Budget

Greene County ESC (047233) - Greene County - 2016 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (100)

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

Plus/Minus Sheet (opens new window)

Object Code / Purpose 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	0.00	0.00	0.00	0.00	0.00
Governance/Admin	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development	164,000.00	26,240.00	90,981.00	0.00	451,000.00	0.00	732,221.00
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	164,000.00	26,240.00	90,981.00	0.00	451,000.00	0.00	732,221.00
						Adjusted Allocation	0.00
						Remaining	-732,221.00

Application

Greene County ESC (047233) - Greene County - 2016 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (100)

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 Consortium Project

2. Project Summary: Please limit your responses to no more than three sentences.
To provide intensive ProfDev to educators on how to create OpenSource texts, lessons, & activites-- across 2 counties--7 districts & 2 ESCs.

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	290 6	280 7	303 8
305 9	285 10	280 11	264 12	

Year 1

0 Pre-K Special Education	0 K	0 1	0 2	0 3
0 4	0 5	330 6	320 7	343 8
345 9	325 10	320 11	304 12	

Year 2

0 Pre-K Special Education	0 K	0 1	0 2	0 3
0 4	0 5	360 6	350 7	373 8
375 9	355 10	350 11	334 12	

Year 3

0 Pre-K Special Education	0 K	0 1	0 2	0 3
0 4	0 5	380 6	370 7	393 8
395 9	375 10	370 11	354 12	

Year 4

0 Pre-K Special Education	0 K	0 1	0 2	0 3
0 4	0 5	400 6	390 7	413 8
415 9	395 10	390 11	374 12	

Year 5

0 Pre-K Special Education	0 K	0 1	0 2	0 3
0 4	0 5	400 6	390 7	413 8

415 9	395 10	390 11	374 12

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.

By using the train-the-trainer model, this project has the capability of impacting up to an additional 5,000 students within the scope of the five-year planning. Districts may utilize this model to train additional teachers and utilize technology already in place to further increase the number of students participating in learning through online textbooks/blended learning. The training format used in this project is easily replicable at the local level. Each year, trained teachers will be using these textbooks and practices with students new to their classroom - thus also increasing the number of students impacted overall.

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

First and last name of contact for lead applicant
Terry Graves-Strieter

Organizational name of lead applicant
Greene County Educational Service Center

Address of lead applicant
360 E. Enon Rd., Yellow Springs, OH 45387

Phone Number of lead applicant
937 767 1303, ext. 112

Email Address of lead applicant
tstrieter@greeneESC.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

Teachers across Ohio are being asked to use and implement technology/tech resources in their classrooms and for assessment purposes. However, educators have not been given the proper training to be able to do this effectively. Often, technology is placed in classrooms and teachers are expected to figure it out and learn how to use it with extremely limited training. The intensive training that is needed has not come with the technology. The goal of this project is to rectify that problem. Most teachers want to learn how to use technology effectively but to do it properly takes time. With all the responsibilities put on educators in this tech-saturated world, the time to learn about all of the technology resources available and how to implement them effectively and innovatively in the classroom is often lost. Teachers have to develop a level of comfort and expertise in order to be able to use tech resources well. As stated in Teaching the Teachers by the Center for Public Education, Sept 2013, "the largest struggle is not learning new approaches but implementing them. The reason traditional professional development is ineffective is that it does not support teachers during the stage of learning with the steepest learning curve: implementation." The other side is that many teachers have a desire to be creative with tech resources but do not have the actual technology to do it properly. Also, students are being asked to take state assessments online but have not had enough interaction with devices to be truly proficient with online test-taking

making the actual test results statistically irrelevant. A test is not a true measure of a child's content knowledge if the test-taking tool is not one with which the child is familiar. Lastly, buying textbooks for schools is cost-intensive. Texts can become outdated quickly, and while still a viable teaching tool, they are not always the most up-to-date. The project described here will serve to solve all of these problems.

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

The solution presented is to have a cross-county consortium that will epitomize a Shared Services approach by disseminating quality Prof Development (PD) to an array of educators across two counties and nine school agencies. There are 4 problems to be solved. First and foremost, teachers need to have quality, intensive PD in order to properly use and create tech tools for their classrooms and understand and use blended learning with their students. They need ongoing PD--not a one-time seminar. A one-time workshop is not the solution since this model of doing PD does not have a positive influence on changing teacher instruction (Teaching theTeachers, Sept. 2013--Effective Professional Development in an Era of High Stakes Accountability). The tools & resources need to be interactive & effective so they can help improve instruction and enhance student learning. Teachers will receive ongoing PD from quality facilitators that will allow for full immersion into creating and implementing online resources in their classes. Secondly, students need to be using technology & resources regularly in order to become proficient with the tools - blended learning wil help to support this. One need only see the attached Texas A&M's Blackboard Test Taking Tips for Students to see the truth in this. This project will get the tech into the hands of students for use on a regular basis. Another consideration-- textbooks are expensive. They can become outdated quickly. This project aims to solve this problem by providing PD to teachers for how to use and create OpenSource (OS) textbooks in their classrooms. This will allow for fewer textbook purchases in the future. Further, teachers know their students and can better support them by having the opportunity to create their lessons in OS format--differentiating to meet the needs of all students. Even better, educators will be able to access each other's creations so that materials & resources can be used across the two counties and all districts involved. Students will also become much more fluid in using tech as a tool and will fare much better when the time comes to take online assessments. The Consortium Project will be implemented across two counties--two Educational Service Centers, and seven school districts will combine resources so teachers receive the necessary PD to learn to use online OS Texts/resources and implement the tools effectively. The Consortium Project will allow for intensive, ongoing PD to a team of educators of 6th -12th grade students. The teachers will learn how to develop OS texts and lessons that are aligned to Ohio's New Learning Standards. The timeline for the PD will be from May 2016 to summer 2017. Follow-up training will be offered in subsequent five years after inception. Teachers who participate in this project will receive necessary technology for their classrooms/students so they may begin implementation immediately. These teachers will then act as "PILOT" teachers in their own districts and will demonstrate to their peers the knowledge they received. The original PILOTS will agree to continue the PD process within their own districts durng the following year-- they will then facilitate "like" sessions in their own districts and at the ESC-site for new teachers who have been tapped.This cycle will continue over the next five years after the original PD year. There will be at least 40 Educators who will be PILOTS in the inception year. This group will start the process of learning to create customizable, standards-aligned digital texts and other OS online materials and lessons. PILOTS will learn to access resources and will learn how to add to, update, and customize them to meet the needs of students. They will update them to reflect accuracy for teaching content standards. The shift to OS formatting will allow for considerably less spending on traditional textbooks in the future. PILOTS will be tapped each year to continue the PD process into the future.

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.

Desired outcome is to provide the necessary PD to teachers so they can become knowledgeable and proficient in creating OpenSource (OS) online texts, lessons, activities to become more adept at Blended Learning which allows them to integrate tech resources into their classrooms. Too often, teachers are given the tech without the PD or the PD without the tech. This project will solve those problems. Increased student achievement will be a logical outcome of this Consortium Project for the following reasons: 1. By integrating more tech into classrooms & providing necessary PD to teachers, students will find themselves in more interactive, personalized educational environments where they will be part of authentic/creative real-world experiences. Much like an artist uses multi-media (clay, watercolors, oils, chalk) within an art project, OS text resources allows both teacher & student to personalize intruction & learning. 2. Because teachers will be using OS texts and lessons, students will be able to access instruction and information from "anywhere". 3. OS resources can be differentiated easily for students. Teachers may reteach and remediate for those who need it but can also create lessons that allow for students who have already mastered a concept to move onto more complex problems and lessons. 4. From District Administration article by Chris Nicholson, AUG 2015, p. 48, "Tech Empowers Students to Change the World", "Blended learning will continue to spread quickly. . .Other trends predicted for the next three to five years include more use of collaborative learning approaches and a shift to students creating educational content." This relates to Bloom's Taxonomy-- Knowledge, Comprehension, Application, Analysis, Synthesis, & Evaluation. Students who are using complex thinking at the 3 higher levels will achieve at a higher level. 5. Students already use tech in their everyday lives - they need to use it and learn with it in appropriate & engaging ways.

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.

STUDENT ACHIEVEMENT The assumption to be made here is that students will achieve at higher levels because they are more involved in their own learning and because the instruction using OpenSource resources and technology will allow for more differentiation within the classrooms. The move to online resources does not mean that textbooks will never be used or should not be used. Hardback textbooks will always be a viable tool for learning just as pens and pencils will also be necessary and useful. However, students need to learn to use all available tools in positive ways appropriate to the situation. Students will have access to online resources from anywhere and will be able use this resource to their advantage -- if they need to relearn a concept, they can access the lesson and review what was taught. Students who are achieving at a higher level will be able to access more complex activities and engage at a higher level. The other assumption is that educators will learn to use a combination of the printed word (textbooks and other print tools) with the online texts and resources. As stated previously, this initiative does not intend to totally throw out the idea of using textbooks when appropriate. All tools and resources can be used to supplement and aid in the instructional process. As much of the research shows, many times the content is not the overwhelming factor in whether a student learns the material, rather, the format is what matters. This project aims to help teachers

determine the most appropriate way to engage students using blended learning methods which will create classrooms where students have a wide variety of tools and resources at their fingertips leading to more engagement and higher achievement.

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

STUD ACHVMNT STUDIES: Students will achieve at higher levels because of the use of more modern, interactive tools &resources. Mooresville Graded School District in North Carolina showed increases in proficiency rates on state tests for five straight years and was in the Top 5 in the state of NC according to Scholastic Administrator magazine article Fall 2015 (Mooresville 2.0 by Wayne D'Orio). This district is now 1:1 in tech for students and has been since 2008. Another example is Lakewood HS in Cleveland, OH. This HS built an "academic program embracing technology, project-based learning, and a team teaching approach in the LHS 2.0 Program. Teachers received Professional Development through summer courses and workshops - and through a technology coach who supported the integration of the technology tools and project-based learning. Students were provided with mobile devices for school and home use. 10th grade results of the 2011 Spring OGTs showed higher scores in all five subject areas for all participating students compared to peers. Most significant was the increase in test scores for students with disabilities." Pass rates for special needs students were 22% higher in writing, 20% higher in math, and 19% higher in reading as compared to special education students not participating in the program. (Taken from http://lakewoodcityschools.org/) EARLY EFFORTS: The consortium has already begun the PILOT teacher process in some of the school districts involved with this grant process. During the 2014-15 school year, a University Professor of ELA/Literacy, a District Curriculum Director, and a High School Math Teacher, were the 3 facilitators who worked with the same 35 teachers on learning about OS textbooks and resources. The PD series took place over a period of 3 workshop days over 3 months. At the conclusion of each session, participants were given "homework" to do in their respective classrooms as well as a concluding project. The series was considered a success based on the evaluations of the educators who took part in it. The downside was that tech in the classrooms was not available to most of the educators trying to implement. Further, a district that is now participating in this grant process has started the process in the High School Math Department. Early indications show that students are highly involved in their instructional classes and teachers are indicating higher student achievement and understanding of concepts due to this shift to using OS Tech Resources in the classroom. (See uploaded FLYER on 14-15 OS PD.) LITERATURE/RESEARCH: The other research that needs to be heeded is that the educators need to get ahead of the students in terms of technological "wherewithal". In other words, educators are often saying, "the kids know more than I do" or "the students are using technology but not necessarily in a way that is best practice or complex." In order for this to change, the educators need to be more familiar with the tools and resources so that they can bridge the gap for the students and their minds. As stated in the publication, INNOVATIVE SCHOOLS: Teaching and Learning in the Digital Era put out by the European Parliament in August 2015, "there is no reason to assume that new technologies would automatically have a beneficial impact on learning and development. Carr (2010) pointed out that constant interruptions associated with the Internet, shallow surfing from one website to another, and a tendency to work with relatively short fragments of text might produce "grasshopper minds", unable to undertake coherent and disciplined thought; minds for whom knowledge is a matter of 'cut and paste'. Without the support of parents and some groups of students may not achieve the advanced skills and practices of using new technological skills." This project will help to alleviate this from happening by putting the advanced knowledge into hands of educators who can facilitate what happens in the classroo

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).

STUD ACHIEVEMENT: Baseline-Student Achievement Scores from the previous year. PRE-Survey completed by PILOTs prior to getting the PD training. Measurable - Indicators Students will show increased test scores in the subject areas as a result of using the OS and tech resources in their classrooms. Each PILOT teacher will be using OpenSource Textbooks and Resources at the conclusion of the PD that has been provided. Each PILOT will have enough technology "books" (iPads, Chrome or other) for each student in his/her class to use. Each PILOT will demonstrate what he/she has learned to his/her district staff through a series of PD offerings in the district in which s/he teaches as well as at the ESC. This will continue over the course of the project. Each PILOT will demonstrate at least one OS lesson using the tech/resources to the POINT PERSON in each district. Each PILOT teacher will take a PRE, MID & POSTsurvey -- before, during, and at conclusion of the PD process. The results on the POST will show that the teachers have increased their use of tech in the classroom, their knowledge of online OpenSource texts and resources, their understanding of Blended Learning, and their comfort level on using the techniques in the classroom. The PILOTS and Project Manager will use rubrics from Quality Matters to assure that the online texts and resources are of excellent value to teachers/students. (see uploaded sample document from Quality Matters)

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 ACHIEVEMENT: The Consortium Project will use student test scores in grades 6-12 in the specific content areas to determine, over the course of the project, that there are increases in standardized test scores -- correlating to the classrooms where PILOTS are teaching.

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

STUDENT ACHIEVEMENT: Annually, throughout the grant year and the POST 5- year course of this project implementation, the team of POINT PERSONS and the Project Manager will review the data using student test scores, surveys, and evaluations from the PILOTS (and teachers in the subsequent PD sessions) to see if outcomes are being realized. If they are not, then the team will determine where improvements need to be made and how implementation is being carried out in each classroom.

☑ 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.

SPENDING REDUCTIONS: Professional Development Savings (Teachers teaching Teachers-- Train-the-Trainer Model) Textbook Savings Technology Savings The savings will be different in each district/agency within the consortium due to the varying budgets and projections for each.

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.

SPENDING REDUCTIONS: Digital Resources will allow for fewer textbook purchases in the future. Technology purchased with the grant monies will help districts offset costs of future purchases. Shared Professional Development across two counties-- seven school districts, and two Educational Service Centers will allow for an expansion of continued PD over the POST five-year period of the project.

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

SPENDING REDUCTIONS: LITERATURE: As Brenda Alvarez states in her article in the July 13, 2013 NEA Today (As More Schools Embrace Tablets, Do Textbooks Have a Fighting Chance?), "Another factor making tablets irresistible is that with more open-source material available to educators school districts don't necessarily need to buy textbooks. "Open source is accessible to anyone and usually free to use," said Mike Kaspar, a STEM policy analyst for the National Education Association. "When you hop online and see a esson on a math topic, you can use it." Tablets allow teachers to design, develop, and use materials they gather from online resources. It's often time consuming for teachers but good for students. "It takes a lot of energy and effort to be able to search and develop new lessons," said Kaspar, "but once you find materials best suited for the students, it's easier the second go around." Alvarez also writes in the same article, "However, Leann Widhalm, who has taught at Norfolk Junior High for 14 years, thinks tablets do help increase student achievement, especially if educators are given the training needed to use these devices in a way that directly connects with students. "I've seen mini iPads sit in a box because teachers didn't know what to do with them," she said. "We need to be deliberate with professional development so teachers can feel confident using this technology and encourage life-long learners." "Teachers teaching teachers" is an area that the Whitney Point (New York) Central School District has been working on intensely for a few years. "We call it 'building leadership capacity'," Jeffrey Isaacs told Education World. The district's program provides many opportunities for teachers to step up and play active roles in peer training. "We have teachers leading training workshops and in-service professional development, we have had several book talks, and periodically we devote time during faculty meetings to mini-presentations and sharing ideas and strategies," said Isaacs, who is the assistant principal at Whitney Point High School. "I believe that teachers are the best professional developers," added Tracey Thomas, principal at Coldstream Park Elementary/Middle School in Baltimore. "Teacher-led professional development fosters accountability, collegiality, professionalism, and pride. Teachers feel appreciated and respected for their contributions and knowledge, and they become confident and more competent in their own teaching practice." taken from article,Teachers Teaching Teachers: Professional Development That Works, on website Education World on 11/24/2015 - See more at: http://www.educationworld.com/a_admin/admin/admin459.shtml#sthash.GUoWKrcf.dpuf By creating leadership capacitiy amongst teaching staffs in our nine school agencies, The Consortium Project will, in essence, be saving district dollars for professional development for this type of specialized technology-related/blended learning training. Further, by putting more technology in the classrooms, districts may further reduce tech spending for the future. By creating online textbooks with the technology, they can reduce future spending on hardback textbooks.

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).

SPENDING REDUCTIONS: We will examine costs related to the following: -Professional Development Cost for this type of training -Technology costs for classrooms for grades 6th-12th -Texrbook purchases for grades 6th-12th The Consortium Project Leadership Team has representation from each school district involved. The TEAM will examine these numbers at the of each school year. The team will reflect and determine changes that may be necessary if the goals are not being realized. (If a Point Person is no longer working in one of the districts, the district/Team will select a new person to be the representative/Point Person for the district/ESC.)

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

SPENDING REDUCTIONS: Each individual district and Treasuer will report annually to the The Consortium Project Leadership Team. They will report costs, savings, and any areas of concern. From the grant year and into the expansion years, the baseline will be examined and comparisions will be made each year and evaluated accordingly. A Project Summary will be communicated to all districts.

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

SPENDING REDUCTIONS: Annually, throughout the course of this project implementation, the team of POINT PERSONS and the Project Manager will review the data using surveys and evaluations from the PILOTS (and teachers in the subsequent PD sessions) to see if outcomes are being realized. If they are not, then the team will determine where improvements need to be made and how implementation is being carried out in each classroom. This team will also consult with their treasurers to determine whether spending in this specific area has decreased and what adjustments might need to occur.

☑ 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.

RESOURCES to the CLASSROOM: The desired outcome is that there will be more resources and technology available to educators and students in the classrooms. There will, through, the life of the grant and five-year process after the initial year, be more and more teachers who will be able to impart their knowledge to their colleagues and students.

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.

RESOURCES to the CLASSROOM: The assumption that must be true is that by getting the necessary Prof Dev and technology into the hands of educators and students, that more appropriate resources will be used by educators on a regular basis. The teachers will be better equipped to use the technology and online resources in a Blended Learning format. The other assumption is that by getting more teachers trained each year, the school districts will have more educators using the knowledge to positively impact their instructional practices.

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

RESOURCES to the CLASSROOM: EARLY EFFORTS: As stated earlier, the project has been piloted on a limited basis in both counties who are participating in The Consortium Project. (See uploaded FLYER, OS PD 2014-15.) LITERATURE: As Brenda Alvarez states in her NEA Today article (July 31, 2013-- As More Schools Embrace Tablets, Do Textbooks Have a Fighting Chance?) "Leann Widhalm, who has taught at Norfolk Junior High for 14 years, thinks tablets do help increase student achievement, especially if educators are given the training needed to use these devices in a way that directly connects with students. "I've seen mini iPads sit in a box because teachers didn't know what to do with them," she said. "We need to be deliberate with professional development so teachers can feel confident using this technology and encourage life-long learners." And, in the same article, "Professional development is critical," said Kasper. "It has to come with it because you don't want a smart board to be just a fancy white board." Students will be able to learn with 21st century tools and understand the appropriate ways to do so. Brad Kuntz says the following in his article, Engage Students by Embracing Technology "Instead, we need to find a way to embrace all forms of technology in the classroom and use them to our advantage. By training students to use technology appropriately and effectively and providing opportunities for them to reach learning targets through its usage, we create a situation in which students are engaged in learning. We also free ourselves from the constant cycle of fighting against students. Technological literacy will be a valued skill in students' futures; therefore, we should help them use technology effectively and efficiently. We need to engage our students in conversations about the appropriate application of technology and allow them to help us clearly define accepted applications, as well as inappropriate practices and the resulting consequences. Being able to access information quickly, analyze search results, effectively evaluate resources, and synthesize findings are essential skills. As teachers, we can provide opportunities in class for students to learn and demonstrate their mastery using technology. We can create innovative activities and projects and allow students to use technology as part of classwork." EDUCATION UPDATE, June 2012, Vol. 54, No. 6, www.ascd.org "RESOURCES, RESOURCES, RESOURCES While many teachers are familiar with some of what is available on the Internet, what educations apps exist, and how we can utilize everyday tools like email, Facebook, camera phones, and others to help us in class, the world of educational technology is currently EXPLODING. There are apps that help students balance chemical equations using hands-on, animated examples that make what they are actually doing so much clearer than it ever was on paper. Apps that help students interpret Shakespeare without dumbing it down or ignoring the amazing, yet challenging aspects of his language are practically begging to be used in English classes where students groan at the mere mention of the Bard's name. Tools that help students create presentations quickly and easily, tools that allow teachers to assess student understanding in an instant, and tools that give students additional guided practice in an engaging way are just some of the possible uses of electronic technology in the classroom. And each day, educators are coming up with more and more ways to help their students learn using a medium that they know their students will understand and be excited to use." From WWW.TeachHub.Com, Technology in the Classroom: 5 Undeniable Reasons to Embrace It, by Meghan Mathis. This project is essential to educators for getting the proper resources into the hands of their students.

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 indictor for this goal.

SPENDING/RESOURCES to the CLASSROOM: The consortium has nine different school agencies within it. Amongst our 9 school agencies, 7 of them receive a report card. The two ESCs do not receive a report card. Individually, the percentages are as follows: Greenon-64.4% Greeneview-- 62.1% Bellbrook-Sugarcreek-- 68.5% Yellow Springs-- 68.2% Xenia-- 70.6% Fairborn-- 68.4% Southeastern-- 75% The average of the seven districts' percentages spent on instruction is 68.2%. The Team anticipates that this average will increase by the end of grant project including expansion years and that each district individually increase in this area, as well.

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.

RESOURCES to the CLASSROOM: Measurable Indicators: Students will show increased test scores in the subject areas as a result of using the OS and tech resources in their classrooms. List the specific indicators that you will use to measure progress toward your desired outcomes Specific indicators will be as stated in the following: -Each PILOT teacher will be using OpenSource Textbooks and Resources at the conclusion of the PD that has been provided. -Each PILOT will have enough technology "books" (iPads, Chrome or other) for each student in his/her class to use. -Each PILOT will demonstrate what he/she has learned to his/her district staff through a series of PD offerings in the district in which s/he teaches as well as at the ESC. This will continue over the course of the five-year project. -Each PILOT will demonstrate at least one OS lesson using the tech/resources to the POINT PERSON in each district. -Each PILOT teacher will do a PRE, MID, POST surveys -- before, during (formative assessment), and conclusion of the PD process. The results on the POST will show that the teachers have increased their use of tech in the classroom, their knowledge of online OpenSource texts and resources, their understanding of Blended Learning, and their comfort level on using the techniques in the classroom. The POST survey will also include information on how teachers are using Quality Matters and other resources to determine the value of the blended learning/online tools and resources that they are using with students.

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

RESOURCES to the CLASSROOM: We will alter the course of the project if we determine that the technology is not being used effectively or if teachers are not implementing the project with fidelity. We will use Quality Matters (see uploaded document)resources to ensure that the tools/resources/texts are of high quality value to teachers/students. If we find that this in not the case, we will change as appropriate. The Project Manager and the Point People from the districts will meet at targeted times(and at least annually) to review data, implementation projects/lessons/texts, and determine effecitveness of the program.

☑ 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.

SHARED SERVICES: Desired outcome: 41 educators (PILOTS) from seven districts and two Educational Service Centers in two counties will be on the receiving end of quality PD that will occur over a series of interactive PD sessions. PD will include "Go & Do" exercises as well as a concluding project. Expectation: PILOT teachers will then train educators similarly within their own districts and as part of ongoing PD offered at ESC. PILOTs will receive coaching from Facilitators, Project Manager(s) & Point Person from each District. Learning should take place in a thoughtful process--not a one-time "sit and get" type workshop. After a series of six sessions, teachers will be able to

implement OS lessons, activities, and texts into their classrooms so students can learn to use tech resources in a multi-faceted, complex way. Again, PILOT teachers will be LEADs back in own buildings-to model and facilitate similar experiences for peers. The ESCs will continue to host a workshop series in subsequent years so districts can build on knowledge that their PILOTS have obtained. Each PILOT teacher in project will receive a TECH CART with devices for his/her class(30 on each). District teachers can observe the PILOT teacher using the technology in the classrooms with students. A Professor/Proj. Mgr.will work with teams to ensure that OS texts created meet high quality standards. Stipends will be provided for Proj Mgrs(s) and original PILOTS. Districts have committed to funding sub teachers for PILOTS & for subsequent years of training for educators. ESCs will continue to guide process by ensuring that scheduled PD offerings around this topic occur at ESC for next five years after inception. Underlying principle- PILOTs will "pilot" projects into their home schools. More PILOTs will be "tapped" for following years so that the expansion of PD continues and more and more educators are experts in this area. (See Partners for University Professors involved in this process.)

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.

The main assumption that can be made is that the PD offered across 2 ESCs/7 districts will serve to create a long-term PD initiative that will allow for districts to get PD needs met in a cost-effective & deliberate manner. The bank of resources that will come out of this initiative will be invaluable-- in terms of both teacher knowledge, collaboration, & resources. On-going PD provided by the 2 ESCs/7 districts and Peer-to-Peer Mentoring will move districts in 2 counties toward a new world with OS resources at their fingertips. Collaboration across the counties will provide opportunities for sharing of content & resources. The goal is to provide teachers with the PD they need in order to use up-to-date, modern technological tools with effective integration into instruction.As a result, students will be taught in a way that reaches them, engages them, & motivates them, By providing teachers with the power of creativity in curriculum planning with OS text/resources and by giving them the opportunity to learn from and with each other, this project will not be a one-time event.The on-going intensive PD will create a learning community where resources for teaching are readily available and teachers can learn from each other. The project incorporates opportunities for even more teachers to utilize the resources & the technology over time. Combined with OS texts, technology, and solid, well-designed, ongoing Professional Development in how to appropriately integrate these tools, we are preparing our educators in a way that allows them to focus on meeting every student's needs with blended, more personalized learning. The other assumption that is frequently made about tech is that if it is provided to the teachers, it will be used. However, we know that this is frequently not the case. Without the intensive PD that is needed to go with Tech purchases in districts, teachers will be "learning as they go". This project assumes responsibility to solve this problem.

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.

SHARED SERVICES: This project focuses on using quality Presenters and Facilitators to provide quality PD to teachers who will then be responsible for bringing the PD back to their home districts. New teachers will be tapped each year to be new PILOTS and the ESCs will continue to host ongoing PD in the area of using technology for creating and using online OpenSource texts, lessons, videos. Blended learning ideas will be taught with a purpose so that teachers will be able to implement effectively within their classrooms and demonstrate to their teaching peers. In the article in Educational Leadership, Dec/Jan 2011 issue, THINKING OUTSIDE THE BOX AND INSIDE THE BUDGET, authors Yendol-Hoppey/Dana state, "First, educators can share with central office personnel and school board members the most recent research on effective professional development. There is clear consensus that the one-shot workshop is ineffective in leading to teacher learning (Desimone, 2009; Sparks,1997; Wood & Killian, 1998; Wood & McQuarrie,1999,). Seeing this message repeated in the literature may provide the impetus for your central office to reconsider heavy investment in this method of professional development. Second, resourceful schools know how to get more bang for their buck by providing follow-up to expert outsiders' presentations and providing it within the school. There's nothing inherently bad about a knowledgeable consultant presenting an innovation. In fact, sometimes this can be a fine way to become informed about new research-based practices. The problem is that in many districts, the consultant's workshop is the beginning and end of the experience. No one cultivates further learning and collaboration that would support teachers in carrying out the new knowledge." The expansion model being used for The Consortium Project will not be a one-shot deal. It will be an on-going PD experience that the Point People and PILOT Teachers will be responsible for bringing back to their own districts--- provide the necessary PD to the PILOT teachers who will then use it back in their home districts and then also do PD for their own staffs as a result. The process will continue for the continuing years of the project-- years 1-5. The PD provided in the grant year will be of high quality and be presented by experts in the field. Nine school agencies and their will be able to reap the benefit of having this shared service delivery model for Professional Development. The PD will not stop with the grant year as each PILOT involved in the initial grant PD sessions will then be expected to share what they have learned back in their home districts. This will be a part of their commitment for the grant. This is an important element to the expansion model for this project. In the article TEACHERS TEACHING TEACHERS: PROFESSIONAL DEVELOPMENT THAT WORKS from The Principal Files (found at www.educationworld.com/a_admin/admin/admin459.shtml on11/24/15), it says, "If you're not capitalizing on the expertise of your school's teaching team, your staff is missing out on the most effective professional development around. It's professional development tailored to your school's culture and needs." In that same article, Principal Walter Graves states, "As our principals have let teachers assume leadership roles within each building, those teachers have become comfortable interacting and instructing their colleagues. ... It has been exciting to see our teachers 'step up' and enthusiastically present information to their committees and departments or our entire faculty." The goal of The Consortium Project is to do just that-- build leadership & expertise capacity amongst a group of educators so that they may take their knowledge back to their home districts and share it with their colleagues and with others in region.By continuing this process over the course of the 5 years after the initial year, the districts will have more and more experts who can help others.

iv. List the specific indicators that you will use to monitor progress toward your desired outcomes.
These should be measureable changes, not the accomplishment of tasks.
Example: consolidation of transportation services between two districts.

SHARED SERVICES Measurable Indicators: Students will show increased test scores in the subject areas as a result of using the OS and tech resources in their classrooms. Specific indicators will be as stated in the following: Each PILOT teacher will be using OpenSource Textbooks and Resources at the conclusion of the PD that has been provided. Each PILOT will have enough technology "books" (iPads, Chrome or other) for each student in his/her class to use. Each PILOT will demonstrate what he/she has learned to his/her district staff through a series of PD offerings in the district in which s/he teaches as well as at the ESC. This will continue over the course of the five-year project. Each PILOT will demonstrate at least one OS lesson using the tech/resources to the POINT PERSON in each district. Each PILOT teacher will compliete a PRE, MID, and POST survey -- before , during and at conclusion of the PD process. There will be a MID survey that will serve as the formative assessment in the process. The results on the POST will show that the teachers have increased their use of

tech in the classroom, their knowledge of online OpenSource texts and resources, their understanding of Blended Learning, and their comfort level on using the techniques in the classroom with the students whom they teach.

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.

SHARED SERVICES: We will examine the PRE, MID, and POST surveys of the PILOTS to determine if positive change has occurred and how we need to improve during each year of the expansion project and prior to beginning the next year's PD in the districts and at the ESCs.

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

SHARED SERVICES: We will alter the course of the project if we determine that the technology is not being used effectively or if teachers are not implementing the project with fidelity. The Project Manager(s) and the Point People (THE CONSORTIUM PROJECT LEADERSHIP TEAM) from the district will meet at least annually to review data, implementation projects/lessons and determine effecitveness of the program. The idea behind this project is to build leadership capacity for this type of training within each district. The ESCs will take lead roles in ensuring the Professional Development occurs at host ESC site for each year after the inception year.

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
- [x] 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.

732,221.00 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.

Brief Narrative of OVERALL BUDGET: There are four areas of the budget for this grant. Salaries and Benefits will encompass the stipends and benefits for the teachers creating the online textbooks and resources. Each teacher will receive a stipend of $4,000 for their ongoing work throughout the 2016 - 2017 school year and the commitment to train in the following years of the grant project. The total for Salaries is $164,000, and the total Benefits is $26,240. Purchased Services include costs for Professional Development presenters, Project Manager(s), Technology Service, Quality Matters subscriptions, materials for the workshops, and a 4% fee for administering the grant. This administrative fee includes all communications, meeting organizations, accountability for evaluations, and other administrative tasks. The money for Capital Outlay will be used for purchasing laptop carts of 25-30 devices each. These carts are crucial for implementation of the online textbooks and blended learning activities. Each teacher participating in the grant will receive a cart (on their district's behalf) to use in their classrooms. Each cart costs $11,000 for a set of 25-30 computers plus the storage cart. The range in device cost is because each district may choose the device that goes with their tech platform- some devices are less expensive than others. For example, Chromebooks are less expenive than iPads.

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.

27,050.00 a. Sustainability Year 1

27,050.00 b. Sustainability Year 2

27,050.00 c. Sustainability Year 3

27,050.00 d. Sustainability Year 4

27,050.00 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.

NARRATIVE EXPLANATION of SUSTAINABILITY COSTS: One of the challenges of working with a consortium of nine schools is the variety of needs and approaches that accompany each entity. Half of the districts in our consortium spelled out some specific areas that will be re-occurring costs. The other half included these costs as an already accounted for expense since they are already utilizing this form of textbook. To answer question 14, we used specific amounts given from four districts and estimates for the remaining five districts based on proportionality to the average of our largest districts, Xenia and Fairborn. NOTE: These are estimates for the technology aspect from the districts. The remaining aspects of this grant will not require additional costs. For example, Fairborn anticipates about $8,800 of expenses related to the additional technology from the project. This is because they are currently very early in the implementation phase of using technology. Xenia anticipates about $6,000 of these costs due to replacement and expansion of the technology needed to fully implement with their teaching staff. Yellow Springs anticipates an annual cost of about $2,000 for maintenance of technology. Bellbrook, Greenon, Southeastern, and both ESCs stated that these costs are already accounted for as they are already starting implementation of this project. Please note that all treasurers have approached the FIT table a little differently and based it completely on their district needs, forecasts, and level of technology currently available. Each district clearly shows a savings over time and most districts commented that these costs are already built into their five-year forecasts because of implementation plans in place in their respective districts.

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.

HOW WILL COST SAVINGS BE DERIVED FROM THE PROGRAM? The cost savings from project is two-fold. First, there is savings from the purchase of technology. Every district in the consortium has already set aside money for the purchase of new technology in each of the five years following the grant. Therefore, this savings can be re-allocated for use in the classroom and with instructional supplies to further student learning. Without this grant, these areas would likely not be available for districts. Both ESCs will be able to offset costs to their client districts for their student programs by adding technology to their program classrooms through this grant, they will not have to increase costs to districts for future billings. Secondly, the greatest savings will be demonstrated as a reduction in spending for textbooks. As noted on the Greeneview FIT, they anticipate an annual savings of $50,000 from not having to purchase textbooks. This far exceeds the costs associated with implementation of the project. Bellbrook also anticipates a savings in excess of $100,000 as a result of the project because textbooks are expensive and their adoption cycle has core subjects due for purchase. Both Fairborn and Yellow Springs anticipate saving in excess of $70,000 each, over the five year period. Xenia will realize a savings of over $55,000 in textbook purchases during the grant. The remain four entities are smaller organizations, but will still show cost savings that will be utilized for bolstering instructional programs. Both Greenon and Southeastern report that the anticipated savings for textbooks could be even greater once the project hits years 3 and 4, with the expansion of more teachers being involved at the local level.

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.

SOURCE of REALLOCATED FUNDS: All sustainability costs will be realized from the cost savings as demonstrated in previous questions. The savings from textbook purchases will far exceed the amount of money needed from this grant to implement and execute this plan. Districts have stated and indicated that monies saved from cost avoidance with textbook purchases will be utilized to continue supporting the technology needed to facilitate expansion of the project after the life of the grant.

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 RangeFEB 2016 to NOV 2016

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

21. Planning Dates: FEBRUARY 2016 - NOVEMBER 2016 -Mid-Late FEB 2016 Consortium Leadership team meets to establish expectations of Project Manager/Co-Project Manager. Applications taken for Project Manager Position. -MARCH 2016 Consortium Leadership meets to establish participant expectations/reguirements. Applications sent out to districts involved in project for participants. -MAY 2016 Applications held until early MAY 2016--additional recruiting can occur if needed during MAY and early JUNE. -Mid- MARCH 2016 Consortium Leadership Team selects Project Manager. -Early-APRIL 2016 Project Manager works with Consortium Leadership to begin planning Summer sessions. -Mid MAY 2016 Project Manager and Consortium Leadership select teachers from local districts. Project Manager and Consortium Leadership continue planning professional development sessions for Summer. -Early JUNE 2016 Organizational meeting for project. Establish dates for July/August professional development for PILOTS. Plans made now for tech implementation during 16-17 school year. -August 2016 Proj Manager and Consortium Leadership Team plan for follow-up Prof Dev Session. Tech Planning completed with tech purchases arriving in August 2016. -November 2016 Proj Manager/Consortium Leadership meet to evaluate summer PD sessions, review evaluations, determine course for follow-up summer sessions.

22. Implementation(grant funded start-up activities)

a. Date RangeFEB 2016 to JUNE 2017

b. Scope of activities - include all specific completion benchmarks

Mid-Late FEB 2016 Consortium Leadership organizes expectations for Project, position of Project manager, and districts involved. Communication of expectations to districts involved. Mid-MAR 2016 Consortium Leadership team selects Project Manager. Organization of Prof Dev sessions is put into information form to share with prospective participants & districts. APRIL 2016 Timelines, computer ordering, budget analysis, evaluation plans and related process are formalized and contacts made to begin implementation of these aspects of the program. MAY 2016 Project Manager and Consortium Leadership select participants and communicate with districts. Finalization of professional development sessions also occurs. JUNE/JULY 2016 Project Manager prepares, orders and organizes needs for summerPD sessions. AUGUST 2016 PD for teachers occur at GCESC. Project Manager & Consortium Leadership plans follow-up sessions for 2016 - 2017 school year. AUGUST 2016 Evaluation of the initial project occurs at this point. AUGUST 2016 Finalize professional development sessions for 2016-2017 school year. JAN 2017 Selected teacher participants implement use of online textbooks to their classroom in a blended learning situation. MAR 2017 Second evaluation point for program. Focus will be on the beginning implementation of the online textbooks/resources. JUNE 2017 Final evaluation of project, including suggestions for next steps of implementation in respective local districts.

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

a. Date RangeJUNE 2017- JUNE 2022

b. Scope of activities - include all specific completion benchmarks

JUNE 2017 Final evaluation of Grant Yr Project. The Consortium Proj Leadership Team will look at survey/test results & make plans for following year's implementation. Each district will determine their dates for "in-district" PD & determine necessary tools teachers will need in order to be "PILOTS" for the next year. District test scores will also be examined to determine if there are increases in content area scores (as related to PILOTs implementing the project in their classrooms.) Dates will be secured for the ESCs hosting PD for 17-18 school year. JUNE 2018 The Consortium Proj Leadership Team will look at results & make plans/dates for the next year's professional development-- both in-district & at ESC hosting site(s). Again, student test scores will be examined to determine if there are increases and determine whether there is correlation between project & increased scores. JUNE 2019 The Consortium Proj Leadership Team will look at results & make plans/dates for the next year's professional development-- both in-district & at ESC hosting site(s). Again, student test scores will be examined to determine if there are increases and determine whether there is correlation between project &increased scores. JUNE 2020 The Consortium Proj Leadership Team will look at results & make plans/dates for the next year's professional development-- both in-district & at ESC hosting site(s). Again, student test scores will be examined to determine if there are increases and determine whether there is correlation between project & increased scores. JUNE 2021 The Consortium Proj Leadership Team will look at results & make plans/dates for the next year's professional development-- both in-district & at ESC hosting site(s). Again, student test will be scores will be examined to determine if there are increases and determine if there is correlation between project & increased scores. JUNE 2022 Final Evaluation of Project--Summary of surveys/test scores by Team.

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:

This project will have long-term,lasting value. The cross-collaboration that will take place across two counties and amongst nine school agencies will be invigorating, motivating, and exciting for PILOTS who take part in the project. The classrooms within the two counties that have PILOTs and new technology will be excellent demonstraton environments that others can visit and observe. The project begins with the premise of doing this "right". The intent is not to buy technology to fill a whole school, rather, the intent is to professionally develop those educators who have an interest in going deeper into this work and setting them up for success and thereby, setting their students up for success and growth. By doing this, we can have Peer Educators observe the PILOTS at the DEMO classes so they may also start this process. The wish is to proceed carefully and with a purpose. All participating districts/schools will determine what they need to be successful in the subsequent years after the grant year. The plan is to continue to build capacity with our professional educators who will be utilizing the tools and delivering the instruction. Further, the project will allow for participation from districts not involved in the original consortium. Our intent is to expand our professional development in this arena to other districts across the 2 counties and across the region. Other districts may join in the PD offerings as the project continues. We will have on-going PD over the next 5 years where other districts will be able to participate and be trained by educators involved in the original implementation. With the Qualtiy Matters resource as well as other online resources such as CK12 and other sites, our educators will be exposed to high quality technology resources and will also have the wherewithal to use them with fidelity and integrity. They will be teaching the students to do the same. The grant project will equip teachers to use their professional expertise in choosing the material they want to use for their instructional practices. The PD that is associated with this model is not a one-time "sit & get". It will be an on-going, supported endeavor. Both ESCs & seven participating districts will lend assistance to the on-going professional development necessary for successful implementation. Reports in EDUCATION WEEK and other noted publications state that teachers who have training in HOW to use technology are more apt to appropriate USE technology appropriately and effectively in their classrooms. In one publication, SREB; www.sreb.org, Using Technology to Improve Instruction and Raise Student Achievement, it states, "Teachers who have more technology training are more likely to use Internet and other high-tech tools in their classrooms, feel better-prepared to use the teaching aids, and rely on htem more heavily than do teachers with less training. In gauging the importance of professional development, Education Week concluded that it matters more whether teachers have been trained to use technology than how long they have been teaching." (p.5) Further, Saltsman writes that the "go and show" model where teachers demonstrate mastery of what they have learned in the actual clarroom is highly effective. (p. 80 Dist. Admin., Nov2015.) Because of the expansion of this grant project over the intial year and into the next five years, the training and the capacity for buildng onto this area of expertise is incredible. With each district committing to train teachers past the GRANT YEAR, they will be able to offer this type of PD on an ongoing basis. Further, the districts can use this model of PD in other areas and topics, as well. Both ESCs are committed to ensuring they can be of support for these types of PD offerings in the future. We will have an organizational model already formed and can build ont this into future.The possibilities are exciting and plentiful.

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:

Terry Graves-Strieter, Superintendent of Greene County ESC, 937 767 1303, tstrieter@greeneESC.org Brad Silvus, Superintendent of Greenon Local Schools, 937 864 1202, bsilvus@greenonschools.org The Project Manager or Co-Project Managers will oversee the evaluation process internally with the two-above named Superintendents and will also involve all of The Consortium Project Leadership Team. If any of the original team are no longer at a district, then the district/Team will appoint someone from that district to take his/her place on the Team.

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.

Student Standardized Test Results: Students will show increased test scores in the subject areas as a result of using the OS and tech resources in their classrooms. Each PILOT teacher will be using OpenSource Textbooks and Resources at the conclusion of the PD that has been provided. Each PILOT will have enough technology "books" (iPads, Chrome or other) for each student in his/her class to use. Each PILOT will demonstrate what he/she has learned to his/her district staff through a series of PD offerings in the district in which s/he teaches as well as at the ESC. This will continue over the course of the project. Each PILOT will demonstrate at least one OS lesson using the tech/resources to the POINT PERSON in each district. Each PILOT teacher will take a PRE, MID & POSTsurvey -- before, during, and at conclusion of the PD process. The results on the POST will show that the teachers have increased their use of tech in the classroom, their knowledge of online OpenSource texts and resources, their understanding of Blended Learning, and their comfort level on using the techniques in the classroom. The PILOTS and Project Manager will use rubrics from Quality Matters to assure that the online texts and resources are of excellent value to teachers/students. (see uploaded sample document from Quality Matters). As a result of participation in this project, each PILOT will show growth from the PRE survey to the POST survey. Final evaluation of Grant Yr Project. The Consortium Proj Leadership Team will look at survey/test results & make plans for following year's implementation. Each district will determine their dates for "in-district" PD & determine necessary tools teachers will need in order to be "PILOTS" for the next year. District test scores will also be examined to determine if there are increases in content area scores (as related to PILOTs implementing the project in their classrooms.) Dates will be secured for the ESCs hosting PD for 17-18 school year. This project will involve three major assessment phases. The 1st assessment will occur at the beginning of the process for creating the open source textbooks. Project Managers will assist the PILOTs in reviewing all content for alignment to Ohio's New Learning Standards.During the Fall follow-up sessions, any areas of concern with content or alignment will be revised. Use of Quality Matters rubrics will aide in this process. The 2nd assessment will occur in December 2016. This

assessment will involve a follow-up survey of all participating PILOTS. The survey will assess their readiness in terms of level of implementation of OpenSource resources within each teacher's schedule, areas of concern or need for revision, areas of success, and goals for future use of the created tools. Also occurring at this point will be the assessment involving the fiscal review. In this section, districts and Consortium Leadership team will review the expense levels and reallocation of funds, as a result of this project. This will be an annual event to ensure sustainability. The 3rd assessment will be a final teacher survey after the project professional development has been completed. This review will specifically focus on completeness of the OpenSource textbooks created throughout the year. A focus of this initiative is meeting student needs in a variety of manners, thus these groups are projected to show increases in achievement from this instructional change. NOTE: This project will also include ongoing assessment as it progresses. After the initial 3 days of work by PILOTs, Project Manager & PILOTs will evaluate the project for alignment to the goals of the project and accuracy of content of professional development. Following the monthly series of work sessions, this team will again review and assess the project's progress. Feedback from participants will be gathered on a daily basis during the work session and help inform the work.

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.

REPLICATION IS POSSIBLE: The Consortium Project can be implemented in other school districts throughout Ohio. As a consortium, we are working together to utilize our resources for the benefit of all while taking a much-needed step forward in creating high-caliber, standards-aligned OpenSource textbooks/lessons for educators and students. Our timeline will begin in the spring of 2016 by preparing our staff for introduction and professional development (PD). -Districts/consortium can plan an OpenSource project and begin the process in a school district or consortium of districts. -Planning time with leadership team to develop plan as a single district or consortium -Identification of Project Manager, University Partners, PILOT Teachers in Math, Science, Language Arts & Social Studies, Point Person from each participating district -Development of PD days for Project Manager, University Partners, Lead Teachers & Content Creators -Teachers may visit DEMO sites/how teachers and students are utilizing Open-Source texts in classrooms -On-going PD scheduled across consortium/and or district throughout school year and subsequent years -On-going planning time for Consortium Project Leadership Team to meet throughout school year to analyze data for improvement of instruction. School districts throughout the state will be able to model this project. The consortium partners will be sharing standards-aligned educational resources amongst the schools involved, identifying best practices and sharing with partner schools through PD and site visits. As these OpenSource resources are created, educators will be able to share with partner schools. Site visits to DEMO classrooms from other school districts throughout the state will provide the opportunity for others to see the project in action. The value of this project is that consortium educators are working together to eliminate the high cost of textbooks while also building leadership capacity within each district. This allows for more and more teachers to be trained by in-house educators. The creation of OpenSource materials will provide teachers with creative tools to differentiate instruction. It will allow them to collaborate with others throughout the counties. Over time, this process can be utilized in other school districts in the state to impact an ever-increasing number of teachers and subsequently, their students. and if implemented state-wide, school districts will be able to share their OpenSource created materials which will lead to enhancing instruction for all of Ohio's children. The Consortium Project Leadership team and others who become involved as PILOTs will share their project and expertise to others at various speaking engagements such as Professional Conferences (such as Capital, BASA, OESCA, etc.) and other educational venues.

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).

Terry Graves-Strieter Superintendent of Greene County Educational Service Center

Consortium

Greene County ESC (047233) - Greene County - 2016 - Straight A Fund - Rev 0 - Straight A Fund

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Consortium Contacts							
First Name	Last Name	Telephone Number	Email Address	Organization Name	IRN	Address	Delete Contact
Sabrina	Woodruff	937 562 9003	swoodruff@xenia.k12.oh.us	Xenia Community City	045153	819 Colorado Dr, Xenia, OH, 45385-4859	
Betsy	Chadd	937 848 6251	betsy.chadd@bss.k12.oh.us	Bellbrook-Sugarcreek Local School District	047274	3757 Upper Bellbrook Rd, Bellbrook, OH, 45305-8750	
Isaac	Seevers	937 675 9711	isaac.seevers@gvlsd.org	Greeneview Local	047266	4 S Charleston Rd, Jamestown, OH, 45335-1557	
mario	basora	937 767 7381	mbasora@ysschools.org	Yellow Springs Exempted Village	045674	201 S Walnut St, Yellow Springs, OH, 45387-1805	
Pam	Gayheart	937 878 3961	pgayheart@fairborn.k12.oh.us	Fairborn City	043968	306 E Whittier Ave, Fairborn, OH, 45324-5313	
david	shea	937 462 8388	dshea@sels.us	Southeastern Local	046276	226 Clifton Rd, South Charleston, OH, 45368-9602	
Brad	Silvus	937 864 1202	bsilvus@greenonschools.org	Greenon Local	046235	500 Enon Xenia Pike, Enon, OH, 45323-1759	
Dan	Bennett	937 325 7671	dan.bennett@clarkesc.org	Clark County ESC	046227	25 W Pleasant St, Springfield, OH, 45506-2283	

Partnerships

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Partnerships							
First Name	Last Name	Telephone Number	Email Address	Organization Name	IRN	Address	Delete Contact
Genya	DeVoe	937-769-1853	gdevoe@antioch.edu	Antioch University Midwest		900 Dayton Street, , Yellow Springs, OH, 45387	
Kenny	Moore	937 313 1040	kenny.moore@bss.k12.oh.us	Wright State University		3640 Colonel Glenn HWY, , Dayton, OH, 45435	

Implementation Team

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Implementation Team								
First Name	Last Name	Title	Responsibilities	Qualifications	Prior Relevant Experience	Education	% FTE	Delete Contact
Brad	Silvus	Superintendent of Greenon Local Schools	Co-grant writer. Fiscal expertise. Will be on team that selects Project Manager. Will be Point Person for his school district. Will be on Consortium Project Leadership Team. He is the superintendent of his school district and will ensure that the ongoing Prof Dev activites are sustained in his district and as part of The Consortium Project.	Part on the Pre-pilot project that took place during the 2014-15 school year. Was creator of the intital Professional Development for this project. Understands the scope of this project and will help to ensure that it is implemented with fidelity. Has been a district level administrator for six years. Managed Federal Programs for all six years at this level, including a Title One Budget of nearly 1.5 million dollars. Mr. Silvus is also responsible for the district's CCIP and OIP processes. These roles require him to prepare budgets and oversee daily operations of the programs. He has been a speaker for the National Council of Teachers of Mathematics at regional meetings in Cleveland, Ohio and Indianapolis, Indiana. While working in Preble County, Brad led a countywide initiative for implementing an intra-net system (called PrebleNet). This involved 5 school districts. Provided professional development, set up the systems in each district, and managed the system for three years. Also served as the lead for an Entry Year Program for the 5 districts in Preble County for three years.	Helped with the initial pilot project on OpenSource online texts in Greene County when he was Curriculum Director at Fairborn City Schools. Was Assistant Superintendent in a School District. Has been a district level administrator for six years. Managed Federal Programs for all six years at this level, including a Title One Budget of nearly 1.5 million dollars. Mr. Silvus is also responsible for the district's CCIP and OIP processes. These roles require him to prepare budgets and oversee daily operations of the programs. He has been a speaker for the National Council of Teachers of Mathematics at regional meetings in Cleveland, Ohio and Indianapolis, Indiana. While working in Preble County, Brad led a countywide initiative for implementing an intra-net system (called PrebleNet). This involved 5 school districts. He provided professional development, set up the systems in each district, and managed the system for three years. Brad also served as the lead for an Entry Year Program for the 5 districts in Preble County for three years.	Education: BSEd - Ohio University 1991 MSEL - Univ. of Dayton 2001 EdS. - Univ. of Dayton 2014	100	
Betsy	Chadd	Director of Curriculum &	Point Person for The Consortium	Currculum Director at Bellbrook Sugarcreek	Writes CCIP for district and implements as	Bachelor's: WSU Master's :	100	

		Gifted at Bellbrook-Sug School Dist.	Project. Part of intitial grant-writing team. Presenter on OpenSource during 2014-15 pre-PILOT year. Will be selection team for PILOTs from her district. Will help to ensure follow-up PD occurs during the 5 years after initial year.	Schools at present Assistant Principal at Bellbrook HS	appropriate Implements cross-district trainings/PD for district staff Has presented on array of topics including Blended Learning, Formative Assessment, Student Learning Objectives, Math Curriculum, New Learning Standard Roll-Outs and more.	Antioch McGregor		
Isaac	Seevers	Superintendent of Greeneview Schools	Point Person On Consortium Leadership Team Will help to select PILOTS from his district Will ensure tech is distributed appropriately. Will work with tech coordinator in district to ensure smooth implementation.	Experience: Math Teacher, Head Football Coach, HS Principal and now Superintendent Master of Arts in Education from Indiana Wesleyan Principal and Superintendent Licensure program at University of Dayton	Is in 3rd year as Supt. of school district. Works with staff regularly on a variety of issues. Has implemented district-wide curriculum projects/staff development projects. Has led team/coached.	Master of Arts in Education from Indiana Wesleyan Principal and Superintendent Licensure program at University of Dayton	100	
Sabrina	Woodruff	Director of Instructional Services at Xenia City Schools	Point Person for school district On The Consortium Project Leadership Team Will help to select PILOTs from district. Will help ensure program is implemented with fidelity. Continue as part of team in five year plan after project.	Director of Instructional Services-- Xenia City Schools, 1st year. Director of Teaching & Learning at Northridge Local Schools (Johnstown, OH) -two years Curriculum Coordinator at Teays Valley Local Schools (Ashville, OH) -two years. Ed.D. in Educational Leadership with a specialization in Curriculum and Instruction, University of Phoenix M.Ed. in Curriculum and Instruction, Ashland University M.A. in Educational Psychology, Marist College B.A. in Psychology/Special Education/Elementary Education, Marist College	Director of Instructional Services; first year at Xenia. Was also a Director of Teaching & Learning at Northridge Local Schools (Johnstown, OH) for two years Curriculum Coordinator at Teays Valley Local Schools (Ashville, OH) for two years. Please see education below.	Ed.D. in Educ. Leadership specialization-Curr.& Instruction Univ. of Phoenix ,M.Ed. Curr. & Instruct., Ashland Univ., MA. Ed. Psych., BA	100	
Genya	DeVoe	Teaching Faculty-Antioch Midwest University	Partner from local university Possible Co-Project Manager Presenter for PD sessions Evaluatior of	Faculty, School of Education AUM 2006 - Present B.S., Wright State University 1994 M.A., Antioch McGregor 2000 Classroom Educator	Presenter and coordinator in the pre-Pilot professional development project that occurred during 2014-15. Expertise in Blended Learning/use of online resources in the	B.S., Wright State University 1994 M.A., Antioch McGregor 2000	100	

			Project Expertise in Blended Learning/use of online resources in the classroom.	1997 - 2005 Presenter and coordinator in the pre-Pilot professional development project that occurred during 2014-15.	classroom. Understands the overarching plan for the project. Uses the online tools in teaching college courses. Classroom Educator 1997 - 2005 Faculty, School of Education AUM 2006 - Present			
Kenny	Moore	Director of Technology--Bellbrook-Sugarcreek Schools	Possible Co-Project Manager Adjunct Professor with Wright State University Will help to ensure the grant project is implemented with fidelity. Will help districts with PILOT selection process.	DIRECTOR OF TECHNOLOGY : Administration of technology department - Supervision of one network and one systems manager - Supervision of three building-level technology specialists Coordinating technology equipment purchase rotation Training faculty and staff in effective use of technology as described below Maintaining student information system (DASL), online grading system (Progress Book), learning management system (Moodle), and online system for management of employee leave requests (Employee Kiosk). Additional Roles: Grants Sub-Committee Chair for Bellbrook-Sugarcreek Educ. Foundation Chair of Bellbrook-Sugarcreek Local Professional Development Committee	COORDINATOR OF INSTRUCTIONAL TECHNOLOGY : district-wide. Responsible for: Assisting teachers in technology integration. Teaching lessons to children to model the use of technology for teachers. Training teachers to use an Internet-based application for attendance, grades and communication with parents and students. Training support staff to use email, create and maintain databases and various other applications. For the current school year I have also taught one section of pre-algebra to a small group of gifted 5th grade students. Maintaining student information system (DASL), online grading system (Progress Book), learning management system (Moodle), and online system for management of employee leave requests (Employee Kiosk). Accomplishments: Introduced and helped implement the use of Moodle, an online course management system to help the teachers in school district help better meet the needs of students Trained teachers in other school districts to use Moodle Assisted many teachers in writing grants to purchase technology equipment & software	Gifted Endorsement--Wright St. Univ. 2008 MS in Ed/Tech Ed--Univ. of Dayton 2004 BS in Ed. from Miami Univ. 1985	100	
Pam	Gayheart	Public Relations/Grants, Fairborn City Schools	Point Person for school district on The Consortium Project Leadership Team Will help to select PILOTs from district. Will help ensure	Masters-- Miami of Ohio Public Relations/Grants-Fairborn City Schools	Grant writer on initial project Understands the scope of the project Has written and implemented other grant projects.	Masters--Miami of Ohio	100	

			program is implemented with fidelity. Continue as part of team in five year plan after project.					
Dan	Bennett	Superintendent of Clark County ESC	Point Person for Clark Co ESC on The Consortium Project Leadership Team Will help to select PILOTs from district. Will help ensure program is implemented with fidelity. Continue as part of team in five year plan after project. Will ensure technology coordinator is apprised of all efforts regarding this project.	Superintendent of Clark County ESC Former Supt. of Greenon Local and Little Miami School District	Has led district-wide initiatives	Masters in Educ. Leadership--Univ. of Dayton Bachelors--Wilmington College	100	
Terry	Graves-Strieter	Superintendent of Greene County ESC	Co- Grant writer/Grant submitter. Will be part of project manager selection process. Will be Point Person for GCESC. Will be on Consortium Project Leadership Team. Will ensure that the ongoing Prof Dev activites are sustained at ESC and as part of The Consortium Project. GCESC will provide Treasurer services and Administrative Assistant services for this grant process. Will provide host-site for PD related to this grant. Will commit to providing host-site for further PD sessions in the five years	Superintendent of Greene County Educational Service Center ------- Past roles: Assistant Superintendent, GCESC Director of Operations and Instructional Services, GCESC Director of Special Education, GCESC (Bellbrook & Yellow Springs) Adjunct Professor, Universtiy of Dayton Special Education Supervisor Work-Study Coordinator Intervention Specialist	Presenter on array of topics including Formative Assessment, The Brain and Special Needs Students, Student Learning Objectives, IEP Writing Leader on several implementation projects--Strategic Planning, Staff Development Programming, Marketing/Communication Program, Facility Committee, etc. Part of pre-PILOT OpenSource Professional Development Team	Bachelor of Science--University of Dayton Master of Science--University of Dayton	100	

			after grant year.					
Mario	Basora	Superintendent of Yellow Springs Exempted Village Schools	Point Person for school district on The Consortium Project Leadership Team Will help to select PILOTs from district. Will help ensure program is implemented with fidelity. Continue as part of team in five year plan after project. Will ensure technology coordinator is apprised of all efforts regarding this project.	Superintendent of Yellow Springs Schools Former principal-- Wyoming Middle School and Princeton Middle School Has implemented a district-wide initiative with Project-Based Learning (PBL)	Strategic Planning Implementation (2020 Plan) Project-Based Learning (PBL) initiative for Yellow Springs Schools Former Principal of Wyoming Middle School & Princeton Middle School	BA Political Sci. - Cal State Fullerton BA Social Studies -Northern Kentucky U. M.Ed Educ. Leadership - Miami U., Supt. License-Xavier	100	
David	Shea	Superintendent of Southeastern Local School District	Point Person for school district on The Consortium Project Leadership Team Will help to select PILOTs from district. Will help ensure program is implemented with fidelity. Continue as part of team in five year plan after project. Will ensure technology coordinator is apprised of all efforts regarding this project.	Current Superintendent of Southeastern Local School District Title I Coordinator for Southeastern Local School District (Clark County) Dean of Students at Waverly Intermediate Director of Alternative Education at Waverly City School District 21st Century Century Afterschool Coordinator Southeastern Middle School Principal (Ross County) Miami View Elementary Principal United States Navy	Leads projects as part of his current duties and past duties. Current Superintendent of Southeastern Local School District Title I Coordinator for Southeastern Local School District (Clark County) Dean of Students at Waverly Intermediate Director of Alternative Education at Waverly City School District 21st Century Century Afterschool Coordinator Southeastern Middle School Principal (Ross County) Miami View Elementary Principal United States Navy	Bachelor of Science of Education from Ohio University (1997) Masters Degree in Educational Leadership from the University of Dayton (2001)	100	