Budget

Logan-Hocking Local (044248) - Hocking County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (25)

U.S.A.S. Fund #:
Plus/Minus Sheet (opens new window)

Object Code / Purpose 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	0.00	716,400.00	0.00	716,400.00
Support Services	46,000.00	28,000.00	0.00	0.00	0.00	0.00	74,000.00
Governance/Admin	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development	48,000.00	7,500.00	0.00	0.00	0.00	0.00	55,500.00
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	250,000.00	0.00	250,000.00
Transportation	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total	94,000.00	35,500.00	0.00	0.00	966,400.00	0.00	1,095,900.00
						Adjusted Allocation	0.00
						Remaining	-1,095,900.00

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:A Paradigm Shift in Education: Transitioning from Teaching Content To Teaching Learning for the 21st Century

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 Logan-Hocking School District plans to provide electronic devices to all students in grades 7-12, which will increase student achievement by equipping our teachers and students with greater access to the abundance of resources that are available on the Internet. This project, with its sustained professional development plan, will enable our school district to better prepare our students to be college and career ready via a paradigm shift from traditional classroom instruction to learning in the digital world. This project will reduce costs associated with traditional textbooks, consumable supplies, desktop computers for teachers & student computer labs; while redirecting resources to the classroom in the way of a one-to-one computer deployment.

1800 3. Total Students Impacted:

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

First Name, last Name of contact for lead applicant: Trina Barrell

Organizational name of lead applicant: Logan-Hocking School District

Unique Identifier (IRN/Fed Tax ID): 044248

Address of lead applicant: 2019 E. Front St. Logan, OH 43138

Phone Number of lead applicant: 740-385-8517 ext 2705

Email Address of lead applicant: tbarrell@lhsd.k12.oh.us

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.

Trina Barrell - Director of Curriculum of the Logan-Hocking SD. Trina has the experience and skills to manage this grant from start to finish. She has been the lead contact for the following grants awarded to our district: Physical Education Enhancement Program, Early Literacy, Race to the Top, Title grants Paul Cummings - Technology Coordinator of the Logan-Hocking SD. Paul has the experience and skills to implement this grant proposal. He has been the grant manager/contact for Technology based grants, such as the Raising the Bar Grant. As Technology Coordinator, Paul as implemented innovative & cost saving projects such as deploying Google Apps for Education for all staff and students in our district, including providing direct & indirect professional development. Paul F. Shaw CPA RSBFO - Treasurer and Chief Fiscal Officer of the Logan-Hocking SD For twenty-one years, Paul and his experienced Treasurers Department have led the School District to many awards, most recently receiving the "Ohio Auditor of State Award with Distinction" for an unheard of three consecutive years. This award notes that their "exemplary reporting serves as the standard for clean, accountable government, representing the highest level of service to Ohioans." Paul is responsible for coordinating and preparing the School District's five year financial forecast. Chad Grow - Assistant Principal at Logan-Hocking Middle School Chad worked with the Physical Education and Health Departments at Logan High School for 8 years prior to coming to the middle school. During that time Chad was a member of the School Health Council that received a multi-year Osteopathic Heritage Foundation Grant that helped to fund a Fitness Trail at Logan High School and the purchase of physical education supplies.

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)

- [x] Student achievement
- [x] Spending reductions in the five-year fiscal forecast
- [x] 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
- [x] 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 Logan Hocking School District technology department, teachers, administrators, and Board of Education have been proactive when looking at the needs of the 21st Century classroom. The traditional delivery method and reliance on the need to teach from a textbook to teach content is no longer in the best interest of the 21st Century student in the digital world. Recognizing this need for a paradigm shift from traditional classroom instruction to a 21st Century Education, the Logan Hocking School District has researched and investigated blended learning models. Through this research the Logan Hocking School District Board of Education has approved a plan for deployment of One-to-One computing devices for students in grades 7-12 beginning in the 2014-2015 school year. Due to budgetary constraints, this plan was going to be implemented over a four year period beginning with seventh grade students receiving the devices and seventh grade staff receiving the professional development during the upcoming school year. The Straight A Grant would provide the funds necessary to deploy these devices in half the time and to immerse teachers in the necessary professional development needed to shift the culture of education in the Logan Hocking School District from teaching content to teaching learning. Our project is not simply about getting devices in the hands of our students, but more about changing the culture of education. Education is too often viewed as finding a solution to a problem. A teacher poses a question and the student must find an answer. With technology and the abundance of resources available on the Internet, you can simply search for the answer and you have solved the problem. The content is out there, so we must ask why our students need to sit in a classroom for six and a half hours a day learning content when the answers are easily found and are at our fingertips. This is why it is necessary to change the way we are delivering the information to our students and prepare them to be college and career ready. The Logan Hocking School District's plan would include providing professional development to expose middle and high school teachers to 21st century learning techniques including, (but not limited to) project based learning, blended learning and learning the role of "education facilitator." The professional development would begin over the upcoming summer and continue throughout the school year to change the culture of education. The plan would include continuing the current plan of deploying electronic devices, currently Chromebooks, to all seventh grade students during next school year. The seventh grade students would be the pilot class for one-to-one computing and would allow teachers, technology staff, and administrators time to work out any problems with the

one-to-one computing solutions. In addition to the current plan, the district would be upgrading the wired/wireless networks at the middle & high schools in preparation for increased needs of the hundreds of wireless devices. In addition to all seventh grade students and staff receiving the devices next school year, all classrooms in grades 8-12 would receive classroom sets of electronic devices and all teachers in the district would receive a device. The classroom devices would be shared with all students and would not leave the buildings. The Logan-Hocking School District has recognized that education has to make a paradigm shift to the 21st century and embrace technology as an educational tool instead of a classroom resource. Through this plan of one-to-one computing and through professional development, the Logan-Hocking School District plans to make this shift toward 21st century education and embracing the use of technology.

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 Logan-Hocking School District is committed to making this shift regardless of grant dollars. However, we are very concerned about the timeline in which to buy the devices and provide the necessary, involved professional development. Making this shift is going to be extremely difficult, especially for teachers. Our plan, (without the grant) evolves over four plus years. While a slow implementation is ideal, we feel four years is too slow. Our plan of a two year implementation gives us the time needed for developed PD, places computers in students hands and allows for a quick enough turn around that teachers (will be) immersed in this paradigm shift. We feel the grant allows us the right amount of time to make purchases, train staff, meet with parents and students and make this important transition. With new online assessments coming in 2014-15, sooner is better. Our students need this time to acclimate to the daily use of computers. Textbook purchases will be reduced to half the costs. We are committed to purchasing class sets of textbooks (only) while providing PD to our teachers, teaching them how to use multiple resources to convey information to students as well as facilitating lessons rather than leading lessons. No longer will teachers rely on textbooks as their guide. The common core and college readiness skills will guide instruction. Teachers will make the shift from being in the front of the classroom to formatively guiding their students via hands on lessons that involve the students using one-to-one devices to enable them to learn and explore classroom topics. Blended learning opportunities will prepare students for the college classroom schedule and atmosphere. Students will respond to teacher blogs and in social media formats. The reliance on all summative assessments will be replaced with a combination of summative and formative with lessons designed with individual growth and electronic portfolios in mind. Beginning in 7th grade, students will begin this process of taking ownership of their learning. Just as teachers transition to this new way of instructing, our students will begin their transition beginning in middle school.

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?

1,095,900.00 * Total project cost

* Provide a brief narrative explanation of the overall budget. The narrative should include the source and amount of other funds that may be used to support this concept (e.g., Title I funding, 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 infrastructure cost for upgrading the wired & wireless networks at our middle school and high school will cost approximately $250,000. This will include enough wireless access points for the hundreds of students accessing our network and Internet at the same time. The devices for 2,100 students should cost approximately $320 each. This consists of $270 for each Chromebook device, $30 for three years of management access to all devices, and $20 for a protective case. This means a total cost for student devices being $672,000. Each teacher in grades 7th through 12th will also receive a Chromebook. The cost for the 120 teacher Chromebook packages will be $370 each. This consists of $350 for each larger screen Chromebook and a $20 protective case. This results in a total cost for teacher devices of $44,400. All 7th through 12th grade teachers will attend summer professional development sessions for a total of 20 contact hours. These 120 teachers will receive a $20 stipend for each contact hour, for a total wage expense of $48,000. Related retirement and Medicare expenditures (fringe benefits) would be $7,500. Teachers will also receive training at least once a week throughout the school year during their non-teaching school hours (no additional compensation expense). Total wage and benefit expense for professional development would therefore total $55,500. To make such a big change in their teaching style by making use of technology devices, we will provide training by both an on staff curriculum integration specialist and a technology specialist. The cost for this half year certified staff curriculum specialist staff member will be $36,000. ($22,000 salary, $14,000 benefits). The technology support staff member will provide technology training in the use of our Google Apps domain and other Internet resources for teachers during the deployment period. This staff member will also help with installing upgrades to the infrastructure, preparing the 2,220 devices for deployment, and filling in for current technology staff when they provide training for teachers. The cost for this half year classified staff member will be $38,000 ($24,000 salary, $14,000 benefits). The total expense for these two positions will be $74,000 ($46,000 salary and $28,000 fringe benefits).

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.

1,033,000.00 * 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.

Successful implementation will require that the curriculum integration specialist will continue to be employed in FY 2015 and FY 2016 (salary expense each year will be $44,000 and benefits of $28,000). The technology specialist will be employed for one additional year - FY 2015 only (salary expense of $48,000 and benefits of $28,000). The expected usable life of Chromebook devices is three years, similar to today's laptops. After the FY 2015 and 2016 transition period, our plan is to purchase new devices each year for 7th and 10th grade students. Graduating class sizes vary, but our current average is about 320 students; which means purchasing 640 new devices annually. The annual recurring cost for student devices will be $205,000 in FY 2017 - 2019. Teacher Chromebooks will be replaced as needed. Excluding FY 2015, we expect to spend $12,000/year on teacher replacement devices. Anticipated is a recurring annual cost to maintain/upgrade/repair the wired and wireless networks. The average expected usable life of these types of devices is eight years. Accordingly, we estimate a $30,000/year provision annually for such network upgrades. The total expected new/recurring costs will be $1,033,000 over the period FY 2015 - 2019.

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

1,528,000.00 * 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 largest area of savings is in the reduction of replacement textbook purchases for students in 7th through 12th grade. Initially, we will be purchasing classroom sets of textbooks instead of one for each student. Later, classroom sets may not be needed. Based on historical spending and expected reductions in replacements, the reduction/savings relating to textbooks is estimated at $100,000/year for all five years. Another savings revolves around not needing to provide/maintain shared computer labs, classroom labs, and other student computer workstations. We currently have 350 student computer workstations for 7th through 12th grade students which have an annual expected life of five years and cost about $1,000/each to replace. The total expected cost savings for student computer workstations is $70,000/year for all five years. Over the next few years, we expect that teachers will no longer need a Macintosh or Windows desktop computer. All their computing needs will be met by the Chrome OS devices. Currently we spend $1,200/each for teacher computers which are replaced every five years. For the 120 teachers of grades 7th through 12th, this works out to a savings of about $30,000/year for all five years. For both the student computer workstations and the teacher computers, we had software licensing cost for products like Microsoft Office, etc. While there maybe some Internet service cost, most of the needs of students and teachers are provided free through our Google Apps for Education domain. By not purchasing the currently available MS Office 365 licensing plan for students and teachers of grades 7th through 12th, we will avoid the cost of over $60,000/year for all five years. Our middle school and high school each have three copy machines. The cost on these is $84,000/year. With each student having a Chromebook, we expect our copier needs and related cost to be at least half of our current level. Our District also has a printer service agreement which includes service and toner for the many district printers. We expect our current printer cost to be reduced 75% resulting in a savings of $3,600/year. Thus, the total expected savings resulting from reduced copier and printer needs is $45,600/year for all five years. Combined, the expected savings that may result from the implementation of our plan is $1,528,000 over the period FY 2015 - 2019.

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.

For the five year period FY 2015 - FY 2019, expected savings resulting from the implementation of our plan are $1,528,000 (see Question #16). Total expected new/recurring costs are $1,033,000 (see Question #15). Thus, the School District expects a net spending reduction of $495,00 in the five-year fiscal forecast as demonstrated in the Financial Impact Report. Note particularly in FYs 2017 - 2019, when the plan is fully implemented and replacement costs of aged Chromebooks on a scheduled basis are considered, the plan continues to yield an annual cost savings to the School District of $58,600. This clearly demonstrates self-sustainability. The School District achieves utilization of a greater share of resources in the classroom by reducing student and teacher workstation costs, copying and printer costs, and licensing fees. These resources are then redirected into the hands of the students and teachers (Chromebook devices with support).

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): 01/20/2013

* Narrative explanation

January 2013 District administrators were given Chromebooks to become familiar with them and the technology plan was unveiled. September 2013 Pre surveys of students, staff, & parents. Pre assessment of One-to-One computing. 7th grade pilot and professional development for secondary staff. Begin training all seventh grade teachers on Chromebook devices. Begin discussions with the Muskingum Valley ESC about professional development planning and assistance with evaluation of the Straight A Grant. November 2013 Present updated technology time lines to the Logan-Hocking School District Board of Education in anticipation of being awarded the Straight A Grant. Meet with all district administrators to introduce plan. Begin sharing plan with all district staff. Develop district one-to-one computing device policy for board approval. January 2014 Share the district vision and project with the Logan-Hocking Board of Education. Also share with the public through the local newspaper, district publications, school newsletters, and district and school web sites. Begin discussions with local broadband Internet providers about deals for students that may need Internet service. Barrier: Not getting complete buy in from staff and the local school board. Mitigating Factor: We have been unveiling this plan for the last year and the Board of Education heard and approved our proposal of one to one computers over a four year timespan. The grant bumps up the timeline but as mentioned, the BOE has given its consent for this plan.

Implement (MM/DD/YYYY): 01/06/2014

* Narrative explanation

January 2014 Purchase and distribute Chromebook devices to all teachers and begin training all staff on the devices. June 2014 Begin high-quality professional development of all staff to change the culture of education in the Logan-Hocking School District. Purchase Chromebook devices for all seventh grade students and classrooms sets for grades 8-12. Begin upgrading wireless networks in all district buildings. August 2014 Begin holding mandatory seventh grade parent meetings for the deployment of Chromebooks to all seventh grade students. Deploy classroom sets to grades 8-12. May 2015 Utilize the Muskingum Valley ESC to evaluate effectiveness of the project. August 2015 Begin holding mandatory 7-12 grade parent meeting for the deployment of Chromebooks to all students in grades 7-12. Deploy Chromebooks to all 7-12 grade students. January 2014 Purchase and distribute Chromebook devices to all teachers and begin training all staff on the devices. June 2014 Begin high-quality professional development of all staff to change the culture of education in the Logan-Hocking School District. Purchase Chromebookdevices for all seventh grade students and classrooms sets for grades 8-12. Begin upgrading wireless networks in all district buildings. August 2014 Begin holding mandatory seventh grade parent meetings for the deployment of Chromebooks to all seventh grade students. Deploy classroom sets to grades 8-12. Barrier: Meeting the strict timeline of having grant money spent by June 2014. Barrier: The logistical and technical issues of deploying such a vast amount of devises. Mitigating: We are hiring two additional staff members to assist with the professional development and deployment.

Summative evaluation (MM/DD/YYYY): 05/30/2015

* Narrative explanation

January 2014: We will survey students, staff and parents at the inception of the grant. November 2014: Students, staff and parents will take part in another survey, stating how they feel the plan is being implemented/working. May 2015: Students, staff and parents will do a final survey stating how they felt the first year went. May 2014, 2015 and 2016: Survey graduating seniors regarding how well they think they were prepared to meet the demands of college. In November, following each of the May graduations, these same students will be surveyed asking about their preparedness. The goal is graduating seniors from 2015 and 2016 will share they were more prepared after implementing this grant plan. Beginning June 2014-May 2015: professional development will be led by designated district personnel. In years two and three, our goal is for colleagues to lead the in-house PD. These teachers will be chosen to present based on submitted proposals and based on surveys given to students evaluating which teachers were leading classrooms in new, innovative approaches in line with the grant plan. On going: 2014, 2015 and beyond: Students and teachers will take part in self assessments using electronic portfolios. These portfolios will be self reflecting regarding the changes to teaching and learning that are taking place via the paradigm shift put in place via the grant plan. Barrier: Unknown: this is an innovative shift in the way teachers teach and students learn. While we believe in this idea, we know there are barriers we'll face that will have to be dealt with as they come up. Mitigating: The committee, Board and administration are committed to the plan. They all realize that a plan of this magnitude will require on going communication, change and flexibility.

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

Our district will stay committed to staying on the course of formative instruction and assessment. By making the shift to 21st century learning, students will be pre-assessed and lessons will be developed based on their results. Blended Learning opportunities, project based lessons, and student collaboration and problem solving will come out of the results of the pre-assessments thus making for an effective formative instruction classroom. Teachers will need to rethink homework. No longer will it be acceptable to give 20 problems out of the books. Assignments will be real and applicable; serving as an extension to what went on in the classroom. With students having devices at home, (year two after getting the initial grant) homework may be blogging, or responding to a teacher's debate question via a set up social media site, or working on a computer project. Homework in the traditional sense will take on a very new look. Students will not longer have a reliance on the teacher and textbook to give them all the answers. With the teacher as facilitator, students will help lead their instruction. Differentiation will be commonplace, with the teacher having time to assist students when they're having trouble with a concept or topic. Administrators will need to be trained as well. Administrators will need to recognize this paradigm shift and take part in all professional development. The new Ohio Teacher's Evaluation System, (OTES) lends itself to this new "way of teaching." Principals need to be aware of the importance of differentiation and formative instruction, both of which will be part of our paradigm shift away from teaching to learn to learning to grow and succeed in the 21st century.

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.

By going to one to one, focusing on blended learning and teachers teaching via the FIP model, students will: -Receive a 21st education -Will receive an education tailored to their needs. Not all assignments will have a letter grade attached. Students will be allowed to make mistakes and be responsible for their learning. -Be more aligned to each student's own educational plan. Providing for a One-to-One computing solution for students has been researched and proven successful way to use modern educational techniques. This has been a goal of Ohio's eTech and before that SchoolNet. The problem has been finding devices affordable enough to be sustainable by the district and powerful enough to benefit and improve learning. We believe Chromebooks and our Google Apps for Education domain provide us with this solution. A device that cost under $300 each, provides full access to the resources of the Internet, are easy to manage/support, and have a long enough battery life to last a full school day. We believe that providing this One-to-One solution to our students will be a dramatic change to the entire educational process for our secondary students. The Logan-Hocking School District, which covers all of Hocking County, has many students & families economical status at or below the poverty line, as evident by our percentage economically disadvantaged at 60.25%. Many students do not has access to a computer or the Internet at home, and most live too far away from our one public library in the county for access to Information.

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

☑ Yes ☐ No

22. If so, how?

Many school districts in Ohio and around the world have already implemented some kind of One-to-One solution. The device type and deployment methods vary, but the concept is the same. One of the main road blocks for our district, and we assume others, is the start up cost of the initial purchase, infrastructure, and professional development. Most districts in the state have implemented technology into their classrooms in some capacity already. In order for districts to implement a project similar to this, they should first look at the financial planning which we have done and determine if our model, in particular, the reduction in textbooks and the emphasis on professional development, meets the needs of their community. Districts will want to research the type of device and the amount of access that they want for their students, amongst other variables, however, the central idea of this project could be replicated by a committed district.

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

Over the past twenty years, schools have taken steps to integrate technology into the classroom at variable levels. For example, computer labs are now commonplace in schools and many teachers use online resources to supplement student learning. As a result of this, students have graduated from high school with increasingly more technological literacy. This project builds upon these gains and makes a quantum leap in regards to how technology is utilized by teachers and students. The value of this project lies in the opportunities for learning that are available to students with consistent access to Chromebook devices, allowing for increased Internet access and blended learning opportunities. Our staff will become increasingly more confident in being able to integrate these devices into their daily lessons through a sustained approach to professional development. As a result, our students will graduate with more than just a basic knowledge of keyboarding skills. They will instead become proficient in their own learning. They will leave school with a knowledge that is directly tied to 21st Century learning skills. Imagine our 7th graders who will graduate in the spring of 2020. These students will have used a Chromebook, or a similar device, for the previous six years. Their learning experiences will have gone beyond the basics. They will have used these devices closely and meaningfully for years. These students will enter the workplace or post-secondary schools with an enhanced knowledge in how to use these devices to solve problems, which speaks to the lasting value this project hopes to achieve. It has been estimated that 65% of this year's preschool students will one day work in a job that does not yet exist today. This speaks directly to the vital importance that this project has for our students both in terms of initial value and or lasting impact.

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.

STUDENT ACHIEVEMENT -It is our goal that by year two of the grant, Ohio Achievement Assessments and end of the course exams scores will go up due to the shift in our methods of instructing and our students daily use of technology. Students need to practice reading and writing skills daily via an electronic device to make them "test ready." Not only will the devices allow for a paradigm shift in education but in an everyday, practical sense; it will give our students practice taking online assessments. -Pre and Post assessments will be given to students regarding their ability to research topics via electronic devices. We will measure the effectiveness of students ability to find information with the teacher serving as a facilitator, not as the one with all of the information. -By year two, we hope to see 9-week average grades increased by 10% or more. We believe that the shift in instruction to making the students more responsible for their learning while following a more hands on approach will lend itself to high interest in learning. -Following this new means of instruction allows for more formative versus summative instruction and assessment thus lending itself to higher 9-week grades as well. SPENDING REDUCTIONS IN FIVE YEAR FORECAST Reach 50% of the estimated annual savings by the end of the first year of deployment. -Achieve 90% of the estimated annual savings by the end of the first year of self-sustaining, which will be three years after deployment. -Not exceed the estimated annual recurring cost by more than 10% during the first year of self-sustaining, which will be three years after deployment. -See an overall reduction in the five-year forecast by the fourth year after grant received. UTILIZATION OF GREATER SHARE OF RESOURCES IN THE CLASSROOM -While the Chromebook, or a similar device, is the specific tool that will be at the forefront of this grant, the resources provided from this device are numerous and could be applied differently depending upon the place in the learning trajectory and the classroom. Below are some specific benchmarks related to resource utilization: -By the end of the 2014-15 school year, all staff, grades 7-12 will complete professional development

benchmarks and will utilize the given technology in at least two authentic learning opportunities for students. -By the end of the 2015-16 school year, all staff, grades 7-12 will use Chromebooks at least 4x for the following purposes: web based research, document collaboration, interactive classroom. -By the end of the 2016-17 school year, all staff grades 7-12 will use Chromebooks at least 8x per school year for the following purposes: web based research, document collaboration, interactive classroom AND will integrate one of the following options into their usual teaching repertoire: ??? -By the 2017-18 school year, all staff grades 7-12 will set specific, measurable goals related to technology integration in their annual goals or improvement plans. All goals should relate to increased utilization of the available technology to help meet curricular benchmarks specific to their teaching assignment and should develop students' 21st Century Skills. -By the 2018-19 school year, staff will continue to acknowledge technology in their annual plans with an emphasis on regular, realistic yet ambitious classroom integration. Staff should look to continue to stretch their own use of these devices to incorporate the latest research based practices

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.

January 2014: We will survey students, staff and parents at the inception of the grant. November 2014: Students, staff and parents will take part in another survey, stating how they feel the plan is being implemented/working. May 2015: Students, staff and parents will do a final survey stating how they felt the first year went. The grant committee will evaluate progress and effectiveness at each point of the surveys given. Decisions and changes will take place based on survey feedback. May 2014, 2015 and 2016: Survey graduating seniors regarding how well they think they were prepared to meet the demands of college. In November, following each of the May graduations, these same students will be surveyed asking about their preparedness. The goal is graduating seniors from 2015 and 2016 will share they were more prepared after implementing this grant plan. Professional Development: In the first year, professional development will be led by designated district personnel. In years two and three, our goal is for colleagues to lead the in-house PD. These teachers will be chosen to present based on submitted proposals and based on surveys given to students evaluating which teachers were leading classrooms in new, innovative approaches in line with the grant plan. Students and teachers will take part in self assessments using electronic portfolios. These portfolios will be self reflecting regarding the changes to teaching and learning that are taking place via the paradigm shift put in place via the grant plan. The Muskingum Valley Educational Service Center (MVESC) will serve as an outside evaluator of the impact of our plan. They will help develop and review surveys given while providing feedback to the grant committee. It is our goal that all district, state and national standardized test scores will increase. We will be able to easily monitor and compare test data prior to and after the implementation of the grant.

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.

Trina BarrellDirector of Curriculum and Instruction Logan Hocking School District 10-24-2013