

Budget

Mentor Exempted Village (045492) - Lake County - 2016 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (102)

U.S.A.S. Fund #: 466

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

Purpose Code	Object Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Support Services		0.00	0.00	293,844.00	0.00	19,500.00	0.00	313,344.00
Governance/Admin		0.00	0.00	741,046.00	0.00	0.00	0.00	741,046.00
Prof Development		0.00	0.00	179,036.00	0.00	0.00	12,768.00	191,804.00
Family/Community		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Safety		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Indirect Cost							0.00	0.00
Total		0.00	0.00	1,213,926.00	0.00	19,500.00	12,768.00	1,246,194.00
							Adjusted Allocation	0.00
							Remaining	-1,246,194.00

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

A) APPLICANT INFORMATION - General Information

1. Project Title:
7th-8th Grade Blended and Problem-Based Learning Network

2. Project Summary: Please limit your responses to no more than three sentences.
A teacher practice network that increases 7-8th grade student learning skills, decreases textbook/PD costs and closes achievement gaps.
This is an ultra-concise description of the overall project. It should only include a brief description of the project and the goals it hopes to achieve.

3. Estimate of total students at each grade level to be directly impacted each year.

*This is the number of students that will receive services or other benefits as a **direct result** of implementing this project. This does not include students that may be impacted if the project is replicated or scaled up in the future. It excludes students who have merely a tangential or indirect benefit (such as students having use of improved facilities, equipment etc. for other uses than those intended as a part of the project). The Grant Year is the year in which funds are received from the Ohio Department of Education. Years 1 through 5 are the sustainability years during which the project must be fiscally and programmatically sustained.*

Grant Year					
Education	Pre-K Special	K	1	2	3
	4	5	6	3216 7	3332 8
	9	10	11	12	

Year 1					
Education	Pre-K Special	K	1	2	3
	4	5	6	3216 7	3332 8
	9	10	11	12	

Year 2					
Education	Pre-K Special	K	1	2	3
	4	5	6	3216 7	3332 8
	9	10	11	12	

Year 3					
Education	Pre-K Special	K	1	2	3
	4	5	6	3216 7	3332 8
	9	10	11	12	

Year 4					
Education	Pre-K Special	K	1	2	3
	4	5	6	3216 7	3332 8
	9	10	11	12	

Year 5					
Education	Pre-K Special	K	1	2	3
	4	5	6	3216 7	3332 8

4. Explanation of any additional students to be impacted throughout the life of the project.

This includes any students impacted or estimates of students who might be impacted through future scale-ups or replications that go beyond the scope of this project.

The network will eventually be accessible to all 7-8th grade students, educators and schools in Ohio. All 130,000 middle school teachers in the state will have full access, after going through the online professional development. This proposal very intentionally involves 12 districts and 1 ESC from across the state. Participating districts are located in urban, suburban and rural communities from Ohio's southern-most county, Lawrence Co. to Lake Co. in the northeast corner of the state. Together, they provide a fairly accurate composite of Local Education Agencies (LEAs) in Ohio. Percentage of economically disadvantaged students range from 14-68% with 10 of 12 districts above 40%. Gap closing state report grades range from B to F. 10 districts rate a B and 2 a C on the Performance Index. Together, these districts provide a good composite for 7-8th grade teaching and learning in Ohio.

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

First and last name of contact for lead applicant
Matthew Miller

Organizational name of lead applicant
Mentor Exempted Village School District

Address of lead applicant
6451 Center Street, Mentor, OH 44060

Phone Number of lead applicant
440-974-5260

Email Address of lead applicant
mmiller@mentorschools.org

Community School Applicants: After your application has been submitted and is in Authorized Representative Approved status an email will be sent to your sponsoring entity automatically informing the sponsor of your application.

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 (vendors, service providers, sponsors, management companies, schools, districts, ESCs, IHEs) 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. The following questions will address specific outcomes and measures of success.

a. The current state or problem to be solved; and

We must reframe how we view student success. Ohio, like most states, has focused on between-school variability in student performance on standardized tests. While important, this is not our biggest student achievement challenge. The largest barrier to closing achievement gaps is within-school variance. The 2009 PISA results for reading across all OECD countries shows that variability between schools is 36% while the variance within schools is 64% (Hattie, 2015). Research suggests that struggling students can overcome attainment challenges when they adopt positive growth mindsets (Dweck, 2014). Blended and problem-based learning experiences that build real world learning skills in early adolescence (e.g., 7-8th grades) is a critical within-school performance variance factor tied to a student's subsequent attainment of graduation credits and the successful pursuit of more rigorous courses of study (Wagner, 2015). We see 3 connected problems: a) real gains and closing gaps in student achievement within and across schools requires redesigning the student learning experience around 21st Century skills such as growth mindset, problem solving, critical thinking & collaboration skills b) new digital learning technologies and

pedagogical approaches such as blended and problem-based learning (addressing student engagement and real world learning skills) are not being effectively implemented and are often seen as threatening to the status quo (c) blended learning access and quality assurance is difficult when state and district solutions are incremental and isolated, where LEAs pursue individual solutions to various cost, service and implementation challenges Districts in this proposal share one essential aim: Increasing 7-8th grade real world learning skills and growth mindsets to close achievement gaps while simultaneously managing costs related to greater access to personalized learning.

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

Our proposed innovation is a teacher-led Blended and Problem-based Learning Network with high quality blended learning modules focused on problem-based learning and real world skill development for 7-8th grade students. Blended learning has shown better outcomes compared to both online and face-to-face instruction independently (USDOE, 2014). The network is designed to improve the current state in three ways: 1. Enriching 7-8th grade learning experiences around real world learning skills through access to high quality blended and problem-based learning modules. Because students need curricula tailored to their interest and readiness levels, a shared services approach to module development is our solution. Vendor-based solutions are expensive and one dimensional, based on questionable pedagogies. Addressing each student's need is difficult with a one-size-fits-all, off-the-shelf curriculum. Blended learning modules designed by local teachers provide students with multiple pathways, control of pacing, immediate feedback, and anytime, anywhere access to learning materials at lower cost. A SCORM compliant platform will be used to create and test modules that can be downloaded to any Learning Management System (LMS) anywhere in the state. The platform will include professional development and peer-to-peer classroom implementation support. 2. Overcoming implementation challenges by addressing teacher training gaps and ownership in blended and problem-based learning through an open, peer-to-peer practice network operated by and for teachers. Teams of teachers from each participating district will develop the modules. Teachers will have an initial face-to-face PD "boot camp" followed by ongoing online engagement. Teachers will train other teachers in creating content and teaching in blended and problem-based classrooms to ensure sustainability. 3. Ensuring quality and accountability by designing modules to address 7-8th grade within-school variance in student achievement and real world learning skills essential for subsequent college & career readiness. All modules share a common quality assurance rubric developed and administered by the Ohio Resource Center, the rubric will evaluate modules before they are used in classrooms. Modules will go through iterations as they are piloted, evaluated again, and refined based on teacher and student feedback. By requiring the piloting of modules by teachers outside of the development team, the network promotes reliability and broadens ownership. A total of 60 high quality blended and problem-based learning modules will be piloted and refined based on a shared quality assurance rubric. They will align with critical student success pathways linked with key Ohio economic drivers such as STEM, business & entrepreneurship, health & human services and arts & communications. Comprehensive PD will be created and integrated into an online platform; all modules will be open for continuous feedback and refinement. The current approach to student success in participating districts will be substantially modified. Greater emphasis on real world skills, such as problem solving, critical thinking, growth mindset and collaboration will enhance the 7-8th grade student learning experience. The modules will drive participating districts' efforts to reframe student success to reduce within-school student performance variance and increase capacity to integrate key personalized learning initiatives (e.g., digital content, flexible learning environments, and competency-based progression). Initial project success will be determined by: a) instructional shifts in blended and problem-based learning b) number of % of students engaged in modules c) enhanced student engagement and learning skills

9. Select which (up to four) of the goals your project will address. For each of the selected goals, please provide the requested information to demonstrate your innovative project. - (Check all that apply)

a. Student achievement

i. List the desired outcomes.

Examples: fewer students retained at 3rd grade, increase in graduation rate, increased proficiency rate in a content area, etc.

Our shared approach to student achievement outcomes center on one question: how do we develop and deploy blended and problem-based learning modules across our 7-8th grades to strengthen student engagement and real world learning skills and reduce within-school performance variance? Specifically, our desired outcomes are: a) closing gaps b) more students self-report higher student engagement c) more students, particularly economically disadvantaged, securing adequate 9th grade credit attainment to graduate on time d) increased student problem solving capacity Reducing within-school student performance variance will require clear accountability and close data tracking around the four desired outcomes identified above. These outcomes drive long-term, coherent and focused system-wide attention on a 7-8th student success framework that mutually supports achievement, progression and engagement. Our desired outcomes augment the many achievement measures we are currently using to measure real world learning skills, such as the extent to which students can engage in collaborative problem solving, think critically and self-motivate (the "how to" aspects of learning). The modules developed, tested and implemented by teachers in the network will have specific formative assessment measures designed to support "empowerment evaluation", (Hattie, 2015) an evidence strategy and framework that teachers and students use to promote continuous performance ownership and progress. As our teachers design modules they will work with experts from the Ohio Resource Center and Battelle for Kids on specific student outcome measures tied to student success pathways in areas such as STEM, business & entrepreneurship, health & human services and arts & communication. By the end of the project, all modules will align to these pathways.

ii. What assumptions must be true for this outcome to be realized?

Examples: early diagnosis and intervention are needed to support all children learning to read on grade level; project-based learning results in higher levels of student engagement and learning, etc.

High quality implementation requires the following assumptions be realized: 1. QUALITY MODULE STANDARDS. Blended learning and problem-based learning modules must be engaging and produce desired student outcomes. Common understanding and interpretation by administrators and teachers of blended and problem-based learning module standards. Research shows that the use of quality educational technology practices can increase engagement when there are clear standards and accountability metrics. Citation: "Measuring student engagement in upper elementary through high school: a description of 21 instruments," Issues and Answers Report, 098, 26-27. Retrieved from <http://ies.ed.gov/ncee/edlabs>. 2. TEACHER DEVELOPMENT. Teacher understanding of blended learning and problem-based learning will increase based on the PD provided in this work. All participating educators must have time for collaboration focused on module design, testing and deployment. All participating educators have frequent opportunities and resources for feedback on their module work. Districts must assess the impact of blended and problem-based learning PD content and experiences. Blended Learning was found to increase teacher satisfaction, student productivity, and the use of data to inform instruction (Michael and Susan Dell Foundation). 3. PROJECT MANAGEMENT. The network must deliver results and manage costs effectively. Early diagnostics of participating

7-8th grade classrooms to determine needs, assets and readiness. Availability of proof-points and data to inform decision making as project progresses. Sufficient technical know-how and/or support to successfully implement initiative. Teachers and students must be able to access blended problem-based modules created through this work. With proper implementation, students in blended learning classrooms outperform those in traditional classrooms (SRI International for the U.S. Department of Education in 2010).

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, etc), or how these are well-supported by the literature.

We are combining assets to test out the assumption that a coherent focus on 7-8th grade blended and problem-based learning will close gaps, increase student engagement, and enhance real world learning skills critical to college & career readiness. 1. Classroom/School/District Expertise. Four districts in the project have extensive experience with blended learning (Forest Hills, Mentor, Plain Local and Worthington). At the start of 2014-2015 school year, Forest Hills launched a blended learning initiative utilizing technology to support personalized instruction at the secondary level. They assessed key stakeholder needs and attitudes toward instructional technology use and methods that support personalized learning while implementing specific blended learning models. Participating teachers have seen decreased failure rates, increased engagement, and a noticeable shift in their students' abilities to learn with technology (<http://cincyblend.weebly.com/>). Mentor is a state leader in using blended learning observation classrooms to improve and spread best practices. Several districts have developed a strong record of implementing problem-based learning (Forest Hills, Northwestern Local, and Plain Local). For example, Nagel Middle School in Forest Hills has built interdisciplinary units/projects that bring authentic learning into the classroom. Instructional coaches work with teachers to develop learning experiences that involve all core subjects and effectively incorporate technology around real world problems (e.g., a collaboration with Chick-Fil-A to create a more nutritious menu developed by students and sold at the restaurant). Some Nagel teachers worked with Tim Kubik, a leader of the next generation version of PbL that is called ARC (Authentic, Relevant, and Complex <http://kubikperspectives.com/>). Nagel principals are engaged in the Friday Institute's Ohio Blended Learning Network Leadership cohort to support deeper implementation of digital learning and new environments at the middle school. Northwestern Local recently received the "Outstanding School District Award" from the Southern Regional Education Board for efforts to reduce within-school variance and close gaps tied to innovative project-based learning environments such as required 12th & 8th Grade Career Capstone Courses, Agri-Science Programs, STEM programs, Career Pathways, job-shadowing, internships, as well as the "Innovation Station" District STEM Lab. 2. Higher Education Expertise. The Ohio Resource Center (ORC) has a long and rich history of peer-to-peer review, exchange and improvement of instructional resources exemplifying best or promising practice. Available ORC online resources include professional development, assessment and general education resources that support the work of pre-K-12 classroom teachers and higher education faculty members. The ORC has been a state leader in the use of online professional learning communities to accelerate the spread of new teaching and learning practices such as game-based, blended and problem-based learning. The ORC will make sure that the development of all modules in this project will follow a clear set of evidence-based standards and processes and that the common platform is well designed. 3. Non-Profit Expertise. Battelle for Kids (BFK) worked with the Ohio Department of Education to design and deploy a series of formative instructional practice (FIP) modules that help teachers across Ohio improve their practice by setting clear learning targets, securing evidence of student performance, providing feedback to students to improve performance, and assisting students in developing a growth mindset and owning their own learning. BFK experience and expertise in FIP PD modules will prove invaluable as the network establishes an online PD platform to support module use and spread.

iv. List the specific indicators that you will use to measure progress toward your desired outcome.

These should be measurable changes, not merely the accomplishment of tasks. Example: Teachers will each implement one new project using new collaborative instructional skills. (indicates a change in the classroom) NOT; teachers will be trained in collaborative instruction (which may or may not result in change).

-All developed modules must pass quality assurance standards established and administered by the ORC -All 7-8th grade teachers in participating districts have easy access to modules and online PD platform -Network platform is aligned to each Learning Management System used by participating districts -Every participating 7-8th grade teacher will use the four core formative instructional practices when they implement a module -Every 7-8th grade teacher in the network will implement at least 1 of the 60 problem-based blended learning modules developed by the network -All participating teachers will have ample opportunity for peer-to-peer feedback on the implementation and evaluation of modules -Each district will pilot two modules developed by teachers from other districts in the network -Each district will regularly administer the Student Experience Survey developed by BFK to assess engagement levels of students participating in modules - Network will assess the impact of PD content and experiences related to all modules -% of participating schools that have a learner profile for each student engaged in modules that tracks problem solving, collaboration and critical thinking skills -Number and % of students in participating 7-8th grades that engage in one and multiple modules -Comparison of credit attainment of 9th graders who participated in modules to those who did not, with particular emphasis on economically disadvantaged students -% of teachers and principals in favor of blended and problem-based learning modules -Gap closing on state report cards -At least five modules will be developed and aligned for each of four pathways-STEM, business & entrepreneurship, health & human services and arts & communication -Every participating district will see savings in PD and textbook costs related to the implementation of modules

v. List and describe pertinent data points that you will use to measure student achievement, providing baseline data to be used for future comparison.

-Student competency-based completion rates of modules with particular emphasis on problem solving, critical thinking and collaboration skills -Gap closing particularly for economically disadvantaged students -Increase in student engagement and growth mindset -Specific competency-based assessments for content specific achievement aims tied to each module (e.g., student learning objectives) - Subsequent 9th grade credit attainment patterns comparison between students using modules and those who do not The standards and processes used to design and test modules will support the definition, collection and analysis of these student achievement data points. We expect that there will be a learning curve for each module and a key role for both the ORC and BFK will be to help effectively manage student achievement data. Each participating district will have a performance profile that will include baseline data to be used for future comparison. Again, a key factor in this project is to promote empowerment evaluation (Hattie, 2015), an evidence strategy and framework that teachers and students use to promote continuous performance ownership and progress. This project is designed to help participating districts reframe student success to include measures and supports that help teachers and students get at real world learning skills such as problem solving, critical thinking and collaboration.

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

We can edit modules and related PD based on feedback from classroom/school/network evaluations. The project manager can visit

classes to understand more fully why the outcomes are not being realized. The first generation of modules are prototypes and can be adjusted. We outline three primary risks and provide specific mitigation strategies. 1. INADEQUATE DISTRICT SUPPORT. Network participants cover a wide range of districts in terms of geography, local assets, achievement variables and system capacity. It is inevitable that one or more districts will face implementation challenges. We have built in a system of district support using resources from the Lawrence County ESC, the ORC and BFK. The Network will mitigate this risk by meeting districts where they are and provide customized support to meet desired outcomes and implementation responsibilities. The first six months of the project will include district capacity profiles and implementation plans. 2. INADEQUATE INSTRUCTIONAL ENGAGEMENT. Participating 7-8th grade teachers will need to adopt an R&D mindset. Some may grow frustrated and face resistance from their colleagues. We mitigate this risk by providing ample time and support for peer-to-peer engagement within and across participating schools. Each participating teacher will be connected to other teachers trying similar modules through the online platform. Principals of participating schools will be provided resources and tools to support their teachers. 3. INADEQUATE STUDENT ENGAGEMENT. Participating 7-8th grade students will need to adopt a growth mindset. This means they need to take on greater ownership of their learning and develop new problem solving and collaboration skills. We mitigate this risk by providing teachers with online and peer-to-peer support. In addition, the design of the modules will be very sensitive to student engagement dynamics and the best evidence-based practices will be deployed.

b. Spending reductions in the 5 year forecast

i. List the desired outcomes.

Examples: lowered facility cost as a result of transition to more efficient systems of heating and lighting, etc.; or cost savings due to transition from textbook to digital resources for teaching.

ii. What assumptions must be true for this outcome to be realized?

Example: transition to "green energy" solutions produce financial efficiencies, etc.; or available digital resources are equivalent to or better than previously purchased textbooks.

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, etc), or how these are well-supported by the literature.

iv. List the specific indicators that you will use to monitor progress toward your desired outcome.

These should be specific dollar savings amounts. THESE MUST MATCH THE COST SAVINGS AS PROJECTED IN THE FINANCIAL IMPACT TABLE (FIT).

v. List and describe pertinent data points that you will use to measure spending reductions, providing baseline data to be used for future comparison.

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

c. Utilization of a greater share of resources in the classroom

i. List the desired outcomes.

Example: change the ratio of leadership time spent in response to discipline issues to the time available for curricular leadership.

ii. What assumptions must be true for this outcome to be realized?

Examples: improvements to school and classroom climate will result in fewer disciplinary instances allowing leadership to devote more time to curricular oversight.

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, etc), or how these are well-supported by the literature.

iv. Please provide the most recent instructional spending percentage (from the annual Ohio School Report Card) and discuss any impact you anticipate as a result of this project.

Note: this is the preferred indicator for this goal.

v. List any additional indicators that you will use to monitor progress toward your desired outcome. Provide baseline data if available.

These should be specific outcomes, not just the accomplishment of tasks. Example: fewer instances of playground fighting.

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

d. Implementing a shared services delivery model

i. List the desired outcomes.

Examples: increase in quality and quantity of employment applications to districts; greater efficiency in delivery of transportation services, etc.

ii. What assumptions must be true for this outcome to be realized?

Example: neighboring districts have overlapping needs in administrative areas that can be combined to create efficiencies.

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, data analysis etc), or how these are well-supported by the literature.

iv. List the specific indicators that you will use to monitor progress toward your desired outcomes.

These should be measurable changes, not the accomplishment of tasks.

Example: consolidation of transportation services between two districts.

v. List and describe pertinent data points that you will use to evaluate the success of your efforts, providing baseline data to be used for future comparison.

Example: change in the number of school buses or miles travelled.

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

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

a. New - Never before implemented

b. Existing - Never implemented in your community school or school district but proven successful in other educational environments

c. Replication - Expansion or new implementation of a previous Straight A Project

d. Mixed Concept - Incorporates new and existing elements

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

C) BUDGET AND SUSTAINABILITY

11. Financial Information: - All applicants must enter or upload the following supporting information. The information in these documents must correspond to your responses in questions 12-19.

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

[Enter Budget](#)

b. If applicable, upload the Consortium Budget Worksheet (by clicking the Upload Documents link below)

c. Upload the Financial Impact Table (by clicking the Upload Documents link below)

[Upload Documents](#)

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 of the workbook. Applicants must submit one Financial Impact Table with each application. For consortium applications, please add additional sheets instead of submitting separate Financial Impact Tables.

1,246,194.00 12. What is the amount of this grant request?

13. Provide a brief narrative explanation of the overall budget.

Responses should provide a 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.

Purchased Services: District Liaison-\$10,000/district for one representative from each of five districts and \$10,000 each for 2 representatives from the ESC which serves 7 districts. The Student Experience Survey--\$14,958-Cost of \$20/teacher to measure impact of the use of these modules on hope, engagement, and belonging of students. Marketing and Communications--\$50,100-To produce materials to be used by the network and each of its member districts to inform students, parents, community, and other interested partners on this project. Quality Assurance (Rubric)--\$100,000 to build a quality assurance rubric for this work to ensure all modules meet the appropriate and agreed upon

standards. BL Module Development and Administration-\$300,000-Teacher teams of up to 6 teachers from each district and the ESC at \$1500 per teacher = \$9000 per teacher team per year. Each of the six teacher teams will develop two modules per year for 5 years (i.e., each district or ESC will develop 10 modules). An additional \$30,000 (\$500/module/district x 60 modules) for administration. Platform--\$50,000-For supporting a platform for use for this network with an eye on sustainability. Pilot & Refine BL Modules--\$100,500-\$90,000 to be used among the districts for piloting and refinement of modules as they are created and used by teachers and feedback is received and \$10,500 to assist with any technical issues in refinement of modules. 2 Day Kickoff-\$4760 for teacher release day funds (\$85 average for release day as it will vary from rural to urban districts on cost). 4 people from each district-district liaison, 2 module developers and one additional school staff to attend. An additional \$5,648 for planning and execution of professional development days 2 additional 1 Day Summer Check-ins (2016 & 2017) --\$9,520 for two teacher release days (\$4760 per day). A one day follow-up to the 2-day intensive PD in summer 2016 and a follow-up day in 2017. \$6,648 for planning and execution of two follow-up one day professional development sessions PD Modules about Project Based & Blended Learning----\$25,500 to develop content and quality check 6 online professional development modules related to project based learning and blended learning. An additional \$126,960 for the technical development the 6 online professional development modules. Project Manager--\$158,850-To guide and oversee overall implementation of the project and all components over 16 months. Capital Outlay: Hardware--\$19,500-Districts, Two MacBook Pros per district or ESC to assist with module development. Plus one additional MacBook Pro for project manager for training and trouble shooting. Other: 2 Day Kickoff \$6496 for mileage and hotel for 4 people from each of 5 districts and 8 from the ESC. 2 additional 1 Day Summer Check-ins (2016 & 2017) -\$6,272 for mileage for 4 people from each of 5 districts and 8 from the ESC. Evaluation-\$113,290-based on previous projects of scope and size Fiscal Agent-\$53,948- to manage financial aspects of grant including contracts.

14. Please provide an estimate of the total costs associated with maintaining this program through each of the five years following the initial grant implementation year (sustainability costs). This is the sum of expenditures from Section A of the Financial Impact Table.

14,958.00 a. Sustainability Year 1

32,958.00 b. Sustainability Year 2

14,958.00 c. Sustainability Year 3

14,958.00 d. Sustainability Year 4

32,958.00 e. Sustainability Year 5

15. Please provide a narrative explanation of sustainability costs.

Sustainability costs include any ongoing spending related to the grant project after June 30, 2017. Examples of sustainability costs include annual professional development, staffing costs, equipment maintenance, and software license agreements. To every extent possible, rationale for the specific amounts given should be outlined. The costs outlined in this 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.

There are two costs associated with sustaining this program, The Student Experience Survey and hardware replacement. The Student Experience Survey costs \$20/teacher per year to sustain for 575 teachers. This important assessment tool gives districts the information they need to gauge student engagement in classrooms using the intervention versus those who are not. This data will allow districts to adjust the use of these modules as needed. Due to changing needs and technology advancements there will be a need to replace the hardware used for module development twice in the five year sustainability plan. It is estimated that two laptops for this program would cost approximately \$18,000 per replacement (\$3000 per district or ESC) based on average cost of equipment. Costs associated with other key components in this program such as professional development and module creation will not incur sustainability costs due to the creation of online PD modules and an adoption of a train the trainer model. This build capacity within the network and districts to provide newly participating teacher with the tools they need at little to no cost. Modules will be created on SCORM compliant platforms so that districts may continue to use their current platform without need to maintain a new system or to incur new costs.

100 16. What percentage of these costs will be met through cost savings achieved through implementation of the program?

Total cost savings from section B of the Financial Impact Table divided by total sustainability cost from section A of the Financial Impact Table. If the calculated amount is greater than 100, enter 100 here.

17. Please explain how these cost savings will be derived from the program.

Applicants who selected spending reductions in the five-year forecast as a goal must identify those expected savings in questions 16 and 17. All spending reductions must be verifiable, permanent, and credible. Explanation of savings must be specific as to staff counts; salary/benefits; equipment costs, etc.

Cost savings will be achieved through three ways-reduction in professional development costs, need for teacher hardware, and curriculum expenses. All districts and the ESC will see a cost-savings through professional development that will cover the sustainability costs associated with the Student Experience Survey. These PD costs savings will be realized through three activities. The first is shared professional development by the network. Cost associated with planning and executing the professional development days shared among the districts thus lowering the overall cost burden. The next is by developing a train the trainer model where teachers train their peers, decreasing the professional development costs for sustaining the program. This will lower the need for large, face-to-face trainings that can be costly and lengthy. The last is through the use of online modules. These modules, once developed, are available 24/7 and can be done at any pace, individually or in teams. This online format allows for less time out of the classroom and can be used as often as needed with no additional cost. Costs associated with the need for new hardware for module development will be made by 4 of the districts and the ESC through a reduction in need for teacher devices. By sharing equipment that is dedicated for this project the need for less devices overall leads to cost-savings. The other district will achieve this cost savings through a reduction in curriculum expenses. All sustainability costs in this grant will be covered through cost saving measures by the 7 districts and ESC.

0 18. What percentage of sustainability costs will be met through reallocation of savings from elsewhere in the general budget?

*Total reallocation from section C of the Financial Impact Table divided by total sustainability cost from section A of the Financial Impact Table
Note: the responses to questions 16 and 18 must total 100%*

19. Please explain the source of these reallocated funds.

Reallocation of funds implies that a reduction has been made elsewhere in the budget. Straight A encourages projects to determine up front what can be replaced in order to ensure the life of the innovative project.

All sustainability costs associated with this grant will be met through cost savings.

D) IMPLEMENTATION

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

This response should include a list of qualifications for the applicant and others associated with the grant. Please list key personnel only. 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 Key Personnel information by clicking the link below:

[Add Implementation - Key Personnel](#)

For Questions 21-23 please describe each phase of your project including its timeline, and scope of work.

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

21. Planning

a. Date Range March 2015 thru May 2016

b. Scope of activities - include all specific completion benchmarks.

The 90 day planning phase is designed to accomplish five primary tasks: 1) establish project management team, infrastructure, protocols, processes and communications 2) launch evaluation efforts and secure baseline data 3) clarify roles, commitments and establish implementation plan for each participating district 4) design and get feedback on module template and quality assurance rubric 5) plan and coordinate all PD 3.15-11.15: District Liaisons, ORC & BFK Conducted Readiness Scan, Designed Network 12.1.15: Submission of Straight A Grant (Management Team Already Established) 12.15.15: Project and Evaluation Management Team (PMET) Formed 1.16: Profile District Needs (Engagement and Achievement Data) 1.29.16: PMET Meeting (Last Friday of Month) 2.16: Project Manager in Place 2.16: Project Branding and Communications to All Stakeholders (Particularly Teachers) 2.16: Draft Module Quality Assurance Rubric (ORC) 2.16: BFK Disseminates First Draft of Module Template 2.16: First Iteration of Online Project Collaborative Platform (BFK) 2.16: Summer PD Bootcamp Planning-Module Design and Use 2.16: Assessment of District LMS Systems 2.26.16: PMET Meeting 3.16: District Liaisons Planning Meeting at Mentor Blended Learning Model Classroom 3.16: District/Lawrence County ESC Project Implementation Plans Completed 3.16: District PD on Project and Student Experience Survey 3.16: District Module Design Team Established 3.16: Quality Assurance Rubric and Module Template Completed 3.25.16: PMET Meeting 4.16: Selection of First 12 Module topics selected by PMET (Aligned with 4 Student Success Pathways) 4.16: First Administration of Student Experience Survey (Baseline) 4.16: Selection of Teachers Who Will Prototype First Round of Modules 4.29.16: PMET Meeting 5.1.16: Online Platform Revision (BFK) 5.16: Student Experience Survey Administration

22. Implementation (grant funded start-up activities)

a. Date Range May 2016 thru June 2017

b. Scope of activities - include all specific completion benchmarks

The implementation phase has three primary aims a) prepare and support teachers in module development, use and iteration b) establish online platform aligned to local LMS systems to access modules and PD c) use module evaluation data to inform instructional and administrative decisions related to realization of desired student outcomes. In year one, 24 modules will be developed-first set of 12 in Fall 2016 and second in spring 2017. This allows teachers to work with ORC/BFK and their peers to adjust the design before the second set of modules in spring 2017. 5.16: Online Gathering of Teachers and Principals in Module Prototyping 5.27.16: PMET Meeting 6.16: Baseline Data Profile for Each District and Network 6.16: Module PD Bootcamp (First 12 Modules) 6.24.16: PMET Meeting 7.29.16: PMET Meeting 8.16: First Round of Prototype Modules Revised 8.16: First of Quarterly Check-ins with District/Building Leadership on Project Progress 8.26.16: PMET Meeting 8.16: Launch First 12 Modules 9.16: Student Experience Survey Administration 9.30.16: PMET Meeting 10.16: First Monthly Online Check-in With Teachers Deploying Module Prototypes 10.28.16: PMET Meeting 11.16: Quarterly Check-in with District/Building Leadership 11.16: Selection of Second Set of 12 Modules and Teachers 11.18.16: PMET Meeting 12.16: Completion of First Round of Modules 12.16: Training of Second Set of Module Teachers 12.16.16: PMET Meeting 1.17: Revision of Online Platform 1.17: First and Second Round Module Teachers Bootcamp 1.17: PMET Meeting 2.17: Second Round Module Development 2.17: PMET Meeting 3.17: Launch 12 Second Round Modules 3.17: PMET Meeting 3.17: Quarterly Check-in with District/Building Leadership 4.17: Monthly Check-in Teachers Deploying Modules 4.17: PMET Meeting 5.17: Second Round Modules Done 5.17: PMET Team Meeting 6.17: Student Experience Survey Administration 6.17: Pro

23. Programmatic Sustainability (years following implementation, including institutionalization of program, evaluation and communication of program outcomes)

a. Date Range June 2017 thru June 2022

b. Scope of activities - include all specific completion benchmarks

From 6.17 to 6.22, participating districts will develop, test, implement and revise 36 additional blended and problem-based learning modules using the prototyping process established during year one. Each district and the ESC directly will design at least 12 modules (two/year) to ensure ownership, accountability and integration of the work. Participating districts will share and implement at least two modules with other districts per year, building a strong district-to-district and peer-to-peer implementation network. The evaluation process will continue throughout the five-year cycle. At project close, 60 modules will be developed, tested, refined and available online to over 130,000 Ohio middle school teachers. BFK and ORC will leverage their combined communications and networking capacities to inform and engage 7-8th grade teachers and school leaders across Ohio about the modules. The PMET will continue to meet including representatives from all participating districts, BFK and ORC to oversee yearly scope of activities: 1. Develop/test 12 new modules 2. Regular iteration and evaluation 3. Maintain evidence-based profile of module performance and PD effectiveness 4. Maintain accessible online platform that can connect to district LMS 5. Growth of districts/teachers using modules across Ohio 6. Maintain communications strategy and infrastructure for stakeholder support 7. Track/analyze costs and cost savings Currently, it is impossible to secure solid cost figures for blended learning use in traditional schools. Recent economic analyses show a pattern of some cost savings after the initial design and implementation costs for a blended learning solution. Much better data on both costs and outcomes will be needed for policymakers to assess productivity and efficiency gains. Due to the range of participating districts and the way this project is designed, our student achievement and cost evidence will contribute greatly to subsequent policy conversations.

E) SUBSTANTIAL IMPACT AND LASTING VALUE

24. 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 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:

Blended learning increases equitable access to high quality and personalized student learning opportunities; learning opportunity equity is a prime driver of our work. Our 7-8th Grade Blended and Problem-based Learning Network is based on three core substantial impact and lasting value propositions. FIRST, this network provides needed focus on reducing within- and between-school student performance variance in the often-neglected early adolescence years and grades. 7-8th grade is a critical time for the development of a student growth mindset and real world learning skills such as problem solving and collaboration. SECOND, open access to high-quality blended learning modules developed by teachers for teachers accelerates the implementation of blended learning particularly in places that are small and rural. The inclusion of the Lawrence County ESC and its affiliated districts with some of the state's leading blended learning districts provides a real chance to overcome rural opportunity gaps such as access to more rigorous and relevant curriculum and more effective instruction. THIRD, this network helps promote an educational reform policy and practice perspective focused on productivity-how to improve and maximize desired student success results relative to the resources invested. This aligns well with the Straight A philosophy. Over time, we expect to see positive impact of online blended learning modules on the use of human capital and technology in ways that empower both students and teachers. Blended learning can impact all of the main cost drivers of education: labor, content acquisition, technology, operations and student support. This network is designed to engage students, teachers and systems in positive ways to implement blended learning to improve outcomes and manage costs. Ultimately, a focus on productivity, with equal and joined emphasis on costs and outcomes, will ensure that all forms of online learning help us enrich student success while working within current and projected financial realities. Instructional Changes - Participating teachers will ground their instructional practice in the four evidence-based dimensions of formative instructional practice (i.e., clear learning targets, personalized performance evidence, quality feedback and student ownership of learning) -Teachers will use student learning objectives and formative assessments of real world learning skills (problem solving, critical thinking and collaboration) -Teacher role will shift from knowledge transmitter to learning facilitator Organizational Changes -Blended learning activity moves from idiosyncratic and isolated effort to a more systematic approach designed around formative instructional practices, common quality standards, module templates, and disciplined evaluation -Better alignment of district supported PD resources and processes -Shared cost burdens and savings for reduced content acquisition costs and professional development costs due to online module and PD platform -Better alignment of blended and problem-based learning modules with four core student success pathways (STEM, health & human services, arts & communication, business & entrepreneurship) -Augmentation of local Learning Management Systems with high quality and openly accessible peer-to-peer blended learning modules and related PD Impact As mentioned throughout this proposal, all 130,000 middle school teachers in the state eventually will have access to our modules after going through required PD. This collaboration across classroom, school and district boundaries greatly enhances our collective capacity to close gaps, reduce within-school student performance variance and promote real world learning skills. A small Straight A investment in this innovation can move educational equity forward in all 7-8th grade classrooms across the state. We have the right combination of partners committed to a feasible plan of action.

25. Please provide the name and contact information for the person and/or organization who will oversee the evaluation of this project.

Projects may be evaluated either internally or externally. However, evaluation must be ongoing throughout the entire period of sustainability and have the capacity to provide the Ohio Department of Education with clear metrics related to each selected goal.

Please enter your response below:

Battelle for Kids

26. Describe the overall plan for evaluation, including plans for data collection, underlying research rationale, measurement timelines and methods of analysis.

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 shortfall. The applicant should provide information on how the lessons learned from the project can and will be shared with other education providers in Ohio. Note: A complete and comprehensive version of the evaluation plan must be submitted to ODE by all selected projects.

Research Rationale, Analytic Methods Our evaluation plan includes formative evaluation throughout implementation, providing interim reporting for external evaluation, as well as providing the project implementation team with real time assessments to support desired outcomes. Information from formative and external evaluation will be shared through a final published report available online and through presentations at professional meetings for applied research and evaluation. We also will provide: - Interim evaluation reports-September 15 of each project year - Evaluation briefs-Each spring highlighting formative evaluation findings and recommendations The Project Management and Evaluation Team (PMET) consisting of BFK, ORC, districts, ESC and external evaluators, will manage a mixed-methods approach, combining both qualitative and quantitative analyses. Formative evaluation will rely on key informant interviews, structured observation, and focus group analysis to capture the views of stakeholders who play a project role. Pre- and post-surveys will be used with participating teachers to track engagement, satisfaction and implementation concerns. Monthly PMET meetings will be held to review data and analysis. We will track and report the effectiveness of the project related to all the outcome goals identified in our response to question 9a. BFK will identify and work with external evaluators to manage a plan that will utilize a mixed-methods approach. The qualitative framework for this evaluation will employ a single case study design with multiple and embedded units of analysis (Yin, 1994). While the network includes 12 individual districts and the Lawrence County ESC, we will define this project as a single case under the same unique conditions (e.g. 7-8th grade implementation of blended learning under lean fiscal and operational capacities). The case study will provide a rich description of the project's activities such as module development, related professional development implementation, and online platform use. The quantitative component will deploy a time series design using two years of baseline data on most of the desired outcomes (gap closing, 9th grade credit attainment, student experience/engagement, and real world learning skills mastery) as well as critical process indicators (% of students and teachers engaged in modules, improved student learning and quality of instruction, type and number of modules accessed on platform). Measurement Timelines, Data Collection Note: these measurement timelines are for key desired outcomes only. Once funded, a full evaluation plan will be developed. -Closing Gaps: Measured by ODE local report card data. Data Collection: A 2-year pre-implementation baseline will be established and data will be collected annually. -Student Experience and Engagement: Measured by Student Experience Survey administered pre- and post-module use that measures hope, agency and instructional management. Data Collection: A pre-implementation baseline will be established in spring 2016 and data will be collected annually. -9th Grade Credit Attainment: Measured by 9th grade credit completion for all students who participated in 7-8th grade modules compared to a sample of students who did not. Data Collection: A 2-year pre-implementation baseline will be established and data will be collected annually. -Real World Learning Skills (problem solving, critical thinking and collaboration): All modules will have student learning objectives and related pre and post assessments tied to real world learning skills. Data Collection: A pre-implementation baseline will be established in spring 2016 and data will be collected annually.

27. Please describe the likelihood that this project, if successful, can be scaled-up, expanded and/or replicated. Include a description of potential replications both within the district or collaborative group, as well as an estimation of the probability that this solution will prove useful to others. Discuss the possibility of publications, etc., to make others aware of what has been learned in this project.

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 this 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 noted here.

The project is designed to scale up and replicate. By close of the five year innovation cycle, 100% of 7-8th grade students and teachers in participating districts will have engaged in at least one blended learning module. All modules will be accessible to all 7-8th grade teachers in Ohio through online platform. All districts will access the related PD offered on the same platform. Modules can be replicated, modified and/or adapted for local circumstances. The network will work with the 27 district Ohio Appalachian Collaborative in the second year of the project to spread the use of the first 24 modules. It takes an individual teacher about 40 hours to design and test one blended learning module. If 10% of all 130,000 middle school teachers designed their own single blended learning module that would add up to 520,000 hours of preparation work at a total compensation cost of \$23.4 million. Multiply 23.4m by 60 modules and you get a clear sense of time, quality and cost savings that come from a network approach. We greatly reduce the time and effort it takes to develop and test blended learning modules across many districts and teachers. Our approach is designed for districts to use modules that fit their needs and circumstances. This project is a mixed concept innovation informed by a similar approach being done at the higher education level. The National Center for Academic Transformation (thencat.org) is an independent non-profit organization dedicated to the effective use of information technology to improve student learning and reduce the cost of higher education. Of the 156 completed blended learning course designs by NCAT, 72% improved student learning outcomes; 28% showed equivalent student learning. Overall, these redesigns reduced their instructional costs by 34% on average. Other positive outcomes include increased course-completion rates, improved retention, better student attitudes toward the subject matter and increased student and faculty satisfaction with the new mode of instruction. For our project, we are adapting three proven NCAT strategies to expand and/or replicate blended learning course use in Ohio. -Offer free of charge quality-assured and classroom-tested modules and related PD on an easily accessible platform that is SCORM compliant to all Learning Management Systems. -Connect and develop a core set of effective teachers as module designers and ambassadors. -Form alliances with related blended learning support initiatives to increase awareness of teachers and administrators. Several of our districts are part of the Ohio Blended Learning Network. The Ohio Resource Center is Ohio's oldest and most well-known online professional learning network. BFK manages SOAR, a consortium of over 125 districts in Ohio mutually committed to advancing educational innovations that improve learning and manage costs. Dissemination of network research and progress will be done through traditional and emergent forms of communication. -Our evaluation plan includes publication of evidence-based documents in national journals and newsletters tied to both academic (AERA) and professional associations (CCSSO) in which network members already have well-established ties. -Published documents will be distributed through statewide networks where we have strong connections and/or platforms-the ORC web portal, the BFK web portal, state professional association affiliates, Ohio Department of Education publications, etc. -An intensive and regular social media communications strategy managed by BFK using twitter, Facebook and other social media channels to keep various stakeholders informed and engaged with the network. -Presentations over the next five years at BFK's Connect for Success Conference, a gathering that annually draws over 1,000 people.

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).

Matthew Miller

Consortium

Mentor Exempted Village (045492) - Lake County - 2016 - Straight A Fund - Rev 0 - Straight A Fund

Sections

Consortium Contacts

First Name	Last Name	Telephone Number	Email Address	Organization Name	IRN	Address	Delete Contact
Brian	Matthew	330-492-3500	matthewsb@plainlocal.org	Plain Local	049932	901 44th St NW, Canton, OH, 44709-1611	
Kelly	Wegley	614-450-6000	kwegley@wscloud.org	Worthington City	045138	200 E Wilson Bridge Rd, Worthington, OH, 43085-2332	
Betsy	Fannin	740-532-4223	betsy.fannin@lc.k12.oh.us	Lawrence County ESC	047910	111 S 4th St, Ironton, OH, 45638-1522	
Matthew	Miller	440-974-5260	mmiller@mentorschools.org	Mentor Exempted Village	045492	6451 Center St, Mentor, OH, 44060-4109	
Jeffrey	Layton	419-846-3151	nrws_layton@tccsa.net	Northwestern Local	050575	7571 N Elyria Rd, West Salem, OH, 44287-9707	
Natasha	Adams	513-231-3600	natashaadams@foresthills.edu	Forest Hills Local	047340	7550 Forest Rd, Cincinnati, OH, 45255-4307	

Partnerships

Mentor Exempted Village (045492) - Lake County - 2016 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

Partnerships

First Name	Last Name	Telephone Number	Email Address	Organization Name	IRN	Address	Delete Contact
Brad	Mitchell	614-841-3141	bmitchell@battelleforkids.org	Battelle for Kids	008228	1160 Dublin Rd, Columbus, OH, 43215-1052	
Nicole	Luthy	614-247-6342	nluthy@ohiorc.org	Ohio Resource Center		1929 Kenny Rd., , Columbus, OH, 43210	

Implementation Team

Mentor Exempted Village (045492) - Lake County - 2016 - Straight A Fund - Rev 0 - Straight A Fund

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Implementation Team

First Name	Last Name	Title	Responsibilities	Qualifications	Prior Relevant Experience	Education	% FTE	Delete Contact
Dr. Nicole	Luthy	Director, Ohio Resource Center College of Education and Human Ecology, The Ohio State University	Dr. Luthy will lead the development and validation of the evaluation rubric. She will work in collaboration with project partners to ensure alignment with core activities and project expectations.	In her role at ORC, Dr. Luthy manages multiple K-12 academic and educational technology projects. She has expertise in the evaluation of digital content, instrument development and validation methods, and project leadership and management.	Dr. Luthy has been involved in developing evaluation tools for more than 15 years. She has experience in implementing state and national grants in K-12 education, including ODE and ODHE programs, Gates Foundation/Educause, and USDOE. Most recently, Dr. Luthy provided support for PD and content evaluation for the Straight A project, EDCITE.	Dr. Luthy holds a B.A. from Emory University, M.A. and Ph.D. from The Ohio State University	10	
Dr. Maria	Boyarko	Director, Battelle for Kid	Dr. Boyarko will deliver professional development in the areas of blended learning and help with the oversight and project management of the grant	In her role at Battelle for Kids, Dr. Boyarko manages blended learning and supports professional learning projects, including the development of professional learning modules and platforms. She has expertise in the areas of digital content, blended learning and technology integration.	Dr. Boyarko has spent 13 years in online education and currently teaches graduate level educational technology courses for the University of Findlay.	Dr. Boyarko holds a Ph.D. from Kent State University	66	
Dr. Lauren	Angelone	Blended Learning Consultant, Forest Hills Local Schools	Dr. Angelone will assist with developing the content for professional development sessions, building content for the 6 online professional development modules, as well as assist the project manager with district implementation.	Dr. Angelone spent 8 years in the classroom teaching before heading to graduate school where she received a degree in technology enhanced education. She has published numerous articles including "Learning how to learn online: An online course" in The Ohio Journal of English Language Arts and a chapter entitled "Technology for improving and speeding up RQI" in In Rapid Qualitative Inquiry: An Introduction by James Beebe.	Dr. Angelone has spent the last year and a half developing blended learning professional development for Forest Hills. She has an extensive background in helping schools implement blended learning models.	Dr. Angelone holds a Ph.D. in Cultural Studies, Technology and Quantitative Inquiry from The Ohio State University	25	