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Adjusted Allocation: 0.00
Remaining: -50,000.00
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: iPads and Digital Portfolios in Today's Art and Music Classrooms

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.

   Our primary goal is to have students achieve a greater share of resources in the classroom. We will be focusing on the following objectives: 1) to document and measure student achievement and growth in the visual and performing arts. 2) to engage all students in a creative and collaborative environment by increasing access to technology. 3) to deliver differentiated instruction based on the Visual and Performing Arts Standards through technology. 4) to develop and enrich technology skills, as defined by the National Educational Technology Standards for Students (NETS)? 5) to infuse music and art throughout the curriculum by using mobile technology.

3. Total Students Impacted: 650

4. Lead applicant primary contact: 
   - First Name, last Name of contact for lead applicant: Diane Rutherford
   - Organizational name of lead applicant: Fredericktown Local Schools
   - Unique Identifier (IRN/Fed Tax ID): 047852
   - Address of lead applicant: 111 Stadium Drive, Fredericktown, OH 43019
   - Phone Number of lead applicant: 740-694-2781 Ext 1132
   - Email Address of lead applicant: drutherford@fredschools.com

5. Secondary applicant contact: 
   - First Name, last Name of contact for secondary applicant: Jessica Overholt
   - Organizational name of secondary applicant: Fredericktown Local Schools
   - Unique Identifier (IRN/Fed Tax ID): 047852
   - Address of secondary applicant: 111 Stadium Drive, Fredericktown, OH 43019
   - Phone number of secondary applicant: 740-694-2781 Ext. 1115
   - Email address of secondary applicant: joverholt@fredschools.com

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.

   None

7. Partnership and consortia agreements and letters of support: 
   - 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.

   **Diane Rutherford**: Art Education Teacher, Teach grades 1-7, 10 years of teaching, Bachelors Fine Arts, Art Education License K-12, Technology Endorsement, previous 15 years as a professional graphic designer/artist. I have the opportunity to teach students in grades 1-7 (approximately 600 students a year). Elementary students (grades 1-5) visit the art room once a week; sixth and seventh graders attend every day for a nine-week or semester rotation. Jessica Overholt - Music Education Teacher - Teach grades K-12, 20 years of teaching, Bachelors Music Education, Masters of Curriculum and Instruction, Music 20 years teaching private piano lessons. Jessica has the opportunity to teach students grades K-12 (approximately 755 students a year). Elementary students (grades K-3) visit the music room twice a week for 30 min and grades 4-5 once a week for 40 minutes. She also sees grades 6-12 band students several periods a day for 50 minutes. Jessica and I have worked together for 10 years. The close proximity of our classrooms and the ability to schedule blocked classes allows us the opportunity to collaborate, share innovative ideas and implement projects with all of our fine arts students.

   **Upload Grant Application Attachment.aspx**

**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 educational environments
      - [ ] 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.

   Traditionally art and music classrooms have lacked the accessibility to technology. Art supplies, singing and musical instruments etc. have been adequate to teach in these classrooms. With the development of technology and mobile devices a new learning environment for diverse students is now available. The merging of traditional art and music classrooms with innovative technology will open the door for creativity of all students. With the use of iPads in our fine arts classrooms we want our students to have that opportunity. Our students will have numerous opportunities for student growth, personalization and engagement. It will raise student interest, promote class participation, teach new creative skills, introduce careers in the digital arts, help students make connections between the classroom and the outside world, and show parents, administration, and community members that we are teaching on the cutting-edge. The innovative nature of mobile technology leaves the door open for endless student centered applications.

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.

   Goals will be met by utilization of iPads in the art and music classrooms on a daily basis. Student achievement will be addressed by the use of digital portfolios. Digital portfolios on the iPad will provide data with on-going assessments documenting student growth. Each online portfolio will be a record of the student's development, uniqueness, creative skill and passions as a young artist or musician. Students will be able to document their growth year to year, by maintaining their portfolio throughout their school career. Having a collection of artifacts will create concrete evidence of student growth. IPads will also be used to enhance our district wide Fine Arts Night as we showcase students' achievements, projects and performances in the Fine Arts. The entire student body (K-12) participate in this event. Students in visual arts display their finished work and students in the performing arts share their talents in vocal and instrumental music. This event is open to the public and an admission fee of two non-perishable items that will be donated to the local Fredericktown Intercurch. For our 8th year of the "Fine Arts Night", we would like to take our show into the 21st century by incorporating technology and ideas that will engage not only our students but also family members, community members, and other attendees. Visual Arts: In the visual arts classroom we would like to use iPads so students can videotape their process of making art, and a statement about their art. For example: 1) Describe your artwork (techniques, processes, mediums) and tell what choices you made when doing it. 2) Tell how you got your ideas for your artwork. 3) Describe how you solved any problems you had creating your artwork. 4) Tell why you think this is a good piece of artwork. This end process will allow for creative
C) SUSTAINABILITY - Planning for ongoing funding of the project, cost breakdown

13. Financial Documentation - All applicants must enter or upload the following supporting information. Responses should refer to specific information in the financial documents when applicable:
   a. Enter a project budget
   b. Upload the Straight A Financial Impact Template forecasting the expected changes to the five-year forecast resulting from implementation of this project. If applying as a consortia or partnership, please include the five-year forecasts of each school district, community school or STEM school member for review.
   c. If subsection (b) is not applicable, please explain why, in addition to how the project will demonstrate sustainability and impact.

14. What is the total cost for implementing the innovative project?
   $50,000.00  
   * 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).

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)

16. Are there expected savings that may result from the implementation of the innovative project?
   50,000.00  
   * Narrative explanation/rationale: Provide details on the expected savings (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc). If there are no new/recurring costs, please explain why.

17. Provide a brief explanation of how the project is self-sustaining. If there are ongoing costs associated with the project after the term of the grant, this explanation should provide details on the cost reductions that will be made 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.

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 involved 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): 05/30/2014
   - Narrative explanation

   The planning stage will begin upon approval and will commence on May 30, 2014. The approval of funding will determine when equipment can be ordered. Once equipment and supplies are acquired, equipment will need to be set up and synced with required applications. A preliminary testing of processes to be used in regards to the digital portfolio will begin with the Spring quarter of the following school year. Students enrolled in art and music classes in Grades 4 and 5. Once the digital portfolios for grades 4 and 5 are in place other grades will follow suit.

   - Implement (MM/DD/YYYY): 05/31/2015
   - Narrative explanation

   Full implementation of the digital portfolios will occur during the 2014-15 school year. Limitations may include alterations to scheduling of specific grade levels in the music and art classrooms. Scheduling is a variable in respect to staffing issues each school year. Use of ipads for the Fine Arts Night will be completed in April 2015 (specific date is yet to be determined). The ongoing communication plan will consist of daily instruction and communication with students in the classroom. Student portfolios will be stored on their Google drive which will allow for parent access anytime. News and project information will be communicated to students, administrators, regular classroom teachers as well as parents through shared newsletters and calendars on the google drive.

   - Summative evaluation (MM/DD/YYYY): 06/30/2015
   - Narrative explanation

   Following the 2014-15 school year, a summative evaluation of the project will be completed. Teachers will review student and parent surveys, the effectiveness of the digital portfolios, and the logistical and administrative requirements of the implementation of the project. Once strengths and weaknesses are identified adjustments to the overall project will be made to allow for a higher level of success for the 2015-16 school year.

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

With the implementation of ipads in the fine arts classrooms, instructional, organization and assessments will be greatly impacted. Currently, teacher led instruction is followed by hands on learning with art projects and performances. Final projects and performances are completed and assessments are rubric based. In general the process is based on projects and performances but does not always allow a concrete way for the student to critique or evaluate the project. With the use of ipads in visual arts, students will document their artwork with photos as well as give a personal critique of not only the process in which the art work was created but also their personal reactions to their piece of art. In the performing arts, students will be able to document their progress on a specific musical piece from the beginning of sight reading to the final performance. They will also be able to give a critique of their performance at each stage and then provide a final evaluation of their performance. Using the digital portfolio and the process for self critique allows for student ownership of their learning. It also allows for a teacher-friendly way of organizing student projects and performances and allows for tracking student progress form performance to project/performance and from school year to school year.

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
Based on past lessons in which we have used mobile devices on a very limited basis, student achievement and engagement improved. Students were more on-task and were given immediate feedback which led the students to become more empowered because of their success.

21. Is this project able to be replicated in other districts in Ohio?
   ![Yes](Yes.png)  ![No](No.png)

22. If so, how?
We believe that this project could be replicated in other school districts. In order to be successfully implemented, teachers would need to be trained in the logistical aspects of using iPads in the art and music classrooms as well as become familiar with how the digital portfolio system would look in their districts. With the change in the Ohio Teacher Evaluation System and the writing of SLO's this project would provide a systematic way of tracking student progress both in the art and music classrooms.

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

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.

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.

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, Diane Rutherford, Art Teacher, Fredericktown Local Schools, 10/25/2013. I Accept, Jessica Overholt, Music Teacher/Band Director, Fredericktown Local Schools, 10/15/2013.