

Budget

Three Rivers Local (047399) - Hamilton County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (132)

U.S.A.S. Fund #:

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

Purpose Code	Object Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction		0.00	0.00	367,874.00	589,638.00	0.00	0.00	957,512.00
Support Services		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Governance/Admin		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development		17,915.00	2,785.00	259,850.00	15,000.00	0.00	0.00	295,550.00
Family/Community		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Safety		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total		17,915.00	2,785.00	627,724.00	604,638.00	0.00	0.00	1,253,062.00
Adjusted Allocation								0.00
Remaining								-1,253,062.00

Application

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

A) APPLICANT INFORMATION - General Information

1. Project Title:
Customized Learning

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

Customized Learning will increase student achievement, attendance, graduation rate, and student and staff satisfaction by providing digital content and individual devices in a hybrid classroom environment that will allow teaching and learning to happen anytime, anyplace and at each student's individual learning level. Staff will be provided with the quality and quantity of professional development necessary to launch a successful program that will facilitate increased connections to college and careers by providing courses/training on-line which is typical of most universities today as well as training modules typical in most workplace environments along with financial literacy. The number of college credit plus courses offered will increase on the respective school districts' campuses while facilitating shared services for these classes among consortium members.

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.

2600 3. Total Students Impacted:

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

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

- | | |
|--------------------------------------------------|----------------------------------------|
| <input type="checkbox"/> Pre-K Special Education | <input type="checkbox"/> Kindergarten |
| <input type="checkbox"/> 1 | <input type="checkbox"/> 2 |
| <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| <input type="checkbox"/> 5 | <input type="checkbox"/> 6 |
| <input checked="" type="checkbox"/> 7 | <input checked="" type="checkbox"/> 8 |
| <input checked="" type="checkbox"/> 9 | <input checked="" type="checkbox"/> 10 |
| <input checked="" type="checkbox"/> 11 | <input checked="" type="checkbox"/> 12 |

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

First Name, last Name of contact for lead applicant
Rhonda Bohannon

Organizational name of lead applicant
Three Rivers Local School District

Address of lead applicant
401 N. Miami Avenue, Cleves, OH 45002

Phone Number of lead applicant
513.941.6400

Email Address of lead applicant
rbohannon@trlsd.org

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

Yes

No

If you are applying as consortium, please list all consortium members by name on the "Consortium Member" page by clicking on the link below. If an educational service center is applying as the lead applicant for a consortium, the first consortium member entered must be a client district of the educational service center.

[Add Consortium Members](#)

7. Are you partnering with anyone to plan, implement, or evaluate your project? - Select one checkbox below

Yes

No

If you are partnering with anyone, please list all partners by name on the "Partnering Member" page by clicking on the link below.

[Add Partnering Members](#)

B) PROJECT DESCRIPTION - Overall description of project and alignment with goals

8. Describe the innovative project: - Provide the following information

The response should provide a clear and concise description of the project and its major components. Later questions will address specific outcomes and the measures of success.

The current state or problem to be solved; and

Students are not leaving high school adequately prepared for college nor the world of work. We want to increase students' connections with college and careers by providing more opportunities in high school for college credit plus and more opportunities to take blended learning courses and online courses which are more similar to today's colleges and work environment training practices. Our current practices of teaching and learning do not meet today's students' needs. Students need technology tools, the ability "to do" school anytime/anyplace, and more opportunities to progress through courses at their own level and pace.

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

According to the Alliance for Excellent Education, "Students are not being prepared to be competitive in a rapidly changing world." Businesses from Partnership for 21st Century Skills indicate new workforce entrants do not have the correct skillset and are calling "for higher standards of workforce excellence consistent with the demands of the 21st century." The problems we face is multi-faceted, we need to engage students, parent and communities to increase student achievement, increase student connection with college and careers, and provide a basis for financial literacy. The Customized Learning environment enables, inspires, and motivates students by leveraging their learning preferences. Regardless of their socio-economic background, language, or disabilities/talents the ability to experience personalized learning that mirror real-life experiences creates a life-long learner. Customized Learning will improve test scores, attendance rate, and graduation rate while developing 21st century skills: - "Ways of thinking. Creativity, critical thinking, problem-solving, decision-making and learning - Ways of working. Communication and collaboration -Tools for working. Information and communications technology (ICT) and information literacy - Skills for living in the world. Citizenship, life and career, and personal and social". ---- Reference to ACT21IS Customized Learning includes the purchase of infrastructure to support a digital environment; education of the teacher in technology and their field of study; and financial literacy education for the student and family. Customized Learning connects these tech savvy high school students, grades 7th through 12th, to course material that aligns to the new standards. New dual credit and digital high school courses will create a variety of subjects to engage students. Technology brings the family together which supports an anytime, anywhere learning environment. SEDL says, "when parents talk to their children about school, expect them to do well, help them plan for college, and make sure that out-of-school activities are constructive, their children do better in school. When schools engage the families in ways that are linked to improving learning, students make greater gains." "Technology is a powerful enabler of learning, but educators still must teach. They must support their students' engagement with technology resources for learning, highlighting the important subject matter content, pressing students for explanations and higher-order thinking, tracking their students' progress, and encouraging their students to take more responsibility for learning. This requires deep transformations of teaching practices." Says the Digital Playbook. Through professional development staff will be exposed to software and concepts to leverage and manage the e-learning environment. "Super users" that have technology prowess and an understanding of how to leverage technology in the delivery of educational content will support the teachers within their schools or departments. Through the pursuit of their masters in their content area, educators will be positioned to teach dual credit classes.

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.)

"According to the U.S. Department of Education and recent studies by the National Training and Simulation Association, technology-based instruction can reduce the time students take to reach a learning objective by 30 to 80 percent. According to a meta-analysis and review of online learning studies by the U.S. Department of Education, on average, students in online learning conditions performed better than those receiving face-to-face instruction. According to Project RED, a national research and advocacy initiative focused on how technology can revolutionize education, continuous access to a computing device for every student leads to increased academic achievement and financial benefits, especially when technology is properly implemented. Digital learning educates students using the same technology they use for communication and entertainment outside of school -smartphones, tablets, and laptops." says the Digital Textbook. For students, Customized Learning increases student achievement in the following ways: * Increase in skill mastery in shortened time frame. * Increase student engagement measured by improved attendance rate, graduation rate, course grades and student growth measure scores/state test scores. * Development of 21st century skills in students like: critical thinking, complex problem solving, collaboration, multi-media and technical competencies. * Development of technical skills, the ability to utilize a device effectively and safely. * Exposure to the concepts of global, digital citizenship. * Provides more college credit plus classes. For students with learning disabilities: * Improved Speech and Reading Performance.

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

Cost savings occur in the reduction of copier expenses, paper, hard texts, workbooks, and recycling. With the redesign of the classroom into a blended learning/hybrid model staff will be reduced by three teachers at both Three Rivers and Southwest over the course of five year.

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.)

Customized Learning provides students with more engaging classes and more opportunities while in high school. More teachers will become experts in their field of study/content, thus benefiting students. More dual credit classes will be offered expanding students' opportunities to earn college credit while in high school. This will also be a component of our shared service delivery model. We will share university instructors and sites while teachers from both districts can work towards certification or Master's degrees in their content. The university courses for teachers will take place on both schools' campuses and teachers can attend at the most convenient location for them. Professional development for teachers will help provide a common toolset for teachers that will help them make anytime, anywhere learning available and sustainable. Customized learning allows more time to be spent in the classroom utilizing the learning environment to create plans that can be easily differentiated with the use of technology. There will be less time spent on making copies and finding supplemental materials.

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 aggregated purchasing power of the consortium reduces costs in procurement of hardware, software, and services. The numbers of teachers/staff represented by the consortium allows professional development to be offered at a reduced cost per teacher due to quantity of numbers. College courses for staff will be offered on both campuses with teachers attending their program of choice at the more convenient location.

10. Which of the following best describes the proposed project? - (Select one)

New - never before implemented

Existing: Never implemented in your community school or school district but proven successful in other educational environments

Mixed Concept: Incorporates new and existing elements

Established: Elevating or expanding an effective program that is already implemented in your district, school or consortia partnership

C) SUSTAINABILITY - Planning for ongoing funding of the project, cost breakdown

11. Financial Documentation: - All applicants must enter or upload the following supporting information. The information in these documents must correspond to your responses in questions 11-14.

* Enter a project budget in CCIP (by clicking the link below)

[Enter Budget](#)

* If applicable, upload the Consortium Budget Worksheet (by clicking the link below)

* Upload the Financial Impact Table (by clicking the link below)

* Upload the Supplemental Financial Reporting Metrics (by clicking the link below)

[Upload Documents](#)

For applicants without an ODE Report Card for 2012-2013, provide a brief narrative explanation of the impact of your grant project on per pupil expenditures or why this metric does not apply to your grant project instead of uploading the Supplemental Financial Reporting Metric.

The project budget is entered directly in CCIP. For consortia, this project budget must reflect the information provided by the applicant in the Consortium Budget Worksheet. Directions for the Financial Impact Table are located on the first tab. Applicants must submit one Financial Impact Table with each application. For consortium applications, each consortium member must add an additional tab on the Financial Impact Tables. Partners are not required to submit a Financial Impact Table.

Applicants with an "Ohio School Report Card" for the 2012-2013 school year must upload the Supplemental Financial Reporting Metrics to provide additional information about cost savings and sustainability. Directions for the Supplemental Financial Reporting Metrics are located on the first tab of the document. If your organization does not have an "Ohio School Report Card" for the 2012-2013 school year, please provide an explanation in the text box about how your grant project will impact expenditures per pupil or why expenditure per pupil data does not apply to your grant project.

Educational service center, county boards of developmental disabilities, and institutions of higher education seeking to achieve positive performance on other approved fiscal measures should submit the budget information approved by an executive board or its equivalent on the appropriate tabs of the Financial Impact Table. Educational service centers should use the "ESC" tab and county boards of developmental disabilities and institutions of higher education should use the "non-traditional" tab.

12. What is the total cost for implementing the innovative project?

Responses should provide rationale and evidence for each of the budget items and associated costs outlined in the project budget. In no case should the total projected expenses in the budget narrative exceed the total project costs in the budget grid.

1,253,062.00 State the total project cost.

* Provide a brief narrative explanation of the overall budget.

Customized Learning asks for monies to fund the purchase of devices, infrastructure, management software, professional development for teachers, evaluation of the project, and project management. Customized Learning allows all students, remedial or advanced, to work at their own pace, which increases student achievement. Technology engages students to be involved in their own learning. Engaged students learn more, attend school and graduate. TOTAL Three Rivers Southwest Device Setup \$ 84,840.00 \$ 26,700.00 \$ 58,140.00 Net Support-Students \$ 51,560.00 \$ 17,800.00 \$ 33,760.00 Net Support-Teachers \$ 45,153.50 \$ 16,059.75 \$ 29,093.75 Data Mgmt System \$ 73,500.00 \$ 25,725.00 \$ 47,775.00 Proj Mgmt \$ 77,820.00 \$ 27,237.00 \$ 50,583.00 Evaluation \$ 10,000.00 \$ 3,500.00 \$ 6,500.00 Bandwidth \$ 25,000.00 \$ - \$ 25,000.00 Training \$ 194,000.00 \$ 69,000.00 \$ 125,000.00 Masters Degree \$ 28,350.00 \$ 28,350.00 \$ - Subs \$ 58,200.00 \$ 20,700.00 \$ 37,500.00 Equip \$ 589,638.00 \$ 185,565.00 \$ 404,073.00 Meeting Exp \$ 15,000.00 \$ 5,250.00 \$ 9,750.00 \$ 1,253,061.50 \$ 425,886.75 \$ 827,174.75 Chromebooks are the device chosen to interact with the digital environment for 7th through 12th graders. Substitutes, Professional Development and Meeting line items are required to provide effective professional development to the high school faculty. Professional development classes teach strategies and techniques required to successfully manage the digital environment and master the ability to teach online/blended courses. The Project Manager and Device Deployment items are the temporary resources required to successfully implement a technology program and on-board the devices required to navigate this environment quickly and effectively. The LMS and the NetSupport Student/NetSupport Teacher line items are software used to manage the digital environment. The LMS is a Learning Management System where created content can be stored, revised, and shared. The NetSupport software allows a teacher to monitor student activity on devices within the classroom, making sure students stay on task and topic. The Evaluation line item supports benchmark reporting and evaluations from an unbiased, third party entity who is familiar with education. The Master Degree line item increases student achievement by helping every teacher be an expert in his/her content and provides the opportunity for more dual credit class offerings.

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

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

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

No - If no, please explain why (i.e. maintenance plan included in purchase price of equipment) in the box below.

There will be costs to sustain the continuance of customized learning once the grant has expired. Both districts have reallocated funds from their Title programs that will allow them to purchase a minimum number of new devices on an annual basis and to utilize Title funds for the necessary teacher training that will be required as new teachers are hired and for those who need extra help or support in the implementation phase. 1) Replacement Devices Devices need to be replaced. We anticipate replacing a small portion of devices during this period. Averages indicate 3% of the current volume per year. The majority of these costs will be moved to the student who will be responsible for their device purchase. We expect to purchase devices for economically disadvantaged students through Title monies and/or additional grant funding. 2) Deployment of devices The grant asks for monies for additional resources/time that will be required to on-board the devices in our new environment. After on-boarding the devices, current resources will be utilized to manage the devices. 3) Software Licenses To manage the new environment, licensing of both the device management software and the LMS were considered. The grant asks for five years of the costs to be covered. 4) Professional Development Professional Development classes will be structured to include all teachers. We be using "train the trainer" and the "superuser" concepts to create a support structure for the faculty and staff for future trainings as new teachers are hired. 5) Masters Degree We anticipate four classes per teacher in the grant budget. Providing courses that are on-site and at a reduced/free cost helps teachers pursue a master's degree. Once the grant is over, teachers will continue to pay their tuition to complete their degree program or program of study. 6) Financial Literacy Financial Literacy tools are online and free to the public. The seminars will be provided by our partner, UC Economics Center, President's Bank, and from online content. There will be no cost for the present or future of this component of the project.

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.

1,861,310.00 If yes, specify the amount of annual expected savings. If no, enter 0.

If yes, provide details on the expected savings (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.). If no, please explain

Customized Learning is based on a consortium of districts working together and sharing resources. However, each district will find savings in different areas based on where they are in their digital transformation. Here is the breakdown of savings per year over the five year life of the grant: Year 1 Year 2 Year 3 Year 4 Year 5 Three Rivers \$119,210 \$201,420 \$201,420 \$283,630 \$283,630 SouthWest \$ 65,000 \$ 65,000 \$139,500 \$214,000 \$288,500 Overall Savings: \$2,266,810 Three Rivers Total Savings: \$1,089,310 Southwest Total Savings: \$1,177,500. A. Textbooks Cost There will be a reduction in the costs of textbooks as schools move to the online, digital content. A report by Student Public Interest Research Group state digital textbooks on average cost 50 -60% less than the traditional textbook. We estimate the reduction to be *30%. Three Rivers anticipate a savings of \$25,000 per year or \$125,000 over the five years of the grant while Southwest anticipates a savings of \$50,000 per year or \$250,000 for five years. B. Dual Credit Hours A reduction in cost of postsecondary education. Currently students leave the schools' campuses to attend PSEO on the university campus. With more dual credit options and more curriculum online, this expenditure will decrease. The first of these classes should appear in the fifth year of the grant so there is nominal savings identified in the financial impact table. C. Infrastructure Costs Each district is unique to infrastructure. This cost barrier is now eliminated from most of the future programs. This cost savings is not directly shown in the financial impact table - these costs are typically seen in program budgets. D. Elimination of Consumables (paper, ink, toner, Workbooks, recycling) In both districts, there will be a reduction of consumables associated to printing and their recycling bills. In Three Rivers, an elimination of individual classroom printing devices is expected and a reduction at main copiers/printers. In other districts, we see a dramatic reduction at main copiers/printers as well as a reduction in individual classroom rinting supplies. In Three Rivers, elimination of workbooks will also occur. The reduction is estimated at \$12,000 per year or \$60,000 over the five years of the grant. At Southwest, savings are anticipated at \$15,000 per year or \$75,000 over 5 years. E. Staff Reductions In the two districts, six teaching positions will be eliminated during the five year grant period. Average teacher salary with benefits is: Three Rivers \$82,210: Southwest \$77,500. Total savings for Three Rivers is \$904,310 and Southwest \$447,000. year 1 year 2 year 3 year 4 year 5 Three Rivers \$82,210 \$164,420 \$164,420 \$246,630 \$246,630 Southwest -- \$ 74,500 \$149,000 \$223,500

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.

Customized Learning is self-sustaining in the long term through free financial literacy programs provided by our partners, BYOD which will be planned and expectations built into the student handbook and listed as a secondary school requirement, train the trainer to provide the necessary continuation of professional development on how to teach in a blended learning environment using digital content, and more dual credit courses for students. The financial literacy seminars for students and parents help them understand the complex financial landscape of today's world. What is involved in creating a budget? How do you manage a budget? How do you save money? How can you buy the device you want? All skills necessary for students to success in school and in their professional life. Our partner, President's Bank, will provide on-site banking for both students and staff. The training for parents and students will be focused around the expectation that students start saving today to purchase their own device in the near future. Bring Your Own Device (BYOD) in conjunction with financial literacy seminars allow students and families to take steps to secure the tools required in the modern classroom, namely, a device. Customized Learning encouraging all students who own a device to utilize it in the classroom immediately. It provides a grace period for students/families capable of purchasing a device if they have the knowledge and time to save. Devices for our economically disadvantaged students will be purchased out of title funds if individual students are not able to purchase their own. Year over year, we expect more students to BYOD while we keep the school owned devices in the classroom for those who need it. Reducing device replacements to a 3% of what is purchased today. The second prong to self-sustainability is reducing support and training costs. Support cost can be translated into professional development and on-going support licenses. We can impact greatly the professional development costs for supporting the digital environment. Customized Learning mitigates these costs by using a "teach the teacher" or "superuser" strategy. Allow our "super user" to do what they do best "teach" the newer teachers. The consistent toolset that Customized Learning puts in place, allows for teachers to gain mastery of the tools utilized in the digital environment regardless of what grade level or course they teach. This will reduce the overall training costs for on-going professional development. Another prong to self-sustainability is the reduction of staff. Blended learning should provide an enhanced learning environment for students with opportunities to move at a faster or slower rate. It also allows anytime and anyplace learning which will allow teachers to teach face to face larger groups of students with the expectation that work for each course is completed outside of the classroom or face to face time. Lastly, for students, the addition of college credit plus allows them to make great strides in receiving a college credit while in high school. Students and parents benefit by reducing their college expenses by obtaining college credit while in high school. This savings does not directly impact the budget of the school but it directly benefits the finances of the student/family and provides an opportunity for more Ohio students to attend college.

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 8/14 - 12/14

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

Aug 2014 * Hold public meetings to explain the grant Sept 2014 * Establish/Hire a Project Manager * Establish and start bi-weekly meetings with the steering team * Identify elearning providers and schedule appropriate meetings * Identify technology provider and schedule appropriate meetings Oct. 2014 * Select elearning provider contract * Select technology providers * Develop high level project plan * Develop recommendations on when/where master program roll-out will occur * Present High Level Plan to the School Board(s) with provider recommendations Nov. - Dec 2014 * Hold public meetings on high level plan approved by the School Board(s) * Work with Administration and Department Chairs on an implementation schedule for e-learning system across the high school. * Develop Detailed Project Schedule * Develop a Communication Strategy * Develop a Risk-Mitigation Strategy * Develop a Testing Plan * Develop a Network Load Testing Plan

* Anticipated barriers to successful completion of the planning phase

Potential Barrier and the Risk Mitigation for Planning -Student adaptation of the digital format or the ability/skillset of a student to interact technology and their device. Mitigating this risk is professional development plan. The creation of the professional development plan must provide repeatable, proven strategies that can be used immediately in the digital classroom. -Securing the necessary resources in a timely manner is a potential barrier. Perform a project manager's search prior to receiving grant funds to ensure an efficient implementation. The project manager needs to understand the project and schools to have an effective implementation plan early in the project's life cycle. -Parent apprehension. Parents are comfortable with a traditional model for delivering instruction. Through on-going communication, such as parent newsletters and meetings, our parents will understand the need for change; how the change will affect the student, and the benefits (including preparing students for college curriculum).

18. Implementation - Process to achieve project goals

* Date Range 1/15 - 6/15

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

Winter/Spring 2015 * Start of the graduate work by teachers * Start of Professional Development for teachers Jan 2015 * Purchase Technology * Upgrade of infrastructure * Establish Financially Literacy programs components Feb 2015 * Device on-boarding * Device testing * Community progress meeting * Present Financial Literacy program to School Board * Approval by the School Board March - April 2015 * Pilot of e-learning environment by each department * Roll out Financial Literacy program to the Community May 2015 * Recommendation for e-learning environment by each department * Approval by the School Board June 2015 * Purchase of e-learning environment * Community Progress Meeting * Continue Professional Development for teachers

* Anticipated barriers to successful completion of the implementation phase.

Potential Barriers and the Risk Mitigation -Infrastructure concerns. Unanticipated shortcomings in infrastructure may arise through the implementation of the digital learning environment. Daily meetings with the project manager will ensure all infrastructure concerns are alleviated. -Successful implementation of the professional development plan. Teachers must have skills to manage the digital classroom. - Parent apprehension. Parents are comfortable with a traditional model for delivering instruction. Through on-going communication, such as parent newsletters and meetings, our parents will understand the need for change; how the change will affect the student, and the benefits (including preparing students for college curriculum)

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

* Date Range 1/15 - 6/20

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

Early and often evaluation will keep the Customized Learning project on track. We will track the implementation of the infrastructure, utilization of training/education, achievement of students, success of financial literacy and technical seminars, and the reduction of costs. Evaluation starts with the infrastructure implementation plan. The implementation plan and project schedule will be reviewed for thoroughness and reasonability prior to implementation. During implementation, the projected schedule will be tracked against the actual results to determine if any intervention needs to occur adjusting the progress of the project or the schedule. It will also identify any unforeseen challenges in implementing Customized Learning. The professional development (PD) plan will be reviewed after creation to make sure it meets the objectives of the project. Evidence of techniques and concepts taught in the PD will be looked for in the classroom. Evidence in the classroom is a qualitative measure, we will be documenting significant change and innovation. Achievement of students will be tracked annually by reviewing the attendance rate, graduation rate, course grades, student growth measure scores/state test scores, and credit recovery courses of the students. Enrollment in high school courses will be tracked for 7th and 8th graders. Financial literacy success is hard to track. The number of people attending seminars will be tracked and informal, anecdotal surveys will be conducted. For quantitative numbers, BOYD numbers will be tracked to confirm technology adoption and ownership is occurring within the school community. Lastly, we will track cost

associated to this project so we can review actual versus estimated costs both in implementation and on-going. We will work with Ken Dirr, HCESC, for a short-term goals and long-term goals to be assessed quarterly with a report being sent to the steering committee.

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

Potential Barriers and the Risk Mitigation * Timeline delayed. Therefore, the evaluation process will be delayed. * Evaluator unable to complete evaluation process. If the evaluator is unable to complete the evaluation process, a new evaluator will be hired.

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:

Changes in the classroom and organization will be evident through a paradigm shift at the foundational level of Southwest School and Three Rivers Schools. Customized Learning will allow our teachers to refocus instructional practices in order to meet the needs of our students as 21st century learners while saving the respective districts financial resources through the use of technology. We expect innovation in the classroom. There will be more opportunities for blended learning as well as flipped classrooms with additional devices in the hands of our students. The keys to success are to rethink the classroom, how content is stored and how it is delivered or accessed. This will be an anytime, anyplace model of education. In addition, we will need to address the changing skillset of the teacher. Rethinking the classroom involves best use of the time with the teacher. In grades 7-12, teachers will organize the students in their classroom to maximize learning at their own pace. Students will have access to online resources/work 24/7. This exciting, real-world, digital environment accelerates learning and develops 21st Century skills in students. The shift to digital content requires changes in the way curriculum is stored and shared across disciplines and within the classroom. A learning management system must be utilized for accessing content and a desktop management system will be utilized to manage the classroom environment. Teachers will need to be trained on how to successfully use both systems. Digital content requires a shift in how students access content; they will need a device. The device becomes the electronic notebook for research materials, study guides and assignments. It impacts the kinds of information presented and the way it is presented. As in all professions affected by changing technology, we are asking teachers to develop and change their skill sets significantly. The teacher will need to be able to have a basic understanding of a digital environment and devices, how they work and are utilized. They will be expected to help their students learn these same skills. Lastly, Customized Learning will provide students access to financial literacy information. Financial literacy will help them learn the importance and value in saving, will have hands-on experiences with a banking system on site, and a goal to save for their own device. The goal will be for all students to have their own device thus eliminating this expenditure for the districts. Districts will need to manage the paradigm shift from a traditional classroom to a digital one and support the teacher with professional development to aid in the evolution. The transformation will be a substantial one that will impact the learning environment grades 7-12 in both districts. Students will be educated in a way that will help them be successful in college/career where digital learning environments are prevalent and online learning is the norm.

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:

Customized Learning in the classroom is not a new concept. In fact, various departments/groups/organizations at the state and national level have been working on what the landscape of the digital, 21st century classroom will look like. At the national level, we have the Federal Communication Commission issuing the "Digital Textbook Playbook" in 2012. This playbook offers information on what and how to think about the digital learning environment including infrastructure, bandwidth and devices. It also highlights pilot programs across the nation that are enabling and leveraging the digital classroom now. The US Department of Education in their "National Education in Technology Plan 2010" calls for a radical change in how we approach education, leveraging technology to help us access, create, innovate and evaluate content in the classroom. The National Broadband Plan from the Federal Communications Commission calls for connectivity to the internet to improve the ability of students to compete with 21st Century skills upon graduation. For our on-the-go, multitasking generation of students to be satisfied, educators will need to move the classroom to anytime, anywhere. In fact the National Broadband Plan's goal is to "connect an anchor institution in every community to affordable 1 Gbps broadband." So with the understanding we need to upgrade our infrastructure and provide the device to unleash the potential of digital content, the internet, and global, learning communities, we need to change the way we deliver content to the classroom. Digital content replaces traditional textbooks with both cost and health savings. Reading software, word processors, and other software boost the ability for students with disabilities to achieve individual success. At the same time, access to video and audio libraries, databases, and learning communities provide more opportunities for gifted students to excel. All students benefit with the ability to learn at their own pace in a supportive environment. The 21st Century classroom does not stop at the building; it surrounds the student. It is important that we engage parents in the educational process. Parental education on the devices and digital content used at school make the learning experience at home enriching. Lastly, educating the educator is imperative. Studies of the national report card show

that educators with masters in math and reading have better student performance in their classrooms. With all of the described programs and processes in this grant application working together, students will have the opportunity and resources to invest in their education. Students will be able to model anytime, anywhere learning. The overall five year spend will be reduced. By utilizing a blended learning environment and requiring a minimum of one online course for graduation, there will be a reduction of staff over a five year period. Digital content will decrease the traditional spend on purchasing hardbound textbooks, copier expenses, paper, and workbooks. Fewer devices will be purchased by the district with the expectation that students learn how to save through the financial literacy component of the project. One of the major goals of teaching the power of "saving" is to encourage students and parents to purchase student devices and that after the five year period of the grant, that all students would come to school with their own device. Economically disadvantaged students would receive the devices that get passed down from year to year as classes graduate.

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.

Customized Learning will be evaluated by an outside source, Mr. Ken Dirr. Mr. Dirr is the Assistant Superintendent of the Hamilton County ESC. He will evaluate the project based on short and long term goals.

* 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).

8/14-12/14-The short term goals to be evaluated include: the planning phase being completed; a communication plan developed-delivered-and disseminated, a project manager being hired, a minimum of two new dual credit/college credit plus classes being established, and professional development outlined and a timeline for the training developed. Long term goals that will be evaluated to determine the success of the project include: increased student achievement measured by test scores, college readiness, student satisfaction based on increased graduation and attendance rates, more teachers with content expertise based on the number of teachers who obtain a masters or advanced degree in their content area, students understanding of financial literacy based on the number of students who actively participate in the school banking program and begin saving for the future, sustainability of devices which will be measured by the number of students purchasing and bringing their own device to school.

* 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.

If the short term goals have not been accomplished by 12/2014, the planning for implementation will be continued as the implementation process is begun. If the communication plan fails to provide the necessary information that is being requested, the plan will be revised after the first public engagement. If student achievement has not been impacted, the evaluator will provide both qualitative and quantitative data to lend support for changing the approach. Teachers and students will be surveyed to determine satisfaction with online courses. Satisfaction will also be measured by improvement in attendance and graduation rates from year to year. If results are not improving, interviews will be conducted with both students and teachers.

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 successful implementation of technology significantly levels the playing field for all students across socioeconomic levels. Customized Learning provides digital content and individual devices in a hybrid classroom environment that will allow teaching and learning to happen anytime, anyplace and at each student's individual learning level. It will increase satisfaction and be measured by the reduction in the number of students needing remediation or the need for credit recovery in grades 9-12. By increasing the number of devices available to students, we work to eliminate a barrier for students who fall in the lower socioeconomic categories. Customized Learning will provide the planning to upgrade infrastructure, bandwidth and devices so we can move forward from delivering basic services to focusing on the professional development needed by our staff to meet the needs of a wide range of students. We then have the ability to focus efforts on innovation in the classroom, leveraging blended learning, preparing teachers and students for flipped classrooms and more. In rolling out online content, we begin to harness the potential of the device for the student - making anytime, anywhere learning a reality. This will be measured by the amount of time students spend on the device through surveys and class time as measured by the instructor. These measurements will allow us to prepare our teachers, staff and students for the changing paradigm and gather important lessons that can be transferred to projects in the future. Educating our educators on technology and how to harness its potential is a key professional development area for all teachers. Continuing to expose educators to trends and best practices utilizing technology is an important strategy at helping the teacher focus on the needs of his/her students and how he/she can help them succeed. Technology and its use is a major learning area which will challenge our teachers. In addition to technical training, our educators will perform master level work in reading, math, technology leadership or in a specific content area. The skills gained will expand teachers' knowledge and expertise which will translate into bringing a higher level of expertise into the classrooms as well as providing more opportunities for students with dual credit options. The framework for the 21st Century Classroom will be created by this project.

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**

Benchmarking for Three Rivers and Southwest will be against state and national averages where applicable in student achievement, graduation rate, attendance rate, course grades, enrollment in dual credit classes, high school credits earned by 7th and 8th graders, and student growth measures scores/state test scores. Utilization of technology within the classroom will be benchmarked by quantifying how students use technology, i.e. work at home and school, digital content allowing working at own pace, etc. and students participating in Bring Your Own Device (BYOD). Other benchmarks include: decreased need for credit recovery; increased 7th/ 8th grade high school credit opportunities and credits earned.

*** Spending Reduction in the five-year fiscal forecast**

To monitor overall spend reduction, we will track participation in financial literacy by the number of students who participate in the financial literacy workshops, the student on-site banking program, and number of students who purchase their own devices each semester. Other spending reductions- copier costs, paper, ink, recycling and staff reductions will be tracked annually.

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

Resource utilization within the classroom will improve and be measured by tracking teachers enrollment in master's programs, earned degrees or certifications by teachers participating in the program, increased dual credit offerings for students, completion of dual credit courses by students, increased rates in student attendance and school graduation rate.

*** Implementation of a shared services delivery model**

Shared services will be benchmarked by monitoring consolidated purchasing contracts. Item prices will be reviewed to see if quantity discounts were applied. Consolidated purchases will include: devices, software, professional development, project evaluation, digital content, and college courses for teachers.

*** Other Anticipated Outcomes**

Other anticipated outcomes are improvements in course work that involves collaboration, multimedia; critical thinking, and complex problem solving.

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

Yes

No

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

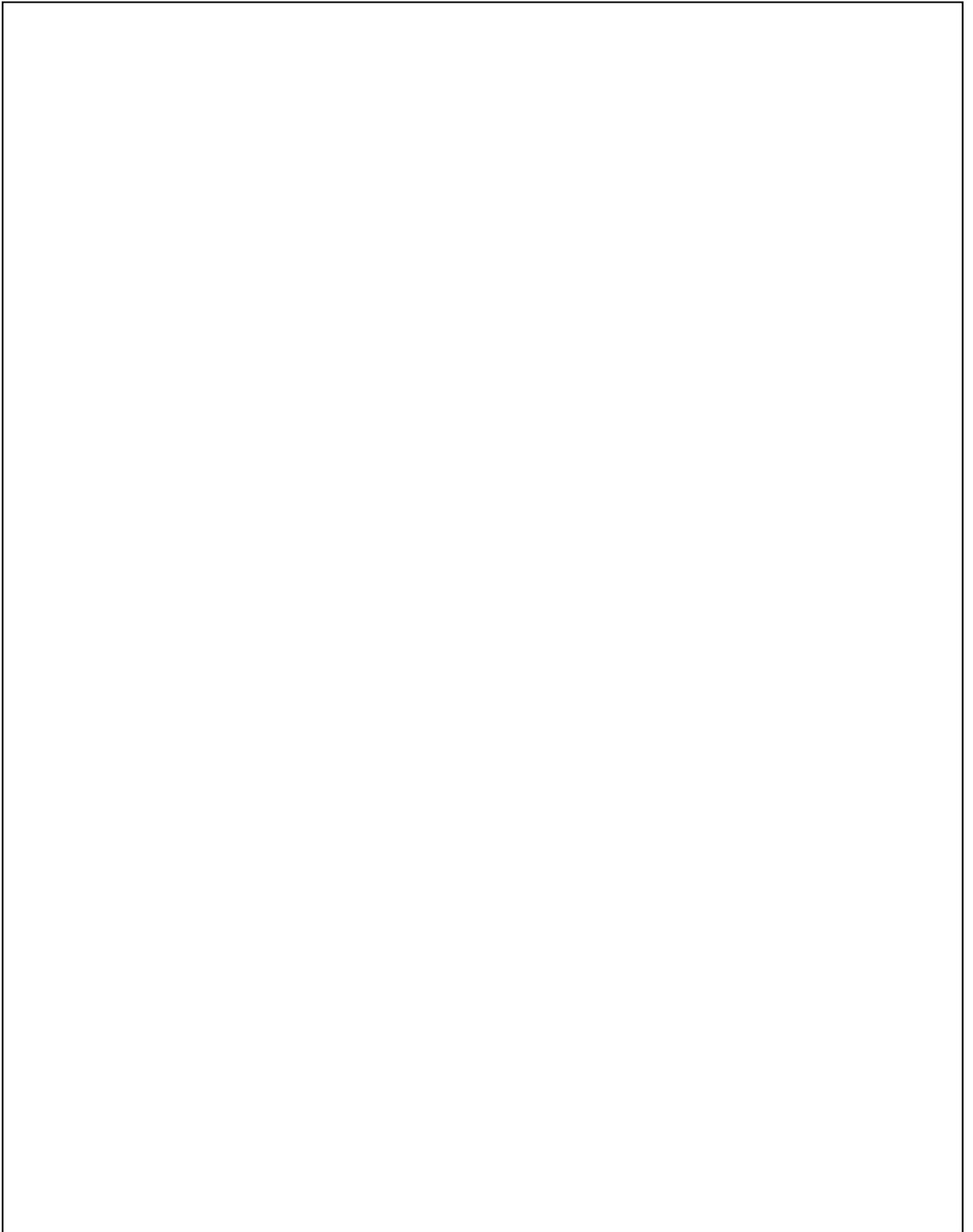
*** Explain your response**

This project can be replicated in any high school in Ohio. We recommend the following steps be taken to ensure success: Plan your infrastructure * Analyze your building(s) infrastructure * Understand your bandwidth requirements. * Engage your service providers for budget requirements. Plan your hardware and software * Determine your devices based on demands from your curriculum. * Determine storage devices or powering stations for your devices - how they will be used and where they will be located. * Determine the software requirements for your student population * Determine what software will be used to manage the classroom and digital content environment. Evaluate your curriculum * Understand your curriculum * Identify digital content and provider * Identify teachers; must have good understanding of technology; willingness to learn; * Determine subject area * Identify the digital content, supplemental materials required and costs * Understand any technical requirements Develop the policies and procedures * Develop procedures for on-boarding equipment, setting up and distributing * Develop new policies or rules that guide the use of devices by students * Develop loan/replacement policies Technical service providers * Evaluate your technical service provider to make sure they can effectively deal with the new infrastructure and devices both as a company and with individual skill sets * Hire a project manager who knows your infrastructure and can manage the roll out of the infrastructure and the devices * Upgrade/Create a help desk with policies on how to use/request the services Educate your educators * Understand the digital landscape * Determine professional development focused on tools and techniques to manage a digital classroom * Determine professional development requirements to create "super user" teacher within the school(s) * Survey your teachers' desire to pursue masters in reading, math, technology or core content * Work with local universities and colleges on potential offerings, locations and costs Engage the community * Work with local banks, financial planners or others to come up with financial literacy classes to improve savings * Work with local banks on school saving days/hours and savings incentive programs * Work with the community to understand new policies, procedures and costs associated to the new devices * Host Financial and Technical Literacy Seminars to facilitate discussions between the parents and the school. Develop and manage plans/schedules * Develop an implementation schedule based on purchasing time frames, resources and budgets * Identify major obstacles for success * Select steering committee teams Execute the plan * Implement the plan * Modify plan when appropriate - typically dates will shift * Communicate the results

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).

Yes, all parties agree.



Consortium

Three Rivers Local (047399) - Hamilton County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

Consortium Contacts

First Name	Last Name	Telephone Number	Email Address	Organization Name	IRN	Address	Delete Contact
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Partnerships

Three Rivers Local (047399) - Hamilton County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections

Partnerships

First Name	Last Name	Telephone Number	Email Address	Organization Name	IRN	Address	Delete Contact
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Sales	Person	859-292-0603	www.afford-asset.com	Affordable Asset Management		8091 Production Drive, , Florence, KY, 41042	
Adam	Blevins	5137287937	adam.blevins@mail.hccanet.org	HCCA		7615 Harrison Avenue, , Cincinnati, Ohio, 45231	
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Sales	Person	513-922-0444	eanevski@datacomspecialists.com	Datacom		6811 Harrison Ave., , Cincinnati, Ohio, 45247	
Sales	Person	888-512-7658	service@k12-solutions.com	K12 Solutions		1330 Post Oak Blvd Suite 1600, , Houston, TX, 77056	
Sales	Person	800-393-7550	-	Schoology, Inc.,		115 W 30th St., 10th Floo, , New York, NY, 10001	
Sales	Person	+44(0)1778 382270	sales@netsupportsoftware.com	NetSupport LTD		Towngate East, Market Deeping, Peterborough, United Kingdom, PE6 8NE	
President	-	513-941-6675	WeCare@PresidentsFCU.org	Presidents Credit Union		4135 Ohio 128 , , Cleves, OH, 45002	
Ryan	Schwartz	888.380.1061 ext 728	-	Promevo		3412 Baker St. Ste 100, , Erlanger, KY, 41018	
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Implementation Team

Three Rivers Local (047399) - Hamilton County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

Implementation Team						
First Name	Last Name	Title	Responsibilities	Qualifications	Prior Relevant Experience	Delete Contact
Ken	Dirr	Assistant Superintendent, HCES	Ken will be creating and performing the evaluation of this grant.	Ken has many years of educational experience in all facets of education. Ken has been a part of many teams that evaluate local, state, or national projects.	Ken has been working with the Educational Service Center for many years. Ken has over 35 years as an experienced building level, district level and now County level administrator. He has served as a mentor for many superintendents in the state. He has been involved in many innovative projects and works to promote the successful projects with the school districts. Ken has been a part of many teams that evaluate local, state, or national projects. He is closely affiliated with the Ohio Department of Education , Buckeye Association of School Administrators and the Association for Supervision and Curriculum Development. Ken has expertise in the process of evaluating based on rubrics and point values.	
Presidents Bank	-	-	Presidents Bank will provide the saving incentive programs and support the financial literacy program.	Presidents Bank is a local Financial Organization.	Presidents Bank is a Financial Organization that sponsors/hosts financial literacy programs in schools. They have worked with many school districts in the past for on-site school banking for staff and have extended those banking services to students. They are a leader in the banking industry with thousands of members throughout the area.	
Rhonda	Bohannon	Three Rivers Local School District Superintendent	Leads the steering committee for the overall project implementation. Leads innovation within the district; removes obstacles to success; identifies team members; approves programs and budgets; curriculum leadership; administrative operating prowess; understanding of the community and needs	Rhonda has many years of educational experience.	Rhonda just built a new school for the district, and managed the transition of moving from four individual schools into one large preK-12th grade building demonstrating that she has the understanding and ability to manage large projects.	
Scott	Garrett	Director of Operations, VARtek, Technology Solution	Manages the IT (information technology) infrastructure within Three Rivers.	Scott has experience planning, implementing, and supporting large IT projects within a school setting including large device roll-outs and their impact on the network.	VARtek has been working with Three Rivers for 10 years. They implemented a working technology environment at Three Rivers and have been successfully maintaining the system. Most recently they managed the transition of closing four schools and a board office and moving into a large preK-12th grade school. The planning and management of this project required experience and many areas of expertise. The transition has been seamless and the technology	

					environment is state of the art.	
Chris	Brown	Southwest Local School District Superintenden	Steering Committee member; Leads innovation within the district; removes obstacles to success; identifies team members; approves programs and budgets; curriculum leadership; administrative operating prowess; understanding of the community and needs.	Chris has many years of educational experience.	Chris has over 27 years of educational experience and leads the innovation within the Southwest Local School District. Chris removes obstacles to success; identifies team members; approves programs and budgets; and guides curriculum leadership. Chris has led a successful district in southwest Ohio and has a proven track record for management of projects and successful implementation.	
Ellen	Madden	Professor, Northern Kentucky University	Creating and delivering the professional development associated with the grant	Ellen has many years of educational experience teaching adults. She works with teachers to understand and to manage the new digital classroom of the future.	Ellen teaches at Northern Kentucky University and has the knowledge and expertise to deliver professional development to teachers. Ellen has content area expertise as well as the skills necessary to teach teachers a new instructional delivery method. She is an outstanding educator and has worked in positions where she teaches superintendents and treasurers how to effectively and efficiently use technology in their work.	
University of Cincinnati Economic Center	-	-	University of Cincinnati Economic Center will provide the financial literacy and economics courses for this project.	University of Cincinnati Economic Center is an expert in the creation and dissemination of financial literacy information.	University of Cincinnati Economic Center has been providing financial literacy and economics courses and training to local school districts for years. They have an impressive list of businesses and industries that they partner with to ensure that all schools wanting the information or training have an opportunity to receive that training. They also host student activities and events that promote financial literacy and economics.	
Kim	Heyob	University of Cincinnati, Graduate Program contact	Kim will be the contact to set up the master's programs for teachers.	Kim has many years of educational experience and working with teachers to deliver masters programs.	Kim has been working as the contact to help with the planning, development, and implementation of master's programs that truly meet the needs of today's teachers. She helps with online courses as well as helping to arrange classes on site at schools to make pursuing an advanced degree as convenient as possible. Kim meets with large groups of teachers or will meet individually to help them design a program that is convenient and meets their needs.	