U.S.A.S. Budget

Object Code | Salaries 100 | Retirement Fringe Benefits 200 | Purchased Services 400 | Supplies 500 | Capital Outlay 600 | Other 800 | Total |
--- | --- | --- | --- | --- | --- | --- | --- |
Instruction | 0.00 | 0.00 | 0.00 | 0.00 | 17,153.99 | 0.00 | 17,153.99 |
Support Services | 0.00 | 0.00 | 7,420.00 | 0.00 | 0.00 | 0.00 | 7,420.00 |
Governance/Admin | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
Prof Development | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
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 | 749,657.41 | 0.00 | 749,657.41 |
Transportation | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
Total | 0.00 | 0.00 | 7,420.00 | 0.00 | 766,811.40 | 0.00 | 774,231.40 |

Adjusted Allocation | 0.00 |
Remaining | -774,231.40 |
Please respond to the prompts or questions in the areas listed below in a narrative form.

A) APPLICANT INFORMATION - General Information

1. Project Title:
   Distance Learning Pod Classroom (DLPC) Concept

2. Executive summary: Please limit your responses to no more than three sentences.
   Toledo Public Schools (TPS) is seeking funding for a blended learning solution to help raise student achievement and to reduce spending over five years, henceforth referred to as the Distance Learning Pod Classroom (DLPC) concept. The DLPC concept will provide enhanced learning opportunities for students using video and content delivery technologies by leveraging our existing telepresence. The DLPC concept provides the synchronous/asynchronous ability for teachers of advanced courses to reach more students outside the traditional classroom walls, both on and off campus, thereby increasing student enrollment in the advanced/college level courses and/or difficult to staff foreign languages.

   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.

   224 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
   Jim Gault
   Organizational name of lead applicant
   Toledo Public Schools
   Address of lead applicant
   420 E. Manhattan Blvd Toledo OH, 43608
   Phone Number of lead applicant
   (419) 671-8224
   Email Address of lead applicant
   jgault@tps.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
8. Describe the innovative project: - Provide the following information

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

The current state or problem to be solved; and

The DLPC project seeks to address several deficiencies within the curriculum and instructional department at TPS. In an era of decreased educational funding and increased rigorous demands from the state, TPS has had to find creative ways to address the needs of the students. The DLPC project is one innovative approach to addressing the needs of all high school students as we strive to have all of our students reach a level of college and career readiness upon graduation. From the beginning, distance learning courses were designed to address the gaps in course offerings that exist among the high schools within TPS. Prior to the inception of distance learning, students were only able to take courses that warranted a full or half time teacher position, not necessarily what they truly desired. Through the current distance learning labs, the district has been able to offer students more choices in Advanced level courses and foreign languages and with the DLPC concept these options will expand even further. In addition, as an urban district, TPS continues to confront the issue of hiring and maintaining highly-qualified and motivated teachers. Through the DLPC project, the need for highly qualified teachers is less and the district is able to capitalize on the most successful teachers by sharing their expertise with all high school students.

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

The DLPC project is an extension of the currently successful distance learning labs because it expands the programming that can be offered to students. In practice, the DLPC project will function using synchronous (real time face to face video conferencing) and asynchronous approaches to education which has been termed a “hybrid” approach by the University of Central Florida. In essence, the DLPC is a blended learning environment that “combines the effectiveness and socialization opportunities of the classroom with the self-directed and active learning opportunities that the online environment offers” (http://onlinelearninginsights.wordpress.com/2013/01/17/is-blended-learning-the-best-of-both-worlds/; Dziuban, et al, 2004, p.3). The DLPC will be divided into four independent pods. Each pod can accommodate a maximum of seven students. Each pod will contain a video conferencing system in which the students at each pod will join in a real time face to face video conference, allowing each pod to receive a different subject matter feed. The DLPC has the potential to provide four subjects per period, which would allow up to 32 pod courses per school day. The initial year will be one per period. Students will be provided a laptop to access the Learning Management System (LMS). The LMS will provide the asynchronous part of the project. The LMS will be used similar to that of how an LMS is currently used at the college level. Instructors will design the LMS to accommodate course syllabus, assignments, virtual discussion rooms, and tests, to name just a few features. The DLPC project will also give TPS the ability to partner with other suburban and rural districts in Northwest Ohio, providing courses that may otherwise not be offered in the smaller districts. Students from outlying districts would be able to join the instructional sessions live via their own video conferencing system or by accessing an internet connection and laptop/desktop device. Home schooled students would also have the same capabilities offered to them if they choose to use our services. The system allows for flexibility and adaption to fit most scenarios. The instructors will be broadcasting from our current telepresence classrooms which are equipped with the necessary technology to broadcast the live feeds, create the asynchronous course materials and to record live instruction and embed the recordings into the asynchronous portion of the class. This will allow students to receive ongoing instruction when not in the live session and provide a way to review previous live discussions. After the initial year of the DLPC, and if it is successful, the District is looking at creating instructional offices in which the teachers would broadcast all day long to all the virtual classrooms while not being in front of any.

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.)

TPS currently utilizes the Ohio Improvement Process (OIP) to make all instructional decisions, including the development of the DLPC project. In preparation for the rigor found in Ohio’s New Learning Standards, all high school students need to have opportunities to participate in upper level, college preparatory courses in all core subject areas and foreign language. This has a direct correlation to our district improvement plan which demands that all students increase their performance in reading and math by at least 7% annually. This will be achieved not only through access to more rigorous courses, but also through the use of a 21st century technology that is a research based proven method for increasing student achievement. An example of a similar, and successful blended onsite/online learning model, can be found in the Los Angeles Unified School District (LAUSD). LAUSD began using this instructional model in 2004 and so far various courses, such as Algebra, have demonstrated a higher passage rate than the overall district-wide passage rate for the course (p. 4) In addition, the district showed a high school graduation rate increase of more than 60% for blended learning classrooms over the traditional face to face classrooms. Finally, there was an increase in course final exam performance of 12.5% compared to courses that were only provided asynchronously (p. 13).

- Spending reductions in the five-year fiscal forecast or positive performance on other approved fiscal measures (Describe the specific reductions
By funding the DLPC TPS will be able to efficiently maximize staff to utilize technology to decrease labor costs while expanding course offerings at Jones Leadership Academy. By scheduling courses via distance learning, Toledo Public Schools can offer Advanced Level Courses, Post-Secondary Courses and Foreign Languages by reducing the number of sections that consists of low class sizes (less than ten). By effectively producing these courses through the use of DLPC, Toledo Public Schools will be able to reduce the instructional staff size at Jones Leadership Academy by two positions valued at $73,000 each (average salary plus benefits) which equates to $146,000 yearly. This savings would begin immediately and continue yearly, with a five year total of $730,000. Besides reducing the general fund, the DLPC allows Toledo Public Schools to replicate effective programming options without increasing costs. Enhance/Scale up: We are currently utilizing a Distance Learning concept in Toledo Public Schools to address various gaps in curriculum and instruction. In the current design, the classrooms have classroom style seating which allows a maximum of 25 students to receive instruction by one teacher per class period. The new concept is a pod style delivery of instruction and will expand the number of courses offered to TPS students each class period. The DLPC concept allows for four pods with each pod having the potential to receive different content at the same time.

Our distance learning classes will be offered, without teaching assistance, to our high schools. This will enable us to add eight advance level courses, in multiple subject areas, without the addition of staff. This will also enable us to offer AP classes, as well as post secondary courses, to reach more of our students. Courses such as Russian, Chinese, AP Calculus, and other courses that were once limited to specific high schools based on population and enrollment levels, are now being offered at every high school, to every student that is interested, through our Distance Learning Program. No longer do we have the issue we once faced with disparity amongst our high school courses. After the first year, we could potentially partner with other districts to share courses and instructional staff.

By using distance learning we will be able to broadcast at eight schools with one teacher at one location. Without this technology, we would have to have an instructor for each class. As we develop this distance learning concept, we will be able to offer more higher level courses without adding additional staff. By utilizing the Distance Learning model of instruction, we have gained instructional time and eliminated the cost and time lost by teachers traveling from one high school to another in order to offer the same courses to as many students as we could work into their schedules. With many of the same courses that we offer through Distance Learning, a teacher would have to have a travel period before and a travel period after a course was taught in order to get to the next building. With our Distance Learning Program, there is no need for traveling teachers. The teacher is in one room broadcasting to the various high schools within the district. This will make it possible to offer the same course multiple times without the worry, and expense, of travel time.

Courses such as Russian, Chinese, AP Calculus, and other courses that were once limited to never before implemented at Jones Leadership Academy by two positions valued at $73,000 each (average salary plus benefits) which equates to $146,000 yearly. This savings would begin immediately and continue yearly, with a five year total of $730,000. Besides reducing the general fund, the DLPC allows Toledo Public Schools to replicate effective programming options without increasing costs. Enhance/Scale up: We are currently utilizing a Distance Learning concept in Toledo Public Schools to address various gaps in curriculum and instruction. In the current design, the classrooms have classroom style seating which allows a maximum of 25 students to receive instruction by one teacher per class period. The new concept is a pod style delivery of instruction and will expand the number of courses offered to TPS students each class period. The DLPC concept allows for four pods with each pod having the potential to receive different content at the same time.

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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.
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.

774,231.40 State the total project cost.

* Provide a brief narrative explanation of the overall budget.

For the initial year of the DLPC, the project will consist of 1 pod classroom. If the project is successful the District has plans to expand the project to the remaining 7 high schools. $734,074.41 is allocated for the technology infrastructure component of this proposal. This includes the materials listed in the DL add-on document provided by netech and the purchase of 28 student and teacher laptops with a five-year service agreement. $37,703 is allocated for the remodeling of a traditional classroom into a DLPC pod room. This includes all resources needed to transform the traditional classroom including room dividers, tables, floor and wall stabilizers, desks, storage units, and data/electrical wiring. General fund dollars will be used for teacher salaries and instructional material purchases (both print and digital). Finally, a yearly Blackboard licence is currently being funded with Race to the Top dollars but will be added as a general fund expenditure starting in the 2014-15 school year.

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.

Recurring costs, such as the yearly Blackboard subscription, has already been built into the five year forecast for the general fund. No additional new costs are anticipated after the first year of implementation.

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

14. Will there be any expected savings as a result of implementing the project?

Yes

No

Applicants with sustainability costs in question 13 or seeking to achieve significant advancement in spending reductions in the five-year forecast must address this response. Expected savings should match the information provided by the applicant in the Financial Impact Table. All spending reductions must be verifiable, permanent, and credible. Applicants may only respond "No" if the project will not incur any increased costs as a result of maintaining and sustaining the project after June 30th of your grant year. The Governing Board will use the cost savings as a tiebreaker between applications with similar scores during its final selection process. Cost savings will be calculated as the amount of expected cost savings less sustainability costs relative to the project budget.

146,000.00 If yes, specify the amount of annual expected savings. If no, enter 0.

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

The DLPC will serve two purposes. It will allow Toledo Public Schools to replicate Advanced Level Courses, Foreign Languages, and Post-Secondary Education as well as increase revenue. Toledo Public Schools currently offers courses based upon enrollment in each high school. With the use of technology we have expanded Advanced Level courses in Mathematics, English, Social Studies and Chinese to all six comprehensive high schools. By funding the DLPC, TPS will be able to efficiently maximize staff to utilize technology to decrease labor costs while expanding course offerings in our high schools. By scheduling courses via distance learning, Toledo Public Schools can offer Advanced Level Courses, Post-Secondary Courses and Foreign Languages by reducing the number of sections per high school that consists of low class sizes (less than ten). By effectively producing these courses through the use of DLPC, Toledo Public Schools will be able to reduce the instructional staff size at Jones Leadership Academy by two positions valued at $73,000 each (average salary plus benefits) which equates to $146,000 yearly. This savings would begin immediately and continue yearly, with a five year total of $730,000. Besides reducing the general fund, the DLPC allows Toledo Public Schools to replicate effective programming options without increasing costs. In addition to the funds that will be saved from additional staffing, TPS also forecasts a savings of $7,420 in general fund expenditures that would have been utilized in fiscal year 2015 for the purchase of equipment for the next generation assessments. If awarded, the district will not need to purchase 28 student laptops for use on the next generation assessments, as the DLPC laptops would be utilized for this purpose as well.
15. Provide a brief explanation of how the project is self-sustaining.

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

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

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

The DLPC concept is easily self-sustaining for TPS. All technology and equipment issues will be covered by the five year warranty and the yearly subscription fee for Blackboard has already been labeled as general fund expenditure. TPS envisions that the DLPC concept will bring opportunities into the district when outside partnerships with other districts and colleges are established and maintained.

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 October 2013-Present (April 2014)

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

October 2013: Meeting between the Assistant Superintendent of Curriculum, Business Manager and the Director of Instructional Technology to discuss the Straight A Funding Grant. October 2013: A conference took place between the Director of Instructional Technology and netech to develop details on the concept. Both exchanged how the project would look, how students would interact, access content, how instructors would deliver content, and how content could be shared with other districts. October 2013: A meeting with stakeholders took place to report out the project proposal. October 2013: A meeting between netech representatives and the Director of Instructional Technology took place. Discussion revolved around the pieces needed to be added to our current distance learning infrastructure. Final discussions occurred regarding equipment for the student classroom. October 2013: netech submitted a proposal for the costs of the project. The proposal was presented to the committee. It was determined to move forward to complete the grant proposal for submission. Through the development phase, phone conversations took place between all partners and the District. Collective bargaining units were involved when applicable. Research was conducted to determine the best blended model to implement. Discussions continued through December 2013/January 2014 among the Curriculum Department of various projects and how this project could be sustained in some part without grant funds. February 2014: The second round of the Straight A projects was released. A meeting took place to review proposals to determine which if any would be considered for submittal into the second round of the Straight A Grant process. It was determined that the DLPC project was worth submitting. Discussions occurred between the various members of the original subcommittee and netech between February and March 2014. March 2014: Continued discussions with netech and TPS.

* Anticipated barriers to successful completion of the planning phase

Barriers to the project would be if the needed equipment for the project was not available due to a shortage or an extended build time for the technology and subcontractor work during the summer months. Most large technology projects and manpower are at a premium during summer months when K-12 classrooms are out on break. The project will be dependent on this and netech’s commitments to other schools and businesses. To overcome this delay, the District will meet with all partners and vendors that have a vested interest in the DLPC project. We will immediately create a scope of work and have contracts in place as quickly as possible after the award of the grant to align the project to the desired calendar deadline. Negotiations and Memorandum of Understandings will need to be completed between the school district and all unions impacted. This would be a major barrier that the District and its unions would have to work through in order for this project to be a success. This project does have the potential to have language changes and/or additions to existing contracts among union members. Identification of the appropriate staff that would be providing the instruction could be a barrier. Currently positions are filled by seniority within departments. This could generate a barrier if a teacher is placed into the DLPC program that does not have the skill sets, understanding of
18. Implementation - Process to achieve project goals

* Date Range

Implement June 2014 - 6/7/2015

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

Jun-Aug 2014 DLPC committee will be formed consisting of personnel with a vested interest in the development/implementation of the DLPC project after the funding award. Contracts and Scope of work will be outlined. Calendar of completion dates will be created to monitor progress with DL. The pod classroom will be remodeled to accommodate the new DLPC room. Work will begin in July to the District's current DL infrastructure to integrate the addition of the needed technology for the DLPC. Training on the components of the technology infrastructure/equipment for members of the infrastructure department and computer technicians will take place after the installation of the DLPC equipment. Netech will provide training to members of the departments. Students enrolled in the DLPC program will have orientation and training on the equipment and programs including the Districts LMS, testing software, and curriculum software. 2014-2015 school year Vested members form the District, netech, and members of the DLPC committee will be on hand at the start of the school year to observe the implementation of the DLPC, day one. First week of school a field tech will be present to provide support if a situation arises. A committee will be formed that will consist of District personnel that have a vested interest in the DLPC/DL program as well as a current student enrolled in the DL program. The committee will meet monthly in the initial year to analyze, address the impact on instruction, instructional needs, support, technology issues, and make recommendations for the 2015-2016 course offerings. After the initial year of implementation the committee will continue to meet on a monthly basis with a reduction in members. A survey of DL staff, students, and families that participated in the DLPC program will be completed by the end of the initial school year. The results will be used to address issues, concerns and measure the final results that the DLPC program had on learning.

* Anticipated barriers to successful completion of the implementation phase.

- Failure of successful negotiations and MOU agreements that pertain to the DLPC between the unions could have a negative impact on the success of the DLPC project.
- Lack of dedication by members of the various committees formed to oversee and guarantee the success of the DLPC project.
- Lack of participation in the final survey from the various committees, students in the DLPC course, and parents would create a barrier to measure the success of the DLPC project.

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

* Date Range

August 2014, January 2015, and again June of 2015

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

The committee plans on surveying the students, parents, and instructors involved in the initial year of the DLPC program in order to gather expectations of the program and outcomes, input on best practices, program and instructional enhancements for the following year, and improve course selection. The committee would also like to gather student, parental, and instructor anecdotal experiences for the initial year. The committee would also review impact on staff reduction, total number of students impacted and how to improve on this number for the second year. Grades, ACT, and State assessment data would be analyzed to determine academic impact of the DLPC program on students its first year. The committee would also like to do a comparison of students in traditional classrooms to those in the DLPC. Surveys would be given to both sets as well as analysis of various academic benchmarks to see if the DLPC make a difference in student achievement over a more traditional setting.

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

Enrollment into the DLCP would be a barrier for the success and measurement of the program. Union collaboration will be a barrier to the successful completion of the summative evaluations. The collaboration from the various unions to create an agreed upon method of evaluation of the success of the program would be needed. In order to have a non-biased approach to the survey the questions asked would have to have significant value of measure that can be used to effectively evaluate the program. Student, parent, and instructor lack of participation in both the survey and anecdotal responses to the questions would be a barrier to gathering the information needed for a successful completion of the summative evaluation.

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

The responses 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:

Toledo Public Schools has a current investment in Cisco TelePresence video conferencing providing synchronous/asynchronous Distance Learning opportunities to students and faculty. The DLPC project leverages this existing infrastructure investment by expanding the capabilities to deliver advanced instructional content and video conferencing capabilities as part of a blended learning model. The proposed design also allows for cost-effective expansion and growth in advanced learning communication technologies that will be available to TPS high school students. With the enhancements to the distance learning technology currently in use, the scale up will allow the district the ability to build on the selection of advanced level and foreign language offerings. With this addition, the DLPC program will provide all TPS students with a wider array of course options. In addition, the program will give TPS the exciting opportunity, in the future, to partner with other districts and/or home schooled students in providing courses that are currently unavailable to them due to budget limitations.

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.

TPS implemented a hybrid distance learning program two years ago to address the inequalities in course offerings among our six traditional high schools. This decision was made based upon the variety of research available that supports the impact of utilizing a blended learning model on student achievement ([http://www.wrplatinum.com/Content.aspx?CID=10626, p.7-8, 17]). The original concept was designed to provide all students with the opportunity to enroll in higher level and foreign language courses regardless of the interest level of their peers. The rooms are designed for one tele-conference delivered course per period. Each room can currently accommodate up to 25 students per room. To date, the distance learning program has achieved this goal and is now ready for enhancement. Our enrollment over the last two years has grown from 150 students to over 220 in the second year and almost 300 in the third year. With the design and development of the DLPC concept we will be able to offer the same courses to our students enrolled in the DLPC project. We will also be able to address the needs of multiple types of learners throughout the district. As Modup Irele concludes in his comparative analysis of distance education, DE "increases the chances of positive learning outcomes by increasing the range of learning styles that can be accommodated."(p.17). Distance learning is a concept that has been successful in our district, thus making the need for enhancement a priority. "It is becoming apparent that one side benefit of distance education exists: instructors in many instances work at engaging their learners, because of the barriers of time and space that may exist with their learners. As a result some learners anecdotally are beginning to report that they actually do better in online or video based distance education courses than they did in traditional classrooms." ([http://www.wrplatinum.com/Content.aspx?CID=10626, p.7] In one meta-study, completed by the US Department of Education on Distance Education, found that "Blended" instruction had a larger advantage relative to purely face to face instruction or instruction conducted wholly online."(p. 8) in another study, conducted by the Sloan Consortium, found that "the overall number of primary and secondary school students engaged in online courses 2007-2008 was estimated at 1.3M up 47% from 2005-2006."(p.8) The blended or hybrid model of distance education also addresses the needs of multiple types of learners.

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.

Michael Martinez Director of Educational Technology (420 E. Manhattan Blvd Toledo OH 43608. 419-671-8200) and the DLPC committee members, as mentioned in section 18 of this grant prospectus, will monitor and evaluate the success of the DLPC project.

* 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).

Short term goals will be monitored and measured by using the deadline for completion dates set during the planning phase of the project. Long term objectives will be measured with student academic performances in the Distance Learning courses offered as well as using any mandated course tests and or mandated state testing that may be required of the students. These tests include but are not limited to OGT, AP course exams, Honors course exams, ACT courses as they relate to the courses offered through the Distance Learning platform. Narrative feedback from students and staff will be collected using surveys identifying program needs, weaknesses, and strengths. These surveys will give direction in which modifications to the program and courses may be needed. This will allow those directly involved to have a voice in making the program an overall success.

* 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.

Courses and instructors will be evaluated at the end of each semester by examining over all course enrollment and student performance. If the course is deemed to be unsuccessful an evaluation of the course content and instructor will be completed and a determination of whether to modify the course, utilize a different instructor, or terminate the course will be made. This process will occur at the end of every academic year by the distance learning curriculum committee.

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 DLPC concept will have a lasting impact on TPS students and the choices they are able to make as they complete high school. For some students, the DLPC concept will provide them with an alternative learning environment that challenges them while meeting their learning needs. For others, the DLPC concept will provide course selections that were not available to them because of which high school they attend. In addition, it will help with the recruitment and retention of high school students because it offers variety and higher level course options that are not available in all districts. TPS also believes that the DLPC concept will lead to partnerships with area school districts colleges which
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

TPS currently utilizes the Ohio Improvement Process (OIP) to make all instructional decisions, including the development of the DLPC project.

Goal: In preparation for the rigor found in Ohio's New Learning Standards, all high school students need to have opportunities to participate in upper level, college preparatory courses in all core subject areas and foreign language. Benchmark: TPS is currently in its third year of its Distance learning project. An evaluation of course offering occurs during the winter months of the previous year to determine the value and student impact on learning. Courses are reviewed and recommend for continuation as well as new course offerings proposed. Within the next 3 years TPS has plans on expanding its offerings of DL foreign languages to include a Middle Eastern language course and DL science courses that are currently not available through DL instruction. Goal: our district improvement plan which demands that all students increase their performance in reading and math by at least 7% annually. Benchmark: This will be achieved not only through access to more rigorous courses but also through the use of a 21st century technology that is a research based proven method for increasing student achievement. TPS goal, with its telepresence, is to start closing the gap on students reading and math performance scores. By adding rigor to our current core subject areas and offering access to these and other course via DL, it is the goal for TPS to meet if not exceed the 7% yearly student performance on OIP process. Review of and correlation to student performance in the courses offered and performance on state mandated testing will be on going.

* Spending Reduction in the five-year fiscal forecast

The DLPC will serve two purposes. It will allow Toledo Public Schools to replicate Advanced Level Courses, Foreign Languages, Post Secondary Education as well as increase revenue. Toledo Public Schools currently offers courses based upon enrollment in each high school. With the use of technology we have expanded Advanced Level courses in Mathematics, English, and Social Studies and Chinese to all six comprehensive high schools. By funding the DLPC TPS will be able to efficiently maximize staff to utilize technology to decrease labor costs while expanding course offerings in our high schools. By scheduling courses via distance learning Toledo Public Schools can offer Advanced Level Courses, Post Secondary Courses and Foreign Languages by reducing the number of sections per high school that consists of low class sizes (less than ten). By effectively producing these courses through the use of DLPC, Toledo Public Schools will be able to reduce the instructional staff size at Jones Leadership Academy by two positions valued at $73,000 each (average salary plus benefits) which equates to $146,000 yearly. This savings would begin immediately and continue yearly, with a five year total of $730,000. Besides reducing the general fund, the DLPC allows Toledo Public Schools to replicate effective programming options without increasing costs. Enhance/scale up: We are currently utilizing a Distance Learning concept in Toledo Public schools to address various gaps in curriculum and instruction. In the current design, the classrooms have stadium style seating which allows a maximum of 25 students to receive instruction by one teacher per class period. The new concept is a pod style delivery of instruction and will expand the number of courses offered to TPS students each class period. The DLPC concept allows for four pods in each high school, with each receiving different content.

* Utilization of a greater share of resources in the classroom

By utilizing a distance learning environment students are offered the opportunity to participate in courses not otherwise offered within their high schools. Shared resources such as this minimizes the number of traditional teachers needed and increases course opportunities for students.

* Implementation of a shared services delivery model

The District has a vested interest in the continuation of its existing Distance Learning program to include new and innovative ways of course delivery to our students. TPS has been successful with its current DL program and wish to continue it by providing the same opportunities to our JLA students that are offered at our other comprehensive high schools.

* Other Anticipated Outcomes

Toledo Public Schools would like to expand the Distance Learning concept and the DLPC program to other districts in Northwest Ohio and eventually to districts throughout Ohio. By expanding the program’s anticipated outcomes would be a better sharing of scarce instructional services that many districts currently cannot afford to implement due to funding structures. The development of Distance Learning has a place in current instructional practices and has the potential to have a larger impact on student learning and access to more courses in the future. Toledo Public Schools has shown, with the Distance Learning program that is currently implemented, that DL has had a positive impact on student learning. The first year of implementation of the DL program we had an estimated 150 student enrollment, within three years our student enrollment in the DL program has reached over 300 students. With the Districts continued commitment to offer quality instruction to our DL students, we are confident that this program and the DLPC program would continue to grow and have far reaching instructional implications to many more students across the state.

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.
As laid out in section 18 of this document, we estimate from the point of the awarding of the fund to the end of the first year of full implementation to be approximately one full year. The time includes the remodeling of the student pod classroom and installation of the technology both at the classroom level and District level. The DLPC program could have a wider reaching audience with its capabilities to broadcast live via the internet. With this type of capability, districts across Ohio could create consortiums that offer a wide array of blended courses that meet the specific needs of that consortium. With the creation of a core committee for this program, detailed documentation of the process from start to finish will be generated and made available for other districts to use if they also choose to replicate the DLPC program. A detailed list of all the issues and barriers that the project may come across will be documented and shared with interested parties as well. Toledo Public Schools will make the DLPC program, instructors, and classrooms available for interested districts to visit and observe in action. Toledo Public Schools will strive to create a level of transparency with the DLPC program that will offer a benefit to all districts in Ohio. Toledo Public Schools has future plans to expand the DL education programs to allow other districts to address the reality of decreasing funds by offering courses that were once only choice for students if a new teacher was hired. By utilizing distance learning, districts can now offer advanced placement/dual enrollment courses, a wider selection of foreign language, honors, and other specialty classes at a fraction of what it would cost to hire full time staff members. If a district chooses to utilize Toledo Public Schools DL content, a district would need to supply the devices that the students would be using to connect to the synchronous video conference, a nominal course fee, textbook material cost (if textbooks are used), and any lab fees that would be charged. In comparison to an full time employee salary, a district would be able to provide a wider course selection at a reduced cost over time. If a district would like to implement their own distance learning program they would simply follow the rationale, timeline and budget outlined in this proposal.

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).

James Gault
Executive Transformational Leader of Academics
Toledo Public Schools
4/16/2014
No consortium contacts added yet. Please add a new consortium contact using the form below.
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<tr>
<td>Michael</td>
<td>Martin</td>
<td>248-679-3227</td>
<td><a href="mailto:mmartin@netechcorp.com">mmartin@netechcorp.com</a></td>
<td>netech</td>
<td></td>
<td>20 N. St. Clair, 3rd Floor, Toledo, Ohio, 43604</td>
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<tr>
<td>Michael</td>
<td>Martinez</td>
<td>Director of Educational Technology</td>
<td>Supervise the remodel and installation of the DL classroom and infrastructure equipment. Support students, teachers, and staff with the implementation of the DLPC project. Provide support for the integration of technology into online learning. Work collaboratively with the various departments and directors to ensure the project is providing the rigor needed to make our students and the project a success. Evaluate and recommend courses to be provided through our telepresence for both the traditional distance learning program and the DLPC project. Monitor the program alongside the Director of Grants and Special programs to ensure the project is providing the rigor needed to make our students and the project a success. Evaluate and recommend courses to be provided through our telepresence for both the traditional distance learning program and the DLPC project.</td>
<td>Has had experience with leading the district in large implementations including Thinkgate IIS, Sungard eSchool, SuccessMaker, Edusoft, Race to the Top initiatives, School Improvement Grant initiatives, and other large projects. A current member of the Distance Learning committee</td>
<td>Has been the Director of Educational Technology since 2008. Has developed the current distance learning program within Toledo Public Schools. Has been a member of various grant projects for the District as well as provided necessary support and training district wide.</td>
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<tr>
<td>Jennifer</td>
<td>Lawless</td>
<td>School Improvement Grant Facilitator</td>
<td>Will be a member of the DLPC and manage the funds to keep the project within budget. Will be a part of the course selection and instructional implementation team. Evaluate and recommend courses to be provided through our telepresence for both the traditional distance learning program and the DLPC project.</td>
<td>Ms. Lawless has been involved with the Race to the Top grant, School Improvement Grants, and other state and federally funded programs. A current member of the Distance Learning committee</td>
<td></td>
<td>Director of Grants for Toledo Public Schools for two years. Has been a member of the Distance Learning program for the last three years.</td>
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<tr>
<td>James</td>
<td>Gault</td>
<td>Chief Academic Officer</td>
<td>District cabinet member in charge of the implementation of the grant. Will lead the other members of the grant team in the successful completion of the DLPC project.</td>
<td>Chief Academic Officer for three years</td>
<td>Has held similar rolls for the School Improvement Grants, Race to the Top, and other state and federally funded programs.</td>
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<td>Robert</td>
<td>Mendenhall</td>
<td>Curriculum Director</td>
<td>Will be a member of the DLPC committee to insure the curriculum being provided through the DLPC project meets district adopted curriculum needs as well as meets Common Core State Standards. Evaluate and recommend courses to be provided through our telepresence for both the traditional distance learning program and the DLPC project.</td>
<td>Mr. Mendenhall has been involved and member of the Race to the Top committee, School Improvement committee, has taken leadership roles at the District Level. Mr. Mendenhall also sits on the Distance Learning committee.</td>
<td>Has been the Curriculum Director for the past two years. Previously has been the TPS Science Director for 3 years.</td>
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<tr>
<td>Colin</td>
<td>Pregibon</td>
<td>Director of Infrastructure</td>
<td>Mr. Pregibon and his department responsibilities to the DLPC project will be to partner with netech to ensure the proper installation of the DLPC infrastructure and pod equipment into the classroom. His department will monitor traffic and manage session schedules via the management portal of the current distance learning program. Will be a member of the DLPC committee for the first year.</td>
<td>Mr. Pregibon has provided infrastructure support to many of the District's grant initiatives where the grant had technology as a piece. He and his staff have provided support whenever needed.</td>
<td>Mr. Pregibon has been the District's Computer Services Director and Director of Infrastructure since 2007. He has supported the current distance learning program since its development.</td>
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