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<td>497,760.00</td>
<td>0.00</td>
<td>542,680.00</td>
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Adjusted Allocation: 0.00
Remaining: -542,680.00
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: Plymouth-Shiloh One-to-One Computer Initiative

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

3. Total Students Impacted: 880

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

   First Name, last Name of contact for lead applicant: Dr. James Metcalf

   Organizational name of lead applicant: Plymouth-Shiloh Local School District

   Unique Identifier (RIN/Fed Tax ID): 049460

   Address of lead applicant: 365 Sandusky St., Plymouth, Ohio 44865

   Phone Number of lead applicant: 4196874733

   Email Address of lead applicant: metcalf.jim@plymouth.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 (RIN/Fed Tax ID): N/A

   Address of secondary applicant: N/A

   Phone number 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 (RIN/Fed Tax ID), Address, Phone Number, Email Address of Contact for All Secondary Applicants in the box below.

   N/A

7. Partnership and consortia agreements and letters of support: - (Click on the link below to upload necessary documents).

   * Letters of support are for districts in academic or fiscal distress only. If school or district is in academic or fiscal distress and has a commission assigned, please include a resolution from the commission in support of the project.

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.

The program has been developed by the districts' Technology Committee, which includes faculty, staff, students, community, and administration. Members of the team have been in several initiatives, including our Ohio School Facilities project, our 21st Century Grant, the installation and implementation of our districts wireless network throughout the district, and other grant opportunities that have presented new and existing elements to our instructional environment.

The idea is to help students become problem solvers who can use an ever-expanding and ever-changing base of knowledge to apply learning in task-oriented scenarios. Our instructional practice will support the intended curriculum of the Common Core State Standards. The key component of our project is to improve student learning and to clearly identify what it is that students are expected to learn. Our project is designed to support the standards that students are expected to master. Therefore, the focus of both teaching and learning will be on students learning the content standards. Our project will grow our by adding goals to enhance skills, such as, problem solving and critical thinking, through instructional practices that are grounded in the content standards. Through our one-to-one initiative grade level teams will be able to identify the key content or power standards for a learning unit, develop a set of learning targets specific to the unit's instructional program. Students will make progress that can be measured on standardized tests while acquiring the skills needed to enhance their skills necessary to compete and thrive in an ever-changing world.

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.

   Our district has the infrastructure in place to equip our students with one-to-one devices. However, we do not have the resources to implement the project. Our goal is to prepare our students for a technology-driven world in which innovation, creativity, autonomy, and individual group research was priced along with the traditional accumulation of knowledge. The idea is to help students become problem solvers who could use an ever-expanding and ever-changing base of knowledge to apply learning in task-oriented scenarios. Our instructional practice will support the intended curriculum of the Common Core State Standards. The key component of our project is to improve student learning and to clearly identify what it is that students are expected to learn. Our project is designed to support the standards that students are expected to master. Therefore, the focus of both teaching and learning will be on students learning the content standards. Our project will grow our by adding goals to enhance skills, such as, problem solving and critical thinking, through instructional practices that are grounded in the content standards. Through our one-to-one initiative grade level teams will be able to identify the key content or power standards for a learning unit, develop a set of learning targets that guide learning and assessment, and then use our devices as one part of the instructional program. Students will make progress that can be measured on standardized tests while acquiring the skills needed to enhance their skills necessary to compete and thrive in an ever-changing world.

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.)

   Our one-to-one computer initiative will measure increased student achievement through growth of our students performance in Standardized Test Scores (OAA, OGT, PARCC, NWEA, ACT Plan and Explore) as measured by our Ohio Department of Education Local Report Card and district measures of achievement. Through a demonstration of computer proficiency as we move toward a project-based learning environment that will focus on increased problem solving ability. Through on-going professional development our goal is to infuse the curriculum with expectations that will develop students necessary for employability and post-high school. A hands-on instructional environment will be created that mirrors college and/or the business world where there are no bells and students are expected to know when they should be in class. These skills will lead to a career world application, where presentations are created via multimedia software, and research is done aided by on-line resources. We must prepare our students for success, not just a diploma. Students will be able to use the technology for all classes and all staff will be trained to integrate technology into every aspect of their teaching. Spending reductions will occur as we are able to utilize on-line curriculum and save on staffing. Moving to a paper-less environment where there will be no paper records, grades, or attendance. Teachers will keep track of students' progress, share teaching ideas, and complete administrative tasks all via the districts' intranet. Staff will be able to increase communication with students and parents via Google Drive, Blackboard, and Progressbook. Increased access and technology use, instruction will be transformed by having real-time student data on assessments, classroom projects, and assignments. This

UploadGrantApplicationAttachment.aspx
will allow for customized curriculum for each student on a day-to-day basis. Eventually teachers will be able to teach a Common Core objective, provide a benchmark assessment, and then choose a customized exercise for the next day’s class to address weaknesses revealed in each student’s understanding of the presented material. The vision for our program is to provide ongoing systemic professional learning at every level, ensuring the use of assessments and the subsequent collected data that will be used continuously to improve learning and instruction. Rigor and relevance will be created in each of our inspired classrooms – where students are scattered throughout the room instead of on a machine along a wall, in desks and rows, and technology is a seamless part of everyday teaching and learning. Every room will contain a mobile cart so that teachers and learners can collaborate with their peers in other schools, business partners, or students in other districts to discover best practices for learning. Continued development plan for the implementation will move beyond how to work the computer to the application of the technology in effective teaching. Through a partnership with Google for Education and the Mid-Ohio Educational Service Center teachers will be required to undergo 24 hours of training on integrating computers into their teaching practices. Sustainability will be achieved with our full-time technologist who will make sure the technology works in the classrooms. Teachers in each building (elementary, middle, high school) who wish to become instructional technologists will be provided time to provide additional teaching training to their building team members. We will be able to utilize a greater share of resources for each classroom by the creation of a cadre of technology experts. We will provide more resources in the classroom, through a partnership with Google and our Educational Service Center to provide on-going support, by increasing both staff and student productivity, which leads to better attendance, and by reduce operational costs as it pertains to capital outlay and instructional operation costs.

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.

NA

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

542,680.00 * 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, RIT money, local funding, foundation support, etc.), and provide details on the cost items included in the budget (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc).

The total project cost is $542,680. Our one to one project will purchase 880 Chrome Books estimated at $429 @ along with a security car/charging cart for 68 classroom teachers estimated at $1,640 @. Allowing each staff member to have immediate access to a secure cart eliminates down time for students and to have access continually throughout the day. Each device also requires individual licensing at $30 @ and 24/7 support at $10 @ for the first year to enable all student and staff to become familiarized with the device. A six week comprehensive training program will be provided to six staff members which allow two trained staff members at each building level, at a cost of $9,000. Google also provides a teacher dashboard for $720 which allows monitoring of all Chrome Book locations as well as site visitation information.

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.

127,780.00 * Specific amount of new/recurring cost (annual cost after project is implemented)

* Narrative explanation/rationale: Provide details on the cost 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 include a Google Ed annual licensing fee of $30 for each device, along with continued 24/7 support at $10 @/device for staff members only. The dashboard of $720 would continue to be a recurring cost in order to track and maintain security for all devices. All new and existing staff members will be trained on by site teacher/trainers to use their device and be provided a mentor to incorporate problem-based learning activities within their grade level or team. This will eliminate additional professional development dollars and the need to have the experienced staff member out of the classroom. Both the High School and Middle School labs would be converted into a relaxed learning area which allows students the freedom to research and utilize their device in their individual program areas. Each lab would be technology equipped with two ouches - $1,000 @ and 7 chairs - $507 @. This allows us to utilize a greater share of resources for each classroom by the creation of a cadre of technology experts. We will provide more resources in the classroom, through a partnership with Google and our Educational Service Center to provide on-going support, by increasing both staff and student productivity.

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

162,977.00 * 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.)

Spending reductions will occur as we utilize on line curriculum, collaborate with other districts and utilize innovative teaching methods which will save on future staffing costs. The largest savings in moving our technology to a one to one program will be in salaries and fringe benefits. This initiative eliminates the need to hire an additional math teacher to meet the Common Core Standards as well as a new technology employee to clean and repair our current desktop units. This alone saves the district an average of $115,586 each year over the five year period. The district will also move towards a paper-less environment eliminating paper records, and grades to save paper, copier and postage costs estimated at 20% of the overall district instructional paper related costs. This saves an average of $3,628 each full year of implementation. The district would not replace 300 desktop units or 50 desktops units in the labs. These costs were estimated at an annual cost of $41,977 over a three year period, based on $415 per unit. Labor and repair costs of our current computers and hubs will be reduced by procuring new devices which will save an approximately $2,180 each year based on district historical costs. The district would eliminate the need to purchase a 6-12 math book series and a K-12 reading series estimated at $60 per student totaling $73,800. Technology professional development will be provided by our onsite teacher/trainers. This eliminates the need to send each staff member outside the district for training and saves the related mileage and substitute salary costs of $8,021. Communication will increase between students, parents/guardians, and staff members, which will create a more productive work environment. Staff and student morale will increase; therefore, staff absences will be fewer and attribute to savings for the district.

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

The project will implement a replacement schedule for all student devices at approximately $429 each. Beginning in fiscal year 2015, the district will set aside 20% of the estimated replacement cost for all new devices. This will allow the district to begin a five year replacement cycle of one to one student devices. All onsite teacher/trainers will provide continued professional development for new staff members. The District will utilize Title I grant dollars whenever possible to remain current with licensing and support for each device.

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


Implement (MM/DD/YYYY): 06/01/2013

* Narrative explanation

Beginning in June 2014 we will be conducting staff training on Google Drive and project-based learning instruction. We will be training a cadre of teachers on Google Drive and on project-based learning instruction. The ongoing professional development will conclude in August 2014. During our August 2014 - May 2015 time frame we will continue staff instruction of Google Drive and project-based learning instruction and begin its implementation on a wider range of staff members. During our implementation phase, we will monitor progress and make any course corrections that are deemed necessary by stakeholders.

Summative evaluation (MM/DD/YYYY): 06/01/2015
19. Describe the expected changes to the instructional and/or organizational practices in your institution.

Our one to one initiative will affect our instructional and organizational practices in three distinct areas. The Project RED presentation at the 2010 conference. In their presentation they discussed how a one to one initiative can be supported through daily implementation in all classes. Project RED determined that the most significant improvements in student learning were found in settings where technology was included in intervention classes. In fact, the researchers found that technology-added interventions (ELL, Title I, Special Ed and Reading Intervention) were the top model predictors of improved high stakes test scores, dropout rate reductions, and improved discipline. As we extrapolate their findings into daily use of technology in core classes, for students at all levels of ability, we can predict that regular use of technology will be successful as we strive to increase student achievement. Another finding of Project RED showed that it is necessary for the school principal to lead the change into technology. Their analysis showed that by having a principal who models and leads technology usage in their building was an important element of an effective one to one program. As we train our principal and teachers to implement our one to one project we will be able to replicate their findings of reducing dropout rates and increasing student achievement. Finally the project team indicated that the use of games/simulations and social media is the third leg of the technology stool. They pointed to the use of Web 2.0 games and social media for collaboration, mentoring and student engagement as yet another element of a successful program, explaining that, “leveraging the natural competitive and highly social nature of students’ motivation in schools, while forming this mix along with best practices from other districts, that we will effectively increase student engagement and enhance results.” According to Project RED, “The daily use of technology in core classes correlates highly to desirable Education Success Measures and was one of the top five indicators of better discipline, better attendance, and increased college attendance.” And yet, many one to one schools reported using the technology only weekly or less according to the National Education Technology Plan 2008.Underlying this concern is the researchers’ finding that only 80 percent of schools under-utilize technologies they researchers concluded. Furthermore, they say, “despite knowing that technology improves learning only when it is deployed frequently in appropriate learning environments,” very schools implement many of the factors that are shown to be a key to success. Perhaps studies like this one which will be available in August in a report to be published by MDRC will help program implementers refine their plans and improve effectiveness.

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.

E) SUBSTANTIAL IMPACT AND LASTING VALUE - Impact, evaluation and replication

The rationale for one to one project is supported by a Project RED presentation at the 2010 conference. In their presentation they discussed how a one to one initiative can be supported through daily implementation in all classes. Project RED determined that the most significant improvements in student learning were found in settings where technology was included in intervention classes. In fact, the researchers found that technology-added interventions (ELL, Title I, Special Ed and Reading Intervention) were the top model predictors of improved high stakes test scores, dropout rate reductions, and improved discipline. As we extrapolate their findings into daily use of technology in core classes, for students at all levels of ability, we can predict that regular use of technology will be successful as we strive to increase student achievement. Another finding of Project RED showed that it is necessary for the school principal to lead the change into technology. Their analysis showed that by having a principal who models and leads technology usage in their building was an important element of an effective one to one program. As we train our principal and teachers to implement our one to one project we will be able to replicate their findings of reducing dropout rates and increasing student achievement. Finally the project team indicated that the use of games/simulations and social media is the third leg of the technology stool. They pointed to the use of Web 2.0 games and social media for collaboration, mentoring and student engagement as yet another element of a successful program, explaining that, “leveraging the natural competitive and highly social nature of students’ motivation in schools, while forming this mix along with best practices from other districts, that we will effectively increase student engagement and enhance results.” According to Project RED, “The daily use of technology in core classes correlates highly to desirable Education Success Measures and was one of the top five indicators of better discipline, better attendance, and increased college attendance.” And yet, many one to one schools reported using the technology only weekly or less according to the National Education Technology Plan 2008.Underlying this concern is the researchers’ finding that only 80 percent of schools under-utilize technologies they researchers concluded. Furthermore, they say, “despite knowing that technology improves learning only when it is deployed frequently in appropriate learning environments,” very schools implement many of the factors that are shown to be a key to success. Perhaps studies like this one which will be available in August in a report to be published by MDRC will help program implementers refine their plans and improve effectiveness.

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

Yes [ ] No [ ]

22. If so, how?

It is important to remember that no “one size fits all” solution is possible. Each school/district has its own unique set of challenges that will dictate its situation and solution. Several ideas might help you as you begin your one to one project. We began by placing smartboards in every classroom; upgrading our infrastructure, which included our wireless network connection at our campuses and our IT connection via fiber optics. We updated our server capability by moving to a virtual server. We provided every member of our staff with laptops and training on their integration to their smartboards. We created a survey regarding the implementation of one to one computing and created a “focus group” of both students and staff to test and rate personal computing devices. Based on the surveys, we created a pilot program of a classroom set of Chromebooks for our high school staff and iPads for our middle school and elementary staff. We created a technology maintenance and repair strategy by building a Help Desk option for staff. We introduced and trained our staff on a course management system (Moodle) for our project. We continually update you are acceptable use and student handbook policies to match our materials. As we continue to integrate technology into our teaching and learning we realize that a unique approach to lesson and classroom planning has occurred. We continue to search for ways to replace paper and pencil and integrate technology in a way that makes it impossible to do without.

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

We will determine the value and lasting impact of our project by collecting data via an evaluation instrument. Through mixed methods a survey will be created, interviews and observations of participants and community members will be conducted, thereby adding validity to our results. We will model our evaluation from Andy Zucker’s Evaluation Framework for One-to-One Computing, (2004). Through our survey, we will identify several mediating factors impacting teaching and learning, such as leadership, infrastructure and support, schools and systems, and costs and funding. We will create focus groups of teachers, students, administrators, and community members to create our survey, to interview, and in order to conduct surveys in our classrooms to determine the success of our project. Our data collection will be driven by research questions that will pinpoint areas of both improvement and success in the existing conditions of our one to one program and its effect on our implementation of the Common Core State Standards. Our research question will focus on consequences, to what extent have technical and normative elements been put in place to support our vision, and to what extent has pedagogical outcomes been transformed. The quantifiable data will be collected and shared with teachers, administrators, students, Board of Education, and community to support the programs continuation after the grant has expired.

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 measured.

E) SUBSTANTIAL IMPACT AND LASTING VALUE - Impact, evaluation and replication

We will gather data from our surveys, local assessments, OAA’s, and OGT to determine the success of our project. We will also be able to monitor progress in implementing problem-based learning through our teacher evaluation process. We will communicate with all staff, students, Board of Education, and the community of our progress toward our project.

Through our one-to-one computing survey, we will share quantifiable measures of student achievement. By conducting quarterly surveys we will be able to measure the integration of technology in each classroom and its effect on increased student learning. To establish our baseline we will provide our survey at the onset of the 2014-2015 school year and use our achievement levels of all academic areas on our 2013 Local District Report Card. We will compare our district approved assessment measures with previous year’s results on a quarterly basis and to our 2014 Local District Report Card. This will allow us to also measure both instructional practices and the implementation of new teaching practices as we strive to improve student achievement. Spending reductions will be based on a bi-annual submission of our 5-year forecast. We will monitor our purchasing cycle of associated costs outlined in our financial documentation. Our program will eliminate the need to purchase additional IT personnel, an additional math instructor at the high school in order to meet requirements of the Common Core Standards, and through our annual review of our copier usage and paper purchases to monitor success. We will also eliminate the need for additional computer hardware and software purchasing with the implementation of our program. A greater share of resources for all classrooms will be measured for each classroom by the creation of a cadre of in-house technology experts who will be provide more resources in our districts classrooms. Successful implementation of our Straight A Grant will allow us to redirect our general fund dollars to all district classrooms.

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).

Through our one-to-one computing survey, we will share quantifiable measures of student achievement. By conducting quarterly surveys we will be able to measure the integration of technology in each classroom and its effect on increased student learning. To establish our baseline we will provide our survey at the onset of the 2014-2015 school year and use our achievement levels of all academic areas on our 2013 Local District Report Card. We will compare our district approved assessment measures with previous year’s results on a quarterly basis and to our 2014 Local District Report Card. This will allow us to also measure both the project’s impact on individual teacher’s instructional practices. Spending reductions will be based on our bi-annual submission of our 5-year forecast. We will monitor our purchasing cycle of associated costs outlined in our financial documentation. Our program will eliminate the need to purchase additional IT personnel, an additional math instructor at the high school in order to meet requirements of the Common Core Standards, and through our annual review of our copier usage and paper purchases to monitor success. We will also eliminate the need for additional computer hardware and software purchasing with the implementation of our program. A greater share of resources for all classrooms will be measured for each classroom by the creation of a cadre of in-house technology experts who will be provide more resources in our districts classrooms. Successful implementation of our Straight A Grant will allow us to redirect our general fund dollars to all district classrooms.

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 “Accept” and indicate your navigation and/or agreement.

* Accept [ ]