

Budget

Cedar Cliff Local (047258) - Greene County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (279)

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	0.00	0.00	113,455.00	0.00	113,455.00
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
Total		0.00	0.00	0.00	0.00	113,455.00	0.00	113,455.00
Adjusted Allocation								0.00
Remaining								-113,455.00

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: The Cedar Cliff Local School's TRAD 21 Initiative--Creating a Better Tomorrow One Student at a Time

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 Cedar Cliff Local School District seeks 'Straight A' funding for the on-going implementation and adaptation of its TRAD 21 initiative. By receiving merely \$400.00 per student (\$113,000 total), this program seeks to prepare students for 21st century learning through its utilization of technology and innovative teaching practices. In addition, choosing to address all three Straight-A goal areas allocates a greater share of technological resources in the classroom, reduces district costs while simultaneously increasing student engagement and student achievement.

336 3. Total Students Impacted:

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

First Name, last Name of contact for lead applicant: Chad Mason, Superintendent

Organizational name of lead applicant: Cedar Cliff Local Schools

Unique Identifier (IRN/Fed Tax ID): 047258 (IRN)

Address of lead applicant: 248 N. Main Street P.O. Box 45 Cedarville, OH 45314

Phone Number of lead applicant: (937) 766-6000

Email Address of lead applicant: cmason@ccliff.org

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

First Name, last Name of contact for secondary applicant: Joy Kitzmiller, Treasurer

Organizational name of secondary applicant: Cedar Cliff Local Schools

Unique Identifier (IRN/Fed Tax ID): 047258 (IRN)

Address of secondary applicant: 248 N. Main Street P.O. Box 45 Cedarville, OH 45314

Phone number of secondary applicant: (937) 766-6000

Email address of secondary applicant: jkitzmiller@ccliff.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.

Virginia Potter, Principal Cedarville Middle School/High School 005173 (IRN) 194 Walnut Street Cedarville, OH 45314 (937) 766-1871 vpotter@ccliff.org Dave Oleszczuk, Technology Coordinator Cedar Cliff Local Schools 047258 (IRN) 248 N. Main Street P.O. Box 45 Cedarville, OH 45314 (937) 766-6000 doleszczuk@ccliff.org

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.

When the TRAD 21/Straight-A program was initiated, it was determined the leaders/supervisors assigned to its oversight should possess a strong background in three areas: curriculum and instruction, technology and the maintenance of technological equipment, and educational finance and budgetary resources. While no "one" individual possesses the necessary skills in all areas, it was then advocated that a "team" should be developed to ensure all areas were addressed adequately for the successful initiation and on-going implementation of the TRAD 21/Straight-A program. The following are those members and their skills Chad Mason, Superintendent of Instruction has been in education for nearly 20 years with 12 of those in the administrative ranks. During his teaching tenure, he taught business courses as well as instruction in the use of technology for the students under his supervision. He also served in the district's technology department assisting with the evaluation and selection of equipment for use in district classrooms. Joy Kitzmiller is the Treasurer for Cedar Cliff Local Schools and has been for 4 years. She has served in the educational finance arena for 17 years. Virginia Potter possesses a strong background in curriculum and instruction. She has served as the chair of the TRAD 21 initiative and is responsible for its implementation and on-going development. She is currently the principal for Cedarville Middle School/High School and has nearly 20 years in education with 15 of those in the administrative ranks. Dave Oleszczuk is the Technology Coordinator for Cedar Cliff Local Schools and has been for 9 years. He is responsible for the purchase, evaluation, and maintenance of all technology components for the Cedar Cliff Local School District.

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 TRAD 21 program is designed and built on six (6) pillars. The pillars are (in no particular order): Critical Thinking Entrepreneurial Thinking Creativity Communication and Collaboration Taking charge of financial, health and civic responsibilities Global Connections Unlike most technology based initiatives, the TRAD 21 plan also places a great deal of emphasis on teacher instruction and classroom techniques. Cedarville Local Schools has implemented and begun extensive professional development for a team of staff members who serve as the "driving force" for the TRAD 21 Initiative to ensure that the core aspects of the program are upheld while training the remainder of the staff. The TRAD 21 initiative seeks to place a Google Chromebook in the hands of each high school student. Each freshman student this year has received their Chromebook, and in its first year, the program has been an initial success. For the next three years, each in-coming freshman will receive their Chromebook, with funds from a Permanent Improvement Levy, until all students have the latest technology at their disposal. Under the 'Straight-A' funding formula, this program will be made available to all high school students initially before progressing into the middle school component of our district. Many schools have implemented a greater use of technology in the school. However, few seem to fully grasp technology's impact regarding the future career and job skills necessary for student success. This program, not only provides for greater use of technology, but allows a different unique and dynamic curriculum. As students gain greater access to resources on their personal phones, the opportunity will be there for our students not only to learn how to "use" cell-phone apps but also to "write" cell-phone applications. Accomplishing this task would require exposure to curriculum that emphasizes code-writing computer and application skills. Since most application and code writing occurs in a team environment, collaboration is essential to the TRAD 21 process. As a result, this curriculum initiative encompasses team work and collaboration, creates a reduction in curriculum and textbook resources, and equips students with the necessary skills and expertise needed to survive in a global economy. The Straight-A funding process allows Cedar Cliff Local Schools to take the TRAD 21 initiative to a more technological based curriculum for our students and a more sustained, even greater economic benefit for the district. The district will use the funds to implement E-textbooks, reducing the traditional textbook pricing schedule (See attachment I). According to the sample publisher e-textbook order, the Cedar Cliff Local School District would save 40% on Mathematics textbook adoption and 18% with

Science and Health textbook adoption generating a savings of nearly \$20,000 in the first order. This savings illustrates the ability for the district to save the total monies requested from the 'Straight-A' proposal in approximately 3 or 4 subject-area textbook adoptions. Additionally, teachers will be provided instructional time for the collaboration and inclusion of "open-source" textbooks in Mathematics, Language Arts, Science, and Social Studies. This inclusion of open-source resources and problem/project-based learning aligns with TRAD 21 initiatives as well as STEM learning initiatives throughout the state.

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.

The Straight-A funding process requires the project encapsulate one of three targeted areas-student achievement, lower costs, or resources in the classroom. Although the TRAD 21 Initiative clearly addresses the targeted areas of student achievement and resources, the project's main emphasis is to lower costs in the areas of textbook adoption, classroom resources, student assessment and operating materials. Research has illustrated that problem-solving/project-based learning initiatives lead to greater student engagement and thus, increased student achievement. Cedarville Schools are confident the TRAD 21 program with the additional funding from the 'Straight-A' grant application process will provide a model for the entire state as a representative of the future of classroom instructional techniques and accessibility of curricular materials. Moreover, the added curriculum development regarding 'cell phone app' creation and computer coding instruction more aligns with student interest and student needs for career skill development in a global economy. In addition, student assessments are more varied and rigorous, requiring students to demonstrate a strong understanding of how technology is used to enhance critical thinking skills and instill creativity. The infusion of technology into Cedarville classrooms can only compliment the quality instruction currently taking place under the supervision of Cedarville faculty and staff. The beginning implementation of the TRAD 21 Initiative with its six 21st Century pillars is just one example of the commitment Cedar Cliff Local Schools has placed in this innovative program. Replacing the use of permanent improvement funds, the district will be able to replace, service, update, and maintain the equipment garnered through the 'Straight-A' funding process thereby, increasing the probability of the success for program and our students. Spending reductions through the merger of TRAD 21 and Straight-A grant allowance include: Reduced reliance on standard school texts and text books. Students have instant access to wireless technology and web-based materials. Reduced need for paper and pencil assignments, assessments, and student data-tracking. Reduced need for materials from the library or Instructional Media Center as students have instant access to a greater depth and breadth of resource materials. Reduced need for copier and business equipment machines as more teachers begin utilizing the web-based assessments, students will no longer require copies of each exam/test/assessment. Through the use of the TRAD 21 initiative and the 'Straight-A' funding process, the Cedar Cliff Local School district seeks to save money from the current collection of tax funds in the district's general education fund. Substantial costs associated with textbook adoption are utilized with monies from the general fund. A listing of the supplies needed for this venture (See attachment II) illustrate the costs and per-item recommendation for the continued success of the merging of the Trad 21/Straight-A funding initiative. Further, once the replacement cycle begins in FY 2019, the annual savings will allow for the on-going/repurchase of outdated and re-adoption of needed textbooks (as illustrated in the financial impact tables). Once the replacement cycle begins in FY 2019, the annual savings from each preceding year should allow for the on-going replacement of outdated and re-adopted texts and equipment. The savings and subsequent recycle costs are illustrated in the attached financial impact tables.

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.

NA

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

113,455.00 * 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).

This budget was based on the technological needs of the building/district. Cedar Cliff Local schools are not seeking funds for professional development as that portion of the program is largely in place at the present time. Further, there are no request(s) for salary, administrative, overhead, or supplemental dollars for personnel. It was the intent of the Straight-A application team to solicit ALL funds that would DIRECTLY find their way into the hands of our students. Every item of technology requested will be utilized in the classroom with/for student achievement/engagement/and curricular needs. The total item cost/request is attached/uploaded and saved as "Cedar Cliff Local Schools Chromebook/Hardware Required Materials and Costs--attachment II" which illustrates each item of the \$113,455.00 cost. Cedar Cliff Local schools has utilized Permanent Improvement Levy (PI) monies in the past for technology purchases. These monies will be saved and earmarked, as will the general fund revenues that are saved through the cost-cutting procedures listed previously for the recycle and re-adoption described in FY 2019 as the equipment and software requires updating and replacement.

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.

22,691.00 * 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 associated with this innovative project arrive from increased electrical costs associated with running the hardware. These costs should be mitigated by the intent to purchase automatic electrical shut-off capabilities to ensure equipment is not functioning/running all hours of every day in an effort to alleviate these increased costs. The amount of \$22,691 was provided should the entire equipment inventory list need replacement after the 5th year of implementation--thereby, the savings of each of the previous years will be aggregated and allotted for the replacement of the grant inventory. Further, the student Chromebooks will need replaced/recycled as breakage and/or normal wear-and-tear of equipment occurs. Moreover, e-textbook adoption requires eventual "updating" and re-adoption as textbook companies change formats and user-preferences. The financial impact tables illustrate the annual cost-saving (years 2014-2019) and the eventual expenditures required to recycle the components as hardware needs replaced (See financial impact tables FY 2019). As stated previously, PI Levy monies will also be utilized should the voters of Cedar Cliff Local Schools continue to support this maintenance levy. This support has been essential in the past for technology and instruction resources and will serve as a back-drop for any "unexpected and unforeseen" needed expenditures regarding the TRAD 21/Straight-A initiative.

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

30,800.00 * 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 expected savings are an estimated 30% reduction in regular textbook adoption. Historically, Cedar Cliff has budgeted \$40,000 annually for the textbook adoption cycle. This calculates into an estimated annual savings of \$12,000. Further, buy allowing student use of Chromebook throughout the day, the need for library/media center materials is reduced. This reduction is estimated to save Cedar Cliff Local School District \$1,200 annually. Moreover, students need fewer materials copied and printed for classroom use in a "classroom of tomorrow" established by the TRAD 21 Initiative. This reduction of paper/pencil assessments/daily work materials/ and handout materials is estimated to save the district \$1,600 annually. Lastly, efforts will be made to reduce the reliance on classroom desktop units currently in the classrooms as each student is provided hardware to possess throughout the day. As these machines are reduced both in number and maintenance cast are reduced, an estimated savings amount of \$16,000 is targeted. These amounts illustrate an estimated annual savings to the district of \$30,800.

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.

As the annual savings is equal to \$30,800 (#16 above) this savings will be held in reserve until the third year of this program at which time those savings will be spent on the replacement of the student Chromebooks. These savings will thereby support the districts cycle of replacing all of the student Chromebooks every 3 years. These savings will also be used to pay for the annual e-textbook subscription fees.

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): 06/01/2014

* Narrative explanation

We plan to roll-out the beginning purchases of the equipment in June, 2014. Until that time, we have begun having parent and stakeholder informational meetings as well as Board of Education presentations regarding the TRAD 21 program. As this program has already begun implementation, the staff has received professional development and training on the use of this technology in their classrooms. The students (on a small scale) have begun receiving the Chromebook technology. Upon successful award of Straight-A funding, Cedar Cliff will be able to provide materials to the remainder of the student population in a much more efficient and productive manner. As we expect a large order placed by multiple educational institutions based on the Straight-A initiative, steps

have been taken to ensure a "place in line" for any orders that may be forthcoming due to the receipt of grant funds. The technology coordinator has already been in contact with the regional representative responsible for all order fulfillment in response to this expected increased demand. Moreover, The Cedar Cliff Local School District has recently undergone an extensive Strategic Planning process. Through meetings with all stakeholders, it was determined that Cedarville Local School should focus on three areas-communication, instruction, and alternative funding. Obviously, the submission and potential awarding of the 'Straight-A' funding grant is an attempt and effort to meet stakeholder expectations to find alternative funding sources. If Cedar Cliff Local Schools were awarded the additional funding, information would be passed along to stakeholders via local media, website, Facebook postings, superintendent and principal newsletter communications and board adoption. Additionally, meetings would take place with the committees established for the purposes of the strategic planning process so information could be dispensed for stakeholder acknowledgement. This was conducted to prepare parents for the information they need in regard to protection and care of machines, the expectation of proper use of equipment by students, and the need for their engagement in the learning process. Again, this portion of the TRAD 21 initiative has taken place and thus, eliminates any communication barriers with home/families. Further, next school year (2014-2015) students in grades 6-8 will begin to utilize Chromebooks in their course work as well through the use of Chromebook carts. This will increase the ease and efficiency by which they (the students) are acclimated to the equipment. This will intensify the pace at which incoming high school students become comfortable and efficient with the technology and assessment protocol--a potential barrier in the first years of program initiation. Staff development has taken place for 2 years--PRIOR to the purchase of the Chromebook equipment. This was done to alleviate staff concerns and comfort with equipment. As this is an on-going and enhancement of a new program, the administration felt it imperative to properly train and educate staff on the use of hardware and the impact on instruction. This is a tremendous asset to the program, the fact that staff has "bought-in" to the initiative and has been trained BEFORE students begin arriving to class with technology and materials in their possession.

Implement (MM/DD/YYYY): NA

* Narrative explanation

NA

Summative evaluation (MM/DD/YYYY): NA

* Narrative explanation

NA

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

The Cedar Cliff TRAD 21/Straight-A leadership team expects (in short) teachers to teach differently and students to work differently. This is a cultural shift in how instruction is delivered and how students work to ensure mastery of the problem-based methodology. Students will receive traditional coursework but will be acclimated to the environment and collaboration needed to survive in today's professional work culture. Moreover, teachers will begin to move away from paper/pencil assessments and the use of work sheets to practice instructional topics.

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.

The paradigm has shifted in education; learning has moved from being teacher-directed to teacher-facilitated with a learner-centered approach that requires changes in pedagogy, assessment and support systems. This 21st Century learning embraces the concepts of critical thinking, creativity, collaboration and communication in a blended learning environment where students are engaged in real-world context of problems and projects. Although the students of the Cedar Cliff Local School District have greatly benefited from a traditional approach to the classroom, a committee of teachers and administrators recognized the need to create a new culture of learning that would incorporate the strengths of the traditional with the strengths of the 21st Century classroom. As a result, the TRAD 21 Initiative formed with a core team of administrators and teachers who spent nearly two years reviewing traditional education, 21st Century learning and project-based methodology; they also visited the New Technology High School in Columbus, Indiana and researched as well as devised six different pillars of learning for Cedarville Middle and High School. In the fall of 2012 the TRAD 21 Initiative was presented to the school board and to the faculty and then to the community in January 2013. In the fall of 2013 two pillars of the TRAD 21 Initiative, critical thinking and creativity, were implemented into the ninth grade curriculum; Modern Global Studies, a combined class of English I and Modern World History, was required for every freshman as well as the use of the Schoology website and H.O.T. Links, higher order learning links and relevant, real-world content connections. Most importantly, every freshman student was presented with a CHROMEBOOK on the first day of school at an "adoption" ceremony and assumed responsibility for their CHROMEBOOKS until graduation. In keeping with the TRAD 21 Initiative's timeline, tenth grade teachers will be required to use the Schoology website, create H.O.T. Links and add more teacher-facilitated lessons/activities into their instruction for the 2014-2015 school year.

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

Yes

No

22. If so, how?

This project should serve as the springboard for innovative programs seeking to prepare students for the 21st century. By preparing students for 21st century assessments, careers, and skills Cedar Cliff students will be better prepared for University course work, the workplace, or the manufacturing sector. Teachers and administrators from around the state could visit and emulate the work presently being done and built upon by this initiative.

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

The TRAD 21/Straight-A Initiative hopes to change how teachers and students interact. A problem-based and interactive curriculum as illustrated above combined with the technological equipment students use on a daily basis changes the student-teacher relationship. While teachers still must possess an expertise in their chosen content, faculty must also be readily equipped to deliver the instruction in a manner that is both captivating and engaging. Moreover, the relationship between and among students is altered as well. In a problem-based environment, students interact and engage with their peers. Students must work together, regardless of their biases and backgrounds--much like a professional work environment. Costs should be reduced as well. This initiative is another step in the direction to which represents the future of education. Students have access to and are exposed to experiences, knowledge, and material beyond the walls formed for Cedar Cliff Local Schools. The manner in which this exposure exists through the use of technology reduces the traditional paper/pencil and textbook formula. Students should be better prepared for the careers of tomorrow. Today's students will be faced with an ever-changing, global marketplace that requires technical skill. One cannot obtain these skills without being afforded the opportunity to experience the hardware associated with the content. The TRAD 21 Initiative provides Cedar Cliff Local School's students that opportunity. The standardized assessments of tomorrow will require student comfort with technology. The TRAD 21 Initiative, again, provides the exposure to the types of assessments students will encounter as they progress through their educational careers. In short, this program seeks to change the structure of education and the manner in which students receive their instruction from the teaching staff for Cedar Cliff Schools. It seeks to prepare our graduates to compete with the very best--locally and globally.

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 most specific benchmark is that of reduced costs. Those costs have been illustrated and explained throughout the application process. Over the course of the next five years textbook adoption costs should be reduced, paper and supply costs should be reduced, media center costs should be reduced and the hardware/equipment present in the Cedarville classrooms should have a unique and different "look" than presently utilized. It is expected that student achievement will increase in selected "sub-groups" on the ODE Cedar Cliff Local Report Card. As economically disadvantaged students gain access to greater resources and become more engaged in the classroom, there is a hope/expectation that particular category will score more consistently with their more prepared peer counter-parts. Additionally, as students work collaboratively, it is expected "barriers" will be broken down between traditional "labels and categories" and students who once never had the need or opportunity to work alongside will gain a better appreciation for their peers. While this outcome is more difficult to measure, the goal is ever-present in today's educational climate.

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.

Any program initiated and implemented should possess a mechanism for bench-marking and evaluation. As this program has been proposed as targeting all three areas for the Straight-A process, it is necessary to indicate how the program will be evaluated in each of those areas. (1-Cost Evaluation) The increased capabilities of the TRAD 21 initiative will be monitored for cost-savings through the district 5-year forecast and CCIP processes. As Cedar Cliff Local Schools is a small district, the treasurer of schools will have a pivotal role in evaluating and insuring the monies are saved in textbook adoption and open-source classroom resources. (2-Resources in the Classroom Evaluation) Each teacher currently instructing in grades 6-12 will be impacted through the increased implementation of the TRAD 21 initiative. All students in grades 9-12 will receive a Chromebook for use at school and in their home environment. This increases student resources at home in their residence as well as in the classroom setting. This aspect of the program, additionally, provides assistance to our low-socioeconomic status students who would otherwise be unable to utilize these resources, thereby increasing their engagement in the school community and their student achievement. (3-Increasing Student Achievement) Lastly, student achievement will be monitored through the Ohio Public Education Report Card process. Currently, Cedar Cliff Local Schools has identified areas of growth as those of particular sub-group categories. The two areas identified for progress-monitoring include those of low-socioeconomic status and those students with gifted identification. The TRAD 21 initiative provides greater resources for low-socioeconomic students thereby increasing the opportunity for student achievement, but also provides for differing and more challenging project-based learning. The effort for project and problem solving skills necessary for project learning means those students with gifted abilities are addressed and challenged through a differentiation of learning opportunities. Moreover, those gifted students are exposed to other educational options previously outside the realm of the traditional classroom setting. Student achievement scores will be monitored as well as interest surveys of students to ensure the learning styles are better-addressed to engage all learners. Further, survey results through the strategic planning process will provide greater stakeholder feedback for the monitoring of stakeholder perception regarding the TRAD 21 initiative.

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 Chad Mason, Superintendent Cedar Cliff Local Schools 10/22/2013