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Adjusted Allocation: 0.00

Remaining: -5,175,190.00
Application

Cincinnati City (043752) - Hamilton County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (354)

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: Pathways to 21st Century Learning: Developing 21st Century Students, Teachers, and Families

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.

3. Project Title: 
   A) APPLICANT INFORMATION
   B) PROGRAM DESCRIPTION

4. 1. Total Students Impacted:

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

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:

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

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.

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

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

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)

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

   A) New - never before implemented
   B) Existing and research-based - never implemented in your district or community school but proven successful in other educational environments
   C) Mixed Concept - incorporates new and existing elements
   D) 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.

This project will use a four-pillar approach to engage students, families and faculty in the development and application of 21st century skills. The first pillar will incorporate staff development, turning Withrow teachers into 21st century teachers so that each teacher-develops and uses 21st century skills in their instruction. The second pillar centers on the acquisition and implementation of technology and equipment across the curriculum. Though our school has made great strides in improving and increasing the available technology through corporate partnerships, there remain significant areas of deficit, including lack of regular access to computers and 21st century technology, lack of basic technology skills and vocabulary etc., 11. Describe the innovative project.

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.

Twenty-first century teaching and learning demand new skills. The classrooms of today are not our grandparents’ classrooms; they must pull from the best practices of days gone by, incorporate the best practices of today, and anticipate the best practices of the future. Our goal is to utilize the funds provided by this grant to increase student achievement, as well as the resources available for classroom utilization. Teachers invested in learning the skills of tomorrow will create a classroom setting that is flexible and responsive to the needs of our students. The benefits of technology-enhanced learning are well-documented, including: offering equal opportunities for students by addressing all learning modalities, naturally increasing authentic engagement, utilizing functional literacy, providing real-world resources not available in classroom textbooks, linking businesses with students to encourage productivity & sustainability, and building campus and college career readiness (Bainbridge, Leslie, & Summerfield, 2003). Lasley, & Sundre, 2003). Additionally, through our partnership with Pearson Learning, we will increase our elective course offerings through utilization of virtual courses delivered in web-based platforms. We will be able to select courses that will benefit our students by providing enrichment, remediation, and extended content exposure in a variety of subjects. This will result in a differentiated curriculum unmapped in CPS, and will allow us to offer classes without the cost associated with additional teaching staff. The third pillar focuses on building our Blended Learning Model Matrix: a web-based document designed to assist with professional development for faculty so they can access course lesson integration ideas on demand as needed. The fourth pillar will empower our students’ families to become successful users and consumers of 21st century technology so they can fully support their students’ learning. We will expand our current community Learning Center model to include a computer lab, and will extend the Center’s availability to include evening hours and Saturday morning hours. These steps will support a scaffold of our existing technology-focused PD and developing an extensive repository of project-based 21st century lessons, projects, and best practices to be utilized by the entire faculty, and which could be replicated for other schools. The enhancements to our PD curriculum will inform classroom instruction, providing students with increased opportunities to develop 21st century skills and literacies as they matriculate through their course of study. Finally, the expansion of our Community Learning Center will offer avenues of engagement and empowerment for parents and students. By expanding the Community Learning Center, as well as its hours of operation, we will offer avenues of engagement and empowerment for parents to join their students as 21st century technology learners and users. Our PLC will be available during evenings and on Saturday mornings for parents and students to utilize for research, job searches, homework assignments, and general technology exposure. Once a month, we will offer technology training for parents before Saturday morning to build their 21st century digital skills.

C) Sustainability - Planning for funding of the project, cost breakdown

13. Financial Management - 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: See attached

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

$1,155,000.00 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, RIF money, local funding, foundation support, etc.), and provide details on the cost of items included in the budget (e.g. staff counts and salary/benefits, equipment to be purchased and cost, etc.)

The cost of the 21st century technology infrastructure for equipment is $2,917,000 that will allow for alignment of supporting the 4 pillars. It will provide a 1:1 computing environment throughout the entire school and online learning environment. The cost of the personnel is $1,155,000.00. The school will utilize the Blended Learning Model Matrix to capture learning from the teachers in the classroom. The technology of the Blended Learning Model Matrix will be used to support the Blended Learning environment in order to improve student achievement. The cost of the project will be $4,072,000.00. Withrow University High School will have created a virtual classroom environment for students and staff to enhance learning. In order to support this additional program, we have included a combined savings of $1,380,000.00, because we can offer more classes without increasing the staff. Withrow will continue to support Blended Learning Model Matrix and the Blended Learning Model Matrix will be used to support the Blended Learning environment. This will provide a new/ recurring cost of $20,000 a year for personnel.

Withrow University High School has built its infrastructure to be self-sustaining without incurring additional costs. The cost will be the Blended Learning Model Matrix to capture learning from teachers in the 12-12 grades. The recurring costs will be the cost of the equipment that will be shared with the program. The program will have new/ recurring costs of $20,000 a year for personnel to support the program. The cost of the project will be $4,072,000.00. Withrow will continue to support the program. The program will be self-sustaining without incurring additional costs. The goal is to use the Blended Learning Model Matrix to capture learning from teachers in the classroom. The technology of the Blended Learning Model Matrix will be used to support the Blended Learning environment in order to improve student achievement. The cost of the project will be $4,072,000.00. Withrow will continue to support Blended Learning Model Matrix and the Blended Learning Model Matrix will be used to support the Blended Learning environment. This will provide a new/ recurring cost of $20,000 a year for personnel.

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Withrow University High School will continue its mocsourcing cost through its support from its corporate partner Luxottica. Luxottica will provide the $20,000 in funding for the personnel to support the labs for their 21st century students and parents to fully utilize the resources in preparation for post-secondary education. They will also provide $15,000 to support the training for the new teachers in the continuous learning environment. These costs will be maintained permanently for the continuous improvement of the student and staff at Withrow.

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.

Withrow University High School will maintain its mocsourcing cost through its support from its corporate partner Luxottica. Luxottica will provide the $20,000 in funding for the personnel to support the labs for their 21st century students and parents to fully utilize the resources in preparation for post-secondary education. They will also provide $15,000 to support the training for the new teachers in the continuous learning environment. These costs will be maintained permanently for the continuous improvement of the student and staff at Withrow.
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 timeline for implementation and your plan to proactively mitigate such barriers. In addition, the narrative should list the stakeholders that will be engaged as part of this 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 entitles.)

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<th>Proposal Timeline Dates</th>
<th>Narrative explanation</th>
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We identified 4 pillars to guide our program. The largest barrier in developing this program was ensuring that all resources aligned for the project and all stakeholders were aware of their roles and responsibilities for implementation. We met this challenge by using Google docs, conference calls and effective project management. This helped our corporate and education partners understand the implementation plan and assisted in identifying key milestones for the completion of the project.

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

| Narrative explanation |

The deployment of technology will take place over a 6 month period of time. Hardware and software will be ordered immediately. Once the components arrive, the technology partner will ensure that the equipment and supporting technology are prepared for classroom deployment. We will structure a deployment over the summer months so that all technology is up and running by August 15, 2014. Potential barriers in this area include the scheduling challenges for regular meetings, and promoting the expanded CLC to parents and families. By employing the flexibility enabled by technology, we can accommodate the schedules of our partners and still meet regularly to manage our program well. We will have a variety of opportunities to promote the ‘new’ CLC, including beginning-of-school-year mailings, flyers sent home with students, and an interactive session planned during our back-to-school night and open house in the fall.

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

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

Expected changes in instructional and/or organizational practices in the institution implementing this program with fidelity will generate significant changes to both instructional and organizational practices. Student achievement will be impacted by the program’s shift to 21st century learning and instructional practice. Instruction will move from a traditional approach to a more innovative approach that supports the development of critical thinking and 21st century skills (i.e., teamwork, collaboration, problem solving). Teaching and learning (a “teaching and learning on the side”) will engage students as active participants in their learning. The success of the project can be measured by increases in student achievement and gains in instructional practices. The project proposed in this grant aims to scale up the successful technology integration plan implemented by the team and expand the professional learning community on a district-wide scale.

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 classrooms.

This project represents a plan to scale up a successful technology integration program that is in its second year of operation. In 2011, our partners at Luxottica announced plans to implement a 1-to-1 laptop initiative in 11th grade core classes. The program launched during the 2012-13 school year. Teachers on the 11th grade team completed a minimum of 5 hours of advanced Blackboard training in order to incorporate this district-sponsored software platform into their classrooms. As a team, the 11th grade teachers committed to 100% immersion of the Blackboard platform as the primary vehicle for instructional delivery for 11th grade students. This enabled intervention specialists to access all coursework on students’ case load, thereby increasing their effectiveness in providing services for special education students and in collaborating with teachers and parents. Additionally, parents accessed Blackboard to monitor the content being covered in each course and deadlines for current and future assignments, enabling them to more fully support their children’s academic endeavors. Finally, students were able to access instructional material outside the class environment, expanding their opportunities for interaction with new material and for review of prior lessons. Students with limited English proficiency (LEP) could access translations of teaching resources, and, along with struggling students, utilize self-paced tutorials and video homework help. The teaching team also created an action plan for self-designed PD around the technology itself, and its effective use in instruction. Guided by the International Society for Technology in Education (SITE), the team identified the standards necessary to support the technology integration and facilitated their own professional development after school. The team’s PD plan included specific skills and content knowledge, and they organized a monthly professional development session to learn and apply this new material. As a result of the work implemented by the 11th grade team, there was a demonstrable increase in student achievement generally, and in the motivation of at-risk students in particular as indicated by a decrease in core course failures from 15% of students (falling one or more core content courses) to only 9%, and an increase in class participation by 7% of students who were chronically truant from classes during the quarter prior to the technology pilot implementation. Students whose learning styles align closely with technology were able to achieve at higher levels because instruction was more differentiated. In fact, differentiated instruction became the norm for students on the team, rather than an anomalous occurrence practiced by only a few teachers. An unexpected outcome was increased motivation and engagement of the teaching team. The team’s commitment to seek out and support one another through focused professional development led to heightened excitement from teachers as they explored new, technology-focused pedagogy and applications. They created and maintained a team blog highlighting best practices for specific units, posing questions to one another about new instructional strategies, and problem-solving for situations in which the technology didn’t work as planned. The project proposed in this grant aims to scale up the successful technology integration plan implemented by the 11th grade team to all grade levels in the school. We have focused intentionally on the factors that made that team’s work so successful; widespread student access to technology across content areas, thorough professional development for teachers, as well as opportunities that prepare for advanced training, disbursement of resources in the classroom. We will structure a deployment over the summer months so that all technology is up and running by August 15, 2014. Potential barriers in this area include the scheduling challenges for regular meetings, and promoting the expanded CLC to parents and families. By employing the flexibility enabled by technology, we can accommodate the schedules of our partners and still meet regularly to manage our program well. We will have a variety of opportunities to promote the ‘new’ CLC, including beginning-of-school-year mailings, flyers sent home with students, and an interactive session planned during our back-to-school night and open house in the fall.

21. Is this project able to be replicated in other districts in Ohio? (f) Yes, (g) No, (b) Sometimes, (f) Fund

If yes, how?

Our experience integrating 1-to-1 technology for teachers and students at grade 11, and then moving towards a whole-school scale up of that initiative, tells us that our program is replicable. The success of our current program is predicated on several key factors: 1. Top-down leadership investment in the program - School administration consistently demonstrates commitment to the technology program by, among other things, providing time for teachers to complete technology training (including giving up an administrative staff meeting for whole-staff training), working diligently to identify funding sources for technology expansion (including grants, corporate partnerships, and private donations), and leading by example (institution a staff Blackboard page to communicate daily announcements, disseminate information, house important forms, and host the school calendar). 2. Targeted professional development for teachers - it imperative that teachers are given the opportunity to identify their strengths, weaknesses and even fears relative to technology use and instructional integration. Training must then be scheduled to address deficits and fears regarding specific, applicable technology tools and
platforms, as well as to demonstrate instructional applications for the technology being studied. The 11th grade team spent time in self- and group-reflection to identify what technology skills and topics they needed to identify for professional development. We have recently contracted with Learning.com to procure a staff development diagnostic for all teachers to complete. Their results will then trigger an individualized technology training program of self-paced, online modules to remediate areas of deficit in their 21st century skill set. Only when teachers (a) feel a level of confidence in their use of the technology, and (b) understand how the technology can be used to enhance students’ learning can they create 21st century lessons that will impact student engagement and achievement. 3. A platform for sharing good work and troubleshooting challenges - The 11th grade team utilized a blog to facilitate conversation about what was and wasn’t working in their individual members’ technology integration plans. We have also established that beginning into a whole-school collaborative tool that we call the Blended Learning Model Matrix (BLMM), the development of which was funded by our successful i-Teach grant. This document provides a space for teachers to ‘deposit’ their best ideas and lessons, and to take advantage of the good ideas, problem-solving strategies, and exemplars of student work uploaded by their colleagues. While each school building and district is unique, the foundational elements of our program are easily replicable. With buy-in and support from administration, thorough and supportive professional development for teachers, and a common forum to celebrate success and troubleshoot potential pitfalls, any district can modify the specifics of our program for successful implementation. With these pieces in place, the only significant barrier to replicability is funding for the necessary technology expansion and staff professional development.

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

Describe substantial value and lasting impact that the project hopes to achieve. The aim of this project is nothing short of closing the digital divide for the students in our care. Utilizing technology will enable us to better serve all our students by addressing a variety of learning modalities, and to provide remediation and enrichment, as needed, to individual students for all content areas across the curriculum. This kind of differentiation, technology infused education is critical in preparing students to participate in a global workforce and succeed in the new economy of the 21st century. Empowering teachers through dedicated training builds the capacity of our entire staff in not only 21st century skills, but also in instructional leadership and innovation (Haycock and Psyk, 2006). It is well documented that passionate teachers are more likely to engage their students in the kind of complex and challenging tasks demanded by the Common Core State Standards (CCSS), and to motivate traditionally marginalized student groups (Ingersoll, 2004). The lasting impact of this initiative, then, is inclusive of both increased student achievement and enhanced teacher performance, and will be measured by reviewing students’ course completion rates, passing percentages in core classes, the tracking of teacher technology use on the BLMM and through mid-year and end-year surveys, and monitoring parent use of the CLC and attendance at monthly Saturday workshops. We have specifically designed this project to be self-sustaining. The projected costs account for technology support and updated software and professional development over a five year period. The savings realized by more efficient utilization of school resources (copy clicks, digital text access) and by eliminating the need to constantly try to equalize technology access between classes and grade levels will also contribute to our ability to continue to operate the program long-term. Although we recognize that the pace of technology change is swift, we have made careful and deliberate selections in our spending choices to maximize the benefit and life-expectancy of the materials purchased. We will also utilize creative blending of funds as the project continues, Title I funds, ongoing partnership agreements with corporate benefactors, and diligent application to new and emerging grant and foundation-based funding sources. Additionally, our Technology Integration Team will continue to work with our faculty through the school-based training model to promote and deliver ongoing PD to new and existing staff members.

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.

Pillar 1 - Staff will complete the Learning.com technological literacy diagnostic as a pre-assessment in January 2014. We will conduct a mid-year progress assessment by analyzing the number and types of PD modules completed by each staff member. Faculty are to have completed the prescribed modules through Learning.com by Jan. 2015, and be ready to begin the second phase through the ISTE Mobile Academy. Our post-assessment for faculty will be administered in late May 2015. Pillar 2 - In August 2014, faculty will complete a survey detailing their use of instructional technology; results will produce a baseline description of technology integration across the school. The BLMM will be monitored to analyze trends in faculty use. It is expected that 100% of content area teachers will upload their classroom technology use plans to the BLMM matrix, while 70% of teachers will upload their classroom technology use. Mid-year, a survey will be administered to students/students to gather data about classroom technology integration status. We will compare the data from these surveys for both coding and comparative purposes. The information will be used to structure continuing PD. Student achievement overall is more difficult to measure. It is impossible to delineate which of these students’ gains on, for example, a high stakes test, is directly correlated to technology integration or from an unrelated factor (i.e. improved nutrition, reduction in family stress). It is, however, possible to extrapolate trends from data collected over time and to examine said data for statistically significant changes across student groups. For this reason, we will maintain data on students’ grades in core subject areas (semester grades) and test scores (state-mandated testing). Pillar 3 -Our baseline benchmark is the current inventory matrix detailing the type, condition, and location of each technology component in the school building and a separate matrix identifying the software programs for which we currently possess site licenses. Newly purchased equipment and software will be incorporated into these matrices for accountability and maintenance purposes. The use of copy clicks will be monitored. As teachers utilize more technology, it is hypothesized that the number of copy clicks and costs for paper and copier maintenance will diminish. By examining the copying costs incurred during the 2013-14 academic year, we will be able to track associated spending trends for 2014-15 to determine whether or not this hypothesis is valid. We anticipate a minimum of a 20% reduction in copy costs in the first year of the program. The savings will increase as the program is further developed. Pillar 4 - In partnership with Families Forward, we were awarded a $500,000 grant to open and operate a Community Learning Center (CLC). The activities of that grant have focused on providing mentoring, tutoring-and-after-school enrichment clubs. Our goal for this pillar is to incorporate a technological component in the CLC to increase digital access for students and parents. Because this is an entirely new service, there is no extant data about parents’ perceptions or of proficiencies in 21st century skills. We will measure the success of this initiative by the usage rates of the center and pre- and post-use surveys administered in August 2014 and May 2015 to parents frequenting the CLC for technology access (frequent) defined as at least 4 visits/month over the academic year. We will track attendance monthly during Tech Training sessions (held for parents on one Saturday morning per month) and using diagnostic assessment scores for the skills covered in those sessions. A final measurement for the efficacy of the CLC’s new technology focus will be the tracking and analysis of potential growth in parent access and use of the district’s PowerSchool system for monitoring student grades, discipline, and attendance.

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).

The evaluation plan will assess the impact of the program through a mixed-methods approach. Cincinnati Public Schools has sophisticated operational analytics capabilities. These resources will be leveraged, along with external resources, to meet the monitoring and measurement requirements of the evaluation. The evaluation will assess if the four program pillars, previously described, are having an impact on their Fund goals. Evaluation Questions and Measures Pillar 1.1 Does program increase teacher integration in technology based learning? Measures: Training hours/credentials in technology courses. 2. Does program increase teachers’ integration of technology in curricula and courses? Measures: Courses using technology-based curricula/learning in class; courses using technology-based supports to foster learning and achievement (e.g. Blackboard). Pillar 2. Does program increase technology-environment and supports? Measures: Laptops/students ratio, Smartboards in classrooms, or special accommodations/adjustments for Limited English proficient students. Survey 1. Does program increase engagement in technology-based learning? Measures: Survey 1.1 creates a technology location matrix to track the location of technology in the classroom. Survey 1.2 creates a technology use matrix to track the use of technology in the classroom. Survey 1.3 creates a technology achievement outcomes. Measures: course passing/failure rates. 6. Does program increase teacher-student engagement in technology-based learning? Measures: Teacher and student satisfaction surveys Pillar 1. Does the program increase access to technology for all students to fully realize the 1-to-1 technology model? Measures: technology location matrix 2. Does program increase technology support collaborative, project-based learning and equity in learning? Measures: School/class learning collaborations, number of successful student projects completed in core classes, diversity and inclusion in technology-based learning. Pillar 3. Does program increase student achievement outcomes? Measures: course passing/failure rates 6. Does program increase teacher-student engagement in technology-based learning? Measures: Teacher and student satisfaction surveys Pillar 1. Does the program increase access to technology for all students to fully realize the 1-to-1 technology model? Measures: technology location matrix 2. Does program increase technology support collaborative, project-based learning and equity in learning? Measures: School/class learning collaborations, number of successful student projects completed in core classes, diversity and inclusion in technology-based learning. Pillar 3. Does program increase student achievement outcomes? Measures: course passing/failure rates 6. Does program increase teacher-student engagement in technology-based learning? Measures: Teacher and student satisfaction surveys Pillar 1. Does the program increase access to technology for all students to fully realize the 1-to-1 technology model? Measures: technology location matrix 2. Does program increase technology support collaborative, project-based learning and equity in learning? Measures: School/class learning collaborations, number of successful student projects completed in core classes, diversity and inclusion in technology-based learning. Pillar 3. Does program increase student achievement outcomes? Measures: course passing/failure rates 6. Does program increase teacher-student engagement in technology-based learning? Measures: Teacher and student satisfaction surveys Pillar 1.

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 ASSURANCERS: I agree, on behalf of this applicant agency and 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
Anita J. Withrow University High School/Cincinnati Public Schools 10/25/2013