

Budget

Chardon Local (047183) - Geauga County - 2016 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (119)

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	176,400.00	0.00	0.00	0.00	176,400.00
Support Services		0.00	0.00	5,500.00	0.00	0.00	0.00	5,500.00
Governance/Admin		0.00	0.00	51,620.00	0.00	0.00	9,609.60	61,229.60
Prof Development		0.00	0.00	86,800.00	0.00	0.00	0.00	86,800.00
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	320,320.00	0.00	0.00	9,609.60	329,929.60
							Adjusted Allocation	0.00
							Remaining	-329,929.60

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

A) APPLICANT INFORMATION - General Information

1. Project Title:
The Northeast Ohio Instructional Innovation Consortium (NEO-IIC)

2. Project Summary: Please limit your responses to no more than three sentences.
The NEO-IIC is a shared service approach to deepen student learning & access to high-quality instruction through IVDL implementation & PD
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				
0 Pre-K Special Education	0 K	0 1	0 2	0 3
0 4	0 5	0 6	2343 7	2524 8
2590 9	2555 10	2585 11	1563 12	

Year 1				
0 Pre-K Special Education	0 K	0 1	0 2	0 3
0 4	0 5	0 6	2343 7	2524 8
2631 9	2528 10	2672 11	2563 12	

Year 2				
0 Pre-K Special Education	0 K	0 1	0 2	0 3
0 4	0 5	0 6	2343 7	2524 8
2631 9	2563 10	2645 11	2650 12	

Year 3				
0 Pre-K Special Education	0 K	0 1	0 2	0 3
0 4	0 5	0 6	2343 7	2542 8
2631 9	2568 10	2690 11	2622 12	

Year 4				
0 Pre-K Special Education	0 K	0 1	0 2	0 3
0 4	0 5	0 6	2343 7	2542 8
2631 9	2565 10	2685 11	2662 12	

Year 5				
0 Pre-K Special Education	0 K	0 1	0 2	0 3
0 4	0 5	0 6	2343 7	2524 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 NEO-IIC consortia districts have historically collaborated on regional projects & partnerships. Although, nearly 92,000 students will be directly impacted by the NEO-IIC project throughout the grant and five subsequent years, all educators within the consortia districts will have access to the early adopter facilitators or teacher PD/trainings and the cohort 1 and 2 participants will be expected to share the knowledge and skills obtained through the shared PD within their buildings/districts throughout the project. There are currently 92 public districts serving approximately 46,742 students within Geauga and Lake Counties. As the project progresses, the project team anticipates having an impact on at least an additional 20 percent (9,349/year) of these students over the life of the project.

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

First and last name of contact for lead applicant

Dr. Michael P. Hanlon

Organizational name of lead applicant

Chardon Local Schools

Address of lead applicant

428 North Street, Chardon, Ohio 44024

Phone Number of lead applicant

440-285-4052 x403

Email Address of lead applicant

Michael.Hanlon@chardonschools.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

Consortia members are twelve (12) small - medium, rural-suburban NE Ohio districts facing different local challenges: fiscal instability, small enrollment, rural location or poverty. But results are the same: limited capacity to provide deep/engaging learning experiences within school walls. They lack common understanding/adoption of Interactive Video Distance Learning (IVDL) technology & strategies to enhance student access to shared courses/instruction - especially advanced HS & College Credit Plus (CCP) coursework giving students competitive post-graduation advantage. Many discrepancies exist in their investments in common systems supporting implementation of shared courses & instruction with fidelity. Educator capacity to utilize IVDL & blended instructional strategies also varies. There is no unified approach to address disparities or create a common understanding & integration of technology bridging accessibility gaps. Districts have vastly different human/fiscal investments in relevant teacher PD & classroom tech. to meet the learning needs of their students. Some districts invested heavily in technology &/or PD to enhance student experiences & learning options. In contrast, others lacked local/grant funding to even purchase of essential technology tools &/or equipment. Such gaps, impact accessibility for all learners - especially as they begin competing

for college scholarships & enter the workforce. "Using Technology to Support At-Risk Students' Learning (2014)," reported all students, especially those 'at-risk', benefit most from tech. Implementation designed to promote high levels of engagement and interactivity with data and information in multiple forms. Without shared coursework, common teacher PD & a unified approach to instructional technology integration across the region, there will always be inequitable student access to advanced HS and CCP coursework beyond school walls, resulting in fewer students highly prepared to meet future workforce needs

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

Chardon Local Schools and 11 other NE Ohio consortia districts (Painesville, Perry, Newbury, iSTEM, Madison, Riverside, West Geauga, Willoughby-Eastlake, Kenston, Fairport Harbor, and Wickliffe) serve more than 15,300 students/year (92,000 throughout the project) in grades 7-12 in Geauga and Lake counties. Together with partners Berkshire, Mentor and Kirtland districts, Lakeland Community College and Geauga ESC/LGCA they will implement a shared service approach to increase student access to deeper and more personalized learning experiences by aligning systems, utilizing common IVDL technology, creating shared courses and leveraging common professional development (PD). This approach will drastically increase accessibility and affordability of technology, teacher PD and allow significantly more students to participate in rigorous advanced HS & College Credit Plus (CCP) coursework, and increase student access to personalized learning and career exploration opportunities.. Anticipated results: 1) Increase # students graduating HS with identified post-secondary 'pathway'; 2) increase HS student enrollment in CCP courses offered through IVDL; 3) Increase multi-district shared course offerings, facilitated by common IVDL technology and connectivity; & 4) Create sustainable shared service approach that utilizes IVDL & technology integration to bridge staffing & content access barriers preventing students from participating in rigorous/engaging advanced HS/CCP courses. Approach: The NEO-IIC will demonstrate the power of a collective impact to drive system and instructional changes across the consortia. 1) Create a common and shared PD approach built on the strength of local experts/early adopters from partner districts such as Berkshire, Mentor and Kirtland as well as Lakeland Community College on various topics including: a) transform classroom instruction from a one-size-fits-all approach to a tailored approach based on student and instructional needs; b) cultivate an increased culture of regional partnerships and collaborations, that fostered enhanced systems and opportunities to share courses throughout the consortium districts; & Effective strategies for leveraging technology and blended learning models to impact student engagement and ownership through increased access to personalized learning experiences. 2) Engage building, district leaders in system re-design institutes to catalyze creation of shared and common systems across the region that will: a) develop creative solutions to system issues; & b) build upon existing best practices to create deeper interdependence leading to shared HS courses, CCP offerings, and teacher professional development through IVDL. 3) Expand technology access to districts that do not currently have IVDL equipment: a) Two (2) of the consortium districts have recently invested heavily in education technology and will only be partnering for shared and common PD opportunities; b) Ten (10) consortium districts will require significant investments through this grant to enable them to participate in shared courses, common PD and other opportunities within the consortium (Chardon, Fairport, Perry, Madison, Painesville, West Geauga, Willoughby-Eastlake, Newbury, Riverside, Wickliffe) Consortia district leaders and project team will meet quarterly to design PD, improve instructional strategies and create collective buy-in for IVDL implementations. Outcome examples: aligning district/ building schedules; new staffing & credit models; MOU agreements; leveraging existing capacities to create new opportunities. Lakeland is regional facilitator and already hosted a successful IVDL Summit to deepen understanding/ need for collaboration. Lakeland Community College (Dione DeMito, Director of Student Success) will manage day-to-day project. Chardon Local Schools' Superintendent, Michael Hanlon, and Treasurer, Ashley Brudno, will handle overall project compliance/oversight and fiscal management.

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.

Overarching Goal: Consortia will implement a shared service approach to increase student access to deeper learning experiences by aligning systems, utilizing common IVDL technology, creating shared courses and leveraging common professional development (PD). This approach will drastically increase accessibility and affordability of technology, teacher PD and allow significantly more students to participate in rigorous/engaging advanced HS & College Credit Plus (CCP) coursework, and increase student access to personalized learning and career exploration opportunities. Short-term Outcomes/Goals (by the end of 2016-2017 school year): 1. Increasing student engagement in learning as evidenced by student surveys administered by Lakeland Community College. 2. Increasing the number of consortium district student accessing career exploration opportunities utilizing instructional technology such as IVDL. Long-term Outcomes/Goals (by the end of 2021-2022 school year): 3. Increasing the number of students accessing shared CCP coursework leveraging IVDL technology with a higher education partner. 4. Increasing the number of consortium district students accessing shared courses and learning opportunities utilizing instructional technology such as IVDL.

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.

Assumption 1: Achievement and engagement for students will increase when classroom instructors utilize common instructional techniques and strategies to implement blended and IVDL technology to provide quality instruction and content. Research: Stanford Center for Opportunity Policy in Education (2014) has determined that "when technology is implemented properly [and consistently], it can produce significant gains in student achievement/engagement. Assumption 2: With access to shared PD as well as common/similar classroom technologies, middle and high school instructors will be empowered with enhanced ability and capacity to provide greater access to academic/career exploration opportunities. These exploration opportunities can include utilizing the IVDL technology to have a professional and/or external partner to be a "guest lecturer" within relevant courses and content areas related to their chosen field(s). Research: Online learning helps provide access to course material that students might not otherwise have, especially in rural areas; and provides more individualized learning experiences. Most importantly, online learning can provide students with a comprehensive set of academic, employability and technical skills to ensure career readiness (ACTE, 2010). Assumption 3: By providing teachers training on implementation of blended learning courses using IVDL technology, consortium high schools will increase capacity to offer more advanced HS/CCP coursework that have been limited by geography or technology disparities. Research: "Online learning levels the playing field for students in rural areas," said Susan Patrick, President & CEO of the International Association for K-12 Online Learning. "It helps principals

in isolated areas find teachers in high-demand subjects...[and]... allow rural schools to expand course offerings, bring in unprecedented exposure to rigorous, world-class content " (VanderArk, 2013)

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

During the 2015-2016 school year, Mentor and Perry Local schools leveraged common IVDL technology to adapt/share a Lakeland Community College course and instructor to offer CCP to approximately 17 students. This opportunity provided all students, regardless skill-levels or prior achievement, with access to course offerings through CCP in a consistent and cost-effective manner. The proposed NEO-IIC project will take the lessons learned and effective strategies these two partner districts have tested, and translate those throughout the consortia. Ultimately, the IVDL and shared courses will provide opportunities for not just high-achieving or highly-motivated students, but also those who have not been historically challenged or stipulated within a traditional learning environment. In addition, it will bridge the gap between resource-heavy districts/classrooms and those without access certain resources (i.e. guest speakers, scientists, engineers, business partners, etc). Straight A Fund Grant round two, ESC of Central Ohio led College Ready Ohio (CRO) initiative leveraging Ohio's early adopter teachers or "catalyst" teachers to prepare other educators to implement blended learning instructional models in HS and expand access to digital CCP courses. Within the CRO initiative, consortium districts identified early adopters who could serve as a facilitators for other educators interested in implementing innovative teaching and learning strategies, effectively creating a professional learning community (PLC). The NEO-IIC will accomplish similar outcomes through shared teacher PD and the half-day workshops to increase consistency of implementation and foster opportunities for shared courses through higher education partners, such as Lakeland Community College. According to the "Using Technology to Support At-Risk Students' Learning" (2014) report, Research has indicated that three important variables exist for enhancing success with [at-risk] students who are learning new skills: interactive learning, using of technology to explore and create and the right blend of of teachers and technology. The use of technology, particularly in low-income districts/schools, usually entails a drill and kills approach or a "one-size-fits-all" approach, through which computers take over for teachers and students are presented with learning outcomes and information they are expected to memorize and then are assessed with multiple-choice questions. In more affluent schools, typically students tend to be introduced and engaged using more interactive techniques and environments in which content is differentiated and tailored based upon the students' learning styles and needs - classroom teachers can then supplement instruction with technology to expand upon learning concepts, coordinate student discussions, and spur high-level critical-thinking and problems-solving. Finally, through the coordinated and strategically implementation of [shared] teacher PD across multiple schools/districts and among varying demographics, district leadership can enhance the blended learning instruction and support all students, no matter their economic status. The NEO-IIC project team plans to ensure that the early regional and statewide successes in implementing shared teacher PD while leveraging similar classroom technologies, improves and deepens student opportunities and access to collaborative learning options throughout the consortium.

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).

Formative Indicators to measure progress: Outcome/Goal 1 (short-term): Increase student engagement in learning as evidenced by student surveys administered through Lakeland Community College's Department of Institutional Research & Planning, students will demonstrate the 21st Century skills to be local and global citizens. Measures for Goal 1: pre-and post survey results to determine the level of increase in student engagement and student ownership. Outcome/Goal 2 (short-term): Increasing the number of consortium district students accessing career exploration opportunities utilizing instructional technology such as IVDL. Measures for Goal 2: Total number of career exploration opportunities offered utilizing instructional technology such as IVDL across the consortium and partner districts after the NEO-IIC is formed. Measures will be recorded and reviewed annually, including the total number of students participating in career exploration/learning experiences through IVDL. Self-reported through partner survey instruments. Summative Indicators to measure progress Outcome/Goal 3 (long-term): Increasing the number of students accessing shared CCP coursework leveraging IVDL technology with a higher education partner. Measures for Goal 3: Total number of courses offered, students participating and CCP credits earned as a result of implementing IVDL technology for the delivery of coursework (measures taken from CCP data submitted to ODE and ODHE from each consortium and partner school district.) Outcome/Goal 4 (long-term): Increasing the number of consortium district students accessing shared courses and learning opportunities utilizing instructional technology such as IVDL. Measures for Goal 4: Total number of courses offered, students participating and high school credits earned as a result of implementing IVDL technology for delivery of single and multi-location coursework.

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 engagement surveys (pre/post) #shared courses offered - HS # shared courses offered -CCP # consortia schools accessing career exploration through IVDL - self reports # students (by grade level/district) participating in shared CCP courses through IVDL # students (by grade level/district) participating in shared HS courses through IVDL # career exploration opportunities available through IVDL (7-12) # new learning opportunities available through IVDL (7-12) # teachers participating in common PD (Summer 2016, 2017, during year) # early adopter teachers trained as PD facilitators teacher perception surveys (pre/post) IVDL knowledge IVDL competency comfort teaching through IVDL student engagement when using IVDL system change data schedules staff resource use Treasurers: report on fiscal/sustainability/cost-savings.

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

Chardon leaders, in partnership with Lakeland, and the other planning team members will review relevant data on a monthly basis, as appropriate and available. Annual staff and administrators surveys will be administered and include questions that will help identify where mid-course corrections or options may require addressing and/or explored. Target outcome percentages and progress measurements will be calculated for each year of the grant period, adjustments and alterations to the training and PD supports will be determined quarterly, if target outcomes are not met. Data collection will entail a two-fold process. While Lakeland will collect, aggregate and report project data and outcomes on a quarterly basis, individual districts will be monitoring their own survey and achievement data. The aggregate will not only inform the Consortium as a whole, it will give individual districts a comparison point by which to judge the efficacy of their own efforts. Lakeland will further share observational data with individual districts to assist in making mid-course corrections. Both district and Consortium level leadership are committed to making mid-course corrections based on a reasoned analysis of formative data. Chardon is contracting with Lakeland Community College's Department for Institutional Research & Planning as external evaluator at \$29,120 which is

10% of project budget. This amount is in line with industry standards which will allow the vast majority of project funds to be spent directly on work with educators.

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.

By June 30, 2022, the consortium districts will have increased capacity and ability to share courses through multi-location technologies and instructional strategies as well as implement College Credit Plus (CCP) with greater cost-effectiveness, without additional external funding.

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.

Assumption: A shared service approach to IVDL and blended learning will create an economy of scale that is beneficial for smaller districts.

In order for this project to be sustained, the consortium districts will require a shared vision and systems to implement the professional

development that will ultimately lead to changes in instructional practices in the classrooms, including leveraging the IVDL technologies to efficiently and effectively share resources (i.e. teachers, students, materials, content). Research: In 2005, Deloitte published 'A Promise of Shared Services' assessing the cost/benefits of shared services models across. According to Deloitte, small school districts tend to have comparatively high non-instructional costs. By implementing shared services they "can band together to share everything from transportation services to building gymnasiums, creating the purchasing power and economies of scale of medium-sized districts. Shifting just a quarter of tax dollars spent by school districts throughout America on non-instructional operations to shared services, for example, could potentially yield savings in the range of \$9 billion". The report also stated that 'sharing services creates economies of scale and consistency of process and results that come with more centralized models while keeping the benefits of 'small' districts.

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.

Consortia districts have been working together on this initiative for nearly a year. District leaders have met quarterly to discuss challenges and benefits of IVDL as a shared service. Lakeland Community College hosted an IVDL Summit on November 6, 2015 that provided a ? day of intensive PD focused on building local capacity to understand what is currently available in the region and how IVDL can benefit local districts as a shared initiative. Participants experienced IVDL in 'hands on' virtual workshops and spoke with educators and students who are familiar with the technology and use it efficiently and effectively. School and district leaders had the opportunity to ask 'sticky questions' about the little details that make or break such collaborations. Teachers participated remotely in IVDL CCP courses and then spoke with instructors and students to learn why this method is an engaging way of learning and accelerating academic experiences. Participants also spoke with vendors to learn about the different technologies available and the cost/benefit ratio for different equipment. Partners such as Cleveland Clinic and the Cleveland Museum of Art shared resources and explained how schools can access their IVDL content free or low cost. Following, that event leaders convened to talk more specifically about the long term organizational needs of the consortia and how best to work together to make IVDL and technology integration for grades 7-12 efficient, effective and engaging. The conversation was extremely powerful, because districts that already have IVDL equipment, such as Mentor and Kirtland, shared the why/how - and offered strategies for making the shared service more impactful. The greatest success of the day was when leaders who already have IVDL technology voluntarily requested that they not receive more equipment. They wanted the equipment funds to focus solely on leveling the playing field in the region. Those districts still wanted to participate as partners because of the value of the shared system redesign and professional development. Two of the district's - Mentor and Kirtland shifted from consortia members to partners because they already have strong capacity for technology integration and their best role to support the work was by sharing their lessons learned and building the capacity of others.

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.

By June 30, 2022, the consortium districts will have increased capacity and ability to share courses through multi-location technologies and instructional strategies as well as implement College Credit Plus (CCP) with greater cost-effectiveness, without additional external funding. Formative Indicator to measure progress: - Consortia districts will monitor re-allocation cost savings as described designated on FIT Summative Indicator to measure progress: - Consortia districts will annually report re-allocation cost savings equal to or greater than project sustainability costs.

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.

By June 30, 2022, the consortium districts will have increased capacity and ability to share courses through multi-location technologies and instructional strategies as well as implement College Credit Plus (CCP) with greater cost-effectiveness, without additional external funding. Each consortia district will use re-allocation cost savings as described on FIT as the data points to measure shared services outcome. Baseline is October 2015 as per grant requirements.

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

With assistance of Lakeland and Chardon, at least bi-annually, consortia treasurers will review forecasts and report on cost savings through cost reallocation. The information will be provided to ODE as required per grant. If, at any time, consortia fiscal data suggests that the assumptions made are false or the outcomes will not be realized, treasurers will convene a work session with Planning Team and evaluator. During that work session, the team will make plans to adjust course of the project to improve outcomes and/or make shifts in project delivery/shared service plans to improve project fidelity. Chardon, on behalf of consortia, will also report such challenges to ODE with request for clarification or technical assistance.

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.

329,929.60 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.

As lead applicant for the consortium, Chardon Local Schools will manage and support project's implementation as well as sustainability, primarily through purchased services contracts with Lakeland Community College and partners. These purchased services total \$320,320, including the following: \$25,600 for classroom teacher PD stipends (cohort one) (\$200/teacher for 2 days x 32 teachers) during the Summer 2016 Academy (\$12,800) and additional classroom teacher PD stipends (cohort two) (32 teachers x \$200/day x 2 days) for Summer 2017 Academy (\$12,800); \$24,000 budgeted to contract with Lakeland Community College for both Summer 2016 and 2017 Academy (\$12,000/Academy) facilities, food, facilitators and presenters expenses (through 6/30/17); \$37,200 - for six (6) train-the-trainer teacher stipends/extended contracts for planning for new and innovative PD throughout the project (\$1,000/teacher x 6 teachers x 6 years), and \$1,200 for Train-the-trainer substitute costs related to conducting and implementing trainings (4 half-days x 6 teachers x \$50/sub) \$6,400 - sub costs for cohort one teachers to participate in four (4) half-day workshops conducted by train-the-trainer teachers/facilitators (\$50/half-day x 4 days x 32 teachers); \$146,600 - purchased services contract with Lakeland Community College to collectively purchase the IVDL technology/equipment (\$14,600/site x 10 districts) (Note: two already have equipment). \$24,000 - for a pre-paid multi-year contract (through 6/30/22) with LGCA to manage storage for course recordings and archives for the districts' shared course/content (\$4,000/year), allowable per guidance because the contract provides a service lasting and substantial impact for the project's success through storage of all new shared course content and artifacts among the consortium districts and partners. . \$5,500 - leadership systems (operational) redesign planning facilitation, managed by Lakeland, during the implementation year only (through 6/30/17). \$22,500 - Project Management through Lakeland \$29,120 - 10% for evaluation and outcomes reporting In addition, \$9,609.60 is budgeted for a 3 percent fiscal fee for Chardon Local Schools' Treasurer's office to provide support and management of the project's fiscal operations during the implementation year. Total budget request is \$329,929.60. Through the shared service model of technology deployment/integration and common professional development/training strategy, Chardon and the consortium districts are aligning resources and capacities to leverage and sustain lasting value beyond the funding period. Through shared investments in teacher PD and similar technologies, the consortium greatly increases the success of the project outcomes to increase student engagement and access to shared and higher-level course offerings. The allocated budget will provide a unified approach to bringing all consortium districts into parity with regard to instructional capacity as well as equipping the districts to implement the PD/trainings with fidelity across the consortium. In turn, as the educators acquire knowledge and skills through the Summer 2016 and 2017 Academies, supplemented by the four (4) customized half-day workshops, the budgeted resources are allocated to ensure those educators have the resources and opportunities to share and demonstrate best practices throughout the consortium and the state.

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.

16,600.00 a. Sustainability Year 1

16,600.00 b. Sustainability Year 2

16,600.00 c. Sustainability Year 3

16,600.00 d. Sustainability Year 4

16,600.00 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.

Among the 12 consortium districts, there are similar sustainability costs associated with implementing and sustaining the project beyond the grant period or implementation year. Small or large, each consortium district has budgeted sustainability costs to cover teacher stipends and/or substitute teacher costs related to new/emerging classroom teachers participating in the train-the-trainer model of PD during the sustainability years. These PD/trainings will be offered and/or facilitated using the six (6) early adopter educators as well as from among the ranks of the project's cohort one and two participants. With slight variances in actual costs per district, here are the projected sustainability costs by district: Chardon and Newbury (2 districts): \$4,000 is budgeted (\$800/year) for five years to provide teacher stipends to new/emerging classroom educators to participate in and plan for implementation of four (4) half-day shared PD/workshop opportunities through the consortium (\$100/teacher x 4 half-days x 2 teachers), as well as \$1,700 (\$340/year) to pay for four (4) half-day subs per new/emerging teacher participating in PD/workshops (\$85/day/2 = \$42.50 x 4 days x 2 teachers). Fairport-Harbor, Kenston, iSTEM, Madison, Perry, Riverside and Wickliffe (7 districts): Each district has budgeted \$4,000 (\$800/year) for five years to provide teacher stipends to new/emerging classroom educators to

participate in and plan for implementation of four (4) half-day shared PD/workshops opportunities through the consortium (\$100/teacher x 4 half-days x 2 teachers), as well as \$2,000 (\$400/year) to pay for four (4) half-day subs per new/emerging teacher participating in PD/workshops (\$100/day/2 = \$50 x 4 days x 2 teachers). Willoughby-Eastlake: \$21,300 is budgeted (\$4,260/year) for five years to provide teacher stipends for up to 12 new/emerging classroom educators to participate in and plan for implementation of four (4) half-day shared PD/workshops opportunities through the consortium (\$88.75/teachers/halfday x 4 half days x 12 teachers), as well as \$3,300 (\$660/year) to pay for fringe benefits per teacher per year (\$55/teacher/year) associated with participation in the new/emerging teacher training and implementation activities. The district plans to absorb the cost of subs for the new/emerging teachers and/or schedule PD/workshops on district-wide PD days, which yields no sub cost sustainability cost to the district as a result of the project. Painesville: \$5,000 total (\$1,000/year) in sub costs for classroom teachers to participate in new/emerging PD (\$100/day x 5 teachers x 2 days). West Geauga: The district leadership has decided that the new/emerging PD associated with this project will be considered a part of the district's district-wide PD plan and will not incur sub costs or teacher stipends. Therefore, there will be no direct sustainability costs associated with the district's participation this project. Total consortium sustainability costs per year are \$16,600 or \$83,000 total during the five sustainability years.

90.0 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.

As a direct result of the implementation of the NEO-IIC, the 12 consortium districts estimate some consortium districts will realize significant amounts of cost-savings as a result of the project. Yet, others will decide that the reallocation of funds approach is a better fit to meet sustainability costs. Therefore, the project is not able to capture 100% of sustainability costs through cost-savings. However, for the districts that are able to achieve cost-savings as a result of the project: Chardon: \$12,500 total (\$2,500/year) in reductions to PD costs due to the shared PD/workshops with other districts, resulting in a shared cost of speakers, programs, and out-of-district travel costs, without the need for an external provider. \$2,500 total (\$500/year) in field trip related costs, due to increased shared career exploration via IVDL technology. A \$15,000 one-time cost-savings during the 2017-2018 school year as a result of not using district funds to purchase IVDL technology due to the project resources. Fairport Harbor: \$75,000 total (\$15,000/year) is estimated in reduction in use of external PD providers, as a result of shared PD related to the project. Kenston and Newbury: No direct cost-savings projected- reallocation of funds in lieu of cost-savings. iSTEM: \$75,000 total (\$15,000/year) because the district will share the cost of 0.25 FTE due to shared courses. An additional \$4,500 total (\$900/year) will be saved due to the district not having to transport students to college(s) for CCP as a result of utilizing the IVDL technology. Madison: \$50,000 total (\$10,000/year) savings in staff reductions due to providing shared courses offerings via IVDL technology. \$37,500 total (\$7,500) in savings due redirecting 25% of the district cost for using a virtual learning academy (VLA) for credit recovery and homebound instruction, which will be reduced through the use of the IVDL technologies. \$10,000 total (\$2,000/year) in savings due to reducing costs for at least five (5) field trips per year (\$400/field trip) for subs and transportation costs for added educational experiences and career exploration, including using virtual field trips. \$10,000 total (\$2,000/year) in savings due to the reduced need for external PD/trainings. Painesville: \$106,838 total (\$21,368/year) in savings as a result of a 50% reduction in students using VLA, and \$12,500 total (\$2,500/year) reduction in PD as a result of shared PD. Perry: \$25,000 total (\$5,000/year) is projected due to reduction in the need for external PD providers as a result of the shared PD/workshops available through the project. Riverside: \$250,000 total (\$50,000/year) is projected due to the district estimating a 5% in the amount spent on community due to added course offerings and online options. \$5,000 total (\$1,000/year) is projected as a result of shared PD with other districts in the consortium. Willoughby-Eastlake: \$30,000 total (\$6,000) is anticipated in direct cost-savings as a result of shared PD/trainings for new/emerging teachers in the district otherwise paid to an external provider. The district will also realize \$29,200 in one-time savings during the 2017-2018 school year as a result of the IVDL purchased through the project that otherwise would have been purchased through district funds. West Geauga: district will not require cost-savings because there will be no direct sustainability costs to estimated by the district as a result of the project. Wickliffe: \$20,000 total (\$4,000/year) is projected in cost-savings to the district due to the shared PD/workshop opportunities for district teachers that otherwise would have been spent with external PD providers. From among the districts realizing direct cost-savings as a result of the project and reallocating those savings to sustain the project during the five-year sustainability period, the total cost-savings is projected to be \$641,038.

10.0 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.

As a direct result of the implementation of the (NEO-IIC, the 12 consortium districts estimate there will varying opportunities for reallocation of funds to cover the sustainability costs per year. Some consortium districts will realize significant amounts of cost-savings as a result of the project. Yet, others have decided that reallocation of funds approach is a better fit to meet sustainability costs during the sustainability years. Therefore, the project is only able to capture 20 percent of sustainability costs through reallocation of funds. The following are the descriptions of the those captured savings through reallocation per consortium district: Chardon: \$310,000 total (\$62,000/year) is anticipated available in reallocation of costs, as a result of the difference in salary (\$72,000/year) for average retiring teacher and that of the average new-hire teacher (\$41,000/year) multiplied by two (2) projected retirements per year as well as the \$47,740 total (\$9,548/year) associated with 15.4 percent fringe benefits associated with the aforementioned difference. (\$367,740 total or \$83,548/year). Fairport Harbor: \$38,330 total (\$7,366/year) is anticipated in salary reallocation of funds as a result of a 0.33 FTE staffing reduction through attrition, and \$5,670 total (\$1,114/year) in benefits costs. (\$42,500 total or \$8,500/year). Kenston: \$40,515 total (\$8,103/year) anticipated in 0.25 FTE reduction in visiting foreign language instructor salary cost plus \$6,260 total (\$1,252/year) in benefits costs to the district in savings that can be reallocated when chinese courses are no longer offered and courses are replaced with incremental increases in other foreign languages. The district also anticipates a \$10,970 total savings (\$2,194/year) due to the other costs associated with a visiting Chinese teacher (i.e. visa, health insurance) paid annually to The College

Board. (\$57,743 total or \$11,549/year). iSTEM: \$225,000 total (\$45,000/year) salary of average 0.75 FTE teacher no longer required and \$67,500 total (\$13,500/year) for associated benefits costs. Newbury: \$530,240 total (\$106,048/year) in average salary expenses from projected in one (1.0 FTE) retirement (\$68,204/year) and elimination of one (1) position (1.0 FTE) (\$37,844/year) and not replacing them both in the district, plus \$165,490 total (\$33,098/year) associated benefits costs. (\$695,730 total or \$139,146/year). Madison, Painesville, Perry, Willoughby-Eastlake: No direct reallocation of costs opportunities - district is using cost-savings exclusively to sustain the project. Riverside: \$300,000 total (\$60,000/year) is anticipated in available funds from reallocation of costs resulting from the district transitioning to providing in-house Chromebook repair service, which will save the district annually in insurance costs. West Geauga: district will not require reallocation of funds to sustain project because there will be no direct sustainability costs to estimated by the district as a result of the project. Wickliffe: \$1,563,470 total (\$312,694/year) in salary and \$396,610 (\$79,322/year) in benefits expenses related to selected staff reductions during the sustainability years. From among the districts realizing savings through the reallocation of costs to sustain the project during the five-year sustainability period, the total savings through reallocation is projected to be \$3,707,795

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 10/1/2015 through 8/31/2016

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

Pre-grant submission: The 12 consortium districts, partner districts and other collaborative partners, conduct planning meetings, research equipment costs, development of budgets, outcomes determination and application submission. Upon grant award: Press Release, kick-off meeting/planning sessions, MOU's developed with all consortium and partner district, finalize pre/post survey instruments with Lakeland research/evaluation team, finalize purchased services contracts with consortium districts and partners, seek and obtain individual district board/leadership approval of contracts, develop official evaluation plan to ODE, start recruiting of 32 cohort 1 classroom teachers to participate in shared PD/trainings during implementation year, recruit six (6) "early adopter" educators for facilitating shared PD/workshops, and start scheduling weekly, monthly and quarterly team meetings to ensure all benchmarks and outcomes are adequately monitored to completion. Planning Timeline Benchmarks 6/1/2016: Consortium district leaders and project team meet to develop project timelines/benchmarks, equipment vendors identified and contracts are initiated, evaluation plan submitted to ODE, all 6 early adopter educators are secured and are participating in PD/training planning, 2016 Summer Academy date/logistics finalized, recruitment for cohort 1 participants is complete and MOU's are finalized with participants and/or their districts. 8/31/2016: Academy completed with cohort 1 participants and they begin implementing training/PD within classrooms/districts, the 10 IVDL purchased, delivered/installed and ready for usage in consortium districts, evaluation/research team gather data and pre/post survey information related to project data points/outcomes

22. Implementation (grant funded start-up activities)

a. Date Range 8/1/2016 through 6/30/2022

b. Scope of activities - include all specific completion benchmarks

6/2/2016-12/2016: Cohort 1 recruited, 2016 Summer Academy conducted, 4 half day PD are scheduled, evaluation/research conduct pre/post surveys, project/fiscal team meet weekly, monthly and quarterly, when appropriate, & Lakeland facilitates systems (operational) re-design planning/meetings for shared courses/schedules; 1/2017 - 2/2017: Project/fiscal meet quarterly to ensure outcomes are monitored & progressing, with input from project evaluation/research team, & cohort 2 participants are recruited; 3/2017 - 6/30/17: Cohort 1 participates in final half day PD during school year, both cohort 1 and 2 participate in 2017 Summer Academy, evaluation/research team conducts pre/post surveys, project/fiscal team meet quarterly to monitor progress toward project outcomes/goals. Benchmarks to demonstrate success: - Increases in student engagement measured by surveys (pre/post); - Increases in new learning opportunities available through IVDL or blended learning, measured through self-reports; - # of teachers participating in Cohort 1 and 2 summer PD/trainings and during the school year; - Changes in teacher perception, measured through surveys (pre/post) IVDL Knowledge; a) IVDL or blended competency; b) comfort teaching through IVDL &/or blended learning environment; c) Student engagement when using IVDL. The project team anticipates that there will be some institutional resistance within some consortium districts that are used to traditional teaching & learning methodologies. Through strong supports, tech. assistance & leadership buy-in through frequent communications and quarterly meetings throughout the project, the team is confident these challenges will be mitigated or greatly reduced as the project progresses. A shared service approach to IVDL and blended learning will create an economy of scale that is beneficial for smaller districts. In order for the project to be sustained, the districts will require a shared vision.

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

a. Date Range 8/1/2016 through 6/30/2022

b. Scope of activities - include all specific completion benchmarks

Quarterly evaluation reports (process/outcomes) through 9/30/2017, then subsequently two times per year 2017 through 2022 (outcomes only), reporting will include required annual programmatic/fiscal sustainability reports to ODE for 2016 through 2022. Programmatic sustainability of the NEO-IIC project activities for 2017 through 2022 include: 1) systems changes and shifts that foster for shared courses among consortium districts and/or increase access to CCP courses through higher education partners; 2) usage of cohort 1 and 2 participants within consortium districts for shared PD/training beyond the grant period; Benchmarks to demonstrate success: - Increases in number of students' access to courses being shared through multi-district partnerships within the consortium districts; - increases in number of student's access to multi-location shared CCP courses through a higher education partner(s); - Increased cost-savings through reductions in the need for external PD providers, due to established internal and consortia capacity building. The consortia district leaders and partners will continue to meet at least twice a year to monitor progress toward project outcomes/goals, and make adjustments based on areas of improvement or points of collaboration. These meetings will be facilitated by Lakeland Community College and will be geared toward increasing partnership and collaboration opportunities among the consortia and partners districts throughout the region. The ultimate goal of the project will be to grow the consortia beyond those districts participating on this project, which should increase the economies of scale to leverage shared courses, resources and other collaborative opportunities (i.e. CCP). When possible, the consortia meetings will include district leaders and classroom educators alike to ensure organization-wide buy-in. Sustainability costs are shared & covered through cost-savings and reallocation of funds by each consortium district.

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:

By the end of the project (6/30/2022), the NEO-IIC consortia and partner districts will increase opportunities for students to access broader course offerings within their districts through shared courses and CCP collaborations. These increases in accessibility will be facilitated by common and shared teacher PD/training related to integrating classroom technology and blended learning strategies. Through early adopters, partners and the cohort 1 and 2 classroom teachers participating in relevant and tailored common PD, the NEO-IIC consortia will provide enhanced regional consistency and collaboration opportunities. Additionally, through the grant, the consortia and partner districts' teachers and students will be operating on level or similar playing fields with regard to IVDL classroom technology, which will increase points for multi-district collaborations and shared courses/learning experiences where it did not occur seamlessly prior to this project. Effectively, this project will change the conversation and dynamic from one that focuses on the technological and internal capacity barriers to creating systems for increasing access and opportunities for students within the consortia and partner districts. The following are the organizational shifts that will occur as a result of the project: - Greater opportunity to share courses between consortia and partner districts, which will provide greater shared service leading to shared cost-savings and/or opportunities to expand course offerings through the use of IVDL technology and trained classroom teachers. - Increased teacher and leaders familiarity and comfort levels with using technology and blended learning strategies to bridge internal resource and capacity issues to increase opportunities and options for students. - Increased CCP opportunities for students and districts that are not reliant upon the districts being within geographic proximity to the higher education partner and/or faculty member at the time of instruction delivery. - Increased options and internal capacity within consortia and partner districts and educators to facilitate and deliver shared and common PD/trainings through a train-the-trainer delivery model. Historically, coursework within the consortia and partner districts have been limited by internal and geographic capacity to provide or offer access to courses. However, the project activities will bring to light systems shifts that will enable and embolden district leaders and educators to make changes to how and when students receive instruction and demonstrate their learning. This will only be made possible by consortia districts having the capacity and willingness, through the NEO-IIC project, to leverage existing capacity among those districts that have already piloted or implemented innovative blended and shared learning models. In this case, the consortia districts and leaders will be dependent upon and leaning on the expertise of those educators who have essentially been innovative and experimental within their own classroom environments. This will take some cultural and systems flexibility to give up or forego a degree of control on the part of some districts, which will be a dramatic organizational behavior change for some and common practice for others.

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:

Lisa Durst, Director - Lakeland Community College, Department for Institutional Research & Planning; ldurst@lakelandcc.edu

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.

The NEO-IIC project team will engage Lakeland Community College Department for Institutional Research & Planning to evaluate the entire project from planning through the sustaining years. Lakeland will be responsible for acquiring an expedited IRB for the tenure of the study to protect the rights of all stakeholders. The evaluation team will also be responsible for acquiring informed consents from all participants prior to any evaluation research. The initial planning and implementation of the project will employ both qualitative and quantitative methods to collect data. The evaluation team will use a mixed methods approach to collect qualitative data including observations, key informant interviews, online surveys, and focus groups. The stakeholders include, teachers, facilitators, administrators, identified partners, and students. However, for the purposes of this study only high school and middle school students whose teachers and administrators are involved in IVDL implementation will be studied. The rationale behind use of these methods is to ensure that the project team has actionable information so that they can quickly and agilely respond to constraints during planning and implementation of the project. These real time course corrections are intended to be responsive to the varying needs of the project. Concurrent with the collection of qualitative data, research team will collect and graph quantitative metrics associated with the curriculum being delivered through pre/post surveys and other data points identified in project narrative. The rationale behind this metric collection is to benchmark academic growth within and among of the participating students. Research findings of both the qualitative and quantitative data collection will be reported quarterly to the funder during the planning and implementation phases of the project (March 2016-June 2017). Collection of qualitative data will end at the close of the implementation period, and a full report on the findings and responses will be submitted in August 2017. In the sustaining years of the project (July 2018-June 2022) only quantitative data from both short cycle assessments and any standardized testing will be collected and reported upon in the bi-annual reports along with the FIT reports. The continuation of quantitative data collection will allow for the consideration of long-term academic achievement within and among multiple student populations and the use of blended delivery.

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.

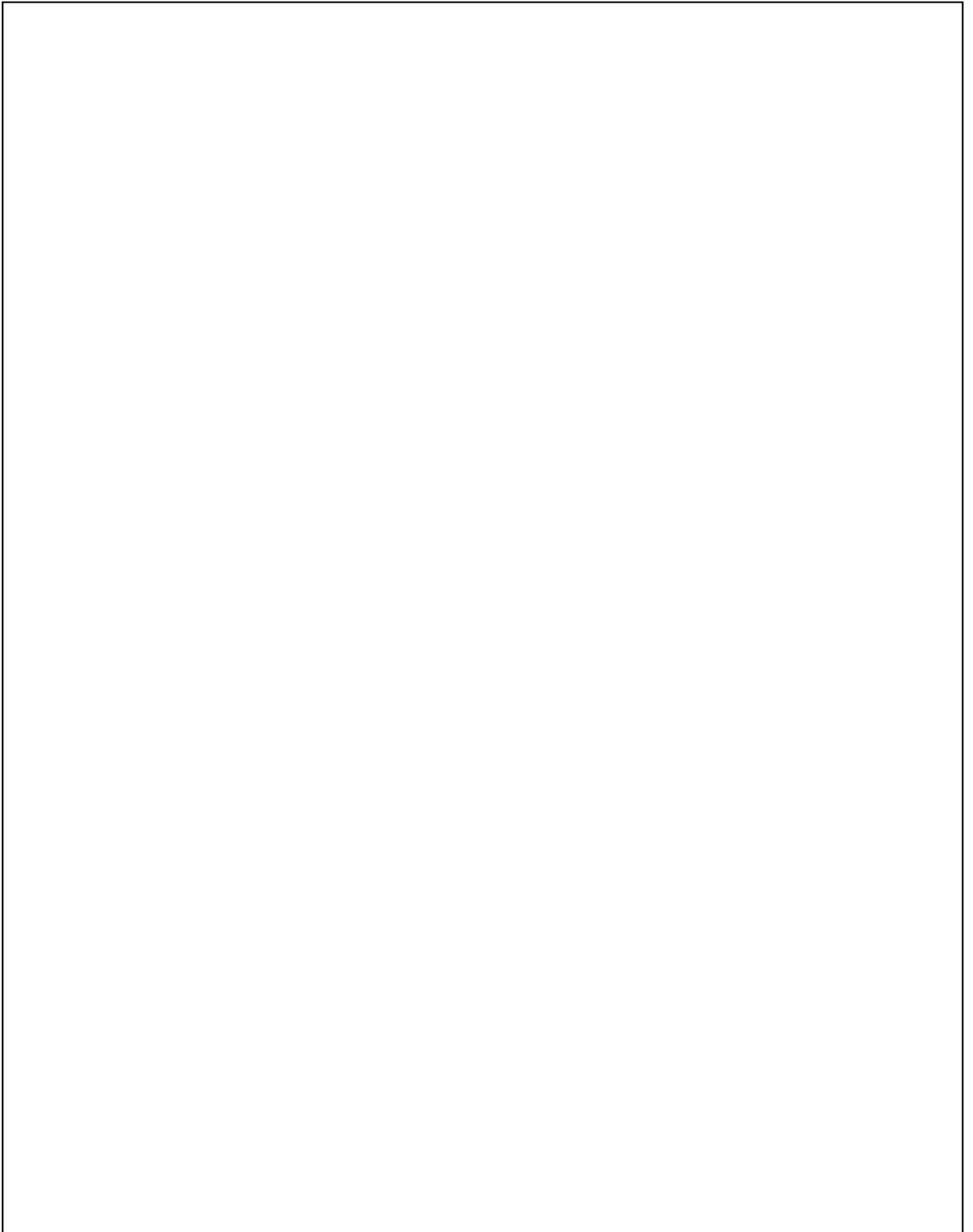
The response should provide an explanation of the time and effort it would take to implement the project in another district, as well as any plans to share lessons learned with other districts. To every extent possible, applicants should outline how this project can become part of a model so that other 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 NEO-IIC has been specifically designed and organized for scale-up, expansion and replication among the consortia and partner districts, but also to others throughout the region and state. One of outcomes/goals of this project is to increase student access to multi-district shared courses, which should and can be expanded far beyond those districts that are participating on this grant. In fact, the ultimate goal of the Northeast Ohio Instructional Innovation Consortium (NEO-IIC) is to increase the number districts with capacity and willingness to align systems that foster increased course offerings for students. Yet, another outcome of the project is to equip the consortia districts with common IVDL technology that will enable those districts to share course and other learning experiences (i.e. career exploration) among themselves and the partner districts with already established IVDL systems. In doing so, the NEO-IIC project will also provide a catalyst for expanded opportunities with districts that have not partnered or participated in this grant, but have similar technology and willingness to collaborate. This is where the shared and common teacher professional development/training during the implementation and sustainability years is critical to continuing to build internal capacity among new/emerging teachers to integrate blended learning strategies, IVDL technology and shared course options within their classrooms and districts. By 6/30/2017, through the cohort 1 and 2 participants and the early adopter facilitators, the consortia will have the capacity and competencies to build critical mass to spread to other districts within the region and/or state with little or no additional effort or costs. In fact, this will increase the consortium's capacity for shared services as the project evolves and matures. Due to the fact that NEO-IIC project currently has districts within three counties in NE Ohio, there are significant probabilities for replication both within these counties and beyond. A large portion of the project funds are to invest in similar and shared PD/trainings as well as IVDL technology, which can be replicated virtually anywhere within the counties, region and statewide with limited additional expenditures or levels of effort. As this project has demonstrated, there are several districts and organizations that are willing to set aside geographic and cultural differences to provide increased access to learning opportunities for students and teachers alike. In addition, the outcomes/goals of this project can and will be implemented in all types of districts and will all students, which eliminates cultural or historical arguments against expanding and replicating this shared service model within additional districts. Possibility of publications AND Plans to share lessons learned: The project planning team, consortia districts and partners plan to present at statewide and national conferences, when appropriate, to share lessons learned and opportunities for greater collaboration. In addition, Lakeland Community College plans to host and/or facilitate additional NEO-IIC Summits, like the one on November 6, 2105, to ensure the lessons learned are not contained within the consortia and partner districts. Rather, these options and opportunities will be disseminated broadly and widely to all educators and policymakers who are interested improving access to quality instruction and learning for all students, no matter their location.

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).

Michael Hanlon Superintendent - Chardon Local Schools



Consortium

Chardon Local (047183) - Geauga County - 2016 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

Consortium Contacts

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Heidi	Fyffe	440-392-5060	heidi.fyffe@pcls.net	Painesville City Local	044628	58 Jefferson St, Painesville, OH, 44077-3114	
Katie	Poe	(440) 543-9677	katie.poe@kenstonapps.org	Kenston Local	047191	17419 Snyder Rd, Chagrin Falls, OH, 44023-2730	
Angela	Smith	440-428-2166	Angela.Smith@madisonschools.net	Madison Local	047886	1956 Red Bird Rd, Madison, OH, 44057-2122	
Steve	Thompson	440-946-5000	steve.thompson@weschools.org	Willoughby-Eastlake City	045104	37047 Ridge Rd, Willoughby, OH, 44094-4130	
Jack	Thompson	440-259-9200 x9299	thompsonj@perry-lake.org	Perry Local	047902	4325 Manchester Ave, Perry, OH, 44081-9413	
Melissa	Mlakar	440-352-0668	melissa.mlakar@riversidedschools.net	Riverside Local	047894	585 Riverside Dr, Painesville, OH, 44077-5323	

Partnerships

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Partnerships

First Name	Last Name	Telephone Number	Email Address	Organization Name	IRN	Address	Delete Contact
Dione	DeMitro	(440) 525-7019	DDeMitro@lakelandcc.edu	Lakeland Community College	052381	7700 Clocktower Dr, Kirtland, OH, 44094-5198	
James	Turk	440-357-9383	turk@lgca.org	Lake Geauga Computer Association (LGCA)		8140 Auburn Rd, , Painesville, OH, 44077	
Mike	Lynch	440-255-4444	lynch@mentorschools.org	Mentor Exempted Village	045492	6451 Center St, Mentor, OH, 44060-4109	
Edward	Bradac	440-256-3311	edward.bradac@Kirtlandschools.org	Kirtland Local	047878	9252 Chillicothe Rd, Kirtland, OH, 44094-9298	
Doug	DeLong	440-834-3380	doug.delong@berkshireschools.org	Berkshire Local	047167	PO Box 364, Burton, OH, 44021-0364	

Implementation Team

Chardon Local (047183) - Geauga 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
William "Bill"	Knapp	Chief Academic Technology Officer - Lakeland Community College	Mr. Knapp will be responsible for working with the consortia and partner districts to ensure the appropriate IVDL technology equipment, software and connections are made to enable the project to launch within the NEO-IIC districts. He will work with the project director and the individual district leaders as well as the various district technology coordinators/directors to ensure seamless installation and interface among the consortia and partner districts. In addition, he will work the project evaluation team to ensure all relevant data and information is captured, related to the project outcomes and reporting.	Mr. Knapp currently is responsible for the development and implementation of the Lake Community College's academic technology plan. His responsibilities include oversight of the Library, the Center for Learning Innovation, Technical Customer Services and Distance Learning. Bill has 18 years experience working in higher education, supporting faculty, staff and students in the selection, use and application of technology for teaching and learning.	Prior to joining Lakeland Community College, to serve as teh Dean of Learning Technologies in 2010, Bill served as the Coordinator of Instructional Technology in the Faculty Center for Teaching and Learning at Ferris State University.	MS in Career & Tech. Education (Ferris State Univ.) & Grad. Certificate in Business Foundations from University of Massachusetts - Dartmouth	15	
Dione	DeMitro	Director of Student Success - Lakeland Community College	Ms. DeMitro will serve as the external "project director" on behalf of Chardon Local Schools, providing overall project oversight and consortia management. As the Lakeland Community College's Director of Student Success, Dione will ensure the project aligns with the consortia and partner districts' overall mission & strategic plans for improving access for students throughout the region. She will work closely with the consortia and partner district leaders as we well as the Chardon Treasurer to manage the project budget and coordinate compliance and evaluation activities as they relate to the grant project.	Currently serving as the Lakeland Community College's Director of Student Success, Dione DeMitro has 22 years of experience as an educators, and is a National Board Certified AYA Science Teacher and holds a current 7-12 principal's license and biology teacher license in the state of Ohio. She currently directly responsible for 99 of the 400 CCP students who earned their Associate's Degree in Spring 2015. Dione works directly with the college's partner districts to establish CCP offerings on the high school campuses, and coordinates PD for the CCP instructors. In addition, Dione has managed and overseen a number of grant funded projects on the college campus, including the bridge programs	She taught biology (including AP) and environmental science for eight years. Dione also has seven years of higher education experience, as a Coordinator of Special Projects out of the president's office and now as Director of Student Success.	Masters of Ed Administration Cleveland State University BS Environmental Science	25	
Ashley	Brudno	Treasurer - Chardon	Ms. Brudno will oversee and manage all project	Ms. Brudno has a degree in accounting and has served as	Prior to joing Chardon Local	BBA from Ohio University in	20	

		Local Schools	related fiscal and budget outcomes, and will be coordinating the compliance and reporting activities in collaboration with the Lakeland Project Director evaluation team and district representatives.	an Auditor within the Financial Audit Division at the Ohio Auditor of State's office, She has been Treasurer of Chardon Local School District in May 2014.	School District in 2014, as Treasurer, Ms. Brudno served as Assistant Treasurer for Orange City School District from 2009 through 2014. She also served as a State Auditor within the Financial Audit Section of the Ohio Auditor of State's office from 2001 through 2009,	Accounting		
Lisa	Durst	Director for Institutional Research & Planning - Lakeland Community College	Oversees external evaluation, data collection, analysis and reporting of Straight A grant performance metrics. Assists the grantee in identifying and operationalizing variables related to project outcomes and establishes systematized processes for monitoring and evaluating project deliverables.	Lisa M. Durst is Director for Institutional Research and Planning at Lakeland Community College in Kirtland, Ohio. She began at Lakeland as Manager of Institutional Planning in August of 2010 and was promoted to her current role in August of 2012. In addition to overseeing the college's research services and supervising a team of three research analysts, she has a leadership role in institutional assessment, accreditation, strategic planning development/implementation monitoring and promoting a culture of data-informed decision-making.	Prior to Lakeland, Lisa worked for the Diocese of Charleston, the University of Florida, the Florida Department of Children and Families and was on active duty in the United States Air Force for nine years.	MPA (Troy University) & BS in Management Studies (University of Maryland)	10	