

Budget

Stark County Area (062026) - Stark County - 2016 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (11)

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

Plus/Minus Sheet (opens new window)

Purpose Code	Object Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction		0.00	0.00	5,600.00	0.00	0.00	0.00	5,600.00
Support Services		22,453.50	10,869.18	10,000.00	0.00	0.00	13,936.12	57,258.80
Governance/Admin		0.00	0.00	76,839.74	1,400.00	0.00	0.00	78,239.74
Prof Development		0.00	0.00	335,075.00	2,300.00	0.00	0.00	337,375.00
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		22,453.50	10,869.18	427,514.74	3,700.00	0.00	13,936.12	478,473.54
Adjusted Allocation								0.00
Remaining								-478,473.54

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

A) APPLICANT INFORMATION - General Information

1. Project Title:
Technology for Advancement Partnership-TAP-7.0

2. Project Summary: Please limit your responses to no more than three sentences.
TAP-7.0 is a shared service-differentiated approach to professional growth driving quality blended learning to improve student achievement.
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				
133 Pre-K Special Education	717 K	741 1	771 2	767 3
776 4	796 5	820 6	834 7	838 8
834 9	933 10	1112 11	1075 12	

Year 1				
133 Pre-K Special Education	717 K	741 1	771 2	767 3
776 4	796 5	820 6	834 7	838 8
834 9	933 10	1112 11	1075 12	

Year 2				
133 Pre-K Special Education	717 K	741 1	771 2	767 3
776 4	796 5	820 6	834 7	838 8
834 9	933 10	1112 11	1075 12	

Year 3				
133 Pre-K Special Education	717 K	741 1	771 2	767 3
776 4	796 5	820 6	834 7	838 8
834 9	933 10	1112 11	1075 12	

Year 4				
133 Pre-K Special Education	717 K	741 1	771 2	767 3
776 4	796 5	820 6	834 7	838 8
834 9	933 10	1112 11	1075 12	

Year 5				
133 Pre-K Special Education	717 K	741 1	771 2	767 3
776 4	796 5	820 6	834 7	838 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.

Stark County ESC and SPARCC have a long history of collaborating with all affiliated districts. Since 1977 our six member school districts have collaborated through RG Drage Career Tech Center. Our TAP-7.0 initiative will not only have significant impact on our 11,147 students, but another 53,697 students in the SCESC districts. All educators will have access to the trailblazer trainers and consortium created digital warehouse. The TAP-7.0 consortium will certify a field of 80 trailblazer trainers, as well as 35 administrators who can replicate the professional learning sessions for all districts. The differentiated professional development model and instructional practices used to successfully close the achievement gap will be shared at various local, regional and state conferences. Additionally, the digital warehouse of resources will be made available to all educators across the of state of Ohio.

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

First and last name of contact for lead applicant
Daniel Murphy

Organizational name of lead applicant
R. G. Drage Career Technical Center

Address of lead applicant
2800 Richville Dr S.E.

Phone Number of lead applicant
(330) 832-1591

Email Address of lead applicant
daniel.murphy@rgdrage.org

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

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

Yes

No

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

[Add Consortium Members](#)

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

Yes

No

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

[Add Partnering Members](#)

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

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

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

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

Consortia districts (RG Drage, Brown, Fairless, Louisville, Minerva, Northwest, Tuslaw) serve a combined 11,147 students in NE Ohio. 2014 District Report Cards show 100% consortia districts have reading and math achievement gaps for economically disadvantaged (ED) and students with disabilities (SWD). ED reading gaps range 2% to 8%. ED math gaps range 6% to 11%. SWD reading gaps range 23% to 42%. SWD math gaps range 22%-49%. Gaps also extend to graduation rate. Over the last 3 years, consortia members invested \$5,189,630 in technology (hardware, software, infrastructure) vastly increasing student and teacher access to technology in efforts to reduce achievement gaps and increase personalized learning opportunities for all students. Yet, district leaders are unclear the extent to which this investment is truly impacting student learning, specifically for ED and SWD students. Each district has examples of outstanding use where student learning experiences are vastly different from traditional and achievement gaps are minimal. But, there are still a great many classrooms where technology is just used as a substitution for books, paper and worksheets. In Using Technology to Support At-Risk Students' Learning (2014),

researchers determined at-risk students benefit most from technology that is designed to promote high levels of interactivity and engagement with data and information in multiple forms. Making this shift will require all consortia districts to move all teachers and leaders FROM a more traditional approach where technology is used to enhance learning TO new systems where technology transforms teaching and learning practices. The challenge lies in the fact that these districts are all small (650 - 2975 students) and individually lack capacity to provide the personalized professional development educators (teachers and leaders) need to make this shift.

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

Innovative Solution-linked to research/ stakeholder -including board involvement Stanford Center for Opportunity Policy in Education (2014) stated "when technology is implemented properly it can produce significant gains in student achievement & boost engagement, particularly among students most at risk. To address achievement gap issues for economically disadvantaged (ED) and students with disabilities (SWD), TAP 7.0 and partners Stark County Educational Service Center (Stark ESC), SPARCC information technology center (SPARCC), Stark Education Partnership, The Learning Accelerator (TLA) and BattelleEd will build sustainable/replicable shared service model delivering differentiated professional learning preparing educators to utilize blended learning redefining student learning experiences & radically improving achievement. Core Components Operational System Re-design: TAP 7.0 leadership will assess PD needs; access TLA resources to create common operational systems (ie. PD days, communication, shared staff, resources) to increase collaborative adult learning experiences (face to face, virtual, blended); Visit highly effective blended schools to learn key operational strategies. Replicate/Expand Trailblazer Teachers: BattelleEd's Trailblazer Teacher program (created in SA-Round 2, College Ready Ohio) will engage 80 teachers in deeply integrating blended learning into daily instruction through 2 summer institutes (2016, 2017). 35 will become Trailblazing Trainers through additional training year 1 so they can facilitate differentiated PD during sustainability years. Implement/Sustain Differentiated Professional Learning: Y1: Partners will support TAP by providing resources/training facilitation on common PD days to build capacity of all 730 educators to move from technology as 'substitution' (ie.laptop as notebook) to 'redefinition' (use tech to create new learning tasks/experiences). Y2 and beyond: Trailblazing Trainers facilitate PD. (using SAMR model in assumptions) TAP 7.0 Digital Warehouse: TAP 7.0 will create/pilot a virtual collaborative digital warehouse to support ongoing communication/resource sharing exponentially expanding consortia capacity to integrate technology. Warehouse will house lessons, units and PD training materials to share across consortia, region and state. Communication/Stakeholder Engagement/Interdependence Louisville Asst. Supt Anna Minor is TAP 7.0 Project Director. BattelleED- Project Manager will handle day/day tasks. BattelleEd will co-facilitate monthly TAP 7.0 Planning Team meetings to ensure project is on track and building toward outcomes. District leaders will use TLA resources to guide them through research-plan-test-refine process for new operational systems to sustain collaboration. TAP 7.0 will create a marketing plan & hold district/regional events to build buy in/excitement. Trailblazer Teacher applications will be sent to all schools along with personal recruitment strategies. Stark Education Partnership (SEP) will assess educator PD needs annually to guide PD design, create differentiated groupings & monitor progress. Annual student survey will further inform PD planning needs. By Spring 2017, BattelleEd will shift management to Planning Team to ensure smooth transition for sustainability. SEP will provide formative/summative feedback to ensure fidelity/monitor outcomes. Instructional/organizational changes. TAP 7.0 will lead to many key instructional/organizational changes: a) majority of classroom instruction shifts to SAMR transformational level, b) cultivate regional culture of innovation and collaboration, c) common cross-district systems increase capacity to share PD/instructional resources, and d) maximize strength of local talent & expertise to share best practices. sustainability TAP 7.0 requests \$478,473 will have \$99,490 in sustainable costs & is reducing costs with net savings \$978,011. By 2022 TAP 7.0 shows savings & 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.

The Summative (long term - 2022) outcome will be an ongoing reduction in student achievement gaps for ED and SWD students through technology integration that results in substantive change in the ongoing instructional capacity of all 730 teachers projected to be trained under the grant. Medium Term Outcome: By the end of FY17, the achievement gap in reading and mathematics between the non-ED/non-SWD groups and ED and SWD groups respectively will close by 3-5% on the statewide assessment. (baseline determined in FY16) Short Term Benchmarks to monitor progress toward achievement outcome Increased student engagement in learning process as evidenced by surveys administered by Stark Education Partnership Increased capacity of classroom teachers to discern which technology they utilize will result in impactful learning experiences as evidenced by results from self-administered pre and post student, teacher and administrator surveys measuring knowledge of the impact and effectiveness of technology integration. Target a summative, end of project evaluation also conducting pre existing district developed protocols for classroom observations Increased academic achievement of subgroups as evidenced by Building Report Card data: Increased attendance and graduation rates for disadvantaged, special education populations Improved reading and math achievement for economic disadvantaged, special education populations Decreased achievement gaps in reading and math for economic disadvantaged, special education populations

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: Achievement for at risk youth will increase when teachers transform instruction using technology. Research: Focus on Tech Integration in America's Schools (2009): in high-need schools with 31% increase in "innovative use of technology by teachers in core subject areas", reading (17%-33%) & math (18%-36%) achievement increased. Stanford Center for Opportunity Policy in Education (2014) confirmed this report "when technology is implemented properly it can produce significant gains in student achievement/boost engagement, particularly...most at risk". Assumption: Teachers need more access to high quality professional development (PD) to effectively implement blended learning. Research: "State of Opportunity" Status and Direction of Blended Learning in OH (2015). OH schools implementing blended learning reported: PD is crucial for helping teachers to successfully implement new blending learning programs; especially true since few teachers were exposed to it in teacher prep programs; 25% respondents said they needed more high-quality PD; 36% said finding high-quality PD was a challenge. Assumption: As teachers receive high quality PD they will be able to shift instructional practices across the SAMR Model, resulting in increased achievement. Research: An important step in effective tech integration is having a pedagogical approach supported by a theoretical framework to ground technology practices in classrooms. Dr.

Ruben Puentedura's SAMR model has become a de facto way of thinking about tech integration. His theory that there are four levels of ICT integration, Substitution, Augmentation, Modification and Redefinition (SAMR) has seen widespread adoption within the education community. Dr. John Hattie in his meta-analysis of SAMR model stated teaching strategies with effect size greater than .4 increase achievement and that Modification and Redefinition will increase achievement with their respective effect sizes of .600 and 1.563.

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 last 3 years, TAP 7.0 districts invested \$5,189,630 in hardware, software and infrastructure to provide significant access to blended learning across K-12. Professional development has been offered and early adopters in all schools are actively using the tools. Examples of investments include: tech integration PD, 1:1 device, software such as Compass Learning, BrainHoney, Varsity Learning, Google Apps; expanded tech staff and tech integration personnel; upgrades to building and district infrastructure /wireless access capacity. Leaders report strong engagement in classrooms that are using these tools regularly and some report improved achievement. But schools have not yet reached a tipping point that documents transformational change in instructional practices. TAP 7.0 believes that by differentiating professional development so that it is targeted to the specific needs of teachers, each district will more quickly reach the tipping point resulting in more drastic and longer lasting achievement results for targeted populations. Trailblazer Teacher Program Pilot: In 2014, ESC of Central Ohio led a large Straight A consortia that partnered with BattelleEd and The Ohio State University to begin College Ready Ohio (CRO) initiative using assumptions similar to TAP 7.0 to create a network of catalyst teachers across Ohio prepared to implement blended instructional models at high schools and expand access to digital College Credit Plus coursework. This work was so well received that in fall 2015, BattelleEd created a second, smaller CRO pilot called Trailblazer Teachers. 106 teachers across Ohio applied for the 15 seats in the new CRO pilot. It was through this project that consortia schools connected with BattelleEd and learned about this new work. Through the pilot, Trailblazer Teachers participate in a professional learning community focused on digital integration/blended instruction, receiving 7 days of direct training, and spending 50+ hours curating and designing blended content. Pilot teachers are creating modules in core disciplines that will be shared across teachers in Ohio as models of excellence in blended learning. Since the current Trailblazer Teacher cohort is so limited, TAP 7.0 will replicate and expand it to 80 K-12 Stark County teachers. Research on Tech Integration for at risk populations: Darling-Hammond L., Zieleszinski M.B., & Goldman S. (2014). Using Technology to Support At-Risk Students' Learning. Stanford Center for Opportunity: policy in Education. 1. Research has indicated three important variables for success with at-risk students who are learning new skills: interactive learning; use of technology to explore and create, and the right blend of teachers and technology. 2. The use of technology in low-income schools typically involves a drill and kill approach, through which computers take over for teachers and students are presented with information they are expected to memorize and are then tested with multiple-choice questions. In more affluent schools, students tend to be immersed in more interactive environments in which material is customized based on students' learning needs and teachers supplement instruction with technology to explain concepts, coordinate student discussion, and stimulate high-level thinking. 3. Implementing a professional development strategy across all schools and demographics to enhance the blending learning instruction will help all students, no matter their economic status.

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).

TAP 7.0 long term (2022) outcome: ongoing reduction in student achievement gaps for ED/ SWD students through technology integration that results in substantive change in ongoing instructional capacity of all teachers trained under grant. Formative Indicators By 6/30/2017, 100% of TAP 7.0 teachers will have received intensive technology integration professional development for increased student engagement. Students: increase engagement/ownership of learning (pre - post surveys, formative assessments) Teachers: Increased capacity to discern which technology they utilize will result in impactful learning experiences (self-administered pre/post student, teacher, administrator surveys measuring knowledge of impact- effectiveness of tech integration). summative, end of project evaluation conduct pre existing district developed protocols for classroom observations Teachers: increase knowledge/ skills of tech integration to increase student engagement (pre - post surveys, rubric assessment of units) Administrators: monitor best practices regarding blended learning (classroom observations) Administrators will promote, support and sustain best practices regarding blended learning in the classroom through pre existing district protocols District leaders: analyze pre/post survey results, product rubrics/classroom observations to determine level of increase in technology integration, blended learning, student engagement, and student ownership. Treasurers: report on fiscal/sustainability/cost savings Summative Indicators By 6/30/2017, TAP 7.0 achievement gap in reading and mathematics between non-ED/non-SWD groups & ED/SWD groups respectively will close by 3-5% on the statewide assessment. (baseline FY16) Increased academic achievement of subgroups as evidenced by Building Report Card data: Increased ED/SWD attendance/graduation rates Improved ED/SWD reading/math achievement Decreased ED/SWD achievement gaps in reading/math

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

Data Points By 6/30/2017, 100% of TAP 7.0 teachers will have received intensive technology integration professional development for increased student engagement. Students: increase engagement/ownership of learning (pre - post surveys, formative assessments) Teachers: Increased capacity to discern which technology they utilize will result in impactful learning experiences (self-administered pre/post student, teacher, administrator surveys measuring knowledge of impact- effectiveness of tech integration). summative, end of project evaluation conduct pre existing district developed protocols for classroom observations Teachers: increase knowledge/ skills of tech integration to increase student engagement (pre - post surveys, rubric assessment of units) Administrators: monitor best practices regarding blended learning (classroom observations) Administrators will promote, support and sustain best practices regarding blended learning in the classroom through pre existing district protocols District leaders: analyze pre/post survey results, product rubrics/classroom observations to determine level of increase in technology integration, blended learning, student engagement, and student ownership. Treasurers: report on fiscal/sustainability/cost savings By 6/30/2017, TAP 7.0 achievement gap in reading and mathematics between non-ED/non-SWD groups & ED/SWD groups respectively will close by 3-5% on the statewide assessment. (baseline FY16) AMO data-achievement gap in reading and mathematics between the non-SWD and SWD students as measured by state assessments (metric) will close by 3-5% for students AMO data- achievement gap in reading and mathematics between the non-economically disadvantaged students (ED) and ED students as measured by state assessments (metric) will close by 2%

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

Describe plan to alter course if assumptions prove false or outcome are not realized. Planning Team will review relevant data bi-monthly as

available. Annual staff PD surveys will include questions that can help identify where recalibration or options may need to be expanded. Target percentages were calculated for each year of the grant period, adjustments to training and support will be determined annually if targets are missed. Data collection will entail a two-fold process. While SEP will collect, aggregate and report project data and outcomes on a quarterly basis, individual districts will be monitoring their own survey and achievement data. The aggregate will not only inform the Consortium as a whole, it will give individual districts a comparison point by which to judge the efficacy of their own efforts. SEP will further share product rubric and observational data with individual districts to assist in making mid-course corrections. Both district and Consortium level leadership are committed to making mid-course corrections based on a reasoned analysis of formative data. budget is aligned with/ reasonable based on student impact, outcomes, lasting value. TAP 7.0 is contracting with an SEP as an external evaluator at \$16,336.74 which is 3.4% of project budget. This amount is significantly below 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.

The Summative (long term - 2022) outcome will be an ongoing reduction in student achievement gaps for ED and SWD students through technology integration that results in substantive change in the ongoing instructional capacity of all 730 teachers projected to be trained under the grant. Shared Service Outcome By June 30, 2022, consortia districts will have increased capacity to sustain TAP 7.0 locally without additional income.

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.

Underlying research rationale for choosing this innovation and set of outcomes: Assumption: In order to be sustainable, the professional development model created must be driven by shared services across districts. Research: In 2005, Deloitte published 'A Promise of Shared Services' assessing the cost/benefits of shared services models across. According to Deloitte, small school districts tend to have comparatively high non-instructional costs. By implementing shared services they "can band together to share everything from transportation services to building gymnasiums, creating the purchasing power and economies of scale of medium-sized districts. Shifting just a quarter of tax dollars spent by school districts throughout America on non-instructional operations to shared services, for example, could potentially yield savings in the range of \$9 billion". The report also stated that 'sharing services creates economies of scale and consistency of process and results that come with more centralized models while keeping the benefits of 'small' districts. Assumption: Educational technology, when implemented well, can improve achievement and be cost effective. Research: In 2010, Project RED conducted the first large-scale national study to identify and prioritize the factors that make some U.S. K-12 technology implementations perform dramatically better than others. Properly implemented educational technology can a) substantially improve student achievement; b) be revenue- positive at all levels-federal, state, and local; and c) Continuous access to a computing device for every student leads to increased academic achievement and financial benefits, especially when technology is properly implemented; d) technology-transformed interventions in ELL, Title I, special education, and reading intervention are the top-model predictor of improved high-stakes test scores, dropout rate reduction, course completion, improved discipline, and better attendance.

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

Consortia members have a long history of successful shared service. In fact, this consortia is made up of partners using a shared service model. Brown, Fairless, Louisville, Minerva, Northwest, Tuslaw are all members of the Stark Area Joint Vocational School District which is served by the R. G. Drage Career Technical Center. Other shared service activities include: Brown and Minerva developing a joint district professional development for Problem Based Learning. All members of this consortium, in conjunction with a larger consortium, participated in joint evaluation and adoption of a new common Student Information System that supports 60,000+ students. SAMM center-Math and Science on the Move- provides equitable access to modern scientific instruments to be borrowed by trained teachers for use with Stark County students. SAMM is a joint collaborative of the 17 school districts in Stark County, the Stark County Educational Service Center, area colleges and universities, local industry, and area community organizations. SPARCC provides data management and technology related services to its member and affiliated school districts. SPARCC technology integration supports schools for instructional and administrative purposes, including a wide variety of resources, activities, services, and professional development. Districts are also actively involved in work with SST9, Regional State Support Team. SST9 provides regional districts with Leadership, Technical Assistance, and High Quality Professional Development in the service areas of School Improvement, Literacy, Early Learning & School Readiness, and Special Education Compliance. In partnership with Stark ESC and/or R.G. Drage CTC each district participates in quarterly lead teacher/ administrator/ coordinator meetings to collaborate, idea exchange and professional development Monthly superintendent meetings shared professional development special education and pre-school classes, psychologists and other related service providers, curriculum development and supervision, and professional development.

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

These should be measurable changes, not the accomplishment of tasks.

Example: consolidation of transportation services between two districts.

The Summative (long term - 2022) outcome will be an ongoing reduction in student achievement gaps for ED and SWD students through technology integration that results in substantive change in the ongoing instructional capacity of all 730 teachers projected to be trained under the grant. Shared Service Outcome By June 30, 2022, consortia districts will have increased capacity to sustain TAP 7.0 locally without additional income. Formative Indicators to measure progress Consortia districts will monitor re-allocation cost savings as described designated on FIT Summative Indicators to measure progress Consortia districts will annually report re-allocation cost savings equal to or greater than TAP 7.0 sustainability costs.

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

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

The Summative (long term - 2022) outcome will be an ongoing reduction in student achievement gaps for ED and SWD students through technology integration that results in substantive change in the ongoing instructional capacity of all 730 teachers projected to be trained under the grant. Shared Service Outcome By June 30, 2022, consortia districts will have increased capacity to sustain TAP 7.0 locally without additional income. Each consortia district will use re-allocation cost savings as described on FIT as the data points to measure shared services outcome. Baseline is October 2015 as per grant requirements.

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

With assistance of SEP, at least annually, consortia treasurers will review forecasts and report on cost savings through cost reallocation. The information will be provided to ODE as required per grant. If, at any time, consortia fiscal data suggests that the assumptions made are false or the outcomes will not be realized, treasurers will convene a work session with TAP 7.0 Planning 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. RG Drage, on behalf of consortia, will also report such challenges to ODE with request for clarification or technical assistance.

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

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

C) BUDGET AND SUSTAINABILITY

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

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

[Enter Budget](#)

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

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

[Upload Documents](#)

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

478,473.54 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.

R.G. Drage Career Technical Center (CTC) is lead applicant & will coordinate project. Salary costs implementation year total \$22,453.50 - \$7,064.00 for project management/site coordination, \$15,389.50 for fiscal assistance. Associated benefits are \$10,869.18. Purchased Services: \$427,514.74 Project Director - during implementation year managed through \$52,375 contract Louisville City Schools, 0.25 FTE. \$200,000 multi-year contract (through 6/30/2022) with Battelle Education for Project Management & intensive/ customized "Trailblazer" professional development/coordination of 2 summer PD/convenings for each cohort totaling 80 teachers and 35 administrators during implementation year. This multi-year contract is allowable, per guidance because it is only for work with new cohort participants that provide substantial value and lasting impact to the project and creating new train-the-trainer, not sustaining PD. \$9,400 purchased services for external speaker/follow-up during shared waiver days. \$117,475 purchased services for: \$19,875.00 -"technology integration training" for up to 53 educators - to receive new and/or additional differentiated PD / training, @ \$375/ educator \$60,000- 40 Cohort 1 educator stipends (\$1,500/teacher) to participate, plan and implement "Trailblazer" PD Summer 2016, 2016-2017 waiver days, and facilitate Summer 2017 training (through 6/30/17); \$20,000 - 40 Cohort 2 educator stipends (\$500/teacher) to participate in Summer 2017 "Trailblazer" PD and plan, prior to June 30, 2017, for implementing during 2017-2018 school year; \$12,000 -20 Cohort 1 educators to attend and/or present at Ohio's eTech 2017 conference (\$600/teacher), \$3,600 -related sub costs for 20 trailblazers to attend the conference (\$90/sub x 2 days); \$2,000 i-sub costs for 20 Cohort One trailblazers to attend/participate in free 1 day local/ regional conference (\$100/day x 1 day); \$10,000 purchased services multi-year pre-paid contract with SPARCC to develop/manage digital warehouse for PD/resource database for trailblazers to share/disseminate best practices from trainings/PD. This multi-year contract is allowable per the guidance because it for new development and upload/management of new content and is not a sustaining costs. \$8,128 purchased service for marketing and promoting PD/teacher training opportunities (200 hours x \$40.64), Karen Vrabc, Communications/Outreach Specialist - implementation year. \$16,336.74 purchased services Stark Education Partnerships, Inc to perform external evaluation/outcomes reporting services during implementation and sustainability years. \$13,800 purchased services to each district for leaders from 6 consortium school districts (\$2,300/district) and \$2,300 for R.G. Drage CTC directly in Supplies to attend 2016 iNACOL Conference to learn about trends in developing/implementing blended/online learning strategies. Estimated total cost 2016 iNACOL Conference is \$16,100. RG Drage has budgeted \$1,400 in supplies/meeting costs for kick-off planning workshop/meeting between consortium district leaders after notification of award. R.G. Drage has also budgeted a three (3) percent fiscal fee under "other" expenses, which is \$13,936.12. . R.G. Drage CTC and the six school districts are aligning resources and capacities to provide lasting value beyond the grant period. Through committing to shared waiver days and summer trainings, the seven consortium districts are demonstrating their investment in the lasting value of this project on students and the outcomes of the grant project. The budget is allocated to provide maximum accountability and flexibility to provide customized and differentiated teacher professional development on variable and tailored basis. In turn, as the educators acquire knowledge and competencies, the budgeted resources are allocated to ensure those educators have the resources to share and demonstrate best practices throughout the consortium and state.

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

19,898.00 a. Sustainability Year 1

19,898.00 b. Sustainability Year 2

19,898.00 c. Sustainability Year 3

19,898.00 d. Sustainability Year 4

19,898.00 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.

There are limited sustainability costs to districts to sustain lasting impact since majority of costs are capacity-building and front-loaded in implementation year. The following are the sustainability costs per district: R.G. Drage: \$2,830/ year (5-year total: \$14,150) includes \$900/year salaries for trailblazer(s) stipends & \$200 in sub costs (\$100/day x 2 days per year) for in-district and travel to other districts to conduct PD/trainings. \$180/year for 16.4 percent fringe benefits for teacher stipends. \$1,500/ year "purchased services" travel costs for trailblazer (teacher) to participate and/or conduct trainings (mileage/hotel/etc). \$50/ year "supplies and materials" for meeting and presentation costs/materials Brown: \$2,830 / year (5-year total: \$14,150) includes \$900/ year salaries for trailblazer(s) stipends & \$200 in sub costs (\$100/day x 2 days per year) for travel to conduct PD/trainings. \$180/yr for 16.4 percent fringe benefits for teacher stipends. \$1,500/yr for "purchased services" travel costs for trailblazer (teacher) to participate and/or conduct trainings (mileage/hotel/etc). \$50 /yr in "supplies and materials" for meeting and presentation costs/materials Minerva: \$2,830/year (5-year total: \$14,150) includes \$900/yr salaries for trailblazer(s) stipends & \$200 in sub costs (\$100/day x 2 days per year)travel to conduct PD/trainings. \$180/yr for 16.4 percent fringe benefits for teacher stipends. \$1,500 / year "purchased services" travel costs for trailblazer (teacher) to participate and/or conduct trainings (mileage/hotel/etc). \$50/yr "supplies and materials" for meeting and presentation costs/materials Tuslaw: \$2,918/ year (5-year total: \$14,590) includes \$900 per year in salaries for trailblazer(s) stipends and \$288 in sub costs (\$144/day x 2 days per year) for travel to to conduct PD/trainings. \$180 per year i for 16.4 percent fringe benefits for teacher stipends. \$1,500/yr "purchased services" travel costs for trailblazer (teacher) to participate and/or conduct trainings (mileage/hotel/etc). \$50 /yr "supplies and materials" for meeting and presentation costs/materials Louisville: \$2,830/year (5-year total: \$14,150) includes \$900 per year in salaries for trailblazer(s) stipends and \$200 in sub costs (\$100/day x 2 days per year) for in-district and travel to other districts to conduct PD/trainings. \$180 per year is budgeted for 16.4 percent fringe benefits associated with teacher stipends. \$1,500 per year for estimated in "purchased services" related to travel costs for trailblazer (teacher) to participate and/or conduct trainings (mileage/hotel/etc). \$50 per year is estimated in "supplies and materials" for meeting and presentation costs/materials Northwest: \$2,830/year (5-year total: \$14,150) includes \$900 per year in salaries for trailblazer(s) stipends and \$200 in sub costs (\$100/day x 2 days per year) for in-district and travel to other districts to conduct PD/trainings. \$180 per year is budgeted for 16.4 percent fringe benefits associated with teacher stipends. \$1,500 per year for estimated in "purchased services" related to travel costs for trailblazer (teacher) to participate and/or conduct trainings (mileage/hotel/etc). \$50 per year is estimated in "supplies and materials" for meeting and presentation costs/materials Fairless: \$2,830/year (5-year total: \$14,150) includes \$900 per year in salaries for trailblazer(s) stipends and \$200 in sub costs (\$100/day x 2 days per year) for in-district and travel to other districts to conduct PD/trainings. \$180 per year is budgeted for 16.4 percent fringe benefits associated with teacher stipends. \$1,500 per year for estimated in "purchased services" related to travel costs for trailblazer (teacher) to participate and/or conduct trainings (mileage/hotel/etc). \$50 per year is estimated in "supplies and materials" for meeting and presentation costs/materials

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

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

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

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

As a result of the implementation of the project, the seven consortium districts estimate there will be a \$25,000 reduction over the five year sustainability period (\$5,000 per year) as a direct cost-savings to their districts' professional development budgets through purchased services . Due to the front-loaded nature of the project and the trailblazer trainings and professional development, individual districts' capacity to conduct and/or offer train-the-trainer model training within consortium will be greatly enhanced. This reduces the need to contract with external providers and/or vendors for new and emerging educators' professional development and trainings. There will be a total cost-savings of \$175,000 for the five year sustainability year period throughout the consortium (\$25,000/consortium district). Although the projected cost-savings for each district per year is more than the projected sustainability costs which would warrant "spending reductions" as a goal of the project, the districts decided to also leverage savings reallocation costs as well. By leveraging both cost-savings and reallocation costs to sustain the project, the districts are effectively accounting for unforeseen sustainability costs and/or decreases in cost-savings that are impacted by unknown variables during the sustainability years. This is why the consortium is projecting 85 percent (question 16) of the sustainability costs will be met through cost-savings.

5.00 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.

Due to the fact all seven consortium districts belong to a Health Insurance Plan consortium, each of the treasurers decreased the projected health insurance rate increase in FY18 by one (1) percent. When this one (1) percent decrease is compounded throughout the sustainability period, it yielding a total of \$803,010 in savings through reallocation of funds (\$160,602/year). The following are the reallocation of funds per district: R.G.Drage: \$12,200 decrease per year resulting in a total savings/reallocation opportunity of \$61,000 over the five year sustainability period; Brown: \$10,149 decrease per year resulting in a total savings/reallocation opportunity of \$50,745 over the five year sustainability period; Minerva: \$28,046 decrease per year resulting in a total savings/reallocation opportunity of \$140,230 over the five year sustainability period; Tuslaw: \$28,930 decrease per year resulting in a total savings/reallocation opportunity of \$144,650 over the five year sustainability period;

Louisville: \$29,947 decrease per year resulting in a total savings/reallocation opportunity of \$149,735 over the five year sustainability period; Northwest: \$27,830 decrease per year resulting in a total savings/reallocation opportunity of \$139,150 over the five year sustainability period; and Fairless: \$23,500 decrease per year resulting in a total savings/reallocation opportunity of \$117,500 over the five year sustainability period. As mentioned in the response to question 18, although the project's cost-savings is projected to be more than the anticipated sustainability costs for the project, which would warrant "spending reductions" as a goal, the consortium decided to also leverage the aforementioned savings through reallocation of funds as well. By leveraging both reallocated funds and cost-savings to sustain the project, the consortium will have ample resources to account for and meet unforeseen sustainability costs and/or decreases in cost-savings projections impacted by unknown variables during the sustainability years. This is the reasoning for projecting that 15 percent (question 19) of the sustainability costs will be met through reallocation of funds.

D) IMPLEMENTATION

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

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

Enter Implementation Key Personnel information by clicking the link below:

[Add Implementation - Key Personnel](#)

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

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

21. Planning

a. Date Range 10/1/2015 8/31/2016

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

Pre-Grant Submission: Leadership Council planning (all 7 districts) & collaborative partners, Supt/Treasurer Planning meetings; Research, vision/budget development, outcomes determination & application submission. Upon award: media notification and community celebrations; board(s) approvals/contracts signed; review application/finalize planning & marketing; Recruit trailblazer teachers; finalize Teacher PD surveys, student engagement surveys; evaluation plan; weekly Project Leadership Team meetings monitor processes 6/1/2016: Consortia Leadership begin operations system redesign planning; Teacher PD & student engagement surveys complete; Trailblazer Teacher Institute Planning/Refinement continues thru project; submit final evaluation plan to ODE; Quarterly project evaluation. By 8/31: Differentiated PD groups created for fall waiver day; teachers notified; district level kick off for grant; site visits planned Benchmarks to demonstrate success 40 trailblazer teachers registered for summer training student/staff/admin surveys complete board minutes approving contracts/grant documentation of differentiated PD groups communication/key stakeholder engagement/consent from all required officers, governing bodies districts hold local celebrations, board/staff meetings to announce project; quarterly board/community updates; BattelleEd manages project to ensure consistent communication across districts; marketing plan Consortia Project Director & RG Drage clerical/fiscal support will ensure strong communication and capacity to manage scope of work. Project Manager/Director weekly meetings coordinate project outcomes. Consortia/Partner monthly meetings with evaluator to monitor evaluation plan & project fidelity.

22. Implementation (grant funded start-up activities)

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

b. Scope of activities - include all specific completion benchmarks

6/2016-12/2016: Cohort 1 training; digital warehouse design begins; consortium waiver day; 1/2017-3/2017: 2 consortium waiver day; Post Surveys 3/2017 - 6/2017: Units, lessons and activities of Trailblazers and teachers submitted for the digital warehouse; Cohort 1 Trailblazers training 2; Cohort 2 Trailblazer training 1 Entire project- Attendance to innovative conferences; Site visitations to demonstration schools; continued Trailblazer PD, Admin leadership system planning; continued marketing to local, State and national outlets, evaluation for sustainability, build/refine digital warehouse Benchmarks to demonstrate success TAP-7.0 will measure the effects of blended learning to determine the increase in overall student achievement, closing the achievement gap for subgroups, increased student engagement, and increased presence of integrated blended learning lessons/units utilized within classrooms. Teacher PD Outcomes: Level 1 teachers: Develop differentiated and personalized lesson/unit with blended learning tools for targeted grade level/content; Level 2 teachers: Develop a unit(s) utilizing various tech tools to implement within the classroom; level 3- trailblazer teachers: Design flexible instructional plans that students can select their path to mastery and demonstration of learning.) communication/key stakeholder engagement/consent from all required officers, governing bodies continue project coordination, marketing and communication activities and board reports as described in planning; administer and manage scope of work/ develop interdependent system of change. District/partners will work together on 3 levels so the work can be sustained long term a) cross district system redesign to create deeper shared service opportunities, b) differentiated PD so teachers/leaders can improve own practice; c) trailblazer cohorts advance practices of strong teachers/leaders who train others.

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

outcomes)

a. Date Range 8/1/2016-9/30/2022

b. Scope of activities - include all specific completion benchmarks

Quarterly evaluation reports (process/outcomes) through 9/30/2017 then twice a year 2017 - 2022 (outcomes only) - reporting includes required annual programmatic and fiscal sustainability reports to ODE 2016- 2022 Programmatic sustainability project activities for 2017-2022 include: System protocols in place for continued consortium calendar days for staff professional learning; digital warehouse established to house lessons and resources for blended learning; additional refresher professional learning costs will be shared among consortium members ; attendance to state conferences (1 presentation/year/life of grant) will be sustained by each consortium member Benchmarks to demonstrate success leadership design additional shared services due to operational redesign Trailblazer teachers training within and beyond consortia student achievement outcomes improved for sub groups (ED/SWD) cost savings through reallocation monitoring communication/key stakeholder engagement/consent from all required officers, governing bodies Consortia leadership team meetings added to agenda during RG Drage curriculum meetings 2017-22 Stark Educational Partnership provides outcome reporting throughout sustainability period; semi-annual board reports; transition Project Management from BattelleEd to consortia leadership by 6/2017 administer and manage scope of work/ develop interdependent system of change. effective data collection: Each consortia member will provide Stark Education Partnership 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.

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 and organizational changes tied to outcomes/interdependent system of change Ultimately, the consortia expects to increase student achievement for all students by implementing the following changes a) majority of classroom instruction shifts to SAMR transformational level, b) cultivate regional culture of innovation and collaboration, c) common cross-district systems increase capacity to share PD/instructional resources, and d) maximize strength of local talent and expertise to share best practices. . In addition, the following instructional shifts will occur: teachers will effectively utilize more technology for blended learning, with more instructional time spent using in SAMR areas of Modification, Redefinition. Administrators and teachers will be able to identify all SAMR levels when seen during instruction Significantly more classrooms will operate within the Transformational level of SAMR or will be leading towards the transformation level of SAMR, while still incorporating the content standards of the academic area as well as the technological academic standards. Teachers will use a variety of instructional strategies that push advanced thinking skills, communication skills, collaboration skills, problem-solving and critical thinking skills Finally, these organizational shifts will also occur. Teachers and leaders will be more comfortable working with other districts teachers, administrators, technology staff, people in a shared resources and personnel environment Teachers and leaders will increase the frequency in which they share and collaborate with other educators both within their district and across the consortia The region will cultivate a greater depth of knowledge of and access to best practices in blended learning Each district will increase opportunities for continual professional growth for each staff member (teacher and administrator) Teachers and leaders will have ready access to assistance (in district and across regional) in developing lessons using transformational SAMR strategies that directly embed required content standards Trailblazers will be available to facilitate training within their home districts and across region. Districts will continue to structure ongoing professional learning in a collaborative manner Districts will increase depth and breadth of shared service opportunities as a result of operational system redesign.

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:

Stark Education Partnership, Inc. Dr. Teresa J. Purses, President 400 Market Avenue North, Suite B Canton, OH 44702-1551 330.452.0829

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.

evaluation plan assess implementation process/measure trends. Methodology SEP will utilize a mixed-method evaluation that consists of archival, survey, achievement (quantitative) and selective observational (qualitative) data. SEP will develop and pilot a 3 tiered survey instrument (teachers, administrators, students), a rubric for product review, observation protocols, and PD learning surveys. Full evaluation plan submitted post award will outline testable hypotheses/additional detail. FY17: Assess current implementation, establish baseline/benchmarks for formative/full summative evaluations. Districts will share non-identifiable student achievement data. FY18-22: Teaching units (products) accessed through digital warehouse/reviewed using rubric. Observations-using district rubric. Combined consortia data summarized & shared quarterly. Districts- monitor own data/outcomes. Student/staff surveys- based on SAMR model to monitor tech

integration level to improve student achievement. Administrator surveys assess knowledge of SAMR protocols and how they apply at the district & Consortium level. Work by Puentendura, SAMR and Curriculum Redesign, & SAMR, Learning, and Assessment inform rubric construction for product review, learning, satisfaction surveys & observation protocols, while SAMR for Leadership: Beyond the Basics- inform administrator surveys. Research questions: Does increased technology integration by teachers, according to the SAMR Model, result in decreased achievement gaps for ED and SWD students? Can smaller districts, within the context of a multi-district shared services consortium, support high quality professional development that results in increased integration of technology, according to the SAMR model? Underlying research rationale The myriad benefits of integrating technology into the classroom first appeared in Edutopia in 2007 (<http://www.edutopia.org/technology-integration-guide-importance>) a substantial body of literature has emerged about how teachers should integrate technology. Darling-Hammond, Zielezinski, and Goldman in Using Technology to Support At-Risk Students' Learning (2014) note that " the results of technology initiatives have been mixed." (p1). However, the authors state that there are successes and those share commonalities. One example "...the learning context includes the learning community, the goals of the community, and the nature of the learning activities (p.5)" is directly addressed by this grant application. quantitative evaluation approach surveys on PD & Consortium activities gaps in student achievement as measured by state tests (by grade level as appropriate and/or building report card data) disaggregated on the basis of ED & SWD. The analysis of this data remains quasi-experimental as the design will use baselines based on 2016. However, we postulate that there is a relationship between teacher proficiency in the integration of technology, which we measure by shifts in the SAMR Model & decreases in those gaps. technology-integrated teaching units (measured by rubric) student ownership and engagement (measured by pre & post surveys) timeline, including scope of activities and clear benchmarks for evaluation Key Evaluation Timeline: SP/SU 2016: needs assessment/surveys - create operational system/baseline data initial student data collection - baseline summer institute - surveys, attendance digital warehouse - development Fall 2016 student surveys - baseline Sp 2017 post surveys - teachers/admin, students PD facilitation results 17-18: consortia use of trailblazers - PD surveys EOY: assess teaching units, classroom observation, student state test data Process final analysis of progress, success or shortfall SEP will chart progress quarterly both formative (short and medium-term) outcomes & indicators & annual reports focusing on all outcomes. A full project report will be rendered at the end of the sustainability period.

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.

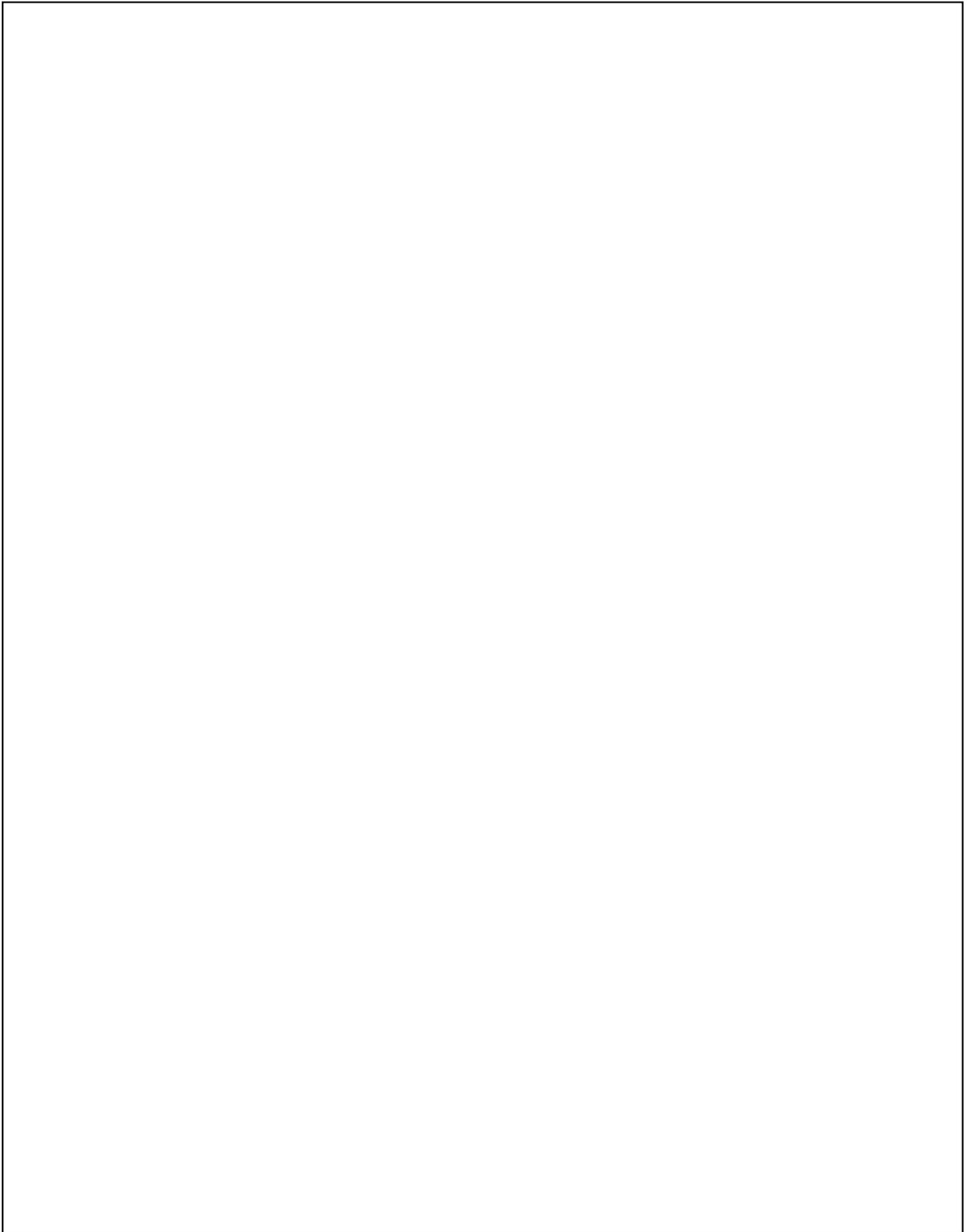
The response should provide an explanation of the time and effort it would take to implement the project in another district, as well as any plans to share lessons learned with other districts. To every extent possible, applicants should outline how this project can become part of a model so that other 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.

Describe likelihood for scale up, expansion or replication TAP 7.0 was specifically designed to be expanded, replicable and sustainable. One of the goals of the grant is the agreed upon three common professional development days. During the common professional development days we will be able to train new teachers without losing instructional time while saving money on substitute teachers. The time is already built into each district's 2016-17 calendar. Plans are already in the proposal to continue the training past the grant timeline. By 6/2017, consortia members will have the necessary knowledge, skills and materials to expand this work regionally with little effort. TAP 7.0 is sustainable in part because of common professional development days and the train/trainer focus. More importantly, each district has committed to collectively researching and planning for operational/systemic ways to increase shared services that will lead to greater achievement for all students at/or below current expenditures. TAP 7.0 is particularly excited about the opportunity to partner with The Learning Accelerator (TLA). TLA is a national catalyst working to transform American K-12 education through blended learning. At no cost, TLA will be a networking partner, assisting TAP 7.0 to cultivate solutions to overcome the barriers to implementing blended learning in schools. This research, access to resources and new partnership will allow TAP 7.0 to develop implementation strategies that can be scaled and shared with school districts nationwide. Potential replications within district/collaborative group and estimation of probability of replication elsewhere. The probability of replication is very high, especially within Stark County ESC member districts. There is also a high probability that this project can be replicated throughout the state. The proposal is to train teachers in blended learning. It can work with any district's technology infrastructure. Collaboration is an important aspect of this grant proposal and members have worked together on other initiatives and already shared many resources. Organizations that wish to replicate this work will need to be willing to put aside territory issues and focus on ensuring student achievement at a larger level. Districts will have to ask similar questions that TAP 7.0 has faced collectively, such as: on-boarding processes to train new teachers and leaders to be successful in blended environments; strategies to minimize expense of 'outside' trainers; how can these processes be operationalized and used within districts to benefit building/district leadership teams etc. Publications AND Plans to share lessons learned Stark County ESC plans to share resources/training with other member districts at monthly grade/subject based Lead Teacher meetings. Trailblazer Teachers can conduct training in other areas to build capacity across Ohio. TAP 7.0 Leadership welcomes visitors to see the work (in person or virtually) in classrooms and during common professional development days. Stark Education Partnership will publish evaluation results and lessons learned. Consortia members plan to submit proposals for statewide conference presentations such as Ohio Innovative Learning Environments, Ohio Capital Conference and OTECH. Site visits to schools during waiver day trainings and invitations to experience Summer Institutes will be encouraged so others can see the work in action.

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).

Dan Murphy RG Drage Director 11/25/2015



Consortium

Stark County Area (062026) - Stark 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
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Ryan	Rodocker	330-837-7813	rrodocker@tuslawschools.org	Tuslaw Local	049957	1835 Manchester Ave NW, Massillon, OH, 44647-9623	
Debora	Clark	330-854-2291	clark.d@northwest.sparcc.org	Northwest Local	049908	2309 Locust St S, Canal Fulton, OH, 44614-9389	
Becky	Miller	330-868-5855	millerb@minerva.sparcc.org	Minerva Local	049890	406 East St, Minerva, OH, 44657-1429	
Anna	Minor	330-875-1666	aminor@lepapps.org	Louisville City	049874	407 E Main St, Louisville, OH, 44641-1419	
Broc	Bidlack	330.767.3577	broc.bidlack@fairless.sparcc.org	Fairless Local	049841	11885 Navarre Rd SW, Navarre, OH, 44662-9485	

Partnerships

Stark County Area (062026) - Stark 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
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Eric	Curts	330.445.2283	eric.curts@apps.sparcc.org	Stark Portage Area Computer Consortium		2100 38th Street NW, , Canton, Ohio, 44709	
Teresa	Purses	330.452.0829	septpurses@gmail.com	Stark Education Partnership, Inc.		400 N. Market Ave. N. Suite B , , Canton, , Ohio , 44702	
Aimee	Kennedy	614.424.5827	kennedya@battelle.org	BattelleEd		505 King Ave , , Columbus, , OH , 43201	
Lisa	Duty	614.804.0607	lisa.duty@learningaccelerator.org	The Learning Accelerator		7153 Calusa Drive , , Reynoldsburg , Ohio , 43068	

Implementation Team

Stark County Area (062026) - Stark County - 2016 - Straight A Fund - Rev 0 - Straight A Fund

Sections ▶

Implementation Team

First Name	Last Name	Title	Responsibilities	Qualifications	Prior Relevant Experience	Education	% FT
Dr. Teresa J.	Purses,	President Stark Education Partnership, Inc	external evaluation - formative and summative; Consortia Planning Team representative: meet regularly to review progress, address barriers and support staff in ensuring project success. Ensure Stark Education Partnership completes required activities and adheres to Assurances.	tark Education Partnership President, Former-State Leadership-Director Regional Training and Coaching team (SST9), District leadership positions including: Superintendent, Curriculum Director, Principal, Gifted Teacher Coordinator and Middle Schools teachers;	Member of planning , implementation and evaluation team for the \$3.1 million National Science Foundation award winning SEEDS grant; Horizon Researcher trained; Professional Development trainer-Assessment Literacy, KidsNet Telecommunications, Creating and Inventing Workshops, BASA Executive Coach, Design team member for following grants: 21st Century Learning Communities, Canton Local RttT, Five R's Academy, Jennings Grants to improve instructional practices;	Ashland University - Doctorate Ed Leadership, Supt/Principal/Asst Supt licenses, MA Curcciulum/Instruction, Gifted Endors. Malone College BS	5
Heather	Sherman,	Project Manager/BattelleEd	Heather Sherman will manage all aspects of this project in concert with the Project Director and the Consortium Leadership Team. This includes, strategic planning, conduct needs assessments, facilitate site visits and all professional development activities for the Trailblazing trainers, school administrators, and waiver day training sessions. Heather will conduct regular meetings with the Consortium	Heather joined the Battelle Education team in 2014, as a Relationship Manager. Prior to that Heather worked for Franklin University Heather worked at Franklin University, as the Assistant Director of the Student Learning Center. In that role, Ms. Sherman managed several programs, including a fully blended academic support program, with synchronous and asynchronous online tutoring, since 2007. Heather holds a Masters of Business Administration, and is an adjunct faculty member at Franklin University.	Heather is a Relationship Manager for Battelle Education/OSLN. She has worked on three Straight A grants awarded in round two, and created the Trailblazer Teacher program upon which this project is based. As a relationship manager, Heather has coordinated all aspects of STEM school start-up support, including STEM pedagogy PD sessions, program management, stipend and contract management, and stipend administration services.	MBA, Franklin University, 2009. Bachelor's Degree, Roanoke College, 2001.	60

			leadership team, and work in tandem with the Project Director to ensure the grant timeline is adhered to				
Tom	Nunziato	Curriculum Director	<p>Consortia Planning Team representative for district: meet regularly to review progress, address barriers and support staff in ensuring project success. Ensure district completed required activities and submits required data to evaluators; ensure district adheres to Assurances.</p>	<p>Tom is in his 18th year at Brown Local Schools and in his second year as their Curriculum Director. He taught 13 years of middle school mathematics and 3 years as a 4th and 5th grade mathematics teachers. He has been coordinator or point person on many projects and initiatives during his time at Brown Local.</p>	<p>Tom currently is the Young Entrepreneurs Consortium (YEC-Straight A Rnd 2 Grant) Leader. In this role he coordinates many innovative project implementations. This includes teaming with the district Technology Intervention Specialist, Jessica Boylan, to implement new technology into the classroom. Jessica is also apart of this grant proposal. Coordinates with teachers to become trained and implement Problem Based Learning. He is working with high school teachers to become the district's first dual enrollment credential teachers. In the process, he and other administrators are also working with local colleges to offer dual enrollment classes taught by district teachers. Tom is also the district's Testing Coordinator; where he coordinates, schedules and trains teachers to administer State Tests using the Online Testing platform. As the Ohio Improvement Plan (OIP) Coordinator, Tom is coordinating and training district teachers/leaders in implementing DLT, BLTs and TBTs Other skills and experiences include Federal Programs Coordinator, Test Data Manager, as well as assists the</p>	<p>Youngstown State University, BS; Ashland University, MA; Lead Professional Educator License - ES; Principal 4-12, National Board Cert - Math</p>	10

					other district administrators on a variety of initiatives and topics.		
Ryan	Rodocker-	Curriculum and Technology Director	Consortia Planning Team representative for district: meet regularly to review progress, address barriers and support staff in ensuring project success. Ensure district completed required activities and submits required data to evaluators; ensure district adheres to Assurances.	Ryan Rodocker has thirteen years of experience in education including working as a 4th grade teacher for eight years, 6th grade teacher for two years and now working on his fourth year as Curriculum and Technology Director. He also coached baseball, basketball and football at the varsity and middle school level. As an administrator he has assisted with bargaining a certified contract.	As the Curriculum and Technology director for Tuslaw Local Schools, Ryan is responsible for providing professional development for all certified and classified staff members, coordinates all federal programs and federal funds for the district, coordinates the selection and implementation of all curricular materials, serves as the chairperson for the SLO, LPDC, Resident Educator, DLT, and LMC committees. He also handles all of the technology duties for the district as well. Including professional development, break/fix, student accounts, server management, and online testing.	Bowling Green State University, Bachelor of Science; Ashland University, Master of Education; Principal Licensure (K-3 and 4-9	10
Becky	Miller,	Assistant Project Director/ Minerva Lead	As assist project director: will oversee the implementation of the project. She will work closely with project director to ensure all project outcomes are completed on time within budget and meet regularly with project manager to review progress and address barriers. As Consortia Planning Team representative for the district: meet regularly to review progress, address barriers and support staff in	As an ESC curriculum director, Mrs. Miller's experience with innovative project implementation includes: fulfilling the work of the Young Entrepreneur's Consortium, a Straight A Round Two recipient of \$13.5 million. Responsibilities: leading two districts/consortium members, Minerva and Osnaburg Locals in the following: one to one district initiatives, hosting district and regional workshops in Problem Based Learning, Work-Based Learning, technology integration, teacher	Mrs. Miller is in her third year as Curriculum Team Leader and Title I Coordinator. Her previous 18 years of experiences includes being a former middle and intermediate school assistant principal in Plain Local Schools, middle school teacher in Minerva Local Schools and high school teacher in Carrollton Exempted Village.	Masters of Science, Ed Admin; Bachelor of Science; Special Education; Principal Certificate (4-9); Special Education Teacher K12 certifica	10

			ensuring project success. Ensure district completed required activities and submits required data to evaluators; ensure district adheres to Assurances.	credentialing, Believe In Ohio, Junior Achievement. Mrs. Miller is the Federal Programs Coordinator, facilitates and manages the following grants: Title 1, Title 2A, Race to the Top.			
Martin	Bowe	SPARCC/Stark ESC Rep	Consortia Planning Team representative for ESC: meet regularly to review progress, address barriers and support staff in ensuring project success. Ensure ESC completed required activities and submits required data to evaluators; ensure ESC adheres to Assurances.	Assistant Superintendent and Director of Stark Portage Area Computer Consortium, Stark County Educational Service Center, Superintendent, Assistant Superintendent, Director of Business Operations and Classified Personnel, Director of Information Technology, Perry Local School District, Assistant Professor of Mechanical Engineering, U.S. Air Force Academy, Lieutenant Colonel, U.S. Air Force Reserves, Board President, Club President,	Member of Rotary, Board President, Perry Panther Digital Academy, Board Member, Council of Governments (\$250M+ Budget for Health Care Provision), Board Member, Better Business Bureau, Board Member, YMCA, Board Member, Perry Helping Perry, Chairman, Ohio High School Athletic Association's Federal League, Graduate of the 17th Class of Leadership Stark County	MS Industrial/System Engineering - Ohio State; BS Mechanical Engineering US Air Force Adacemy; Gradute US DOD Leadership/Management School	3
Anna	Minor	Project Director/Asst Supt at Louisville	Anna Minor will handle project oversight and partnership development. As project director, Anna will ensure project aligns with consortia overall mission and improvement plans. She will oversee the implementation of the project. She will work closely with Project Manager to ensure all project outcomes are completed on time and within budget. She is	Mrs. Minor is in 13 years of experiences includes being a former middle school assistant principal, elementary principal, K12 gifted coordinator, and secondary curriculum coordinator all in Jackson Local Schools, and middle school teacher at Minerva Local Schools. Prior to entering education, Mrs.Minor has 11 years of business experience owning and operating businesses and was charged with	As the Assistant Superintendent, Mrs. Minor has a multitude of responsibilities which include providing professional development for both the certified and classified staff, coordinating all K12 curriculum and heading the LPDC committee and the mentoring program. She oversees the technology department whose main focus is integrating technology within the curriculum. During her leadership, Mrs. Minor has redesigned schedules to include	MA - ED; BS - ED; Associate of Science; Supt license, Principal Certificates K-12; K8 teaching license; gifted endorsement	25

			<p>the direct supervisor of Project Manager. They will meet regularly to review progress, address barriers and Anna will support Project Manager in ensuring project success. Anna will ensure she and partners adhere to Assurances.</p>	<p>public relations, hiring, budgeting, billing, inventory, advertising, ordering, and day to day operations. her fifth year as the Assistant Superintendent.</p>	<p>intervention and enrichment time for all K5 students, supported coteaching at every level, led curriculum teams in creating pacing charts and developing resources for departments to meet the Ohio Learning Standards, and most recently implemented two one-to-one, blended learning initiatives in two districts. Additionally, Mrs. Minor analyzes the district's state test results and report card information to support changes in programming. She has had an integral part in the development of the first Oil and Gas program in the State of Ohio. Mrs. Minor manages the district's collaborations with area colleges and universities for all post secondary options, which includes working with the directors to credential high school teachers. Mrs. Minor is the Federal Programs Coordinator, facilitates and manages the following grants: Title 1, Title 2A, Race to the Top, Early Literacy Reading Readiness, and the Fifth Quarter Grant.</p>	
Broc	Bidlack,	Superintendent	<p>Consortia Planning Team representative for district: meet regularly to review progress, address barriers and support staff in ensuring project success. Ensure district completed required activities and</p>	<p>Broc Bidlack has nine years experience as a high school vocational teacher, two years as elementary principal and district technology coordinator, 11 years as middle school principal, three years as assistant superintendent and 4 years as a local</p>	<p>Broc has specific experience in federal programs, selection and hiring of staff, staff development, maintaining facilities, development and oversight of a multi-million dollar budget, and creation of shared services.</p>	<p>;Masters Of Science, Education Administration; Bachelor of Science; Vocational Education; Principal License (K-12); Superintendent License</p>

			submits required data to evaluators; ensure district adheres to Assurances.	superintendent			
Debora	Clark,	Director of Instruction	<p>Consortia Planning Team representative for district: meet regularly to review progress, address barriers and support staff in ensuring project success. Ensure district completed required activities and submits required data to evaluators; ensure district adheres to Assurances.</p>	<p>Debora Clark has 27 years of experience in education including working as a Title I Tutor for three years, a third grade teacher for eighteen years and the Director of Instruction for six years. She also served as the Chief Negotiator for the teacher's union for twelve years and bargained three certified contracts. As an administrator she has assisted with bargaining a certified and classified contract.</p>	<p>As Director of Instruction for Northwest Local Schools, Debora is responsible for providing professional development for all certified and classified staff members, coordinates all federal programs and federal funds for the district, serves as the district's gifted coordinator, coordinates the selection and implementation of all curricular materials, serves as the chairperson for the SLO, LMC, Resident Educator, and district RTI committees. She also assists with the hiring process for all new staff members and coordinates the New Teacher Academy.</p>	<p>BS Ed Kent State University; MS Curriculum/Instruction/Supervision - Malone U. K8 certificate, gifted endorsement; Admin Spec/Supt License</p>	10
Dan	Murphy,	Director, R.G. Drage Career Technical Center	<p>Consortia Planning Team representative for district: meet regularly to review progress, address barriers and support staff in ensuring project success. Ensure district completed required activities and submits required data to evaluators; ensure district adheres to Assurances. Will oversee the fiscal outcomes and assurances.</p>	<p>Currently, Dan is employed by R. G. Drage Career Technical Center as the Director. He has previously been employed as the CTE director at Massillon City School District; an Assistant Principal/CTE Director at Marlinton Local School District; CBI Instructor at Marlinton Local School District; and a Business and Physical Education Teacher Instructor at Ursuline High School. Dan holds a Superintendent's License, as well. Dan has held various leadership positions throughout his</p>	<p>Dan currently is the Young Entrepreneurs Consortium (YEC-Straight A Rnd 2 Grant) Leader, where R.G.Drage CTC serves as the fiscal agent. As the Director of R. G. Drage Career Technical Center, he serves as the Instructional Leader for all CTE employees. He supervises all CTE instructional programs and professional development. Throughout his administrative career, he has also been involved in administering State and Federal budgets for CTE programs and managing new construction projects.</p>	<p>Youngstown State University, Bachelor of Arts; University of Toledo, Master of Education; Ashland University, Principal and Superintendent</p>	10

				career including: Ohio Association for Career And Technical Education (OACTE), treasurer; and the Ohio Association of Career and Technical Administrators, president. In 2013, Dan was selected by ODE for the Industry Credential Task Force and the Simultaneous Credit Task Force. He was also selected to represent Ohio CTE for Perkins State Indicators of Performance and to represent Ohio at the Harvard University Pathways to Prosperity Project.		
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