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Adjusted Allocation: 0.00
Remaining: -580,000.00
Grande Valley Local (045864) - Ashtabula County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (46)

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: Implementing a 1:1 Device Program for Equitable Access to Technology for Economically Disadvantaged Rural Schools

2. Executive summary: Provide an executive summary of your project proposal and which goal(s) in question 8 you seek to achieve. Please limit your responses to no more than three sentences.

Grand Valley Local Schools seeks to implement a 1:1 device program in order to improve student achievement and increase resources in the classrooms. A review of the research and literature reveals that 1:1 device programs can have a significant positive impact on student learning provided implementation is strategic and appropriate. Key components of this implementation will include a high-quality, rigorous professional development program, adequate technological infrastructure and support, leadership in attaining stakeholder buy-in, and a realistic plan for sustainability. Every learner in the Grand Valley Local Schools (GVLS) district will interact with their individual technological device and consider them to be tools used in learning, working, and living. These same tools will be used by professional staff to enhance instruction, engage in professional development, track student progress, and communicate with families about their children’s education. In addition to having the prerequisite skills necessary to successfully learn new technologies, students will enter college or career prepared to use the technology commonly available and used in those settings.

1400 3. Total Students Impacted:

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

First Name, last Name of contact for lead applicant: William Nye
Organizational name of lead applicant: Grand Valley Local Schools
Unique identifier (IRN/Fed Tax ID): NA
Address of lead applicant: 111 Grand Valley Ave. Orwell, OH 44076
Phone Number of lead applicant: 4404376260
Email Address of lead applicant: william.nye@neomin.org

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

First Name, last Name of contact for secondary applicant: NA
Organizational name of secondary applicant: NA
Unique identifier (IRN/Fed Tax ID): NA
Address of secondary applicant: NA
Phone number of secondary applicant: NA
Email address of secondary applicant: NA

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:

The individuals listed below will be responsible for the implementation of the 1:1 device project. William Nye - Superintendent Ellen Winer - Principal GVLS Roberta Cozad - Principal GVMS Douglas Hitchcock - Principal GVHS Mark Brewster - IT Specialist Louise Casagranda - Curriculum & Instruction/School Improvement. All of the above-listed individuals have extensive experience in deploying educational reform initiatives including the deployment of the Race to the Top Scope of Work. Ms. Casagranda has also served as Executive Director of a foundation dedicated to changing educational culture for the improvement of student achievement.

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

9. Which of the stated Straight A Fund goals does the project 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.

Even the low socio-economic status of the community very few students have access to robust technology in their homes. At school, the technology that is available has to be shared, despite the school-wide wireless Internet access. Limited access to computing devices in schools is a primary reason given by teachers to explain the limited use of technology in teaching and learning. If computers are in labs, scheduling difficulties reduce the opportunities for learning with computers. Research is clear that computers can make a difference when students have continued access.

Limited access to computing devices in schools is a primary reason given by teachers to explain the limited use of technology in teaching and learning. If computers are in labs, scheduling difficulties reduce the opportunities for learning with computers. Research is clear that computers can make a difference when students have continued access.

Given the low socio-economic status of the community very few students have access to robust technology in their homes. At school, the technology that is available has to be shared, despite the school-wide wireless Internet access. Limited access to computing devices in schools is a primary reason given by teachers to explain the limited use of technology in teaching and learning. If computers are in labs, scheduling difficulties reduce the opportunities for learning with computers. Research is clear that computers can make a difference when students have continued access.

The middle school has one class pack of 30 devices to be shared among all grades 5-8. GV high school has no individual devices, a desktop lab with only partially operating computers and outdated productivity software. There exists one working computer lab that is used only for the scheduled computer courses. GVLS plans to implement a 1:1 device initiative as a qualitative move forward from previous teaching, learning, and educational technology practices. The 1:1 computing initiative will be a technology rich educational reform effort where access to technology is not shared but where all teachers and students have access to their own devices, thus overcoming the challenges, limits, and inequalities our students face in an economically disadvantaged rural school district. The devices will be incorporated throughout the pedagogical process. The intention is to provide every learner with frequent and immediate access to educational technology. Each student will receive a personal device permanently connected to the Internet while in the school environment, loaded with contemporary productivity software (e.g. word processing, spreadsheet, and multi-media creation tools.) and additional educational software geared to meeting the rigor of Ohio's New Learning Standards, the 3rd Grade Guarantee, assessment/testing and other state requirements. This will place technology in an integral position in relation to student learning and teacher instruction. The main goals of the initiative are to provide learners with the technological tools and competencies necessary for the economy and society; to reduce the digital divide between individuals and social groups and their access to technology; and, to improve the quality of instruction, making it more student-centered in order to elevate academic achievement bridging the gap between formal and informal learning. The 1:1 program intends to provide opportunities to promote student autonomy enabling students to work quickly and independently. They can access and organize information, work at their own pace, devise their own strategies as well as pursue their points of interest going in depth on the topic. Teachers will rely less on textbooks and will be better able to meet the needs of students that are struggling as well as the gifted students. There are greater
Although GVLS has never wavered from its commitment to improved student achievement, current instructional practices do not engage and immerse students in their learning, nor prepare them for their futures. There is a disproportionate number of our students are excluded from technological possibilities. In the knowledge-based economy today the demand for new skills, especially technology skills, can generate for our students even further social divisions between those able and those unable to perform within this new context. Planning for the 1:1 program will serve as a catalyst for the district’s comprehensive reform. A 1:1 program would support the goal of improving student achievement by creating student-centered environment where every learner can reach beyond the classroom walls for information and engagement, and resources in real time, anywhere. Studies that examined the impact of 1:1 computing on student development found that students in the 1:1 settings outperformed their traditional classroom peers on standardized tests by a statistically significant margin. Evidence of increased student motivation and engagement, as well as changes in teachers’ instructional practices was also reported. Teacher benefits were found to increase professional productivity, encourage greater collaboration, and improve home-school communication.

**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.

Straight A Financial Impact Template has been uploaded.

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

$580,000.00 * 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, RIT 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).

Total Grant Request $580,000; $500,000 purchase of equipment - 1,400 Chromebooks and books $10,000 "Train the Trainer" Stipends $2,000 Benefits associated with Train the Trainer stipends $23,000 IT assistance in FY 14 to assist with Chromebooks set up $15,000 Professional Development for the "Trainers" $30,000 purchase of e-books and necessary software $580,000 Total Grant Request-

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.

* Specific amount of expected savings (annual)

New recurring costs for this grant are as follows: FY15 Post Grant Stipends for "Trainers" $10,000 Associated Benefits $2,000 Professional Development $8,000 Total $20,000 FY16 Post Grant Stipends for "Trainers" $5,000 Associated Benefits $1,000 Professional Development $4,000 Total $10,000 FY17 Post Grant Stipends for "Trainers" $5,000 Associated Benefits $1,000 Professional Development $4,000 Total $10,000 FY18 Post Grant Stipends for "Trainers" $5,000 Associated Benefits $1,000 Professional Development $4,000 Total $10,000 Total $50 Professional Development $2,000 Total $5,000 The ongoing costs associated with this grant will be the professional development for staff to learn to use the devices, to learn to incorporate them into their curriculums and to assist students in using them. The district plans to use the "train the trainer" concept for providing professional development to staff. The "trainers" will also receive a stipend during the first year to provide the ongoing training to their peers. After the initial grant period, i.e. the first post grant year, the ongoing costs associated with the grant will be professional development for staff and the continuation of stipends to our staff "trainers". The district anticipates that these costs for professional development and stipends will decrease over the term of the financial impact as teachers learn and incorporate innovative ways to use the devices in their classrooms. The need for specialized oversight from the "trainers" will also decrease thus so will the stipends for those trainers.

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

* Specific amount of expected savings (annual)

Expected Savings costs for this grant are as follows: Anticipated reductions in PSEO expenditures $12,000 Repurpose Textbook and Workbook expenditures - $8,000 Total $20,000 The district anticipates that savings from repurposing textbook and workbook expenses (due to the ability to use the individual devices for this purpose) and a 30% reduction in PSEO expenses will offset the costs for the professional development and stipends. The district expects a reduction in students leaving the district via PSEO because Eastern Gateway Community College has offered to partner with the district to offer college course credit through the dual credit program to students who have access to individual devices and obtain dual credit at both Eastern Gateway Community College and Grand Valley High School. This will incent some of the students to remain at our high school, still obtain college credit while maintaining their high school experience.

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 make the dollar amount equal to the amount of new/recurring costs detailed above. If there are no new/recurring costs, explain in detail how this project will sustain itself beyond the life of the grant.

The bulk of the funds from this grant are planned to be used for technology devices for staff and students. The cost for the devices will be a one-time cost up front from this grant. There will also be initial costs for e-books for students to use on the individual devices. The ongoing costs associated with this purchase will be the professional development for staff to learn to use the devices, to learn to incorporate them into their curriculums and to assist students in using them. There is also an expense in the first year for additional IT help to get the devices operational and into the hands of staff and students as quickly as possible, and no later than the middle of the second semester 2014. The district plans to use the "train the trainer" concept for providing professional development to staff. The "trainers" will also receive a stipend during the first year to provide the ongoing training to their peers. After the initial grant period, i.e. the first post grant year, the ongoing costs associated with the grant will be professional development for staff and the continuation of stipends to our staff "trainers". The district anticipates that these costs for professional development and stipends will decrease over the term of the financial impact as teachers learn and incorporate innovative ways to use the devices in their classrooms. The need for specialized oversight from the "trainers" will also decrease thus so will the stipends for those trainers. The district anticipates that savings that in repurposing textbook and workbook expenses (due to the ability to use the individual devices for this purpose) and a 30% reduction in PSEO expenses will offset the costs for the professional development and stipends. The district expects a reduction in students leaving the district via PSEO because Eastern Gateway Community College has offered to partner with the district to offer college course credit through the dual credit program to students who have access to individual devices and obtain dual credit at both Eastern Gateway Community College and Grand Valley High School. This will incent some of the students to remain at our high school, still obtain college credit while maintaining their high school experience.

**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): 09/30/2013 - 06/30/2104

* Narrative explanation


Implement (MM/DD/YYYY): 02/24/2014 - 06/04/2014
1. Professional development for teachers. One of the major obstacles in this reform initiative will be in changing the learning environment. Many teachers will not immediately understand how the devices can be used as learning tools. Teachers that do embrace the effort will still have a legitimate complaint that there is not enough time to learn about the technology and its integration into classroom learning systems. Ongoing professional learning and support are critical factors for the success of the program. Professional development (PD) will begin with a core group of teacher leaders who will receive instruction on a train-the-trainer basis. Their training will consist of: "Becoming proficient with the technology itself" Learning how to use the technology as an instructional tool "Classroom management strategies in a 1:1 environment" Refining their technological skills "Adapting technology to learning styles As they progress more time will be spent on pedagogical changes within a 1:1 environment, meeting federal, state and local requirements, assessment design, and data collection and use. Those teacher trainers will deploy their learning to the remaining teachers in smaller learning communities, starting with the high school and finishing with the elementary school. Additionally, appropriate staff members will be trained in the use, troubleshooting and repair of software. 2. Progress check - In order to ensure success of the initiative, frequent, systematic checks for progress will be conducted. Data will be collected around: "What's working/not working? Why or why not? "What do we need to do differently?" "What are the satisfaction levels regarding the technology, infrastructure, tech support, professional development?" What are valid future needs? 3. Program/process improvement plan - Based on the data collected GVLVS will develop a plan for improvement which may include any policy issues needing to be addressed by the board of education.

Summative evaluation (M&D/DY/YYYY): 05/16/2014 - 06/30/2014

* Narrative explanation

The impact and efficacy of this initiative will be both formative and summative. Formative evaluations will help program directors/facilitators monitor and adjust the program as they go, and to make process improvements. Summative evaluations will serve to inform judgments of overall program/process effectiveness. These will be in the form of systematic formal and informal surveys.

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

A GVLVS teaching and learning will be quite different in a 1:1 classroom environment. Changes we expect to see in practices include but are not limited to: "Tech used daily or almost every day" An increase in student participation and use of technology in the classroom. A more dynamic and personalized learning environment. A more proactive and interactive role for teachers. A higher level of collaboration between students and teachers. A greater emphasis on critical thinking, problem-solving, and higher-order thinking skills. An increase in student ownership of learning. A greater emphasis on student-centered learning. A greater emphasis on formative and summative assessment. A greater emphasis on data-driven decision making. A greater emphasis on professional development and ongoing teacher learning. A greater emphasis on parental and community involvement. A greater emphasis on technology integration and use. A greater emphasis on technology integration and use. A greater emphasis on technology integration and use.

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.

Since this project replicates other successful 1:1 device initiatives it would, most likely, be replicable anywhere.