<table>
<thead>
<tr>
<th>Purpose Code</th>
<th>Object Code</th>
<th>Salaries 100</th>
<th>Retirement Fringe Benefits 200</th>
<th>Purchased Services 400</th>
<th>Supplies 500</th>
<th>Capital Outlay 600</th>
<th>Other 800</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction</td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>4,679,065.00</td>
<td>0.00</td>
<td>4,679,065.00</td>
</tr>
<tr>
<td>Support Services</td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>160,130.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>160,130.00</td>
</tr>
<tr>
<td>Governance/Admin</td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Prof Development</td>
<td></td>
<td>123,863.00</td>
<td>19,137.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>143,000.00</td>
</tr>
<tr>
<td>Family/Community</td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Safety</td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Facilities</td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Transportation</td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>4,679,065.00</td>
<td>0.00</td>
<td>4,679,065.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>123,863.00</td>
<td>19,137.00</td>
<td>160,130.00</td>
<td>0.00</td>
<td>4,679,065.00</td>
<td>0.00</td>
<td>4,982,195.00</td>
</tr>
</tbody>
</table>

**Adjusted Allocation**: 0.00

**Remaining**: -4,882,195.00
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 research-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.

In order to improve student achievement throughout the district and build upon the success and learning from our previous projects, we seek to infuse the effective use of technology into all classrooms through the use of standards-based curriculum, well-designed assessments, and critically trained educators. The comprehensive program will provide teachers the resources (hardware, software, and professional development) and assessment tools required to promote student success. Advanced Placement Opportunities: Advanced Placement coursework will be available for all high school students who have completed the appropriate prerequisites. This option can be chosen in conjunction with traditional instruction or as a stand-alone program for courses that have limited enrollment. Blended Learning: Students served with Title I funds and selected students with disabilities will be served using a blended learning model in which students will spend a portion of their day learning in a technology-rich environment and a portion of their day in a traditional classroom setting. Curriculum Development and Integration: Through the use of aligned curricular software, professional development opportunities will be provided to staff aimed at optimizing the use of data collected through formative and summative assessments. Differentiated Instruction: Students of all abilities and needs (gifted, at-risk, students with disabilities) will be afforded individualized computerized supplemental instructional opportunities. Professional Development: A comprehensive summer training program will be...
implemented for all teaching staff in areas including formative data analysis, blended learning programs and effective technology integration. Progress Monitoring: Students in grades K-6 will work, in coordination with the time parameters by their RIT level and as a part of the overall RIT plan for each student, within formative computer-based coursework that provides remediation and rigor. Staff will be the primary conduits for this data. The data collected will assist with the Response to Instruction/Intervention efforts of the staff. Help desk and address individual student needs and provide essential feedback to students and their parents. Rigor and Relevance: A reliance upon pre-packaged, printed textbooks has led educators scrambling to become viable, up-to-date and academically engaging to their students. We seek to embrace technology as a resource rather than an occasional distraction. Effectively trained teachers can utilize a multitude of resources, align content with standard pacing guidelines, provide differentiation to suit the needs of all students, and establish Performance Goals to track progress. The grant proposal will include the following: a digital instructional platform that is consistent with both the trends in technology and the world we live in. Summer Intervention: Elementary students identified as at risk will be provided laptop computers with software that will identify student learning gaps and allow for progress monitoring. The pretest and required training will be completed prior to the end of the school year. Middle school students who fail two or more core content classes will be assigned required coursework to be completed using district provided software and laptops. High school students who fail a core content course in math, science, and English identified as at risk will be provided laptop computers with software that will identify student learning gaps and allow for progress monitoring. The pretest and required training will be completed prior to the end of the school year. Middle school students who fail two or more core content classes will be assigned required coursework to be completed using district provided software and laptops. High school students who fail a core content course in math, science, and English.

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.

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

4,982,195.00 * 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, RTT money, local funding, foundation support, etc.), and provide details on the cost of items included in the budget (i.e. staff costs and salary/benefits, equipment to be purchased and cost, etc).

The innovative project has three components: In order to have all staff and students with the appropriate technology required to effectively implement a district-wide blended learning initiative, we seek to have all classrooms equipped with compatible and current technology. This would include replacing the projectors and mimio technology in the 4 oldest buildings, purchasing computer/laptop computers and the infrastructure costs inherent in such a project. By purchasing web-based content rather than licensing curriculum from a vendor, the grant fund will allow for the sustainable usage of continually updating current online content. The district's current licensing funds will cover the cost of updates to the courses over time. With the hardware and "software" in place, the staff will need extensive training conducted by both the curriculum content vendor throughout the course of the first year. Funds have been earmarked for both the professional development trainers and for the payment of staff to attend the training during the summer for or to the cost of substitute teachers given that some teachers may not be able to attend the summer professional development. District trainers would use the knowledge gained from the first year of implementation/training to become trainers themselves for additional staff who are added over the years.

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.

90,000.00 * Specific amount of new/recurring cost (annual cost after project is implemented)

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

The new cost of implementing the Edgewood Initiative plan stems from the need for additional technical support within the district. Based upon our current technology needs and costs therein, we project $90,000 in additional technical support costs on an annual basis.

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

1,676.00 * Specific amount of expected savings (annual)

* Narrative explanation/rationale: Provide details on the anticipated savings (i.e. staff costs and salary/benefits, equipment to be purchased and cost, etc.)

We will reduce the number of students in a Joint Vocational CBIP program by twenty students thereby utilizing one less Joint Vocational teacher.

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 proposed program is an as an index of technology, training and curriculum. The grant proposal has been organized to provide for the purchase of all educational software and the intensive training of all core content area teachers over the course of the first year. Given the current annual cost for the various computer licensed programs currently under contract (APEX $12,750), Princeton Review ($15,000), Education City ($3592.33), Study Island ($3513.66), through the consolidation of the educational software licenses into a single vendor ($33,180) the district will receive an annual cost savings of $1,675.99. The real financial savings will be enjoyed in the subsequent years as the annual licensing costs include any upgrades to the purchased curriculum and subsequent training through an included train the trainer model. Our five-year budget reflects the reduction by twenty (20) students in our high school Career Based Intervention Program classroom that has a current enrollment of sixty (60). As a requirement of the program, students are to be gainfully employed. As it is understandably difficult for the current student population to obtain employment, there are currently at least twenty (20) students who could be served by the Edgewood High School Success Academy. The cost savings to the district of $90,000 (20 students times the funding per student paid to the job vocational entity) will offset future technology service demands. The professional development proposals that we have requested direct the vendor to train all core content area teachers over the course of several days in the year of the grant implementation. So that all future educators will receive similar training, Edgewood City School District technology integration specialists will create a district training program based upon the extensive professional development purchased through 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 include parents, community leaders, foundation support and businesses, as well as educational personnel in the affected entities.)

* Proposal Timeline Dates


* Narrative explanation

If awarded the grant, meetings would take place with the Board of Education, the District Cabinet and the District Leadership Team to determine detailed program expectations. The securing of vendors, professional development plans and timelines would be established.

The proposal requires the purchase and delivery of the capital equipment prior to the end of the 2013-2014 school year. As found within the grant budget, a technology vendor will be contracted to unload, plan and install all computer equipment. Prior to installation, an electrical contractor will be secured to install projectors. As the concern over the electrical draw and wireless demand that classroom sets of computer equipment would have upon the physical structure of each building, it is necessary to include the improvements to the buildings’ infrastructure so as to ensure a successful project. The requisite professional development planning will begin in Spring of 2014 with the selected curriculum content vendor meeting with our District Leadership Team to determine parameters of the tools purchased and corresponding districts. Given the new paradigm covering the extensive professional development needed to best serve our students. Teacher training will begin in the summer of 2014 to continue throughout the 2014-2015 school year. Subsequent training updates will take place as a part of the annual vending contract. The initial professional development will focus upon the navigation within the purchased curriculum software program, the integration of blended learning techniques into their instruction, the development of assessments using the purchased tool and the effective use of technology and other related data to the legislature, governor, and other interested agencies. Despite the teachers being compensated for their time commitment, there is a legitimate concern that scheduling training during the summer will result in some staff missing the professional development. We will plan for the same training to be made available at the start of the school year for those teachers. Since the teachers will not receive additional compensation, the cost to the district will be the required substitute teachers and the additional training days from the vendor.

Summative evaluation (M/D/DD/YYYY): July 2015

* Narrative explanation

The success of the proposal will be monitored through results from assessments given by the district (STAR) and as required by the state of Ohio (OAA/OGT). Student performance as it pertains to remediation and credit recovery will be compared to previous years’ ACT, SAT, and AP test scores will be compared against previous Edgewood student performance and state/national norms. Vendor provided pre and post tests will also provide data points. Student performance will be tracked in regards to credit recovery needs for the immediately following and subsequent years.

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

By utilizing a uniform curricular software program, technology platform and professional development system, Edgewood City School students, parents and teachers will be able to concentrate their attention upon the learning process. Valuable time will not be wasted on learning new platforms, usernames, passwords, and computer equipment. As the program would be purchased by the district, students can be engaged throughout the entire calendar year. Parents will be given the resources they need to serve as an educational mentor to their children for they will have access to the instructional material at home as well as at school. We seek to create a learning community that goes beyond the school walls, beyond grade levels and beyond the time constraints of a school day. As the program develops over the years, students will be prepared to address greater rigor and academic engagement. As technology will be incorporated into future standard assessments, Edgewood students will gain valuable experience with the online testing format.

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.

Student achievement is determined by our ability to meet the individual learning needs of students. Our intent is to provide the tools for teachers to meet the students wherever they may be on the learning continuum and progress accordingly. We have accomplished this task in small order within our pilot blended learning programs. The difficulty in replicating the success has been with the infrastructure costs therein. The Straight A Fund grant affords us the opportunity to provide all Edgewood City School District students the best opportunity for success. Purchasing the curriculum, extensive training and professional development, and the initial purchase of the grant will lead to considerable savings in the subsequent years. The purchased curriculum will have ongoing updates which will allow for a significant savings since the need for purchasing curriculum materials from other vendors will diminish dramatically. The procurement of classroom sets of computers/tablets and teacher training on their integration will provide optimal classroom resources for all students. Currently owned computer technology will be redistributed so that elective courses will provide an even greater opportunity for student enrichment.

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

Yes

22. If so, how?

Blended learning can be replicated in any district. The issues with its implementation revolve around the initial funding of the human and physical resources. The grant allows for the implementation of the program. In our district, we have in place the programs and staffing that reflect the supplemental programs (i.e. Success Academy, Credit Recovery, College Readiness Courses). As we are a member of the learning community, the Edgewood City School District would be more than willing and able to share the steps taken, lessons learned and final implementation of our program.

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

Blended student achievement can be directly related to the ability of a district to meet a student’s individual needs. Blended learning provides the necessary environment to optimize student growth by tailoring both classroom instruction and supplemental resources in a way that allows students to progress and grow at their own pace. Students may have benefited from a pilot program or a specific unit taught using blended technology in the past only to not see such an opportunity again for years if ever. We seek to create an educational culture in which blended learning is the norm not an exception. We seek to use a uniform curriculum platform that is aligned to the current state standards and allows for continuity from year to year for our students. Through the project, we believe that our students will achieve to their fullest potential. Beyond a dramatic decline in credit recovery needs, we believe that our students will become more college and career ready. The number of students who fall behind in school later to feel a lack of achievement or success will be reduced for we can identify the academic needs and immediately response with intervention.

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.

Student Achievement: Through the progress monitoring and subsequent opportunity to gear educational resources towards specific needs, students will enjoy success in all content areas. Teachers will be able to assess, address and evaluate specific individual areas of concern as well as provide enrichment for students who would typically be hindered by a traditional classroom setting. We will see a marked increase in student scores. Our students will move on to the workforce or to college ready to succeed. Spending Reduction: We believe that the district will financially benefit from the more efficient use of their resources because the need for course remediation (i.e. credit recovery) will drop dramatically. While some of that decreased obligation will go towards the increased technology support costs, we believe that it will be more than offset by the additional technology support costs. This is evidenced through the 65 plus students currently in CIBP programs and the overall credit recovery courses taking place in our high school. The curriculum support materials within the purchased software are well designed and will be updated continuously by the vendor. Having such tools at hand and having the proper training to use the tools will reduce the cost of and the time spent researching supplemental teaching materials and retaining teachers. As our teachers become proficient and eventually excellent at incorporating the blended learning model, we will be able to share that knowledge through our ongoing professional development program. Classroom Resources: Students will be afforded the most effective technology aimed at meeting their specific needs. All content area classrooms will have class sets of interactive technology. The staff will receive comprehensive training in how to optimize the student usage and to analysis the assessments gathered therein. The program will allow students to improve their knowledge and skills anywhere and anytime that they have access to the internet.

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).

We will use standardized formative assessments (STAR testing) to establish an annual benchmark for student performance. The test will be given twice more during the school year. Those growth rates will be compared to the trend data collected at the end of the previous year through the same testing instrument. Common assessments designed through the purchased curriculum interface will be given throughout all grade levels and content areas. Trends observed through the common assessment data will be evaluated by the teacher-based teams. Those teams will share their aggregate data and educational insight with the building leadership teams and subsequently the district leadership team. If teacher implementation does not result in the desired affects, the district integration specialists, building administrators and district personnel will use the model to evaluate the learning activities within the classroom. If additional training is necessary, the district will provide such training. Common assessment and standardized data will be utilized by all staff to ensure that decisions are made based upon the best educational practices.

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 all identified partners to abide by all assurances outlined in the Assurance section of the CCIP. In the box below, enter “Accept” and indicate your name, title, agency/oragnization and today's date.

Accept Randy S. Stiver, Treasurer Edgewood City School District October 24, 2013