

Budget

Apollo (050773) - Allen County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (10)

U.S.A.S. Fund #:

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		205,075.00	32,587.00	417,500.00	942,150.00	6,553,161.00	0.00	8,150,473.00
Support Services		75,000.00	11,700.00	5,000.00	0.00	0.00	0.00	91,700.00
Governance/Admin		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development		444,538.00	11,607.00	163,985.00	0.00	0.00	0.00	620,130.00
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
<b>Total</b>		<b>724,613.00</b>	<b>55,894.00</b>	<b>586,485.00</b>	<b>942,150.00</b>	<b>6,553,161.00</b>	<b>0.00</b>	<b>8,862,303.00</b>
<b>Adjusted Allocation</b>								0.00
<b>Remaining</b>								-8,862,303.00

Application

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

A) APPLICANT INFORMATION - General Information, Experience and Capacity

1. Project Title: Empowering teachers to revolutionize the classroom.

2. Executive summary: Provide an executive summary of your project proposal and which goal(s) in question 9 you seek to achieve. Please limit your responses to no more than three sentences.

Apollo Career Center, along with 11 other school districts will join forces to transition traditional classroom teaching to the 21st century through collaborative sharing and professional development which models to teachers new concepts in educational technology, including blended and flipped learning for 24/7 anytime/anywhere access opportunities. As a consortium, we believe imagination, expertise, and creativity are the assets that drive innovation, create new industries, and produce the most sought-after workers, preparing every student for career and college readiness will strengthen our economy and empower our communities.

12811 3. Total Students Impacted:

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

First Name, last Name of contact for lead applicant: Kathleen Reinsel

Organizational name of lead applicant: Apollo Career Center

Unique Identifier (IRN/Fed Tax ID): EIN: [REDACTED]

Address of lead applicant: 3325 Shawnee Rd. Lima, OH 45806

Phone Number of lead applicant: 419-998-3000

Email Address of lead applicant: kreinsel1@yahoo.com

5. Secondary applicant contact: - Provide the following information, if applicable:

First Name, last Name of contact for secondary applicant: N/A

Organizational name of secondary applicant: N/A

Unique Identifier (IRN/Fed Tax ID): N/A

Address of secondary applicant: N/A

Phone number of secondary applicant: N/A

Email address of secondary applicant: N/A

6. List all other participating entities by name: Provide the following information for each additional participating entity, if applicable: Mention First Name, Last Name, Organizational Name, Unique Identifier (IRN/Fed Tax ID), Address, Phone Number, Email Address of Contact for All Secondary Applicants in the box below.

School Districts Address City State Zip Phone Website Email Fed Tax ID # Ada Exempted Village Schools 725 W. North Ave. Ada OH 45810 419-634-6421 www.ada.k12.oh.us darmers@ada.k12.oh.us [REDACTED] Apollo Joint Vocational School District 3325 Shawnee Rd. Lima OH 45806 419-998-3000 www.apollocareercenterhs.org judy.wells@apollocc.org [REDACTED] Bath Local School District 2650 Bible Rd. Lima OH 45801 419-221-0807 www.bathwildcats.org mormana@bathwildcats.org 34-6400081 Bluffton Exempted Village School District 102 S. Jackson St. Bluffton OH 45817 419-358-5901 www.bluffton.noacsc.org deneckerg@blufftonschools.org 34-6400138 Columbus Grove Local Schools 201 W. Cross St. Columbus Grove OH 45830 419-659-2639 www.cg.noacsc.org cg\_verhoff@cg.noacsc.org [REDACTED] Elida Local Schools 4380 Sunnydale Ave. Elida OH 45807 419-331-4155 www.home.elida.k12.oh.us don@elida.k12.oh.us 34-6404654 Hardin Northern Local Schools 11589 State Route 81 Dola OH 45835 419-759-2331 www.hn.k12.oh.us doug.roberts@hardinnorthern.org [REDACTED] Lima City Schools 755 St. Johns Ave. Lima OH 45801 419-996-3401 www.limacityschools.org jackerman@limacityschools.org 34-6400788 Perry Local Schools 2770 E. Breese Rd. Lima OH 45804 419-221-2770 www.mycommidores.org pe\_weingart@noacsc.org [REDACTED] Shawnee Local Schools 3255 Zurmehly Rd. Lima OH 45806 419-998-8031 www.limashawnee.com mike@shawnee.noacsc.org 34-6401337 Spencerville Local Schools 2500 Wisner Dr. Spencerville OH 45887 419-647-4111 www.noacsc.org hatfieldj@svbearcats.org [REDACTED] Wapakoneta City Schools 1102 Gardenia Dr. Wapakoneta OH 45895 419-739-2900 www.wapak.org hornke@wapak.org [REDACTED]

7. Partnership and consortia agreements and letters of support: - (Click on the link below to upload necessary documents).

\* Letters of support are for districts in academic or fiscal distress only. If school or district is in academic or fiscal distress and has a commission assigned, please include a resolution from the commission in support of the project.

\* If a partnership or consortium will be established, please include the signed Straight A Description of Nature of Partnership or Description of Nature of Consortium Agreement.

UploadGrantApplicationAttachment.aspx

8. Please provide a brief description of the team or individuals responsible for the implementation of this project including relevant experience in other innovative projects. You should also include descriptions and experiences of partnering entities.

Several of the consortium members have experience in 21st century teaching and have put plans in place to move students into a digital curriculum and school without walls environment. For example, Bath Local School District piloted the first TRIPLEAe (Anytime, Anywhere, Any Student Education) program last year with their 11th grade class. Bath visited several neighboring schools, checked online resources and partnered with Bowling Green State University in developing online resources. The program was such a success; they plan to implement the program to the entire 9-12 classrooms. Shawnee Middle School grades 6, 7 and 8 have transitioned their math curriculum to a complete online environment. Flipped classrooms have been utilized in both middle school and high school science curriculums. Advanced Placement classes have utilized online communities to connect to schools from other countries to create and complete curriculum. Shawnee Schools commitment to this project can be demonstrated by the purchase of Chromebooks for the entire staff and in placing 600 Chromebooks for student use in the K-12 environment, whereby all devices can communicate and collaborate. Should we receive funding; Shawnee will be able to expand the number of devices available. Hardin Northern is currently successfully implementing a 1-to-1 pilot program with 7th and 8th graders. This initiative is not focused on the technology, but the education that will be attained by providing a technology tool to aid in the learning process. Every student has a device and takes the device home each day. The district has several policies already established for an initiative like this. The administration, faculty, students and community are already on board with this implementation and are hoping it will spread to grades 3-12. Grades 3-12 have all been through a 9 week typing program. Grades 3-12 already have courses set up in content management system called Moodle. These students and teachers are also trained in Google Apps, and receive annual training in internet safety and best practices. The largest hurdle they currently have to use technology seamlessly in the classroom to further education is the lack of devices. There are not enough to go around to each student and classroom. Implementing this initiative to grades 3-12 is a very long process by implementing one to two grades at a time due to the cost. Ada Schools has partnered with Qualia Institute through Ohio's Aspirations grant where they are learning to increase student voice and encourage students to meet their aspirations. Students will complete an innovative way to communicate their aspirations and set goals in a digital social media-like environment. Additionally, Ada is a part of a distance learning grant where students took higher level courses online. And Wapakoneta School has been using Schoology as their LMS. With the awarding of this grant, they expect to use the system more effectively because every student would have a device at their disposal. This is just a sampling of the experience and professionalism of our schools. Each member of the consortium has made a commitment to create a digital environment to promote the use of technology as a seamless resource for students and staff. Once we learned of this unique grant opportunity, Tech Coordinators from each of the school districts began meeting to discuss what actions must be taken to ensure that our schools are in fact able to compete and succeed in the 21st century economy, that they will be ready for postsecondary education without remediation, and that they will enter the workforce with the assets that make them ready to learn in the workplace where job-specific education and training will occur. The fiscal challenge to achieve these goals is a problem for most school districts, including ours. With the help of this grant, we know we can accomplish our goals.

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

9. Which of the stated Straight A Fund goals does the proposal aim to achieve? - (Check all that apply)

- Student achievement
Spending reductions in the five-year fiscal forecast
Utilization of a greater share of resources in the classroom

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

- New - never before implemented
Existing and researched-based - never implemented in your district or community school but proven successful in other educational environments

Mixed Concept - incorporates new and existing elements

Enhancing/Scale Up - elevating or expanding an effective program that is already implemented in your district, school, or consortia partnership

11. Describe the innovative project.

We know that collaboration and strong professional relationships motivate, accelerate, and sustain school improvement, and that school leaders and teachers are more effective when they work together. Funding from the Straight A Fund will provide all 12 area schools the key resources they need to start a collaborative professional development platform utilizing a blended learning model, giving teachers the tools and skills necessary to create innovative programs, exchange professional expertise, and create better learning opportunities for our students. Through this effort, students in Northwest Ohio will graduate with the college and/or workforce skills necessary, which will attract industry into our area. We know that innovation does not happen in a vacuum-the best ideas come from collective enterprise and shared knowledge. When schools work together, they get better results and they get them quicker. So for the first time in our history, we are united in creating a protracted plan that will build upon our instructional capacity of teaching and learning in a blended model. Implementing blended learning is a complex process requiring integrated plans around teaching human capital, and communications. A phased-in plan requires professional management and the commitment of school and district leadership. A commitment to measurement and improvement suggests that plans will be adjusted as lessons are learned and new tools are developed. According to the Ohio Department of Education, 50% of our area schools received an A for meeting government standards in education for the 2012-13 school year, which means we have a lot of room for improvement. All school districts in the consortium reside in Allen County Ohio with the exception of Wapakoneta, Hardin Northern, Ada, and Columbus Grove. At the present time, our schools use a combination of Learning Management System (LMS) models (Moodle, Google, Schoology, etc.), or no models at all. With the state funds we would receive from this request, we would create a collaborative shared interface, using one of these models for Professional Development for all area school districts to participate and share ideas and virtual classes. In this global marketplace, kids need to learn the proper skills and gain hands-on, real-world experience if they hope to survive the workforce. We need to change our way of teaching or we run the risk of losing our students to dropout or get left behind. By working together and using technology, teachers can engage their students in a more personalized, individualized manner. Students will be able to review lessons and material through online videos outside the classroom and then engage with teachers on the materials. We can't expect every teacher to be an expert in every subject, but with virtual classrooms, we can have our "best" teachers showcase their expertise to thousands of students in Northwest Ohio and possibly around the world. Our newly created group of tech coaches will be responsible for the content curation to be shared with all consortium participants. The contents will be a sharing of resources that empower students to maximize their learning potential. The online tools will offer unprecedented opportunities for personalization and differentiation. The platform training will be designed with a hands-on/minds-on approach for instructors. Trainings will cover the basic best practices of utilizing blended learning models. Through collaboration of all the districts within the consortium, via a shared LMS, we will create a repository of teacher-created videos of lessons, lectures, and demonstrations. A 'Boot Camp' of training targeted staff will be held in the summer for all tech trainers from each consortium. A consortium website will be created to manage the grant implementation and monitoring. Of course to accomplish this, every participating student and teacher needs to have easy access to a computing device to implement this program.

12. Describe how it will meet the goal(s) selected above. - If school/district receives school improvement funds/support, include a brief explanation of how this project will advance the improvement plan.

Professional Development (PD) will take an accelerated pace and align throughout all of the related initiatives to focus the training and development on what is possible and what is most effective. 21st century leadership within our consortium will focus on transforming our technology and infusing our classrooms with highly qualified, technology-savvy educators and providing challenging curriculum to propel our students towards achieving knowledge and growth. PD will be an integral part of our implementation by training targeted staff in order to serve as onsite support for peers to increase sustainability of the technology. E Learning Consultants (eLC's) will have responsibilities centered on supporting teaching and learning through the use of technology. The eLC's will focus on seeking out, learning, and supporting research based, best practices of instructional strategies through the use of technology and facilitating professional development. In addition, our eLC's will investigate and learn the latest trends and tools in emerging technologies and provide building wide professional development to support these technological tools. Curriculum will be developed to support eTech kids to serve as trainers in a train-the-trainer model. As a consortium, we would like to support and encourage the use of technology among teachers and students to further district goals, enhance the educational experience for our students, and better prepare them for life in the 21st century. We will work together to ensure our technology policies and goals are aligned with instructional objectives, standards, and assessments and the results should lead to better student achievement. This initiative is not focused on the technology, but the education that will be attained by providing a technology tool to aid in the learning process. Each of the schools districts will see a reduction in costs that will allow for more dollars to be targeted to the classroom. The full implementation of this technology, resources, software, and PD will create an environment that will significantly reduce paper and text book costs as assignments and instructional materials will become electronic. The PD will allow staff members to fully utilize these tools in their instruction. It will also allow us to build capacity within our staff to have trainers for the rest of the staff, reducing the amount of further whole staff development with technology. This grant would allow our districts to implement this integration in a shorter timeframe and enable us to plan long term to sustain the technology and support needed to maintain this technology implementation. Our districts are committed to acquire the resources needed to prepare students to be world class citizens. This grant would greatly facilitate both the implementation of our technology vision and allow us to reduce costs and sustain this plan for the long term.

**C) SUSTAINABILITY - Planning for ongoing funding of the project, cost breakdown**

13. Financial Documentation - All applicants must enter or upload the following supporting information. Responses should refer to specific information in the financial documents when applicable:

a. Enter a project budget

b. Upload the Straight A Financial Impact Template forecasting the expected changes to the five-year forecast resulting from implementation of this project. If applying as a consortia or partnership, please include the five-year forecasts of each school district, community school or STEM school member for review.

c. If subsection (b) is not applicable, please explain why, in addition to how the project will demonstrate sustainability and impact.

N/A

14. What is the total cost for implementing the innovative project?

8,862,303.00 \* Total project cost

\* Provide a brief narrative explanation of the overall budget. The narrative should include the source and amount of other funds that may be used to support this concept (e.g., Title I funding, RttT money, local funding, foundation support, etc.), and provide details on the cost of items included in the budget (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc).

No other funds will be used for this project.

15. What **new/recurring costs** of your innovative project will continue once the grant has expired? If there are no new/recurring costs, please explain why.

0.00 \* Specific amount of new/recurring cost (annual cost after project is implemented)

\* Narrative explanation/rationale: Provide details on the cost of items included in the budget (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.). If there are no new/recurring costs, please explain why.

PD costs will be at a minimum once core staff members have been trained. Once the staff, students, and communities are accustomed to using technology - the districts plan to move to a BYOD environment and only supply devices where needed. The number of student owned devices (BYOD) has grown significantly in the last two years. We see this trend rising in the future. A lot can change in technology in five years. In five years we see students preferring to bring their own devices over a school issued device. This would also better prepare students for college where they use their own devices for education. Each of the 12 schools has prepared a detailed budget on what their needs entail. As explained in our Project Description, each school will purchase learning devices and technology equipment to create differential lesson plans that will meet each student's needs. Staff will be trained on how to use the equipment in transforming classrooms into learning environments where students' needs at all academic levels can be better addressed, using differing models of pedagogy. This technology will also provide more opportunities for diagnostic information for teachers so they can better plan their instruction to address the needs of their students. Our staff will also have the ability to network with other districts in our consortium and discover best practices that could be implemented in our schools.

16. Are there **expected savings** that may result from the implementation of the innovative project?

5,578,188.00 \* Specific amount of expected savings (annual)

\* Narrative explanation/rationale: Provide details on the anticipated savings (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.)

We anticipate substantial cost reductions in paper, textbooks, software and electricity. Technology integration will become how we teach; therefore, the districts are committed to replenishing aging devices through PI and buyback programs. The cost savings are detailed for each school in each of their Financial Impact Tables in question #13.

17. Provide a brief explanation of how the project is self-sustaining. If there are ongoing costs associated with the project after the term of the grant, this explanation should provide details on the cost reductions that will be made that are at least equal to the amount of new/recurring costs detailed above. If there are no new/recurring costs, explain in detail how this project will sustain itself beyond the life of the grant.

This project will be sustainable in the future. Teacher digital lessons will be stored and accessed from year-to-year. With all teachers receiving professional development this year, in the future current teachers will be able to provide instruction to other teachers. We will also digitize our professional development. It will be accessible to all teachers within our consortium. The only ongoing expense that will happen once the grant is complete will be new devices once these expire.

**D) IMPLEMENTATION - Timeline, communication and contingency planning**

18. Fill in the appropriate dates and an explanation of the timeline for the successful implementation of this project. In each explanation, be sure to briefly describe the largest barriers that could derail your concept or timeline for implementation and your plan to proactively mitigate such barriers. In addition, the narrative should list the stakeholders that will be engaged during that stage of the project and describe the communication that occurred as the application was developed.

Describe the ongoing communication plan with the stakeholders as the project is implemented. (Stakeholders can include parents, community leaders, foundation support and businesses, as well as educational personnel in the affected entities.)

\* Proposal Timeline Dates

Plan (MM/DD/YYYY): September 2013 - June 2014

\* Narrative explanation

Upon receiving notification of the grant being awarded, all consortium members will begin meeting regularly to plan a successful implementation strategy. Components of a successful implementation plan will include communications with all consortia staff, parents, and community of the goals and expected outcomes of the grant project. Staff will be identified within each district to become the "tech trainers or coaches"; technology skills and strengths as well as weaknesses will be identified for each individual trainer. The summer "boot camp" will be planned for all trainers as well as specific activities, skills, and immersive experiences to be included in the PD "game". Other professional development activities will be developed as well, including planning and sharing time for departments, a consortium website for content curation and shared lessons/materials, and a managerial website for all consortia representatives to monitor and manage the grant project.

Implement (MM/DD/YYYY): Spring/Summer 2014

\* Narrative explanation

For all districts who have not previously done a 1:1 program, purchasing devices for teachers in order to do professional development on their use and impact on teaching strategies will be one of the first actions of implementation. All districts within the consortium are in differing stages of technology "readiness" - some will need to start with the most basics of acquiring and installing the infrastructure necessary for a wireless, 21st century learning environment; others need updates on existing wireless systems, while still others are "21st century ready" and can start implementing or adding to an existing online learning environment right away. Devices for students will be purchased over the summer and made ready for rollout to students in August. It is expected that all districts will be ready for full-on implementation of shared professional development and access to new ideas in methodologies of teaching by the beginning of the 2014-2015 school year.

Summative evaluation (MM/DD/YYYY): Spring 2015

\* Narrative explanation

Evaluation of the project will be ongoing throughout the year by all consortia representatives, who will monitor the project's effectiveness and adjust the plan accordingly. A "Year-End" evaluation survey will be created by consortia representatives and administered online for all staff in the participating districts. Results of this survey will determine further adjustments, enhancements, and/or changes to the program for the following year. Student data from programs and instructors who use online, mobile learning environments will also be collected and analyzed. This cycle of formal and informal evaluative processes will continue throughout the years as we move forward in our quest for improved teaching and learning strategies.

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

The changes to instructional practices will be two-fold. First will come short-term and more immediate changes as instructors integrate technology into their pre-existing curriculum and lessons. Adding technology elements to existing units of instruction and moving lessons to an online environment, however, is not the end goal of this grant project. It is inherent in instructors to take new technologies and embed them in their existing methodologies where they fit best, and the experience they will gain from this in the short-term will be valuable. Long-term changes, however, will be derived from ideas generated from a shared vision of a next-generation classroom, where learning can take place anywhere and anytime. As a consortium, we believe that working together on this quest to make learning more relevant, flexible, and efficient is vital to our success. There are several blended learning models to choose from; and as a group we will determine the best models that will help guarantee best performance for our differing groups and purposes in our varied student body. Organizational practices will only be affected in that as a large consortium, communications will be vital to our success. As Apollo Career Center is the lead applicant, and is also the Career/Tech Center of 11 of the 12 Consortia members, an already in place method of communications via monthly meetings of Principals and Superintendents will be utilized.

**E) SUBSTANTIAL IMPACT AND LASTING VALUE - Impact, evaluation and replication**

20. Describe the rationale, research or past success that supports the innovative project and its impact on student achievement, spending reduction in the five-year fiscal forecast or utilization of a greater share of resources in the classroom.

This will be a new endeavor for our school districts because we have not joined forces in the past and we believe this innovative project will strengthen our capacity to provide high quality education while increasing opportunities for our students. Apollo Career Center is proud to be the skills training center for the Lima area and surrounding communities. Apollo provides career technical training to high school juniors and seniors and adults wanting to enter the workforce or change careers. Apollo serves 14 area school districts and once we learned of this grant opportunity, 11 of the schools were eager to join us in preparing our students for 21st Century Learning. Many studies have been done that advocates for the integration of 21st Century Skills into K-12 education so that students can advance their learning in core academic subjects. This program will support our consortium partnership among our educators and students to develop innovative applications of technology and plans for fully integrating technology into our schools. -develop standards-based curricula in a wide range of subjects; -provide professional development for teachers; -increase student access to technology and online resources; -devise techniques for assisting teachers in developing computer-based instruction; -create strategies for accelerating the academic progress; and -develop new approaches to measuring the impact of educational technology on student learning. For Students - The opportunity and learning environment to have more access to additional learning models and resources such as blended and flipped learning, 24/7 access to technology, advanced project-based (problem-based) learning, and gamification. This level of access will provide real world experiences for our students, better preparing them for their post graduate experiences. Students would also have access to course work opportunities outside of the curriculum offerings in our school. For Staff - the access to technology which will assist in transforming classrooms into learning environments where students' needs at all academic levels can be addressed, using differing models of pedagogy. This technology will also provide more opportunities for diagnostic information for teachers so they can better plan their instruction to address the needs of their students. Our staff will also have the ability to network with other districts in our consortium and to discover best practices that could be implemented in all the schools

21. Is this project able to be replicated in other districts in Ohio?

Yes

No

22. If so, how?

Schools in the 21st century will be laced with a project-based curriculum for life aimed at engaging students in addressing real-world problems, issues important to humanity, and questions that matter. This is a dramatic departure from the factory-model education of the past. It is abandonment, finally, of textbook-driven, teacher-centered, paper and pencil schooling. It means a new way of understanding the concept of "knowledge", a new definition of the "educated person". A new way of designing and delivering the curriculum is required. What we propose to do in this project is not complicated and can easily be replicated in other districts across the state. We are only asking for the means to provide our teachers and students with the technology (mobile devices, video and audio recording capabilities) and the professional development to create a successful 24/7 learning environment. We know that combining the learning, communication and collaboration of the school day with "anytime access" will enhance student learning and increase student outcomes.

23. Describe the substantial value and lasting impact that the project hopes to achieve.

The project hopes to achieve nothing less than producing students that are truly ready for a digital assessment and curriculum as outlined by the PARCC assessment as well as ITSE standards of digital citizenship. While tools are put into the hands of students, it's the students increase in independence and critical thinking that will play the major role in closing some achievement score gaps. The educators' job will be to kindle the interest of the students in core subjects and give students resources to start the learning process. But the major achievements will be made in producing students that can self teach and assess in core curriculums.

24. What are the specific benchmarks related to the fund goals identified in question 9 that the project aims to achieve in five years? Include any other anticipated outcomes of the project that you hope to achieve that may not be easily benchmarked.

Establishing measurable benchmarks prior to the program's implementation allows for a stronger and clearer "before and after" evaluation. Our analysis will focus on successes and resources, note areas that need improvement, capitalize on new strategies that can come from changes in such things as technology, local policies, and funding sources and flexibility, and determine how to avoid pitfalls. The technology planning team will use this tool to decide where the organization stands and what it needs to do to reach its goals. Evaluators will look at such outcomes as teachers' instructional techniques, students' learning activities and degree of engagement, professional development needs, and impact on student achievement. Evaluators will also use project benchmarks described in the project plan to evaluate the success of the project. Both qualitative and quantitative measures will be used to determine success. For example, observing classroom performance provides a picture of student engagement and use of technology and shows how teachers implement new methodologies. Using participant surveys and assessing students' skill development after the introduction of technology provides data that determine participant acceptance and student improvement. The use of control groups can provide additional evaluation of program success.

25. Describe the plan to evaluate the impact of the concept, strategy or approaches used.

\* Include the method by which progress toward short- and long-term objectives will be measured. (This section should include the types of data to be collected, the formative outputs and outcomes and the systems in place to track the program's progress).

\* Include the method, process and/or procedure by which the program will modify or change the program plan if measured progress is insufficient to meet program objectives.

Our staff will be able to use this equipment to monitor student's growth through the school year. This will be done with pre, post and formative assessments that will be taken on their devices. The staff will be able to quickly analyze this data and use it to help drive their lessons. This information will let them know what they need to re-teach and what the students already know. If the students already have background knowledge, the teachers can prepare lessons that will help to stretch and expand the student's knowledge. We will also be able to judge the impact through our OAA and OGT scores. It is our hope that this will help students to continue to make a year's worth of growth each schools year. These devices will also help us facilitate the end of course exams that will be administered on-line. Currently, not all schools in our consortium have the equipment to facilitate this process and the awarding of this grant will solve this problem.

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 timeframe. The Governing Board of the Straight A Fund reserves the right to conduct evaluation of the plan and request additional information in the form of data, surveys, interviews, focus groups, and any other related data to the legislature, governor, and other interested parties for an overall evaluation of the Straight A Fund.

PROGRAM ASSURANCES: I agree, on behalf of this applicant agency and/or all identified partners to abide by all assurances outlined in the Assurance section of the CCIP. In the box below, enter "I Accept" and indicate your name, title, agency/organization and today's date.

I accept / Doug Bodey/ Director of High School Programs and Superintendent/Designee/Apollo Career Center/ October 22, 2013