Budget

Oberlin City Schools (044594) - Lorain County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (363)

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	0.00	473,877.00	0.00	473,877.00
Support Services	10,000.00	1,645.00	48,000.00	0.00	13,535.40	0.00	73,180.40
Governance/Admin	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development	82,121.24	13,508.94	32,680.00	4,500.00	0.00	0.00	132,810.18
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	92,121.24	15,153.94	80,680.00	4,500.00	487,412.40	0.00	679,867.58
						Adjusted Allocation	0.00
						Remaining	-679,867.58

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:E3 (E to the Third Power): Empowered - Engaged - Efficient

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.

To improve student achievement by empowering students and staff to utilize technologies that promote an inquiry, student-centered learning environment, engages learners in problem-based learning and fosters self-regulated learners. To reduce costs by developing a self-sustaining infrastructure and utilizing technologies that promote increased productivity and efficiency by reducing use of consumables, loss work (products) and excessive time supporting or repairing older equipment. -To increase resources in the classroom through the use of Chromebooks, Google Apps in the 'cloud', Promethean boards, student response assessment systems and active slates, as well as computer labs, so that students can access more current instructional resources, monitor their own personalized learning, and collaborate, co-create and problem solve real world problems with peers and experts while learning content and 21st Century skills.

1050 3. Total Students Impacted:

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

First Name, last Name of contact for lead applicant: Ann Glass

Organizational name of lead applicant: Oberlin City Schools

Unique Identifier (IRN/Fed Tax ID): 044594

Address of lead applicant: 153 North Main Street Oberlin, OH 44074

Phone Number of lead applicant: 440.774.1458

Email Address of lead applicant: aglass@oberlin.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.

1) Dave Miller, Sr Director Technology Innovation @ NORT2H. [redacted] 048108. 1885 Lake Ave., Elryia, OH 44035. (440) 324-3172. Miller@Nort2h.org 2) Angela Cox, Promethean Midwest Area Manager. [redacted] 1164 Sanctuary Pkwy, Alpharetta, GA 300009. (888) 652-2848. angie.cox@prometheanworld.com 3) Brett Lindsey, Chief Operating Officer @ OneCommunity. [redacted] 800 W St. Clair Avenue Second Floor, Cleveland, OH 44113. (216) 923-2200. 4) Dee McGlothlin, Innovation Specialist, PBL Trainer, Owner of Instructional Technology & Design. 168 Sheffield Drive, Apt. C., Gahanna, OH 43230. (740) 637-0425. cheryle.mcglothlin@gmail.com (614) 445-3750

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.

1)John Schroth, Supt. of Oberlin Schools. Since 2007 served as the Dir. of Operations & Asst. Supt. before combining these roles with the Supt. position in 2010. Throughout his career he has been on the forefront of innovation in the field of educational technology. While at Strongsville he spearheaded the installation of a district wide digital video distribution system, a digital imagining system, & voice over IP phone system. He has continued this work in OCS, where the aggressive pursuit of grant opportunities has led to the influx of educational technology resources that have positively effected the educational experience for every Oberlin student. OCS teachers have started utilizing interactive white boards in every classroom & integrate other technology tools effectively into everyday instruction. The District has deployed a wireless infrastructure that supports "bring your own technology" programs. OCS has also introduced an extensive computer instruction program, allowing for 45 minutes of focused, individually tailored learning for every elementary students daily. 2) Ann Glass, Dir. of Curriculum for OCS since 2006 & brings 15 yrs of experience in managing grants: Raising the Bar, 21st Century After-School ($850,000), RttT Innovative to advance IB ($718,000), Martha Holden Jennings for IB ($25,000), STEM ($158,000), Stocker Literacy ($78,668), Community Foundation of Lorain County & Invent Now ($20,800). Under Ann's leadership, Oberlin became the 1st authorized IB School District in Ohio, one of only a dozen in the U.S., within 3 years time. Ann has master degrees in technology, curriculum & is a State & National Consultant on school improvement. 3) Steve Nielsen,Technology Director for OCS. Previously, he worked as a Technology Specialist for CUSD95 in Lake Zurich. IL & as a Technical Analyst for Applied Industrial Technologies in Cleveland, OH. In his 10 years working in the technology profession, he has overseen the successful implementation of many projects ranging from ASCD Language Labs, Wireless Networks & Web Development to implementing & training users on custom software used in over 500 locations by nearly 5,000 employees. 4) Kristin Miller, Teacher-Media Specialist, IB/Tech Coord. at Oberlin HS & brings 8 years' experience from Highland Springs HS in Richmond, VA where she helped to pioneer the county's one-to-one laptop initiative & started the school's 1st student-run laptop repair & help desk for over 1900 laptops. She has worked extensively with teachers offering staff development on best practices for integrating laptops successfully into the classroom, classroom management with laptops, & use of Google Apps. Kristin also won a Capital One Grant for innovative use of technology in the classroom in 2006 & won Teacher of the Year in 2008. 5) Angela Dotson, Treasurer, brings 18.5 years experience with single audits and managing/reporting federal & state funds. She has 4.5 years experience with CCIP, RTTT & ARRA grants. Prior to joining education, She had 14 years experience managing federal Title XIX and Title XX, a US Dept Health & Human Services grant, & multiple grants from Ohio. 6) NORT2H assists districts in evaluating emerging technologies for the classroom, acting as a "Consumer Reports for Educational Technology", exploring the potential impact emerging technologies can have inside the classroom, through the development of successful professional development opportunities. 7) Promethean provides teachers with the tools which deliver the greatest impact on learning, best classroom practice or identifying solutions which enhance productivity. 8) OneCommunity provides NE Ohio hospitals, schools, government, public safety depts. & businesses with reliable, flexible, & customizable high-speed internet & data center services. 9) Dee McGlothlin has 20 yrs experience as professional developer, with the last 3 yrs focused as a project-based learning (PBL) facilitator for Buck Institute for Education

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
- [ ] 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
- [x] 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 E to the Third Power innovative project will address the need to Empower & Engage students as constructivists of their own learning in an inquiry, learned-centered environment that utilizes technology (Chromebooks) to promote student access to current resources & to collaborate in the 'cloud' on creating products & solving real world problems through Problem-Based Learning (PBL). Furthermore, the use of Promethean boards, Active Expression Assessment Response Systems & Active Slates will Engage students by providing immediate feedback regarding their learning so they will become self-regulated learners who understand their strengths & weaknesses better, while providing the teacher with formative assessments results to guide instruction to meet specific student needs. Promethean Boards & Active Slates will support visual learners & Engage learners by making their thinking visible so that teachers can better understand student thinking & possible misconceptions that need to be addressed. The third "E" addresses efficiency which will be addressed by upgrading our infrastructure so that we will become more self-sufficient & not need to rely on more costly outside sources for our current bandwidth/connectivity. By upgrading we would improve our ability for utilizing wi-fi technologies across the district more efficiently (increased speed & lower cost in the long term). Equally important is the use of Chromebooks by students to expand their access to current resources & collaborating and co-creating in the 'cloud' with Google Apps. The use of Chromebooks & open source applications, e.g. Google Apps, which will be more cost effective by reducing the use of paper or need for costly application software, & will save time by reducing loss of work (products), while promoting higher productivity amongst teams on complex problems. Lastly, the district leverages technology in lab settings also to provide intervention and enrichment for each student daily grades K-12. This project will enable us to upgrade or technology labs and take advantage of the more robust software that also empowers and engages students to access their curriculum and student work from home. Students in grades 6-8 have a semester of STEM curriculum also promote STEM careers needed in today's world. At the high school, grades 9-12 may utilize labs for STEM, independent projects, International Baccalaureate, intervention and credit recovery or enrichment and wider variety of electives through online courses given our small school and limited resources to offer some electives on-site. The computer labs and Chromebooks will provide more opportunities for blended learning courses within and outside of Oberlin City Schools. Our goal is continue to ensure a personalized learning plan as much as possible for each student in a diverse student population and community and to develop self-regulated learners who are college and career ready for the 21st Century in a global world. This project supports our school improvement plan and transformative school reform model, International Baccalaureate PK-12.

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.

STUDENT ACHIEVEMENT will improve as a result of a learner-centered classroom environment where students will be more interactive with peers & teachers, developing 21st Century skills (e.g. collaboration, information literacy) by engaging in learning content through inquiry & Problem-Based Learning (PBL) to create products & solve real world problems locally & globally. Secondary students will utilize Chromebooks to access more resources within the classroom (primary & secondary sources), co-create in Google Apps in the 'cloud' with other students & experts in the field (locally & internationally). Students in grades 3-12 will actively participate by using Promethean Active Slates to demonstrate their thinking (making thinking visible) from their seat. In turn, students will also take ownership for monitoring their learning by the teacher's use of the active expression assessment response system to provide immediate formative feedback to students & enable teachers to improve their instruction to meet identified needs. Students in grades K-12 will utilize up-to-date software programs for daily intervention & enrichment to promote individualized learning plans, growth & self-regulation. Secondary students will have STEM courses emphasizing the IB design cycle, more opportunities for credit recovery, credit flexibility for electives in a small school setting, & blended learning courses for acceleration (independent study) & remediation (review class lessons as needed). SPENDING REDUCTIONS IN 5 YR FISCAL FORECAST - Oberlin City is a community that has a long history of valuing sustainability & being carbon-footprint neutral. Our goal is to encourage better decision making by all stakeholders to save resources, such as reduction in paper by utilizing Chromebooks & working in the 'cloud', using open sources such as Google Apps to reduce continual need for new application software, to shift towards e-textbooks so that instructional resources are more current & relate to solving real local & global issues/problems to learn content standards, to become self-sufficient locally with an upgraded network infrastructure rather than long-term leasing & reliance on outside sources, & to increase all stakeholders productivity by effective use of technologies that will enpower us to be more efficient. Such efficiency is evident by reduced time in repairing older tech equipment or imaging new computers for installation, less down-time and/or loss of 'work' when using a Chromebook in the 'cloud' versus a desktop/laptop, & increased co-collaborating & teamwork for increased productivity. UTILIZATION OF A GREATER SHARE OF RESOURCES IN THE CLASSROOM - Our goal is also to ensure all staff are trained in current technologies. To maximize the use of Promethean Boards, Active Expression Assessment Response Systems & Active Slates in the classroom by students & teachers. To empower students to become fluent & literate across the curriculum by developing information literacy skills, accessing more resources & conducting research while in class with Chromebooks, collaborating, communicating & co-creating/problem-solving & writing with peers & experts in the 'cloud'. Such tools save time by reducing transitions to media centers, promotes an inquiry, student-centered learning environment that empowers & engages learners in real world contexts while learning content. More resources in the students' hands empowers students to take charge of their own learning. Our initiative directly advances of OUR SCHOOL IMPROVEMENT PLANS by leveraging technology to provide intervention & enrichment for all students. It enables us to collect data for progress monitoring, benchmark student achievement & providing immediate feedback to student growth. It also supports our school improvement model, International Baccalaureate, by providing an inquiry, learner-centered environment that promotes 21st Century self-regulated learners who are internationally minded.

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.

Please see the financial impact table. Oberlin has a Permanent Improvement Levy for Technology that generates approximately $269,596 a year in tax revenue. Given the significant upgrade this grant will enable us to make in classroom technology, our technology levy revenue will be used to sustain new technologies in a replacement cycle that is more manageable.

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

679,867.58 * 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).

Salaries: A project management stipend of $10,000 is included for the Director of Technology to implement the project and $3,556.70 is included for a district technology teacher to assist district staff during the trainings. Training stipends for teachers and classified staff for Chromebooks, Google Apps and Cloud Technologies, general Promethean training for teaching staff, project based learning training for teachers and Promethean master training for 8 teachers for a total of $78,564.54 is included (1.87 FTEs). Fringe includes 16.45% for SERS/STRS, medicare and workers compensation for a total of $15,153.94. The district has approximately 90 certified staff and 20 classified staff who will benefit from the trainings. Purchased Services include (1) Network security licenses $48,000; (2) North Trainer Fees $8,000; (3) Promethean Trainer fees $5,000; (4) training for District Technology Director including the following classes: Interconnecting Cisco Network Devices 1, Installing and configuring Windows server 2012 and Configuring Advanced Windows Server 2012 Services - $12,480; (5) Problem-Based Learning training for integrating Chromebooks in educational units/instruction- $7,200. Future training for new teachers will be funded through Title IIA. Supplies include $4,500 for supplies for the Problem-Based Learning training. Capital Outlay includes (1) a network security device - $13,535.40; (2)Stem Lab computers for K-12 will be purchased (210 @ $763.00 each for a total of $164,045) By replacing our current aging desktop infrastructure at OHS and LMS, we have the capability to upgrade programs that are or will soon be outdated, as well as provide a platform to introduce new software/classes that we had not been able to in the past. Fiscally, replacing these desktops, which are 3 years out of warranty, will allow us to more effectively manage our tech budget and use said funds in a more effective manner; (3) Chromebooks will be purchased for grades 6-12 (740 @ $279 each for a total of $206,460); (4) Chromebook carts will be purchased (24 @ $2,290.50 for a total of $54,972) The purchase of Chromebooks will allow us to provide students at OHS and LMS with technology whenever it is needed. The use of Chromebooks will be integrated into our already established Google Apps initiative, allowing for much greater productivity and engagement as well as collaborative work and communication between teachers and students. Fiscally, Chromebooks would save the district about $800 per device with a substantial reduction in overhead (imaging, configuring, software installs/updates), allowing the district to use both fiscal and staff resources more effectively; (5) Nine Promethean active expression voting assessment items will be purchased ($2,400 x 9 for a total of $21,600) to be used in grades 3-12; (6) Forty-five Promethean Active Slates will be purchased (42 @ $400 for a total of $16,800) and will be used in grades 3-12; (7) $10,000 is included to upgrade some Promethean equipment. Oberlin is lucky to have a technology levy, however, it does not generate enough revenue to afford all of our students the use of needed technology on a regular basis. This grant will make it possible for our district to maintain current, effective technology in the classrooms for our students.

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 new costs planned. Recurring costs may include technology training for new teachers, although once the majority of the staff in the district has received technology training the plan is for peer to peer training. Oberlin's teacher attrition is low. We estimate the cost to be minimal. If there is a training cost for new teachers it will be paid through our Title II A fund. Oberlin has a Technology levy that generates approximately $269,596 a year in tax revenue. Given the significant upgrade this grant will enable us to make in classroom technology, our technology levy revenue will be used to sustain new technologies in a replacement cycle that is more manageable. Currently we have outdated Mac laptop carts in our schools. In the future we will replace them with less expensive Chromebooks at a savings of almost $800 per unit.

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

99,149.00 * 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.)

Through FY2019, the district projects it will save approximately $99,149. The total savings by year are FY14-$6,494, FY15-$17,101, FY16-$17,816, FY17-$18,531, FY18-$19,246 and FY19-$19,961. The FY14 savings are less as the grant will not be awarded until mid year. The savings are $7,223 a year for internet access for dedicated service for a total of $36,115. Electricity savings of $4,839 (3%) is planned through the replacement of older computers with new, more efficient, processeors for a total of $26,615. Cost savings of $9,765 in copier lease per page fees and copy paper savings of $8,000 are projected as we expect reduced printing with data being in the cloud, all users having google accounts and more assessment being done with ActivExpression voting (clickers). Capital Outlay was reduced by $18,654 as a portion of this line item was typically used after our technology levy fund is depleted for purchases that could not wait until the new year. This grant will enable us to meet our technology needs and our technology levy funds should be sufficient. More savings in future years may be gained as staff become more comfortable with the new technology.

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.

Oberlin has a Permanent Improvement (PI) Technology levy that generates approximately $269,596 a year in tax revenue. For twelve years the Oberlin Community has supported Oberlin Schools with this PI Technology levy. Given the significant upgrade this grant will enable us to make in classroom technology, our future technology levy revenue will be used to sustain new technologies in a replacement cycle that is more manageable. Also, the grant will allow us to replace out of warranty technology and increase the time working technology is in the hands of our students as currently our Technology Director spends a great deal of time fixing broken computers. Currently we have outdated Mac laptop carts in our schools. In the future we will replace them with less expensive Chromebooks at a savings of almost $800 per unit which will also help our technology levy meet the technology needs of our students, teachers and the district.

D) IMPLEMENTATION - Timeline, communication and contingency planning

18. Fill in the appropriate dates and an explanation of the timeline for the successful implementation of this project. In each explanation, be sure to briefly describe the largest barriers that could derail your concept or timeline for implementation and your plan to proactively mitigate such barriers. In addition, the narrative should list the stakeholders that will be engaged during that stage of the project and describe the communication that occurred as the application was developed.

Describe the ongoing communication plan with the stakeholders as the project is implemented. (Stakeholders can include parents, community leaders, foundation support and businesses, as well as educational personnel in the affected entities.)

* Proposal Timeline Dates

Plan (MM/DD/YYYY): 09/03/2013

* Narrative explanation

District Leadership Team (DLT) met to discuss grant opportunity. Superintendent discussed with Board of Education. DLT along with RttT Innovative Specialist participated in grant webinars. DLT identified needs across district. Superintendent, Treasurer, Curriculum Director, Technology Director, Teacher Leader (grant team) met to discuss current 5 year forecast and identified needs. Technology Director contacted entities regarding needs and interest in partnership for grant. Grant team collaborated with RttT innovative Specialist on proposal, research for grant. DLT obtained quotes for cost of implementation of grant activities. DLT obtained partnership agreements & letters of support for grant initiatives. DLT co-wrote grant for submission 10/25/13. DLT will monitor communications pertinent to Straight A Grant. DLT will keep partners informed of grant status. Dec 2013 - DLT contact partners regarding grant status. January 2014 - Technology Director meets with One Community about infrastructure upgrade. February 2014 - Curriculum Director and Lead Technology Teacher meet with Promethean and Nort2H partners to identify possible training & further survey staff regarding specific needs. March 2014 - Curriculum Director & IB Coordinator will meet with Problem-Based Learning Facilitiator to discuss expectations and secure August dates for PBL training. April 2014 - DLT will keep partners informed of registrations for training, status of activities planned. May 2014 - Curriculum Director & IB Coordinator will meet with Problem Based Learning Facilitator to review curriculum & potential PBL opportunities.

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

* Narrative explanation

JAN- Technology Director meets with One Community to finalize Fiber plans. Tech Dir. orders Meraki Security Appliance (MX). Tech Dir. orders Promethean ActivSlates & ActivExpressions equipment. FEB- One Community begins Fiber build out. Tech Director meets with Meraki & configures Meraki Security Appliance (MX). Curriculum Director & Technology Lead Teacher survey staff regarding specific training needs to then meet again with professional developers & discuss training needs. MAR- Curr. Dir. & Tech Lead Teacher meet with Promethean, Nort2h to finalize Summer Institute technology training menu of sessions. Curr. Dir. & Teacher Leader promote/market Professional Development sessions on Prometheon, Chromebooks, Google Apps. Curr. Dir. & IB Coord. will meet with Problem-Based Learning Facilitator to discuss expectations & secure August dates for PBL training. Curr. Dir. & IB Coord. will promote/market PBL training. APR- Curr. Dir. & Techn. Lead Teacher open registration to all staff (certified & classified) to register for Summer Institute Training on Technology & PBL. Potential barrier could be either lack of interest by staff which the solution to mitigate would be to meet with staff in small groups to demonstrate what technology skills would learn and/or what PBL is & would mean for their clasroom & how it fits naturally with IB. Likewise, the opposite could happen - an overwhelming interest in training & if this were the case, we could leverage some of our other Title II A funds to accommodate the additional training & stipends needed to meet needs; we also could provide some additional in-house peer-to-peer training for overflow registrants. Techn. Dir. & One Community complete Fiber project. The only barrier would be related to implementation of the physical fiber. If this deadline is not met, we still have access through the ITC(LEECA/NCC) until resolved. Tech Director will test the Meraki Appliance (MX) in experimental network. Techn. Dir. will place orders for new Chromebooks/dekstops/carts. The only barrier would be if the vendor cannot fill the order in timely manner. In order to mitigate the issue, we would communicate early regarding orders or find a new vendor who could meet our needs. MAY- Techn. Dir. will prepare for staging & installation of new equipment. Curr. Dir. & IB Coord. will meet with PBL Facilitator to review curriculum & potential PBL opportunities within curriculum & IB units for those staff who have expressed an interest in PBL training. JUNE- Techn. Dir. will configure & place new equipment in labs, school sites as needed. Staff will attend Summer Institute for Technology Training (Promethean, Google Apps, Chromebooks) JULY- Techn. Dir. will cut over to the new fiber connection from One Community. The only barrier with this would be if our security appliance was not functional. Since the appliance will be ordered & tested months ahead of time, this should not be an issue. The appliance also comes with a lifetime warranty & support from Meraki. If there is an issue, Meraki can step in immediately to resolve the issue. Tech Dir will attend Microsoft Cisco training. Potential barrier might be class availability. AUG - Staff will attend PBL training & overhaul or write new IB unit that utilizes Problem-Based Learning model of instruction. Staff will also utilize Chromebooks during PBL training to integrate its use within units of instruction as well. Potential barrier is staff trained are unable to implement successfully unit as written. This can be mitigated by providing a coach or co-teaching with the IB/Tech Lead Teacher & ensuring continual support & open communication between staff & teacher leaders. Dir. of Curr. & IB Coord. will receive copy of IB unit for evidence of PBL & Chromebook integration. New units will be showcased amongst staff & in school news for community/parents. SEPT - Staff will complete PD evaluation. Students will use Chromebooks.

Summative evaluation (MM/DD/YYYY): 03/01/2014 - 09/30/2014

* Narrative explanation

April-June 2014 Curriculum Director & Lead Technology Teacher will conduct classroom walkthroughs to collect data on a technology tool using their iPad on frequency & manner in which new technologies are being implemented by teachers & utilized by students. Photos will also be gathered. Technologies to be observed for "look fors" include Promethean Boards, Active Expression Assessment Response System & Active Slates; Chromebooks & Google Apps for both staff & students to produce documents & products. Data will be compiled and reported at end of year to staff & to Board of Education and the public in Summer 2014. Spring 2014 Technology director will test new infrastructure and do a comparative analysis of new infrastructure to old infrastructure. This analysis will be reported to Board of Education in Summer 2014 or Sept 2013. A comparison will be done on work orders submitted for those using Chromebooks compared to older technology. 360 Feedback/Survey of stakeholders through focus groups on the use of the technology. Stakeholders are students, support staff, and teachers. All survey data collected will be analyzed and reported to the Board of Education, public, and staff. Note: Any observations, data collected throughout the period of this grant will be used for mid-course correction should it be evident there is a need for correction, additional meetings, communications, leveraging or braiding of other funds (RttT, Title I, IIA, etc.).

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

The expected changes to the organizational practices will include more reliable Wi-Fi for use with technologies such as Chromebooks for learning anytime, anywhere, resulting in increased efficiency & productivity. Students will have more ownership of their learning, ability to access current resources & co-create & collaborate with other students locally & globally. Instructionally staff will evolve their current IB units to the next stage by utilizing problem-based learning pedagogy in their IB units. Staff will further transform their classrooms to a student-centered inquiry classroom environment that promotes problem-solving, 21st century skills, & self regulated learners.

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.

Oberlin City Schools has a long history of past success on large scale initiatives that have had a long-lasting impact on the community. Oberlin Schools is currently situated (right time/place) with the timing of this innovative Straight A Grant project being proposed. Oberlin is the first and only district in Ohio to be authorized to offer International Baccalaureate & has developed the structures to offer an inquiry, student-centered curriculum districtwide. Oberlin has also emphasized the importance of ongoing professional development & will continue to support teachers in this initiative via already existing PD structures. We have established a curriculum that focuses on international or global issues and is ready to take it to the next level of problem-based learning in a wi-fi inquiry based classroom setting that will encourage students to collaborate both locally and globally, resulting in student 'action' as a result of student interactive engagement with the curriculum and real world problems. We also have history of successfully managing & intelligently distributing over 12 years of a technology levy to efficiently support our long term goals. These funds would allow us the significant enhancement to get ahead of the curve so to speak regarding the more recent developments in wi-fi technologies & move closer to a 1:1 initiative. Oberlin is also in the midst of facilities planning with the community and architect and the funds proposed in this project would be an investment that would carry forward into our future new state and community funded facilities that would complement a new school facility in a few years. Our vision of students being co-creators, problem-solvers, thinkers in real world problems and issues to learn content (using Chromebooks in the cloud), while being encouraged to make their thinking more visible (use of Promethean and Active Slates) and receiving immediate feedback through response systems, peers and experts in the field (other than teachers) shall increase their motivation, engagement and ownership of their learning - resulting in self-regulated learners. Research of John Hattie & numerous others shows that self-regulated learners have higher student achievement and ultimately passion for lifelong learning. Ongoing research on the efficacy of Chromebooks in education (conducted by Google) overwhelmingly indicates that Chromebooks reduce the overall need for labor by IT staff to support the devices by 92%. The overall cost to run Chromebooks also is significantly lower than purchasing traditional PC laptops. Also contrary to PC laptops, Chromebooks reduce the operational issues that disrupt a class using PCs, including downtime & application failures. Again in the classroom, teachers note the introduction of Chromebooks leads to "more engagement…completing more homework, & the quality [of student work] is higher...Our teachers are collaborating more." Because the Chromebooks have such proven reliable operation & uptime, all of these classroom improvements can take place. As one teacher noted, "They're almost foolproof....they are ideal for our classroom setting." Thus, we will not only become more productive and 21st Century collaborators in the 'cloud', but we will also be reducing our expenditures by utilizing more efficient technology that will lead to increased productivity - yielding a higher return on our investment and use of human capital. Lastly, the use of Chromebooks will provide students the opportunity to use e-textbooks & immediate access to primary & secondary sources, plus guaranteed regular access to other online open-source technologies for increased productivity.

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

☑ Yes ☐ No

22. If so, how?

The Oberlin Innovative Project is replicable since other districts may consider improving their infrastructure for Wi-Fi technologies. Districts can seek permanent improvement levy for technology should they feel the community would support such stream of funding for the schools. As other districts replace technology, they may learn that the Chromebook is a more cost effective replacement for desktops and laptops. Visits to the classrooms would allow other schools to learn the use and value of Promethean white boards, Active Expression Assessment Response Systems and Active Slates as well. Lastly, districts can learn PBL to implement in their district if they have an interest. Any of our activities can be scaled back to one school or department for implementation, other than the upgrade in infrastructure. Thus, the plan presented is replicable by other districts. Backed by numerous case studies provided by both the vendors and 3rd parties, the products, ideas and Professional Development we plan to implement have proof of concept and are not "Bleeding Edge" concepts that have not been proven in the educational environment. So long as the prospective district has the financial and staff resources, our plan could be implemented by any district with little difficulty.

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

By replacing our current internet connection and purchasing our own security appliance, the district will realize real life savings of approximately $7,000 annually for the next 10 years while providing students and staff with greater connectivity. Paired with the purchase and implementation of Chromebooks, ActivSlates, ActivExpressions and Professional Development, this project hopes to achieve a 21st century school district that expands past the boundaries of buildings and borders while opening up the means of communication and collaboration to enable, engage and empower students. By instituting the E to the Third Power initiative, Oberlin will have a positive impact in student and teacher computer literacy, empowering them to be better users of technology. The E3 initiative will also increase student engagement, motivation and interest; this should be reflected in daily attendance rates & student work produced (digital student portfolios). The E3 initiative will also serve as a platform to improve interaction between students and faculty. Futhermore, the E3 initiative will empower students with a tool to improve their ability to work in groups, a crucial 21st century skill. The initiative will also empower teachers to make the next necessary significant change in classroom practices allowing students to explore topics on their own through PBL & to produce longer pieces of work, better preparing them for more rigorous, higher-level 21st century college and career expectations. The E3 initiative will also provide students with significantly more personalized learning opportunities. Finally, the E3 initiative will provide equity in access to technology: in previous studies, increased access to technology has shown improvement particularly among at-risk and low-achieving students as well as among students with parents who do not have a bachelor's degree.

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 will improve a minimum of 10% within 5 years as evidence by state achievement tests, but more importantly our students will also be prepared for the new performance based assessments as a result of a learner-centered classroom environment where students will be more interactive with peers & teachers, developing 21st Century skills (e.g. collaboration, information literacy) by engaging in learning content through inquiry & Problem-Based Learning (PBL) . Over 600 Secondary students will utilize Chromebooks meaningful during PBL / IB units to access more resources within the classroom (primary & secondary sources), co-create in Google Apps in the 'cloud' with other students & experts in the field (locally & internationally). All students in the district will have access to more current intervention & enrichment software applications & courses for credit recovery or electives sought for graduation. This will be measured by student growth, assessment reports, transcripts of coursework, & student surveys. Development of self regulated learners will be more evident in grades 3-12 by students monitoring their growth through the use of portfolios, use of Promethean Active Slates to demonstrate their thinking & use of feedback from Active Expression Assessment Response System to improve their performance on assessments. SPENDING REDUCTIONS IN 5 YR FISCAL FORECAST will be evident by saved resources, reduction in paper & replacement of expensive technologies, reduction of time on repairs or lost time in productivity. This can be monitored by monitoring paper & copier expenditures, cost comparison of old infrastructure to new infrastructure fees, & work order requests for repairing technology. UTILIZATION OF A GREATER SHARE OF RESOURCES IN THE CLASSROOM - This will be evident by reduction of books and more access and use of primary and secondary resources in databases, journals of research, etc. Again budgets of past expenditure practices to new can be compared; data collected from walkthroughs will be analyzed & shared with staff - and can be demonstrated by the quality of student work being showcased and kept in digital portfolios.

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.

The evaluation plan will be a comprehensive one that will collect and analyze both qualitative and quantitative data. Such data will be collected by frequent classroom walkthroughs conducted by both principals and Curriculum Director using a technology application and iPad. Data is graphed and charted to share with all stakeholders - in this case, staff. We will also conduct focus group surveys with students, parents, teaching staff and support staff on use of technologies and request evidence of productivity. We have a history of conducting a year long self-study for IB every few years that engages all stakeholders comprehensively. Our Technology Director will generate comparative analysis report on the speed, access, usage of technology pre- and post new technologies purchased or upgraded. The district's Treasurer will monitor reduction in expenses and identify other savings as a result of the project, if any. The Curriculum Director will analyze trend student achievement data and the correlation to usage of the new technologies in the different classrooms to determine and ensure that there is increased student achievement and productivity in classrooms as a result of these new technologies. The evaluation plan must ensure that the feedback is 360 from all end users to identify areas where the program needs to e modified, further supported, or changed if measured progress is insufficient to meet our project's goals. All reports will be presented to public semi annually at the Oberlin Board of Education meetings and posted on our district website for public review.

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" Ann Glass Director of Curriculum Oberlin City Schools 10/25/13