## Budget

Edison Local (formerly Berlin-Milan) (046789) - Erie County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (445)

### U.S.A.S. Fund #:

**Plus/Minus Sheet (opens new window)**

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### Adjusted Allocation

| Remaining | -4,266,752.00 |

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**Adjusted Allocation**: 0.00

**Remaining**: -4,266,752.00
**Application**

Edison Local (formerly Berlin-Milan) (04879) - Erie County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (445)

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:** North Coast Technology Integration Program

2. Executive summary: Provide an executive summary of your project proposal and which goal(s) in question 9 you seek to achieve. Please limit your responses to no more than three sentences.

The North Coast Technology Integration Program will empower 700 teachers in five districts serving 7,750 students with new knowledge and technology - preparing students for the challenges of work and life in the 21st century by creating a new generation of teachers through innovative professional development. Our program focuses on first educating our teachers to connect curriculum to student-relevant, real-world situations and then brings these concepts into collaborative classrooms paired with modern technological upgrades. Ultimately this program aims to modernize and strengthen instructional strategies that will result in increased student achievement in Ohio’s Next Generation assessments, encourage student collaboration and creativity, and better prepare our students for real-world success through the use of technology in classrooms.

#### 7750 3. Total Students Impacted:

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Contact Information</th>
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<tr>
<td>Catherine M Puster</td>
<td></td>
<td>Address: Edison Local School District</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Phone Number: 419-499-3000</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Email: <a href="mailto:custer@edisonchargers.org">custer@edisonchargers.org</a></td>
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3. **Lead applicant primary contact:** - Provide the following information:

- First Name: Catherine M Puster
- Last Name: Puster
- Organization Name: Edison Local School District
- Unique Identifier (RIN/Fed Tax ID): 049789
- Address of lead applicant: 140 S Main Street
- Phone Number of lead applicant: 419-499-3000
- Email Address of lead applicant: custer@edisonchargers.org

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

- First Name: Benjamin Chaffee Jr
- Last Name: Chaffee
- Organization Name: EHOVE Joint Vocational School
- Unique Identifier (RIN/Fed Tax ID): 051029
- Address of secondary applicant: 316 W Mason Road, Milan, Ohio 44846
- Phone number of secondary applicant: 419-496-4663
- Email address of secondary applicant: bchaffee@ehove.net

#### 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.

- **James Gunner, Superintendent Perkins Local School District**
  - RIN: 046813 3714 Campbell Street, Suite B Sandusky, Ohio 44871 (419) 625-0484
  - Email: jgunning@perkins.k12.oh.us

- **Dennis Muratori, NASA (Glenn Park Research Center)**
  - One University Drive Huron, Ohio 44839 Phone: 419-433-5560
  - Email: dmuratori@huronhs.com

- **Benjamin Chaffee Jr, EHOVE Joint Vocational School**
  - 316 W Mason Road, Milan, Ohio 44846

- **Michael Kurtz, Bowling Green State University**
  - 1210 E Bogart Rd Sandusky, Ohio 44870 Phone: 419-627-3900
  - Email: jgunner@perkinsschools.org

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

- Letters of support are for districts in academic or fiscal distress only. If school or district is in academic or fiscal distress and has a commission assigned, please include a resolution from the commission in support of the project.

- If a partnership or consortium will be established, please include the signed Straight A Description of Nature of Partnership or Description of Nature of Consortium Agreement.

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.

#### 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 but proven successful in other educational environments
- Mixed Concept - incorporates new and existing elements

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**Additional Information:**

- **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.

- **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.**

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**For Consortium of Partnering Schools Districts: Edison Local School District’s (ELSD) Director of Curriculum, Catherine Puster, will be the dedicated Program Administrator and act as the single point of contact to coordinate all partners under this project. Ms. Puster serves as the State and Federal Grant Coordinator for the District with grant coordination efforts that include a Title I grant, a Title II grant, and community grants. Additional school districts on the project include EHOVE Joint Vocational School, Huron City Schools, Margaretta Local Schools, and Perkins Local Schools. Huron City School and Perkins Local Schools act as pioners in initial pilot 1:1 initiatives beginning two years ago. At present, Perkins is also piloting blended learning. Effective & Efficient Grant Management: In addition to the Program Administrator, the effective management of the grant will also rely upon an Executive Board for the program. Each of the participating districts will select one representative to serve on the Executive Board that will jointly make final decisions on all expenditures relating to specific district requests for technological upgrades to infrastructure and other purchases. The Executive Board will also take an integral role in the assessment and subsequent recommendations based upon external evaluation data. North Point Educational Service Center (NPESC): NPESC staff and teachers will be trained through the Professional Development Elements of this program. Following the grant period, NPESC will serve as facilitators of ongoing Professional Development related to technology integration as described herein the grant period. At present, NPESC provides Professional Development services to all service districts in Erie County, Huron County, Ottawa County, parts of Sandusky County. NPESC is dedicated to its provision of these services to the partners of this consortium at no cost beyond the grant period to provide a continued legacy of educational transformation in our schools. 21st Century Fluency Project (21 CFP): The partnership with 21 CFP is our largest external partner in this project. 21 CFP will provide all the training for integrating technology and 21st Century skills to the five participating school districts. This partnership will also provide on-going support to guarantee success of this program. NASA (Glenn Park Research Center): The partnership with NASA will assist with 21st Century Fluency Project to develop units that have a STEM focus. NASA’s education program provides opportunities for educators to develop lessons that are hands-on and discovery in nature. Ashland University (AU): The partnership with AU will include graduate credit for teachers and administrator. The Learning Management System (LMS) for the project will also be customized and implemented by AU. AU will also assist with program evaluation by working with the consortium as this program is implemented. AU’s Teleco Center has served upon multiple technology grants with Medina City Schools and a science-curriculum evaluation with Massillon Schools in recent times. AU engages its professional curriculum auditing team, data analysis personnel, and business educators to provide customized full-cycle evaluation and recommendations to track and improve program success. Bowling Green State University (BGSU): Firelands: Partnership with BGSU includes the use of facilities and assistance with training during the initial professional development phases of the project. This partnership will also include the ability for university teaching professionals and education students to partake in the 21st Century Fluency Project training programs. Northern Ohio Educational Computer Association (NOECA): NOECA will provide the initial tech support required during the implementation phase of the grant period. NOECA is also providing facilities for the professional development.
11. Describe the innovative project.

Overview: Our program focuses first on educating our teachers to connect curriculum to student-relevant, real-world situations and then brings these concepts into collaborative classrooms paired with modern technology. This program modernizes and strengthens instructional strategies that will result in increased student achievement in Ohio's Next Generation Assessments, encourage teacher collaboration and creativity, and better prepare our students for real-world success through the use of technology in classrooms. Five school districts have joined together along with higher educational institutions, NASA and 21st Century Fluency Project to use a "train-the-trainer" model to bring intense technology integration into the area. Facing Challenges: Advocates in technology have changed our perceptions of what students learn and gained not only on paper, but also developed new skills in their curriculum, which has extended to their use of technology. This phase of our project is a strategy to reach different demographics in the Third Wave.

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 improve the advance plan.

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.

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.

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

4,266,752.00* 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, RRT money, local funding, foundation support, etc.) and provide details on the cost of items included in the budget (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.)

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.

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

* Narrative explanation/rationale: Provide details on the cost 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.

Future Budget Narrative - Beyond Integration: The following illustrates costs that will be incurred by the Districts in order to carry out the program after the conclusion of the grant period. The form mirrors our budget narrative provided above to show a $0 legacy cost structure for true sustainability. INSTRUCTION - SALARIES: $0 Summer Stipends: Amounts are based upon 425 teacher participants at $100 per day for three (3) days, for a total of $225,000. INSTRUCTION - PURCHASED SERVICES: $0 Substitute Teachers: In the First Wave of Implementation, 175 teachers are trained in a "train the teacher" format. During the regular school year where substitute teachers will be employed by the District at a rate of $125 per day for five (5) days; a total cost of $109,375. INSTRUCTION - CAPITAL OUTLAY: $0, Technology Upgrades: At present, twelve of the eighteen school districts need infrastructure changes to provide wide bandwidth wireless access to support the technological needs of the project. Estimated costs for these upgrades average $30,000 per building, total $360,000. If school/district receives school improvement funds/support, include a brief explanation of how this project will advance the improvement plan. If school/district receives school improvement funds/support, include a brief explanation of how this project will advance the improvement plan.

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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.

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

* Narrative explanation/rationale: Provide details on the cost 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.
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 make the program financially sustainable or the new revenue that will be generated off the grant. This section should also provide the details on the long-term sustainability plan.

17. **Fiscally Uninhibited Legacy:** The core design of our program has been formulated with a focus on sustainability. Our program will be implemented and replicated throughout the districts without incurring additional costs following the conclusive Summative Evaluation of the program through partnerships with North Point ESC and its "train the trainer" methodology. The program will promote sustainable practices and outcome assessments, and through consistent professional development (performed at no cost following the program by North Point ESC) and internal evaluations, will leave a fiscally uninhibited lasting legacy of innovative educational practices. Design for Sustainability - Job-Embedded Training: The key to the success of this project is teacher training. Each district has committed to share trainers/coaches for at least five years. Trainers/coaches will train staff within their own district as well as outside their district. These trainings will be job-embedded. Our higher education partners will provide student teacher candidates who will have the knowledge and training to share with the district in which they work. Finally, NPESC will staff and support these trainings. NPESC will continue to provide work sessions for teachers to continue to grow capacity by exploring new and innovative technological opportunities for education under current Professional Development operations.

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. Each explanation should briefly describe the tasks that could entail your concept for timeline and your plan to proactively mitigate such barriers. In addition, the narrative should list the stakeholders that will be engaged during that stage of the project and describe the communication that occurred as the application was developed.

Describe the ongoing communication plan with the stakeholders as the project is implemented. (Stakeholders can include parents, community leaders, foundation support and businesses, as well as educational personnel in the affected entities.)

* **Proposal Timeline Dates**

Plan (MM/DD/YYYY): 12/17/2013

**Narrative explanation**

Planning Phase - Weeks 1-6: All partners will be engaged in the planning to schedule facilities, determine dates of training, establish milestones, provide grant credit course descriptions, etc. An initial kickoff meeting with representatives from each of our partners will be held on grant award to launch initial efforts from all angles. This meeting will be coordinated by our Program Administrator, Ms. Puster, and will be held at the NOECA facility in Sandusky. Ohio for ease of access to all partners. Throughout the planning phase as well as the remainder of the grant period, the Program Administrator will serve as the single point of contact and to communicate important project-related information to key stakeholders. The Executive Board, coordinated by the Program Administrator, will work in the first week to establish an implementation timeline of the utmost detail. During Weeks 1-4 of the project, 21st Century Fluency Project (21 CFP) will be conducting site visits, collecting site reports, and conducting site surveys throughout this time. Ashland University will work with the NOECA facility to ensure that all the technical and organizational capacity to handle the project. Within the districts, initial surveys will be conducted with all 1,000 teacher and administrative participants to assess the current knowledge base and establish baseline data pertaining to functional knowledge, comfort level, and approach to using technology in the classroom. During this initial 6 week planning phase we will also be identifying those teachers and administrators with the highest affluence and needs and explore the self-identity as more resistant to the project changes. Weeks 5 and 6 of the project will be spent identifying the First Wave participants and the Second Wave of participants as well as potential costs to change. During Week 6, 21 CFP and AU will meet with the Executive Board to discuss potential changes to the classroom. Each of the project's implementation, the recommended equipment costs will be estimated and the assessment hardware arrives, the installation of the technical upgrades will be performed throughout the planning phase and will be ongoing through the implementation. Facility upgrades as well as purchased equipment will be fully functional and available for use by the time all 1,000 teachers are trained in Week 46 of the project. Participating school districts have committed to establishing a county-wide professional development day. This day would be devoted to the introduction of the North Coast Technology Integration Program. Just prior to The First Wave of implementation, there will be a kick-off day to get all staff and administrators together to hear the keynote speaker, Ian Jukes, co-founder of 21st Century Fluency Project.

Implement (MM/DD/YYYY): 01/28/2014

* **Narrative explanation**

Implementation - The First Wave (175 teachers as “Early Adopters”): Week 7 will begin the First Wave of Teaching Transformation among the first 175 teachers and administrators. These 175 "Early Adopters" will be engaged in course content and upon their self-identified interest in and affinity for implementing and integrating technology in the classroom. Three days (non-consecutive) of intense training will be conducted by 21st Century Fluency Institute (CFI) at BGSU Firelands during Weeks 7-8. Following those three days of training, during Weeks 9-14 these 175 teachers will continue to engage in remote one-on-one and group coaching sessions with 21 CFI professionals. These sessions will allow for the Early Adopters to ask clarification and expansive questions on the training they’re receiving as they implement concepts in the classrooms. This unique coaching service allows our teachers to address real-world questions and gaps in classroom real time to move forward and expand their hands-on understanding. At Week 15, 21 CFP professionals spend three weeks visiting the classrooms of these 175 Early Adopters. Through observation in the classroom, the 21 CFI professionals will provide one-on-one feedback to each of the teachers and also provide initial progress reports to the program’s Executive Board and Program Administrator - Implementation - The Second Wave (Scaling Up to 700 Newly Trained Teachers): As the First Wave of implementation completes, the capacity building that began in the First Wave continues as leadership skills and qualities continue to be identified and the initial 175 "early adopters" assume this leadership responsibility. Throughout the planning phase as well as the remainder of the grant period, the Program Administrator will provide the single point of contact and to communicate important project-related information to key stakeholders. Moving into the Second Week in Week 19, Districts have committed to sharing these new lead trainers for specific training within each of the districts. These lead trainers will travel between districts to provide "train-the-trainer" sessions to the remaining 425 teachers. The Executive Board and the Program Administrator will coordinate and assess these training sessions to ensure 100% of our partnering districts teachers are trained in these new teaching concepts by the end of Week 46. The programs in this phase will be provided training with support throughout all three waves of the project’s implementation. NASA will work with teachers regarding content and lesson development. Bowling Green State University-Firelands College will partner by providing locations for training while Ashland University will provide graduate credit, a Learning Management System (LMS), and program evaluation services throughout Implementation as well as in the Summative Evaluation Phase. During the two waves of implementation, pre- and post assessments for each of the three waves of implementation will be conducted to evaluate the impact of the project.

Summative evaluation (MM/DD/YYYY): 08/12/2014

* **Narrative explanation**

Throughout the duration of the program our partners, Ashland University, will be evaluating the process for success and areas that may need to be adjusted. Please refer to our response to question 25 below for details on the Program's Evaluation throughout the grant period as well as formative outputs and outcomes. As this is the Phase of the Program where the school year resumes, the 700 trained teachers will rely heavily upon the remote coaching as provided by 21 CFP. Additionally, concepts will be tested as they are implemented in the classroom by our University partners, post implementation. In Weeks 35-37, 21 CFP will conduct site visits and debrief with early adopters, site leaders, and the Executive Board. Weeks 38-39 will address those remaining districts to change on-site, and remote coaching of the First Wave cohort will take place in Weeks 40-43 to train these early adopters to facilitate solutions regarding those resistant to change. In Weeks 44-46.
21. Is this project able to be replicated in other districts in Ohio?

F   Yes  
N   No

22. If so, how?

The project, in its most simple explanation, is the pairing of professional development for teachers to adequately prepare them with new concepts and teaching methods - thereby increasing levels of student achievement when transitioning to new technology in the classroom. As 2015 approaches and brings the requirements of the next generation assessments, the North Coast Technology Integration Districts (NPESC) have committed to the continual professional development of the teachers and coaches. This continual professional development will ensure the teachers are equipped with the necessary technologies and innovative strategies to prepare our students for the Ohio’s Next Generation assessments. The professional development will be ongoing and offered both virtually and in-person as needed. At the end of the 2014-15 grant year, the NPESC will produce a final report describing the progress made and what is planned for the next grant year. This report will also include a summary of the impact that the NPESC Districts have had on student achievement. The NPESC Districts will also share their best practices with other districts in Ohio and across the nation. This initiative gives credibility to teacher education and preparation programs that will benefit from this training. (Teachers in training will be trained alongside our veteran teachers. These teachers will take their new knowledge of using technologies to their first employer which will enable them to also train their new colleagues. And thus this program will ultimately reach more teachers than just those in Early Adopters, and even teachers in training who are training are preparing for the next generation of assessment process and screened by participating districts.) Technology integration is a ‘hot topic’ in education today and districts across the state and the country have made commitments with businesses and other organizations for the technology integration. Technology integration in other districts include blended learning (Westerville, New Albany, Reynoldsburg); while other districts have focused on a one-to-one initiative (Green, Oak Hills). Regardless of the integration focus for a school district, the main focus must be on teacher training. The meta-analysis conducted by John Hattie, 2009, states, "more than 10 hours of pre-training results in the greatest effects" of student achievement. (Hattie, 2009, p223) And teachers receiving more than 10 hours of training achieve up to 72% additional gain above the baseline computer using class.” (Hattie, 2009, p224)

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

Because the project is designed to be sustainable through continued, no-cost professional development services provided by NPESC, the project goals will be achieved for five years and beyond. "100% of all teachers in the consortium have received training, and have continued their professional growth. In this way, they have been able to improve their teaching methods, which, in turn, has improved student achievement across the board. The project is not to determine whether or not technology alone increases student achievement, the goal is to determine whether or not instructional practices are more effective and engaging through the use of technology. As John Hattie, 2009 and Robert Marzano, 2001 summarize in their findings, teacher effectiveness is one of the most influential components in raising student achievement. By training teachers and continuing to support teachers, student achievement will rise above expectations. According to John Hattie's meta-analysis relating teacher training on instructional technology and student achievement, teachers need a minimum of 10 hours of training to improve student achievement. 21st century fluency institutes consist of at least 18 hours of face to face training and additional virtual coaching and training as needed by the teachers and administrators. It is known that by just putting technology in the hands of teachers and students do not innately improve student achievement. In fact 1-2 hours of training can often cause isolation rather than collaboration. By providing teachers the tools and the training to communicate via text, online boards, social networking, and other platforms, teachers will have access to the necessary feedback and continuous feedback needed to improve student achievement. The project is not to determine whether or not technology alone increases student achievement, the goal is to determine whether or not instructional practices are more effective and engaging through the use of technology. As John Hattie and Robert Marzano in their findings, teacher effectiveness is one of the most influential components in raising student achievement. By training teachers and continuing to support teachers, student achievement will rise above expectations. "(The term "computer" now covers a multitude of meanings and implementations from mainframes, desktops and handheld devices is the Internet.” (Hattie, 2009, p220) "The use of computers can assist in engagement and positive attitudes to learning and school.” (Hattie, 2009, p221) These devices will be used in the classroom and the teachers will be expected to use the devices for teaching and development. The goal is to have classroom teachers receive a baseline of student achievement and identify those educators who are not experiencing the changes in student achievement. Sharing resources is also a goal of this project and the “First Wave” cohort is committed to sharing the trainers/coaches for on-going and job-embedded professional development on instructional strategies, assessment development, and co-teaching. Participating districts will experience the utilization of a greater share of district resources for the classroom by combining such resources as professional development and technology support between districts. Student achievement will be positively impacted as a result of the grant opportunity as well, because students will experience innovative educational delivery systems via technology, which ultimately prepares them for success on Ohio’s Next Generation assessment and beyond as well. The success of our students will be the lasting impact of this campus project. We hope to encourage other inter-district relationships. Please see our response to question 24 below for examples of how we will track this success. Please also refer to our response to question 25 below for an explanation of how we will evaluate the impact of our concept, our strategy, the approaches we will use.

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.

Please see our response to question 24 below for examples of how we will track this success. Please refer to our response to question 25 below for an explanation of how we will evaluate the impact of our concept, our strategy, the approaches we will use.

25. Describe the plan to evaluate the impact of the concept, strategy or approaches used.

Because the project is designed to be sustainable through continued, no-cost professional development services provided by NPESC, the project goals will be achieved for five years and beyond. "100% of all teachers in the consortium have received training, and have continued their professional growth. In this way, they have been able to improve their teaching methods, which, in turn, has improved student achievement across the board. The project is not to determine whether or not technology alone increases student achievement, the goal is to determine whether or not instructional practices are more effective and engaging through the use of technology. As John Hattie, 2009 and Robert Marzano, 2001 summarize in their findings, teacher effectiveness is one of the most influential components in raising student achievement. The project is not to determine whether or not technology alone increases student achievement, the goal is to determine whether or not instructional practices are more effective and engaging through the use of technology. As John Hattie and Robert Marzano in their findings, teacher effectiveness is one of the most influential components in raising student achievement. By training teachers and continuing to support teachers, student achievement will rise above expectations. "(The term "computer" now covers a multitude of meanings and implementations from mainframes, desktops and handheld devices is the Internet.” (Hattie, 2009, p220) "The use of computers can assist in engagement and positive attitudes to learning and school.” (Hattie, 2009, p221) These devices will be used in the classroom and the teachers will be expected to use the devices for teaching and development. The goal is to have classroom teachers receive a baseline of student achievement and identify those educators who are not experiencing the changes in student achievement. Sharing resources is also a goal of this project and the “First Wave” cohort is committed to sharing the trainers/coaches for on-going and job-embedded professional development on instructional strategies, assessment development, and co-teaching. Participating districts will experience the utilization of a greater share of district resources for the classroom by combining such resources as professional development and technology support between districts. Student achievement will be positively impacted as a result of the grant opportunity as well, because students will experience innovative educational delivery systems via technology, which ultimately prepares them for success on Ohio’s Next Generation assessment and beyond as well. The success of our students will be the lasting impact of this campus project. We hope to encourage other inter-district relationships. Please see our response to question 24 below for examples of how we will track this success. Please also refer to our response to question 25 below for an explanation of how we will evaluate the impact of our concept, our strategy, the approaches we will use.

* Include the method by which progress toward short- and long-term objectives will be measured. (This section should include the types of data to be collected, the formative outputs and outcomes and the systems in place to track the program's progress).

* Include the method, process and/or procedure by which the project will modify or change the program plan if measured progress is insufficient to meet program objectives.

ASHLAND UNIVERSITY (AL) will be undertaking the evaluation and implementation responsibilities throughout the project duration and also provide summative evaluation reports and recommendations at the conclusion of the grant period. The evaluation shall focus on the processes and results of the implementation of the grant projects through the thorough and full-cycle, to be sure that the Executive Board and our partners are continually benchmarking understanding and attitudes throughout the project. Benchmarking and Pre-Assessments of Students and Teachers: These evaluative measures begin at the inception of the grant, where, after AU's involvement in initial project kickoff and planning, Ashland's evaluators begin pre-assessment of teachers and students. In Weeks 1-4 AU will work closely with 21st CFP to ensure that testing accurately reflects a baseline of student and teacher comfortability, knowledge, and accountability for change for the exact technological concepts that will be implemented in the schools. During Weeks 5-6, AU will analyze this pre-assessment data and provides reports and returns to the Executive Board prior to the implementation phase of the project. AU will also evaluate survey results from teachers and administrators to identify those educators with the highest affinity for the role of "Early Adopters" in the first wave. AU will work with the Executive Board to select the initial cohort, the First Wave of 175 teachers and administrators to be trained and
Eventually become the trainers of the remaining 425 teachers and administrators across our consortium. Post Implementation Evaluation - Testing Educator Understanding: Following completion of the 21st Century Fluency Program training, AU will test both cohorts for conceptual understanding by working with 21 CFP to develop and administer these tests. Following the First Wave of training, AU will compile these results and provide recommendations to the board, and will do the same at the completion of the Second Wave. Educator Understanding results will be presented to the Executive Board prior to the Third Wave of the Program. Internal Monitoring and Evaluation: Administrators, who were part of the First Wave of training, will begin to collect data and conduct walk-throughs. Strategies used in the classroom will be tracked as well as educator perception assessments - compared to those assessments initiated in the planning phase of the grant period. Measuring student growth will also be a major focus of the Summative Evaluation Phase through post-assessments conducted by educators to measure student knowledge after each big idea-concept is completed in the classroom. Post-Assessment of Students: In order to ensure accurate data gathering, AU has planned to travel to each of the 18 schools during the Third Wave of the project. These site visits will focus on training educators to test student understanding of concepts and to conduct online assessments accurately and efficiently. All 700 educators will receive this training prior to conducting student assessments. Summative Evaluation and Findings: Based upon the full findings of the evaluation (pre-assessment testing of students, pre-assessment of attitudes and understanding of teachers, post-training knowledge assessment of all teachers and mid-program attitude assessments, and post-assessment testing of students), AU will provide a comprehensive report on the success of the program to the Executive Board to provide gap analysis and make recommendation for the program's continued success. Additionally, AU will provide a mini-assessment tool at conclusion of the grant period for the Executive Board's review to be used in place of AU's first year evaluation procedures moving forward beyond the grant period to ensure continued improvement.