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Adjusted Allocation: 0.00
Remaining: -1,419,254.74
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: Ensuring College and Career Access in Appalachia (ECCAA)

2. Executive summary: Provide an executive summary of your project proposal and which goal(s) in question 8 you seek to achieve. Please limit your responses to no more than three sentences.

The utilization of interactive distance learning in conjunction with a dynamic learning management system to support multimedia instruction and content sharing in the South Central portion of Appalachia Ohio opens doors for students, teachers, and our communities as we struggle to prepare our youngsters for college, vocational training, and the workplace here in this region. Utilizing live videoconferencing, a "YouTube-like" video streaming solution, and an online LMS (existing Blackboard Consortium), the project will benefit our students and our community by: providing access to content and other resources that will increase current low rates of high school completion; multiply current low rates of college attendance without the need for remediation; bolster the local economy by retaining educated and trained college graduates in the South Central Ohio Appalachian Region; and finally, improve teacher skills in preparing students to participate and succeed, now and in the future. The project scales up to 26 school districts in one year, and eventually to 58 school districts with 120 video conferencing endpoints through access to the content and the streaming video model we have dubbed STEMMTube. * Initially more than 3000 students will be impacted and more that 40,000 within 2 years.

3. Total Students Impacted: 3291

4. Lead applicant primary contact: - Provide the following information:
   First Name, last Name of contact for lead applicant: Anthony Mantell, Superintendent
   Organizational name of lead applicant: Clay Local School District
   Unique Identifier (RN/Fed Tax ID): 049601
   Address of lead applicant: 44 Clay High St, Portsmouth, OH 45662
   Phone number of lead applicant: 740-354-6644
   Email Address of lead applicant: mantell@claylocalschools.org

5. Secondary applicant contact: - Provide the following information, if applicable:
   First Name, last Name of contact for secondary applicant: Matthew Kuehne, IT and Facilities Director
   Organizational name of secondary applicant: Clay Local School District
   Unique Identifier (RN/Fed Tax ID): 049601
   Address of secondary applicant: 44 Clay High St, Portsmouth, OH 45662
   Phone number of secondary applicant: 740-354-6644
   Email address of secondary applicant: kuehnm@claylocalschools.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 (RN/Fed Tax ID), Address, Phone Number, Email Address of Contact for All Secondary Applicants in the box below.

New Boston School District: Mike Stagg, Superintendent (RN# 048466) #1 Glenwood Tiger Trail, New Boston, OH 45662 740-456-4559 Mike.stagg@obidges.net Circleville City Schools: Kirk McMahan, Superintendent (RN# 043760 388 Clark Drive, Circleville, Ohio 43113 740-474-4340 Unico Local Schools: Dwight Garrett, Superintendent dgarrett@mail.gsn.k12.oh.us Michelle Bowdle, Tech Coordinator mbowdle@mail.gsn.k12.oh.us IRN# 049636 1665 Egypt Pike, Chimlicohe, Ohio 45601 740-773-4102 Waverly City Schools: Cheryl Francis, Superintendent chfrancis@waverly.k12.oh.us Matt Kuehne, IT and Facilities Director (IRN# 049148 3 Tiger Dr, Waverly, OH 45690 740-947-4770 Westfall Local Schools: Cara Riddel, Superintendent criddel@westfallschools.com J.D. Williamson, Tech Coordinator (IRN# 049106 19463 Pherson Pike, Williamsport, OH 43164 740-986-3671

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.

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.

The facilitation of the project begins with the contractual partnership with South Central Ohio Computer Association (SCOCA). Under the tutelage of Peggy Whyte, the Curriculum Integration Coordinator and Regional Manager for Interactive Video Conferencing, they will coordinate the deployment and implementation of the project. Dr. Donald Washburn, the former and recent Director of Outreach Services for Shawnee State University, will serve as the Project Manager. Mr. Washburn is a trained College Access Advisor by the Ohio Appalachian Coalition for Higher Education. At Shawnee State, he coordinated internships working with faculty, students, and employers; consulted with local business and industry to design customized workforce training; conducted research pertaining to business, industry, and workforce needs; brokered University resources (faculty, administration, facilities) to external parties; provided resources and support for an Entrepreneur in Residence Program; oversaw Tech Prep and 21st Century Community Learning Center Programs; was a member of the President's Economic Development Team; was the project Lead for the High School Higher Education Alignment Initiative. He has also served as the Project Director for Southeast Ohio Virtual STEMM Platform Project. Ms. Whyte, in addition to her role as Curriculum Integration Coordinator and Regional Manager for Videoconferencing at SCOCA, manages the region's Blackboard learning management system (LMS) that provides a cost-effective distance learning option for our schools region-wide. In addition, SCOCA has been leading the way for schools to provide dynamic content via Interactive Video Conferences (IVC) in the region since 1998, with Ms. Whyte at the helm of the charge. In addition to personnel from SCOCA, one Technology Coordinator and one teacher from each of the participating schools will be selected to serve on the project advisory team. As the Superintendent of the fiscal agent organization, Anthony Mantell has worked in education for 37 years and has served as principal of middle and high schools and as Superintendent of Clay Local Schools for the past 14 years. He has been a member of the OHSAA Southeast District Board since 2006, and served on the OHSAA Board of Directors from 2010-2012. Mantell was President of that board in 2011-2012. Matt Kuehne, IT and Facilities Director for Clay Local Schools, started at Clay in 2002 as Technology Coordinator. He has led many successful projects for the district, including a student and staff Bring Your Own Technology initiative that handles 500+ WiFi devices every day. He led an energy audit and retro-commissioning project that has saved over 30% in usage and utility costs since 2011, designed and led a successful recycling project that has resulted in 22% of the district's monthly waste going to recycling rather than landfills.

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.

Because of our remote locations and the cycle of poverty, we face special challenges for motivating and guiding students through high school completion and continuing education that results in long-term gainful employment. Our students tend to be, if any, role models in the professional world. Our region needs more well-trained workers who remain and attend college in order to save a floundering local economy. Though our local business community and higher education community are committed to helping and contributing resources, this will take time, effort, and resources. Since installing video endpoints in 23 schools as a result of a 2008 USDA RUS DLT grant (a project overseen by our partner and contracted project coordinator, South Central Ohio Computing Association, SCOCA), our region has made strides in expanding opportunities for all students. This project leverages video conferencing and online connectivity strategies to link students to mentors and advisors in higher education and the business/industry community. One new instructional strategy will be streaming video content for anytime access, much like a YouTube video, but will be available for access and use on our Blackboard LMS Consortium. The acquisition of the video content requires an investment in a new Content Management System (CMS) that will provide a portal to classes including career and college readiness and awareness content information for students, teachers, parents, and community members. Students will explore and learn about career options, particularly in the STEMM fields, via live interaction on the upgraded, enhanced, and expanded video network that is already in place and the existing LMS that will host a never-before utilized home-based streaming video strategy. We believe this will be highly successful, fit into the way students are used to getting information, and will serve as a model that will scale quickly beyond our home region.

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.

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 forecast of each 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.

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

$1,419,254.74 * Total project cost

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

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

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

0.00 * 0.00% Specific amount of expected savings (annual)

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.

The new functionality of the shared video strategies and implementations become engrained in the culture of our schools and our classrooms. Existing training and professional development, provided at no cost by SCOCA, will continue. The program promotes inquiry-based, hands-on experience, interdisciplinary learning, scientific inquiry, technological design, personalized learning, and teamwork, all necessary for continuing 21st century success in school and work. The result is a dynamic culture of learning across the region. Utilization of a greater share of resources in the classroom - The cost effectiveness of sharing content via live and streaming video, rather than costly field trips, the cost of guest speakers, and the cost of duplicating curriculum across districts provides the needed resources to enhance the existing distance learning program by adding a Show and Share streaming video content server that will archive video conferences and provide a platform for teachers to share their own video resources throughout the region, resulting in shared resource’s and a greater share of instructional resources utilized in the classroom, replacing the high cost of curriculum implementation.

Show and share is a webcasting and video sharing application that will help us create a secure video community where we can share ideas, expertise, content created by students and share their own video resources throughout the region, resulting in shared resource's and a greater share of instructional resources utilized in the classroom, replacing the high cost of curriculum implementation. The improved distance learning program is driven by the value of the stakeholders, which includes teachers, parents, and students. This project builds on the success of previous video projects conducted by SCOCA and the implementation of the Blackboard Learning Management System that will provide a portal to classes including career and college readiness and awareness content information for students, teachers, parents, and community members. Students will explore and learn about career options, particularly in the STEMM fields, via live interaction on the upgraded, enhanced, and expanded video network that is already in place and the existing LMS that will host a never-before utilized home-based streaming video strategy. We believe this will be highly successful, fit into the way students are used to getting information, and will serve as a model that will scale quickly beyond our home region.

18. Are there any other highlights you would like to add to the proposal?

19. If applicable, please explain why.

20. Is there anything else you would like to add to the project?

21. Is there anything else you would like to add to the project?
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.)

* Proposd Timeline Dates

Plan (MM/DD/YYYY): 01/05/2014

* Narrative explanation

Visit the site, video content server and Show and share application. -As each installation occurs, training for teachers takes place via the video conference system April. Network-wide teacher training will be done via three sites per training session. -Training includes instruction on use of video and online applications. -Introduction to Blackboard Consortium and teacher training modules finalized on Blackboard.

- January: Hire a two-year FTE Project Manager to oversee content development, partnership development, professional development, and distance learning for career and college readiness content design and implementation; implement evaluation procedures January. Establish Advisory Board with representation of all stakeholders. Begin implementation of video conference delivery of content with career and content supplement with material on Blackboard. -Pre, mid-point, and post surveys on interest level and usage levels are implemented. -Mid-point corrections are applied as necessary. -September: Appoint Innovation Coach in each participating school September. Students given opportunities to create and share video through SharePoint.

- September: Project Implementation begins in earnest. Established and then On-going: Mentorship partnerships; public relations and community outreach; course content development; continued technology training and support; project assessments and benchmarks measured and evaluated; ACT Prep provided via video content.

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

* Narrative explanation

We understand that in order for the project to take hold –we have learned this from previous projects– it is important for teachers & students to have support & hands-on access to the technology. We therefore began with the training of the teachers in our districts. With a 2-year project mgmt on board, teachers will have plenty of opportunities to become comfortable with our STEMmTube innovation, local storage, & filtering issues. Our partner, SCOCA, has had years of experience implementing similar projects & programs. It is with their expertise & experience that the deployment & implementation will succeed. The Advisory Board will assist with the collaboration between public & higher education to promote college access & success. Each school will have 2 representatives, including one from the higher education sector. At all stakeholders, we strongly believe in the importance of being heard, but the issues are quite significant to teachers, and their increasing presence in those positions. Project Mgr.as they arise. Frustration & lack of momentum can occur in a project of this nature. Therefore, the implementation of the DL project will be accomplished through the deployment of researched-based strategies. SCOCA will provide on-going PD for teachers in using the technology & in supporting student’s on-going success in school & work. SCOCA will establish a pool of partners & mentors & higher education advisors to serve these needs. We will use innovative career awareness content & consulting, delivered with interactive video conferences & supplemented with online platforms, some already functioning & some to be grown & enhanced through the project. Change is difficult. The integration of new teaching tools & cultural changes take time, patience, & attention. Our project mgr.2 yrs will oversee the implementation of the project, from oversight of the Advisory Board & local coaches, to developing partnerships with content providers & business & industry professionals. Without accountability measures in place, participants may become discouraged with high costs, equipment that doesn’t work properly, or teachers who are not properly trained in the use and integration & implementation of the program. Therefore, bidding for services will be a part & parcel of the program. Some of the keys to success for the project are relationship building, shared governance, monitored & milestones, participant buy-in, & public awareness. These are all critical to the ongoing success of our project. In order to mitigate barriers that might prevent our project from succeeding, we have committed to working closely to agree to the goals & mission of the project, & establishing benchmarks. Teachers build upon & leverages past successes. We will utilize an online portal via the Blackboard Consortium in order to stay abreast of project progress, keep up-to-date on project developments, opportunities, & project component training. Each endpoint location must be equipped with a camera, microphone, monitor and CODEC. Our video calls are connected over a broadband network & we have worked closely with the state providers to ensure a robust network.

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 partner, SCOCA, has participated in and led, over the years, innovative, forward-thinking programs and projects to prepare students for the 21st century assist teachers in guiding, motivating, and supporting them in their quest to discover a world beyond classroom walls. SCOCA oversees the video conferencing activities and scheduling for 120 regional K-12 schools. Much of that activity has already had a major focus on career awareness activities and content. Our region began this remarkable journey with a series of much needed grants funded through the State of Ohio’s Telecommunication Program in the late 1990’s. Those grants put video conferencing equipment in most of the region’s high schools. SCOCA has been heavily invested in this technology and its integration for student learning since that time. Since then, we have, as a region, continued to grow the network and identify critical needs for our high-needs communities. During 2009, nine full-day professional development sessions were held for teams consisting of teachers, librarians, curriculum coordinators, literacy consultants, and tech coordinators from each participating school. SCOCA has led the charge in the development of a
21. Is this project able to be replicated in other districts in Ohio?

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22. If so, how?

The project serves as a replicable model. Replication will occur naturally through economies of scale, and intentionally through an information outreach program contributed to by all participating districts and our partners, specifically SCOCA. Project and program information is available to a wide range of school districts on the Blackboard Consortium. Information is provided to the community through parent newsletters and school websites. As a broad-based outreach service, our partners will provide presentation at the Ohio Technology Conference. It is estimated that the content and services will scale from six schools to 20 schools in one year. In the second year we expect participation at the level of 58 schools and eventually our program provides STEMM career awareness and readiness and STEMM education content statewide. Our project is a unique distance learning and virtual model that engages students, parents, school staff, community members and businesses in promoting an environment offering enhanced curriculum, motivation, and career awareness across a rural context. The model includes practices, strategies, and programs that are designed to improve student achievement and motivation, increase high school graduation rates, and improve college and vocational training access and completion. Overall, it is designed to connect rural students to viable career awareness, and visions and understanding of the steps and requirements toward those occupations.

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

Students gain access to career opportunities and college preparedness information by connecting in real time, face-to-face, with professionals in career paths and related college preparatory programs particular to their home region, particularly in STEMM fields; they become familiar with available majors and coursework and the high school requirements needed to participate and enroll in career and college programs. The result is the creation of a college-going culture in the schools and community. More students will be prepared and enabled through STEMM-related and other social and employable college and vocational training programs. A minimum increase of 25% of students enrolling and attending college and/or vocational training is expected. The video and online technology will be utilized to support the planning process between far-flung partners and support organizations and schools (including vocational training awareness in a variety of fields including nurses' training and other medical technical training programs in the area). Access to the content will improve student achievement and college preparedness for all participating students, now and for the increasing numbers of participants in the future as the project scales up and more and more teachers, students and parents become familiar with the program.

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

Incentive outcome: Video content and video literacy-both the understanding of how to take full advantage of video as a communications tool and knowing how to use technology itself are considered a core competency when students leave university. Video can better prepare students for the workforce because it develops skills such as creativity, sociability, exposure to the spotlight, and civic responsibility, as well as qualities like self-esteem and cultural understanding. (Wainhouse Research, 2012) Infuse college readiness skills and create a culture of advanced learning and critical thinking and other 21st century success skills for all participants. In addition, we project that there will be greater than 50% increase in the use of distance learning technology by teachers in all participating schools and a greater than 70% reporting from teachers that their students had increased their interest in science, technology, engineering and/or mathematics, and medical careers. (PreMidPoint® and Post surveys will be administered to both teachers and students.) One bright idea begins with one great role model, and then the work continues in the classroom. We have been doing this with our students since 1998 and expanding access and participation through a blended vision of the project-utilization of a Blackboard Learning Management system already in place, a video content server, and a video program called Show & Share-content will be available through a YouTube-like model of streaming video, available any time, and any place. Blackboard Learning Management Consortium that currently has 37 member school districts. Member teachers can utilize the content for their individualized curriculums. The result is that one live event can then be embedded in numerous classrooms through video streaming capabilities and utilized in any number of ways to enhance instructional goals in STEMM career awareness, STEMM education, and Career and Technical Education. The possibilities are limitless. During the final phases of the project, the resource will be available to community members who need access to the same resources.

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 outcomes and outputs 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.

Additional college career awareness surveys will be conducted at the beginning, midde, and end of the project to show growth in creating a college-career readiness culture among the participating districts. Archived videos telling the story of successful entrepreneurs within the Appalachian region will be made available via SCOCA video streaming server. STEMM-related careers information will be recorded and archived to illustrate the sustainable wage jobs that are currently difficult to fill within the Appalachian region. Attitudinal surveys will be conducted among participating businesses and parent groups. Our proposal is unique in that it also helps to address skill deficits within the current workforce while informing parents, students, and the community of workforce demands. The same video archives will be made available to the communities served by the participating districts. The Blackboard consortium will ensure a regional approach to workforce/college-career readiness will easily be implemented and shared. Finally, our project will replicate promising practices developed by Entrepreneurial Engagement Ohio which is an online course that allows students, teachers and citizens to learn about the Innovation Economy of Northeast Ohio. The free, new online course was developed by Entrepreneurial Engagement Ohio with the cooperation of The Ohio Academy of Science. The course features more than fifty instructional videos authored by three dozen leaders of Northeast Ohio's innovation economy. People may view individual videos that may be of interest to them or view a larger portion of the course content if they want to understand the many economic development initiatives that will help determine the future economic prosperity of the region.

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 accept, 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. Tony Mantell, Superintendent, Clay Local School District - 10/25/2013