2014, the first discussion of creating R3 occurred. While several discussions had taken place prior, nothing had been formalized. Based on that conversation, local superintendents attended the Straight A regional meetings. Two of the superintendents met after that meeting and formalized the consortium. The planning process of R3 then began. February 2014 to April 2014 The consortium has met several times to discuss best practices, needs regarding hardware, a learning platform, and professional development options. These needs were identified as Chromebooks; Schoology, a digital personalized blended learning platform; professional development plans for each district; collaboration time for district administrators to discuss project details and barriers. August 1, 2014-December 31, 2014 The secondary planning phase of this proposal will start in August after being awarded the grant. During this phase, the following tasks will be accomplished: Consortium superintendents will meet and refine the timeline and goals to be accomplished. - Upgrade of wireless infrastructure at selected campuses Order Chromebooks/Give staff Chromebooks upon arrival Select instructional coaches Contract with Schoology and schedule training days Communication network developed Timelines shared with all staff and communities NWOET-PD planning and resource sharing plans refined for implementation Contract with BGSU for the development of our evaluation tools Schoology training for principals and instructional coaches.

- **Anticipated barriers to successful completion of the planning phase.**

Coordination of meeting time for content teams could hinder the development of the online learning repository. Possible delivery time of chromebooks Being located in a rural setting the availability of instructional coaches for each content team may be a factor. If districts hire new teachers throughout the summer these individuals will need to be brought up to speed on the project. Schedule of training days and locations Agreeing on a common lesson format for posting to Schoology is something that will be needed for ease of implementation into the classroom.

18. Implementation - Process to achieve project goals

- **Date Range:** January 1, 2015 - June 1, 2015

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

January 1, 2015-May 1, 2015 Technology/Instructional coaches will observe and visit all classrooms and begin developing relationships with staff and students. Technology/Instructional coaches along with our other core implementation team members (tech. directors, curriculum personnel...) will receive training in Schoology and how to use and manage an instructional management system in the classroom. Teachers will receive training in Schoology, so that a common lesson format is established. Under the guidance of the instructional coaches resources will be located and online lessons will be created. Establish content teams across the consortium. These teams will then work to research, find, select/choose, collect, post/add to web repository. - List teaching strategies/practices along w/ content pieces, where appropriate. - Include assessments (formative and summative), where appropriate. This will be the main work of our project. Each team will develop timelines and work with content experts to ensure the quality of the product. We have planned for 5,040 hours of curriculum development. Rollout Chromebooks to students. Students and parents will attend roll out meetings where they will receive information on care, use, and maintenance of the devices. All students and parents will be required to agree to acceptable use policies. Begin utilizing online resources in classes (by teachers and students), ongoing professional development and collaboration Remaining School Year - (Oct 2014 - May 2015) - Continue utilizing online resources in classes (by teachers and students), ongoing professional development and collaboration through online communications (discussion board, emails, Google Docs sharing, etc.) Quarterly meetings of content teams and implementation teams to discuss progress and plan adjustments required to ensure the success of the project.

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

-Lower than expected participation in professional development sessions or online resource development. The stipend and district-level support and buy-in will be essential to keep teachers engaged and focused on project completion for teacher and student benefit.

Professional Developers will create model lessons and demonstrate effective teaching and assessment practices within their professional development sessions. - Difficulties and/or delays with online repository and/or other technologies (devices, etc.) to be used/employed. As with essentially any initiative that includes technology, there will be unforeseen problems or delays. Project leaders will work closely with the technology staff and professional developers to ensure high performance for grant requirements.

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

- **Date Range:** August 2014-July 2015

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

Our summative evaluation will occur at the end of the first year of implementation. This will allow us to see the initial impact of the grant on student achievement and to identify any necessary adjustments that should occur. We will begin by surveying our stakeholders in order to collect both qualitative and quantitative data about the implementation. The surveys will collect data on student engagement, teacher/parent/student comfort and aptitude with technology, and changes in instructional practices. We will then conduct a thorough analysis of all student achievement data. We will look at this data from the district, building, teacher, and student level in order to develop a full perspective of the impact on student achievement from the implementation of this project. Summative evaluations will continue to occur on an annual basis through year 5 of the grant's sustainability period, to ensure we are continuing to meet the project goals. End of year one, Short-term Benchmarks (each district will collect baseline data) - The number of teachers trained to create digital content: Benchmark 70 -The
number of teachers trained to adapt pedagogy to differentiated needs: Benchmark 70 -The number of courses using digital content resources: Benchmark 18 -Teachers' perception of professional development training to create digital content: Benchmark 80% satisfactory rate -Quality rating of digital content resources created: Benchmark 80% satisfactory rating by content experts -Students' perceptions of access to digital resources: Benchmark 80% satisfactory rate -Students' perceptions of access to individualized instructional materials. Benchmark 80% satisfactory rate

Due to the short time frame, only short-term benchmarks will be available by June 30th, 2015. A potential obstacle may be the gathering of the data. Since this project is spread across a consortium of 5 districts, it will be critical that each member district is timely and efficient with the collection and sharing of data. The quality an quantity of contributions by each LEA may not be comparable therefore, each member may not have the needed confidence in all data collected and shared by each district. The Consortium will have access to all protocols, instruments, & procedures to collect data on each objective to ensure reliability & validity of the data after the grant period is over and will be housed at the project website. Each district will have the capacity to track their longterm benchmarks through these instruments & the databases created that will assist them in analyzing their longterm benchmarks.

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

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

Please enter your response below:

The partnership among the rural districts will enable us to make connections we previously struggled with, thus improving our ability to provide student instruction and streamlining our organizations. The relative isolation of each school district has caused each to duplicate initiatives that will now be centralized. Staff members will have access to resources beyond their own districts, and shared resources will enable all participants to not only provide budgetary relief, but to expand the knowledge base from which each can participate. At the same time, the collaboration still provides each district the opportunity to make local decisions regarding curriculum and organizational functions. The 1:1 portion of the project will create multiple shifts in thinking and operation throughout our buildings, the first being the classroom. Online tools will expand student-learning capabilities via the partnerships with the other districts and nearby colleges and universities. Course content not currently offered to our student body can become a possibility. With the administration encouraging the "blended learning environment", teachers will move away from the traditional sit and lecture technique. The online environment will allow instant feedback to and from the teacher/student connection. Teacher resource pages will be available at school and home for teachers to utilize and for students to access. The teacher will be able to post course materials for students who have missed the daily instruction. Online blogs or the "Facetime" capabilities of the MacBook Pro provide the teacher with an instructional helpline for students in the evening or over the weekend. Learning will be allowed to continue into the home setting. No longer will the teacher and student be dependent on class time to start the learning process. Another shift in practice among the partners is to become more "paper-free". Administration, teachers, students, and parents will now be exchanging information through the use of email, wireless transferring of documents, and online district resource tools created by partner schools. New skill sets for organizing and retrieving digital documents will be taught. This is an essential skill for college and career readiness. Our partnership believes that children have different learning styles that can be reached by educators utilizing opportunities presented by technology. Teachers are continually working to engage students in meaningful ways, and our 1:1 portion of the initiative provides tools that teachers can use to engage students in meaningful ways. At the same time, we understand that technology in and of itself will not lead to improved test scores and student engagement. Our focus for this initiative will include the following principles: a. Treat technology as a tool, not a curriculum area b. Think differently about teaching c. Decide to do it, not pilot it d. Concentrate on current curriculum initiatives at first e. Support teachers and students as much as possible f. Develop partnerships with local organizations & businesses, community organizations, and learning institutions to continue to enhance our students’ skills, appetite for learning, and the application of the learning outcomes. We believe these principles will help shape the educational outcomes long after the grant has expired.

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:

With reliable research, a strong plan aimed at spending reductions and cost saving, and a proven track record of successful collaboration, the probability of success with this endeavor is high. The creation of digital content within an uniform learning management system (Schoology) will allow our students the ability to learn in a student centered, digitally powerful environment. Resulting in increased levels of engagement, motivation and ultimately student achievement. For this project, content teams will develop differentiated digital learning experiences so that all students have the opportunity to add to their knowledge and apply what they know to engaging, real world situations. According to research, students who are engaged in deeper learning experiences are more motivated and therefore take ownership of their learning, which results in higher performance. (Learning, Expeditionary? Means et al) Research shows higher gains in student achievement
across all four core content areas in a blended learning environment. Several meta analyses show that through blended learning experiences students learn to think critically and apply what they have learned to a greater degree than when taught in a traditional face to face classroom. (Means et al Marzano & Heflebower).

22. Describe the overall plan to evaluate the impact of the concept, strategy or approaches used in the project.

The 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 for this project will be provided by Sharon Schuett of Bowling Green State University. The Center of Assessment and Evaluation Services (CAES), is university-based centered that has served the assessment and evaluation needs of K-12 schools for many years. Dr. Schuett has worked with school districts across Ohio evaluating state and federal grants as well as district initiatives. Various data points will be collected to measure both short and long term objectives. Furthermore, each district in the consortium will have individualized Evaluation Plans. These plans and databases created to track each plan will be accessible to all member districts as well as the public. A website for the R3 project will be created and used to house and share data about the implementation and progress of each benchmark for each district as well as the consortium as a whole. Analysis of this data will be completed by the project evaluator. Long-term benchmarks (Evaluation Methodology): The long-term benchmarks will be created based on baseline data for each district and collected in the fall of 2014. Target outcome goals will be created for the 2015-2019 for each district in the consortium. Each district will establish baseline data and then track data within the program spreadsheet.

* 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).

-Dollar spent on textbooks by content area will be baselined and tracked within the program spreadsheet for 2015-2019. -Frequency counts will be recorded by each district to evaluate the number of digital resources created and utilized in 2015-2019. -Each district will have baseline survey data and projected benchmarks for each year within their individualized evaluation plans. Survey data will measure teachers’ perceptions of availability and quality of digital resources in 2015-2019. -Each district will input student achievement data for classes with differentiated digital resources ranging from 2015-2019. -Frequency counts will be recorded by each district to evaluate the number of digital resources access by student accounts in 2015-2019. By using the data on the professional data and digital resources we will be able to modify training and resource creation provided through this grant. The project database will allow each district to make decisions based on their individualized data over the next five years. Throughout this project a procedural document will be created to outline the process followed in the creation of our digital resources and the implementation differentiated instruction via mobile technology.

* 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.

By utilizing the data on the quality of professional development and digital resources the consortium will modify training and the digital resources provided through the grant. In addition districts will have the tools and ability to evaluate future digital resources created through consortium partners. The data collected by our evaluator and content experts will allow the consortium to make decisions in regard to the programs long term objectives.

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.

This project will create a systematic model that provides participating districts with the infrastructure, procedure and practices to serve as both a replicable and scalable model that can be repeated with other grade levels and subject areas in subsequent years. The project will result in: Districts will realize significant financial savings of over $7???? with the reduction in textbook purchases. A partnership with Schoology will be created. The format will allow for continuous growth to adapt to curricular needs and emerging trends. The pedagogy will be identified and adopted, along with a model for professional learning and sharing. Professional development will be designed and facilitated. The process for planning and implementation of designing grade/subject specific digital lessons will be established. Evaluation will be completed, with findings informing the successful expansion of the project into other grade levels and subject areas. Project goals, outcomes, scope and timeline are intimately aligned and project activities have been carefully crafted to ensure successful attainment of goals. Accountability structures will be put in place to maintain focus and alleviate barriers. The consortium will revise and adapt based on formative evaluation findings. Leadership of effort has been demonstrated by all districts with initial investments in network infrastructure and teacher training on technology integration as well as mobile devices. Straight A Funds will allow the consortium to take next steps in the pursuit to provide ALL students with expanded digital learning opportunities necessary for success in a modern, global society. The establishment of the aforementioned outcomes provides the foundation, and ultimately, the springboard to broaden impact beyond the initial 4-12 core areas. As teachers collaborate among districts a new professional learning community will be established thus increasing capacity to provide consortium wide support as the project expands. This team of teachers will assist colleagues in utilizing the project’s products and practices that promise to unlock our students’ potential and prepare them for a future that promises to be everchanging. Initial funding via the Straight A Funds, combined with the past and future investments to which the districts have committed, will ensure project activities will continue well beyond the duration of the grant.

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
**Explain your response**

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.

**Other Anticipated Outcomes**

Another marker of long term success of this project will be whether we can significantly increase the share of students who meet this predictor of college readiness. We will also measure success with student achievement results. Due to the individualized nature of the Schoology learning platform, we expect to see measurable growth in all five quintiles of our student achievement data in grades 4 - 12 in both Math and Reading. Additionally, we hope to observe other key program outcomes which may or may not be easily measured. (1) Increased student engagement bolstered by the blended learning environment the Chromebook content and Schoology will provide (2) Increased teacher comfort/aptitude with technology we hope to observe this develop over the course of the school year (3) Evolution of instructional practice as teachers gain familiarity with these tools they are better positioned to take advantage of blended learning models not possible using traditional resources.

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.
adjust and strengthen the plan for implementation. The final phase is to model the timeline for implementation. It plans for the proper set up and training prior to rolling out the initiative. Evaluation checkpoints are built in to reassess the needs of all parties involved. There are current examples of one:one technology initiatives in various districts, such as Defiance, Vanlue, Sandusky Perkins, Seneca East and Napoleon. Visits to various districts already implementing these programs will benefit any district and help them avoid implementation miscues. The timeline we have outlined in another section of this grant application is applicable to almost any group of districts of comparable size.

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).

Laura A. Kagy, Superintendent Seneca East Local Schools and Lead Applicant
<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Telephone Number</th>
<th>Email Address</th>
<th>Organization Name</th>
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<tbody>
<tr>
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<td>800-966-9638</td>
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<tr>
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<td>Mohr</td>
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<td>Northwest Ohio Educational Service Center</td>
<td></td>
<td>928 West market Street, Tiffin, Ohio, 44883</td>
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# Implementation Team

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<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Responsibilities</th>
<th>Qualifications</th>
<th>Prior Relevant Experience</th>
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<tbody>
<tr>
<td>Elaine</td>
<td>Nye</td>
<td>Superintendent</td>
<td>Mrs. Nye will be the accountability manager. It will be her responsibility to ensure timelines and project tasks are completed as stated in the grant application.</td>
<td>Mrs. Nye has been a superintendent for seven years and a school administrator for six year. Prior to becoming a school administrator Mrs. Nye was classroom teacher for 19 years. She has experience teaching in grades k-8 and has worked as a gifted coordinator.</td>
<td>Mrs. Nye has implemented numerous projects and is a master of multitasking. Mrs. Nye is familiar with the CCIP and the concepts of tracking benchmarks, adult implementation indicators, and goal driven results.</td>
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<tr>
<td>Laura</td>
<td>Brickner</td>
<td>Treasurer</td>
<td>Laura Brickner, Treasurer of Seneca East will manage the budget.</td>
<td>Mrs. Brickner has 16 years of experience as a school treasurer and manages an 8 million dollar budget annually, and 12 years of experience teaching finance and accounting at the college level.</td>
<td>Mrs. Brickner serves on the Tiffin Charitable Trust budget committee, in this capacity she is involved in the distribution and management of 1.5 million annually in charitable funds. This committee evaluates local grant applications; consequently, many small scale innovative projects pass through this committee.</td>
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</tr>
<tr>
<td>Jake</td>
<td>Schaaf</td>
<td>Senior Technology Consultant and Owner of Buckeye IT</td>
<td>Jake Schaaf will coordinate the work of all technology directors within each district. He will serve as the point of contact for communication between these individuals. Jake will also coordinate the work of each technology coach working within each district.</td>
<td>Mr. Schaaf is the Senior Technology Consultant for tek12. He is also the owner of Buckeye IT and tek12, a company which provides staff development and coaching as well as network and hardware support for school districts throughout the geographic area of our consortium</td>
<td>Mr. Schaaf has supervised and coordinated the work of technology consultants and technology support staff for many years. His staff has been responsible for multiple and extensive technology initiatives in various school districts.</td>
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<tr>
<td>Nicole</td>
<td>Jiran</td>
<td>Superintendent</td>
<td>Mrs. Jiran in conjunction with her Technology Supervisor, Steve Acton, will be responsible for the coordination of Schoology and digital resource development and implementation into the classrooms within the consortium.</td>
<td>Mrs. Jiran has 13 years of administrative experience. Mr. Acton has 10 years experience as a public school technology supervisor and has 12 years of IT experience.</td>
<td>Mrs. Jiran has written, received, and implemented an Ohio Reads Grant in a large suburban district. She wrote, received, and is currently implementing a Third Grade Reading Guarantee grant. Mr. Acton has implemented several large innovative projects for the district. He has made professional presentations at several local and state conferences.</td>
<td></td>
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<tr>
<td>Laura</td>
<td>Kagy</td>
<td>Superintendent</td>
<td>Laura A. Kagy, Ed.D., Seneca East Superintendent will be the grant lead. She will serve as the point of contact for all grant communications and the purchasing agent for the grant.</td>
<td>Dr. Kagy has experience leading large and collaborative grants. Dr. Kagy has 18 years as a school administrator.</td>
<td>Dr. Kagy has past successes with large innovative grants most recently this included the implementation and development of 21st Century Grants totaling 1.8 million dollars.</td>
<td></td>
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<tr>
<td>Mike</td>
<td>Wank</td>
<td>Superintendent</td>
<td>Mr. Wank will serve as the grant evaluator liason. It will be his responsibility to coordinator evaluation tools between BGSU and the</td>
<td>Mr. Wank has been a school administrator for sixteen years. He came to school administration as a non-traditional candidate, his</td>
<td>Mr. Wank has many experineces where he has been responsible for data collection and tracking on a variety of large scale projects.</td>
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consortium members. He will also maintain the grant website for data collection. Experinece in business and the private sector will be an asset in the evaluation process.