

Budget

Carey Exempted Village (045260) - Wyandot County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (358)

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		0.00	0.00	49,000.00	798,809.01	56,343.83	0.00	904,152.84
Support Services		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Governance/Admin		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development		0.00	0.00	0.00	0.00	0.00	0.00	0.00
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>		0.00	0.00	49,000.00	798,809.01	56,343.83	0.00	904,152.84
<b>Adjusted Allocation</b>								0.00
<b>Remaining</b>								-904,152.84

Application

Carey Exempted Village (045260) - Wyandot County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (358)

**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 9 you seek to achieve. Please limit your responses to no more than three sentences.

The students of the 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 lead applicant: Carey Exempted Village Schools

Unique Identifier (IRN/Fed Tax ID): IRN: 045260

Address of lead applicant: 357 E. 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: jhall@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 innovative 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 Superintendent for fifteen years, first year at Carey EVS; 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 obtained 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, JH/HS Principal Tom Fretz, 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 partnerships 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

training for all teachers involved in the program. Teachers will utilize the summer months to update their lessons plans to include online and blended educational opportunities. The students will receive training at the start of classes in 2014, with continued supportive training provided to all throughout the program. We will work closely with advisors from Apple to utilize the resources they have to strengthen the program. We will also realize a continuous savings in various areas, including an expected reduction of 40% in paper purchases, a 75% reduction in the cost of textbook purchases, a 50% reduction in the total costs associated with professional development, a 90% cost reduction in computer repair and replacement due to the age of our current computers, and savings in field trip expenditures and copier leases.

### 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.

Financial Documentation has been uploaded.

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

904,152.84 \* 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).

Computers - Macbook Pro Price Quantity Cost Student Body Grades 7-12 \$1,199.00 462 \$553,938.00 Teachers \$1,199.00 53 \$63,547.00 Back-up Machines \$1,199.00 30 \$35,970.00 Total \$1,199.00 545 \$653,455.00 Charge carts Price Quantity Cost Brestford Mobility Cart 30 for MacBook \$1,799.95 3 \$5,399.85 Device Management Casper Suite Software Initial Setup \$6,000.00 2 \$12,000.00 Casper Licenses for devices \$18.00 545 \$9,810.00 Apple Server \$2,699.00 2 \$5,398.00 Classroom Equipment Apple TV's \$99.00 38 \$3,762.00 NEC 3000 Lumen V300X Projector \$629.99 30 \$18,899.70 Belkin High Speed HDMI Cable 6ft \$10.96 38 \$416.48 Epson Brightlink 485Wl with Wall Mount \$2,260.33 8 \$18,082.64 Wireless Network Aruba access point \$549.99 31 \$17,049.69 Professional Develop.Initial Deployment Apple - 2 days of start up training \$2,500.00 2 \$5,000.00 Software -For Each Laptop Keynote (Apple) \$19.99 545 \$10,894.55 Pages (Apple) \$19.99 545 \$10,894.55 Numbers (Apple) \$19.99 545 \$10,894.55 Microsoft Office Standard \$50.00 545 \$27,250.00 Video Conferencing Equipment (Polycom) 1080p Group Series 700 Multi-room setup with Eagle Eye Camera, Carts & 1 yr support \$50,945.83 Projected Cost of Fiber Connectivity by Vaughn Industry \$44,000 Project Total \$904,152.84

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)

\* 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.

The new costs that will continue once this grant expires include repair costs for any computers that may require it, currently budgeted at \$5,000 per year, and fees associated with online learning, budgeted at \$5,000 per year. The use of Apple products will enable the district to delay purchasing replacement computers for at least seven years, at which time we can utilize our savings. A cost that will continue for us but is not new and is already recurring is professional development. Although we will see savings in overall professional development, we realize and are budgeting for professional development that is associated with this project to be about \$2,000 each year.

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

111,530.00 \* 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.)

The following are expected yearly savings from our partnership program: Textbook savings: \$37,500 Paper savings: \$2,600 Field trip savings: \$7,500 Copier leasing: \$8,800 Professional development savings: \$17,500 Annual replacement of outdated computers: \$35,000 Technology supplies: \$2630 We expect that Our Lady of Consolation will also realize a savings because of the teleconferencing/sharing of personnel. Their expected savings is \$18,500.

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.

Our partnership program with Our Lady of Consolation technology initiative provides multiple opportunities to sustain the grant after the initial investment. The grant will allow our schools to reduce the costs of textbook purchases for the next five to ten years. In addition, the available technology will mean our schools can provide professional development on-site instead of traveling to off-site locations. Webinars and on-site professional development through Apple will reduce our total costs associated with professional development. Our goal is to also reduce the costs of associated with paper purchases, replacement and repair of outdated computers, and ----

### 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 videoconference 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, or 20 Parent information 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 meetings with students to discuss acceptable use of the equipment. Aug. 27 Parent information 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 digital 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 instructional 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

stay on the same educational path as the public school students. This is important because most of the OLC student body will continue their education at Carey High School. Over the past three years, 98% of OLC's 8th graders have enrolled as Carey freshmen. In addition to the specific classes to use the videoconferencing tool, other content areas will be able to take virtual field trips to places they would not otherwise be able to go. Learning from the experts about how AT&T Park in San Francisco was created along with the math used is one such field trip. The 1:1 part of the project will create multiple shifts in thinking and operation throughout our buildings, the first being the classroom. The wireless infrastructure will give the teachers the ability to conduct class from multiple settings throughout the district. Online tools will expand student-learning capabilities via partnerships with nearby colleges and universities. Course content not currently offered to our student body can become a possibility. With the administration encouraging the "blended learning environment", teachers will move away from the traditional sit and lecture technique. The online environment will allow instant feedback to and from the teacher/student connection. Teacher resource pages will be available at school and home for the students to access. The teacher will be able to post course materials for students who have missed the daily instruction. Online blogs or the "Facetime" capabilities of the MacBook Pro provide the teacher with an instructional helpline for students in the evening or over the weekend. Learning will be allowed to continue into the home setting. No longer will the teacher and student be dependent class time to start the learning process. The second shift in practices in the building is to become more "paper-free". Administration, teachers, students, and parents will now be exchanging information through the use of email, "Airdrop" wireless transferring of documents, and online district resource tools. New skill sets for organizing and retrieving digital documents will be taught. This is an essential skill for college and career readiness. Our partnership believes that children have different learning styles that can be reached by educators utilizing opportunities presented by technology. Teachers are continually working to engage students in meaningful ways, and our 1:1 initiative provides tools that teachers can use to engage students in meaningful way. At the same time, we understand that technology in and of itself will not lead to improved test scores and student engagement. Our focus for this initiative will include the following principles: a. Treat technology as a tool, not a curriculum area b. Think differently about teaching c. Decide to do it, not pilot it d. Concentrate on current curriculum initiatives at first e. Support teachers and student as much as possible f. Develop partnerships with local organizations & businesses, community organizations, and learning institutions to continue to enhance our students' skills, appetite for learning, and the application of the learning outcomes. We believe these principles will help shape the educational outcomes long after the grant has expired.

#### 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.

Our partnership 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 seen with 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., 2006). 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 GPAs and other performance indicators. One study compared cumulative GPAs of middle school students at the end of a year with laptops to the year prior when they did not have laptops (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 (Bebell & 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 who responded to the survey, 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., Bebell, 2005; Metiri Group, 2006; Mouza, 2008; Russell, Bebell, & Higgins, 2004; Warschauer & Grimes, 2005; Zucker & McGhee, 2005). A study of the impact of Florida's Leveraging Laptops Initiative also indicated positive results (Dawson, Cavanaugh, & Ritzhaupt, 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 program included 447 classrooms in various subject areas K-12. The biggest changes from baseline to end of year data were seen in increased "high student attention, interest, and engagement and a decrease in the use of traditional "independent seatwork". Other notable differences included greater use of "project-based learning," "teachers acting as coach / facilitator," "cooperative / collaborative learning," "independent inquiry / research," and "high academic focused class time," with a decline in the use of "direct instruction." The spending reduction in the five-year forecast is quantifiable from our past experiences and with 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

No

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 the pitfalls can be is essential to moving into the next step, the design phase. By taking all the information gathered in the research phase, the plan can be adjusted to fit the needs of implementing institution. The final phase is to model the timeline for implementation. It plans for the proper set up and training prior to rolling out the initiative. Evaluation checkpoints are built in to reassess the needs of all parties involved. There are examples of 1:1 technology initiatives in various districts, such as Defiance, Vanlue, Sandusky Perkins, and Napoleon. Visits to Defiance (iPads) and Sandusky Perkins (MacBooks) were instrumental in seeing what best fits for our project. The timeline we have outlined in another section of this grant application is applicable to almost any district of comparable size. In the future, after having the opportunity to implement and adjust the technology initiative, the partnership may expand the program into the upper elementary grades. However, we do not currently plan to begin a 1:1 program in the primary grade levels. Our goal there is to provide a different type of technology that would supplement the teaching in the classroom and provide a secondary tool from which the teacher may choose to use as needed.

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 project team will utilize several quantifiable measures to ensure that projected outcomes are being met throughout the process. Firstly, we plan to measure the impact on student achievement through the data analysis of our diagnostic assessment results, which include ACT, PSAT, PLAN, EXPLORE, OAA, 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 adjustments that must be made on a large scale, but we will also mine the data to track classroom trends as well as monitor student growth in our subgroups, most importantly, students with disabilities and low income. This will help us provide the focused interventions and program adjustments to enhance student growth and achievement. Secondly, our project team plans to measure instructional improvement using the Ohio Teacher Evaluation System. By utilizing walk-through and evaluation data, our project team can scrutinize the use of blended learning within the classrooms and identify the development of staff members within this environment. Coupled with the growth component of the evaluation system, our team feels that this would be an important indicator to the effectiveness of our outcomes. Finally, we believe that throughout the process, students' and teachers' viewpoints must be taken into account in order to properly gauge the success of the program. To accomplish this task, a technology skills inventory will be administered to both students and teachers at the beginning and conclusion of each school year. The data gleaned from this inventory partnered with information provided to us from college and career readiness exit surveys given to past graduates, will help us determine the success of our project goal. Sustainability at the conclusion of the grant period is a very important aspect of our project. The purchase and maintenance of replacement hardware and software will be achieved in part due to the financial savings incurred with the elimination or drastic reduction of textbooks, workbooks, consumable supplies and paper usage to name a few. Funds typically used in our district budget's professional development line items will also be diverted into project sustainability as we plan to embed professional development within our instructional processes and develop teacher "experts" in several areas who will be available to take part in peer coaching.

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.

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 initial and follow-up surveys, and measure the teachers' utilization of the technology through surveys, in-class observations, and assessment of the use of technology in the teachers lesson plans. We will start the measurement periods at the onset of training for teachers, finding out their knowledge and skill levels with technology. For staff members, our assessments will continue on a semester basis, with support and training being provided on a regular basis. Student achievement will be measured on a semester basis as well, through the use of diagnostic testing. Surveys will be conducted on a yearly basis to measure student use of technology both in the classroom and at home. Another outcome that may not be as easily measured is the quality of experience and future use of skills for the student "Geek Squad". The students participating in the squad will be given the opportunity to learn hands-on by assisting with the upkeep and maintenance of the technology we utilize in the classroom. Our goal is that the students will utilize the skills they acquire in their college or career readiness planning.

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.

The impact of the 1:1 initiative will be measured in multiple ways. First, we will conduct an assessment of students and teachers baseline knowledge of on-line learning tools. This will utilize an online survey. The survey will ask the background of both student and teacher, and will ask them to do a self-assessment of their skills and knowledge. The objective of this survey is to track both teacher and student knowledge, to adjust professional development to meet the needs of teachers, and to allow the teachers to adjust their curriculum to the students capabilities. These surveys will be conducted each semester through the use of Survey Monkey. Second, results of both standardized tests and teacher initiated assessments will be evaluated to chart student progress compared to assessment data collected prior to the 1:1 initiative. Our expectation is that student performance will improve due to access to new learning models, increased student engagement, and improved teacher collaboration both within each cooperating school and between Carey Public Schools and Our Lady of Consolation School. As results are collected, we will adjust professional development goals and student achievement goals as necessary. As the results of our assessments are developed and we adjust to meet the needs of students and staff, we will provide staff and administrators the opportunity to document and chart the progress being made each semester. A detailed synopsis of changes that are made in the 1:1 program will be charted along with corresponding adjustments to professional development and student development. Outside education providers will be able to see the adjustments made to the program as data is collected each semester.

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.

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