

Budget

Willoughby-Eastlake City (045104) - Lake County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (257)

U.S.A.S. Fund #:

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

Purpose Code	Object Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
<b>Instruction</b>		0.00	0.00	177,996.00	155,116.15	433,978.02	0.00	767,090.17
<b>Support Services</b>		0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Governance/Admin</b>		0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Prof Development</b>		0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Family/Community</b>		0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Safety</b>		0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Facilities</b>		0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Transportation</b>		0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Total</b>		0.00	0.00	177,996.00	155,116.15	433,978.02	0.00	767,090.17
<b>Adjusted Allocation</b>								0.00
<b>Remaining</b>								-767,090.17

Application

Willoughby-Eastlake City (045104) - Lake County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (257)

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

**A) APPLICANT INFORMATION - General Information**

1. Project Title:  
Connected Distance Learning Network 2.0 (CDLN 2.0)

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

The Connected Distance Learning Network 2.0 (CDLN) initiative will increase the number of high school students earning college credit in dual credit post-secondary classes in the consortium's seven high schools through the use of distance learning labs. Through real-time video conferencing technology, classes being taught on the University of Akron campus will be broadcast to all seven schools simultaneously, allowing for two-way interactive engagement between the professor, the college students and the high school students. The goal of the CDLN 2.0 is to increase the number of high school students earning college credit thereby improving student achievement, reduce spending on education, and allocate more resources to the high school classroom.

*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.*

529 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 type="checkbox"/> 7                       | <input 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  
Gina Kevern

Organizational name of lead applicant  
Willoughby-Eastlake City School District

Address of lead applicant  
37047 Ridge Road, Willoughby OH 44094

Phone Number of lead applicant  
440-975-3755

Email Address of lead applicant  
gina.kevern@weschools.org

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

- Yes  
 No

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

[Add Consortium Members](#)

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

Yes

No

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

[Add Partnering Members](#)

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

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

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

The current state or problem to be solved; and

The CDLN 2.0 concept will address the need to "increase the number of students graduating from high school with college credit" as established by the Complete College Ohio Task Force. This CDLN 2.0 model capitalizes on key components missing in our current high school settings that will prepare our students for college and careers. As referenced on the whitehouse.gov education website, "earning a post-secondary degree or credential is no longer just a pathway to opportunity for a talented few; rather it is a prerequisite for the growing jobs of the new economy." Ohio's public school districts and universities must collaborate to ensure access to college for every eligible student. The President of the United States has challenged states to ensure that by 2020 America has the highest proportion of college graduates in the world. This is a problem because the cost of college tuition is out of reach for many students and parents. The CDLN 2.0 model provides students with access to quality instruction, free college credit, and enhances their skills so they are collaborative learners, therefore requiring less remediation upon high school graduation and entrance as full-time college students. "Early college graduates accept their diplomas with a significant amount of college work already behind them, making it much easier to envision themselves completing degrees" according to Ohio's partner, Jobs for the Future and the Early College Expansion publication from March 2014. Governor Kasich's initiative "will give students a jump on their college careers and help reduce college costs for them and their parents." CDLN 2.0 directly supports that goal and addresses the problem of lack of access to affordable college for high school students, especially low-income and underrepresented student populations, and allows for spending reductions for districts through lower traditional postsecondary tuition deductions from the foundation payments.

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

The CDLN 2.0 instructional model will significantly impact student achievement and the students' ability to be college and career ready by earning college credit in rigorous courses through the University of Akron from their high school classrooms via Distance Learning Labs, while also reducing student loan debt and educational costs for public school districts. The CDLN 2.0 will provide all participating post-secondary eligible high school students in grades 9 - 12 at seven high schools as part of the six district consortium with college credit courses taught by university faculty by employing synchronous video-conferencing technology. By accessing these dual high school and college credit courses from their high school classrooms, students are able to remain in their high school and participate in the full range of the high school experience, negating the need to travel to a college campus, and allowing them more flexibility to participate in other academic courses or extracurricular experiences at their high school campus. Students accepted to the university would schedule their college credit courses through their high school guidance offices and the university as any traditional post-secondary student. The school districts will coordinate the scheduling of the courses through the university and match them to the high school master schedules with class periods established each semester to be in sync with the college schedule. From the convenience and security of their high school classrooms, the high school students will interact and engage with instructors and classmates via the synchronous video and data conferencing technology being streamed from the university. Through this venue, the instructor and college students on the university campus will be able to visually connect and engage in two-way conversation with the high school students. In addition, through the Desire to Learn learning management system, the high school students will be able, in real time, to upload and download course materials and assignments. The instructors have real-time access to all students at all sites to deliver instruction, provide feedback, monitor student participation and behavior, and assign and accept materials. In addition, each course will be recorded for later review by students. This technology is not currently available in any of the consortium's high schools. This enables access to content for students who are absent, need reinforcement of concepts or need to review for exams. The earned college credits will be transferable to any public institution of higher learning in Ohio. This innovative project broadens the scope of course offerings and increases exposure to greater academic resources due to access to courses offered through the university and through other schools participating in the CDLN 2.0. Students without transportation to a college campus for traditional postsecondary course work, an issue which is prevalent among low-income students, can now take advantage of the postsecondary option. Students will obtain the communication and collaboration skills necessary to interact with students from diverse socio-economic, cultural and religious backgrounds which is essential for college and workforce success. By opening the distance learning labs in the evening, the resources of the university can be shared with teachers who wish to complete post-graduate work and/or work on credentialing to serve as university faculty for dual credit courses. CDLN 2.0 will increase college access for students, increase the sharing of resources among the university and consortium high schools, and reduce spending. The CDLN 2.0 directly impacts high school students through the earning of college credit and reducing costs.

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.)

CDLN 2.0 will increase access for high school students to a rigorous college curriculum, and will enable students in their high school classrooms to participate in real-time college courses through video and audio connections. Participation in college-level academics directly impacts student achievement through higher-level, rigorous learning experiences and provides for increased access to academic and research resources culminating in the earning of college credit. Through early college experiences and a personalized learning network of academic professionals and peers, students explore educational options not otherwise available. According to the Early College Expansion publication (March 2014), "Early college students are far more likely to graduate high school. 90% of early college students receive a diploma vs. 78% of students nationally (10). Early college students are far more likely to return to college for a second year. 86% of early college graduates who enroll in college persist for a second year vs. 72% of college students nationally" (14). Increased access for students to participate in college credit courses is a primary goal of the Ohio Department of Education's Early College High School (ECHS) Initiative. Students participating in college course work have higher attendance rates than their peers which indicates higher engagement in learning. Engaging more students in postsecondary courses will positively affect districts' Local Report Card results, including indicators for academic achievement, attendance and graduation rate. The essential higher level thinking, problem solving and communication skills demanded of the high school students in postsecondary courses will enable them to use these skills to excel in their high school courses as well. Students in grades 9, 10, 11 and 12 are eligible to apply for postsecondary options. ODE identified rigorous standards and instruction, strong instructional leadership, and instruction designed for all students' success as promising practices that will engage all students in achieving greater success. CDLN 2.0 meets those expectations.

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.)

All six consortium districts will realize spending reductions as a result of an increase in the number of students participating in the CDLN 2.0 initiative. By having students remain in their home high schools for post-secondary course work instead of traveling off campus to a higher institution site, districts will experience cost reductions. Districts will have lesser amounts reduced from their foundation payments for traditional post-secondary costs, and will pay less per credit hour for the distance learning-dual credit option than paid previously. The University of Akron charges the state minimum of \$43 per credit hour for dual credit courses which represents a savings of \$114 per hour for courses through Lakeland Community College, for example, which charges \$157 per hour. The University of Akron per credit hour tuition charge for traditional college credit courses is \$405.60 resulting in a cost savings to school districts and ultimately a cost savings to students who are earning college credit free of charge as a high school post-secondary student. It is expected that a minimum of 10% more students in each high school will engage in dual credit post-secondary course work as opposed to the traditional post-secondary path with this available option. The six districts will see the following spending reductions in the five-year forecast: Willoughby-Eastlake (\$134,900 in PSEO tuition cost savings); Coventry (\$175,032 for reductions in teacher salaries and benefits, supplies and materials, capital outlay and purchased services); Orville (\$224,000 for reduced PSEO tuition expenses, supplies and materials); Rittman (\$122,675 for reduced PSEO tuition expenses, supplies and materials); River View (\$200,000 in PSEO tuition cost savings); Southeast (\$90,842 for reduced PSEO tuition expenses, purchased services and supplies and materials).

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.)

The CDLN 2.0 will utilize a shared workforce, including high school teachers and professors, between school districts and institutions of higher learning to deliver services to high school students seeking college credit. College-level instruction will be delivered directly to high school students via distance learning from the University of Akron. This creates an effective and efficient means of instructional delivery as students will be monitored by the university faculty and a high school teacher may then be reassigned to deliver another course offering during this period. This also negates the need for post-secondary eligible students to travel to an off-campus location for course work, saving time and freeing up their schedule for additional courses. Through the certification of credentialed high school teachers as adjunct faculty at the university upon meeting eligibility requirements, they may serve as the instructor of record for college credit courses and deliver instruction from their high school classroom via the distance learning technology to other classrooms throughout the consortium as well as to the university campus. This increases the capacity of the university to offer more courses and meets the scheduling needs of the high schools. With the University of Akron's video bridging technology and the shared purchasing of the bridging equipment, multiple ports of access for video conferencing will be available to all districts. "Bridging" is the technology that provides the means for the University of Akron to open up ports of entry between districts and the university for the two-way interactive video system. Without the expansion of the bridging technology through this grant, the university is limited to how many connections between schools can be made, and how many schools could use those ports at times other than scheduled classes for access to each other and external resources. In addition to the university initiating contact with the schools through the distance learning courses, both the university and the high schools will be able to make connections with other higher education institutions, private enterprises, and local, state and government entities. For example, students participating in the Government and Politics course via Distance Learning would be able to access state legislators in Columbus via video conferencing in order to have real-time interactions with state lawmakers. A high school class in Willoughby-Eastlake can collaborate with a high school class in River View on a project-based learning assignment by designing and constructing actual solutions to real life problems, such as how to more effectively capture wind energy to reduce electrical consumption in a community or how to design a marketing campaign that educates United States students about the impact of immigration laws on the workforce. All of this can be done sharing resources between educational institutions and other companies and agencies using video conferencing without requiring any travel between schools for students. This increased accessibility to real-time collaboration between all educational parties results in no additional costs, and yet it will be increasingly impactful as students broaden their knowledge and experiences as a result.

Implementing a shared services delivery model (Describe how your shared services delivery model will demonstrate increased efficiency and effectiveness, long-term sustainability, and scalability in the box below.)

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

New - never before implemented

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

Mixed Concept: Incorporates new and existing elements

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

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

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

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

[Enter Budget](#)

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

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

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

[Upload Documents](#)

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

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

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

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

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

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

767,090.17 State the total project cost.

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

The CDLN 2.0 initiative requires a total investment of \$767,090.17 for all six districts in the consortium, expendable in year one. This includes the purchase of equipment, supplies and purchased services through the University of Akron to construct seven distance learning labs (one in each of the seven schools). Each district in the consortium has one high school with the exception of Willoughby-Eastlake which has two. The capital outlay expense is \$61,996.86 for each of the seven schools for a total of \$433,978.02. Capital outlay includes the distance learning equipment and hardware. This encompasses the main rack, the instructor's station, and classroom equipment (three televisions, all camera and audio equipment, all auxiliary equipment for implementation, installation and testing of equipment, five year maintenance contract of equipment and software, five year warranty of electronic equipment). The supplies expense is \$22,159.45 per school for a total of \$155,116.15. Supplies include all of the supporting cables, connectors, assemblies and hardware for installation. The purchased service expense is \$25,428.00 per school for a total of \$177,996.00. Purchased services provided by the University of Akron include unlimited video bridging services to and from each high school, AMX software programming, licensing of data collaboration software, preventative maintenance and troubleshooting support for the equipment hardware and software, semi-annual preventative maintenance check-up of classroom equipment, and semi-annual collaborative sessions. Districts will provide four network drops per classroom, one telephone line per classroom and one classroom computer for the instructor.

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 no new or recurring costs for equipment as provided for in this grant project which ensures sustainability. Maintenance costs, equipment warranty, and repairs have been included in the original budget throughout the five years as projected in the Financial Impact Table. Any unexpected maintenance or upkeep costs will be covered by the University of Akron through the tuition money collected from student participation in the distance learning courses. Tuition costs for the dual credit course work will be continue to be paid by the district as it is currently, however, it is at a reduced rate which represents significant costs savings versus traditional PSEO costs as referenced in the financial documentation and therefore the expense is not new. The university provides academic advising, course scheduling, and library access (including OhioLink - Ohio's Academic Library Consortium) free of charge as a university service. In addition, under the State of Ohio postsecondary enrollment options program, all textbooks are provided free of charge by the university. The university also attends and/or hosts the student information sessions in conjunction with the public school districts.

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.*

142,767.83 If yes, specify the amount of annual expected savings. If no, enter 0.

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

The consortium will be saving an average of \$142,767.83 between the six districts upon implementation of this grant based on the Financial Impact Table data and grant expenditures. The six districts will not incur the debt of constructing the seven distance learning labs as a result of the grant funds for those purchases which will result in savings to the districts. The six districts will see the following cost savings as a result of the grant implementation and the reduction in PSEO tuition costs: Willoughby-Eastlake (\$26,980 per year/\$134,900 for five years in PSEO tuition cost savings); Coventry (\$175,032 for reductions in teacher salaries and benefits, supplies and materials, capital outlay and purchased services); Orville (\$224,000 for reduced PSEO tuition expenses, supplies and materials); Rittman (\$122,675 for reduced PSEO tuition expenses, supplies and materials); River View (\$40,000 per year/\$200,000 for five years in PSEO tuition cost savings); Southeast (\$90,842 for reduced PSEO tuition expenses, purchased services and supplies and materials). The total saved by the six districts will be \$856,607 with an average annual savings between all six districts being \$142,767.83.

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 CDLN 2.0 project is self-sustaining. All equipment expenses for the video conferencing capabilities are paid for with grant funds and include maintenance agreements. The University of Akron is providing the video bridge through the one-time purchased service agreement charge, guaranteeing on-going access to a plethora of educational resources and experiences for the students which requires no additional costs. The University of Akron is a longstanding institution that is committed to continuing to make available their on-site college courses to high schools via the distance learning technology. The financial records of the university's fifteen year history of offering the distance learning program indicate that it has been self-sustaining without any new or recurring costs. The university will continue to be responsible for payment of instructors procured through the university as it has done in the past and will result in no expense for the public school districts. The university is committed to maintaining post-secondary enrollment partnerships with high schools because of the benefit of establishing relationships with college-bound students who continue their education following high school graduation. The school districts will be able to sustain the CDLN 2.0 approach to post-secondary because there are no new or recurring costs for equipment or staffing. The CDLN 2.0 initiative provides incentives for high school students to remain in their high schools for post-secondary work and results in cost savings to districts who will reduce traditional post-secondary tuition expenses. With the increased enrollment of high school students in dual credit distance learning courses versus traditional post-secondary enrollment on college campuses, those cost savings will continue to increase. No additional staffing or equipment will be necessary to continue the CDLN 2.0 post-secondary option during the five years following grant implementation.

## 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 07/30/14 - 09/30/14

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

7/30/14: Inform all consortium and partners of grant award with phone calls and emails. Lead applicant creates account codes for budgeting and process for ordering. 8/15/14: Send notification to consortium members of Spring 2015 course offerings for DL classes from The University of Akron. 8/20/14: Arrange meetings between University of Akron and consortium members to outline implementation timeline. 9/5/14: Send classroom configuration of Distance Learning lab room to each consortium member. 9/15/14: Coordinate with principals and guidance counselors to identify eligible postsecondary students for spring 2015. Confirm course offerings. Demonstrate DL course technology to students. 9/30/14: Order technology and materials.

\* Anticipated barriers to successful completion of the planning phase

There are no barriers to planning anticipated.

18. Implementation - Process to achieve project goals

\* Date Range 10/01/14 - 01/15/15

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

10/30/14: Construction of Distant Learning Lab begins at each consortium member's district. 10/30/14: Confirm DL PSEOP student registration. 11/15/14: Check status of construction of each consortium member. 12/1/14: Construction of DL Labs completed. 12/5/14: Conduct testing between UA and Consortium members. Run mock class. Test all video and audio connections and data collaboration software. Make any needed adjustments. 12/8/14: Briefing by UA DL staff to consortium members on DL procedures in the classroom. Training of district teachers, administrators and technology staff on the DL equipment. 1/12/15: Launch DL classes from UA to consortium members.

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

There are no barriers to implementation anticipated. The technology directors from each district will be fully included throughout the planning, construction and implementation of the distance learning labs to ensure a smooth transition and to troubleshoot any infrastructure or technology needs.

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

\* Date Range 01/26/15 - 05/30/15

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

1/26/15: Survey students and guidance counselors on successful launch of DL courses. 1/30/15: Check progress of students and DL technology. 2/16/15: Midterm evaluation and interim progress report for DL students. 3/1/15: Begin recruitment for Fall 2015 and announce Fall 2015 and Spring 2016 course offerings. 5/30/15: Final assessment of student performance and evaluation of participation and progress for Spring Semester 2015. Throughout school year, CDLN 2.0 changes and adaptations will be executed as needed.

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

No barriers to successful completion of the summative evaluation phase are anticipated.

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:

Consortium members will be on the cutting edge, implementing fundamentally new instructional and organizational practices. The CDLN 2.0 initiative promotes changes to the traditional high school instructional delivery model for both dual high school/college credit courses, provides an innovative venue for greater collaboration among university and school personnel as well as among high school students and their college peers, and will significantly impact the number of students earning college credit and being prepared for college and the workforce. This CDLN 2.0 model capitalizes on key components missing in our current high school settings that will prepare our students for college and careers. First, students not only receive college level instruction in real time, but they have access to the video recording of every class, 24 hours a day/7 days a week. This greatly increases student access to material following an absence, if they need to review material, or if their learning style requires repeated exposure to new concepts. This is not currently available in the consortium districts. Second, students will be introduced to the Desire to Learn learning management system, an electronic means to download and upload course assignments and materials and to collaborate with professors via a blended learning model. Third, students will be better-prepared for college having gained experience with the technology that they will encounter on a college campus. They will be less intimidated by online courses and distance learning courses if they have already experienced success at the high school level. Utilizing technology capitalizes on students' advanced technology skills, and supports them as responsible and independent learners. Fourth, greater collaboration occurs among the university campuses and the high school campuses. The model promotes opportunities for university faculty and high school staff to connect and share personnel and courses with high schools in other districts, along with two-year and four-year colleges and universities, resulting in a greater implementation of shared services. It also enhances the learning experience with virtual field trips, guest speakers from anywhere in the world, and other unique events made possible by the technology. The opportunity is available for adult learners, teachers seeking their master's degrees or college credentialing, for example, to participate in distance learning courses utilizing the technology in the evenings. Fifth, the accessibility of the distance learning courses will encourage more students to enroll in dual credit high school courses, removing barriers that restrict access associated with traditional post-secondary courses, such as leaving the high school campus and driving to a college campus. With travel no longer required, this enables the high school students to utilize their travel time for access to additional college course work. University of Akron personnel trained in Distance Learning instruction will teach the courses and provide all services associated with teaching, such as grading and disciplinary actions. Consortium members do not have to provide a teacher or other personnel in the CDLN 2.0 lab because university faculty and staff monitor each lab from the University's main campus. All consortium members receive access to the resources available through Akron's regional sites. The CDLN 2.0 model provides students with access to quality instruction, tuition-free college credit, and enhances their skills so they are collaborative learners in a technology-rich environment. They will require less remediation upon graduation and entrance as full-time college students because they have participated in enriched, rigorous higher level course work. These instructional practices using shared resources creates addresses ODE's goals to increase participation in dual credit courses and increase college graduation rates.

#### **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.

High schools have been partnering with the University of Akron to offer DL courses since 1997. Over the years, the program has grown to include 13 high schools. For fall 2013, 288 high school students were enrolled, and they earned 1,334 college credit hours at the University of Akron. For spring 2014, UA DL courses have 264 high school students enrolled, and they registered for 1,165 credit hours. Students who participate in college courses while in high school are more likely to attend and graduate from college, and they also incur less student debt in the process. For example, the 288 high school students who participated in UA's DL courses in Fall 2013 saved \$541,070.40 in college tuition, and the 264 students who participated in Spring 2014 saved \$472,524 (based upon UA's Fall 2013 tuition rate of \$405.60 per credit hour for undergraduate Ohio residents). This indicates that the distance learning delivery model has proven to be a successful option for high school students. The State of Ohio established the Post-Secondary Enrollment Options (PSEOP) in order to increase the number of students earning college credit and completing a college degree, thereby reducing the debt load of students. The implementation of the CDLN 2.0 model will support those goals. The impact on student achievement through access to quality instruction will be evidenced by increased academic scores on the Local Report Card, and increased number of students earning college credit and gaining entrance to college and pursuing two- and four-year degrees following graduation. Through the reduction in the number of traditional post-secondary students attending classes on a college campus, and an increase in students accessing the dual credit courses via distance learning, school districts will see a spending reduction in tuition payments resulting in overall cost savings. In addition to cost savings for districts, students will see a reduction in their student loan debt. According to The Institute for College Access & Success, the average student debt for the class of 2012 was \$29,400. Students who earn college credit while in high school will, over the course of their four-year college experience, greatly reduce their loan debt. Ohio Board of Regents Chancellor John Carey was quoted in January 2014 in the Cleveland Plain Dealer, "Dual enrollment programs that allow Ohio high school students to earn college credit at no cost need major revisions to increase participation." Referencing statistics from the College Credit Plus program report, only five percent of high school students, approximately 30,000, participate in dual credit programming annually. "Of the 86,969 students entering college in 2012," according to the Cleveland Plain Dealer, "only 8.9 percent, or 7,745 students enrolled with college credit." Based on Carey's initiative through the College Credit Plus program and the Complete College Ohio Task Force, the education system must increase opportunities for students to attend college, specifically those who do not traditionally consider college. Those statistics directly support the implementation of the CDLN 2.0 grant initiative as a means to increase student access to college, reduce spending and utilize shared resources among public schools and higher institutions of learning.

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.

Internal Evaluator: Ms. Jeanette M. Carson, Manager of Audio, Visual & Distance Learning Service, The University of Akron, Akron, OH 44325-6239. 330-972-7013. jcarson@uakron.edu.

\* Include the method by which progress toward short- and long-term objectives will be measured. (This section should include the types of data to be collected, the formative outputs and outcomes and the systems in place to track the project's progress).

The plan to evaluate the impact of the CDLN 2.0 project includes collecting data to determine the effect on student achievement, cost savings and allocation of resources. The University of Akron, as the internal evaluator, will be responsible for compiling data collected through its institution and the consortium districts for final reporting purposes. Data will be collected via university and public school demographic data, enrollment and grade records, Ohio's College Transition Data & Reports, and surveys. Data collected by semester each year includes: 1) student enrollment in dual credit distance learning classes, 2) student academic success (grades/credit earned) and course completion, 3) cost comparisons per credit hour for dual credit student tuition paid, versus traditional postsecondary tuition costs and the regular college credit tuition rate for high school graduates, 4) the number of low-income and first generation college students enrolled, 5) how many students attend two-year and four-year institutions and the length of their degree time, 6) the number of students who elected to participate in the distance learning dual credit courses instead of traditional postsecondary. Data will be collected annually and analyzed each year for trends in order to drive instructional decisions regarding recruitment of students, retention of students, course offerings, and utilization of university and staff personnel.

\* 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.

Data will be used to review progress toward the overarching goal of increasing dual credit enrollments. Data will inform recruitment efforts to ensure accessibility for underrepresented student populations. Districts and the university will develop a comprehensive marketing approach to reach potential dual credit students. Data will identify how much student loan debt was decreased as a result of increased participation in postsecondary options. This will be communicated to parents and students to inform them about the financial advantages of postsecondary options for high school students. Annually, college readiness and assessment of remediation rates will be analyzed based on the Ohio Board of Regents High School to College Transition Reports as they are published. These reports focus on how students from Ohio's high schools made the transition from high school to college, focusing on measures of preparation and college success. The statistics are reportable by district and high school levels of detail. Districts will determine how many students require remediation upon enrollment in college as high school graduates and adjust instruction and curriculum to decrease those numbers. Board of Regents data will inform districts of two- and four-year degree enrollments post high school for recruitment. The lead district will maintain a record of all college credentialed consortium teachers and recruit staff for credentialing. Students will complete a survey each semester, providing feedback on the quality of instruction and their learning, and districts will be surveyed regarding shared services. Results of these surveys will be provided to the districts. Annually, the university will participate in collaborative conversation with all consortium members to review the survey results and evaluate strengths and weaknesses of the CDLN 2.0 instructional delivery model and make modifications to improve the delivery of services to the students and districts.

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 substantial value and lasting impact of the CDLN 2.0 initiative will be the resulting increase in the number of high school students who have earned college credit prior to high school graduation and the number of credits earned; the number of high school students who do not require remediation upon entry into a two- or four-year degree program; the number of students who complete a college degree program; the reduction in student loan debt as a result of obtaining college credit free of charge while in high school; and the cost savings to public school districts for dual credit course tuition versus traditional post-secondary course tuition. The quantitative data collected during the course of the grant (as described in question 22) will provide clear and compelling support for the expansion of dual credit distance learning options for students. Through the collection of baseline data provided by each school in the consortium and the University of Akron, and subsequent data each year of the grant, the CDLN 2.0 instructional model will provide clear measures of student success. The enrollment numbers represent eligible post-secondary students at each respective high school in the consortium based on 2013-2014 data: Coventry (61), Eastlake North (59), Orrville (60), Rittman (30), River View (112), Southeast (40), and Willoughby South (167). The data will show that if 10% of those students enrolled in traditional postsecondary courses choose to enroll in distance learning classes, with a 10% growth each year, high school students will have gained access to more rigorous academic instruction and gained skills and knowledge that will enable them to be more productive college students upon high school graduation, while also reducing their college debt and resulting in cost savings for the public school districts. According to a report published by the Georgetown Center on Education and the Workforce, "About 33% of those jobs [created by 2018] will require a bachelor's degree and another 30 percent will require an associate degree or at least some college training. Only a third will be available to people with a high school diploma or less." Providing a pathway to college via increasing postsecondary opportunities for high school students is essential for a productive and growing workforce. This model will increase high school students' access and readiness to articulate to a degree program following high school, and reduce the time and cost associated with college. The resulting substantial impact on the students and communities is a better educated, better prepared workforce. The CDLN 2.0 instructional model of college course delivery is completely sustainable well beyond the grant period. The infrastructure will be in place to offer two-way synchronous video conferencing with no additional expense to the districts. The low-cost dual credit tuition rate as established through the State of Ohio through the Postsecondary Enrollment Options program makes this initiative affordable for every school district. Expanding the opportunity for all students, especially those low-income and underrepresented groups of students, to access tuition-free college credit while

in high school, thereby preparing them for college and the world of work, results in substantial cost savings. More importantly, it results in substantially better educated and prepared high school graduates who will have a lasting impact in their fields of work and study and on their personal income earning potential.

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**

The CDLN 2.0 initiative will increase enrollment in dual credit distance learning courses thereby providing for improved student achievement through access to college level courses, spending reductions and allocation of shared resources among consortium members and the partner. Goals regarding increasing enrollment serve the dual purpose of increasing student access to higher level course work thereby improving student achievement, as well as spending reductions due to lower dual credit tuition costs than traditional postsecondary tuition. Data as referenced in question 22 will serve to evaluate the quantitative and qualitative aspects of the grant goals. The following benchmarks have been established to meet the grant goals: enroll 10% more students in the distance learning dual credit program for the spring 2015 than are currently enrolled in dual credit courses to increase access to college level courses; increase enrollment in the distance learning dual credit program by 10% per high school annually; Increase the participation rate of underrepresented and low-income student populations by 10% annually; demonstrate improved student achievement via college course work and high school course work grade point averages; report ACT and SAT scores at time of admission as a postsecondary student and at the time of admission to a two- or four-year program following high school graduation; reduce the number of students requiring remediation as evidenced by decreased enrollment of dual credit students in remedial classes upon acceptance to a two- or four-year degree program by 10%. Specific data for these benchmarks will be collected in the individual districts via district and EMIS data, as well as available university data and will be reported and evaluated as described in question 22 for evaluating the impact of the plan.

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

The CDLN 2.0 initiative will increase enrollment in dual credit distance learning courses thereby providing for improved student achievement through access to college level courses, spending reductions and allocation of shared resources among consortium members and the partner. Goals regarding increasing enrollment serve the dual purpose of increasing student access to higher level course work thereby improving student achievement, as well as spending reductions due to lower dual credit tuition costs than traditional postsecondary tuition. Data as referenced in question 22 will serve to evaluate the quantitative and qualitative aspects of the grant goals. The following benchmarks have been established to meet the grant goals: Enroll 10% more students in the distance learning dual credit program for the Spring 2015 than are currently enrolled in dual credit courses to increase access to college level courses; Increase enrollment in the distance learning dual credit program by 10% per high school annually; Increase the participation rate of underrepresented and low-income student populations by 10% annually; See a reduction in traditional post-secondary tuition payments by participating districts. Specific data for these benchmarks will be collected in the individual districts via district and EMIS data, as well as available university data and will be reported and evaluated as described in question 22 for evaluating the impact of the plan.

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

The CDLN 2.0 initiative will increase enrollment in dual credit distance learning courses thereby providing for improved student achievement through access to college level courses, spending reductions and allocation of shared resources among consortium members and the partner. Data as referenced in question 22 will serve to evaluate the quantitative and qualitative aspects of the grant goals. The following benchmarks have been established to meet the grant goals: credential at least three additional high school teachers per district to teach dual credit courses during the next six years which increases the number of shared staffing resources for the teaching of dual credit courses for the university and the high schools; demonstrate a greater share of resources in the classroom via access by students to university personnel as well as access to other high school faculty and peers in the consortium districts through the video conferencing technology; and utilize the distance learning labs to facilitate access to college course work for high school faculty to pursue credentialing at the college level and post-graduate work. Specific data for these benchmarks will be collected in the individual districts via district and EMIS data, as well as available university data and will be reported and evaluated as described in question 22 for evaluating the impact of the plan.

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

**\* Other Anticipated Outcomes**

The Complete College Ohio Task Force is charged with improving college completion rates, and increasing the number of Ohioans with bachelor's degrees. Ohio's public schools are the pipeline to ensure that students are prepared for college and career readiness through the dual credit postsecondary options program which has been underutilized in the state, according to Chancellor John Carey. The CDLN 2.0 initiative directly and substantially impacts the goals of the State of Ohio for increasing student enrollment in college and college completion rates. By increasing enrollment in dual credit courses through distance learning, the consortium districts are ensuring a stronger collaboration and better alignment with the P-16 initiatives, specifically impacting college entrance and graduation rates. The past success of the University of Akron's distance learning delivery model, coupled with the CDLN 2.0 program, which not only reaches more students in the short-term, but when replicated in other districts ensures access to college for students across the state, sets the stage for reaching the overarching goals of the State of Ohio's college initiative. Connecting universities and high schools in stronger, more innovative outreach models to provide academic services to students and adults through distance learning creates better educated community members and stronger leaders. The following recommendations by the task force will be outcomes achieved through CDLN 2.0: intensify engagement of students and families prior to students' enrollment in college; broaden awareness of connections between college completion and career opportunities; enhance financial planning for families; expand opportunities for earning college credits before HS graduation, increase opportunities for adults to earn college credits; and develop systems that accelerate students' connection to degree pathways, track progress and intervene when needed. CDLN achieves grant goals and state outcomes.

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

Yes

No

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

\* Explain your response

The CDLN 2.0 model of instructional delivery could be replicated in other school districts. The initial investment in the distance learning lab equipment will be offset by the district's cost savings over an extended period of time. The cost savings are a result of the reduction in traditional PSEO tuition costs deducted from state foundation payments. State minimum dual credit tuition fees of \$43 are substantially less than the average per credit hour course fee for a traditional college course which accounts for the reduction in charges per student. Once the equipment is installed, there are no new or recurring costs to the district. The higher education partner provides the faculty, textbooks and the bridging technology at no cost to the districts. The University of Akron and the consortium districts would be available to serve as resources for any districts wishing to implement the Connected Distance Learning Network 2.0 concept.

By virtue of applying for the Straight A Fund, all applicants agree to participate in the overall evaluation of the Straight A Fund for the duration of the evaluation time frame. The Governing Board of the Straight A Fund reserves the right to conduct an evaluation of the project and request additional information in the form of data, surveys, interviews, focus groups and other related data on behalf of the General Assembly, Governor and other interested parties for an overall evaluation of the Straight A Fund.

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

I agree. Lead Applicant: Gina Kevern, Director of Curriculum, Instruction and Assessment, Willoughby-Eastlake City School District. 37047 Ridge Road. Willoughby OH 44094. 440-975-3755. gina.kevern@weschools.org

Consortium

Willoughby-Eastlake City (045104) - Lake County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

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**Consortium Contacts**

<b>First Name</b>	<b>Last Name</b>	<b>Telephone Number</b>	<b>Email Address</b>	<b>Organization Name</b>	<b>IRN</b>	<b>Address</b>	<b>Delete Contact</b>
Lisa	Blough	330-644-8489	lblough@coventryschools.org	Coventry Local	049999	2910 S Main St, Akron, OH, 44319-1849	
Brett	Lanz	330-927-7150	ritt_lanz@tccsa.net	Orrville City	044610	815 N Ella St, Orrville, OH, 44667-1154	
Gina	Kevern	440-975-3755	gina.kevern@weschools.org	Willoughby-Eastlake City	045104	37047 Ridge Rd, Willoughby, OH, 44094-4130	
Brett	Lanz	330-927-7150	ritt_lanz@tccsa.net	Rittman Exempted Village	045591	100 Saurer St, Rittman, OH, 44270-1259	
Brett	Lanz	330-927-7150	ritt_lanz@tccsa.net	Southeast Local	050583	9048 Dover Rd, Apple Creek, OH, 44606-9408	
Chuck	Rinkes	740-824-3522	chuck.rinkes@rvbears.org	River View Local	046482	26496 State Route 60, Warsaw, OH, 43844-9714	

Partnerships

Willoughby-Eastlake City (045104) - Lake County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

**Partnerships**

<b>First Name</b>	<b>Last Name</b>	<b>Telephone Number</b>	<b>Email Address</b>	<b>Organization Name</b>	<b>IRN</b>	<b>Address</b>	<b>Delete Contact</b>
John	LaGuardia	330-972-5328	jal1@uakron.edu	The University of Akron		Akron Campus, , Akron, OH, 44325-4719	

Implementation Team

Willoughby-Eastlake City (045104) - Lake County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

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Implementation Team						
First Name	Last Name	Title	Responsibilities	Qualifications	Prior Relevant Experience	Delete Contact
Gina	Kevern	Director of Curriculum, Instruction and Assessment	Mrs. Kevern is the lead applicant. She will initiate communications between all districts and the University of Akron. She will be responsible for coordinating the grant implementation, including monitoring completion within the timeline, coordinating all purchasing of capital outlay, supplies and materials, maintaining the financial records, and working with the University of Akron on the collection, summarizing and analyzing of the data for the final grant evaluation.	Mrs. Kevern earned a bachelor's degree in Communications and a Master of Arts degree in Teaching with post-graduate work in Educational Administration. She holds an Elementary teaching license with a K-12 Reading Endorsement, an Elementary Principal's license, and a Superintendent's license.	Mrs. Kevern has 21 years of experience as an educator, including 15 as a building level and central office administrator. She has experience with budgeting, curriculum development, professional development, public relations, human resources and technology integration spanning K-12. She was awarded and implemented multiple competitive grants, including two ARRA Title II-D Technology grants which infused technology, inter-disciplinary and inquiry-based science learning in a middle school and a high school featuring one-to-one computing, ePortfolios, and project-based learning into daily instruction. She has managed postsecondary and credit flexibility programs at the high school level.	
Brett	Lanz	Lead District Support	Mr. Lanz serves as the Lead District Support for Orrville, Rittman and Southeast school districts. He will oversee the implementation of the grant in all three high schools. He will manage the construction of the distance learning lab classrooms, and coordinate with other district personnel regarding the recruitment and retention of postsecondary students. He will be the chief liaison for those districts with the University of Akron and the lead applicant.	Mr. Lanz was a building administrator for nine years prior to working in his current role which is a shared service between the three districts.	In his current and previous position, Mr. Lanz has managed all aspects of building management, including personnel and instructional programming.	
Lisa	Blough	Assistant Superintendent	Mrs. Blough will manage the scope of work associated with the on-going collaboration with the consortium members and the University of Akron to ensure construction of the lab at Coventry High School, recruitment and scheduling of students, and implementation and data collection.	Mrs. Blough has master's degrees in Instructional Technology, and Curriculum, Instruction and Professional Development. She is an experienced teacher, media coordinator, Director of Technology and Curriculum Director, and Assistant Superintendent.	Her direct responsibilities have included educational programming and instruction design. She has implemented programming that utilized a variety of methods and modes of delivery, including credit flexibility, digital learning, web-based programs and distance learning. She has been awarded competitive grants, including two state-level Interactive Distance Learning Initiatives.	
Chuck	Rinkes	Principal	Mr. Rinkes will serve as the site coordinator for Distance Learning and recruitment of students for the courses at	Mr. Rinkes has more than seventeen years of experience with distance learning options, and	As a high school principal, Mr. Rinkes has served as the liaison with colleges and universities to establish postsecondary options	

			River View. He will be responsible for overseeing the installation of the distance learning labs and communicating with the lead applicant and the University of Akron regarding implementation.	seven years of experience working with colleges and universities to support dual credit and postsecondary options for River View High School students.	for high school students. He has been directly involved in the recruitment and retention of students participating in postsecondary options.	
Jeanette	Carson	Manager of Audio, Visual and Distance Learning Services	Ms. Carson of the University of Akron is responsible for the coordination of classroom installation and technology integration for distance learning options. She will manage all aspects of the construction of the classroom distance learning labs including securing vendor quotes, scheduling delivery of materials and the deployment of labor services. Ms. Carson will be the chief liaison between the university and the school districts with regard to student enrollment, academic advising, scheduling, data collection and information sessions for students, parents, and staff.	Ms. Carson has sixteen years of experience in distance learning technology and 29 years of experience in higher education administration.	Ms. Carson has served as the project manager for all classroom technology and classroom construction for four campuses and the University of Akron. This includes working with the architects and designers on the blueprints of classroom design to ensure the development of effective learning spaces. She has coordinated with academic departments and colleges to determine course offerings and the designing of programming and space details per client requests. Her extensive experience will enable her ensure the timeline is met for classroom construction and implementation of the distance learning model.	