

Budget

Fostoria City (043992) - Seneca County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (81)

U.S.A.S. Fund #:

Plus/Minus Sheet (opens new window)

Purpose Code	Object Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction		8,544.00	1,406.00	0.00	0.00	379,075.00	0.00	389,025.00
Support Services		0.00	0.00	118,900.00	24,200.00	0.00	0.00	143,100.00
Governance/Admin		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development		0.00	0.00	5,000.00	0.00	0.00	0.00	5,000.00
Family/Community		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Safety		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities		0.00	0.00	0.00	0.00	200,000.00	0.00	200,000.00
Transportation		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total		8,544.00	1,406.00	123,900.00	24,200.00	579,075.00	0.00	737,125.00
Adjusted Allocation								0.00
Remaining								-737,125.00

Application

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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: Digitally Enhanced Learning Environment

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.

Placing technology in the hands of students & in classrooms will provide opportunities for students in Fostoria City Schools (FCS) to meet all goals of the Straight A Grant, as well as the educational demands of the Common Core State Standards (CCSS) & performance based assessments. This grant will ultimately improve the technological capacity & instructional opportunities for all students & staff in the district including involving parents as advocates for their children.

1763 3. Total Students Impacted:

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

First Name, last Name of contact for lead applicant: Andrew Sprang

Organizational name of lead applicant: Superintendent Fostoria City Schools

Unique Identifier (IRN/Fed Tax ID): 043992

Address of lead applicant: 1001 Park Avenue Fostoria, OH 44830

Phone Number of lead applicant: 419-436-4100

Email Address of lead applicant: asprang@fostoriaschools.org

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

First Name, last Name of contact for secondary applicant: Norman Elchert

Organizational name of secondary applicant: Treasurer Fostoria City Schools

Unique Identifier (IRN/Fed Tax ID): 043992

Address of secondary applicant: 1001 Park Avenue Fostoria, OH 44830

Phone number of secondary applicant: 419-436-4103

Email address of secondary applicant: nelchert@fostoriaschools.org

6. List all other participating entities by name: Provide the following information for each additional participating entity, if applicable: Mention First Name, Last Name, Organizational Name, Unique Identifier (IRN/Fed Tax ID), Address, Phone Number, Email Address of Contact for All Secondary Applicants in the box below.

Fostoria Junior Senior High School- 012039, Thomas Grine- Principal and Drew Bauman- Assistant Principal 1001 Park Avenue Fostoria, OH 44830 419-436-4110 tgrine@fostoriaschools.org and dbauman@fostoriaschools.org Fostoria Intermediate Elementary- 031757 Tera Matz-Principal 1202 HL Ford Drive Fostoria, OH 44830 419-436-4125 tmatz@fostoriaschools.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.

[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.

This project will be implemented by district administration, building administration, technology coordinator, & teaching staff of both the Fostoria Junior/Senior High & Intermediate Schools. As FCS implements this process the district will solicit feedback from all district stakeholders in order to purchase technology devices that best serve the needs of all involved. All members of the team from an administrative perspective have at least 3 years of experience within the district. The district has a long standing partnership with the Northern Ohio Educational Computer Association (NOECA) which will be beneficial in supporting the technological upgrades and professional development. Our current district technology coordinator has experience as a technology consultant beyond his years of experience within FCS. For the district he troubleshoots software and device issues as well as server upgrades and consulting with vendors on contracts, and other educational resources. The Junior/Senior High School and Intermediate Elementary administrators have a high level of proficiency with a wide range of technological devices such as desktops, laptops, tablets, smartphones, etc.. They draw upon these skills to lead staff and support their learning with the ever changing technological world.

B) PROJECT DESCRIPTION - Overall description of project and alignment with Outcomes

9. Which of the stated Straight A Fund goals does the proposal aim to achieve? - (Check all that apply)

Student achievement

Spending reductions in the five-year fiscal forecast

Utilization of a greater share of resources in the classroom

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

New - never before implemented

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

Mixed Concept - incorporates new and existing elements

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

11. Describe the innovative project.

The goal of Fostoria Junior/Senior High School & Fostoria Intermediate School is to provide each student the opportunity to reach his or her full potential. As a prospective recipient of the resources provided through the Straight A Fund, FCS aims to increase student achievement, improve teacher-to-student & student-to-teacher communication & enhance the learning process through expanded technological learning experiences. Fostoria Junior/Senior High School, a 7-12 building, will create a 1:1 learning environment where each student & teacher is assigned a laptop computer for enhanced & efficient teaching & learning experiences. Students will be able to take these laptops with them from class to class & home at the end of the school day. With the implementation of a 1:1 learning environment, teachers will be able to create collaborative projects, incorporate a wide variety of internet resources & manage student learning from any location in a seamless, efficient manner. Current research shows that teachers who regularly incorporate technology into their instruction are more effective in engaging students in the learning process. Allowing each student access to their own device, during & outside of school hours, will bridge the gap between the instruction done in the classroom & the work completed at home. Students missing school or who need assistance will be able to communicate those questions or concerns beyond the traditionally restricted time provided by a single class period. Fostoria Intermediate School, a 3-6 building, will create an environment in which both students & teachers have daily access to a variety of technology resources. Pairs of teachers will receive a cart of 30 laptops to be shared throughout the day. These laptops will be available resources for individual, small group, or whole class instruction. In an effort to create new & creative learning options for district students in grades 3-6, Fostoria Intermediate staff will be trained to incorporate Blended Learning opportunities into their classroom. Students will receive personalized instruction targeted to their individual needs & tailored to their unique learning styles. This blended learning model will combine traditional instruction utilizing the district's current core curriculum materials, technology, & intervention/enrichment services, allowing all students to learn at their own pace. Although grant funds will not directly be used to fund technology at the primary level, district students in grades K-2 will be indirectly affected, as part of this plan will include transferring current technology from the Intermediate & Junior/Senior High to Longfellow (grades PreKdg.-K) & Riley (grades 1-2). This will allow FCS to use this grant money to impact instruction throughout the entire district PreK-12. By providing this targeted & tailored instruction, FCS can begin to close the achievement gap amongst district students including subgroup populations. FCS recognizes that the achievement gap has more far reaching implications than just scores or grades. The achievement gap strongly correlates to dropout rates, college graduation, employment, lifetime earnings & quality of living. From a logistical standpoint, the grant will provide

funds needed to improve the wireless network & technology infrastructure for the district. This includes improvements to bandwidth as well as wireless access points being increased in the district.

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.
Goal #1- Student Achievement: The goal is to close the achievement gap among all students individually & in specific subgroups. Incorporating technology will allow staff to create targeted assessments, students to work collaboratively & to provide timely student specific feedback on learning outcomes. Goal #2- Reduction of Spending in the 5 year Forecast: This grant will allow FCS to reduce expenditures in several ways. In technology, FCS will reduce the budget for new devices over the next five years following the initial grant purchase. Current resources will shift to younger grades, increasing the total devices & functional capacity within classrooms. Material resources will reduce the need for print materials such as paper, toner, textbooks, workbook materials & miscellaneous supplies. Staffing instructional changes will promote individualized instructional strategies & increase teachers' capacity to facilitate a larger number of students at various skill and ability levels at the same time. Goal #3- Greater Resources in the classroom: Within a technology enhanced environment students will receive differentiated instruction that targets specific skill needs & the ability to receive individualized timely feedback. Students will have increased resources beyond the traditional library & textbook materials. The collaborative approaches to be used will support project & performance based learning to enhance student skills to meet the College & Career Readiness expectations. Teaching staff will connect digitally to online instructional tools & environments that provide experiences to connect with speakers in specific areas, virtual travel with exposure to locations & cultures around the world, & provide additional course offerings beyond the traditional scope & sequence. The connection to the District Improvement Plan: As a district participating in the Ohio Improvement Process, & receiving a State Diagnostic Review, this grant allows FCS to address identified areas of improvement. In the area of alignment with standards, staff will have access to greater resources to meet the needs of the CCSS. Instructional practices will improve, with a shift from teacher centered direct instruction to student centered learning environments fostering project based learning & flexible grouping. This grant supports FCS with implementation of the newly revised mission & vision statements with a focus on preparing students to function in a global society. The leadership of the district will support the initiative by providing hands-on learning & technology resources to students, parents, staff and other stakeholders, providing an engaging environment, challenging students to achieve maximum potential. This learning curve for all district stakeholders will be supported through professional development(PD). The PD will support staff in working in a digital world & utilizing resources to connect standards to real life application. There are several data-driven decision points impacting student achievement. The district has a high economically disadvantaged classification with a 78% free & reduced lunch rate: FJSHS at 74%; Intermediate at 83%. These targeted buildings are the intended primary recipients of the grant funds. FCS has a high mobility rate of 12-13% with 23-26% annually for students with disabilities. Increased technology will allow for initial benchmarking of skills & content knowledge for accurate services & placements including instructional intervention & enrichment for all students to assist in educational transitions reducing resulting learning gaps. This grant will foster achievement & refinement of skills in content learning, social emotional interactions, communication & technological skill sets. All of these are prerequisites to life in the 21st century.

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?
737,125.00 * 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, RttT 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).
The budget of \$737,125 encompasses many different items in our goal to achieve 1:1 technology in grades7-12 and 1 computer cart with 25 computers for every 2 teachers in grades 3-6. Professional development will be a one-time cost of \$5,000 to train and provide resources for our staff of 89 teachers. The district will also have the costs of salaries and benefits to pay teachers for two - 4 hour sessions of professional development at an estimated cost of \$9,960. The actual Chromebooks and carts will cost \$379,075.00 with \$22,125.00 of that being to purchase the 15 carts for the Intermediate building. The remaining amount will cover the cost of purchasing 1210 computers (\$356,950). This includes computers for each of the 89 teachers. To protect and prolong the use of these computers, the district will purchase cases for each computer (\$24,200) and purchase a 3 year insurance policy on any breaks or accidental destruction of the computers (\$72,600). This will help in keeping costs down for repairs. An additional cost for the project is the purchase of Chrome management (\$36,300). The final purchased service cost will be for NOECA to provide technical support (\$10,000). In the budget the district has included an estimated cost for upgrades to the technology infrastructure at the Fostoria Junior/Senior High and Intermediate Schools (of \$200,000). This is essential to enable the district's current system to be totally wireless and able to handle the increased internet usage. Fostoria City Schools has a continuing permanent improvement levy from which \$10,000 will be set aside each year to help in cover the costs of replacing computers in 5 to 6 years. The district also has a reserve of over \$600,000 in permanent improvement funds that may be used for replacing computers.

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.
350,000.00 * 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 counts and salary/benefits, equipment to be purchased and cost, etc.). If there are no new/recurring costs, please explain why.
Fostoria City Schools will have a recurring cost every 5 to 6 years of around \$350,000 to replace computers. This will be covered by the amount of savings each year in purchased services and supplies which will be set aside to cover the cost of replacement. The district anticipates a savings of \$4,000 in paper (supplies) and \$59,450 in purchased services (10 students coming back from open enrollment -\$5745 per student) and \$2,000 in printing/copying costs. This totals \$317,250 after five years and \$380,700 after six years. The district will also set aside \$10,000 a year in permanent improvement money which will provide \$50,000-60,000 towards purchasing new computers. Any other costs that arise from this new technology will be funded through the current technology budget.

16. Are there expected savings that may result from the implementation of the innovative project?
63,450.00 * 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.)
The district should realize a savings of \$57,450 in purchased services due to the reduction of 10 students going out of our district via open enrollment. A majority of the districts nearby do not have 1:1 technology. Most of these districts pull students from Fostoria through open enrollment. The district loses 380+ students a year to open enrollment and an additional 120+ students to community schools. This takes around 3 million dollars out of the district. Reducing the district's open enrollment figures by 10 students is very conservative. Fostoria's goal is that once this technology project implemented, 30 or more students would re-enroll at Fostoria City Schools. This would be a great benefit to the district. Additional savings to the district include \$2,000 in copier costs for purchased services and \$4,000 in savings coming from reduced paper use. A modest savings of \$63,450 dollars a year, which would be put in a reserve to pay for the replacement of computers in 5 to 6 years, is projected. However, the goal is to realize much more of a savings annually if the open enrollment reduction becomes more like 30 students which would add an additional \$100,000 in savings each year.

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.
This project is self-sustaining based on taking the projected savings each year and putting the dollars into a reserve for the purchasing of all new computers in 5 to 6 years. The projected savings of \$63,450 dollars each year through the decreasing expenditures in the area of purchased services and supplies. The district should experience savings in the technology budget that are not included due to the fact that there will be other costs due to the increase in the number of devices and upgraded technology infrastructure. The budget for technology will not have the stress of new computer purchases which will allow them to absorb any additional costs. \$10,000 will be put in reserve each year from district permanent improvement money to allocate towards the purchase of new computers every 5 to 6 years. Fostoria's May, 2013 forecast is much different than the current October 2013 forecast. There is a much larger deficit in May's forecast than in the current forecast due to many cuts in salaries/benefits, supplies, and capital outlay. This grant will help further the district's efforts in providing a sound education while being fiscally responsible. It will allow us to keep and add many opportunities for students while reducing spending to meet incoming revenue.

D) IMPLEMENTATION - Timeline, communication and contingency planning

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

Describe the ongoing communication plan with the stakeholders as the project is implemented. (Stakeholders can include parents, community leaders, foundation support and businesses, as well as educational personnel in the affected entities.)
* Proposal Timeline Dates
Plan (MM/DD/YYYY): 01/06/2014
* Narrative explanation
During January-March 2014, final research & selection of the portable device, (i.e., Chromebook, laptop) will take place. This will involve the technology coordinator, administration, staff, students, parents, community members, and regional network administrator (NOECA). The purpose of this timeline will focus on selection of a device which supports the skill sets & needs of all stakeholders.
During January-May 2014, necessary upgrades to support the district's broadband & wireless capacity in the district will be made. This will involve the treasurer, technology coordinator, & Time

Warner Cable.

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

*** Narrative explanation**

With this project, the district envisions the implementation being accomplished in phases, January - August 2014. During Phase 1, FCS will address the need for upgrading the district's bandwidth & wireless capacity to support the increased use of these portable devices on a daily basis. Phase 2 will involve staff training at the end of the year on topics such as: teacher knowledge of the Google platform, effective use of technology as an instructional resource, technology awareness & safety. In Phase 3 of implementation, FCS will allocate the devices to students & families with training on acceptable use & functionality in order to be prepared for use at the start of the 2014-15 school year. Possible barriers include: 1) Comfort level of all stakeholders. 2) Time for staff to plan differently for technology based instruction & assessment. 3) Stakeholder buy-in and understanding of the benefits and uses of technology devices to enhance full implementation of the CCSS. 4) Infrastructure upgrade in timely manner. Barrier solutions include: 1) FCS providing open PD sessions over the summer for stakeholders to come in & work with the support of outside technology resources/personnel (NOECA and NWOET). 2) Students and parents will be provided with training on internet safety as well as upkeep of the device. Training sessions will be mandatory in order for individuals to be allocated a device. This training will focus on the acceptable uses of the devices as well as the responsibility that comes with use of the technology devices. 3) Establishing earlier than necessary infrastructure upgrade deadlines to allow for flexibility.

Summative evaluation (MM/DD/YYYY): 06/01/2015

*** Narrative explanation**

The evaluation of this project will be done at the end of the first year in order to make adjustment for the future. To evaluate the effectiveness of the program, FCS will conduct student surveys, teacher surveys, & parent surveys looking at the functional basis of the project. The district will gain knowledge into the perception on the benefits of having the device, on ease of turning in assignments, researching, etc. Another evaluative tool will assess the financial savings to the district through the end of year fiscal report and Five Year Forecast. Using academic data, FCS will evaluate how the individualized instruction supports the closing of the achievement gaps among all students & subgroups.

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

Expected changes to the instructional and/or organizational practices include: 1) Project Based Learning. 2) Individualized instruction. 3) Student collaboration on projects with peers & teachers. 4) Ease of communication for timely teacher-student feedback. 5) Digital completion of assignments. 6) Different delivery methods for instructional practices. 7) Reduced reliance on traditional methods of materials (textbooks, paper pencil activities, workbooks, instructional supplemental materials, etc.).

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.

The rationale for this project is to change the landscape of education in FCS & create an engaging 21st Century learning environment. This environment will allow students various avenues to access instructional resources. Through existing technology, as a former recipient of the ARRA 21st Century Technology Grant, FCS has staff members already implementing these concepts. Students are able to submit & peer-edit each other's research, receive digital feedback from staff, etc. This will provide the opportunity to extend beyond the limited numbers of classrooms that have been impacted to this point. As referenced in John Hattie's research, anything over a .40 "Effect Size" has the impact of one or more years of growth for students. A few examples of strategies that will be implemented through the use of technology as an instructional tool will be: problem-solving teaching (.61); cooperative v. competitive learning (.55); parental involvement (.51); interactive video methods (.52); & professional development (.62). Other research that would support this type of individualized learning would be the work of Bill Daggett and the International Center for Leadership in Education. Through their work with the Model Schools they demonstrate that the personal relationships coupled with the student centered and project-based learning have the greatest impact on the education of the child today. There is a strong connection between individualized learning and the real world supporting the College and Career Readiness Initiative for 21st century learning. The lasting transition that the district will see leads to a flipped classroom at the secondary level where students are creating and using their higher order thinking skills to remain competitive in the global market, as evidenced through blended learning research. One final source of research to support this initiative would be the Khan Academy. Lessons through the Kahn Academy allow students to learn in a variety of ways aligned to individual learning styles and from peers. Students demonstrate their knowledge and apply their skills to support their work as problem solvers and decision makers for application in real world skills.

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

Yes

No

22. If so, how?

FCS welcomes districts to explore this option through arranged site visits throughout all stages of implementation. This will allow these districts to have exposure to barriers, successes and challenges all in advance of their own implementation.

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

This project's substantial value and lasting impact will address the following: 1) Students will learn to work collaboratively. 2) The technology gap will close. 3) There will be increased student achievement. 4) The marketability of the district will improve, maintaining current enrollment levels, and bringing open enrolled students back to the district. 5) Teachers will implement instructional change to teaching & assessment. 6) This project addresses goals that are outlined in our State Diagnostic Review & Ohio Improvement Plan as described earlier.

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.

Specific benchmarks and goals to be achieved within five years include: Goal 1- Student Achievement- 1) Proficient or better on state mandated achievement assessments. 2) Value-Added growth of a minimum of 1 year growth for all students including subgroups. 3) Graduation rate at or above expected state target %. 4) Increase in or retention of student enrollment. 5) Promoting College & Career Readiness skills for all students. Goal 2-Reduction in spending: 1) Reduced \$ spent for purchased services provided by agencies outside the district. 2) Reduced \$ for supply costs, including paper and copiers. 3) Reduced \$ for new or replacement textbooks, instructional materials and supplemental educational resources. Goal 3-Utilization of greater resources in the classroom: 1) 1:1 ratio for student to individual portable device throughout the district. 2) Resource access expanded beyond traditional "hard copy" materials to web-based interactive & global resources. 3) Constant & consistent access to the most current curriculum materials. 4) Access to unlimited resources & materials beyond traditional teacher supplied/provided to promote student individual creative thinking. 5) Student initiated choice of media format to engage & meet student's own educational learning styles.

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.

Evaluation of this grant will be an ongoing process. One of the most important aspects of the grant is to continually expand the number of technology devices available within the district to move towards the district's goal of 1:1 ratio with technology. As the district is evaluating the devices, the capabilities and usability will be evaluated in order to make sure that the devices are appropriate to meet the needs of state mandated testing, class assignments/ projects, and best instructional practices. In order to evaluate the effectiveness FCS will review classroom instruction, student work, stakeholder feedback, and achievement data. Building administration will play a crucial role in the evaluation process utilizing walkthroughs and lesson plan reviews. Administrators will monitor how the devices are used, not only by staff, but primarily students. This will insure that the classroom environment promotes student discovery and innovation. The lesson plan reviews will provide notice of opportunities for the administrators to observe classroom activities and calculate a percentage of instructional time that is promoting project-based collaborative learning. As time progresses, the district will survey students, teachers, and parents regarding usability, resources, communication, and connectivity issues. Finally, the district will use student achievement data from state mandated testing, as well as NWEA Map testing data, to gauge achievement success. The goal is that as students become more comfortable in the online testing world, FCS will see a truer reflection of students' abilities in the specific content, therefore leading to increased student achievement. The district understands that there will be challenges and modifications that need to be adjusted over time. Based on these evaluative measures, FCS will increase professional development opportunities for all stakeholders to stay current with the technological advances that are made in the years to come. With the Straight A Grant funds, there may be a need to reallocate dollars once different aspects of the program are implemented and final quotes are received. All information gathered and completed evaluations will be managed by the district, with the focus on individual skill sets of all stakeholders. Evaluations will assess that stakeholders have a learning stretch and are challenged beyond current technological skill sets which include presentations, command skills, communication, accessibility of resources, and technological troubleshooting to name a few.

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.

I Accept Andrew R. Sprang Superintendent Fostoria City Schools October 24, 2013