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Adjusted Allocation 0.00
Remaining -862,900.00
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: Fairbanks 1:1 Initiative

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

3. General Information

   a. Fairbanks Local Schools is a local school district that has, in the past, participated in a variety of state and federal grants such as Venture Capital, Pathways to Financial Success, and 54321. The district Technology Coordinator is involved in the Delaware and Union County Technology Coordinator Council. In recent years, the use of technology has increased across the district as teachers have been trained on the use of Smart Boards, iPads, Schoology (LMS), Google Apps for Education, Progress Book, and Special Services (online IEP management). The district as a whole is moving in the direction of becoming paperless. Minutes for Board of Education meetings and administrative meetings are provided electronically. Progress reports and grade cards at the high school and middle school levels are distributed to parents electronically. The grant implementation team consists of the superintendent, both principals, the district special services coordinator, the district technology coordinator, the curriculum consultant, and teacher trainers.

   b. By providing an electronic device to every student, teachers will be able to enhance learning through the use of technology. New and innovative activities will be provided for students to complete at home with class time spent on activities that will help students reach a deeper understanding of the information being taught.

   c. With the increased availability of technology, classroom teachers will be required to rethink their instructional delivery systems. In order to help staff move in this direction, a large emphasis will be placed on professional development. Up to five persons will become district trainers. This team will attend workshops and conferences to increase their skills with electronic instruction. This team will then train a cadre of trainers within the district who will be responsible for training all staff on the use of the technology as well as how it can enhance instruction. Prior to launching the project, parent nights will be scheduled to explain the new approach to classroom instruction and homework activities.

4. Lead applicant primary contact: - Provide the following information:

   a. First Name, Last Name of contact for lead applicant: Robert Humble

   b. Organizational name of lead applicant: Fairbanks Local Schools

   c. Unique Identifier (IRN/Fed Tax ID): 050328

   d. Address of lead applicant: 11158 State Route 38, Milford Center, OH 43045

   e. Phone Number of lead applicant: 937-349-3731

   f. Email Address of lead applicant: bhumble@fairbanks.k12.oh.us

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

   a. First Name, Last Name of contact for secondary applicant: N/A

   b. Organizational name of secondary applicant: N/A

   c. Address of secondary applicant: N/A

   d. Phone number of secondary applicant: N/A

   e. Email address of secondary applicant: N/A

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.

   a. N/A

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

   a. * 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.

   b. * 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.

   c. UploadGrantApplicationAttachment.aspx

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.

   a. Fairbanks Local Schools is a local school district that has, in the past, participated in a variety of state and federal grants such as Venture Capital, Pathways to Financial Success, and 54321. The district Technology Coordinator is involved in the Delaware and Union County Technology Coordinator Council. In recent years, the use of technology has increased across the district as teachers have been trained on the use of Smart Boards, iPads, Schoology (LMS), Google Apps for Education, Progress Book, and Special Services (online IEP management). The district as a whole is moving in the direction of becoming paperless. Minutes for Board of Education meetings and administrative meetings are provided electronically. Progress reports and grade cards at the high school and middle school levels are distributed to parents electronically. The grant implementation team consists of the superintendent, both principals, the district special services coordinator, the district technology coordinator, the curriculum consultant, and teacher trainers.

E) 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)

   a. Student achievement

   b. Spending reductions in the five-year fiscal forecast

   c. Utilization of a greater share of resources in the classroom

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

   a. New - never before implemented

   b. Existing and researched-based - never implemented in your district or community school but proven successful in other educational environments

   c. Mixed Concept - incorporates new and existing elements

   d. Enhancing/Scale Up - elevating or expanding an effective program that is already implemented in your district, school, or consortia partnership

11. Describe the innovative project.

   a. One-on-one initiative with all K-12 students in Fairbanks Local Schools will be started. Chromebooks will be purchased for all certificated staff and each student in the district. These will be assigned to individual students and staff, and students will use them as part of their daily instruction as well as be able to take them home to complete assignments. With the increased availability of technology, classroom teachers will be required to rethink their instructional delivery systems. In order to help staff move in this direction, a large emphasis will be placed on professional development. Up to five persons will become district trainers. This team will attend workshops and conferences to increase their skills with electronic instruction. This team will then train a cadre of trainers within the district who will be responsible for training all staff on the use of the technology as well as how it can enhance instruction. Prior to launching the project, parent nights will be scheduled to explain the new approach to classroom instruction and homework activities.

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.

   a. This project consists of three goals. (1) Student achievement will increase for a variety of reasons. The electronic devices will enable all students to be actively engaged throughout the school day. Rather than having instruction in which the teacher may call on one student at a time, all students will be able to respond via the electronic devices. Teachers will be able to monitor student responses and provide appropriate feedback immediately. Teachers will have access to data obtained from student responses and use this assessment data more judiciously in making instructional decisions. The possibilities for differentiation will increase as teachers develop appropriate activities that make use of the technology available. Instruction in students’ zone of proximal development in all areas of the curriculum will become more feasible. In addition, online curriculum and the learning management system can be accessed beyond the hours of the school day and can be used to compensate for time lost due to calamity days. (2) Spending reductions in the five-year fiscal forecast will also become evident through the decrease in the cost of textbooks, decrease in replacement costs of equipment in computer labs as well as mobile devices and carts, decrease in the cost of paper and printers and student consumables, and reduction in cost of software licensing for anti-virus, operating system, and office software. (3) A greater share of resources will be utilized in the classroom because all students will have access to technology at all times. Students will no longer have to wait for their turn to use the hardware for activities such as research and learning programs. These tools for learning will be available anytime, anywhere. All moneys requested in this grant are targeted at the classroom level - either through the Chromebooks for each student along with the infrastructure needs required to make it feasible that they can all be utilized simultaneously or the teacher professional development that will focus on enabling...
teachers to maximize the use of the technology in their lesson planning. In addition grading and tracking student progress will become more efficient with the implementation of more online curriculum. The shift to one to one student devices will also simplify the planning, scheduling, and administration of the 20 day testing windows for the upcoming PARCC and Next Generation Ohio Assessments. This newfound efficiency will greatly increase the amount of instructional time that every student receives by up to 20 days of additional in-class instruction time.

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.

N/A

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

862,900.00 * 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 counts and salary/benefits, equipment to be purchased and cost, etc).

Expenditures for this grant will fall into four categories: equipment, infrastructure, software, and professional development. Chromebooks and wall mounted projectors will account for the major part of the equipment budget. Some upgrades to the electrical and wireless internet infrastructures will be required. Five-year software licenses for programs such as Schoology, Study Island, Lexia, and the like will be purchased. By buying five-year licenses, pricing will be reduced on what is currently being spent for these licenses. Finally, a large part of the budget will be used for professional development. Teachers will need to be trained on how to incorporate the chromebooks into their instruction. In addition, they will need training and time to develop curriculum that can be delivered digitally. Money currently allocated to technology will be rolled into supporting this initiative. In addition, time and money devoted to professional development will be used to continue the work of developing digital curriculum.

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 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, explain why.

The largest single cost of the project is a device for every student and teacher. Once these are purchased, we anticipate having to replace student equipment at grades three, six and nine starting in the 4th year of the program. We anticipate replacing replacing equipment every 4 years and upgrading the district's part of the wireless networks every year starting in year three. We will also need to secure a second internet provider for additional bandwidth and redundancy. These recurring costs will be covered with the funds that are currently used to replace technology equipment. The second largest expense will be the initial staff training. We will be creating an internal support system by training teacher trainers in each department and/or grade level. After the initial year, district professional development time and money will be devoted to providing additional opportunities for ongoing learning opportunities for staff.

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

46,470.00 * Specific amount of expected savings (annual)

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

By moving to a one-to-one delivery mode, we hope to reduce costs in lab-based computer equipment, mobile computer carts, classroom computers, textbooks, printers, and paper. The creation of an in-district support team of trainers will enable us to support existing staff and train new staff at little or no cost. Elimination of redundant technologies such as clickers, Socrative, and interactive whiteboards will further reduce expenditures. The district spends about $65,000 annually on textbooks. It is estimated that about $30,000 of that expenditure could be saved with the use of digital curriculum. As we move into the digital delivery realm, it will be necessary to purchase additional equipment so students can take the tests electronically. Approximately 150 more chromebooks ($330 each) as well as 5 additional storage carts ($2500 each) will be needed over the next few years at a cost of $62,000 or $12,400 a year for five years. There will also be savings in the cost of software licenses as we move to the Chromebooks. We are currently spending $8 per computer for a 3 year anti-virus license and $5 per computer annually for Deep Freeze licenses. With 400 computers, that amounts to approximately $30,000 per year. It is also anticipated that teachers will switch their daily computer use to Chromebooks which will reduce current software licensing by $50 per computer per year. It's estimated that in the first year of the program approximately 25% of the teachers will make this switch (savings of about $1000) with the number increasing in subsequent years.

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.

Teachers will need to be trained on how to incorporate the chromebooks into their instruction. In addition, they will need training and time to develop curriculum that can be delivered digitally. Money currently allocated to technology will be rolled into supporting this initiative. In addition, time and money devoted to professional development will be used to continue the work of developing digital curriculum.

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 may include parents, community leaders, foundation support and businesses, as well as educational personnel in the affected entities.)

* Proposal Timeline Dates


* Narrative explanation

The use of technology will be an important part of this initiative. As a result, a helpdesk and resource center will be planned and created to be used throughout the project. Plans for training the district trainers will be made as early as possible with the training to begin in January. Teacher trainers will be determined in January, and plans for bringing their training in February will be made. Plans for the installation of projectors and upgrading the electrical and wireless networks will be made in January and February so that this work can begin as soon as possible. During the months of March and April, teacher trainers will be planning the trainings they will use when they provide professional development for the remaining teachers. In May, plans will be finalized for the week long summer sessions in which teachers will begin developing their digital curricula. With project evaluation in mind, student and teacher surveys will be developed to be administered at the beginning of the project.

Implement (MM/DD/YYYY): 1/10/2014 - 6/30/2014

* Narrative explanation

Implementation - Chromebooks will be ordered in early January so district and teacher trainers will have them available for their work. Student and teacher surveys will be administered. Projectors will be ordered and mounted on the walls, and network and electrical upgrades will be completed during the first two months of the project. Training for teacher trainers will begin in February and continue through the rest of the school year. During this time, the teacher trainers will begin to develop content and pilot what is developed using equipment currently in the district. They will also research best practices that can be shared with their colleagues as they proceed with trainings for them. These trainings will begin in late April and continue into May. Chromebooks for the remaining teachers will be ordered so they will have access to them when their training begins. The month of June will be devoted to curriculum development. Teacher trainers will be compensated for working with colleagues for a week to develop curriculum that can be delivered electronically during the 2014-2015 school year. Chromebooks for all of the students will also be ordered during the month of June as they will be ready for student use starting in the fall of 2014.

Summative evaluation (MM/DD/YYYY): 05/15/2014 - 6/30/2019

* Narrative explanation

The final summative evaluation of the project will not take place until the end of five years. At this time, we expect to see a significant rise in student achievement, teacher satisfaction, and student engagement. However, intermediate evaluations of the program will occur on a regular basis. At the beginning of the grant, student and teacher surveys will be given to assess knowledge and attitudes about digitally delivered curriculum. A second survey will be given at the end of the school year to determine whether or not there have been any changes in knowledge and attitude. At the
19. Describe the expected changes to the instructional and/or organizational practices in your institution.

Classroom instruction will incorporate more electronic resources as the paper and pencil activities will decrease. This will allow for more differentiation of the curriculum to meet the needs of the wide range of students in the classroom. Since all students will have access to a Chromebook, student engagement will increase. All students will be expected to respond to classroom questions via technology. The results will be available immediately, thus allowing the teacher to clarify misconceptions and confusions at the time they occur. Classroom curriculum will be available to students beyond the school day. This curriculum will also be available to students during school breaks and summer, so progress should continue during these times of the year. Summer intervention can be delivered through the electronic devices. Students will be able to develop a K-12 portfolio that will be tied to their Google Apps for Education account. Staff meetings can be held online and be paperless. This will allow more time for resource creation and instructional time. Professional development time already designated on the district calendar can be devoted to curriculum development that will make use of the available technology. As more curriculum is developed by teachers to utilize the online components, less time and energy will be devoted to previewing textbooks for district adoptions.

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.

Last year, in the summer of 2015, we began to see a decrease in the amount of time teachers need to manage their classrooms and have shown increased student engagement. These reductions in time come from the following areas: assignment submission, grading, and feedback mechanisms. By tagging resources to the Common Core State Standards in the Schoology Learning Management System the district can consolidate resources across the curriculum and grade levels. We can track which resources are most effective for student achievement and allow us to quickly find intervention materials for individualized student support. The discussion features allow even reluctant students to participate in classroom discussions. One to one programs such as the Maine Learning Technology Initiative and the Houston Independent School District have shown the transformative effect of equal access to technology for all learners. Schoology Learning Management System the district can consolidate resources across the curriculum and grade levels. We can track which resources are most effective for student achievement and allow us to quickly find intervention materials for individualized student support. The discussion features allow even reluctant students to participate in classroom discussions. One to one programs such as the Maine Learning Technology Initiative and the Houston Independent School District have shown the transformative effect of equal access to technology for all learners.

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

Yes

22. If so, how?

We are using off-the-shelf technology equipment and publicly available online resources. Our model of professional development and curriculum creation will be documented and made available online.

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

We are living in a digital age. Many of our classrooms still operate as they did in the late 20th century. If we are to prepare our students to live in the 21st century as successful, contributing members of society, they need to be educated in the world in which they live. Not only will they receive instruction on basic content, they will receive training in life-long learning skills.

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.

By the end of the school year in 2015, we will begin to see minor improvements in student achievements. As we realign and refine our curriculum for one to one digital learning, we will see marked student improvements in school years 2016 and 2017. We will use the results from the upcoming PARCC and Next Generation Ohio assessments to guide our improvements. By the end of the 5 year project, we expect every aspect of our district culture to have been transformed.

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).

* 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.

Short Term Evaluation: At the beginning of the project, staff and students, who will participate in piloting some of the curriculum, will complete a survey that will identify current attitudes about and knowledge of digital learning. This survey will be given again in the spring to the same staff and students. Results will be used to measure short term changes. At the end of all teacher trainings, an evaluation will be completed. Results of these evaluations will be used to inform both content and procedures to be used in future sessions. Rubrics will be developed and used to assess the quality of the digital curriculum being developed and/or selected. This will ensure that the quality of what is used will be appropriate for the needs of our students. Classroom walkthroughs, both physical and digital, will be used, and data will be collected about the amount and quality of the digital instruction being used in classrooms. As the project progresses, this data should provide some important information about what is actually occurring in classrooms. Long Term Evaluation: Student, parent and staff surveys will be conducted on a yearly basis to measure changes in knowledge and attitudes over time. Results of these surveys will be used to make adjustments to the program. State assessment results will be used to identify increases in student achievement. By analyzing student strengths and areas of weaknesses, changes will be made to the instruction being provided as appropriate. It is expected that there will be small increases in student achievement immediately with more significant increases occurring in the later years of the initiative.

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/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 Ann Prue Arthur Director of Special Services Fairbanks Local Schools 10-24-2013