

Budget

Marysville Exempted Village (045476) - Union County - 2016 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (99)

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
<b>Instruction</b>		0.00	0.00	479,700.00	0.00	0.00	0.00	479,700.00
<b>Support Services</b>		30,000.00	4,635.00	358,175.00	0.00	0.00	0.00	392,810.00
<b>Governance/Admin</b>		0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Prof Development</b>		0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Family/Community</b>		0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Safety</b>		0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Facilities</b>		0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Transportation</b>		0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Indirect Cost</b>							0.00	0.00
<b>Total</b>		30,000.00	4,635.00	837,875.00	0.00	0.00	0.00	872,510.00
							<b>Adjusted Allocation</b>	0.00
							<b>Remaining</b>	-872,510.00

Application

Marysville Exempted Village (045476) - Union County - 2016 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (99)

**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 Ohio Blended-Learning Collaborative (OBC)

2. Project Summary: Please limit your responses to no more than three sentences.

The OBC is a shared service approach to increasing student access to blended/online learning offerings through shared teacher learning & PD

*This is an ultra-concise description of the overall project. It should only include a brief description of the project and the goals it hopes to achieve.*

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

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

Grant Year				
0 Pre-K Special Education	0 K	0 1	0 2	0 3
0 4	0 5	0 6	1689 7	2521 8
8390 9	7786 10	4755 11	3934 12	

Year 1				
0 Pre-K Special Education	0 K	0 1	0 2	0 3
0 4	0 5	0 6	1800 7	2600 8
8400 9	7800 10	4800 11	4000 12	

Year 2				
0 Pre-K Special Education	0 K	0 1	0 2	0 3
0 4	0 5	0 6	1800 7	2600 8
8400 9	7800 10	4800 11	4000 12	

Year 3				
0 Pre-K Special Education	0 K	0 1	0 2	0 3
0 4	0 5	0 6	1800 7	2600 8
8400 9	7800 10	4800 11	4000 12	

Year 4				
0 Pre-K Special Education	0 K	0 1	0 2	0 3
0 4	0 5	0 6	1800 7	2600 8
8400 9	7800 10	4800 11	4000 12	

Year 5				
0 Pre-K Special Education	0 K	0 1	0 2	0 3
0 4	0 5	0 6	1800 7	2600 8

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

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

The OBC districts within the consortia have historically collaborated on a number of Straight A and other projects that have impacted far more students than those expected to be directly impacted by this project between the four districts. Due to the increased interest from other school districts in participating in the Ohio Blended-Learning Collaborative (OBC), separate from this grant, the number of additional students to be impacted throughout the life of the project is difficult to articulate. However, there are 462 public school districts within the counties in which the OBC district are located (Franklin, Delaware, & Union), serving approximately 237,834 per year. With the scale-up & expansion opportunities already evident, the project team anticipates impacting at least 10 percent of these students per year. This would be an additional 23,783 students per year.

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

First and last name of contact for lead applicant  
Diane Mankin, Superintendent

Organizational name of lead applicant  
Marysville Exempted Village School District

Address of lead applicant  
1000 Edgewood Drive, Marysville, Ohio 43040

Phone Number of lead applicant  
937-578-6100

Email Address of lead applicant  
dmmakin@mevsd.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

Ohio Blended-Learning Collaborative (OBC) districts (Fairbanks, Marysville, Olentangy, Westerville) are a mix of small & large, rural & suburban districts. Each faces challenges to provide consistent, yet customized access to quality instruction & requires innovative solutions to address student needs. Districts identified a great need for customizable blended-learning courses that are consistent & shared among districts. They also need to provide expanded course offerings & content without large expenditures or increased staffing. Over the past year, OBC developed five blended-learning courses or "blended blocks" which can be shared & adapted. Although the districts are all utilizing Schoology, a learning management system (LMS), they do not have shared teacher PD, a common understanding of blended/online course implementation & delivery methods and/or common curriculum materials to leverage customized blended/online courses & resources to move student achievement forward. Without these commonalities, shared courses cannot be consistently & efficiently customized or deployed in classrooms without significant district investments in time & resources. The 2014 District Report Cards show significant gaps in

reading & math for students with disabilities (SWD), ranging from 14 to 27.9% in reading and 23.8 to 32.5% in math. In Using Technology to Support At-Risk Students' Learning (2014), researchers determined students, particularly 'at-risk', benefit most from technology that promotes high levels of interactivity & engagement with data & information in multiple forms. Without the shared blended blocks, common teacher PD & a unified approach to leveraging blended/online course integration across OBC districts, there will be a disparity with regard to student access to quality & differentiated coursework that meets students' needs where they are from a competency level & not chronologically.

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

OBC will provide more students with access to high-quality & consistently developed blended/online courses or blended blocks, developed & reviewed by excellent classroom teachers & shared among the consortium districts. Students & educators in grades 7-12 within the OBC districts, will have greater access to the learning blocks that meet the diverse & personalized learning needs that cannot be achieved in a one-size-fits-all education system. The OBC districts will decrease the SWD math & reading gaps by at least 25% by 6/30/2022, which ranges from 3.6 to 8.5% growth in reading & 6 to 12.8% growth in math as a result of the project. OBC districts will leverage a common LMS, Schoology, as a basis for the development & shared blended/online courses, strengthened by common teacher PD (offered quarterly) & consistent course reviews that result in customized courses called "blended blocks" that are responsive to students' learning needs in grades 7-12. OBC extends the reach & opportunities for highly effective & excellent teachers through the development & implementation of learning blocks to be shared within multiple blended/online instructional & learning environments. According to Policy Impact (2013), "the benefit comes in blended models' capacity to let schools reach more students with excellent teachers who ensure that students achieve ambitious, personally fulfilling goals."The development & consistent implementation of the blended blocks will elevate & greatly expand the reach of the excellent teachers within the OBC. OBC districts have existing geographic & programmatic connections that have fostered opportunities for collaboration & partnerships. The adoption & district-wide implementation of Schoology as each district's LMS, provides a unique opportunity for the districts' educators to share the customized courses & materials without technology being a factor for implementation. The project resources will provide funding to continue the LMS implementation & provide relevant teacher PD for development of courses, both from a cultural & technical perspective. The project team plan will meet along with partners & evaluation team on a monthly basis throughout the implementation year, & quarterly during the sustainability years (SY) to ensure appropriate communications & progress is made toward achieving the project outcomes & goals. The OBC districts anticipate leveraging existing & developed capacity throughout intensive teacher PD & training as a foundation for generating additional blended/online courses. The districts' anticipate developing at least quarterly (4x/year) differentiated teacher PD/trainings structured to meet the teachers at their skill levels and increase their capacity. The project team anticipates the need for PD topics specifically addressing the cultural and classroom management shift when utilizing blended/online learning resources. Once developed, the courses will provide cost-savings to each district through reductions in annual textbook purchases, reduction in paper consumption & related costs & reduce the need for remediation materials & resources. Reductions as a result of the project & due to the sharing & implementation of the blended blocks will be permanent & verifiable. Due to the integration of blended/online coursework, the districts will not require the same level of hardcopy textbooks & related curriculum materials outside of what is within the developed courses. In addition, the introduction of blended/online learning or blended blocks will greatly reduce the need for paper & copies of classroom materials on a daily basis. Consortia requests \$872,510.00 will have \$338,750 total in sustainable costs. It is reducing costs by \$2,569,550 in reallocation & direct cost-savings by 2022 so it is sustainable without additional income & shows savings.

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.*

The OBC will provide more students with access to high-quality & consistently developed blended/online courses or blended blocks, developed & reviewed by excellent classroom teachers & shared among the consortium districts. Students & educators in grades 7-12 within the OBC districts, will have greater access to the learning blocks that meet the diverse & personalized learning needs that cannot be achieved in a one-size-fits-all education system. The following are the student achievement outcomes for this project: Decrease achievement gap among the OBC districts' students with disabilities' reading & math scores by 25% by the end of the project (6/30/2022), which currently (2014 Report Card) ranges 14.3 to 34% in reading and 23.8 to 51% in math within the districts. The OBC districts & partners will create a comprehensive teacher PD system that is replicable & scalable to other educators & districts throughout Ohio; this PD will address not only the development of blended/online courses but also cultural aspects related to adapting, integrating & delivering instruction that is adaptive to student learning needs and identified reading/math achievement gaps among students with disabilities. Increases in the number of blended/online courses or learning blocks offered & delivered within classrooms among the OBC districts. Prior to high school graduation, 100% of students within the OBC districts will take at least one (1) of the proposed 60 blended/online courses developed & delivered as part of this project. Increasing student engagement in learning through the learning blocks' implementation as evidenced by student surveys administered through the ESC of Central Ohio (ESCCO).

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

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

Assumption 1: Achievement & classroom engagement on the part of students will increase when teachers utilize shared &/or developed learning blocks as well as accompanying instructional strategies & techniques within their classrooms. Assumption 2: The lessons learned will increase the success of the project achieving the desired outcomes, is the fact that all of the OBC districts are using the same LMS platform. This will greatly enhance the seamless interface & sharing of courses among the consortium districts, & facilitate successful replication in other districts with the same LMS platform with greater ease. Research: According to the Ohio Blended Learning Network report, entitled "The State of Opportunity: The Status & Direction of Blended Learning in Ohio," 58 percent of schools have some type of blended learning going on - & for high schools that number is 71 percent. When surveyed, nearly half of the school respondents indicated they hired consultants to help develop & implement blended/online courses. An alarming 42 percent of those schools also responded that did not provide PD on integrating & delivering blended/online courses. As more & more schools & educators are adopting digital instruction as a strategy to move student engagement & achievement, the research is clear that effective classroom teachers are at the center of successful implementation of blended/online learning. The potential impacts on student achievement using blended/online courses are

numerous, including providing diverse learning opportunities & increasing the impact of experience & excellent educators to greater numbers of students.

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

Over the past year, 3 of the 4 districts within the OBC have invested in a pilot to develop, review & share five blended blocks using the skills of a small number of educators, & this innovative project will leverage lessons learned from the pilot to replicate & scale to other districts. All of the OBC blended/online courses will be designed & reviewed by a third party organization(s), such as the ESC of Central Ohio &/or connectingEd, project partners, to ensure both consistency & alignment with Ohio learning standards. Though, in order to scale & replicate early successes in using classroom practitioners to develop blended/online courses, the consortium will need to work closely with partners to design & implement in-depth training & professional development related to the design of engaging & rigorous course content as well as shifting the classroom management & school culture to leverage blended/online courses. This PD is the cornerstone of the project, to enable consistent development of courses & sharing among all four of the OBC districts without significant alterations to the courses or "blended blocks". According to Policy Impact (2013), with digital learning & the help of excellent or [effective] teachers, student can better control the nature & pace of their own learning through adaptable technology & data about their learning mastery. They can spend the time they need to master the content & material, & their access to resources beyond what their schools & instructors can offer in-person. Each district's Local Report Card results demonstrate teacher excellence. OBC districts piloted this concept recommended by the policy & through the common use of Schoology, will all have the adaptive technology platform & data analytics required for this undertaking. Another Straight A grant called the College Ready Ohio (CRO), awarded in round two, which was led by the ESC of Central Ohio leveraged Ohio's early adopter teachers or "catalyst" teachers to prepare other educators to implement blended/online learning instructional models in HS & accessibility to digital CCP courses. Within the CRO' consortia districts identified catalyst teachers who would serve as facilitators for other educators interested in implementing innovative instructional & learning methods. In essence, the CRO catalyst teachers created a professional learning community (PLC) for innovative teaching & learning. Through the common & shared PD/training for OBC district teachers, the consortia districts will achieve similar results as the CRO initiative, which will enhance the quality of the blended blocks' development & their implementation within the classrooms.

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).*

#1: (Short & Long-term) Decrease in the achievement gap by 25% among the OBC districts' SWD, particularly in reading & math, by the end of the project (6/30/2022), currently (2014 Report Cards) ranges from 14.3 to 34% in reading & 23.8 to 51.3% in math within the OBC districts. (decrease by 2-5% by 6/30/17 and 25% by 6/30/17) # 2: (Short-term)The districts & partners will create teacher PD system that is replicable & scalable to other educators & districts throughout Ohio; this PD will address not only the development of blended/online courses but also cultural aspects related to adapting, integrating & delivering instruction using the developed resources & courses. (increase from zero to 25 teachers trained and 10 blended blocks developed/shared by 6/30/17) # 3:(Long-term) Before graduation, 100% of students within the OBC will take at least one (1) of the 60 blended/online courses developed/delivered as part of this project by 6/30/2022.(25% of students by end of sustainability year (SY) 1, 50% by SY2, 100% by SY3) #4: Increases in the number of blended/online courses offered & delivered within classrooms among the OBC districts.(baseline is 5 courses developed in 2015-2016 with 60 courses developed & shared/delivered by 6/30/22) #5: Increase in student engagement in learning through the blended blocks' implementation as evidenced by student surveys administered by the ESCCO.

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

1) District Report Card data on students with disabilities (SWD): - achievement gaps in reading - achievement gaps in math - student engagement surveys (pre/post) 2) # of blended/online courses developed 3) # of blended/online courses reviewed & shared 4) # of blended/online courses offered &/or delivered within OBC districts 5) # of teachers with increased comfort levels with teaching using blended blocks - self reports 6) # students (by grade level/district) learning through the use of blended/online learning courses developed as part of the project 7) # teachers participating in common PD (Summer 2016, 2017, during year) 8) # early adopter teachers trained as PD facilitators 9) teacher perception surveys (pre/post) a) blended/online learning classroom implementation knowledge b) blended/online learning course development competency c) student engagement & ownership of learning when using blended blocks 10) system change data a) schedules b) staff resource use 11) Treasurers: report on fiscal/sustainability/cost-savings.

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

OBC project team & leaders, in partnership with the ESC of Central Ohio (ESCCO), & the other planning team members will review relevant data on a monthly basis, as appropriate & available. Annual staff & administrators surveys will be administered & include questions that will help identify where mid-course corrections or options may require addressing &/or explored. Target outcome percentages & progress measurements will be calculated for each year of the grant period, adjustments & alterations to the training & PD supports will be determined quarterly, if target outcomes are not met. Data collection will entail a two-fold process. While ESCCO will collect, aggregate & report project data & outcomes on a quarterly basis, individual districts will be monitoring their own survey & achievement data. The aggregate will not only inform the OBC districts as a whole, it will give individual districts a comparison point by which to judge the efficacy of their own efforts. The ESCCO will further share observational data with individual districts to assist in making mid-course corrections. Both district & OBC level leadership are committed to making mid-course corrections based on a reasoned analysis of formative data. Marysville, as the lead applicant is contracting with the ESCCO as external evaluator at \$35,000 which is 4% of project budget. This amount is in line with industry standards which will allow the vast majority of project funds to be spent directly on work with educators.

b. Spending reductions in the 5 year forecast

i. List the desired outcomes.

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

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

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

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

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

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

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

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

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

i. List the desired outcomes.

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

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

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

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

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

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

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

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

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

d. Implementing a shared services delivery model

i. List the desired outcomes.

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

By 6/30/2022, using a shared service model the OBC districts will have increased internal capacity & ability, while providing a cost-savings opportunity, to develop & share blended/online learning courses or blended blocks, while leveraging shared/common teacher PD/training & a common LMS to monitor progress toward outcomes. By 6/30/2022, the OBC districts & participating teachers will develop & share at least 60 blended blocks among the four Ohio Blended-Learning Collaborative (OBC) districts, which also could be shared with other districts in the region & statewide. The OBC districts will also increase the number of blended/online courses being shared, customized & delivered within the OBC districts & beyond.

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

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

Assumption: A shared service approach to blended learning will create an economy of scale that is beneficial for smaller districts. In order for the OBC project to be sustained, the districts will require a shared vision and common systems to implement the professional development that will ultimately lead to changes in instructional practices in the classrooms, including leveraging the blended blocks to efficiently and effectively expand the reach of excellent teachers and share resources and (i.e. teachers, students, materials, content).

Research: According to Policy Impact (2013), with digital learning & the help of excellent teachers, student can better control the nature & pace of their own learning through adaptable technology & data about their learning mastery. They can spend the time they need to master the content & material, & their access to resources beyond what their schools & instructors can offer in-person. The OBC districts have piloted this concept & already have the adaptive technology platform & data analytics required for this undertaking, in Schoology, the OBC

districts' common LMS platform. In 2005, Deloitte published 'A Promise of Shared Services' assessing the cost/benefits of shared services models across. According to Deloitte, small school districts tend to have comparatively high non-instructional costs. By implementing shared services they "can b& together to share everything from transportation services to building gymnasiums, creating the purchasing power & economies of scale of medium-sized districts. Shifting just a quarter of tax dollars spent by school districts throughout America on non-instructional operations to shared services, for example, could potentially yield savings in the range of \$9 billion". The report also stated that 'sharing services creates economies of scale & consistency of process & results that come with more centralized models while keeping the benefits of 'small' districts, such as Fairbanks.

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.

The OBC districts have been working together over the past year to develop the initial five (5) blended blocks that will serve as the pilot courses for this project. District leaders and educators have been meeting frequently among themselves and other districts in the region to ascertain lessons learned and opportunities to expand and replicate this shared service model of course development and shared PD/training. The planning team believes that the OBC districts have an excellent basis and foundation for increasing the numbers of teachers trained to both develop the blended blocks but also to consistently implement them within their own classroom environments.

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.*

By 6/30/2022, using a shared service model the OBC districts will have increased internal capacity & ability to develop & share blended/online learning courses or blended blocks, while leveraging shared/common teacher PD/training & a common LMS to monitor progress toward outcomes. In addition, by 6/30/2022, the OBC districts & participating teachers will develop & share at least 60 blended blocks among the four Ohio Blended-Learning Collaborative (OBC) districts, which also could be shared with other districts in the region & statewide. The OBC districts will also increase the number of blended/online courses being shared, customized & delivered within the OBC districts & beyond. Formative Indicators to measure progress: a) OBC districts will monitor reallocation cost-savings as described and designated within the FIT. b) OBC districts will track # of blended blocks developed and shared among the participating districts c) OBC districts will track the # of shared blended blocks that are delivered within classrooms of the participating districts d) OBC districts will track the number of classroom teachers using shared PD/trainings to develop and/or implement blended blocks within their classrooms. Summative Indicator to measure progress: a) OBC districts will annually report reallocation savings equal to or greater than project sustainability costs. The proposed budget increases the opportunity for teachers from the OBC districts while saving or reducing the district's costs through shared PD/training and development of consistent and customizable blended blocks that can be shared with any district and/or classroom with access to the same LMS platform. Through shared service model of teacher professional development, the OBC districts will increase the lasting value and impact of the training that not only will equip the classroom teachers with knowledge and skills to develop blended/online courses but also to implement them with fidelity in their classrooms.

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

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

By 6/30/2022, using a shared service model the OBC districts will have increased internal capacity & ability to develop & share blended/online learning courses or blended blocks, while leveraging shared/common teacher PD/training & a common LMS to monitor progress toward outcomes. In addition, by 6/30/2022, the OBC districts & participating teachers will develop & share at least 60 blended blocks among the four Ohio Blended-Learning Collaborative (OBC) districts, which also could be shared with other districts in the region & statewide. The OBC districts will also increase the number of blended/online courses being shared, customized & delivered within the OBC districts & beyond. Each of the OBC districts will use reallocation savings as described on their FIT as the data points to measure shared service outcomes. Baseline is October 2015 as per grant requirements. In addition, the districts will track : a) # of blended blocks developed and shared among the participating districts b) # of shared blended blocks that are delivered within classrooms of the participating districts c) # of teachers using shared PD to develop and/or implement blended blocks within their classrooms.

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

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

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

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

### C) BUDGET AND SUSTAINABILITY

11. Financial Information: - All applicants must enter or upload the following supporting information. The information in these documents must

correspond to your responses in questions 12-19.

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

[Enter Budget](#)

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

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

[Upload Documents](#)

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

872,510.00 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.*

Salaries: \$30,000 for stipends for staff to develop 10 blended learning courses each year of the grant at \$3,000 per course that is developed (implementation year only being paid by the districts) Benefits: \$4,635 for retirement & Medicare for the stipends to create the blended learning courses each year of the grant for \$463.50 (implementation year only being paid by the districts) Purchase Services: \$837,875 Schoology contract for blended learning courses \$479,700 (3 year multi-year contract for each district allowable per guidance document); Course development evaluation to make sure that the courses are in alignment of Ohio Standards \$150,000 (Multi-year contract(thru 6/22) as allowable per guidance document); Creation of new courses during the grant years - 10 courses per year at \$3,463.50 each to be paid to district staff by ESC of Central Ohio for the development of the courses to staff \$173,175 (Multi-year contract (thru 6/122) as allowable per guidance document); External program evaluation \$35,000 (Multi-year contract(thru 6/22) as allowable per guidance document). The budget request aligns with the overall project outcomes/goals of improving student access to quality instruction and learning opportunities, while leveraging project resources to build capacity to both develop blended/online courses but also to implement with fidelity. The continued purchase of the common LMS platform will significantly enhance the likelihood of the project's success and lasting value because the LMS is the backbone of the course development & deployment strategy among the four OBC districts. In doing so, the districts will have the tools and resources to adequately monitor & report progress toward the project outcomes.

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.

20,500.00 a. Sustainability Year 1

20,500.00 b. Sustainability Year 2

20,500.00 c. Sustainability Year 3

101,745.00 d. Sustainability Year 4

175,505.00 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.*

The districts will need to purchase software licenses after the first 3 years of the grant for sustainability for Schoology for the years that the district will use the programs after total expansion & implementation. Westerville will be adding additional training that they will pay for teacher PD that they currently have not included in their professional development that the other district will not have, as they are using the current budgets to use for any needed professional development & have the cost within their five-year forecasts.

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

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

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

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

Olentangy Local School District estimates that it will decrease \$150,000 each year of the sustaining years for textbooks that will not be purchased because of the changes in learning styles to the new blended learning courses for a total of \$750,000. Westerville City Schools estimates that it will decrease of \$87,500 in the first year & a 3% increase each year of the sustaining years for textbooks that will not be purchased because of the changes in learning styles to the new blended learning courses for a total of \$464,550. Fairbanks Local School Districts estimates that it will decrease \$45,000 each year of the staning years for textbooks that will not be purchased because of the changes in learning styles to the new blended learning courses for a total of \$225,000. Marysville will not have any cost savings from the grant but will have cost re-allocation due to the grant programs.

60.0 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.*

Olentangy Local Schools is reducing \$5,000 each year for professional development that will not be needed because of the grant trainings for a total of \$25,000 & \$65,000 for two years of blended learning being purchase that is being purchased with the grant for a total of \$130,000. Marysville Exempted Village Schools are reallocating \$200,000 of purchase services for repairs that the district will be able to purchase from Permanent Improved fund now that they do not have to purchase textbooks from the Permanent Improvement funds which will free up general fund from the grant for a total of \$1,000,000. They will also be reallocating \$200,000 of supplies for technology that the district will be able to purchase from Permanent Improved fund now that they do not have to purchase textbooks from the Permanent Improvement funds which will free up general fund from the grant for a total of \$1,000,000. Fairbanks and Westerville will not be re-allocating any funds to sustain this grant, they are using all cost savings.

## D) IMPLEMENTATION

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

*This response should include a list of qualifications for the applicant and others associated with the grant. Please list key personnel only. If the application is for a consortium or a partnership, the lead should provide information on its ability to manage the grant in an effective and efficient manner. Include the partner/consortium members' qualifications, skills and experience with innovative project implementation and projects of similar scope.*

Enter Implementation Key Personnel information by clicking the link below:

[Add Implementation - Key Personnel](#)

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

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

21. Planning

a. Date Range 9/1/2015 thru 8/1/2016

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

Pre-grant submission: The 4 OBC districts and other collaborative partners, conduct planning meetings, research costs, development of budgets, outcomes determination and application submission. Upon grant award: Press Release, kick-off meeting/planning sessions, MOU's developed with all consortia districts, finalize pre/post survey instruments with ESCCO research/evaluation team, finalize purchased services contracts, seek and obtain individual district board/leadership approval of contracts, develop official evaluation plan to ODE, start recruitment of cohort 1 of classroom teachers to participate in shared PD/trainings during implementation year, develop plan for facilitating shared PD/workshops, and start scheduling weekly, monthly and quarterly team meetings to ensure all benchmarks and outcomes are adequately monitored to completion. 6/1/2016: OBC district leaders and project team meet to develop project timelines/benchmarks, equipment vendors identified and contracts are initiated, evaluation plan submitted to ODE, PD/training dates/logistics finalized, recruitment for cohort 1 participants is complete and MOU's are finalized with participants and/or their districts. 8/1/2016: PD/trainings are completed with cohort 1 participants and they begin implementing training/PD develop blended blocks and/or implement within their classrooms, evaluation/research team gather data and pre/post survey information related to project data points/outcomes. Benchmarks to demonstrate success: 1) # of teachers recruited to participate in trainings/PD 2) student engagement baseline surveys (pre/post) 3) Project team & fiscal meetings established and scheduled throughout planning process. 4) # of blended blocks started and/or completed as a result of shared PD/training key stakeholder engagement: Project team will meet monthly throughout the planning process of the OBC project to ensure all stakeholders are engaged and desired outcomes/goals are on-track/monitored.

22. Implementation (grant funded start-up activities)

a. Date Range 6/1/2016 thru 6/30/2017

b. Scope of activities - include all specific completion benchmarks

6/2/2016-12/2016: Cohort 1 recruited, trainings/PD scheduled & conducted, ESCCO evaluation/research conduct pre/post surveys, project/fiscal team meet regularly as appropriate. participating early adopter teachers start &/or complete development of blended blocks for review by third party organization(s) & partners, such as the ESCCO &/or connectingEd, 1/2017 - 2/2017: Project/fiscal meet quarterly to ensure outcomes/goals are monitored and progressing, with input from project evaluation team, and additional teachers are recruited, participate in training/PD and begin developing blended blocks. 3/2017 - 6/30/17: both cohort 1 and 2 participate complete training/PD & have started and/or completed development of blended blocks, a percentage of developed blended blocks are reviewed/ready to be shared. ESCCO evaluation/research team conducts pre/post surveys, project/fiscal team meet quarterly to monitor progress toward project

outcomes/goals Benchmarks to demonstrate success: a) Increases in student engagement measured by surveys (pre/post); b) Increases in new learning opportunities available through delivery of blended blocks within OBC district classrooms, measured through self-reports; c) Numbers of teachers participating in Cohort 1 and 2 PD/training, and those who develop blended blocks and/or implement knowledge attained in their respective classroom. d) Changes in teacher perception, measured through surveys (pre/post): - blended/online learning classroom implementation knowledge - blended/online learning course development competency - student engagement & ownership of learning when using blended blocks. There will be challenges due to institutional resistance among those educators used to traditional instruction and learning strategies. Through planned stakeholder engagement, technical assistance, tailored teacher PD and routine communications, the team is confident challenges will be resolved before becoming challenge to project success.

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

a. Date Range 9/1/2016 thru 6/30/2022

b. Scope of activities - include all specific completion benchmarks

Quarterly evaluation reports (process/outcomes) from ESCCO through 9/30/2017, then subsequently twice per year 2017 through 2022 (outcomes only), reporting will include required annual programmatic/fiscal sustainability reports to ODE for 2016 through 2022.

Programmatic sustainability of the OBC project activities and measures for 2017 through 2022 include: a) Decreases in student with disabilities (SWD) achievement gaps by at least 25%; b) # of students with access to blended blocks, as a result of the project, and take at least one (1) blended/online learning course prior to HS graduation. c) # of teachers participating in project-related training/PD and in turn using knowledge gained to develop a blended block and/or implement blended strategies within their own classrooms d) # of blended blocks developed, reviewed, shared, customized and delivered during the project. Sustainability costs are shared and covered through cost-savings and reallocation of funds by each OBC district.

## E) SUBSTANTIAL IMPACT AND LASTING VALUE

24. Describe the expected changes to the instructional and/or organizational practices in your institution.

*The response should illustrate the critical instructional and/or organizational changes that will result from implementation of the grant and the impact of these changes. These changes can include permanent changes to current district processes, new processes that will be incorporated or the removal of redundant processes. The response may also outline the expected change in behaviors of individuals (changes to classroom practice, collaboration across district boundaries, changes to a typical work day for specific staff members, etc.). The expected changes should be realistic and significant in moving the institution forward.*

Please enter your response below:

By the end of the project, the OBC districts will have utilized the instructional models and strategies shifts to effectively decrease the achievement gap among the SWD by 25%. They will increase opportunities for students to access broader blended/online course offerings within their districts. These increases in accessibility will be facilitated by common and shared teacher PD/training related to integrating the blended blocks and blended learning classroom strategies. Through early adopters, partners and the cohort 1 and 2 classroom teachers participating in relevant and tailored common PD, the OBC districts will provide enhanced regional consistency and collaboration opportunities. Additionally, through the grant, the consortia districts' teachers and students will be operating on level or similar playing fields, which will increase points for multi-district collaborations and shared blended/online learning experiences where it did not occur seamlessly prior to this project. Effectively, this project will change the conversation and dynamic from one that focuses on the technological and internal capacity barriers to creating systems for increasing access and opportunities for students within the OBC districts. The following are the organizational shifts that will occur as a result of the project: 1) Greater opportunity to share developed blended blocks between OBC districts, which will provide greater shared service leading to shared cost-savings and/or opportunities to expand course offerings through the implementation of blended/online course content and trained classroom teachers. 2) Increased teacher and leaders familiarity and comfort levels with using blended/online learning strategies to bridge internal resource and capacity issues to increase opportunities and options for students. 3) Increased options and internal capacity within the OBC districts and educators to facilitate and deliver shared and common PD/trainings through a train-the-trainer delivery model. Prior to the past year, historically, the coursework within the OBC districts have been limited by internal capacity and knowledge/competency to provide or offer access to courses. However, the project activities will bring to shifts that will enable and empower project and district leaders as well as classroom teachers to make changes to how and when students receive instruction and demonstrate their learning. This will only be made possible by OBC districts having the capacity and willingness, through this project, to leverage existing capacity and LMS platforms among the districts to implement innovative blended/online and shared learning models. Inherent within the OBC project, the district leaders and teachers will be dependent upon and leaning on the expertise of those educators who have essentially been innovative and experimental within their own classroom environments and developed blended blocks over the past year. This will take some cultural and systems flexibility to give up or forego a degree of control on the part of some district personnel, which will be a dramatic organizational behavior change for some and common practice for others.

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

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

Please enter your response below:

Thomas G. Reed, PhD, Executive Director - Educational Service Center of Central Ohio (ESCCO): tom.reed@escoco.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.

The OBC project team will engage Educational Service Center of Central Ohio (ESCCO) to evaluate the entire project from planning through the sustaining years. ESCCO will take responsibility for acquiring IRB for the duration of the project. The ESCCO will also be responsible for obtaining all informed consents from participants prior to any evaluation research being conducted during the project. The initial planning and implementation of the OBC project will include qualitative and quantitative data collection methodology. The ESCCO will use a mixed methods approach to collect qualitative data including observations, online surveys, and participant focus groups/interviews. The stakeholders include, teachers, facilitators, administrators, identified partners, and students. However, for the purposes of this OBC project only high school and middle school students whose teachers and administrators are involved in the project-related PD/training and subsequent implementation will be studied. The rationale behind use of these methods is to ensure that the OBC project team has actionable information in which they can quickly and flexibly address constraints during planning and implementation. These rapid course corrections are anticipated to ensure that the OBC districts and project team will be responsive to the varying needs of the project. Concurrent with the collection of qualitative data, ESCCO research team will collect and graph quantitative metrics associated with the curriculum being delivered through pre/post surveys and other data points identified in project narrative. The rationale behind this metric collection is to benchmark academic growth within and among of the participating students. Research findings of both the qualitative and quantitative data collection will be reported quarterly to the funder during the planning and implementation phases of the project (May 2016-June 2017). Collection of qualitative data will end at the close of the implementation period, and a full report on the findings and responses will be submitted in September 2017. During the SY (July 2018-June 2022) only quantitative data from both short cycle assessments and standardized testing will be collected and reported upon in the bi-annual reports along with the FIT reports. The continuation of quantitative data collection will allow for the consideration of longline academic achievement within and among multiple student populations and the use of blended delivery.

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

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

The OBC project has been developed & designed to leverage existing district efforts to scale-up, expand & replicate the activities among the OBC districts participating on this project, but also to other districts within Central Ohio & statewide. This is particularly of interest for replication within districts already or planning to utilize the same LMS as the OBC districts, which will greatly enhance and improve the likelihood of scaling, expanding &/or replicating the model elsewhere. As mentioned previously within this application, increasing students' access to broader course offerings &/or content is one of the outcomes/goals of the project. This will be a significant opportunity for other districts seeking to join the OBC &/or replicate the model within their own learning context. In fact, the ultimate goal of the Ohio Blended-Learning Collaborative (OBC) is to increase & grow the number of districts & educators with capacity and willingness to align systems to increase blended/online offerings within their districts. The common teacher PD/trainings is critical element of the proposed project because it builds internal capacity among the OBC districts to sustain the project far beyond the grant period, with little or no additional resources. This will make the adoption & implementation of the blended blocks as well as the shared PD offerings extremely attractive to potential scale-up districts. Even during the planning part of this project, the project team has been engaged in conversations with other districts within Central Ohio & in Southwest Ohio whose leadership is interested in joining the OBC separate from this grant project. The proposed shared service model for common blended block development & blended/online learning and instruction implementation is of great interest to other district leaders. This would greatly reduce the need to hire external providers to develop and review blended/online courses, when internal capacity has been effectively built within the districts. As the OBC & this project continues to evolve, the team anticipates that there will be a significant amount of interest throughout the region and statewide. The project planning team, OBC districts and partners plan to present at statewide & national conferences, when appropriate, to share lessons learned & opportunities for greater collaboration. In addition, the OBC districts plan to partner with the ESCCO on future summits/conferences within the region to ensure the lessons learned are not contained within the consortia districts. Rather, these options & opportunities will be disseminated broadly & widely to all educators and policymakers who are interested improving access to quality instruction & learning for all students through the use of quality blended/online courses & instructional strategies.

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).

Diane Mankin Superintendent - Marysville Exempted Village School District

Consortium

Marysville Exempted Village (045476) - Union County - 2016 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

**Consortium Contacts**

<b>First Name</b>	<b>Last Name</b>	<b>Telephone Number</b>	<b>Email Address</b>	<b>Organization Name</b>	<b>IRN</b>	<b>Address</b>	<b>Delete Contact</b>
Diane	Mankin	937-578-6100	dmmakin@mevsd.us	Marysville Exempted Village	045476	1000 Edgewood Dr, Marysville, OH, 43040-2105	
John	Kellogg	(614) 797-5700	KelloggJ@wcohs.org	Westerville City	045047	936 Eastwind Dr Ste 200, Westerville, OH, 43081-3319	
Bob	Humble	(937) 349-3731	bhumble@fairbanks.k12.oh.us	Fairbanks Local	050328	11158 State Route 38, Milford Center, OH, 43045-9764	
Mark	Raiff	(740) 657-4011	mark_raiff@olsd.us	Olentangy Local	046763	814 Shanahan Rd Ste 100, Lewis Center, OH, 43035-9078	

Partnerships

Marysville Exempted Village (045476) - Union 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>
Tom	Reed	614-542-4120	tom.reed@escoco.org	ESC of Central Ohio	046938	2080 Citygate Drive, Columbus, OH, 43219	
Sarah	Folzenlogen	740-703-3875	sfolzen1@me.com	connectingEd		www.connectinged.com, , Columbus, Ohio , 43215	
Stephanie	Hollar	740-703-4474	s.hollar@me.com	conectingEd		www.connectinged.com, , Columbus, Ohio , 43215	

Implementation Team

Marysville Exempted Village (045476) - Union County - 2016 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

**Implementation Team**

First Name	Last Name	Title	Responsibilities	Qualifications	Prior Relevant Experience	Education	% FTE	Delete Contact
Jennifer	Fry	Curriculum Supervisor, Westerville City Schools	Ms. Fry will serve as a district liaison for the project implementation team as the "Site Coordinator," working with the project director to ensure the project activities and outcomes are implemented within Westerville City Schools. She will be responsible for recruiting and working with classroom teachers participating in the PD offered through the project as well as the blended/online courses development activities.	Ms. Fry supports the integration of Learning Management System? Schoology at multiple entry points such as: district and building level vision setting of blended learning environments, professional development, support for individuals and teams of teachers in utilization, developing model groups and courses, developing and facilitating blended courses and providing support for mastery learning modules Implementing district Strategic Plan and Learning and Teaching Roadmap (Technology Plan). She is Quality Matters Trained (Digital Content Review Process). She is heavily involved in supporting technology integration districtwide. She also serves on district level committees for curriculum, technology, strategic planning, and digital content reviews. Skilled in running digital content pilots, evaluation of pilots and making recommendations for adoption as well as working with vendors and serving as a liaison between curriculum team, administrators and teachers Evaluator of digital content as part of Ohio Straight A grant (OSU, Ohio Resource Center, Westerville City Schools and consortium districts) to create a repository of vetted digital content for educators.	Ms. Fry has been an evaluator of digital content as part of Ohio Straight A grant (OSU, Ohio Resource Center, Westerville City Schools and consortium districts) to create a repository of vetted digital content for educators. She is a Westerville City Schools Schoology Administrator and is Quality Matters Trained. Jennifer has worked with vendors and ran digital content pilots for Westerville City Schools and served as an online facilitator for TRECA Digital Academy. She has a Ohio Administrative License , May,2015 as well as a Ohio Five-Year License , Lead Teacher and Grades 1-8; July, 2013.	M.Ed. in Ed.Leadership,? Ohio Dominican Univ.; M.Ed. in Instructional Design & Tech. (OSU); B.S. in Elem. Ed. (OSU)	10	
Christopher	Deis	CIO/IT Director -	Mr. Deis will serve as the "project director" for	Chris spent the first sixteen years of his	n 2008, Chris was the first teacher in	Master of Ed. in Administration &	25	

		<p>Marysville Exempted Village School District</p>	<p>the OBC and provide overall project oversight and partnership management. As the Marysville CIO/IT Director, Chris will ensure this project aligns with the district's overall mission &amp; strategic direction. He will work closely with the Site Coordinators from the other three (3) OBC consortia districts and the Marysville Treasurer to manage the project budget as well as coordinating all compliance and evaluation activities related to the grant project. In doing so, Mr. Deis will facilitate communications and stakeholder engagement activities to ensure the project's success and progress toward identified outcomes. As the Chief Information Officer Chris facilitates and manages the district's technology department and the integration of technology for all staff and students. Using the district's strategic plan as a vision Chris is focused on increasing the capacity for staff to deliver quality blended learning opportunities to meet the individual needs of Marysville's diverse learners. Chris has helped move the district into a new individualized learning era by providing even access to a district adopted learning management system (Schoology), online productivity software (Google Drive), and advanced common assessment software (SchoolNet). In addition Chris has facilitated the district's move to become 1:1 for all students in grades 5-12.</p>	<p>career teaching grades 5-8 in urban and suburban districts in Central Ohio. While assisting in building administration Chris was promoted to a instructional coordinator position within the curriculum department of a large suburban district. Chris' position migrated to encompass more technology and integration aspects until he was recruited by Marysville to be their new IT Director &amp; CIO. Chris has spent the last two years working with his team to provide excellent 21st Century learning opportunities to the staff and students of Marysville.</p>	<p>Olentangy to pilot the design and implementation of online courses within the district. He went on to manage a pilot of more than 40 teachers to develop and deliver blended learning within the district. Chris has created and delivered over 100 blended learning PD opportunities in the last 6 years. His experiences, focus and leadership has given him the opportunity to present on blended learning at conferences and on-site at for many school districts.</p>	<p>Policy Leadership (The Ohio State University) &amp; BS in Elementary Education (The Ohio State University)</p>	
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Jessica	Fields	Instructional Technology Supervisor, Olentangy Local School District	Ms. Fields will serve as a district liaison for the project implementation team as the "Site Coordinator," working with the project director to ensure the project activities and outcomes are implemented within Olentangy Local School District. She will be responsible for recruiting and working with classroom teachers participating in the PD offered through the project as well as the blended/online courses development activities.	As an instructional Technology Supervisor, manages the integration of all systems that support learning in classrooms and connects teachers with technology to enhance learning. Her mission is to utilize blended learning as an education model to promote a student-centered, customized learning experience that will engage, motivate, and prepare our students to be career and college ready. Jessica is responsible for all k-12 technology integration and digital conversions. As an assistant principal, Jessica was an instructional leader with special focus on reformation of ELA, intervention, and Kids In Crisis programs; directed and facilitated STEM and PBL initiatives to address evolving needs of students and teachers; and integrated Quality Matters in order to improve the quality of online and blended learning. As an English teacher, she collaborated with colleagues to align assessment with target skills and incorporated 21st century skills and technology into teaching practices . Currently she serves as the Instructional Technology Supervisor. In this role, she has used her Quality Matters training to help teacher think differently about their classroom and the skills their students need. She is in the process of training administrators and staff on blended learning and the different forms it can take.	High School English teacher for 5 years, middle school assistant principal for 2 years, and instructional technology supervisor for 3 years.	Administration Licensure Program (OSU); MS in Integrated Lang. Arts Ed. (Wright State); BS in Integrated Lang. Arts Ed. (Wright State)	10	
BJ	Thaman	Director of Instructional Technology, Fairbanks	Mr. Thaman will serve as a district liaison for the project implementation team	Starting January 1st, 2016, BJ will become the Director of Instructional Technology	BJ was the district lead for the cooperative EDCITE Straight A	Bachelor of Science, Computer Science -	10	

		Local Schools	as the "Site Coordinator," working with the project director to ensure the project activities and outcomes are implemented within Fairbanks Local Schools. He will be responsible for recruiting and working with classroom teachers participating in the PD offered through the project as well as the blended/online courses development activities.	and K-6 Online Learning Coordinator for Fairbanks Local Schools. He will still be responsible for the overall direction of technology in the district and will be responsible for leading the district's 1:1 initiative. BJ will also be directly responsible for ensuring that teachers in kindergarten through sixth grade are ready to go 1:1 and blend their classrooms, prior to equipment rollout. He will also be managing the district's new 7-12 Online Learning Coordinator. BJ started as the district's first Technology Coordinator in 2000. Besides being responsible for the districts hardware, software, and cloud services, BJ has also led technology based professional development for the staff. BJ has also worked directly with students and teachers to integrate technology into their classrooms.	Grant in 2014. The purpose of the grant was help teachers evaluate and align digital content to the New Ohio Learning Standards. The grant also introduced 9 staff members to teaching in a 1:1 classroom environment. He has been trained in both Project Based Learning (PBL) and Schoology.	Otterbein College 1999		
Dr. Tom	Reed	Executive Director, ESC of Central	Oversees external evaluation, data collection, analysis and reporting of Straight A grant performance metrics. Assists the grantee in identifying and operationalizing variables related to project outcomes and establishes systematized processes for monitoring and evaluating project deliverables.	Dr. Reed was the Novice G. Fawcett Scholar from 2003 - 2005 at The Ohio State University College of Education's School of Policy and Leadership where he served as a quantitative research assistant for Dr. Wayne Hoy. Dr. Reed applied universally recognized research, statistics, and modeling methods to hypotheses related to educational policy and leadership, program planning, implementation and monitoring, and student performance.	Dr. Reed has worked extensively with state-funded grants and contracts through his role as Executive Director with the ESC of Central Ohio. He has also served as a local school district superintendent, high school principal, and curriculum director and understands implications of school reform and program implementation at an integrated systems level. Additionally, Dr. Reed is a Strategic Data Fellow through the Center for Education Policy Research at Harvard University	PhD, Ed Leadership, Ohio State Univ; MS, Ed Admin, Univ of Dayton; BS, Elem Ed, Ohio State Univ.	5	

					where he enjoys access to Harvard faculty and other SDP fellows who serve as critical research associates and assist in the promotion of the most applicable research methods and statistical tests to measure impact and effect size.			
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