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Adjusted Allocation 0.00

Remaining -1,063,150.00
The C5 project will encompass three goals: to improve student achievement, to manage and control spending to show reductions in the five-year fiscal forecast, and to push resources to the student in the classroom. The project will provide a wireless, paperless learning environment that will not be constrained by the sticks and bricks of a school building. Students will be immersed in their learning experience; be an active participant in selecting their academic career path; and see success through increased interest in their own academics, as well as increased mandatory assessment outcomes and higher ACT/SAT scores.

1. Project Title: C5 - Clay Classroom Computer Culture Change

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

3. Total Students Impacted:

4. Lead applicant primary contact: - Provide the following information:
   - First Name, last Name of contact for lead applicant: Jeff Hunter
   - Organizational name of lead applicant: Clay Local School District
   - Unique Identifier (RN/Fed Tax ID): n/a
   - Address of lead applicant: 44 Clay High Street, Portsmouth, Ohio 45682
   - Phone Number of lead applicant: 740-354-6644
   - Email Address of lead applicant: hunter@claylocalschools.org

5. Secondary applicant contact: - Provide the following information, if applicable:
   - First Name, last Name of contact for secondary applicant: Matthew Kuehne
   - Organizational name of secondary applicant: Clay Local School District
   - Unique Identifier (RN/Fed Tax ID): n/a
   - Address of secondary applicant: 44 Clay High Street, Portsmouth, Ohio 45682
   - 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.

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)
   - 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 project will provide access to a tablet to each student in the C5LS. The student's experience will transition from a traditional classroom to a technology-rich learning experience that is not space dependent and where learning is a two-way collaborative experience. The focus of the classroom will be in providing a high-tech, collaborative, and technology-rich learning environment. Inclusion of tablets (1:1) in grades 6-12 and classroom sets (K-5) enables all students to interact with this new vision of the classroom and take their course anywhere there is internet access. Students in K-3 will have in their hands the tools to assist in meeting their goals for the Third Grade Reading Guarantee. Students who need support will be encouraged to take the tablet home to work with applications to aid in meeting goals. C5LS uses the Star Early Literacy assessment. By providing a tablet, they will be more comfortable with the assessment process. Students will receive additional support through applications they can play/learn with at home. Increasing the amount of digital texts available will increase interaction with the written word. Students who face challenges (modifications, child care, discipline issues, health issues) will have access to the same classroom. Students would maintain a presence in the school from 0 to 5 days per week (depending on challenge faced) while maintaining contact with teachers and meeting their goals. A tablet will be available for the student to use while in the alternative arrangement. The student/school will benefit by keeping the student a part of the social aspect and the student will be able to stay on pace with peers and get additional support in dealing with difficulties. Student access to computer/tablet labs will be expanded past the school day. Many students have time after school waiting for activities. The grant will provide a safe place for students to work. A computer lab will be open M-Th after school, staffed by teachers or volunteers for student use. Students will be provided a secure, comfortable space to work on fully online courses. This will use existing space and transform it into an 'academic club'. The space will have furniture and work areas that have the feel of a university student success center, staffed with a teacher for direction/supervision; allowing and encouraging independence in their education. This environment will be designed to develop the skills needed for success in a university, such as time management, goal setting and academic achievement. Individualization and expansion of the curricula will be achieved through existing online course partners (SCOCA) and other rigorous developers. When a need is found, classes will either be purchased or developed inhouse. The range of academic topics available or developed via online classes allows a rural school to be academically competitive.

Students will be able to craft their curricula, with staff guidance, based on future goals. To assist students with career choices and local employers in filling jobs with qualified employees, C5LS will annually survey local employers and universities to examine trends in employment and careers. The data will be given to students to develop their learning plan to increase job prospects. The critical pedagogy shift will be transformative. In order for teachers to adapt teaching, they must become immersed in 21st Century skills. They need to be equipped with hardware, responsive internet, trained and supported by staff. Teachers will develop online text/resources rather than potentially outdated textbooks. Low cost resources such as CK-12 will be used to create texts that are responsive to State Standards and content
changes. Worksheets or handouts will be replaced by easily downloadable e-documents. Blackboard will be expanded as the primary K-12 LMS. Integration of online and interactive tools such as Accelerated Reader, Study Island, CK-12, will become the norm.

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.

Student achievement - The move to digital/mobile/culture increases accessibility for each student. The addition of online communication may increase instructor accessibility outside of traditional hours. Students will no longer be hampered by work or family commitment. Deficiencies will be identified and the student will be directed toward specific material designed for mastery. The teacher will use the same feedback for analysis of progress and to develop scaffolding when needed. Scaffolding may include immediate differentiation for advanced or remedial learning. Such support isn't readily available in a paper based classroom where there is a lag between assessment-score-student receipt. Students will be empowered to participate more fully in their own academic path. By having an increased variety of courses available, student's interest, engagement and achievement will increased. The CLS will eliminate communication that occurred as the application was developed.

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.
   p) project budget attached and uploaded.

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

1,063,150.00 * Total project cost

* Narrative explanation/rationale: Provides 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.

15. What new/recurring costs of your innovative project will continue once the grant has expired?

190,000.00 * Specific amount of new/recurring cost (annual cost after project is implemented)

* Narrative explanation/rationale: Provides details on the cost of items included in the budget (i.e. staff costs and salary/benefits, equipment to be purchased and cost, etc.). If there are no new/recurring costs, please explain why.

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

204,889.00 * Specific amount of expected savings (annual)

* Narrative explanation/rationale: Provides details on the anticipated savings (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.). If there are no anticipated savings, please explain why.

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 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 main costs to the CLS district are start up costs. It is anticipated that recurring costs, replacement and repair costs, and on-going professional development costs will be offset by the cost savings identified in item 16. Student council will volunteer to staff the open computer lab after school hours. The CS Project Coordinator position is budgeted for a two year period. At the end of the two year period the position will be eliminated if funds are not sufficient to support the position. We anticipate savings in staff retirement/attrition that will allow the CS Project Coordinator position to easily be absorbed by local staff. The ongoing cost, repairs (maintenance, training) are manageable within the existing budget assuming no reductions in funding. The project is $1,603 per student affected by the grant.

D) IMPLEMENTATION - Timeline, communication and contingency planning

18. Fill in the appropriate dates and an explanation of the timeline for the successful implementation of this project. In each explanation, be sure to briefly describe the largest barriers that could derail your concept or timeline for implementation and your plan to proactively mitigate such barriers. In addition, the narrative should list the stakeholders that will be engaged during that stage of the project and describe the communication that occurred as the application was developed.

Describe the ongoing communication plan with the stakeholders as the project is implemented. (Stakeholders can include parents, community leaders, foundation support and businesses, as well as educational personnel in the affected entities.)
Plan (MM/DD/YYYY): 12/20/2013  

Narrative explanation

Planning will be integral to the successful implementation of the project. Key stakeholders including students, teachers, parents, administration and board members will be encouraged to participate in the planning for this change. The planning committee will include identified stakeholders (students, parents, staff, board). Focus groups will short term (time limited) and will be disbanded when their stated goals are met. Planning will encompass the preparation for training (identifying training needs of students and staff), developing and researching trainers, developing the training plan, training of both students and staff and course development. Focus groups will report biweekly to the planning committee. The planning phase will include identifying the types of software or apps that teachers will use in the class. This process will be moved to grade band specific focus groups of stakeholders who will be given a timeline to make recommendations. A focus group of students will be gathered with the task of developing the training plan for the students. Student leaders will be identified and trained to assist with student orientation. An orientation document for students will be developed and drafted. Following notification of the program being accepted, discussion will include any foreseeable barriers and challenges to implementation. The largest challenge faced will be training and preparing staff for working through apprehension of a new approach to their familiar pedagogy. In order to minimize the apprehension, weekly communication of progress and time frames will be shared with stakeholders.

Implementation (MM/DD/YYYY): 01/20/2014

Narrative explanation

Implementation will include following the competitive bidding requirements for the purchase of the material needed for the program. This will create challenges in getting the materials to students and staff in time for training. Focus groups will continue their service until their stated mission is completed. Students are digital natives, yet in many instances are uncertain of how to use their technology. CLS has provided workshops for parents and students. Orientation for students will include the safety and technology information and if the tablets are available during the 2013-14 school year, the orientation for students will begin spring (April-May). Each student will sign off on the orientation document as they receive training. Computer lab time will be available after school to provide additional support. Teachers will need to be trained on the hands on use of the equipment. They will also be trained on how to use the hard/software to develop and implement technology in their classroom presence. Training on the classroom presence on the LMS will begin in February after notification of approval. Teachers will be required to develop their presence over the spring and summer with classes prepared for student use by August of 2014.

Summative evaluation (MM/DD/YYYY): 06/15/2015

Narrative explanation

A new set of focus groups (students, staff, other stakeholders) will be incorporated with the mission to create surveys to identify areas of success and concern. Students will be surveyed to seek additional feedback about the change to their learning environment. Teachers and staff will be surveyed to understand their stressors and successes. Information will be used to pinpoint PD in areas that result in greater success for students and staff. At the end of the 2014-15 school year, results of summative assessments will be gathered for analysis. Student growth should be supported by the increase in access and engagement with the technology. Expenditures will be tracked and monitored. The expenditures will be audited by the CLS auditor annually for grant compliance.

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

The project will create transformative change for the teaching staff at CLS. The accepted pedagogy will become that of guiding the student to experience learning through interacting with content instead of being passive receivers. The students (and teachers) will become well versed in 21st Century Skills that the student will take to their future employers. Classes will be more focused on the individual student needs. Information will be shared at all times to them. The classroom will become a place of discourse where students and teachers will examine ideas and come to understandings. Academic content will be organic and responsive to the greater changes in the knowledge base and the culture at large. The learning environment will also reflect the world in which students live, not a relic of past educational successes. By annually connecting with employers and universities, the students, school and community will become integrated in ways that will provide for new access to jobs as they are created. The students will be able to respond to the skills that business needs and where the universities see future job growth. Students will drive their own academic success with a focus on their own practices or college track.

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.

Jones (2010) observed that "experiences with technology generally, and with teaching and learning with technology specifically, are phenomena distinct from experiences with traditional forms of teaching and learning" (p.488). In addition, Sharples, Taylor and Vavoula (2007) shared that “52 per cent of everyday learning episodes involved one or more pieces of electronic technology: mobile and fixed phones, laptop and desktop computers, televisions and video recorders”. Use of technology offers flexibility for learning based on the student consumer. Flexibility can be woven into a traditional classroom in similar ways as it is being used in blended or online classes. Students may take any class at any location they choose, at any time they choose and receive feedback that is prompt and directed to their needs. “Hybrid or blended models most frequently emerge as the most effective learning strategy”, suggested Skill and Young (2002), and “the creation of new learning environments should embrace both virtual and real spaces” (p. 24). Hoadley (2007) suggested that the goals of e-learning include “producing and evaluating interventions using technology that lead to student learning outcomes” (p. 139). The computer is used as a tool that can automate the repetitive functions of both students and teachers and for moving the conversation out of the classroom. The central aim of 1 to 1 technology is to integrate the tools and methods for personalized learning into the learning environment. The project moves beyond the simple 1 to 1 concept and provides for a learning environment that is both technology and content rich. The content richness includes access to classes that the student may never have thought of as being able to take in a rural school.

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

Yes

22. If so, how?

Replication is possible by having a strong desire to provide the best learning environment possible to the students. The steps to follow include: Re-visualize your classroom with an eye to the future and communicate the vision. Equip the classroom teacher with technology and train the teacher on how to use the technology. Invest in the classroom teacher and communicate classroom successes. Move the existing classroom online. Encourage the transparency an open class provides to parents and guardians and communicate with parents and guardians. Equip your students to interact in the 21st century learning environment. The software sets the students gain. Expand your course offerings, develop in house or find consortia and partners to share courses with and communicate with expansion with the community. Gather data. Evaluate/adjust your methods as the project moves forward and communicate what is found.

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

It is expected that student academic growth will increase in each course. Students who attend CLS will benefit from increase access to and use of technology as a learning tool. The use of computers and technology will not stop. Schools need to react so that their students can be successful after graduation. It is hoped that this will result in graduates being ready for a changing work force or a university setting that is increasingly global. The school will change to reflect the changes in the country and by doing so better prepare our students. The CLS feels that it can be a leader in developing this new approach to education in the public school.

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.

CLS should see student increase scores on high stakes course and proficiency exams. Paper waste will be greatly diminished. The use of electronic documents will allow the creation of portfolios that the student can take with them through their public school career. Teachers will find new ways to use technology as devices or applications come to the market. The internal development of online rigorous courses will result in a catalog of classes that will benefit future students. CLS expects to see decreases in waste, spending on consumables and elimination of paper textbooks.

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 method will include the existing methods. Students will be taking state mandated assessments. Data will be compared for students prior to and after the implementation of the program.

26. Program Evaluation:

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 data and surveys, interviews, focus groups, and any other related data to the legislature, governor, and other interested parties for an overall evaluation of the Straight A Fund.

PROGRAM ASSURANCES: I agree, on behalf of this applicant agency and/or all identified partners to abide by all assurances outlined in the Assurance section of the CCIP. In the box below, enter “I Accept” and indicate your name, title, agency/organization and today's date.

Accept - Anthony Mantill, Superintendent, Clay Local School District - 10/25/2013
Accept - Brandi Dillow, Treasurer, Clay Local School District - 10/25/2013
Accept - Jeff Hunter, Teacher, Clay Local School District - 10/25/2013
Accept - Matt Kluhme, IT and Facilities Director, Clay Local School District - 10/25/2013

Brandi Dillow, Treasurer, Clay Local School District

10/25/2013