

Budget

Paulding Exempted Village (045575) - Paulding County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (428)

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	755,570.00	0.00	755,570.00
Support Services		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Governance/Admin		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development		20,256.00	3,120.00	30,125.00	0.00	0.00	0.00	53,501.00
Family/Community		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Safety		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total		20,256.00	3,120.00	30,125.00	0.00	755,570.00	0.00	809,071.00
Adjusted Allocation								0.00
Remaining								-809,071.00

Application

Paulding Exempted Village (045575) - Paulding County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (428)

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:PROJECT LEAP: Learning Experiences for Achievement Progress

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.

Project LEAP is designed to provide classroom sets of tablets or laptops for grades K-3 to further implement technology into their curriculum and the purpose of Project LEAP is to use tablets as a part of the instructional delivery of their lessons to support the curriculum and teach basic keyboarding skills to increase student achievement and better prepare the students for the new state assessments. The major activities of this grant will be the purchase and installation of carts of tablets/laptops for classroom use, installation of infrastructure to support the increase in technology usage, purchase of and training on the use of keyboarding software and SuccessMaker, along with professional development of direct instruction from educational technology experts and the creation of professional learning communities. This will change the culture of the learning environment in the elementary schools and move towards the districts' technology goals of blended learning opportunities as well as provide basic computer skills for students in K-3.

745 3. Total Students Impacted:

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

First Name, last Name of contact for lead applicant: Cortney Rethmel
Organizational name of lead applicant: Paulding Exempted Village Schools
Unique Identifier (IRN/Fed Tax ID): 045575
Address of lead applicant: 405 North Water Street Paulding, OH 45879
Phone Number of lead applicant: 419-399-4656
Email Address of lead applicant: c_rethmel@pauldingschools.org

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

First Name, last Name of contact for secondary applicant: Chris Feichter
Organizational name of secondary applicant: Wayne Trace Local Schools
Unique Identifier (IRN/Fed Tax ID): 049031
Address of secondary applicant: 4915 US 127 Haviland, OH 45851
Phone number of secondary applicant: 419-263-2415
Email address of secondary applicant: cfeichter@wb.noacsc.org

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.

LEAD APPLICANT Contact: Cortney Rethmel Paulding Exempted Village Schools IRN: 045575 405 North Water Street Paulding, OH 45879 419-399-4656 c_rethmel@pauldingschools.org
SECONDARY APPLICANT Contact: Chris Feichter Wayne Trace Local Schools IRN: 049031 4915 US 127 Haviland, OH 45851 419-263-2415 Email: cfeichter@wb.noacsc.org
PARTNERSHIPS Brian Gerber, Superintendent Western Buckeye Educational Service Center IRN: 134999 202 N. Cherry St., P.O. Box 176 Paulding, Ohio 45879 419-399-4711 bgerber@wb.noacsc.org
Roger Minier, Executive Director Northwest Ohio Educational Technology Foundation IRN: 123943 245 Troupe Ave. Bowling Green, Ohio 43403 1-800-966-9638 minier@nwoet.org
Susan Hill Pieper, Director Paulding County Carnegie Library IRN/Tax ID: N/A 205 S. Main St. Paulding, Ohio 419-399-2032 susanhillpieper@gmail.com
Carrie Sinn, President Wayne Trace Grover Hill Elementary PTO Tax ID: N/A 101 N. Monroe St., P.O. Box 125 Grover Hill, Ohio 45849 419-587-3414 fiedlerm@wt,k12.oh.us
Amy Klinger, President Wayne Trace Payne Elementary PTO Tax ID: N/A 8331 Road 72 Payne, Ohio 45880 419-263-1321 cubbieswin@yahoo.com
Deb Herman, President Paulding Elementary PTO Tax ID: [REDACTED] 405 N. Water St. Paulding, Ohio 45879 419-399-3213 Deedi Miller, President Oakwood Elementary PTO Tax ID: N/A 9167 Road 177 Oakwood, Ohio 45873 419-594-3548 d_miller@pauldingschools.org

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.

PROJECT COORDINATORS/CONSORTIUM MEMBERS/MANAGEMENT TEAM: to oversee all goals, reports, purchasing, professional development, evaluation: Cortney Rethmel, Curriculum Director for PEVS & Chris Feichter, Director of Instruction for WT, has 15 years of experience administering federal, state, & local grant programs including Federal US History Grants, Title programs, 21st Century Grants, state competitive grants. Project oversight will be provided by these 2 key personnel with assistance from the technology coordinators, treasurers, & district administrators. Curriculum Directors will be the Project Coordinators & work collaboratively together, meeting monthly, to plan, implement, & conduct evaluation of all grant activities
LEAD APPLICANT: PAULDING EXEMPTED VILLAGE SCHOOL: Fiscal lead; Coordination/oversee all grant activities; complete all summative evaluation & fiscal reporting; complete all activities listed for secondary applicant; PEV will be able to provide effective and efficient management of this project due to its involvement with federal, state, & local grant projects of similar innovation and scope in the past such as RtTT, 21st Century Projects, High School-Higher Education alignment Initiative, Virtual Ap Grant, Safe Routes to School Grant, & other competitive grant programs
FISCAL SERVICES: To provide all fiscal accounting for grant: Maria Relliinger, Treasurer PEV, has 7 years of experience as a school treasurer working with local, state, & federal grants, as well as previous experience as a state auditor. The WT Treasurer will work closely with PEV Treasurer to complete the grant project
TECHNOLOGY COORDINATORS: To provide all technology support, purchasing requests, installation of infrastructure, device installation & maintenance: Jerry Hessel, PEVS, & Jo Ellen Sisson, WT, will provide all technology support, purchasing requests, installation of infrastructure, device installation & maintenance. Both tech coordinators have years of experience in supporting technology initiatives & grant projects in their respective districts. They also have a collaborative that meets regularly to address the needs & issues that are common to all their districts, which will provide a forum for discussion concerning grant activities and progress
CONSORTIA MEMBER: WAYNE TRACE LOCAL SCHOOLS (WT): will coordinate with Lead applicant to coordinate grant activities including fiscal responsibilities, professional development activities & website development. Within own district: complete district activities of purchasing and installing technology; coordination of professional development follow-up with learning communities; update district policies on student use of laptops; complete fiscal reports & evaluation of grant activities. WT will be able to provide effective and efficient management of this project due to its involvement with federal, state, and local grant projects of similar innovation and scope in the past such as RtTt, Title programs, 21st Century Grants, state competitive grants
PARTNERSHIPS (qualifications, skills & experience): WESTERN BUCKEYE ESC has experience implementing innovative projects such as managing Region 1 Dual Credit Grant, Federal US History Grants, Title programs, 21st Century Grants, state competitive grants, regional leadership for Credit Flex, Ohio Gifted Grant Projects, Javits, ACES, GAP & TIE grants
NWOET: Established foundation experienced in providing technical assistance and professional development for schools in NW OH PAULDING COUNTY CARNIGIE LIBRARY: Community partner that will provide location for students to access internet after school hours & support to student learning; assist with website development
PTOs: since the leadership positions change annually in these organizations, individuals serving as officers vary greatly. However, in each building at least one teacher serves as an office each year. The elementary teachers description above & are good candidates to promote PROJECT LEAP through PTO.

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

9. Which of the stated Straight A Fund goals does the proposal aim to achieve? - (Check all that apply)

- Student achievement
Spending reductions in the five-year fiscal forecast
Utilization of a greater share of resources in the classroom

10. Which of the following best describes the proposed project? - (Select one):

- New - never before implemented
Existing and researched-based - never implemented in your district or community school but proven successful in other educational environments

Mixed Concept - incorporates new and existing elements

Enhancing/Scale Up - elevating or expanding an effective program that is already implemented in your district, school, or consortia partnership

11. Describe the innovative project.

PROBLEM TO BE ADDRESSED: Lack of keyboarding skills; Need for better preparation for New Generation State Assessments Project LEAP will provide an enriched and strengthened curriculum for students in grades K-3 by teaching basic keyboarding skills and bolstering basic skills in reading and math through the use of SuccessMaker and keyboarding software. The students will be better prepared for the New Generation of State Assessments and to meet the goals established for the 3rd Grade Guarantee. Project LEAP is an innovative approach to meeting the needs of all learners such as students with disabilities and students identified as gifted. SuccessMaker is designed to allow students to achieve on their individual paths, at their own rate, and with the appropriate amount of remediation or stretch through the use of specially designed software. While they are learning reading and math skills, they will also be practicing keyboarding skills and become better prepared for online testing experiences, and acquiring skills for college and career readiness. ACTIVITIES TOWARD SOLVING PROBLEM 1. Purchase classroom sets of tablets for K-2; laptops for grade 3 2. Increase/install infrastructure (bandwidth, switches, access points, servers) 3. Provide professional development for teachers to implement keyboarding software/lessons through direct instruction; create professional learning communities (PLCs) 4. Increase opportunities for students in K-3 to use technology in their daily routine to improve reading and math skills, and keyboarding skills 5. Create webpage/blog/online forum for teachers to share resources, lesson plans conversations between the districts (and eventually to other districts) 6. Update school policies/procedures/guidelines to allow increased usage of technology devices by the students DESCRIPTION OF PROJECT AND MAJOR ACTIVITIES Project LEAP will provide opportunities for students in K-3 at Paulding Exempted Village and Wayne Trace Local Schools to utilize available technology to enhance and enrich the curriculum and better meet the needs of all students. Each district will purchase equipment and technology infrastructure to provide classroom sets of tablets/laptops. Through blended/flipped classroom strategies, students will develop 21st century skills such as keyboarding, improve written and verbal communication skills, and improve reading and math skills. By putting technology directly into the hands of the students it is utilization of greater share of resources into the classroom and supporting student achievement. Teachers will receive high quality professional development (HQPD) by NWOET on implementing keyboarding instruction and flipped/blended classroom strategies. Professional Learning Communities (PLCs) will be formed in each building with support from WBESC to provide greater opportunities for collaboration, create support and long-term commitment to the project goals necessary for sustainability. A webpage/blog will be established for teacher to communicate easily between the buildings and districts by sharing lesson plans developed for blended/flipped instructional strategies, online resources, and thus establishing a network that will provide an avenue for sustainability beyond the timeframe of this grant project. Partnerships will be established with PTOs at each elementary to provide parents with information on how to support their child as they acquire new technology skills. The Paulding County Library will play a role in providing a place for parents and their children to visit to use online resources to improve their keyboarding and academic skills. There are library branches in Payne and Oakwood which will provide accessibility to families in the evenings and on the weekends. As students have more opportunities to practice reading, math, and keyboarding skills, this will provide a platform for greater student achievement.

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: SuccessMaker and Keyboarding software will show student achievement on pre-posttests in reading and math and will increase technology skills to improve online test taking skills Project activities: purchase of tablets/laptops/software and supporting technology infrastructure; implementation of SuccessMaker and keyboarding software Expected Outcomes: 80% of participating students K-2 will show an increase in student achievement as indicated by SLO targets and as measured by pre/post test data from SuccessMaker, Aims Web, and/or State Diagnostic Assessments in the content areas of reading and math 80% of participating students in grades 2 & 3 will show an increase in keyboarding skills as indicated by pre/post assessments SPENDING REDUCTIONS: The use of Success Maker is a research based program, provides a scaffolded, self-paced structure, and will help spending reductions in funding spent on personnel for remediation. As students become more comfortable with using technology for instruction and teachers become more comfortable with blended/flipped instructional strategies, less paper & pencil activities will be used thus reducing the funds spent on duplication/workbooks. Project Activities: purchase of tablets/laptops/software and supporting technology infrastructure; establishment of Responsible Use Policy; professional development Expected Outcomes: 90% of teachers grades K-3 attend PD provided by NWOET 90% of teacher grades K-3 participate in professional learning communities 90% of teacher trained implement flipped/blended instructional strategies Both districts have a Responsible Use Policy in place by June 1, 2014 UTILIZATION OF GREATER SHARE OF RESOURCES IN THE CLASSROOM : By purchasing tablets/laptops for student use and providing teachers with professional development on strategies to incorporate technology into their classroom instruction, the impact is for a greater use of funding for resources directly in the classroom. Project activities: purchase of tablets/laptops/software, and supporting technology infrastructure; professional development; webpage/blog established Expected Outcomes: 100% of students in grade K-3 at PEV & WT will have daily access to a tech device 100% of infrastructure is installed to support increased technology usage 80% of trained teachers use webpage to post lessons/resources to use for blended/flipped strategy HOW CONSORTIUM MEMBERS A & PARTNERS WILL WORK TOGETHER The Curriculum Directors from the two districts will form the Management Team for Project LEAP and collaborate to implement the project. Monthly meetings will be conducted to check on progress of each objective and collaborate to plan and implement the professional development sessions, webpage development, and data collection. The Management Team will establish the Advisory Board and take a lead role in establishing meeting dates and agendas. The Advisory Board will consist of a representative from all the consortium members and partners and will meet three times during the grant period to review the scope of the project, participate in planning the major activities to be implemented, assist with implementation of specific action steps such as the webpage & blog development, PTO Meeting/Open House presentations, and data collection. Each curriculum director will be responsible to take the lead to implement Project LEAP activities in their own district and specifically to take the lead on the formation and direction of the professional learning community. In collaboration with the technology coordinator: oversee the purchase of the technology and the installation of technology infrastructure. In collaboration with district administrators: coordinate communications among administrators in the district concerning all project activities, coordinate PTO presentations, data collection, review/revise/develop Responsible Use Policy, and formation o

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?

809,071.00 * 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).

BUDGET NARRATIVE: The major categories of expenses in this budget address the goals of this project by providing more technology for the students in the form of tablets/laptops and software; the infrastructure to support increased number of users by providing increased bandwidth, additional equipment - servers, switches, access points, upgrades; professional development to train teachers on blended/flipped strategies and professional Learning Communities and SuccessMaker Salaries: \$20,256; to support the professional development stipends for teachers to attend inservice during non-school contract days PEVS: 24 teachers x \$16.88/hr x 30 hrs= \$12,154 WT: 18 teachers x \$16.88/hr x 30 hrs= \$ 8,102 Fringes: \$ 3, 120; that are a result of the stipends to support the professional development stipends for teachers to attend inservice during non-school contract days PEVS: 24 teachers x 2.60/hr x 30 hrs= \$ 1,872 WT: 18 teachers x 2.60/hr x 30 hrs= \$ 1,248 Purchased Services: \$ 30, 125; Professional development costs for services from NWOET & SuccessMaker; additional training at OETC conference and PLCs PEV: 2 days of Professional Development provided by NWOET=\$2500 PLC- 3 Groups = 3 Facilitators @ \$450.00= \$1,350 PLC- 21 Teachers@ 225= \$ 4,725 SuccessMaker Professional Development 6 Days@ \$2,500/day = \$15,000 WT: 2 days of Professional Development provided by NWOET=\$2500 PLC -2 Groups = 2 Facilitators @ \$450 = \$900 PLC- 14 Teachers@ 225= \$3,150 Capital Outlay: \$ 755,570 ; Each district has a budget for computers, cases, supporting equipment for classroom use; Infrastructure expenses such as expanding bandwidth, installation of additional access points, switches, servers PEV: 180 laptops @ \$800= \$144,000 6 laptop carts @ 2,100= \$12,600 3 MacBook Pro 13" 2.5ghz Dual core intel Core i5 @ 999 = \$2,997 iPad w/ Retina Display Wi-Fi 16 GB Black (10 Pack)- 27 packs @ \$5,580 = \$150,660 18 Apple TVs @ \$99 = \$1,800 270 iPad Smart Case Polyurethan-Dark Gray @ \$49 = \$13,230 9 Bretford Powersync Cart for iPad with Retina Display @ \$2,799.95= \$25,200 18 Kanex ATV Pro HDMI to VGA Adapter with Audio Support @ \$59.95 = \$1,079 270 Apple Software Manager @ \$9.00=\$2,430 1 Apple iPad Apps Software Applications @ \$750 = \$750 Oakwood Elementary SuccessMaker License = \$ 20, 000 Paulding Elementary SuccessMaker License = \$48,000 280 Keyboarding Software @ \$15 = \$4, 200 WT: 120 laptops @ \$800 = \$96,000 4 laptop carts @ \$2,100 = \$8,400 7 MacBook Pro 13" 2.5ghz Dual core intel Core i5 @ 999 = \$ 6993 iPad w/ Retina Display Wi-Fi 16 GB Black (10 Pack) -18 packs @ \$5,580.00 = \$100,440 12 Apple TV @ \$99 = \$ 1,200 180 iPad Smart Case Polyurethan-Dark Gray @ \$49 = \$ 8,820 6 Bretford Powersync Cart for iPad with Retina Display @ \$2,799.95 = \$16,800 12 Kanex ATV Pro HDMI to VGA Adapter with Audio Support @ \$59.95 = \$ 719 1 Apple iPad Apps Software Applications @ \$750.00 = \$750.00 Payne Elementary SuccessMaker Site License = \$ 20, 000 Grover Hill Elementary Site SuccessMaker License= \$20,000 143 Keyboarding Software @ \$15 = \$2,145 180 JAMF Casper IOS EDU+ 3 YR Maintenance@ \$27=\$ 4,860 1 JAMF Casper Jumpstart 1/2 Day Remote @ \$740= \$ 740 4 HP 2530-48G-POE+Switch x \$1909= \$7636 8- SFP & Fiber Patch Cords x \$65= \$520 20 Hive AP 330 Wireless access points x \$722 = \$14,440 20 Aerohive Hive Manager Wireless License x \$59= \$1062 20 -3 Year Hardware x \$75= \$1500 6 -50Mb to 100Mb Bandwidth increase x \$700= \$4200 20 Wireless Installation at 2 sites x \$59= \$1,180 7 Appcare Protection Plan 13" MacBook Pro @ \$183= \$1,281

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.

32,240.00 * 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.

Recurring costs would include: Software Licenses- annual license fees for SuccessMaker will be necessary to support this program for future years. 300 Licenses per elementary building will be provided. This cost is a total of \$18,240 for the consortium annually (\$9,120 per district x 2 districts) Hardware Replacements: annual upkeep of tablets over the five-year forecast for replacement computers. These hardware totals for the consortium are estimated at \$10,000 annually over the five-year forecast (\$5,000 per district x 2 districts) Professional development will need to continue for new staff members and for all staff members to remain current as technology is ever changing. Each district will purchase 10 hours of PD from NWOET yearly to train staff members. This cost is a total of \$4,000 for the consortium annually (\$2000 per district x 2 districts) See below for further detailed itemization of costs. The total recurring costs are \$32,240 for the consortium. There are no recurring costs anticipated for staffing required to maintain the program permanently because current staff is in place in each district to complete the long-term activities that have been established as a result of Project LEAP. Current staff will complete the following activities to maintain the program permanently: Curriculum Directors: Schedule professional development; data gathering on long-term outcomes; long-term management of activities during monthly curriculum meetings. Tech Coordinators: long-term maintenance/replacement of equipment and infrastructure; webpage/blog maintenance DETAILS OF ITEM COSTS PEVS: 300 Licenses Paulding Elementary x \$15.20=\$4,560 300 Licenses Oakwood Elementary x \$15.20=\$4,560 10 hours of NWOET PD x \$200= \$2000 8 Replacement iPads x

\$625=\$5,000 WT: 300 Licenses Payne Elementary x \$15.20=\$4,560 300 Licenses Grover Hill Elementary x \$15.20=\$4,560 10 hours of NWOET PD x \$200=2000 8 Replacement iPads x \$625=\$5,000

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

40,000.00 * 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.)

Project LEAP creates anticipated savings as consortium the schools are able to save money on remediation cost due to the implementation of SuccessMaker. With bringing technology into the students hands technologically based instructional techniques will be implemented at elementary level with technology, to improve keyboarding skills and not only to prepare students for next generation assessments, but also to directly increase student achievement. Matching student interests at these levels, decreasing the need thefor remediation (Third Grade Guarantee), and customizing an educational approach to meet the needs of all learners through the use of SuccessMaker will increase student learning. Additionally, it is the goal of the consortium to reduce costs for paper, duplication, and textbooks, which is estimated for the consortium \$40,000 annually because of the technology purchased for K-3 students. (400 cases of paper @ \$25/case)+(40,000 copies @ \$0.25)+(160 textbooks @ \$125). These savings would be realized as students use online resources and tools to complete assignments, access textbooks, and learn more efficiently through flipped/blended instructional approaches PEV: 200 Cases of Paper x \$25=\$5,000 20,000 Copies x\$.25=\$5,000 80 Textbooks x\$125=\$10,000 WT: 200 Cases of Paper x \$25=\$5,000 20,000 Copies x \$.25=\$5,000 80 Textbooks x\$125=\$10,000

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.

Project LEAP is self-sustaining because: 1. Professional development is provided during grant period, skills utilized by teachers to continue grant objectives of student achievement beyond grant period 2. Professional learning communities provide a job-embedded, on-going platform for teachers that establishes collegiality and connections for teachers to continue beyond the grant period 3. Webpage/blog will provide an online forum for continued sharing among teachers in the two districts and beyond 4. Enough equipment purchased at one time to provide whole class learning opportunities for K-3 students with enough infrastructure to support expected usage 5. District Policies will be established that set the expectations for use of technology by the students on a daily basis 6. Personnel already established in districts to implement project and carry out goals beyond the grant period Initial training will provide teachers with skills to be successful in planning and implementing lessons with technology integrated. The professional learning communities will provide ongoing, job-embedded support to sustain long-term commitment to the project goals. The blog will continue to be a learning community for teachers to refresh skills, and to continue the sharing of ideas and resources. Research on effective practices in professional development shows that Professional Learning Communities (PLCs) of small, site-based, job embedded, study groups as being most effective for the retention of new knowledge leading to increased student achievement. (Educational Leadership, March 2002). Since these PLCs are structured by the teachers, driven by their needs, and structured for their professional development, they provide an on-going forum for development of effective classroom strategies beyond the initial PLC framework, which makes the process self-sustaining. The cost of professional development is a one-time cost, but the knowledge gained is sustainable because it can be passed down to staff members as the train the trainer model promotes. This project is based on technology that will provide the students with access to tools and programs that will enhance achievement and prepare them for life full of learning. The significant investment in hardware and infrastructure will provide opportunity to develop school-wide cultures of technologically supported instruction. The purchase of a large amount of equipment at one time allows for whole class learning experiences and implementation strategies on a larger scale. School personnel such as administrators, tech coordinators, and curriculum coordinators can better support initiatives that affect a greater number of the student/teacher population. Leadership and key personnel for this project such as tech coordinators, curriculum directors and building administrators in the districts are already in place and will remain consistent after the grant period. They will be familiar with Project LEAP goals and objectives which will have a carry-over effect as they continue to support and encourage those teachers and students that were included in the project, and require no additional funding to perpetuate the project. In addition, District Policies established for Responsible Use of Technology will allow for the increased use of devices by the students and reinforce the goals and objectives set forth though Project LEAP. Recurring Costs are less than the Expected Savings and Cost reductions of this project. Cost reduction and expected savings of reduced costs for paper, duplication, and textbooks will be \$40,000 for the entire consortium. Recurring costs for software licensing, hardware replacement and professional development is estimated to be \$32,240.

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): 01/01/2014

* Narrative explanation

PLANNING STAGE COMMUNICATION THAT HAS OCCURRED AS PROJECT WAS DEVELOPED The following interactions have occurred to create this proposal with input from consortium members and partners to provide a focused, multi-faceted approach to the problem of college and career readiness. Curriculum Coordinators compared district status/goals; created focus for proposal; Community Leaders contacted for support/partnerships/input; District Administrators, Treasurers, Tech Coordinators involved in refining project goals/objectives/activities; Teachers consulted; Partners contacted to provide PD, support for project. All entities support Project LEAP. January- Management Team (MT) Meeting-review project, establish actions steps/due dates; inform public/parents/teachers/administrators-project goals/objectives/activities through newspaper releases; presentations, and discussion with stakeholders; draft policy for responsible use; purchase equipment; installation of technology infrastructure; plan NWOET PD BARRIERS/PROACTIVE MITIGATION STRATEGIES Barrier: delays in expected deadlines/scheduling due to weather cancellations, delay in deliveries, unavailability of service providers. To mitigate, MT will adjust deadlines, assist in activity completion Barrier: Lack of involvement of staff members. To mitigate, MT will discuss the project with teachers & administrators to fully explain grant program objectives, benefits to students STAKEHOLDERS ROLE IN PLANNING STAGE MT will contact NWOET to schedule PD Students: introduced to tablets/laptops Parents will become better informed about Project LEAP the through brochures Teachers: receive information about PD, Project LEAP Technology Coordinators will purchase equipment and schedule installation of infrastructure School Administrators, Tech coordinators: draft Responsible Use Policy Policy makers/School Boards: receive monthly reports from MT meetings Community/Business Leaders: attend Advisory Board Meeting COMMUNICATION WITH STAKEHOLDERS DURING THE PLANNING STAGE MT will have on-going communication concerning grant activities & monthly meetings to take stock of project progress, make adjustments, & assist each other in completing project activities/objectives. The Advisory Board and the Business Symposium will provide forum for communication among community leaders & schools to promote project activities. More specifically, communication with stakeholders during the planning stage will be as follows: Community/parents: Local media; school/community meetings; brochures targeted to parents/students Students: introduced to laptops/iPads Tech Coordinators: purchase equipment; installation of technology infrastructure School Administrators, Tech coordinators, Guidance Counselors: draft responsible use policy Policy makers/School Boards: presentation at board meeting; monthly updates Community/Business Leaders: informed of grant program objectives, timelines, purpose

Implement (MM/DD/YYYY): 02/01/2014

* Narrative explanation

IMPLEMENT STAGE February- MT Meeting-review progress/establish actions steps/due dates; website/blogs created; PD sessions provided by NWOET on blended/flipped strategies; students given instructions on using laptops; create Professional Learning Communities (PLC) @ district; Advisory Board Meeting; District administrators review responsible use policy; March- MT Meeting-review progress/establish actions steps/due dates; students involved in blended learning activities; PLC group meetings; Advisory Board Meeting; April- MT Meeting-review progress/establish actions steps/due dates; Students involved in blended learning activities; PLC group meetings; BARRIERS/PROACTIVE MITIGATION STRATEGIES Barrier: delays in expected deadlines due to weather cancellations, delay in deliveries, unavailability of service providers. To mitigate, MT will adjust deadlines, assist in activity completion Barrier: Lack of involvement of staff members. To mitigate, MT will discuss the project with teachers & administrators to fully explain grant program objectives, benefits to students Barrier: Lack of Business/community involvement. To mitigate, MT will make personal contact with key business/community leaders to fully explain objectives of program & the importance of their involvement; publicity in local newspapers of grant activities to increase awareness/interest in project STAKEHOLDERS ROLE IN IMPLEMENT STAGE Students: involved with blended learning activities in classrooms, using keyboarding and SuccessMaker Teachers: attend PD; participate in PLC Policy makers/School Boards: review and adopt Responsible Use Policy; receive monthly reports from MT meetings Community/Business Leaders: attend Advisory Board Meeting COMMUNICATION WITH STAKEHOLDERS DURING THE IMPLEMENTATION STAGE MT will have on-going communication concerning grant activities & monthly meetings to take stock of project progress, make adjustments, & assist each other in completing project activities/objectives. The Advisory Board will provide a forum for communication among community leaders & schools to promote project activities. More specifically, communication with stakeholders will be as follows: Community/parents: Local media; school /community meetings; brochures targeted to parents/students Students: engaged in learning keyboarding skills and using SuccessMaker Teachers: HQ Professional development; PLCs; scheduled team/department/staff meetings; blog/Webpage established School Administrators, Tech coordinators, Guidance Counselors: presentations; draft responsible use policy; Policy makers/School Boards: presentation at board meeting; review and adopt Responsible Use Policy; receive monthly reports from MT meetings Community/Business Leaders: Advisory Board participation

Summative evaluation (MM/DD/YYYY): 05/01/2014

* Narrative explanation

SUMMATIVE EVALUATION STAGE May -MT Meeting- review progress/establish actions steps/due dates; Data gathered on grant activities; PLC group meetings; Advisory Board Meeting June- MT Meeting-review progress/establish actions steps/due dates; Final reports; Follow-up PD/PLC BARRIERS/PROACTIVE MITIGATION STRATEGIES Barrier: delays in expected deadlines due to weather cancellations, delay in deliveries, unavailability of service providers. To mitigate, MT will adjust deadlines, assist in activity completion Barrier: Lack of involvement of staff members. To mitigate, MT will discuss the project with teachers & administrators to fully explain grant program objectives, benefits to students Barrier: Lack of Business/community involvement. To mitigate, MT will make personal contact with key business/community leaders to fully explain objectives of program & the importance of their involvement; publicity in local newspapers of grant activities to increase awareness/interest in project STAKEHOLDERS ROLE IN SUMMATIVE EVALUATION STAGE Students: involved with blended learning activities in classrooms Teachers: Data gathered on grant activities; PLC group meetings School Administrators, Tech coordinators, Guidance Counselors: Data gathered on grant activities; Policy makers/School Boards: monthly updates from MT Community/Business Leaders: Advisory Board Meeting /next steps COMMUNICATION WITH STAKEHOLDERS DURING THE EVALUATION STAGE MT will have on-going communication concerning grant activities & monthly meetings to take stock of project progress, make adjustments, & assist each other in completing project activities/objectives. The Advisory Board and the Business Symposium will provide forum for communication among business leaders & schools to promote project activities. More specifically, communication with stakeholders will be as follows:

Community/parents: Local media; school/community meetings; brochures targeted to parents/students Students: engaged in learning keyboarding skills and using SuccessMaker
Teachers: HQ Professional development; PLCs; scheduled team/departments/staff meetings; blog postings School Administrators, Tech coordinators: presentations; Policy makers/School Boards:
review and adopt responsible use policy; receive monthly reports from MT meetings; feedback for evaluation Community/Business Leaders: Advisory Board participation

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

EXPECTED INSTRUCTIONAL CHANGES Teachers will utilize training and PLCs to create lesson plans that incorporate tablets/laptops and use blended/flipped instructional strategies. SuccessMaker will provide a scaffolded, self-paced structure, allowing students to take more ownership of their learning. Individual student needs will be addressed and less remediation will be necessary. Self-directed learning will be an important life-time skill for students. As students become more comfortable with using technology for instruction and teachers become more comfortable with blended/flipped instructional strategies, less paper & pencil activities will be used thus reducing the use of duplicated worksheets/workbooks. Students will improve keyboarding skills through direct teacher and software instruction. These basic skills will be important not only in school but as a tool for learning and living in the 21st century for college and career readiness. Teachers will become proficient in providing experiences for young students to learn these basic technology skills through regular classroom instruction. According to Arthur N. Applebee: Students who lack work processing skills are significantly disadvantaged; students who use a keyboard frequently score higher on tests of writing ability than do students who use keyboards less frequently. [http://www.nagb.org/newsroom/naep-releases/2011-writing/statement-applebee.html] **EXPECTED ORGANIZATIONAL CHANGES** School policy for Responsible Use of technology will set the stage for increased use of devices by students on a daily basis. This will also establish expectations for greater use of technology in the classroom. As more devices are acquired by each district, the long-term goal of a 1-to-1 initiative will be realized. Each district has a long-term Technology plan that includes purchasing of devices and infrastructure to achieve the goal of one device per student. Project LEAP will provide a means to reach that goal much sooner than expected. Reassignment of staff to address the technology needs of staff and students will better support the daily use of devices in the classroom. Librarians/Media specialists will focus a greater amount of their time and energy on management and maintenance of technology related issues. Further, they will be able to help students use online resources, rather than print resources. The PD model of PLCs will provide a job-embedded, on-going process for teacher to continue to collaborate with colleagues not only in their own building/district, but via webpages/blogs/other online means teachers will be able to share resources/lesson plans/ideas with teachers across the country. **COMMUNICATION/ADMINISTRATION PLAN** Management Team will meet at least monthly to discuss progress, check on benchmarks and timeline/deadlines, establish actions steps. Advisory Board (partners and consortium members) will meet a minimum of 3 times during the grant period to plan and implement the PTO Meeting/Open House presentations, the webpage & blog development, and data collection. Curriculum Directors will relay information to district stakeholders (tech coordinators, administrators, teachers, students, parents, school board) on grant progress, plans, and activities. Advisory Board will establish communication between parents and schools, establish webpage for public use, and create a network among teachers. This communication plan will support the goals and objectives of Project LEAP to insure successful completion.

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.

IMPACT ON STUDENT ACHIEVEMENT Comprehensive reviews of research published in 2001 and 2005 showed that student academic performance in well-designed online courses is on average equivalent to performance in high-quality classroom based courses (Cavanaugh, 2007). SuccessMaker addresses multiple learning styles, tracks progress, and provides a well-designed framework for instruction, remediation, and extensions for all learners. One-to-one computing and online learning offer an approach to learning that allows more flexible and individualized learning through the application of new technologies (Cavanaugh, 2009). SuccessMaker is personalized, data-driven learning trajectory that creates each learner's path through the program based on individual student performance. Geographic isolation of WT and PEV students in their very small, rural communities will be addressed with Project LEAP by providing technology on a daily basis. Applied effectively, technology implementation not only increases student learning, understanding and achievement, but also augments motivation to learn, encourages collaborative learning and supports the development of critical thinking and problem solving skills (Schacter & Fagnano, 1999). Access to a variety of tools, manipulative, and options for solving problems, gives students ownership in their learning, and helps them to discover their own educational preferences. Teachers who utilize technology prepare their students with a rich and important array of skills that will benefit them as active members of an evolving democracy and help support the United States with the technologically skilled workforce it needs (Golden & Katz, 2008). Project LEAP addresses the need for better utilization of technology to support student achievement through the use of keyboarding instruction and SuccessMaker. **SPENDING REDUCTION IN 5-YR FORECAST** Technology plans in both districts have been established to purchase the equipment and provide training for staff over the next 5 years. When limited recourses are available on an annual basis, it makes it more challenging to be able to implement a full scale initiative and create support across the district for the initiative. The purchase of a large amount of equipment at one time allows for whole class learning experiences and implementation strategies on a larger scale. School personnel such as administrators, tech coordinators, and curriculum coordinators can better support initiatives that affect a greater number of the student/teacher population. As more devices are acquired by each district, the long-term goal of a 1:1 initiative will be realized. Each district has a long-term Technology Plan that includes purchasing of devices and infrastructure to achieve the goal of one device per student. Typically the focus has been on middle and high school purchasing. Project LEAP will provide a means to reach that goal much sooner than expected by purchasing iPads, software, and professional development for the lower elementary grades, which will in turn create a reduction in the anticipated technology budget and provide greater opportunities for younger students. **UTILIZATION OF GREATER SHARE OF RESOURCES IN CLASSROOM** Since tablets are being purchased for direct student use on a daily basis, this will provide a greater share of the resources directly into the hands of the learners themselves. The students will become more responsible for their own learning through use of software with individualized feedback and progress monitoring daily. Professional development will assist teachers in creating age appropriate and content specific to the New Learning Standards for greater impact of the technology tools available to improve keyboarding skills and increase student achievement.

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

Yes No

22. If so, how?

Project LEAP will provide a communication and planning model for other schools to replicate in order to open valuable lines of communication between teachers and other schools to collaborate to expand the opportunities for learning. Teachers, students and community members of this project will be asked to share their knowledge and experiences gained from this project through video and written accounts posted on district web sites. Our schools will also be willing to send presenters to share at local and state conferences. In addition, lesson plans and resources for implementation will be available on the "Project LEAP" website links on district websites. The scale and scope of this project can be expanded to other grade levels and to other non-traditional students or children in our districts who are home-schooled, home bound, or attending private schools. By increasing the types of learning opportunities our students are being offered, more parents will seek out our programs. Students who are not currently interested in the traditional schooling environment will be encouraged to take advantage of the online learning opportunities. The college and career readiness skills of keyboarding and academic success can be expanded to grades 3-5 as we begin to have the younger students share their knowledge and enthusiasm for learning with older students. Mentoring between the students of different ability levels as well as grade levels could also arise out of this as the concept of learning partnerships is nurtured between different groups of students. This model is flexible enough to fit within the constraints of different community and school cultures as the main focus is to increase the technology and academic skills of all students.

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

QUANTIFIABLE MEASURES OF GRANT OUTCOMES Long-term measurement data will be collected during and after the grant period concludes and will include a study of the number of students who improve keyboarding skills and show progress in academic achievement through the use of SuccessMaker and number of teachers using the webpage. Teachers/administrators will be surveyed to report on changes in classroom strategies to incorporate blended/flipped lessons. Project LEAP will have substantial value and lasting impact through a continuation of the project objectives and activities that: Better prepare teachers to implement flipped and blended classroom strategies through professional development and opportunities for collaboration with other teachers; and better address needs of all students by identifying individual needs and interests and increasing opportunities for students to use technology in their daily routine to improve keyboarding and academic skills. The activities of Project LEAP are sustainable by school personnel who are already in place, by teachers who have completed training on flipped/blended strategies, and through communication modes that have been established such as webpages, blogs, and PLCs. Project LEAP will establish a new school climate that provides online opportunities for all students and includes the use of technology daily to aid every student to improve academic and technology skills and to become better equipped and prepared for college/career. Equal access will be available to all students regardless of their abilities, disabilities, learning styles or interests. **CONTINUATION OF THE PROJECT** Project LEAP produces several outcomes that can be sustained beyond the grant period. Through the partnerships, PLCs, and other grant activities connections, collaborations, and a means to easily communicate will be established. Partnerships will yield support for increased technology efforts from NWOET, and connections with other education and community organizations. By virtue of their design, the PLCs create a shared vision and purpose among participants which establishes rapport among colleagues, established a common language about the initiative making teachers feel empowered to implement the new strategies. The expectation for technology to be used daily in the school community is strengthened by the establishment of School Board Policy for Responsible Use and by providing the infrastructure and hardware capable of meeting the ever changing and increasing needs of teachers and students. Leadership and key personnel for this project such as tech coordinators, curriculum directors and building administrators in the districts are already in place and will remain consistent after the grant period. They will be familiar with Project LEAP goals and objectives which will have a carry-over effect as they continue to support and encourage those teachers and students that were included in the project, and require no additional funding to perpetuate the project. Participation in the project by partners such as NWOET and Western Buckeye ESC creates support of continuation through a clear understanding and commitment to the goals of the project. An import factor in the continuation of Project LEAP will be the lines of communication that are established among and between the school and its partners through online connections of blogs, webpages, and online communication via email. The connections and commitments created during the project will provide a long lasting effect on the school communities.

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.

SPECIFIC BENCHMARKS OF GOALS Student achievement More students will have access to technology to improve keyboarding skills and increase student achievement. Goals: Increased achievement as measured by data from keyboarding software and SuccessMaker (short term) and improved scores on next generation state assessments (long term) Benchmarks/Preliminary success point: 80% of participating students K-2 will show an increase in student achievement as indicated by SLO targets & as measured by pre/post test data from SuccessMaker, Aims Web, &/or State Diagnostic Assessments in the content areas of reading & math 80% of participating students in grades 2 & 3 will show an increase in keyboarding skills as indicated by pre/post assessments Long term goals: 75% of students show value added gains on state assessments annually; continued increases in test scores from state assessments Spending reductions in the five-year fiscal forecast Purchase of laptops/infrastructure reduces the amount of funds that will need to be spent in the future thus reducing future expenditures Benchmarks/Preliminary success point: By March 1, technology infrastructure will be installed, tablets purchased and delivered to classrooms By March 1, Responsible Use Policy drafted and ready to present to School Board By June 1, school districts have a Responsible Use Policy in place Long term goals: Reduce spending on paper, duplication, textbooks Utilization of a greater share of resources in the classroom By putting laptops directly in the hands of every student in grades K-3, informing teachers how to implement flipped/blended strategies, & providing keyboarding instruction & SuccessMaker, it allows students to have a greater responsibility for their own learning & puts more resources directly in the classroom Benchmarks/ Preliminary success points: By March 1, PTO presentations planned; place/time/date By April 1, all students in grades K-3 in have access to tablets/laptops By May 1, 90% of teachers trained implement flipped/blended strategies By June 30, 90% of teachers of grades K-3 attended NWOET PD By March 1, Professional learning communities formed By June 30, 90% of teachers of grades K-3 participated in PLCs By June 30, 80% of trained teachers use webpage to post lessons/resources for blended/flipped strategy Long term goals: 80% of teachers in K-3 will continue to use keyboarding programs and SuccessMaker to improve student achievement; continued increases in test scores from state assessments Long-term measurement will be data collected after the grant period concludes and will include a study of the number of students requiring remediation (Third Grade Guarantee), number of lesson plans/resources posted on the webpage and number of hits

on the webpage. Teachers/administrators will be surveyed to report on changes in classroom strategies to incorporate blended/flipped lessons. Feedback from teachers on success of webpage postings, training sessions, student reaction to using devices Other anticipated outcomes that cannot be easily benchmarked Connections made with parents and community organizations, provides a wider base of support for the local school which may result in passage of levies and greater participation in school sponsored activities. Students are better prepared academically & result in less students requiring intervention regarding the Third Grade Guarantee. Students who are better prepared with 21st century skills such as keyboarding, will be more successful as they pursue college and careers, obtaining higher levels of education, gaining employment and succeeding in their own personal goals. Teachers who successfully integrate instructional technology will have additional tools to assist in preparing students for the futures Changes in the school climate to embraces the innovations technology offers will strengthen the instructional program & enable all students to achieve their goals

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.

Method to measure long- and short-term objectives: For many of the activities of this project, completion will be the measure of success such as laptops purchased, technology infrastructure installed, PD delivered, PLCs formed, policies updated, webpage/blog created. These short-term objectives can be measured not only by completion but also by the number of participants at the activities, teacher participating in PD sessions/PLCs, students with daily use of tablets/laptops, hits on webpage. Long-term measurement will be data collected after the grant period concludes and will include a study of the number of students requiring remediation (Third Grade Guarantee), number of lesson plans/resources posted on the webpage, and number of hits on the webpage. Teachers/administrators will be surveyed to report on changes in classroom strategies to incorporate blended/flipped lessons. Feedback from teachers on success of webpage postings, training sessions, student reaction to using devices. Types of data to be collected Numerical data to be collected: # laptops added to classrooms; # presentations at PTO events Students: # involved in lessons including flipped/blended strategies Teachers: # attending professional development sessions; # involved in professional learning communities; # implementing flipped/blended classroom strategies Parents: # attending PTO presentations; # using Paulding Library/branches for tech resources Other evidence to be collected: Lesson plans created to implement flipped/blended teaching strategies Copies of Responsible Use policies MT Meeting Minutes Advisory Board Meeting Minutes Reflections from PLCs How to track progress- systems in place For those activities whose success depends simply on completion of the activity, the curriculum coordinators will track the progress at their monthly meetings. The collection of numerical data will be collected by MT at the end of the project. Other evidence will be collected by MT throughout the project and compiled for the final evaluation. Measuring success of project: 80% of participating students K-3 will show an increase in student achievement as indicated by SLO targets and as measured by pre/post test data from SuccessMaker, Aims Web, and/or State Diagnostic Assessments in the content areas of reading and math 80% of participating students in grades 2 & 3 will show an increase in keyboarding skills as indicated by pre/post assessments 90% of teachers grades K-3 attend PD provided by NWOET 90% of teacher grades K-3 participate in professional learning communities 90% of teacher trained implement flipped/blended instructional strategies Both districts have a Responsible Use Policy in place by June 1, 2014 100% of students in grade K-3 at PEV & WT will have daily access to a tech device 100% of infrastructure is installed to support increased technology usage 80% of trained teachers use webpage to post lessons/resources to use for blended/flipped strategy Procedures to change program plan if not meeting program objectives: MT will monitor program progress and discuss goals with district/building administrators to fully implement grant objectives; discuss grant objectives with teachers; provide guidance and support to PLCs. How project results will be shared with other districts Compiled results will be the responsibility of MT. A presentation will be created about the project and results presented at school board meetings/community organizations/professional conventions such as the OTEC conference, statewide conference, or other state meetings. In addition, the information will be shared on the website of each of the participating districts, the ESC, and other public entity websites as requested.

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 Cortney Rethmel Curriculum Coordinator Paulding Exempted Village Schools 10/25/2013