

Budget

Lincolnview Local (050369) - Van Wert County - 2016 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (109)

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

Plus/Minus Sheet (opens new window)

Purpose Code	Object Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction		0.00	0.00	0.00	0.00	616,089.79	0.00	616,089.79
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		28,565.00	4,079.41	351,265.80	0.00	0.00	0.00	383,910.21
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
<b>Total</b>		28,565.00	4,079.41	351,265.80	0.00	616,089.79	0.00	1,000,000.00
							<b>Adjusted Allocation</b>	0.00
							<b>Remaining</b>	-1,000,000.00

Application

Lincolnview Local (050369) - Van Wert County - 2016 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (109)

**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 Harvest, LINC--A Learning Innovation Network Collaborative

2. Project Summary: Please limit your responses to no more than three sentences.  
Teachers supporting teachers via a collaborative-online platform by the sharing of best instructional practices, assessments, and resources.  
*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	507 5	0 6	0 7	78 8
0 9	0 10	222 11	174 12	

Year 1				
0 Pre-K Special Education	0 K	0 1	0 2	0 3
600 4	590 5	507 6	57 7	63 8
78 9	83 10	220 11	222 12	

Year 2				
0 Pre-K Special Education	0 K	0 1	0 2	581 3
551 4	600 5	611 6	578 7	588 8
200 9	300 10	245 11	220 12	

Year 3				
0 Pre-K Special Education	125 K	400 1	590 2	595 3
581 4	551 5	600 6	611 7	578 8
588 9	602 10	400 11	420 12	

Year 4				
138 Pre-K Special Education	590 K	590 1	590 2	590 3
595 4	581 5	551 6	600 7	611 8
578 9	588 10	692 11	400 12	

Year 5				
138 Pre-K Special Education	590 K	590 1	590 2	590 3
590 4	595 5	581 6	551 7	600 8

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

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

During the implementation year, 51 teachers / 919 students will be impacted. This includes 1-2 teacher cohorts/district. Each year, teacher cohorts will be added until all teachers in all districts will have training and access to "The Harvest." Thus all students in all districts will be impacted by the end of the grant period. The total number of students from the districts in the collaborative to be impacted over the life of the grant is 7,944. Through an increase in scope, and as The Harvest becomes a part of the culture in our districts, it will be shared by our educators with other educators in Northwest Ohio. This expansion will happen as a result of presentations made by NWOET staff and teachers from the "The Harvest" collaborative at local, regional and state conferences. Those schools could become a part of The Harvest or create their own collaborative platforms through replication of this project. This could then potentially impact thousands of students in our region.

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

First and last name of contact for lead applicant  
Jeffrey Humason

Organizational name of lead applicant  
Lincolnview Local Schools

Address of lead applicant  
15945 Middle Point Rd. Van Wert, OH. 45891

Phone Number of lead applicant  
419-968-2226

Email Address of lead applicant  
jhumason@lincolnview.k12.oh.us

*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

This project addresses the problem of inadequate modes of effective teacher collaboration and professional development within our consortium of eight school districts. Due to rural isolation, lack of personalized professional development, and limited structures to foster collaboration, our teachers do not have regular opportunities to master instructional practices, implement the curriculum with mastery in mind, or to reflect with peers. The districts in our consortium are currently not leveraging the capacity of our resources, knowledge, skills, and local and professional communities to better teaching and learning and, instead, use more traditional professional learning models such as one day workshops and sending teachers to conferences or institutes of higher education. No structure for effectively and regularly sharing knowledge or seeking help exists for our teachers. Our districts lack a systematic process in which teachers work together to analyze and improve their classroom practice. Lack of access to technology and limited teacher training in the effective use of technology limits student experience with online assessments and deeper exploration of content that technology can accelerate.

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

The Harvest, LINC (a Learning Innovation Network Collaborative) will be established by a consortium of 8 local school districts and will partner with Northwest Ohio Educational Technology Foundation (NWOET) and Western Buckeye Educational Service Center (WBESC) in an effort to leverage our intellectual, curricular, technological, and staff resources. The Harvest is an online professional network for teachers to collaborate, to curate resources, and to connect to content and technology experts which will provide personalized professional development. See "LINC Model" and "The Harvest Components" uploaded documents. Through use of our online model, teachers can improve classroom productivity and confidence in instructional technology through continuous collaboration with other educators, can become better instructors through intense collaboration models presented by expert teachers, can learn different techniques for using technology through curation of resources and innovative instructional tactics from experts in order to improve their current instructional skills, and can build and sustain collegial relationships. To provide the best opportunity for our students to benefit directly from the increased technology confidence of the teachers, each district will purchase devices and needed accessories/software to support the pilot cohorts of teachers participating in the first year at a grade level or content area where it is most needed. Each district has identified either 5th grade at the elementary level or ELA as a subject matter for middle/high school teachers to participate in the initial pilot cohort of teachers who will collaborate in The Harvest. Pilot cohorts of teachers from the LINC districts initially will meet face-to-face to develop relationships, be trained to use the platform, and focus the area of greatest need on which they will collaborate. Since all of the districts are geographically isolated and small buildings limit collaboration of teachers within their own grade level, The Harvest will provide a forum for cross-district PLCs to interact online through a professional learning network and will serve as the platform to personalize professional development; to foster communication, and collaboration; to foster best practices in learning strategies; and to curate resources. The flexibility and magnitude of The Harvest will support teachers in goals directly related to student achievement. Teachers will have the ability to learn and teach current best practices from and to their cohort at any time on The Harvest. NWOET will build, maintain, and train teachers in the use of The Harvest in cooperation with the Advisory Council consisting of representatives from each district in the LINC and technology and content experts from area districts and statewide service agencies. The Advisory Council will determine the minimum components of The Harvest and help identify experts who will provide content and training through The Harvest. Once The Harvest is created, the experts will be trained, as necessary, and begin to curate content and develop support structures. WBESC will provide support for PEERS, a model of PLCs that has been locally developed and maintained for the past 12 years, as well as assist in the expansion of the project throughout the grant period. Each district will also use grant funds to purchase devices to provide teachers and students with access to the latest technology, as well as create and curate new resources on The Harvest. As teachers become more effective in use of technology, students will need access to technology be able to participate in the types of activities and assessments the teachers are creating. Teachers will lead students to be career ready through regular projects requiring digital communication, collaboration, creativity, and critical thinking. These technology integration efforts will be supported by The Harvest.

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.*

1. Collaboration: Teachers will collaborate through The Harvest while focused on increasing their effectiveness of curriculum best practices in order to enhance and improve student learning as evidenced by teacher engagement with The Harvest. 2. Student Achievement: Increase student proficiency rate. Student achievement will improve because teachers are participating in learning communities committed to continuous improvement, collective responsibility and goal alignment. 3. Student Technology Skills: As teachers become more effective in their use of technology, students will need access to technology to become tech literate in order to be able to participate in the types of activities and assessments the teachers are creating. Student engagement in learning activities requiring the 21st century skills of communication, collaboration, creativity, and critical thinking will increase as teachers learn techniques for using technology to improve current instructional skills. To accomplish this, students will need lessons with embedded technology strategies which will in turn improve student 21st century skills as evidenced through observations/walk throughs, self-reports by teachers, and analysis of lesson plans on The Harvest.

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.*

Professional learning changes what educators know, do, and believe by leading them to elevated levels of knowledge related to their content area. By engaging in content-focused, carefully constructed professional learning, educators gain knowledge and skills. Our teachers want better content focused professional learning that is tied to their instructional needs. We also know our teachers find great value in learning from other teachers. The Harvest allows for online collaboration that offers a secure space for thinking about and reflecting on teaching and student learning. This method of professional development offers success in changing teacher behaviors in the classroom and for supporting the metacognitive processes that can improve the quality of teaching in the classroom. As teachers become more comfortable with their own technology use, they will become active technology users in the classroom and will integrate more technology into lessons. Technology accelerates the teacher's ability to lead students to be career ready through real-world projects requiring digital communication, collaboration, creativity, and critical thinking. Student experiences with technology directly affect the way they learn and how deeply they master content.

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

The traditional model of teacher professional development is not exhibiting evidence of success. Danielson (2006) in Teacher Leadership that Strengthens Professional Practice, described the ineffectiveness of past professional development practices. This included workshops offered one time and online university courses which, as professional learning approaches, did little to influence classroom practice. The Ohio Standards for Professional Development indicate effective professional development should be selected based on analysis of data as well as individual and system goals; occur over one or multiple sessions, with long-term focus and follow-up; focus on the day-to-day work of educators (school-based and job-embedded); be content-specific and individualized; make use of internal expertise;

be delivered in varied modes, including learning communities or teacher teams; focus on implementation of new approaches; include evaluation of providers and participants; and focus on sustaining change over time, supported by continuous feedback. By design, The Harvest will address all of these professional learning components. Our districts have had success with professional learning models designed around a train-the-trainer model where one teacher supports others in an area, such as technology integration. Districts in the consortium have planned and delivered the Technology Summit of Northwest Ohio, an event where teachers and experts trained teachers, staff, and administration on the latest technology and integration strategies. (See "Tech Summit Info" uploaded document). In the first year of implementation, 78 teachers attended while choosing from 49 sessions. Nineteen of these sessions were led by teachers. The following year, over 200 educators and staff attended. Fifty-five sessions were offered with 33 led by teachers. After the 2015 event, 82% of teachers agreed that "the content of this event helped support standards-based instruction in my classroom or school." This summer event demonstrates our teachers desire to collaborate and learn from each other. Sandra Harwell (2003) recommends a collaborative model of professional learning for teachers which allows for teachers to engage in a continual, rigorous procedure of studying and growing within the area of what each individual teaches and to explore different ways of how they can teach it. Through this model, teachers learn from other teachers' lessons, technology integration and resource implementation. While traditional, face-to-face professional learning and collaboration accepts the responsibility for student learning, an instrument like The Harvest will progressively offer the modes in which to engage in new and innovative forms of collaboration. The Harvest will allow teachers and administrators within Northwest Ohio and progressively from around the country and the world to share thoughts, approaches, and teaching resources with one another. Dramatically, The Harvest will expand the quantity and quality of collaborative connections for educators. The flexibility and magnitude of The Harvest will support teachers in goals directly related to student achievement. According to a Harvard Business Review 2012 study, students in classrooms where technology is regularly used to individualize instruction and support deeper learning perform two standard deviations higher than students in more traditional classrooms. Additionally, 2011 NAEP studies show that online testing scores improve when students have regular experience with digital assessments. Following each Tech Summit, teachers who attended more actively integrated technology in the classroom to deliver instruction, analyze data from formative and summative assessments, and foster collaboration. The Harvest will build on this sharing by creating a platform where teachers can continue to be supported.

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).*

Teachers will engage in The Harvest to collaborate on current best practice, effective teacher generated assessments, align instructional strategies to standards, and/or curate resources. Teachers will design, or adapt, relevant learning experiences and current best practices that incorporate digital tools and resources to promote student learning. Student engagement in learning activities requiring communication, collaboration, creativity, and critical thinking will increase as teachers learn techniques for using technology to improve current instructional skills. Indicators used to measure progress will include: Collaboration: Pre-assessment baseline data from 2015 for previous impressions of professional learning opportunities; Annual evaluation (2016-2022) of 2016 practice vs. what practitioners and learners will experience due to The Harvest through 2022; Increase in the number of participating teachers in The Harvest; Positive phrases based on content analysis of interactions on electronic communication; Negative phrases based on content analysis of interactions on electronic communication; Engagement phrases based on content analysis of interactions on electronic communication; Various nodes of interest based on content analysis of interactions on electronic communication; Feedback data from teachers participating in Harvest. Student Achievement: Students demonstrating proficient or higher on Ohio State Tests; Students demonstrating proficiency on district designated grade-level assessments in Math, Language Arts, Science, Social Studies, and/or Career Technical results. Student Technology Skills: Increase in the number of technology embedded instructional best practices; Students engaged with 21st century technology skills of communication, collaboration, creativity, and critical thinking will be observed/reported; Increase in the number of teachers generating technology enhanced formative/summative assessments.

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

Collaboration: All consortium teachers will complete a pre-assessment about previous impressions of professional learning opportunities; By June 2017, 51 teachers will be collaborating in The Harvest. This number will increase annually until all consortium teachers are participating by June 2022; Annually, an evaluation will compare (2016-2022) 2016 practice vs. what practitioners and learners will experience due to The Harvest through 2022. This data will measure traditional professional learning to our collaborative model. Level of collaboration, number of created and curated materials, and interaction with The Harvest experts will be quantified; Analysis of teacher interactions in The Harvest will be ongoing to look for trends; Feedback data from teachers participating in The Harvest will be ongoing. Student Achievement: Students' proficient rates on the Ohio State Tests will be analyzed annually. Students' proficient rates on district designated grade-level assessments in Math, Language Arts, Science, Social Studies, and/or Career Technical results will be examined as they are reported. Student Technology Skills: Curation of teacher generated technology enhanced formative/summative assessments will be counted each semester; Walk-through/peer observations, analysis of lesson plans, and teacher self reports will be ongoing to look for the number of technology embedded instructional best practices; Pre- and post tests will measure student technology skills such as those required for state online assessments; Students engaged with 21st century technology skills of communication, collaboration, creativity, and critical thinking will be observed/reported.

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

The consortium has developed an Advisory Council with one or more representatives from each consortium district and partner to oversee The Harvest--an online professional network for teachers to collaborate, to curate resources, to connect to content and technology experts which will provide personalized professional learning. This committee will be charged with expanding or adapting The Harvest in direct response to ongoing data collection and analysis. Analysis will include how changes in instructional strategies are directly affecting mastery of the content. Advisory Council members will be responsible to delineate which teachers will join The Harvest based on needs, interest, and district resources. If necessary, the Advisory Council will re-evaluate the grade level and content focus for additional cohorts. Since the major component of this project is to provide teachers with personalized learning, The Harvest is being designed and supported in a way that will contribute directly to teachers' professional learning needs and the needs of their students. If teachers need additional support with The Harvest platform and/or technology integration, the Advisory Council will determine the need to utilize the NWOET partnership to conduct the training. In addition, the Advisory Council will collaborate on training needs to be presented annually at the Technology Summit of Northwest Ohio and share professional learning opportunities that could benefit all teachers in the consortium.

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.*

Teacher Training: Spending reduction will be realized as more teachers utilize The Harvest for professional learning and fewer teachers go out-of-district to receive training thus saving money on registrations, travel, housing/meals. NWOET will provide professional development during the pilot year for teacher cohorts to learn The Harvest and to effectively use technology in the classroom. These teachers will provide future training/support for additional cohorts. Updating Technology: With new equipment (more reliability/better warranties) will reduce future technology repair costs because aging equipment costs escalate toward the end of a device's life cycle. Reduction in Future Purchased Services: Teachers will do anytime/anyplace professional learning via The Harvest instead of out-of-district training reducing costs such as registration, travel, housing/meals. As teachers share resources and teaching strategies, the need for student and/or teacher premium online content and training will be reduced. The LINC will use our consortium to leverage and negotiate bulk purchasing on licenses and other materials as mutual needs are identified.

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.*

Teachers will increase time spent personalizing their learning at their own pace/time via The Harvest versus attending outside conferences. As teachers use The Harvest for professional learning and collaboration with other teachers in the area, the need to attend out-of-district conferences will decrease. Teachers can also use The Harvest get just-in-time information to use when they need it and on the topics that are specifically geared to their grade level and subject by collaborating with other teachers. This open source collaboration will become more valuable to our teachers than conferences and workshops. Replacing aging computer equipment will save LINC districts money as repair costs are reduced. Newer devices will reduce the loss of productivity by teachers and students. It is assumed that as teachers become more proficient with technology in the classroom, districts will also realize reduction in data mobility costs and software updating costs because free open resources/platforms (such as Google Apps for Education, OpenEd, and Office 365 for example) will be used more and begin to replace premium software and content. Digital resources are more current and adaptable to the content standards for college and career readiness than previous materials and will actively promote 21st century skills. Teachers will use more updated open source digital resources than purchased or reproduced hardcopies. As teachers become more proficient using digital tools for learning, they will be more comfortable in teaching these online strategies to their students to use in classroom activities. Teachers and students will become active curators of materials and information. These materials will replace purchased materials. Negotiating as a consortium when we do need to purchase licenses will reduce costs of premium content LINC members may need to purchase (such as per pupil costs for STAR Reader, for example).

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

The Ohio Standards for Professional Development indicate effective professional development should occur over one or multiple sessions, with long-term focus and follow-up; be individualized; be delivered in varied modes, including learning communities; and be supported by continuous feedback. By design, The Harvest will address all of these professional learning components in a way honoring teachers' time and without requiring large reserves of district funding. There is a positive correlation between teachers engaging in sustained, as needed training in technology integration and teachers effectively and regularly embedding technology in instruction. According to a 2010 study by Hsu as cited in The Journal of Computer Research, teachers must be trained to successfully integrate technology. Such ongoing professional learning to support relevant changes in classroom practice and learning can cost large amounts of money. However, as The Harvest creates an environment for teachers to share resources/teaching strategies and to build on each other's success and struggle to find the most effective teaching tools to use in their own classroom, teachers will choose this learning community for support with instruction, technology, and assessment instead of using out-of-district for training. The Harvest model of personalized, ongoing, as needed professional development will provide long-term focus, follow-up, and data about what is and is not working. Districts in the LINC have clear evidence that quality professional learning does not need to be costly. The LINC planned and delivered the Technology Summit of Northwest Ohio, an event where teachers and experts trained teachers, staff, and administration on the latest technology and integration strategies. The first year 78 teachers attended with 200 attending the second year. Attendance alone showed teachers wish to teach other teachers and learn from their peers. By selecting experts from within our own districts, the LINC was able to reduce costs necessary to deliver high quality professional training in technology. Even our tech-savvy teachers reported the professional development delivered at the Technology Summit equaled or surpassed state and national level technology conferences. The Harvest is the next logical step in quality professional learning delivery. Replacing aging computer equipment will save LINC districts money as repair and upgrade costs are reduced. A 2014 Intel study reported that older generation devices generate more repair costs, result in the loss of productivity, and can lead to reduced security. Newer devices will reduce the loss of productivity by teachers and students. Cloud-based platforms, many of which are free to districts, have created a greater need for mobile technology for students and teachers. Newer devices require fewer upgrades over time and have fewer parts that need regular repair but allow for greater collaboration and creativity for students. With the implementation of Ohio's Learning Standards, digital resources are more current and adaptable for college and career readiness than previous materials while more able to promote 21st century skills. When introduced to quality open source digital resources, our teachers are choosing them over purchased or reproduced hardcopies. According to Ferrie in a 2014 article about open source resources in schools, the use of free resources in schools invites creativity and innovation. The Harvest will help teachers and students become active curators of materials and information. These materials will replace purchased materials. When purchased software or assessments are necessary, the LINC will leverage and negotiate as a consortium of small rural schools to get a lower price. Premium content is often priced per student with rates being lower for the more students involved.

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).*

As teachers begin to rely on The Harvest for professional learning, districts will see a reduction in out-of-district training cost and purchased services. The purchase of new technology will also reduce spending on repair and software updates. Teacher Training Number of teachers attending out-of-district to receive training including registrations, travel, housing/meals cost; Number of teachers engaging in

The Harvest; Number of teachers participating in train-the-trainer professional learning model; Money saved as a direct result of teachers using The Harvest for professional learning instead of other out-of-district PD. The consortium FIT projects this savings to be \$29,175 during sustainability years. Updating Technology Cost of maintenance of the grant equipment; Cost of maintenance of district tech equipment according to year of purchase to compare new devices to current devices used in the grade level that was replaced with grant equipment; Cost savings from eliminated upgrades and greater use of cloud-based platforms. The consortium FIT projects this savings to be \$486,235 during sustainability years. Reduction in Future Purchased Services Number of teachers that attend out-of-district training each year as compared to the number of teachers trained within the district to use The Harvest, and the amount of dollars cost savings that are realized; Number of resources curated by teachers as a replacement for premium content as measured by content on The Harvest; Number of teachers trained and the amount of use for the Harvest (as analyzed by NWOET); and Cost savings for bulk purchasing of licenses or other materials. The consortium FIT projects this savings to be \$36,145 during sustainability years.

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

Teacher Training All LINC teachers will complete a pre-assessment about previous professional learning opportunities. Baseline data collected by NWOET will also include the level of teacher technology expertise with annual re-evaluation of tech expertise. By June 2017, 51 teachers will be collaborating in The Harvest. Annually an evaluation will compare 2016 practice vs. what practitioners and learners will experience due to The Harvest through 2022. This data will measure traditional professional learning, including the number of teachers attending large conferences, to our collaborative model. Level of collaboration and interaction with The Harvest experts will be quantified. Analysis of teacher interactions in The Harvest will be ongoing to look for information being shared from out-of-district conferences. This will be monitored by reports to the Advisory Council from districts of annual attendance to out-of-district conferences. Updating Technology Upkeep costs for technology purchased prior to grant implementation will be compared annually to upkeep costs of technology purchased with grant funds. These comparisons will include costs for upgrades of software and renewal of licenses. Shifts to cloud-based platforms will be analyzed. Districts will analyze loss of student/teacher productivity due to non-functional devices or software. Reduction in Future Purchased Services Costs for sending teachers out of the district for training will be analyzed annually. Content on the Harvest will also be analyzed to look for teacher engagement and sharing related to out-of-district training. The LINC expects to see out-of-district training affecting more teachers by the level of dissemination via The Harvest. Current spending on premium content/hardcopy resource and assessments and number of students/teachers using these will be compared to annual spending for the same items. Analysis will include cost per student. The LINC will negotiate bulk purchasing to reduce cost.

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

The LINC consortium has developed an Advisory Council with one or more representatives from each consortium district and partner to oversee The Harvest--an online professional network for teachers to collaborate, to curate resources, to connect to content and technology experts which will provide personalized professional learning. This committee will be charged with expanding or adapting The Harvest in direct response to ongoing data collection and analysis. Analysis will include number of teachers engaging in The Harvest and the types of interactions occurring. One key area of use will include the sharing of knowledge from out-of-district conferences. Should this type of sharing not occur, the Advisory Council will communicate with district leadership and seek input on how The Harvest can better facilitate this sharing. The Advisory Council will be key to insuring The Harvest is used fully and becomes a true personalized learning platform that begins to meet the needs of the teachers. This committee will be charged with expanding or adapting The Harvest in direct response to ongoing data collection and analysis. Analysis will include cost savings and spending reductions as a result of the grant implementation. The Harvest is being designed and supported in a way that will contribute directly to teachers' professional learning needs and the needs of their students. In addition, the Advisory Council will collaborate on training needs to be presented annually at the Technology Summit of Northwest Ohio and share professional learning opportunities that could benefit all teachers in the consortium and reduce spending on duplicated services. Research and data collection about the premium content needs of the LINC will begin immediately. The Advisory Council will actively pursue bulk purchasing when multiple members are using/seeking to use the same resource or licensed product.

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

i. List the desired outcomes.

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

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

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

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

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

*Note: this is the preferred indicator for this goal.*

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

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

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

d. Implementing a shared services delivery model

i. List the desired outcomes.

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

1. Professional Learning Planning: The LINC districts will collaborate to plan professional learning opportunities for teachers across our districts as evidenced by Advisory Council meetings and the launch and maintenance of The Harvest. The Harvest, a Learning Innovation Network Collaborative, will be one method of shared planning, but the Advisory Council will work to collaborate on other methods. Greater emphasis on leveraging expertise within our districts will be realized. 2. Professional Learning Delivery: While traditional methods of professional learning will still exist, personalized professional learning will increase for all teachers in our consortium as evidenced by teacher engagement in The Harvest. Teachers and other experts within our districts will be utilized at a greater level to facilitate professional learning. 3. Sharing of Resources: The Harvest will provide teachers with more access to online resources curated and shared among rural educators who are geographically isolated. Information learned at conferences and other training will impact more teachers as the knowledge is shared on The Harvest. The Advisory Council will explore additional opportunities that will allow the LINC members to realize a savings in purchased services due to reduced cost items/bulk purchase.

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.*

We have overlapping needs for professional development opportunities and all are affected by rural isolation making professional development more expensive. Curriculum Directors from the LINC have an established collaboration that meets monthly to address common needs and issues. Through this collaboration, professional development options have been organized at a centralized local venue. Teacher feedback showed increased attendance was due to the local venue. From this feedback it is assumed that bringing professional learning to the teachers has proven more effective for our rural districts. Teachers want to collaborate with peers by content, grade-level, or technology need. According to the formative feedback received from teachers who have participated in the local Tech Summit and other professional learning activities sponsored locally, it is evident that they are more willing to attend these workshops when travel time is minimized. Additionally, teachers are eager to share lessons learned and resources they have successfully implemented in their classrooms with other local teachers. From this feedback, it is assumed that teachers will willingly collaborate to improve their own teaching. Leveraging resources together will save consortium members money and become more efficient in sharing resources via The Harvest. Our districts are small which results in very few (1-3) teachers per grade level in a building or only one teacher/course offered in grades 7-12. When providing resources for one subject or grade level, it will be advantageous to be able to share those teaching and professional learning resources across districts, thus improving efficiency and sharing costs among districts. We assume we can use the consortium leverage and negotiating power to create bulk purchasing opportunities.

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.

Districts in the LINC have planned and delivered the Technology Summit of Northwest Ohio, an event where teachers and experts trained teachers, staff, and administration on the latest technology and integration strategies. In the first year of implementation, 78 teachers attended while choosing from 49 sessions. Nineteen of these sessions were led by teachers. Ninety-four percent of attendees stated they are likely to use ideas and information shared at this event. The following year, over 200 educators and staff attended the Tech Summit. Fifty-five sessions were offered with 33 led by teachers. After the 2015 event, 82% of teachers agreed that "the content of this event helped support standards-based instruction in my classroom or school," and 92% agreed they "had an opportunity to develop skills." This summer event demonstrates that the LINC can effectively analyze our common needs to plan quality, local PD and that our teachers desire to collaborate and learn from each other. Following the success of the Tech Summit, the LINC coordinated efforts with State Support Team Region 1 to bring co-teaching training to our teachers. This event offered an all day kick-off with a national expert in co-teaching. This free event was held in August 2015 prior to the beginning of school with 150 educators attending. Follow-up to this event includes no cost training for co-teaching teams, including observation and feedback from experts, for almost 80 educators. Through feedback from teachers, we have learned that bringing professional learning activities to a centralized local venue has increased the number of teachers willing to participate. The Harvest will extend our collaboration to provide the most effective professional learning delivery model by allowing teachers to connect as needed for the purposes teachers define. Not only does research show personalized professional learning as most effective (Learning Forward), but case studies suggest that districts may be able to restructure professional learning without spending more (Center for Public Education). Providing personalized, as-needed, content-specific professional learning to teachers in a district with only 50 teachers can be very costly and almost impossible. However, the LINC via The Harvest can provide this exact professional learning for all our teachers. Through our cooperative planning of professional learning, the LINC districts have discussed using consortium leverage and negotiating power to get bulk pricing on purchased services. While this could include training costs, LINC will also explore options for vendor assessments, premium content, and traditional classroom resources. In our smaller districts, discounts on cost per pupil pricing are small since the entire number of students is low. We anticipate greater discounts if LINC purchases together.

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.*

1. Professional Learning Planning: Advisory Council planning minutes related to professional development planning; Number of events planned by LINC; Analysis of teacher engagement and interaction in The Harvest; Data on types of professional learning; Quantity of professional learning available to multiple districts; and Analysis of expertise in LINC districts. 2. Professional Learning Delivery: While traditional methods of professional learning will still exist, personalized professional learning will increase for all teachers in our consortium as evidenced by teacher engagement in The Harvest. Teachers and other experts within our districts will be utilized at a greater level to facilitate professional learning. Number of contact hours verified for LPDCs; Data on types of professional learning delivered due to LINC collaboration and The Harvest vs. traditional methods; Teacher engagement in The Harvest; Unified feedback collected and analyzed following all LINC professional learning; Analysis of professional learning happening within the LINC vs outside our districts; Analysis of trainings being delivered by LINC teachers vs. by outside experts; 3. Sharing of Resources: The Harvest will provide teachers with more access to online resources curated and shared among rural educators who are geographically isolated. Information learned at conferences and other training will impact more teachers as the knowledge is shared on The Harvest. The Advisory Council will explore additional opportunities that will allow the LINC members to realize a savings in purchased services due to reduced cost items/bulk purchase. Progress will be monitored through: Content analysis of teacher curated materials on The Harvest; Analysis of Technology

Summit trainers, training offered, and attendee feedback; Number of teachers attending out-of-district training vs. in-district and on The Harvest; and Analysis of attempted and successful LINC bulk purchasing

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.*

1. Professional Learning Planning: Feedback from teachers participating in professional learning activities, including initial training of pilot cohorts and PEERS group members will show an increase in participation each year until all teachers have access to The Harvest during the sustainability years; Analysis of content of The Harvest will show an increase in the number of items curated, videos shared, experts consulted, blog posts, etc. indicating more use of the Harvest each year. Feedback will also be reviewed annually by the Advisory Council to show improved quality of professional learning available to multiple districts. 2. Professional Learning Delivery: Analysis of the Harvest by NWOET will show an increase each year in the number of teachers using the Harvest, the number of the ways teachers access the Harvest, and the number of items curated and archived on the Harvest, and the number of LPDC hours approved for online time on the Harvest. Pre/post surveys will reveal teachers prefer more personalized learning opportunities as are available on the Harvest. PEERS reflection papers will reveal participant's learning preferences and amount of time spent online using resources to implement in their classroom lessons. 3. Sharing of Resources: Analysis of the curated teacher materials on the Harvest will show an annual increase in resources as more teachers are trained and interact with the Harvest. Each year an analysis of the number of teachers attending out-of-district vs. in-district professional training will show a preference toward the personalized learning available on The Harvest. Data available from each district will show a savings due to shared bulk purchasing.

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

The LINC consortium has developed an Advisory Council with one or more representatives from each consortium district and partner to oversee The Harvest--an online professional network for teachers to collaborate, to curate resources, to connect to content and technology experts which will provide personalized professional learning. In addition, the Advisory Council will collaborate on training needs to be presented annually at the Technology Summit of Northwest Ohio and share professional learning opportunities that could benefit all teachers in the consortium. The Curriculum Coordinators of the LINC districts have had success in planning and delivering cost-free quality, professional learning to teachers. The Harvest will expand these opportunities. If needed, other key district personnel will be consulted as professional learning planning occurs. The Advisory Council will be key to insuring The Harvest is used fully and becomes a true personalized learning platform that begins to meet the needs of the teachers. This committee will be charged with expanding or adapting The Harvest in direct response to ongoing data collection and analysis. Analysis will include data from a unified evaluation survey completed after all LINC professional learning, including out-of-district conferences. This survey will look for training trends and learning preferences of teachers. Other modes of PD may need to be explored, including developing a comprehensive list of LINC content and technology experts. Research and data collection about the premium content needs of the LINC will begin immediately. The Advisory Council will actively pursue bulk purchasing when multiple members are using/seeking to use the same resource or licensed product. If bulk licensing is not available, more efforts will be put into examining open source content.

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

- a. New - Never before implemented
- b. Existing - Never implemented in your community school or school district but proven successful in other educational environments
- c. Replication - Expansion or new implementation of a previous Straight A Project
- d. Mixed Concept - Incorporates new and existing elements
- e. Established - Elevating or expanding an effective program that is already implemented in your district, school or consortia partnership

### C) BUDGET AND SUSTAINABILITY

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

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

[Enter Budget](#)

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

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

[Upload Documents](#)

*The project budget is entered directly in CCIP. For consortia, this project budget must reflect the information provided by the applicant in the Consortium Budget Worksheet. Directions for the Financial Impact Table are located on the first tab of the workbook. Applicants must submit one Financial Impact Table with each application. For consortium applications, please add additional sheets instead of submitting separate Financial Impact Tables.*

1,000,000.00 12. What is the amount of this grant request?

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

*Responses should provide a rationale and evidence for each of the budget items and associated costs outlined in the project budget. In no case should*

*the total projected expenses in the budget narrative exceed the total project costs in the budget grid.*

Purchased Services for entire collaboration: Documented in the LINC budget NWOET BUDGET: NWOET will provide the following services: Build The Harvest: \$75/hr x 280 hrs = \$21,000 [20 hrs to plan; 30 hrs to set up server; 40 hrs to collect resources; 20 hrs to set up templates; 110 hrs to set up entire site framework; 60 hrs for installation & functionality of search feature, login capabilities, etc; Domain cost: \$20/yr x 6 yrs = \$120; SSL Certificate cost: \$8/mo x 12 mo = \$96 x 6 yrs = \$576; Teacher training/support in use of The Harvest for 6 yrs: Minimum 3 hrs/training for long distances; 8 districts x 3 hrs/training x \$129 = \$3096; Continued Professional Development for 6 yrs; 10 hrs/yr/district x 8 districts = 80 x 6 yrs = 480 x \$129 = \$61,920; NWOET personnel & Help Desk experts in The Harvest-6 yrs: 4 hrs/wk x 52 wks x 6 yrs x \$50/hr = \$62,400; Maintenance of The Harvest: \$75/hr x 3 hrs/wk X 52 wks x 6 yrs = \$70,000; Grant planning/implementation: 20 hrs x \$50/hr = \$1000; Help desk creation & maintenance: Create interface for help desk & upkeep -5 hrs x \$50/hr = \$250; Content analysis: Analyze data from blogs, email, interactions on the Harvest: \$75/hr x100 hrs = \$7500; Evaluation: Create data collection tools, collect data, data analysis: \$14,000; DISTRICT BUDGETS: these will be documented on individual budgets; consortium totals are: Personal Services (Salary and Wages): Substitute teachers (for pilot cohort groups) will be used for release time; teachers will be trained on The Harvest & begin curating materials. PEERS (Professional Learning Communities-PLCs) will consist of follow-up meeting time to use and enhance The Harvest; these will be documented on individual district budgets; Substitute Teachers: for release time -based on number of teachers participating in cohort pilot groups in all 8 districts for 1-2 days per district. Stipend for summer training. Consortium total \$13040. PEERS facilitators-10 cohorts: 1/district except 2 facilitators @WT & PEV; Consortium Total: 10 facilitators x \$450 = \$4,500 PEERS team members: 4-7 team members/PEERS group; Total # team members (based on plans @ district): 49 team members x \$225=\$11,025 Fringe Benefits: for wages listed above; these will be documented on individual district budgets for subs, PEERS facilitators and PEERS team members. Consortium Total: \$4079.41 Purchased Services: these will be documented on individual district budgets. NWOET memberships \$96,103.80 + \$1600 PEERS fee/district x 8 districts=\$12,800. Consortium total: \$108,903.80 Comprehensive NWOET Memberships: 6 yrs purchased per district AW 646 adm x \$1.95=\$1259.70 x 6 yrs=\$7,558.20 CV 833 adm x \$1.95=\$1624.35 x 6 yrs=\$9,746.10 LV 849 adm x \$1.95=\$1655.55 x 6 yrs=\$9,933.30 PKW 1051 adm x \$1.95=\$2049.45 x 6 yrs=\$12,296.70 PEV 1356 adm x \$1.95=\$2644.20 x 6 yrs=\$15,865.20 VT 395 adm x \$1.95=\$770.25 x 6 yrs=\$4,621.50 VW 2100 adm x \$1.95=\$4095 x 6 yrs=\$24,570 WT 984 adm x \$1.95=\$1918.80 x 6 yrs=\$11,512.80 Capital Outlay: these will be documented on individual district budgets as detailed below. Each district determined the needs for student computers/carts, cameras (to videotape lessons for The Harvest), and other supporting equipment to implement the goals of the project. Consortium total = \$616,090.29 AW - 63 computers @750; 2 carts @1815; 1 camera kit @497.05; 6 docking stations @239 = \$52,517.05 CV - 75 computers @550, 5 ipads @400; 3 carts @1800; 3 camera kits @647; 5 swivels @400.01; 2 interactive displays @6000 = \$64,591.35 LV - 183 computers @320; 3 carts @2087 = \$64,821.00 PKW - 90 computers @700; 5 carts @2000; wireless access points (4141.23) = \$77,141.23 PEV - 275 computers @250; 11 carts @1332; 14 tablets @1137.36 = \$9,325.04 VT - 15 computers @459.75, 15 carts @1425 = \$28,271.25 VW - 283 computers @470; 10 carts @2050; 3 cameras @1450.87 = \$154,960.87 WT - 65 computers @1000; 4 carts @2100; 2 camera kits @531 = \$74,462

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

14,711.00 a. Sustainability Year 1

15,711.00 b. Sustainability Year 2

18,211.00 c. Sustainability Year 3

24,711.00 d. Sustainability Year 4

28,211.00 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.*

Grant sustainability costs will come in the following areas for LINC members: 1. Personal Services- Subs for teacher cohorts to further rollout The Harvest. The total sustainability cost for Personal Services is \$27,395 2. Fringe Benefits- Fringes for subs for teacher cohorts to further rollout The Harvest. Total sustainability cost for Fringe Benefits is \$2,260 3. Capital Outlay- Tech/device repair costs for grant-funded equipment and the continued purchase of additional hardware/software to sustain the project. The total sustainability cost for Capital Outlay is \$75,500 The Harvest concept is predicated on professional development that is sustainable because it is teacher produced and teacher driven. The Harvest will allow initial cohort teachers to gather and formulate instructional materials to share with other teachers via the platform. These teachers will then collaboratively train and support other teachers/cohorts in subsequent years of the grant resulting in the creation of additional instructional resources. The strength of the sustainability of this project is that the knowledge gained by teachers will be passed on to others at a cost that only includes subs and fringe benefits to train additional teachers. Additional sustainability costs exist in hardware and software purchases to maintain The Harvest and teacher/student devices needed to execute the concepts and resources associated with the platform. The student devices purchased by LINC members will need to be maintained. Some LINC schools in the consortium charge student fees for upkeep, but money will still be set aside for sustainability costs for repair to devices. Sustainability costs will be incurred with software and hardware purchased to provide video platforms to newly trained teacher cohorts as The Harvest is implemented in yearly increments. These innovative robotic video units and the accompanying software allow teachers to archive and share high quality lessons with other teachers at the same discipline/grade level using blended learning via The Harvest. Sustainability for the consortium will be offset by the cost savings realized from the reduction of NWOET comprehensive membership which will now be included in The Harvest maintenance fee. Therefore, the NWOET comprehensive fee will be waived for the grant period. Because of the innovative professional development provided in The Harvest, some conferences and professional learning out of the district will be eliminated, resulting in cost savings. Student devices purchased for the pilot cohort within The Harvest will eliminate previously budgeted device purchases and maintenance resulting in reduced technology costs. Since The Harvest is created and developed by NWOET, they will own it past the grant period and will continue to support it through membership benefits for the schools in the consortium, making it sustainable indefinitely. They may also choose to expand the services to other schools in Northwest Ohio during the grant period and beyond.

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

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

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

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

Cost savings will be realized in the following areas: 1. Multi-year (6 year)NWOET comprehensive memberships paid at FY16 rate 2. Out-of-district professional learning expenses 3. Equipment purchases made with grant project NWOET comprehensive memberships will be paid from the grant project at the FY16 membership rate as part of the package to create and maintain The Harvest for the entire 6 year period. Six of 8 participating districts routinely purchase this membership annually. This rate lock will result in a cost savings for these districts. Each district will determine how the cost savings will be utilized to sustain ongoing expenses such as annual software license renewal costs, maintenance of purchased equipment, or purchase of additional technology hardware or software. The actual cost savings/reallocations for each district will be represented on the individual district FIT. The total cost savings for LINC members is \$36,145. Professional development on the use and implementation of The Harvest will be provided by NWOET during the entire grant period. Comprehensive memberships include additional PD hours that can be scheduled collaboratively for LINC districts' needs. As The Harvest becomes a personalized online tool providing just-in-time, embedded PD for teachers, there will be less need for teachers to leave the district to attend conferences, especially those related to technology integration. This will decrease the expenses for all 8 districts such as travel, meals, housing, and registration costs. As an example, sending one person for the full Ohio Educational Technology Conference can cost around \$1000. This savings will allow for expenditures throughout the grant period to provide release time for additional cohorts of teachers to work on The Harvest and curate content-specific materials to add to the resources for all teachers to access. The Technology Summit of Northwest Ohio, a LINC planned, free conference, will continue to provide focused PD in technology while connecting teachers by grade level and subject. Districts can select key teachers to attend conferences and then share information and resources through The Harvest and at our local Tech Summit. The actual cost savings for each LINC member will be represented on the individual district FIT. The total cost savings for LINC members is \$29,175 While districts have long-term technology plans for acquiring new equipment, updating existing equipment, expanding tech infrastructures, and teacher professional development, they do not have enough expected funding to fully implement those plans or create new innovative structures to support teacher learning such as The Harvest will be able to provide. Through the purchase of equipment and professional development provided by this project, districts will be able to better implement and accelerate their long-term technology goals while adding to regional fiscal value with the cost savings realized by this project. These funds may have not been specifically appropriated on districts' 5-year forecasts due to the lack of funds available to fully implement technology goals. Current district technology funding is limited to basic replacement and maintenance costs and restricts the ability to budget for innovative projects that provide additional support for teacher learning. The Harvest will generate professional learning communities that will maximize the innovation and optimization of learning tools/equipment and teaching practices by easing and universalizing access to learning for teachers. This will expand their capabilities to command technology to current best practice standards in a way that cannot be supported by current technology budgets. Savings can be realized by grant funds being used to replace current devices that are out of date and would need to be leased/purchased again in future years. Total cost savings in equipment for LINC members is \$486,235.

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.

No funds will be reallocated as LINC members will not be utilizing a reduction of spending unrelated to the project to sustain 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 Range May 1, 2016 -September 2016

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

Development of The Harvest: A web based collaboration tool developed through partnership with NWOET. The Advisory Council will collaborate with NWOET to determine components of The Harvest. Project updates will be given during these meetings and beta testing of components will be discussed. Platform development will be complete Fall of 2016. Teachers will "test drive" the final beta version and help identify bugs in the system. The Advisory Council will: meet with a liaison from NWOET monthly during the development phase; select the pilot cohorts from each district; collaborate with NWOET to schedule fall initial training of pilot cohorts; determine components of The Harvest; oversee all aspects of the planning stages. The Districts will: identify, purchase and install the equipment; train teachers on new equipment; identify areas of Professional Learning, register teachers for the training, and schedule needed time away from the building. The identification of Professional Learning opportunities early will help the teacher begin to prepare for the needed time away from the classroom, as well as being to develop the needed components in The Harvest. NWOET will begin developing evaluation tools to be used to pre/post survey teachers on level of technology skills, current teaching practices, and skill level of students. Baseline data related to current professional learning modes will be collected on pilot cohorts. This data will assess the current level of comfort in professional learning in an online environment. Teacher training on The Harvest will begin and will be focused on the first pilot cohort. Benchmarks: 1. Develop The Harvest; 2. Plan training; 3. Select cohort participants; 4. Purchase equipment; 5. Develop evaluation tools

22. Implementation (grant funded start-up activities)

a. Date Range Fall 2016 - May 1, 2017

b. Scope of activities - include all specific completion benchmarks

The Harvest will be live and operational; teachers will have been trained on how to use the product during the Fall of 2016. Pilot cohort teachers at common grades/subject areas will meet face-to-face to develop relationships and determine common needs to be addressed via their interactions on The Harvest. Experts on The Harvest will begin connecting with teachers to support these efforts. NWOET will provide training on equipment and use of The Harvest as scheduled by Advisory Council. District technology personnel will set-up and maintain new equipment. During this implementation period, the Advisory Council will meet monthly to evaluate the use of The Harvest and to discuss Professional Learning opportunities that may arise. These discussions will include strategies to acknowledge the hours teachers are spending in collaboration for reporting to Local Professional Development Committees. Meetings will steer the direction of the information being created on The Harvest to ensure information is broad ranged enough to be used by all members of the consortium. The Advisory Council meetings will also be used to advise NWOET on changes to The Harvest, as well as give NWOET an opportunity to present updates on expansion progress. Data collection will take place through NWOET. The data collection will be used by the consortium to identify the success of the project annually. The team at NWOET will identify amount of information that has been curated, created, and disseminated by the members of the cohort. This data, paired with student test scores, will be a determining factor in the success of the project in the first year. The data will also allow the Advisory Council a chance to evaluate additional cohorts to add in year two. Benchmarks: 1. Implement and iterate The Harvest; 2. Conduct training for cohort participants; 3. Maintain and integrate equipment; 4. Progress evaluated by Advisory Council 5. Advisory Council minutes maintained

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

a. Date Range June 2018 - June 2022

b. Scope of activities - include all specific completion benchmarks

The project will expand the cohorts to include additional grades/subjects, identified by each district in years 1-5. The Advisory Council will assist districts in determining the number of additional cohorts to be added to The Harvest each year. Teacher training will be developed/administered by NWOET through the membership paid by the grant and through a train-the-trainer model where teachers currently in The Harvest train colleagues. This training will be conducted locally to eliminate travel costs. The roll out schedule will add two or three cohorts per year until all teachers are added to The Harvest. It would be expected that all consortium schools would have the majority of teachers added by the end of year five. The members on the system during the implementation phase will be expected to continue to add, update, and evaluate information on the Harvest. After the implementation year, The Harvest will disseminate information, skills, and techniques teachers have learned at conferences and district specific training. For example, a teacher attends a training on best practices for integrating STAR Reading to meet Language Arts growth models; the teacher will want to develop a wiki or blog inside The Harvest about the information learned. The Advisory Council will advise NWOET if additional skill or content specific portals need to be added to The Harvest to support this sharing. The continual development of The Harvest will be the driving factor of the success of this tool. The local Technology Summit of Northwest Ohio will become a key component in the development of content for The Harvest. Annually, the summer event is offered and attended by faculty from the member schools. Sessions will be included to support cohort work and train teachers in technology integration. Benchmarks: 1. Sustain/maintain The Harvest 2. Continue annual training 3. Add additional cohort participants annually 4. Annual evaluation conducted 5. Advisory Council oversees all activities

**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:

The greatest expected change will be in the level of teacher collaboration among the districts in the consortium as we allow our teachers to seek autonomy in their professional learning and decide what is needed as they develop best practices within their respective content areas

to be most effective in the classroom. The Harvest, an online personalized professional learning and collaboration platform, will allow teachers to actively engage in the curation of resources about instructional practices and assessments as tied to the content standards, connect to content and technology experts for support and ideas related to student engagement, and the integration of technology, instructional and assessment best practices. Studies show that a sense of autonomy has a significant effect on individual performance and attitude and can lead to greater conceptual understanding, enhanced persistence when working on new tasks, and less burnout (Deci and Ryan, 2004). The Advisory Council will work collaboratively to build other modes of personalized professional learning, share best practice successes, and connect teachers to experts in our districts. As professional learning becomes more closely aligned to the needs of the teacher, professional development will move away from compliance and mandates where teachers learn from a district designated expert to a culture where teachers capture best practices, curate instructional resources, and actively share with each other. Our districts will leverage Professional Learning Communities in all forms to change instructional practices, empower educators, and improve student achievement. Professional learning will be ongoing, personalized, and tied to the current needs of our teachers. Just as personalized learning for students leads to greater mastery of content, personalized learning for teachers provides greater levels of feedback, connection to resources, self-reflection, and new ideas (ISTE 2014). Our teachers will connect in new ways with colleagues in other districts through The Harvest. As a consortium (LINC), we know we can collaborate and provide professional learning opportunities that teachers need and want. Our local districts have collaborated on a few projects over the last two years to bring professional development to our teachers. The response from teachers has been overwhelmingly positive. Through our collaboration we have been able to reduce the cost of high quality professional learning, create opportunities for teachers to learn from other teachers, and discover new methods of instruction, assessment, and technology integration. During the summer of 2014, five of our districts offered a Technology Summit with 78 teachers attending. The following year another Technology Summit occurred with 200 teachers representing 23 schools districts attending. Thirty unique sessions were taught by teachers. In addition, our consortium has collaborated with State Support Team Region 1 to bring training related to co-teaching directly to our teachers. Moving forward, we hope to expand the reach and methods of professional learning for our teachers. Students will be directly impacted because The Harvest will allow teachers to continue to connect about their professional learning. We also anticipate that skills and resources gathered from conferences and other training will have a greater impact on a greater number of teachers because the information can easily be shared on The Harvest.

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:

Tonya Koenig, Associate Director of Academics, Northwest Ohio Educational Technology, Bowling Green , Ohio Room 119, 245 Troup Ave. Bowling Green Ohio,43403 800-966-9638 koenig@nwoet.org

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.*

Data Collection Pre Assessment: Each district involved in the consortium will assign a pilot cohort consisting of all teachers for that grade level (elementary) or subject area (high school). At least 60% of the pilot cohorts will be in grade five because this group showed the most need for improved professional learning. A pre-assessment will be administered to the cohort regarding their attitudes, current skill level and perceived individual needs in correlation to professional development on the use of technology. This assessment will ask the teachers to scale how they interpret/experience the previous model of professional learning. The data collected from the pre-assessment will be compared to the assessments conducted annually related to the cohorts reaction to the interactions and learning that occurs on the online collaborative tool, The Harvest. Evaluation of knowledge gained through The Harvest: Evaluations will be given annually to the users and the experts contributing/participating in the online interface. They will be asked questions about the quality of resources available online, the value of interactions with the expert/teacher, and the usefulness of information obtained from the interface to their classroom and how that was converted to classroom success. Data about current best practices that incorporate digital tools and resources to promote student learning will be collected via walk-throughs, peer observation, and self-reporting. Content Analysis of The Harvest: The email communication, blog entries and live chats occurring on The Harvest will be analyzed. NVIVO software will be used to determine nodes of interest related to the interactions. Some nodes include positive phrases, negative phrases, content interests, encouragement, usefulness, etc. Created and curated content will be analyzed. The Advisory Council will obtain permission from the experts and pilot cohort participants in order use and analyze the electronic communication obtained from The Harvest for data collection. Underlying Research Rationale: The purpose of the pre assessment is to determine teacher perceptions about previous methods of professional learning. Next, data will be gathered on teacher perceptions of The Harvest via annual assessments; comparison of the data from the pre assessment and the data gained from annual assessments of The Harvest will result. This will assist with determining the strengths and weaknesses of this professional learning model. Yearly, improvements will be made to the program based on the comparison of these assessments. The yearly evaluations and the content analysis of the electronic communication on The Harvest, function to establish reliable evaluation of the interface, professional relationship and usefulness of the information exchanged and transferred to classroom. The decision to use fifth grade teachers as at least 60% of the initial pilot cohort was determined through analysis of 2014 testing data from Ohio state tests. Across all consortium schools, 52% showed less than 80% proficiency in grade 5 for Reading, Math, and Science. Measurement Timelines: The pre assessment will be given at least 30 days prior to any training associated with The Harvest. The evaluation of the knowledge gained from collaboration of The Harvest will be collected annually for six years. The content analysis of online communication & interactions will be an ongoing process based on the substantial quantity of data that will be available to the Advisory Council. Methods of Analysis: Statistical analysis will be generated through the annual "knowledge gained" data. Comparative analysis of the pre assessment and the ongoing "knowledge gained" data will allow for the advisory council to determine necessary improvements to be made with The Harvest. Content analysis is the best form of analysis to develop a comprehensively detailed understanding of the interactions transpiring in the online interface of The Harvest.

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.*

Plan to increase the scale and scope of the project within the consortium: Pilot cohorts will be selected from each district to pilot the project during Year 1. Additional cohorts will be trained to use The Harvest each year until all teachers in all districts have been included. This consortium of schools has established an annual Tech Summit each June to allow for teachers to share resources and teaching strategies using technology in their classrooms. The Harvest will be presented each year through the pilot cohorts presenting their use and advantages of the platform. During past Tech Summits, feedback from the teachers has shown a need for an online forum for teachers to be able to share useful resources, Internet sites, and lesson plans. Therefore, The Harvest will provide this platform for all teachers in our geographically isolated schools to be able to overcome those barriers that isolate them via the use of technology. Furthermore, feedback from teachers using The Harvest will provide specific needs for improving, expanding, increasing the platform to meet their needs. Solution useful to others: Teacher feedback locally has revealed that they are in need of a forum which will allow them to be able to curate and share resources that assist them in lesson planning, instructional strategies, and classroom resources to better deliver the Ohio State Academic Standards. The Harvest will provide a place for teachers to post and request these resources. Expansion to other districts: Since we are collaborating with NWOET, The Harvest will be readily accessible to all districts in Northwest Ohio through their contact with other districts. This will be accomplished in many ways. One way is through their website located at <http://www.nwoet.org/newSite>. Members and school districts in Northwest Ohio will also be able to obtain information related to The Harvest through their quarterly publication NWOET News. Through NWOET's database of members located in over 100 school districts in Northwest Ohio, an email will be sent publicizing The Harvest and announcing locations of presentations related to The Harvest. The Harvest will be presented at a minimum of eight regional events and one state-wide conference. Presentations demonstrating the success of The Harvest will be conducted at six state and two national meetings/conferences. Sharing what has been learned with this project: Within our consortium, The Harvest will be presented at our local annual Tech Summit each year. Additionally, presentations will be made at the regional NWOET technology conference and OETC state conference to share lessons learned as development and implementation continues through the years.

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

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

I agree, 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. Jeff Snyder, Superintendent of Lincolnview Local Schools Troy Bowersock, Treasurer of Lincolnview Local Schools Jeff Humason, Director of Curriculum, of Lincolnview Local Schools

Consortium

Lincolnview Local (050369) - Van Wert County - 2016 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

**Consortium Contacts**

First Name	Last Name	Telephone Number	Email Address	Organization Name	IRN	Address	Delete Contact
Trent	Kreischer	419-749-9100	kreisher.trent@crestviewknights.com	Crestview Local	050351	531 E Tully St, Convoy, OH, 45832-8864	
Chris	Feichter	419-399-4100	cfeichter@wb.noacsc.org	Wayne Trace Local	049031	4915 US Route 127, Haviland, OH, 45851-9738	
Bill	CLifton	419-238-0648	b_clifton@vwcs.net	Van Wert City	044966	205 W Crawford St, Van Wert, OH, 45891-1903	
Greg	Puthoff	419-363-3045	puthofg@parkwayschools.org	Parkway Local	048579	400 Buckeye St, Rockford, OH, 45882-9267	
Matt	Carr	419-399-4656	m_carr@pauldingschools.org	Paulding Exempted Village	045575	405 N Water St, Paulding, OH, 45879-1251	
Cathy	Barnett	419-258-5421	barnett_c@antwerpschools.org	Antwerp Local	048991	303 S. Harrmann Rd, Antwerp, OH, 45813	
Jeff	Humason	419-968-2226	jhumason@lincolnview.k12.oh.us	Lincolnview Local	050369	15945 Middle Point Rd, Van Wert, OH, 45891-9769	
Mary Ann	Falk	419-238-5411	falk.m@vantagecareercenter.com	Vantage Career Center	051672	818 N Franklin St, Van Wert, OH, 45891-1304	

Partnerships

Lincolnview Local (050369) - Van Wert County - 2016 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

**Partnerships**

<b>First Name</b>	<b>Last Name</b>	<b>Telephone Number</b>	<b>Email Address</b>	<b>Organization Name</b>	<b>IRN</b>	<b>Address</b>	<b>Delete Contact</b>
Tonya	Koenig	1-800-966-9638	koenig@nwoet.org	Northwest Ohio Educational Technology Foundation		245 Troup Ave. Rm. 119, , Bowling Green , Ohio, 43403	
Chris	Feichter	419-399-4711	cfeichter@wb.noacsc.org	Western Buckeye ESC	134999	PO Box 176, Paulding, OH, 45879-0176	

Implementation Team

Lincolnview Local (050369) - Van Wert County - 2016 - Straight A Fund - Rev 0 - Straight A Fund

Sections

Implementation Team							F
First Name	Last Name	Title	Responsibilities	Qualifications	Prior Relevant Experience	Education	
Troy	Bowersock	Treasurer, Lincolnview Local Schools	Fiscal Agent	Licensed Treasurer, Certified Public Accountant	20 years of experience as a school district treasurer	Master of Business Administration, Ashland University, December 2001; Bachelor of Arts, Bluffton University, May 1993	0
Mary Ann	Falk	Curriculum Coordinator & Technology Integration Specialist, Vantage Career Center	Advisory Council Member, technology adviser, grant developer	26 years in education with 24 years classroom experience in ELA grades 7-12; 5 years as Lead Teacher; skilled in diversification of instruction and assessment and coaching teachers in the areas of instruction and technology integration; Google Educator	Facilitated successful cloud-based, collaborative classroom for 5 years; co-chair of the Technology Summit of Northwest Ohio; wrote/administered two technology grants; member ODE Network of Regional Leaders for ELA and Technology; trainer and presenter at regional and state technology conferences	Bachelors of Science in Elementary Education, Masters in Curriculum and Instruction, Post-graduate work for AYA Language Arts and Principal	0
Chris	Feichter	Director of Instruction, Western Buckeye Educational Service Center, Servicing Wayne Trace Local Schools	Advisory Council Member, Professional Development implementation and coordination, grant developer	14 years working in Curriculum; 38 years working in the field of education as a teacher, building administrator, grant project coordination, curriculum	Written/administered over 20 local, state and federal grants including 3 federal American History Grants totaling over \$1 million, state grants to implement new programs such as Professional Learning Communities, a 1-1 Initiative, and other innovative programs for teachers and students.	Master Degree in Elementary Education/Administration	0
Trent	Kreischer	Curriculum Coordinator, Crestview Local Schools	Advisory Council Member, grant developer	3 Years PD/Curriculum/Assessment Coordinator, 15 years classroom teacher at elementary and middle school level, skilled in blended learning, technology integration in instruction and assessment.	Co-coordinated and planned district 1:1 initiative at select grade levels, co-coordinator of Technology Summit of Northwest Ohio, co-authored previous state local grants, presented at numerous educational technology trainings and workshops.	Bachelors Degree in 1-8 Elementary Education, Masters Degree in Educational Leadership, principal licensure (elementary through high school)	0
Bill	Clifton	District Administrative Assistant, Van Wert City Schools	Advisory Council Member, grant developer	20 years as an educational leader at the secondary level; 5 years leading the implementation of project/problem-based learning with an emphasis on the "soft skills" and technology; skilled in leading and developing a staff and school culture centered around 21st century teaching and learning.	12 years classroom teacher; 1 ? years high school assistant principal; 18 ? years high school principal; currently serving as the district administrative assistant to the superintendent	Bachelors Degree 7-12 Social Studies, Masters Degree, Educational Administration with superintendent and principal licensures	0
Matt	Carr	Curriculum Coordinator, Paulding Exempted	Advisory Council Member, grant developer	Classroom teacher for six years, Dean of Students for one year, currently in first year as Curriculum	Helped with Sustainability and end of year questioning on previous Straight A grant.	Master in Educational Leadership; Bachelor Degree in Middle Childhood Education in	0

		Village Schools		Coordinator, helped district with Sustainability and End of Year Questions on prior Straight A grant.		Math, Reading, and Social Studies; Principal License K-12	
Cathy	Barnett	Technology Integration Coordinator, Antwerp Local Schools	Advisory Council Member, grant developer	24 years District Technology Coordinator, 3 years Technology Integration Coordinator	grant writing/collaboration and coordination for the following grants: 2 LSTA Mini, 15 Students For Other Students mini grants, ODE Student Tech Support, NEA Leadership & Learning, Martha Holden Jennings Open, Lowes, AutoSkills. Planning/implementation for 1:1 Laptop Initiative in grades 9-12, launched and directed Student Technology Service program from 2001-2015.	Masters Degree Classroom Technology	0
Peg	Schilb	Director of Curriculum & Instruction, Antwerp Local Schools	Advisory Board Member, grant developer	Extensive experience in education (37 years), classroom teacher at the HS, and Early Childhood level, Special Education Supervisor for Preschool and school age students with disabilities, elementary principal, provided supervisory support to teachers in the areas of curriculum, instruction, and professional development, extensive grant writing experience, facilitation of grant activities	Classroom teacher, curriculum supervisor, preschool special education supervisor, elementary principal, assistant-superintendent	Bachelor of Science in Education, Master's degree Curriculum and Supervision, Elementary Principal licensure.	0
Tonya	Koenig	Associate Director of Academics, Northwest Ohio Educational Technology, Bowling Green , Ohio	Advisory Council Member, Evaluation design and implementation, website technology, professional development provider, grant developer	Technology support for NWOET and for over 100 public/private school districts in Northwest Ohio for the last 13 years. In my position as an Educational Technology Specialist, worked with thousands of educators and	K-12 teaching experience for 9 years; served on the tech core group for 3 years at Continental Local Schools; design and technology support for online coursework for CISAM and OATDLP; server management for Toledo Diocese.	Bachelor's degree in secondary education, language arts and communication arts; Master's of Educational Technology; PhD Media/Comm. started	0
Jeff	Humason	Curriculum Director, Lincolnview Local Schools	Project Director, Advisory Council Chair, grant developer	Ohio Licensed Superintendent, Ohio Licensed Principal PK-12, Ohio Licensed Special All Grades K-12 Ohio	Successful MRDD School to Work Grant Writing and management/implementation of School to Work Programing with grant funding received; developed and implemented an affordable Online High School Credit Recovery Program; managed online curriculum, led online high school overall ranking to effective from continuous improvement; closely monitored high school passing rates and implemented systematic help for students in need; disaggregated O.G.T. results.	Doctorate of Educational Leadership U. of Toledo, August 2012; Masters of Education Administration and Supervision U. of Tol.B.Ed. U.T. 1991	0
Kevin	Browning	MBA,Business Education	Advisory Council Member,	Business Education teacher for Parkway Local	Served as Program Chair for School of Business at ITT	BS in Business Information Systems,	0

	Chair , Parkway Local Schools	Technology adviser, grant developer	Schools past 9 years; post Secondary Education in Devo School of Business, Indiana Wesleyan University, serving as facilitator for Bachelor and Associate students in Finance and Information Technology; adjunct Faculty for IVY Tech Community College in the School of Informatics; current courses of instruction are Microsoft Access, Web Development, and Informatics, and Data Analysis.	Technical Institute for 4 years. Served as Lead Faculty for Professional Development Committee for accreditation council North Central Association for Colleges and Schools. Served as Faculty Advisor for Vantage Career Center Articulation Agreements and Advisory Board Member for Information Technology.	Indiana Wesleyan University; MBA, Indiana Wesleyan University; PhD (ABD), Walden University
--	-------------------------------------	---	---	---	---