Budget

Mentor Exempted Village (045492) - Lake County - 2016 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (101)

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

Plus/Minus Sheet (opens new window)

Object Code / Purpose Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction	0.00	0.00	84,600.00	0.00	0.00	0.00	84,600.00
Support Services	0.00	0.00	75,200.00	0.00	0.00	0.00	75,200.00
Governance/Admin	0.00	0.00	38,272.00	0.00	0.00	0.00	38,272.00
Prof Development	95,120.00	14,696.00	442,521.00	0.00	53,300.00	0.00	605,637.00
Family/Community	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Safety	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Indirect Cost						0.00	0.00
Total	95,120.00	14,696.00	640,593.00	0.00	53,300.00	0.00	803,709.00
						Adjusted Allocation	0.00
						Remaining	-803,709.00

Application

Mentor Exempted Village (045492) - Lake County - 2016 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (101)

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

A) APPLICANT INFORMATION - General Information

1. Project Title:
4-3-2-1 Digital Resources for All!

2. Project Summary: Please limit your responses to no more than three sentences.
Use a validated method to evaluate K-12 digital resources creating solutions to broaden student learning and offer a shared website in Ohio

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

114 Pre-K Special Education	1032 K	1060 1	1066 2	1153 3
1153 4	1154 5	577 6	623 7	597 8
599 9	661 10	508 11	563 12	

Year 1

114 Pre-K Special Education	1029 K	1032 1	1060 2	1066 3
1153 4	1153 5	1154 6	1148 7	1193 8
1267 9	1269 10	1331 11	1178 12	

Year 2

114 Pre-K Special Education	1034 K	1029 1	1032 2	1060 3
1066 4	1153 5	1153 6	1154 7	1148 8
1293 9	1267 10	1269 11	1331 12	

Year 3

114 Pre-K Special Education	1034 K	1034 1	1029 2	1032 3
1060 4	1066 5	1153 6	1153 7	1154 8
1247 9	1293 10	1167 11	1229 12	

Year 4

114 Pre-K Special Education	1034 K	1034 1	1034 2	1029 3
1032 4	1060 5	1066 6	1153 7	1153 8
1246 9	1247 10	1193 11	1267 12	

Year 5

114 Pre-K Special Education	1034 K	1034 1	1034 2	1034 3
1029 4	1032 5	1060 6	1066 7	1193 8

1253 9	1246 10	1247 11	1293 12

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

4-3-2-1 provides 755 K-12 teachers the ability to assess digital resources prior to implementation for instruction. Trained teacher coaches will continue to evaluate a broad range of digital resources and more quickly locate materials and benefit from the bank of reviews. As a result, students will have more opportunities to learn from topic specific, interactive resources. Student impact will continue to increase as the bank of resources builds, reaching over 14,500 students in both districts continuously by 2022. Mentor will implement teacher training in grades 6-12 in sustainable years resulting in full district implementation. Oak Hills is planning 1:1 device deployment in Pre-K and special education; when implemented, another 650 students will be impacted. OSU will continue to scale up reviews on the shared website, SpotOnReviews.org, adding Ohio districts, thus increasing the breadth and depth of resources, potentially reaching an additional 10,000 PK-12 Ohio students in 5 year.

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

First and last name of contact for lead applicant
Matthew Miller

Organizational name of lead applicant
Mentor Public Schools

Address of lead applicant
6451 Center Street, Mentor, Ohio

Phone Number of lead applicant
440-255-4444

Email Address of lead applicant
millerm@mentorschools.org

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

6. Are you submitting your application as a consortium? - Select one checkbox below

☑ Yes

☐ No

If you are applying as consortium, please list all consortium members by name on the "Consortium Member" page by clicking on the link below. If an educational service center is applying as the lead applicant for a consortium, the first consortium member entered must be a client district of the educational service center.

Add Consortium Members

7. Are you partnering with anyone to plan, implement, or evaluate your project? - Select one checkbox below

☑ Yes

☐ No

If you are partnering with anyone, please list all partners (vendors, service providers, sponsors, management companies, schools, districts, ESCs, IHEs) by name on the "Partnering Member" page by clicking on the link below.

Add Partnering Members

B) PROJECT DESCRIPTION - Overall description of project and alignment with goals

8. Describe the innovative project: - Provide the following information

The response should provide a clear and concise description of the project and its major components. The following questions will address specific outcomes and measures of success.

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

Mentor Public Schools (7,700 K-12 students in NE Ohio, 6th largest HS in Ohio) and Oak Hills School District (8,200 PK-12 children in western Cincinnati, 3rd largest district in Hamilton County) are highly innovative suburban districts that have made significant investments in technology, infrastructure, and human capital to provide true digital transformation. Each district has established teacher coaches, 1:1 technology, tools, and systems for success. Principals in both districts report teachers spend nights and weekends searching the Internet for effective complementary digital resources, aligned to standards, in order to enhance student learning and engagement with a goal to ensure persistence in learning the Ohio Learning Standards. Their efforts are largely experimental and they often result in the use of ineffective resources because there is no methodology available to evaluate games, apps, videos, collections, and teacher-created resources. There are inconsistencies across grade levels with regards to availability of engaging digital resources. District leadership shared the concerns with OSU's College of Education and identified a twofold problem. First, districts have no consistent, academically validated and streamlined

process to support teachers in reviewing the wide spectrum of digital resources. Second, there is no vehicle to share identified resources and reviews to save teachers time and to streamline access to high quality, engaging resources. Neither district has the fiscal or human resource capacity to address these problems, but together the Consortium will deploy 4-3-2-1 to efficiently bring quality digital resources to teachers to enhance student achievement gains while deploying a statewide resource.

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

In partnership with OSU, Mentor/Oak Hills will implement 4-3-2-1, a unique approach to broaden student learning and engagement by analyzing and implementing challenging digital curriculum aligned to Ohio Learning Standards. In multiple cohorts, 755 teachers will be trained Face-to-Face (F2F) or via asynchronous training. Asynchronous training will be available through sustaining years to participating districts, providing continuous impact to 14,500 students by 2022. During implementation of the solution, teacher coaches from Cohort 1 will make up Cohorts 3 and 4 and trained using the Train the Trainer model of instruction. 4-3-2-1 deploys a 4 dimension rubric: Content Quality, Pedagogy, Technology Use, and Standards Alignment; across all 3 grade bands; that utilizes 2 training approaches to deliver reviews on 1 shared website for all Ohio districts. Trained educators will use the 4 dimension rubric to assess digital resources for Content Quality (accuracy, clarity, sense of purpose, developing content ideas); Pedagogy (builds on student ideas, engaging student ideas, promotes student thinking, enhancing learning environment, differentiation); Use of Technology (creativity, innovation, communication, collaboration, critical thinking, problem solving, decision making, design, navigation); and Standards Alignment (content alignment, depth and range of coverage, balance of coverage). The 3 grade bands are K-5; 6-8; 9-12. The 2 training approaches delivered by OSU include at least two F2F sessions per district and asynchronous training. Standard Rubric Reviewer Training will be used through implementation (755 teachers trained); Train the Trainer (30% of teachers will receive a more thorough review of rubric use, review development, and coaching). 1 Resource for All: Final reviews will be published with quantitative and qualitative results on SpotOnReviews.org (known hereafter as "the shared service website" or "website") a searchable, shared website, free to Ohio educators. It will include asynchronous training so any Ohio educator can be trained to select appropriate digital content for their classroom. Research Correlation: It is well documented that "adding a digital device to the classroom without a fundamental change in the culture of teaching and learning will not lead to significant improvement" (November 2013). To move teachers forward in the digital age, they need time to explore, evaluate, share, and implement a range of resources. 4-3-2-1 enables teachers to become efficient at analyzing and implementing digital resources. Teachers will be empowered when searching for materials on the shared website because it provides vetted digital resources for selection. Instructional /Org Shifts: 4-3-2-1 offers a streamlined process so districts can make better informed digital resource decisions with fewer costly tech integration mistakes; increase instructional productivity by accelerating rate of learning; and better utilize teacher time. 4-3-2-1 increases teacher confidence in making appropriate, validated, decisions to differentiate instruction, advance the blended learning classroom, and continue to pioneer technology integration. Stakeholder buy-in: This initiative was requested by educators, so teacher and administration buy-in is in place. OSU will facilitate Steering Committee for oversight and strategic direction, and lead Implementation Team to ensure delivery of objectives. Long Term Goal: By June 2022, 4-3-2-1 will implement and scale a sustainable shared service approach to creating academically-validated evaluations of digital resources prior to use in classrooms that will result in exponentially improved ongoing teaching and learning for 14,500 K-12 students in Mentor/Oak Hills, and all K-12 1,125 teachers trained. Sustainability: 4-3-2-1 requests $803,709 and will have $31,500 in sustainable costs. It is a revenue neutral project that shows savings of $31,500 by 2022 and is sustainable without additional income.

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.

Long Term Goal: By June 30, 2022, 4-3-2-1 will implement and scale a sustainable shared service approach to creating academically-validated evaluations of digital resources prior to use in classrooms that will result in exponentially improved ongoing teaching and learning for 14,500 K-12 students in Mentor/Oak Hills and all 1,125 teachers trained. Student Achievement Goal 1: As a result of the successful execution of 4-3-2-1 district-wide review process for digital resources, consortia districts will significantly decrease achievement gaps as reported by Ohio Department of Education Local Report Card. Baseline to be set upon release of 2015 Report Cards. Currently Available Data: 2014 Report Card Mentor: D - achievement gap Oak Hills: C - achievement gap Student Achievement Goal 2: Aug 2017: 3,500 published K-12 digital resource reviews will be available searchable by grade, discipline, learning standards, and if it is free or paid. Student Achievement Goal 3: June 2022: All K-12 teachers training in reviewing digital resources will have deepening knowledge of quality resources to apply in the classroom for differentiated student learning. Student Achievement Goal 4: Annually review for increases in benchmark assessments already in place: Lexia, Achieve 3000, Ohio's Early Childhood Comprehensive Assessment, AIMSweb benchmark assessment, and Ohio's grade specific tests. In order to assist in selecting the most effective digital tools while upholding both district goals of 21st century learning skills for teachers and students, the P21 Benchmark for 21st century learning is embedded within teacher training and validated rubrics. For the 5 years of sustainability, teacher and student engagement will be monitored annually to track engagement and the implementation of a streamlined resource selection process. 75% of budget request supports teacher training and supports which highly invests in the impact on student achievement.

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.

Rubric training for the digital resource review process will provide instructional coaches and teachers with knowledge on how to analyze digital resources. This will empower teachers to better select content for differentiated instruction, including enrichment and intervention, thus providing increased achievement for all students. Both districts are currently using the blended learning rotational model at all grade levels. Effective digital resource is essential in the implementation of blended learning. The intent is to maximize each student's growth and individual success by meeting each student at their level rather than expecting students to change for the curriculum (Hall, 2002). Blended learning is a large-scale opportunity to develop schools that are more productive by personalizing education to ensure the right resources reach the right students at the right time. Over the past decade, mounting empirical findings from cognitive research has shed further light on how to design and deliver online and blended-format instruction that effectively helps people learn, remember, and transfer new concepts and skills. Blended learning is tailored to meet individual student needs, allows students to self-pace, and is often considered more engaging than traditional classes. A study released by the U.S. Department of Education in February 2013 reports a well-documented

connection between student engagement and learning outcomes. With successful implementation of the resources being added to individual classrooms using a validated process based on a student-centric rubric, engagement levels will increase. Additionally, this approach recognizes that "ensuring the high quality of digital instructional materials is a critical step in providing teachers and students with access to the best possible resources for teaching and learning, and to personalize instruction" (SETDA, Navigating the Digital Shift: Mapping the Acquisition of Digital Instructional Materials).

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

Administrators and teachers have always had the tough challenge of selecting or developing print resources and materials that align with standards and effectively engage all students. With the influx of available digital resources including core curriculums, and supplemental materials, down to websites, apps, and games, the number of potential resources available to educators has drastically increased. Adding to the complexity of the influx of digital materials, educators now have the additional challenge of discerning which digital resources best support the classroom and align with their curriculum. New digital resources have much more to offer than their printed counterparts, and should be used to the fullest extent. Throughout this process, educators will be able to evaluate whether digital resources are aligned with their current standards and curriculum map, and also how to best leverage new technologies to support the achievement of all students. According to a publication by Intel, "In order to transform today's classroom into the appropriate 21st century learning environment, we need to provide students with rich digital resource that goes far beyond digital print textbooks delivered over scaled-down devices" ("Making the Move to Digital Content."2011 e.Republic Inc.). The attention to this process will enable educators to provide students with "high quality, relevant and up-to-date instructional materials." Through the implementation of 4-3-2-1, the amount of appropriate digital materials dwindle, allowing teachers to select the most appropriate digital tools for engaging students, making addressing multiple aptitudes and learning styles with digital resource an attainable goal. In the summer of 2014, OSU conducted a two-round modified Delphi survey technique to begin the digital resource rubric development process, with the following guiding question: "What are the essential criteria to evaluate digital resource that supports learning in PreK-12 education settings?" The questionnaire consisted of six sections (i.e., content quality dimension, pedagogy dimension, technology use dimension, alignment to standards dimension, suggestions and comments, and reviewer information). Respondents were instructed to consider criteria that are important to assist school personnel, district personnel, and/or state department of education personnel in making decisions regarding the merit and worth of digital resource to support learning in PreK-12 educational settings, as they responded to questions. For each criterion listed in the four dimensions (i.e., content quality, pedagogy, technology use, and alignment to standards), participants were asked to indicate the level of importance of the criterion to evaluate PK-12 digital resource quality, the level of clarity of the criterion description, the appropriateness of rating scale descriptors for the criterion, and provide a recommendation for the criterion (i.e., remove, modify, or keep). Additionally, part of the digital resource review rubric development process was a focus group conducted in the fall 2014. The rubric was updated based upon feedback from the findings. It is widely accepted that digital learning resources "engage, inspire, and excite learners of all ages. They can be used to stimulate and channel your own creativity as you adapt them to your needs and to develop more stimulating materials for personalized learning" ("Choosing and using Digital Learning Resources." Becta. April 2008). The difficult part of the aforementioned statement is adopting a consistent process by which those resources are assessed and then shared. Adopting a blended learning approach to teaching and learning, coupled with a vetted process to effectively evaluate the growing list of digital resources available to educators, will provide educators with the tools they need to personalize learning and increase student engagement and performance.

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).

Long Term Goal: By June 30, 2022, 4-3-2-1 will implement and scale a sustainable shared service approach to creating academically-validated evaluations of digital resources prior to use in classrooms, which will result in exponentially improved ongoing teaching and learning for 14,500 K-12 students and 1,125 teachers trained in Mentor/Oak Hills. Student Achievement Goal: As a result of the successful execution of the 4-3-2-1 district-wide review process for digital resources, consortia districts will significantly decrease achievement gaps as reported by Ohio Department of Education Local Report Card. Baseline to be set upon release of 2015 Report Cards Student Achievement Goal: Increase the number of reviewed digital resources to ensure quality resources are implemented in the classroom Student Achievement Goal: March 2017: 755 teachers will use evaluation process 100% of the time to review digital resources before they are implemented in the classroom Student Achievement Goal: Aligned digital resources will be added to each district's curriculum maps, with amounts increasing annually Student Achievement Goal: Using current district baseline data, continue to measure for increase in technology and learning scores Student Achievement Goal: Report on teacher knowledge and skills perspectives based on external evaluator survey and interviews Student Achievement Goal: Report on student enhanced achievement and engagement perspectives based on external evaluator survey and interviews

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

Long Term Goal: By June 30, 2022, 4-3-2-1 will implement and scale a sustainable shared service approach to creating academically-validated evaluations of digital resources prior to use in classrooms that will result in exponentially improved teaching and learning for 14,500 K-12 students continuously in Mentor/Oak Hills and all 1,125 teachers trained. Student Achievement Goal: As a result of the successful execution of 4-3-2-1 district-wide review process for digital resources, consortia districts will significantly decrease achievement gaps as reported by Ohio Department of Education Local Report Card. Baseline to be set upon release of 2015 Report Cards. Student Achievement Goal: Using baseline data, annually review for increases (proficient or above) in benchmark assessments already in place including but not limited to: Lexia, Achieve 3000, Ohio's Early Childhood Comprehensive Assessment, AIMSweb benchmark assessment, and Ohio's grade specific tests. Student Achievement Goal: Teacher Training & Review Production: August 2016: 616 teachers in Cohort 1 (Oak Hills: 375 teachers; 200 coaches. Mentor: 41 coaches) will complete rubric reviewer training. December 2016: all participating teachers will be trained Cohort 2 (Mentor: 139 teachers) to evaluate digital assets, and Cohort 1 will produce 5 reviews each totaling 3,080. Production goal is nearly 50% by half way through implementation period. January 2017: teachers will use published reviews from website. March 2017: Cohort 3 (Oak Hills: 100 coaches; Mentor: 20 coaches) will complete Train-the-Trainer to embed deeper knowledge into the districts for sustainability; Cohort 1 will complete final 5 reviews (3080) and Cohort 2 will complete first 5 reviews (695). June 2017: Cohort 4 (Oak Hills: 100 coaches; Mentor: 21 coaches) will complete Train-the-Trainer for sustainability; and Cohort 2 will complete final 5 reviews (695). Allowing for 7% attrition, 7000 reviews will be generated by 755 teachers.

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

Mentor/Oak Hills is partnering with OSU's Results Management Team for external evaluation. OSU will utilize a mixed methods research that uses real-time data collection in an iterative approach to gain systematic data aligned to program activities. Application of real-time evaluation data informs a responsive process based on emerging issues that are addressed as implementation proceeds. This strategy provides the Steering Committee and Implementation Team the opportunity to review progress using qualitative and quantitative data to identify real-time course correction essential to success in program goals. The Implementation Team will meet one a month at minimum during the implementation year and quarterly thereafter, to continue to review data to make adjustments and course corrections. In addition, consortia districts will internally monitor teacher training and implementation through the use of walkthrough data. If teachers are not on track, they will promptly intervene to improve fidelity of implementation. Budget is aligned with reasonable expenses based on 10,860 continuous impacts to students, improved student engagement and achievement outcomes, lasting value through embedded district expertise, and a shared website available to Ohio educators. The OSU external evaluation is contracted at $70,000, or 8.7% of project budget. This amount is below industry standards (10%) and 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 indictor 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.

Long Term Goal: By June 30, 2022, 4-3-2-1 will implement and scale a sustainable shared service approach to creating academically-validated evaluations of digital resources prior to use in classrooms that will result in exponentially improved teaching and learning for 14,500 K-12 students continuously in Mentor/Oak Hills and all 1,125 teachers trained. Shared Service Outcome 1: December 2016: 755 teachers (100% of program objective) will be trained to perform reviews and by March 2017 will use evaluation methodology 100% of time when selecting resources. Shared Service Outcome 2: June 2017: 241 teachers will complete Train the Trainer for embedded knowledge and sustainability. Shared Service Outcome 3: June 2017: 7000 reviews of digital resources (includes: games, apps, units, or lessons) will be completed and actively used in the classroom. By August 2017: SpotOnReviews.org will post summarized reviews for all Ohio districts searchable by grade, discipline and learning standard. Shared Service Outcome 4: By June 30, 2022, consortia districts will have increased capacity to sustain 4-3-2-1 locally without additional income. Shared Service Outcome 5: Ensure there are no sustainability costs to districts following implementation and districts retain access to training and searchable review website to enable scalability for all Ohio districts. Shared Service Outcome 6: Through evaluation process, disseminated data will be utilized to initiate program improvement planning to training and website.

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: Consortia districts have a strong need to efficiently locate and high quality digital resources, but neither district has the fiscal or human resource capacity to complete this daunting task on its own. A shared service approach will make the work more efficient, cost effective, and robust. Research: In SETDNA's October 2015 publication, "Navigating the Digital Shift: Mapping the Acquisition of Digital Instructional Materials," they report the following recommendations are necessary to improve the process for selecting digital resources: "better guidelines for conducting needs assessments", "faster methods of evaluating products and better ways of sharing results," and "websites with trusted information about educational technology tools...to match providers and products with educators." In 2014-15, OSU worked with five Ohio districts to pilot rubric training to teachers and deploy a shared services model. An evaluation was performed and was twofold: 1) how teachers learn and become more informed through the rubric training and evaluation exercises evaluating digital curriculum; and 2) how teachers build evaluation capacity. The evaluation indicates training positively changed teacher behavior when choosing digital resources and deepened confidence for teacher at all levels of experience. Districts report increased teacher motivation and benefits from the shared services model delivery. Teachers indicated a strong need for rubrics to evaluate value-added learning objects to reinforce student learning. The evaluation report suggested changes in the organization of training modules, practice opportunities, and interactivity. Districts requested a Train-the-Trainer approach for embedded experts in their districts to lead permanent change. The Train-the-Trainer model is under development and as well as a rubric for value added student engagement learning objects including but not limited to: games, apps, videos, teacher developed resources, and more.

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.

It is well documented that for schools or districts within Ohio or across the US to transition to a digital learning environment, there must be infrastructure and device planning, teacher ability, and digital instructional materials available. All three pieces are critical a successful digital transformation. Furthermore, the National Education Technology Plan (NETP) offers challenges to implement those pieces while providing "engaging learning experiences for students." Creating the shared service of educator training on validated rubrics for digital resources, coupled the shared service of a website to host the findings, puts Ohio in a competitive position to provide the support needed to advance efforts to review digital offerings and share those findings, thus supporting the technology shift for Ohio's schools. A long-standing focus (dating to 2001) of SETDA concentrates on the shift of print to digit. In the publication, "Out of Print: Reimaging the K-12 Textbook in a Digital Age" a case was made for how digital instructional materials can "positively impact student learning and engagement, support personalized learning, and provide accommodations for students with special learning needs." The basis for the Consortium of two innovative districts paired with OSU's teacher training and tools to support the transition is powerful. As the movement toward using digital resources increases, considerations must be made on the effective acquisition and use of the materials. SETDNA's Out of Print reports, "The most critical part of successful digital learning conversion is strong leadership and the ability to communicate with multiple stakeholders about the digital learning vision." District leadership across this Consortium is strong, and with the implementation of this partnership, the communication of findings on digital recommendations will be available throughout the state. Furthermore, according to the Alliance for Excellent Education's Future Ready Framework "leaders within a district must be empowered to think and act innovatively, they must believe in the district's shared, forward-thinking vision for deeper learning through effective uses of digital 21st Century technologies." This shared service not only spans the trenches of the consortium, the forward-thinking vision is what allows the implementation of this process as a shared resource for the state. As stated in Future Ready Framework "a culture of collaboration, innovation, capacity building, and empowerment are elements of innovative leadership." In SETDNA's most recent publication from October 2015 Navigating the Digital Shift, the need for better guidelines for implementing digital curriculums is evident. SETDNA also indicated that "Faster methods of evaluating products and better way of sharing results" is necessary along with "websites with trusted information about education technology tools to match providers and products with educators." Those two statements summarize exactly what this shared model is intended to do: give teachers the tools to make informed decisions and share those findings throughout the state.

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.

Long Term Goal: By June 30, 2022, 4-3-2-1 will implement and scale a sustainable shared service approach to creating academically-validated evaluations of digital resources prior to use in classrooms that will result in exponentially improved teaching and learning for 14,500 K-12 students continuously in Mentor/Oak Hills and all 1,125 teachers trained. Shared Service Outcome 1: December 2016: 755 teachers (100% of program objective) will be trained to perform reviews and by March 2017 will use evaluation methodology 100% of time when selecting resources. Shared Service Outcome 2: June 2017: 241 teachers will complete Train the Trainer for embedded knowledge and sustainability. Shared Service Outcome 3: June 2017: 7,000 reviews of digital resources (includes: games, apps, units, or lessons) will be completed and actively used in the classroom, and by August 2017, SpotOnReviews.org will post summarized reviews for all Ohio districts searchable by grade, discipline, and learning standard. Shared Service Outcome 4: By June 30, 2022, consortia districts will have

increased capacity to sustain 4-3-2-1 locally while ensuring there are no sustainability costs to districts following implementation. Shared Service Outcome 5: Ensure districts retain access to training and searchable review website to enable scalability for all Ohio districts through June 30, 2022. Shared Service Outcome 6: Annually report district's usage of website: number of teacher reviewers, additional reviews added, number of unique users, and other available pertinent data.

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.

Long Term Goal: By June 30, 2022, 4-3-2-1 will implement and scale a sustainable shared service approach to creating academically-validated evaluations of digital resources prior to use in classrooms that will result in exponentially improved teaching and learning for 14,500 K-12 students continuously in Mentor/Oak Hills and all 1,125 teachers trained. Data Points Outcome 1: Teacher Training & Review Production: August 2016: 616 teachers in Cohort 1 (Oak Hills: 375 teachers; 200 coaches. Mentor: 41 coaches) will complete rubric reviewer training. December 2016: all participating teachers will be trained Cohort 2 (Mentor: 139 teachers) to evaluate digital assets, and Cohort 1 will produce 5 reviews each totaling 3,080. Production goal is nearly 50% by half way through implementation period. January 2017: teachers will implemented published reviews from SpotOnReviews.org. March 2017: Cohort 3 (Oak Hills: 100 coaches; Mentor: 20 coaches) will complete Train the Trainer to embed deeper knowledge into the districts for sustainability; Cohort 1 will complete final 5 reviews (3080) and Cohort 2 will complete first 5 reviews (695). June 2017: Cohort 4 (Oak Hills: 100 coaches; Mentor: 21 coaches) will complete Train-the-Trainer for sustainability; and Cohort 2 will complete final 5 reviews (695). Allowing for 7% attrition, 7000 reviews will be generated by 755 teachers. Data Points Outcome 2: Annually report district's usage of website: number of teacher reviewers, additional reviews added, number of unique users, and other available pertinent data. Data Points Outcome 3: Maintain sustainable costs, cost savings and reallocation data as described in FIT. Baseline is October 2015 as per grant requirements. Data Points Outcome 4: Through evaluation process, disseminated data will be utilized to initiate program improvement planning to training and website to increase teacher satisfaction and usage.

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

The Steering Committee will meet with the OSU evaluator at least quarterly through implementation year, then annually during sustainability years to review the extent to which shared service reviews are increasing access to high quality digital resources. Reports will be provided to ODE as required per grant. If, at any time, consortia fiscal or programmatic data suggests that the assumptions made are false or the outcomes will not be realized, Steering Committee will convene a work session with the Implementation Team and external 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. Mentor, on behalf of consortia, will report such challenges to ODE with request for clarification or technical assistance. The evaluator is from the OSU Results Management Team and is focused on program improvement planning. The evaluation team works under an approach of empowerment evaluation. This work ranges from focus on program quality, to use of the evaluation as part of the program management tool, to building stakeholders capacity to design and implement evaluation as a formal part of their services. Formal steps include: review of program history, construction of a program logic model, accountabilities definition, evaluation questions and research design, data collection and analysis, and program improvement planning. This approach is well suited to be responsive and collaborative in implementing a sustainable, quality program that will continuously adjust to teacher and student feedback with a problem resolution approach. At least semi-annually, consortia treasurers will review forecasts and report on cost savings through cost reallocation.

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

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

C) BUDGET AND SUSTAINABILITY

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

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

Enter Budget

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

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

Upload Documents

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

803,709.00 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: $95,120 Mentor will use stipends for teachers to review digital resources for 41 staff x $250/day x 8 days and to have online training for Train-the-Trainer program for 41 staff x $160/day x 2 days of $95,120 (implementation year only). This expense represents a total of 180 teachers to be trained during the implementation year. Benefits: $14,696 The benefits will be paid according to the salaries for Retirement and Medicare for Mentor $14,696. Purchase services: $640,593 Consulting services provided by OSU for educational expertise for teachers on reviews of the curriculum, training of the teachers and proper delivery of the programs $91,552 (implementation year only); Oak Hills will use the stipends for teacher and trainers in the summer of 2016 for 375 teachers and 2017 for 200 teachers for the digital review and Train-the-Trainer program for $229,169 (implementation year only); Substitute teachers will be used during the implementation year by Mentor of $16,000 (implementation year only- purchased service through their ESC) and Oak Hills for $5,250 (one time grant costs - sustainable cost after 6/2017); Training deployment by OSU related to delivery of the training for coaches and teachers at each district includes at least 2 face to face sessions at each location and development and implementation of "Train the Trainer" training model for scalability and sustainability $85,000 (implementation year only); Meeting expenses for Oak Hills to accommodate training of staff in off-site areas since the district does not have on-site capabilities for the training $15,550 (one time grant costs - sustainable cost after 6/2017); Mentor will purchase digital resources and use them in the classroom with continued feedback on classroom use $84,600 (implementation year only); OSU program evaluation/reporting $70,000 (multi-year contract through 6/2022; allowable per guidelines of the grant - evaluation is an implementation cost); Travel costs for OSU staff to both districts $5,200 (implementation year only); Mentor will provide grant management for fiscal and reporting for both districts $38,272 (implementation year only). Capital Outlay: $53,300 Laptop computers will be purchased for Mentor teachers, the life of the computers will be for the duration of the grant (implementation year only). Alignment of Reasonable Budget During the implementation year this project will provide training for 755 teachers who will review a total of 7,000 digital resources. OSU will ensure reliability and quality, and will deploy the reviews on a shared website for all Ohio educators. Sustainability and scalability within the districts is strong because of the embedded trainers and shared resource. 10,860 students will be impacted in the implementation year with cascading impact to 1,125 teachers and 14,500 students in both districts by 2022. The 370 additional teachers trained during sustainability (Mentor) will not incur additional costs as asynchronous training will be available through 2022 and embedded into professional development days already on the calendar. Further, the teacher coaches (trained through the Train-the-Trainer program during implementation) will provide support during training.

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.

6,300.00 a. Sustainability Year 1

6,300.00 b. Sustainability Year 2

6,300.00 c. Sustainability Year 3

6,300.00 d. Sustainability Year 4

6,300.00 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.

Mentor Schools will utilize the Train-the-Trainer model; therefore, there will not be any additional training or substitute teacher costs after the implementation year. Hardware purchased for the online rubric evaluation training and apps purchased in the initial year will have a life expectancy for the duration of the grant. Paid apps will be reviewed the first year and free apps in subsequent years, therefore there is no need for additional funding for paid apps past the implementation year. Additional staff training will occur during staff meetings, teacher based teams, and professional development days. Thus, no substitutes or stipends will be required. Oak Hills schools will need to increase the substitute costs of $5,850 per year and meeting expenses of $450 per year. The district does not have the same professional days and times built into their calendar as Mentor which will require some sustainability for the grant for the district. Total sustainable costs for 5 years $31,500.

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.

Oak Hills schools will decrease current professional development for staff by $6,300 per year for programs made obsolete with implementation of the grant. Although the district has the same amount each year for substitutes and meeting expenses, they do not feel that after the first few years all of the costs will be necessary as they implement the Train-the-Trainer model. At this time, the district does not know what the amount of the actual costs will be, but does know that they will not be using the older type of professional development for their staff, so the grant is sustainable and will be cost efficient for both districts. Mentor schools are utilizing the Train-the-Trainer model and thus will not incur any additional training or substitute costs after the implementation year. Hardware will be purchased for the online professional development and app review process for the initial year and will have a life expectancy through the duration of the grant. Additional staff training will occur during staff meetings, teacher based teams, and professional development days, therefore no substitutes or stipends will be needed after the implementation year. There will be a savings of $14,000 per year for electronic curriculum supplies that will not be needed because of the grant. Total cost savings from project is $101,500.

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.

Neither district has any need for reallocating any funds for the sustainability of the grant.

D) IMPLEMENTATION

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

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

Enter Implementation Key Personnel information by clicking the link below:

Add Implementation - Key Personnel

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

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

21. Planning

a. Date RangeMarch 1, 2016 to May 30, 2016

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

Districts: Generate and implement board approval of all contracts by March 30. Steering Committee (superintendent/treasurers/partner lead/others as appropriate): kickoff meeting, provide direction to Implementation Team and establishment of meeting dates, regular communication, reports and decision making processes by April 1. Implementation Team: hold half day, face to face, kickoff meeting no later than April 15; plan all activities through June 30, 2017; schedule all training sessions with partner, plan teacher selection and expectations, establish reporting process and collection of benchmark measurements. Fiscal Team: treasurers and others as needed will establish communication and processes for spending, approvals, invoicing/reimbursement, reporting, maintenance of sustainability measures, etc. by April 15. Evaluation Team: finalize evaluation plan and submit to ODE by May 30, 2016. Benchmarks: Planning measurements will result in the development of a detailed calendar and assignments for all planned activities, deadlines, communication plan and complete project plan that aligns with all commitments in grant submission. Ongoing Communication: Consortium will establish a detailed, agreed upon communication plan including sharing learnings and problem resolution process. This will include periods of weekly and monthly planning and implementation calls and in person meetings when appropriate. Communication plans will include plans to communicate to all teacher participants regarding expectations, information, preparation for training, follow up to training, evaluation surveys and data collection expectations, and plans to respond to questions and concerns by teacher participants. Issues that cannot be resolved by the Implementation team will be referred to the Steering Committee.

22. Implementation(grant funded start-up activities)

a. Date RangeApril 15, 2016 to June 30, 2017

b. Scope of activities - include all specific completion benchmarks

Timeline/benchmarks: By April 2016: Identify and notify teachers at Mentor and Oak Hills all district teachers of participation. Districts communicate their training plan and expectations, adjustments are made. Care is taken to ensure full engagement and understanding of the results of the project. By May 1, 2016: notify all teachers of their cohort assignment for training. Cohort #1: complete training by Aug 2016; complete review production (10) by March 2017; provide guidance to Cohort #2 during review production Cohort #2: complete training by December 2016; complete review production (10) by June 2017 Cohort #3: complete Train the Trainer sessions by March 2017 Cohort #4: complete Train the Trainer sessions by June 2017 March 2017: Teachers will use rubrics 100% of the time to evaluate digital resources. Communication/stakeholder engagement: OSU will provide project management to keep implementation team and steering committee apprised of progress and issues to be resolved. OSU will continue project coordination, marketing, and communication activities and provide ODE and board reports as described in planning; Implementation team will meet at least monthly during project year for project management; districts will provide professional development time to expedite review efforts; Teacher Coaches provide ongoing, embedded support on implementation. District leadership teams have/will continue to keep union/Board updated on progress. Local media and social media will keep communities informed.

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

a. Date RangeMarch 1, 2016 to June 30, 2022

b. Scope of activities - include all specific completion benchmarks

March-May 2016: Sustainability planning is incorporated into Steering/Implementation meetings and outputs. March 2016-June 2017: Quarterly evaluation reports (process/outcomes); then twice a year 2017-2022 (outcomes only). Reporting includes required annual programmatic, evaluative and fiscal sustainability reports to ODE 2016-2022. Programmatic sustainability project activities for 2017-2022 include: July 2017: embedded Train the Trainer implementation will begin 2017-2022: Asynchronous training remains available to districts for ongoing implementation 2017-2022: Spotonreviews.org searchable website remains freely available to Ohio districts with continual reviews published 2017-2022: Mentor will implement reviewer training and website usage in grades 6-12 resulting in 1,125 teachers trained across K-12 in both districts impacting 14,500 students Communication/key stakeholder engagement: Steering Committee will meet at least annually through sustainability period. Implementation Team will meet at least quarterly to review progress and monitor ongoing implementation. Evaluator provides outcome reporting throughout sustainability period; semi-annual board reports; attends meetings as appropriate. Effective data collection: districts will provide OSU evaluator access to student level data for analysis. This agreement will include project related surveys and other relevant data needed to effectively access and analyze data. Develop interdependent system of change: The true collaboration of two districts in separate parts of the state show the versatility of the training. SpotOnReviews.org is easily accessible and free for Ohio educators and available to use in their decision-making processes. OSU has the infrastructure in place to work with schools implementing training either in person or asynchronously and also committed to the expansion of the website to save teachers time while providing a valuable resource to support educators throughout Ohio.

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:

Instructional changes: 4-3-2-1 will provide significant instructional changes for districts. Participation in the grant project will lead to increases in value-added digital classroom content, increased teacher confidence in selecting and implementing digital resources, and improved performance scores for students. Teachers will have more time for individualized instruction and quality resource options for planning engaging lessons in content areas and across the curriculum. Finding quality digital resources will be streamlined and teachers have increased motivation and confidence to incorporate them to differentiate learning experiences for students. Participation will also lead to additional learning outside of the classroom by providing students with anytime, anywhere, any device apps, games, videos and more. Organizational Change: Currently there is no process for evaluating and approving effectives digital resources that align to curriculum maps and Ohio Learning Standards. Teachers would have access to digital content aligned to grade level curriculum maps. System of Change. Teachers and coaches will no longer spend nights and weekends involved in searches of the internet for engaging digital resources but will search and select resources from the shared website. Sustainability and Lasting Impact: Pioneering their way to an impactful digital transformation, these two innovative districts, partnered with OSU, will populate a free shared resource which will provide a solid foundation for all of Ohio's districts and educators as they implement changes to become effective 21st century classrooms. This shared resource will change the way that educators approach evaluating and implementing digital resources, empowering them with the knowledge necessary to effectively select digital resources to increase student learning and achievement. Interdependent: An important aspect of the Steering Committee and Implementation Teams efforts will be to offer cross district activities so teachers and leaders can incorporate interdependent activities. This will include sharing of curriculum maps, teacher forum across disciplines and grade bands, and district innovative strategies. 4-3-2-1 is truly an interdependent collaboration of 2 districts located 300 miles apart demonstrates the versatility of the training and the shared resource. The SpotOn website, which is easily accessible for Ohio educators, is available to use in their decision-making processes. The University has the infrastructure in place to work with schools implementing training either in person or asynchronously and also committed to the expansion of the website to save teachers time while providing a valuable resource to support educators throughout Ohio.

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:

David A Julian, PhD The Ohio State University 1900 Kenny Road, Columbus, Ohio 43210 614-292-5046 julian.3@osu.edu

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

This plan should include the methodology for measuring all of the project outcomes. Applicants should make sure to outline quantitative approaches to assess progress and measure the overall impact of the project proposal. The response should provide a clear outline of the methods, process, timelines and data requirements for the final analysis of the project's progress, success or shortfall. The applicant should provide information on how the lessons learned from the project can and will be shared with other education providers in Ohio. Note: A complete and comprehensive version of the evaluation plan must be submitted to ODE by all selected projects.

Methodology: OSU's Results Management Team (RMT), will provide a full set of evaluation services: logic model development; outcomes definition; data collection and analyses; and program improvement planning. The RMT evaluation team approaches evaluation research through a highly structured process based on concepts of "empowerment evaluation." Empowerment evaluation focuses on creating

partnerships between evaluators and program staff and is based on well-established principles. Empowerment evaluation principles range from a focus on program quality, to use of evaluation as a program management tool, to building capacity of stakeholders to design and implement evaluation as a formal part of services (Wandersmans et al., 2004). The RMT evaluation steps include: review of program history; construct program logic; define accountabilities; develop research design; and initiate program improvement planning. Underlying Research Rationale: Project focuses on training and coaching of teachers related to the use of online resources to promote student engagement and enhance student achievement. 1. Steps defined represent current thinking on competent evaluation to support outcome achievement. 2. Evaluation is highly specific and flexible and linked to project outcomes. 3. Project evaluators place emphasis on developing program logic as a guide to the evaluation process. Project logic model is foundation for program design and evaluation methods (allows for course corrections and achievement of desired outcomes). Quantitative Evaluation-Methods for Data Collection: Student motivation, student achievement and teacher knowledge and skills are critical outcomes. Evaluators will collect data from key intervention "targets" (teachers-students) prior to intervention, six months post intervention and annually thereafter. Data collected via online questionnaires. A sample of teachers and students will also participate in structured interviews. Data will be prepared and analyzed using statistical techniques. Results will be presented to project stakeholders annually to support program improvement planning. Evaluation team will act as session facilitators. Stakeholders will be asked to consider evaluation data related to process (e.g., implementation of teacher training) and outcomes (e.g., student achievement) and reflect on opportunities to increase effectiveness. Sharing Lessons Learned: Evaluators will engage in activities designed to disseminate results. 1. Evaluators meet with project stakeholders regularly to share results and develop program improvement recommendations. 2. Evaluators prepare evaluation summaries at mid-year and year-end. 3. Evaluators produce final report that summarizes findings and methodology. 4. Evaluators make formal presentation to stakeholders. 5. Evaluators may develop reports for scholarly journals and conferences. TIMELINE: YR1. Mar-June: Review project background, establish project logic, endorse evaluation questions and research design, collect pre-intervention data; July-Aug: Construct and endorse final evaluation design, secure IRB approval; Sept-Jan: Develop initial evaluation report, formal program improvement planning, data collection; Feb-June: Collect evaluation data, formal program improvement planning, conduct interviews. YR2-6. July-June: Annual collection of evaluation data, quantitative/qualitative data, monitor program improvement strategies, continuation of improvement planning. YR6: Mar-July: production of final report, definition of lessons learned, dissemination of learnings.

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.

4-3-2-1 offers a streamlined process so districts can make informed digital resource decisions with significantly fewer costly tech integration mistakes; increase instructional productivity by accelerating rate of learning; and better utilize teacher time. The innovation begins with asynchronous reviewer training available to Ohio educators at no cost. Teachers can focus on their true goal - personalizing learning so every student learns at high levels. 4-3-2-1 increases teacher confidence in making appropriate, authenticated decisions so they can differentiate instruction, advance the blended learning classroom and continue to pioneer technology integration. For free, any Ohio educator can learn to select the most appropriate digital resources to deepen student learning and engagement and move toward academic growth. If a district is planning a widespread adoption, the shared website will streamline the process to refine a list of possible core curriculum to consider based on district needs. In addition, any Ohio educator can search the site for a game or app to personalize learning for their classroom. SpotOnReviews.org includes a wide range of varied digital resources reviewed by teachers that will continue to be populated to meet the needs of today's educators and students. Districts will have 2 opportunities through the SpotOnreviews.org website: 1) search for digital resources already reviewed and published on the site to find quality resources before deployment, and 2) asynchronous teacher training to learn to review digital resources. Within minutes a teacher can search by grade, discipline and learning standard to find a resource to use in the classroom all at no cost. Asynchronous training is available at no cost to teachers and can be completed in less than a day. The collaboration of two districts in separate parts of the state shows the versatility of the training as well as the website, which is easily accessible for Ohio educators to use in their decision-making processes. Whether teachers seek to be trained to evaluate digital resources using the updated rigorous asynchronous training or would rather access the website for their decision-making process, the choice is theirs and easily implemented based on what best supports them in their digital transformation. OSU has the infrastructure in place to work with schools implementing their model for training either in person or asynchronously and is committed to the expansion of the website to help save teachers time while providing a valuable resource to support educators throughout Ohio. 4-3-2-1 focuses on providing training and coaching to teachers related to the use of digital resources in the effort to promote student motivation and enhance student achievement. Critical parts of the project outcome include: student motivation, student achievement, teacher knowledge and skills. The evaluation team will disseminate information through a briefing document that will be available on the evaluator's website and appropriate scholarly journals. Districts will communicate to parents and the surrounding communities. In addition, OSU has developed a plan to engage Ohio's districts through social media, email campaigns, and direct marketing.

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).

Matt Miller

Consortium

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

Sections

Consortium Contacts							
First Name	Last Name	Telephone Number	Email Address	Organization Name	IRN	Address	Delete Contact
Tim	Cybulski	(513) 598-3413	cybulski_t@ohlsd.org	Oak Hills Local	047373	6325 Rapid Run Rd, Cincinnati, OH, 45233-4555	

Partnerships

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

Sections

Partnerships							
First Name	Last Name	Telephone Number	Email Address	Organization Name	IRN	Address	Delete Contact
Dwayne	Sattler	614-292-2207	sattler.29@osu.edu	Ohio State University, The	063214	190 N Oval Mall, Columbus, OH, 43210-1321	

Implementation Team

Mentor Exempted Village (045492) - Lake 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
Dr. Tim	Cybulski	Assistant Superintendent (Oak Hills)	Dr. Cybulski will handle project oversight and partnership development for the Oak Hills Local School District. As assistant superintendent, Dr. Cybulski will ensure project aligns with district's overall mission and improvement plans. He will manage project budget, conduct walk-throughs and meet with teachers and curriculum directors to continually provide formative and summative feedback for staff regarding implementation of resource review model. He will work closely with the superintendent, eLearning director and curriculum directors to ensure all project outcomes are completed on time and within budget. They will meet regularly to review progress, address barriers and Dr. Cybulski will support consortia members in ensuring project success. Dr. Cybulski will facilitate project's Steering Committee and Implementation Team as Project Manager. District team includes Todd Yohey, Superintendent, Tracy Cole, Director of eLearning, Corey Kessler, Director of Curriculum (K-8), and Dan Beckenhaupt, Director of Curriculum (9-12). Meetings will focus on monitoring progress and reporting outcomes.	Dr. Cybulski has served as an educator for 23 years, teacher 7 years; researcher 3 years and administrator 13 years. He has strong skill sets in project management, community engagement, data analysis (value-added), research and programming experience with LISREL and SPSS, curriculum evaluation and implementation, system creation and evaluation. He has 10 years' experience with establishing, monitoring and managing school, district, or grant budgets (i.e. ODE Early Reading Readiness and Federal Title grants).	The Oak Hills team, led by Dr. Cybulski, represents administrators, teachers, classified personnel and parents, who have extensive experience with successfully implementing the following grants: Asia Society Innovation, Race to the Top, Early Reading Readiness, Bridges Grant for Reducing College Remediation, and Federal grant Titles I, IIA, and III. Oak Hills has quality experiences working with various partner organizations on significant impact project.	Doctor of Philosophy, Ed Admin, OSU; Master of Arts, Ed Admin, OSU; Master of Education, Ed Leadership, Brigham Young; BA Math	20	
Dwayne	Sattler	Managing Director (SpotOn, OSU)	Dwayne Sattler will be the OSU lead for the project. He will work closely with superintendents and	Dwayne Sattler has served in an executive role at OSU for 10 years, managing extensive	Dwayne led a university-wide capability analysis to develop a K-12 educational	Bowling Green State University - Bachelor of Arts, Communications	10	

			treasurers facilitating meetings to monitor progress and make adjustments. He will direct 2 OSU staff to ensure deliverables are met. The evaluation team will also be under his direction.	longitudinal projects, spearheading public-private partnerships, and securing millions of dollars in external funding. Dwayne has spent the majority of his career on educational technology and experience supervising deliverables of a round 2 Straight A grant.	technology initiative, securing a 3-year, $6M university investment and successfully implementing an $8.3M external funded project within the College of Education. Dwayne has a strong history of working with state agencies and the public sector to advance educational technology goals. He led a team of higher education and business leaders to gain regulatory approval for new, industry-designed curriculum, including an academic minor, associate's degree, and certificate program. Dwayne served as the Majority Staff Director for the US Senate Subcommittee on Employment and Training, where he focused on K-12 and higher education policy.			
David	Julian	Director, Community Planning and Evaluation (OSU Evaluator)	Dr. Julian will provide project evaluation services for the duration of the grant. Evaluation services include evaluation design and implementation; instrument development; data collection; and data analysis. In this capacity, he will oversee a comprehensive process to develop and implement an evaluation that addresses key questions concerning process and outcomes. In addition, Dr. Julian will oversee efforts to use evaluation data as part of a formal process to support program improvement planning. Finally, Dr. Julian will manage other staff involved in the evaluation effort.	Dr. Julian has more than 20 years of experience in conducting evaluation of education, health and other social services programs. Dr. Julian has managed formal random assignment, experimental evaluations and also highly qualitative evaluation studies. The common thread in this work is a strong emphasis on using evaluation data to support program improvement planning or continuous quality management. Dr. Julian has also	Dr. Julian is currently the Results Management Team's (RMT) Director of Community Planning and Evaluation. Housed in the Center for Education and Training for Employment (CETE) in the College of Education and Human Ecology, RMT is a formal evaluation unit that is currently engaged in several distinct evaluation projects. These projects range from an evaluation of a local leadership academy to a formal randomized control trial (RCT) designed to assess the	PhD-Psychology; MCRP-Master's Degree in City and Regional Planning	20	

				taught program evaluation in the College of Public Health at The Ohio State University.	impact of professional development services on pre and perinatal home visitors. In the last decade, Dr. Julian has also directed numerous projects focused on the provision of services in specific schools and districts in Ohio.			
Barbara	Bonnes	Director of Curriculum (Mentor)	Barb will provide project oversight and Consortium leadership. She will meet regularly to review progress, address barriers support consortia members to ensure overall Consortium success. At the district level she will provide leadership in the area of teacher recruitment and engagement, curriculum mapping and collaboration with Consortium members. She will work with the district treasurer to ensure appropriate fiscal oversight, coordinate teacher and coach training and organize steering committee and implementation team meetings. Barb will monitor progress and performance measures and lead the team to make decisions for adjustments as needed.	Barb Bonnes has 6 years of experience as Director of Curriculum and Instruction. She is responsible for managing the district's federal funding application (CCIP) and is directly responsible for allocations of Title II-A, Title I, and general funds totaling $2.5 million.	Barb has implemented multiple state and federal grants including the 21st Century Grant, Race to the Top Grant, Straight A, and the Third Grade Reading Guarantee Grant. She has led district level innovative initiatives to institute change in the delivery of instruction across K-12.	Masters Degree in Educational Administration	20	