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Adjusted Allocation: 0.00
Remaining: -35,546.02
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:** Operation iPad Intervention

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.

3. Total Students Impacted:

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

   First Name, last Name of contact for lead applicant: Randy Nielsen

   Organizational name of lead applicant: Utica Elementary Principal

   Unique Identifier (RN/Fed Tax ID): 038034

   Address of lead applicant: 367 Church Street, PO Box 956 Utica, Ohio 43080

   Phone Number of lead applicant: 740-892-2251

   Email Address of lead applicant: mielsen@laca.org

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

   First Name, last Name of contact for secondary applicant: Susan Hatch

   Organizational name of secondary applicant: Title 1 Teacher

   Unique Identifier (RN/Fed Tax ID): 038034

   Address of secondary applicant: 367 Church Street, PO Box 956 Utica, Ohio 43080

   Phone number of secondary applicant: 740-892-2551

   Email address of secondary applicant: shatch@laca.org

6. **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 (RN/Fed Tax ID), Address, Phone Number, Email Address of Contact for All Secondary Applicants in the box below:

   Licking Area Computer Association (LACA) JonBowers 150 South Quentin Road, Roosevelt Building, 3rd Floor Newark, OH 43055 740-345-3400 info@laca.org Apple, Inc Laura Grubb 12545 Riata Vista Circle MS 198-3ED Austin, TX 78727 800-827 ext 42821 laurag@apple.com

7. **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.

8. **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.**

   There is a technology committee at Utica Elementary. This is composed of 1 teacher from each grade level, 1 special education teacher, 1 Title 1 teacher, and the principal. All staff have been allotted an iPad for use over the past year. The technology committee was started to enhance the use of the technology in the building. This year we have focused on the iPad. During monthly meetings members present research, applications, and new uses of the iPad they have experienced. Having a diverse group in the technology committee allows to impact the education of regular ed, special ed, and title 1. This thus teaches all students on multiple levels. The committee members are continually developing the expertise and skills needed to effectively use the iPad for group instruction as well as individual attention of students. This is then shared with the rest of the staff. Mr. Nielsen, the current building principal has experience in implementing of online curriculum, staff training, and monitoring of that program via his education at The Ohio State University. Larry Smith will also help in the implementation of this project. He is head of the technology department for North Fork Local Schools. Last year he was involved in setting up the iPad's and the district initiative to get an iPad in the hand of all High School students and teachers in the district. He thus has intensive, hands on experience with the iPads themselves. LACA will help to make sure the wireless internet with accompanying bandwidth are sufficient to run the obtained iPad's.

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

9. **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. **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 - expanding or expanding an effective program that is already implemented in your district, school, or consortia partnership

11. **11. Describe the innovative project.**

    Our mobile iPad project will assist in preparing our students with 21st century skills and will enable them to seek higher education and employment with training and exposure to today's modern technology that is so prevalent in many facets of everyday life. In the classroom, students will benefit from a hands on, kinesthetic approach, note taking possibilities, web quests, power-point presentations, PARCC assessment use, and preparation for Junior and High School where the iPad is central to many of the teacher's core curriculum. The lab will provide many instructional opportunities for teachers by permitting them to reach all students through differentiating instruction. They will be able to use strategies such as Venn Diagrams, writing templates, KWL, KIM, writing onto and with pictures, and much more. Teachers will also be able to use a students learning strengths to drive instruction. This would include, but not limited to audio/visual/tactile learning strengths.

    The benefits of our "Operation Touchscreen Technology" are numerous. All 466 students kindergarten through sixth grade will have access to the iPad mobile lab on a rotation as part of their general education curriculum. The iPads purchased with grant funds will be available as a mobile lab for teachers to utilize in the classroom in the following ways: 1) Ensuring our students become proficient on modernized technology 2) Providing a tool that will meet the different learning styles of individual students 3) Providing a tool that will generate excitement in the learning process 4) Providing exposure to a variety of learning techniques through real world application 5) Infusing technology through curriculum 6) Recording and repeating lessons for students who are struggling or in need of enrichment 7) Assisting our students in retaining information 8) Providing a tool to access math and reading software that is free to download 9) Providing immediate feedback which will help keep students motivated and data to drive instruction. 10) Providing a tool to ensure success at every grade level with touchscreen knowledge and practice in preparation for the PARCC 11) Use with several APPLE TV's obtained through other grants 12) Preparing them for the workforce requiring the use of 21st century technology and skills 13) Preparing for skills that will be used in Junior and High 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.

The project budget is $35,546.02. There are no recurring fees or salary implications and thus no impact on our 5 year forecast. Any issues with technology will be handled by a technology department that is already employed. Training on practical uses and best practices will be done in house through a committee. The iPads will come with Apple Care which gives an extended warranty.

14. What is the total cost for implementing the innovative project?
35,546.02 * 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, RII 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). If 2 sets of 30 Apple iPads totaling $33,480 2 2 CEP iPad docking stations totaling $2,066.02 Total is $35,546.02

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/narrative: 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 for the project. The iPads will be covered by an extended warranty that is included in the project budget. The staff has already received iPad training and has been provided a teacher iPad provided through another grant initiative. There is a technology staff within the district to provide support and future training.

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/narrative: Provide details on the anticipated savings (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.)

By introducing the iPad to the classroom, an estimated savings to the district are expected in the following areas. Elimination or reduction in the following- reproducibles copy paper, toner etc books basal readers (with use of resources such as ibooks) office supplies (pencils, erasers, paper) computer peripheral replacements (mouse, monitor, keyboards, cameras) software update (Apple products provide their own updates) hardware update/replace We are unsure of an exact dollar amount, but will be cognicent of this as we look to assess the effectiveness of the initiative at the end of the year and each subsequent year.

17. Provide a brief explanation of how the project is self-sustaining. If there are ongoing costs associated with the project after the term of the grant, this explanation should provide details on the cost reductions that will be made that are at least equal to the amount of new/recurring costs detailed above. If there are no new/recurring costs, explain in detail how this project will sustain itself beyond the life of the grant.

The project does not require any additional funds due to any foreseeable cost being included in the budget. The staff has received previous iPad training and will continue their training through professional development from our district technology department. The school-based technology committee disseminates information to the grade levels and professional development is provided weekly.

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): 3/01/2014
* Narrative explanation
Once the funds are obtained, we will order the iPads, extended warranties, and tablet charging cart. iPads will then be setup for student use. Student use policy (already developed) will be reviewed. A schedule will be developed in order that all grade level classes will have access to the iPad lab.

Implement (MM/DD/YYYY): 3/01/2014
* Narrative explanation
Presently our Technology Committee consists of a representative from each of the following areas (each grade level, special education, Title I, and administration). We are seeking to expand the Committee to include a parent representative, business owner (from the community) and district technology representative. The Technology Committee will oversee teacher training on new apps, schedule development, iPad updates, maintenance of the iPad and charging station. The Technology Committee will provide time in the district professional development schedule to "Train the Trainers" in order to provide students with the expectations with regards to treatment of the equipment and exploration/use. The building principal will meet with each grade level to discuss the rules and to generate excitement about our new equipment.

Summative evaluation (MM/DD/YYYY): 06/01/2014
* Narrative explanation
Summative evaluation will be completed at the end of the school year. Surveys will be developed for both teachers and students. For the following school years assessments will be developed by each teacher to determine the effectiveness of the iPads as an instructional, intervention, and enrichment tool. Further evaluation and research will be needed in successive years. Data will be evaluated on a ongoing basis as new programs are developed in order to measure the effectiveness of the mobile iPad lab. Questions to address would include but not limited to the following: 1. What skills are most beneficial at each grade level 2. Was the schedule effective? How often will students have access to the mobile lab (will other grades take priority of others? etc.) 3. Will special education and Title I teachers have access to the lab 4. Cost analysis (How much money has the district saved) 5. Make determinations for future technology purchases based on analysis of this project.

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

With the iPads, instruction in the classroom will change completely. In fact, it is changing already, but our teachers can not make the changes they would like to make without technology that is more accessible for the students. Already, some of our students are uploading their essays, so their papers are never printed on actual paper. We need to take the next step. With today's technology, students can take their assessments online (e.g., Quizlet, PARCC, and more), giving their teachers immediate feedback about each student's strengths and weaknesses. This feedback helps teachers differentiate their teaching and will drive the Common Core based instruction, planning and updating the curriculum map (great for IEP, RII, Enrichment). Students will have access to a teacher's notes and assignments online, whenever they need another copy or missed a day of school. New programs and apps allow students to work on projects together, even when they are in different places. They can make digital flashcards for tests, do immediate research, make documentaries, turn their desk into a Smartboard, and together, the possibilities are changing daily. In fact, teachers are even creating their own online textbooks, created specifically for his/her class. In a technology centered classroom, the students define, explain, classify and construct, and the teacher, working with student, clarifies the student's information. The student composes, plans, and discovers, while the teacher supports and recommends. The student will defend and interpret material, while the teacher examines the work and encourages the student. The student will seek information, and the teacher will help the student create the map to find the knowledge that he/she needs. Ultimately, this kind of instruction leads to more enthusiastic learners who work harder, work better, and know more. We will have students who are courageous, smarter learners with the tools necessary to compete in a thriving, diversified 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.

Reviewing literature and research found favorable results for use of iPads in the classroom, and were nicely summarized on the following list (http://www.inkids.com.au/2013/03/17-benefits-of-ipads-in-
21. Is this project able to be replicated in other districts in Ohio?

[ ] Yes [ ] No

22. If so, how?

This project could be replicated by providing a timeline and funding to obtain the iPads and providing professional development for the staff. Recommendation would be to have a technology department and/or committee in place. Scheduling access to the lab would be necessary. Surveys and checklists could be duplicated.

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

Our goal is to provide exposure to the most updated technology that can be utilized in the classroom and will be available to all students in order to close the achievement gap. This can be accomplished by providing more students with access to curriculum through differentiation and RtI (assistance visual impairments, cognitive disabilities, limited writing and reading deficits, etc.). Use of this technology as an assessment tool can be utilized to provide immediate feedback that will drive instruction to improve the quality of education and maximize students learning strengths and help strategize for interventions. Cooperative learning will be implemented by creatively engaging teamwork accompanied with checks and balances. Exposure to the iPad lab prepares our students for use of real world applications in the workplace, higher education and daily lives. The mobile lab will also provide a cost-savings measure on paper, toner, and reproducibles. The outcomes will be measured by an increase in test scores and teacher/parent/student surveys. It is the long-term goal of Utica Elementary to provide this type of technology for each and every classroom and this mobile lab will be a step towards realizing that goal.

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 iPad lab will enable teachers to close the achievement gap by providing another avenue of differentiation through kinesthetic, visual and auditory modalities. Through different apps and websites, we will be able to obtain data (e.g. PARCC assessment data, Study Island Benchmarking, etc.) with immediate feedback and help drive instruction within the Common Core, improving the quality of education. Students will learn basic operating skills that will prepare them for junior high and high school. The ultimate goal is to prepare them for real world applications in higher education, the work force and daily lives. The implementation of this project will assist our district in reducing fiscal expenditures by reducing and eliminating the costs of peripherals (monitors, mice, and keyboards), software, office supplies, hardware replacement (computers), etc. A tech support team is already in place to assist with professional development regarding the use of the iPads. Many classrooms have Apple TV’s and the iPads would be easily integrated in to an already existing program.

25. Describe the plan to evaluate the impact of the concept, strategy or approaches used.

* Include the method by which progress toward short- and long-term objectives will be measured. (This section should include the types of data to be collected, the formative outputs and outcomes and the systems in place to track the program’s progress).

* Include the method, process and/or procedure by which the program will modify or change the program plan if measured progress is insufficient to meet program objectives.

By virtue of applying for the Straight A Fund, all applicants agree to participate in the overall evaluation of the Straight A Fund for the duration of the evaluation timeframe. The Governing Board of the Straight A Fund reserves the right to conduct an 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.