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Adjusted Allocation: 0.00
Remaining: -904,152.84
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: "Connected Learning": A Partnership to Facilitate Achievement in a Blended 1:1 Technology Environment

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

The students of Village of Carey are educationally served by the public school system and the parochial school system. The intent of the partnership between Carey Schools and Our Lady of Consolation Parochial School is to provide all students in the Carey school district the opportunity to work in a technology supported, data-driven educational environment. The public and parochial schools will work together in a spirit of collaboration and cooperation to utilize real-time data and learning experiences to provide all students of the area a transformative learning environment conducive to college and career readiness.

462 3. Total Students Impacted:

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

First Name, Last Name of contact for lead applicant: Michael Wank, Superintendent
Organizational name of secondary applicant: Carey Exempted Village Schools
Unique Identifier (IRN/Fed Tax ID): IRN: 045260
Address of lead applicant: 357 S. South Street, Carey, Ohio 43316
Phone Number of lead applicant: (419) 396-7922
Email Address of lead applicant: mike_w@careyevs.org

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

First Name, last Name of contact for secondary applicant: Judy Hall, Principal
Organizational name of secondary applicant: Our Lady of Consolation School
Unique Identifier (IRN/Fed Tax ID): IRN: 058651
Address of secondary applicant: 401 Clay Street, Carey, Ohio 43316
Phone number of secondary applicant: (419) 396-6166
Email address of secondary applicant: hall@olcschoolonline.org

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.

No other participating entities.

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 projects. You should also include descriptions and experiences of partnering entities.

Project Team: Carey Public Schools and Our Lady of Consolation collaborate on a regular basis. Both schools realize that their purpose is to provide outstanding educational opportunities for the children of the Village of Carey. This can only be done in a spirit of cooperation. Carey Public Schools has administered grants of multiple sizes and from multiple sources, including federal, state, local and private grants. Our Lady of Consolation has also administered grants in the same fashion. Carey Public Schools currently serves as the fiscal agent for Our Lady of Consolation for federal and local grants. Lead Team members: Dennis Ruhe, Lead Technical Consultant Educator for 20 years in the Carey School District Apple Professional Development Specialist through TRECA Michael Wank, Superintendent - Non-traditional superintendent with background in business administration and marketing; Eleven years as administrator at private colleges in Ohio and Indiana; Wrote and administered grants through KnowledgeWorks Foundation, Tiffin Charitable Trust, Summit County Youth Program (Indiana), and various other grants. Judy Hall, Principal Principal for ten years, the last four at Our Lady of Consolation School, Carey, Ohio; Six years as Principal at Saint Ann School, Fremont Ohio; Early childhood through middle school teacher for twenty-two years at St. Mary’s School, Tiffin Ohio; Current member of the Bishop’s Education Council of the Toledo Diocese; Previous member of the Toledo Diocesan Teacher Evaluation Advisory Committee; Presenter for Principal's Leadership Institute for the development of innovative projects within the school setting, focusing on extended technology opportunities. Karen Phillips, Treasurer Treasurer of Carey Exempted Village School District for thirteen years, additional two years as assistant; Prior experience includes twenty years as an accountant in the private sector; Creates all District budgets and administers the use of funds through all federal and state grants for the District, including Title I, Title II-A, IDEA-B, and Auxiliary Services Program, among others; Serves as the fiscal agent for Our Lady of Consolation parochial school regarding the aforementioned grants. Peter Cole, JHHS Principal Tom Fritz, Our Lady of Consolation Tech Support

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

The success or failure of small communities is heavily dependent on the quality of the education their children receive. In a small community such as Carey, Ohio the parishes that are established between the schools and the community is their lifeblood. Carey Public Schools, along with Our Lady of Consolation Parochial School, provide education for all of the children of the Carey community. Our ability to have a strong and active partnership is essential for the community to thrive. With that partnership in mind, our grant proposal will provide the necessary technology for each student and teacher in grades 7-12. Our grant would provide the technology and training for staff, students, and parents to take advantage of the opportunities blended, on-line learning presents, and to shift the learning focus from teacher/student, to a more varied teaching style, including extended learning, flipped classrooms, project based learning, and other opportunities not available in a traditional classroom model but have been proven to better foster the preparation and adaptation of students for the colleges and careers of today and the future.

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.

Our partnership in this technology initiative will meet the goals of student achievement and spending reductions in multiple ways. In regard to student achievement, blended learning programs are not new, but are relatively new to our area. There is a multitude of research available that provides evidence of substantial academic gains created by these types of learning models. In particular, the data demonstrates gains in student achievement, student and staff satisfaction, and increased student engagement in all school settings. Our program will begin in the spring and summer of 2014 with staff...
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
  - **Total project cost**

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

904,152.84 *Total project cost

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.

10,000.00 *Specific amount of new/recurring cost (annual cost after project is implemented)

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

111,530.00 *Specific amount of expected savings (annual)

17. Provide a brief explanation of how the grant 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.

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): 10/01/2013

  * Narrative explanation

  The schools have already begun the planning process for the implementation of the 1:1 technology initiative. The district started a plan three years ago in conjunction with our ITC provider, TRECA. Through the initial planning process, the district identified the steps needed to implement the program. The lead planner is Dennis Ruhe, our technology coordinator.

Implement (MM/DD/YYYY): 01/10/2014

  * Narrative explanation

  Timeline of Implementation Jan. 10 Have all equipment ordered March 3 Wireless infrastructure in place March 14 Have all equipment in the buildings March 31 Computers are in the hands of teachers and must have completed 2 Apple Professional Development workshops April 1 - May 29 Teachers work with TRECA Professional Development team on developing lessons for school year 2014-2015 with focus on “Blended Learning” environment. May 1 Fiber in place May 15 Have videoconferencing equipment in place and finalized May 19 Form a student “Geek Squad” to help with simple computer issues for the next school year May 30 Half-day professional development workshop. **Teachers will take computers with them over the summer to continue to create lessons for school year 2014-2015 June 2 Start prepping student machines through the assistance of the student “Geek Squad” Aug. 18, 19, 20 Parent orientation meeting: A parent or guardian of every student must attend a meeting that will outline the acceptable use of the laptops. Forms will be required for them to sign for the computer and take with them for their student. If a parent doesn’t attend, the student will have a laptop to use on day 1 of school but they will not be permitted to take it home. Aug. 25 First day of school meeting with students to discuss acceptable use of the equipment. Aug. 27 Parent orientation meeting for any parent or guardian who missed the previous three dates prior to the opening of school. Aug. 8 After schedule changes have been finalized, start to load course content on student machines. *We will have end of the quarter tech committee meetings to evaluate the progress of the technology implementation and make any necessary adjustments.

Summative evaluation (MM/DD/YYYY): 06/01/2015

  * Narrative explanation

  June 1, 2015 Tech committee will evaluate the overall project through year one and make any needed changes. **The tech committee will continue to meet at the end of every quarter to evaluate the project and will culminate with end-of-the-year reassessment each year.

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

Our partnership with Our Lady of Consolation will enable us to make connections we previously could not. The connectivity tool will be a major factor. The fiber connection and videoconferencing equipment will open a portal for distance learning between the two buildings. No longer will the OLC students have to be bussed to Carey EVS to take classes, such as Spanish I & II. They will have the capabilities to...
20. Describe the rationale, research or past success that supports the innovative project and its impact on student achievement, spending reduction in the five fiscal forecast or utilization of a greater share of resources in the classroom.

We partnered our program is based on substantial research from one-to-one technology initiatives already implemented. Some of the most substantial academic achievement results of one-to-one programs have been with seen writing skills. Another group of researchers investigated whether student access and use of laptops in a one-to-one program predicted higher state achievement scores (Shapley, et al., 2008). The strength of the students’ access and use of technology was a consistent positive predictor of students’ reading and mathematics scores, with students’ use of their laptop at home as the strongest implementation predictor of reading and math scores. Additional studies have looked at student GPA’s and other performance indicators. One study compared cumulative GPA’s of middle school students at the end of a year with laptops to the year before (Lei & Zhao, 2008). That research reported a marginally significant increase in average student GPA. The study also found significant gains in students’ technological proficiency. Another study (Light, McDermott, & Honey, 2002) found that after two years in a laptop program, students scored significantly better than their peers across all tracks or subject areas. Similarly, other researchers (Debell & Kay, 2010) analyzed the impact of one-to-one on five Massachusetts middle schools. Teacher surveys revealed beliefs that student engagement and student motivation had both increased. Of the teachers responding who tested positive, 83% indicated that “traditional” students were more engaged in the one-to-one setting. It also indicated that 71% of the teachers believed that students were more motivated with laptops. Many other studies also have found an increase in student engagement at one-to-one schools (see, e.g., Bebel, 2005; Metri Group, 2006; Mouza, 2008; Russell, Bebel, & Higgins, 2004; Warschauer & Grimes, 2005; Zucker & McKeel, 2005). A study of the impact of Florida’s Leveraging Laptops Initiative also indicated positive results (Dawson, Cavanaugh, & Riotzoup, 2006). The study was conducted on Florida’s laptop plan that included a primary goal of changing teaching practices through laptop technologies and professional development. The project included student experiences and those demonstrated through current programs in Ohio and other states. The significant savings in textbook purchases and professional development are an important part of making the technology an integral part of our schools. Instead of traveling to various programs, staff will attend webinars and other on-line professional development programs. Students will still take some field trips, but the majority of the trips will be conducted virtually. The opportunities available for on-line field trips provide a much broader array of learning experiences for students. Other savings include a reduction in paper purchases, a substantial decrease in textbook purchases to replace our current textbooks, and various other savings described elsewhere in this grant application.

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

Yes

22. If so, how?  

The best way to replicate this project would be in three steps. The first is to do information gathering. Taking at least three months to research and visit schools that have already implemented a 1:1 program is vital. Finding out what works well and what pitfalls can be essential to moving into the next step, design phase. By taking all the information gathered in the research phase, the plan can be developed for the specific district and institution. The second phase is to model the timeline for implementation. It plans to launch technology education and develop new curricula for teachers. The final step is to develop and implement the system. The key is to involve all stakeholders in the decision-making process. To ensure the success of the project, it is crucial to have the support of the local community, teachers, and students.

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

In order to measure the value and lasting impact of our project, our team project will utilize several quantitative measures to ensure that projected outcomes are being met throughout the process. Firstly, we plan to measure the impact of student achievement through the data analysis of our diagnostic assessment results, which include ACT, PSAT, PLAN, EXPLORE, OAT, OGT, and end of course exams through PARCC and ODE. Our team will also utilize classroom level data through the use of short cycle assessments. This data will be analyzed on a macro level to determine institutional trends and comparisons to state and national benchmarks. The data will also be analyzed on a micro level to allow for the development of effective interventions for at-risk students. The data will be used to benchmark the program’s effectiveness and to identify areas for improvement.

24. What are the specific benchmarks related to the project 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.

The partnership will measure the benchmark student achievement through a variety of methods, including using the results of Ohio Achievement Testing, measuring student engagement and satisfaction through the use of student surveys, and measuring the impact of the technology on student achievement through the use of surveys in class, observations, and assessment of the use of technology in the classrooms.

25. Describe the plan to evaluate the impact of the project, 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 outcomes and outcomes and the systems in place to track the program's progress).
I Accept

Michael Wank, Superintendent Carey Exempted Village School District October 25, 2013