

Budget

Ironton City (044149) - Lawrence County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (36)

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		0.00	0.00	0.00	308,773.43	427,397.79	0.00	736,171.22
Support Services		0.00	0.00	808,632.96	0.00	0.00	0.00	808,632.96
Governance/Admin		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development		0.00	0.00	0.00	0.00	0.00	0.00	0.00
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	0.00	0.00	0.00
Transportation		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total		0.00	0.00	808,632.96	308,773.43	427,397.79	0.00	1,544,804.18
Adjusted Allocation								0.00
Remaining								-1,544,804.18

Application

Ironton City (044149) - Lawrence County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (36)

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: Alternative Learning Project (ALP)

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

The Ironton City School District (ICSD), a small school district located in Southern Ohio home to 1,500 students, is poised to implement the Alternative Learning Project (ALP). This is an innovative solution to use both virtual and recorded lessons to enhance the educational experience for Ironton Middle and High School students. The goals of this blended learning initiative are to incorporate virtual technology into the traditional learning curriculum, and more importantly, to eradicate instructional gaps and serve as a learning and evaluation tool for teachers and school leaders.

768 3. Total Students Impacted:

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

First Name, last Name of contact for lead applicant: Dean Nance

Organizational name of lead applicant: Ironton City School District

Unique Identifier (IRN/Fed Tax ID): 044149 [REDACTED]

Address of lead applicant: 105 South 5th Street, Ironton, OH 45638

Phone Number of lead applicant: 740-532-4133

Email Address of lead applicant: dean.nance@tigertown.com

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

First Name, last Name of contact for secondary applicant: N/A

Organizational name of secondary applicant: N/A

Unique Identifier (IRN/Fed Tax ID): N/A

Address of secondary applicant: N/A

Phone number of secondary applicant: N/A

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.

N/A

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.

ICSD is comprised of strong leaders from the district's technology team, who will oversee the implementation of this project. The team lead is our Technology Coordinator, Joel Utsinger. Mr. Utsinger has nine years of experience in this position which encompasses Cisco networking, VOIP, Cisco wireless, SAFARI Montage on demand video, and computer implementation and maintenance. He maintains Information Technology certifications, including CCNA and CCAI awarded in 2000, IC3 awarded in 2002, and Security+ awarded in 2013. His previous position from 2001 to 2004 was serving as the Academic Coordinator for the federally funded GEAR UP grant, in which he closely worked with Ohio state officials and the ICSD to aggressively implement and maintain academic programs for student success. Dean Nance serves as the Superintendent of ICSD. He will be overseeing the grant to ensure benchmarks and goals are being met, and consistently evaluates the project. He will ensure that the technology staff is tracking effective usage of the technology (and that they are and properly trained), the school building principals are monitoring staff usage of the implemented technology, and the district treasurer properly handling the funds. Mr. Nance has been superintendent for ICSD for 10 years. During this time, he lobbied the State of Ohio for building funds which generated \$52 million dollar new facilities district wide completed six years ago. He coordinated with architectural firms and built community support for the construction project. All of the funding for this capital growth were managed effectively, and expended appropriately to over 50 contractors/subcontractors working on the project. In addition to the strength of the project leadership team, for over ten years ICSD has built its capacity to lead and participate in large scale projects. The district has also developed an infrastructure to enhance blended learning throughout the district. The following examples illustrate ICSD's commitment to student achievement through innovative learning approaches. - GEARUP - President Clinton established this educational grant during his administration, the primary goal of which was to increase the amount of students moving onto and succeeding in post-secondary education by providing academic and counseling services to faculty, staff, and students. This multi-million dollar award was unique from any other grant as the intended target audience included all students (K-12) with no extra focus on those with special needs or who excelled in the classroom. The grant was awarded to only two school districts in Ohio, Cleveland School District in northern Ohio and ICSD in southern Ohio. ICSD adhered to the strict criteria outlined in the Notice of Award, and resulted in 60% student post-secondary attendance. - Technology Infrastructure - For the past six years, ICSD has installed smart boards, safari montage, Cisco VOIP, and iPads for educational use throughout the district schools. Staff and teachers have been trained to appropriately use the equipment for successful implementation in the classrooms. ICSD maintains a Technology Committee, which is comprised of a core group of highly trained and competent staff with regard to the use of technology. One of the committee's goals is to ensure effective professional development is provided to all staff to ensure technology is being effectively used in the classroom. The district is fully invested in the implementation and use of advanced technology to enhance delivery of teachers' lessons, and for augmenting instruction. - Federal Funding Coordination - ICSD has a dedicated staff member responsible for the project management and budget oversight of millions of dollars in federal and state funds received by the district. Specifically, E-Rate and Individuals with Disabilities Education Act (IDEA) funds have complex requirements. ICSD has remained in compliance with the grant terms, and properly expended funds.

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.

ICSD, located in south central Ohio, is home to 1,500 elementary through high school students. The ALP initiative will be focused primarily on Ironton High School's 422 students and 346 Ironton Middle School students for a total of 768 students, as well as the 57 teachers at both schools. While the primary beneficiary of this project will be the students, the teaching staff will also be positively impacted by the use of the technology. Teachers will have their classroom lessons recorded, which can be used in a variety of ways for both students and the teachers themselves. Students can live stream the lessons at home and also review the recorded lessons after they have completed. A student survey conducted on 586 Ironton High School and Middle School students in the fall 2013 highlights the prevalence of

mobile technology. From the subset, slightly over 90% of the student body has some Internet access after school hours. Additionally, approximately 76% of the students personally own a device capable of internet access from home. These findings are important, as it showcases the district's capability to implement the project from the onset, without the necessity to focus on equipment start-up costs. The technology will be used in pre-determined ways, and through use by the school personnel themselves. ALP lessons as student learning tool: - Special Education/ Individualized Education Plan (IEP) students: ICSD boasts full inclusion classrooms throughout the district, which includes students with special needs. Over 16% of the district population qualifies as in need of Special Education. While the severity of the needs vary, some of the students are assigned Intervention Specialists to support them within the classroom. The specialists are able to observe the lessons with the assigned students, and support them in order to help ensure their full comprehension. - Home school/home instruction/virtual students: These students often do not engage in the traditional school lessons, and there are disconnects between the curriculum provided at the virtual schools or by home instruction teachers, versus the high quality curriculum provided by ICSD. However, the ALP initiative will allow students to virtually connect to the ICSD instruction at home either by viewing these lessons live from a home computer or tablet device, or replaying the recorded lessons afterwards. - Student management room: The middle and high schools each have separate rooms, which are used to place students who disrupt others in their classes. Unfortunately, these students typically do not often engage in effective learning within these rooms. The students in these rooms will be shown a live stream or a recording of the lesson that was provided in class. - Teacher absences: Teachers can pre-record lessons during assigned absences, which will not disrupt the continuity of learning. - Student concept review: ICSD hopes to build a repository of lessons, which students can refer to throughout the year. This repository will contain a catalogue of ALP technology-based lessons, which students can replay at school or at home. - Leverage with other districts: ICSD anticipates leveraging virtual lessons to other districts, due to teacher shortages, as a means to help improve the capacity of other schools in need. ALP lessons as teacher evaluation tool: - Ohio Teacher Evaluation System: The high school and middle school principals will be able to watch the recorded lessons at any time to review teacher performance, and view the lessons with the teachers to discuss them together, as part of the Ohio Teacher Evaluation System. This provides an immediate improvement to the previous classroom observation process, and offers a record of teacher performance. - Professional development for new teachers: The teachers can help new teachers by compiling the recorded lessons in a repository, which can be viewed at any time.

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. The proliferation of technology in K-12 education has grown rapidly over the past decade. Research has shown that the correct implementation of new forms of technology can greatly impact long-term student achievement. One study compared interactive streaming video to no interactive streaming video. The online learning environment enabled self-paced, as needed learning. The results indicated that the interactive video may have "helped students enhance understanding of the material and achieve better performance, while no interactive video may have little effect." (Elsevier, B.V., Zhang, D, Zhou, L, Briggs, R, and Nunamaker, J., Instructional Video in E-Learning: Assessing the Impact of Interactive Video on Learning Effectiveness, 2005). Ironton City is being strategic in its approach, which allows for a customized, adaptable system which will create an enhanced infrastructure that supports the different learning styles of each student, and supports teacher-led instruction. The implementation of this comprehensive system will create what is referred to as a Close-Loop Instructional System, which has the capacity to greatly impact performance outcomes (Boston Consulting Group Report, Unleashing the Potential of Technology in Education, August 2011). This approach is the alignment of objectives to goals, and the development of curriculum to support the attainment of these goals. Ironton City will incorporate the virtual technology into its curriculum, thus establishing more robust student instruction. The students who will greatly benefit from the ALP initiative are those who do not participate in the traditional school model. The significance of offering "alternative" programming to students with special needs, those who require home instruction, those who are home schooled or participate in virtual learning schools, is that these students will still maintain involvement with the high quality educational programs offered by ICSD. In addition, students who may require additional support, or who need further review of classroom-based lessons, can take advantage of this technology as well. The virtual technology will become part of the larger instructional approach, and adhere to the same educational standards, which have made the district so successful.

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?

1,544,804.18 * 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 ALP budget is comprised primarily of capital outlay costs, purchased services and supplies and materials required to install the virtual technology equipment, and ensure implementation through targeted training of school personnel. Capital Outlay (Equipment): \$427,397.79: The ALP solutions are built on the vendor input and collaborative technology necessary for an innovative approach to "personalized learning." With a Multipoint Control Unit (MCU) aka "bridge" working with a Video Communication Servers (VCS), the project facilitates multi-participant video and audio calls and interoperability between various standards based systems and Firewall traversals. The solutions will allow for video to be unobtrusive and consistent with participants, both inside and outside the network, thus allowing students access to content and resources from anywhere. The TelePresence Content Server is complemented by additional software and is a network appliance that enables ALP students, teachers and staff to share knowledge and enhance communication by recording their videoconferences and multimedia presentations for live and on-demand access. Paired with Jabber software, any computer/tablet will also become a distance learning endpoint. For the more traditional environment, the SX20 Codec and Touch devices will enhance the ease of connection and communication by providing teachers with instant access to meeting, contacts, directories, and content. Supplies and Materials (Software): \$308,773.43: At the heart of ALP is the Show and Share software, which allows teachers to easily manage videos they've created and share them with students in a secure environment. This software, along with Pulse Analytics, facilitates a webcasting and video sharing solution that allows for simple archiving and retrieval of stored video assets throughout the school, regardless of original recorded format or the device used to access that replay. This solution allows a student absent from a 4th period mathematics class to visit the Show and Share portal and replay the class lecture/presentation as many times as is necessary to truly understand the message (or to work with an instructor to revisit a particular topic). Additionally, the analytics involved allow one to type "quadratic equation" (as one example) and visit the exact moments in a lecture when that term is used. Equally important are the social features of Show and Share. Student and teachers will be encouraged to embed questions in videos for peer response and comment, thus giving deeper insights into student comprehension and enhance the ability to engage an ESL student, accommodating IEP modifications and ambitiously tackling all opportunities to differentiate instruction, which is so important to the ALP effort. Purchased Services (Licenses/Maintenance): \$808,632.96: ALP will include all necessary training, licenses and software that are needed over the 5 year period. Not only will teachers benefit from impactful professional development such as Telepresence Teachers Training Teachers (T4), that training will directly tie into ALP sustainability as a "Training the Trainer" model will be employed focusing on successful implementation and adoption of Telepresence in future classrooms. As noted in the Fiscal Forecast Forms, these licenses and maintenance provide ALP with the ability to confidently position a technology-based project that is as sustainable as it is impactful.

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, please explain why.

There are no recurring costs factored into the project budget. All of the funds allocated towards the ALP initiative are scheduled to take place before the end of FY2014. This initiative will be self-sustaining upon installation of the equipment, and implementation of the technology by the teachers and staff. The technology installation will include software for ongoing upgrades, in order to ensure that additional maintenance will not be required after the grant period.

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

0.00 * 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.).

N/A

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.

ICSD currently maintains a strong technological infrastructure, even before the grant-funded technology purchases through the Straight A Fund are scheduled to take place in 2014. The district uses innovative technology and practices, including the use of smart boards and SAFARI Montage, which provides K-12 school districts with a comprehensive solution for their digital media distribution and visual instruction needs. All teachers have been trained on the correct use of these tools, and therefore they have become more primed to accept new technologies. The costs for the ALP initiative are intended to take place in FY2014, and eventually lead to cost savings thereafter. The capital outlays for equipment, installation and purchased services and supplies and materials required to adequately support the virtual technology within these schools, include costs for upgrades software to avoid additional costs for ongoing maintenance. ICSD is confident that a service provider with a strong reputation and experience within the K-12 sector will work collaboratively with the district to meet the ALP long-term outcomes. Once the virtual lessons are integrated into the core education programs at the middle and high schools, they will be used throughout the year. This blended learning environment focus is part of the district leaders' strategy on expansion of educational opportunities to enhance student achievement. This commitment will lead to future sustainment of this initiative, beyond the life of the grant period.

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): 03/01/2014

* Narrative explanation

The first phase of this project will take place from 1/1-3/1/2014, and involves the acquisition of the virtual technology equipment after an extensive review of the service providers. However, in order to ensure impacted stakeholders, including parents, school staff, residents, and county leaders are involved in the process; ICSD will implement a marketing plan to use social media, newsletter and its website to announce the grant and its intended usage. They will open channels of communication with the public, as the designated ALP contact person will be available to respond to inquiries. Milestone 1: The ALP leads will prepare a bid to acquire the virtual technology equipment from leading service providers Milestone 2: The ALP leads review the proposals, and rank them based on the technical capacity of the provider, past experience, and cost proposal Milestone 3: A service provider is chosen to implement the system Milestone 4: Parents, community residents, county leaders and other stakeholders will be provided with the details regarding the chosen service provider.

Implement (MM/DD/YYYY): 04/30/2014

* Narrative explanation

The second phase of this project will take place from 3/2-4/30/2014, and involves the actual use of the virtual technology equipment. Prior to implementation, the ALP leads will create a process document to train staff on when to use this equipment, based on the activities outlined in the grant application. This step is paramount to ensure the successful implementation of the technology. The technology will be available for use once the chosen service provider installs and tests the equipment, trains the staff on its proper use, and the staff members are provided with an understanding of its intended impact. The implementation will be shared with applicable stakeholders, as outlined in the marketing strategy. Milestone 1: The service provider purchases and installs the equipment, and ensures it is functional within each school Milestone 2: The ALP leads prepare a process document for teachers and administrative staff, which outlines the purpose, intended usage of the equipment, which aligns with the grant activities outlined in the application Milestone 3: The applicable educators and school leaders at both the middle and high schools are trained by the service providers on how to properly use the equipment Milestone 4: The ALP technology will be used within each school

Summative evaluation (MM/DD/YYYY): 07/30/2014

* Narrative explanation

The final phase of this project will take place from 5/1-7/30/2014, and involves the evaluation of the virtual technology. While the full evaluation of the technology is ongoing, the first assessment will take place by the end of this phase. The ICSD leaders believe strongly in the successful execution of the virtual technology, and will be focused on creating metrics that assess the level of impact. Milestone 1: Data is gathered to assess the benchmarks and outcomes Milestone 2: The ALP leads review the benchmarks and Year 1 outcomes to assess performance Milestone 3: The results are aggregated and reported to applicable school leaders, and the Ohio Department of Education

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

ICSD envisions an increase in student achievement through blended instruction using an alternative educational approach. This focus on blended instruction will increase educational delivery efficiency, and pave the way for a new service delivery model. The changes to the basic nature of instruction will not change through implementation of the virtual technology, but will allow for additional outreach to potential new audiences, and allow for reinforcement of classroom learning for traditional classroom students. The technology will allow ICSD to develop an educational repository for high quality content. ICSD is one of the finest in the State of Ohio and retains highly qualified and competent staff who would like to see all students succeed and benefit from this ALP initiative. The true target of the ALP initiative is to provide additional resources to help ensure the achievement of all students. Evaluation of student success may change depending on the targeted students using the virtual technology. Students currently attending Ironton Middle or High School will be evaluated and graded in a traditional fashion. However, students indicated in one of the targeted ALP groups who are not participating in a district school's traditional classroom model, will be provided with alternative evaluations. The ALP initiative will change the availability of learning opportunities and outcomes for the district students who have the greatest needs. This can significantly impact student achievement, and the ability of the district to meet the complex needs of its entire student population. - Increase Learning Opportunities: This project will provide additional instruction to students not currently participating in traditional classrooms, which includes students who partake in home instruction, home schooled students, or alternative learning of another nature. In addition, those students who do participate in traditional classrooms will be able to review lessons previously recorded, which serve as an extra learning tool for them. - Increase Achievement: The technology will allow for additional lesson review, as students will have access to recordings at any time, whether at school or home. This will be especially beneficial to special needs students as this will allow for additional training where the students review previously taught lessons at their own pace, with or without a designated intervention specialist. In actuality, all students can capitalize on this technology, since students each learn in different ways. Those in the mainstream classroom, who may require additional reinforcement, can replay lessons as needed. Ultimately, this system will support greater success of the inclusive education currently offered at ICSD. - Enhance District Collaborations: ICSD will work to collaborate with other Ohio school districts to provide students with more opportunities in the way of offered curriculum. One example of this would be to offer up to other districts a specialized course taught by ICSD teachers, which may not be offered at another school. - Enhance Technology Incorporation: ICSD has and will continue to think strategically about investing its own financial dollars to purchase a webserver and software such as Blackboard or Moodle. This software is capable of bridging the gap between displayed content provided through the virtual learning technology acquired through the ALP, with a fully functioning online curriculum. This will provide the students in this district with the ability to increase the number of courses taken in a given year through an after-hours curriculum.

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.

Blended learning, a combination of comprehensive traditional and technology-based online instruction, is an approach to education that has become increasingly popular. Since ICSD offers an inclusive education to each student, there are many students who fall outside of the traditional student model, and thus require different educational approaches to ensure their academic success. In addition, virtual technology will be implemented in the regular classrooms, and this approach has been proven to positively impact achievement. While there are different ways that blended instruction can take place within an education setting, there are some more successful than others. ICSD intends to use a customized approach, which will allow for a more consistent and personalized pedagogy such that each student can work at his/her own pace and helps each child feel and be successful at school. Some innovative charter schools are using virtual learning technology directly in the classrooms to support the learning styles of different students, and also allow students to learn at their own pace, which has proven to support student achievement (Horn, Michael B. and Staker, Heather, The Rise of K-12 Blended Learning, January 2011). Research concerning technology and educational have shown that two-way, interactive videoconferencing and on demand, video streaming technologies can be extremely effective media for delivering quality education to a broad, geographically dispersed student population. The research clearly shows that the technologies have helped schools reach out to vastly expanded student populations while also finding new sources of content and expertise. The U.S. Department of Education conducted its own meta analysis in 2009 based on studies conducted between 1996 and 2008. The analysis showed that blended instruction (instruction that utilized technology and in-person instruction) had a larger advantage relative to purely face to face instruction or instruction conducted wholly online. The analysis also showed that the instruction conducted wholly online was more effective in improving student achievement than the purely face to face instruction. In addition, the report noted that the blended conditions often included additional learning time and instructional elements not received by students in control conditions. In terms of the cost-benefit analysis, an additional study points out that distance education technology constitute a one-time expenditure that is amortized over time, with courses, materials, and the technology itself reused repeatedly over many years. Cost efficiency rises as more and more students use the technology. With respect to learning outcomes, videoconferencing has been shown as highly appropriate for "demonstrating skills or processes" and also promotes collaboration, thereby raising the cost efficiency even more (Greenberg, A, The 2009 Updated, Expanded Analysis Navigating the Sea of Research, September 2009).

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

Yes

No

22. If so, how?

This project has the ability to be replicated in Ohio, especially given the high number of school districts with technology infrastructure capacity in place, and is one of the top ranked states (Greenberg, A, The 2009 Update: Taking the Wraps off Videoconferencing in the U.S. Classroom, April 2009). The activities, service provider, and process may vary, depending on the district needs, but the ALP technology itself can be used in almost any middle or high school setting. ICSD can pave the way for successful blended learning curriculum across the state.

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

As stated in Question 17, for over six years ICSD has made a commitment to blended learning, and has established a strong technological infrastructure. In addition to the vision of the district leaders, all teachers have been trained on the correct use of technology implemented in the classroom, and therefore they have become more primed to accept new technologies. The sustainment of the ALP is a next step in the district's movement towards student achievement through the use of different educational and technology platforms. The primary outcomes of the ALP are listed below: Long-term Outcome 1: Create a blended learning environment where technology is integrated seamlessly into the existing educational structure. Long-term Outcome 2: Enhance student, teacher, staff and district capacity through the use of blended learning. These outcomes will be measured through a series of benchmarks (detailed further in Question 24) but focus on the progressive implementation of the technology through the pre-identified categories of student and teacher users. The continuous review of these benchmarks throughout the course of the five-year period, indicates the focus the districts leaders have on ensuring the success of the initiative, and identifying challenges in meeting benchmark goals.

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.

The benchmarks ICSD hopes to achieve in five years are related to its goal of increasing student achievement. They pertain to the specific activities on how the technology will be used. Each benchmark will be reviewed on a quarterly basis, in order to determine progress towards attainment of the milestone (further details concerning the review process are outlined in Question 25). If there is progression towards the goal, this will indicate success. A movement towards increased technology usage shows that the project is meeting its intended outcomes. The short- and long-term project benchmarks, as well as the project outcomes are indicated below. Long-term Outcome 1: Create a blended learning environment where technology is integrated seamlessly into the existing educational structure. Long-term Outcome 2: Enhance student, teacher, staff and district capacity through the use of blended learning. Special Needs/IEP students - Benchmark 1a: Year 1 - 50% of special needs students will replay

the recorded lessons with and without their assigned intervention specialist - Benchmark 1b: Year 5 - 75% of special needs students will replay the recorded with and without their assigned intervention specialist Home school/virtual school students - Benchmark 2a: Year 1 - 10% of students who participate in virtual schools or home schools will replay the recorded lessons, or virtually participate in classroom lessons - Benchmark 2b: Year 5 - 75% of students who participate in virtual schools, home schools and/or home instruction will replay the recorded lessons, or virtually participate in classroom lessons Home instruction - Benchmark 3a: Year 1 - There will be a 10% reduction in home instruction sessions, as these will be replaced by recorded lessons, or virtual participation in classroom lessons - Benchmark 3b: Year 5 - There will be a 75% reduction in home instruction sessions, as these will be replaced by recorded lessons, or virtual participation in classroom lessons Student Management Rooms - Benchmark 4a: Year 1 - 10% of teachers assigned to Student Management Rooms will use recorded lessons. - Benchmark 4b: Year 5 - 100% of teachers assigned to Student Management Rooms will use recorded lessons. Outsource teacher lessons - Benchmark 5a: Year 1 - Ironton City School District will provide 5% of neighboring schools and districts with copies of recorded lessons upon request - Benchmark 5b: Year 5 - Ironton City School District will provide 75% of neighboring schools and districts with recorded lessons upon request Ohio Teacher Evaluation System - Benchmark 6a: Year 1 - 25% of teachers will use recorded lessons as part of the Ohio Teacher Evaluation System. - Benchmark 6b: Year 5 -100% of teachers will use recorded lessons as part of the Ohio Teacher Evaluation System. Teacher absences - Benchmark 7a: Year 1 - 25% of teachers with pre-approved absences will use the ALP virtual technology lessons to record lessons in advance - Benchmark 7b: Year 5 - 100% of teachers with pre-approved absences will use the ALP virtual technology lessons to record lessons in advance Lessons reinforcement - Benchmark 8a: Year 1 - 10% of students will replay the recorded lessons to reinforce classroom instruction - Benchmark 8b: Year 5 - 50% of students will replay the recorded lessons to reinforce classroom instruction Professional Development - Benchmark 9: Year 1 - 100% of professional development in-service sessions will be recorded and stored in the district's knowledge library

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.

ICSD realizes the importance of accountability and assessment of the ALP to bolster student achievement and reduce costs. The district has successfully implemented and managed programs exceeding \$1 million, and is confident the systems and processes required previously can be leveraged for the ALP initiative. In keeping with this approach, we will use a three-pronged Continuous Quality Improvement (CQI) method, comprised of research, program evaluation, and quality assurance to maintain the integrity of the ALP. CQI is based on a leading process and program management theory that guides successful business practices, and was developed by leading business management theorists W. Edwards Deming, Eli Goldratt and Stephen Covey. Research - The ALP project team will gather information on whether the short- and long-term project benchmarks are met, based on when the virtual technology was used, and the number of individuals and/or hours it was used, and for what purpose. This review will take place quarterly, beginning on 7/30/2014. The main video equipment servers have the capability of capturing this information. Through this proposal, it will be the responsibility of the district's Technology Coordinator to retrieve this data and provide it to the administrator of the grant for reporting purposes. The ALP team will work with the Technology Committee, comprised of selected school leaders and staff, to meet quarterly and discuss the results of the analysis. Program Evaluation -The data gathered during the research phase will focus on the continuous evaluation of the processes and protocols our team uses to ensure quality, including our quality standards. A component of this evaluation will consist of conducting internal lessons learned meetings following the data analysis (typically a semi-annual basis) and project benchmarks, as indicated in Question 24. This will help inform our approach to improve student outcomes in the future and address areas of weakness. This will be taken to the Technology Committee for further review after the end of each quarterly data analysis review. Quality Assurance - The key driver of the ongoing research and program evaluation is that quality assurance is taking place with regard to program quality. Quality assurance is the process by which we ensure that our program meets anticipated milestones and objectives, and uses valid and reliable data to showcase the success of the project. The Technology Coordinator will lead the assessment of whether the virtual technology delivery to the impacted students and teachers meets the district's quality standards. This ongoing review is critical to highlight problems or challenges to successful implementation.

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. Dean Nance, Superintendent Ironton City Schools 10/24/2013