

Budget

Scioto Valley Local (049130) - Pike County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (219)

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		50,000.00	7,250.00	0.00	933,625.00	2,363,281.00	0.00	3,354,156.00
Support Services		0.00	0.00	32,500.00	0.00	0.00	0.00	32,500.00
Governance/Admin		110,000.00	35,000.00	0.00	10,786.00	0.00	0.00	155,786.00
Prof Development		0.00	0.00	0.00	0.00	0.00	0.00	0.00
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
<b>Total</b>		160,000.00	42,250.00	32,500.00	944,411.00	2,363,281.00	0.00	3,542,442.00
<b>Adjusted Allocation</b>								0.00
<b>Remaining</b>								-3,542,442.00

Application

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**Applicants shall respond to the prompts or questions in the areas listed below in a narrative form.**

**A) APPLICANT INFORMATION - General Information, Experience and Capacity**

1. Project Title: Teaching & Learning for the 21st Century: Digital Content

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.

This project proposes to move three districts from organizations based on dated textbooks to those where digital content is provided through mobile devices offering flexible, personalized, and student-centered learning. The Teaching and Learning for the 21st Century plan will improve academic achievement by providing students with 24/7 access to high-quality and standards aligned dynamic digital content. This project will also support the districts' goal of a spending reduction realized over the period of a five-year forecast by reducing the cost of the current textbook purchases. In the future, the districts will be able to redirect some of the resources that are currently spent on paper textbooks to digital content and offer expanded curriculum that would otherwise not be feasible.

2355 3. Total Students Impacted:

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

First Name, last Name of contact for lead applicant: Dr. Todd A. Burkitt

Organizational name of lead applicant: Scioto Valley Local School District

Unique Identifier (IRN/Fed Tax ID): 049130

Address of lead applicant: P.O. Box 600 Piketon, OH 45661

Phone Number of lead applicant: 740-289-4456

Email Address of lead applicant: tburkitt@piketon.k12.oh.us

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

First Name, last Name of contact for secondary applicant: n/a

Organizational name of secondary applicant: n/a

Unique Identifier (IRN/Fed Tax ID): n/a

Address of secondary applicant: n/a

Phone number of secondary applicant: n/a

Email address of secondary applicant: n/a

6. List all other participating entities by name: Provide the following information for each additional participating entity, if applicable: Mention First Name, Last Name, Organizational Name, Unique Identifier (IRN/Fed Tax ID), Address, Phone Number, Email Address of Contact for All Secondary Applicants in the box below.

Jeff Langdon, Superintendent Deer Park Community City Schools Fed Tax ID: 043851 4131 Matson Avenue, Cincinnati, Ohio 45236 513-891-0222 langdon.j@deerparkcityschools.org Tyrone Olverson, Superintendent: Finneytown Local School District ID: 47332 8916 Fontainebleu Terrace Cincinnati, Ohio 513-728-3700 tolverson@finneytown.org Gregory Dye, Vice President, Operations IQ Innovations Tax ID [REDACTED] N. Fourth St. Suite 560 Columbus, OH 43215 855-564-7151 x 318 greg.dye@iq-ity.com Thomas Reed, Director of Research Assessment REEDEUS.com Tax ID [REDACTED] Foresthaven Loop Dublin, OH 43016 614-572-3519 thomasreedphd@gmail.com

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.

Todd Burkitt Dr. Todd Burkitt is the Superintendent of eight years in Scioto Valley. He earned his Ed.D from California Coast and has been working in public education since 1996, starting with Scioto Valley Local in 1999. Dr. Burkitt leads his district's strategic efforts in increasing academic achievement as he has moved them from academic watch to excellence during his time as a superintendent. Dr. Burkitt highly values collaboration as he has implemented District Level Teams, Building Level Teams and Teacher Based Teams. He also implemented standards based report cards and a data repository tool as data driven decision making is a high priority in his district. Jeffrey Langdon, Superintendent, Deer Park Community Schools Jeff Langdon is a dynamic educational leader with over 18 years of experience in public education. Jeff was appointed Deer Park City School District's superintendent effective August 1, 2012. He leads the District's strategic efforts in collaboration, innovation and increased student achievement. This strategy includes a vision focused on increased professional development for effective teaching, standards-based assessment and reporting systems, and continuous improvement based on data driven results. He brings a deep belief and commitment for the development of 21st century skills and college and career readiness. Tyrone Olverson, Superintendent Finneytown Local Schools Tyrone has over a decade of experience as an educational administrator. Olverson is currently the superintendent of Finneytown Local School district. Before becoming superintendent, Olverson served as the director of K-12 curriculum and instruction. Prior to coming to Finneytown, Olverson served in numerous administrative capacities including high school principal, junior high school principal, elementary school principal, and high school assistant principal. Olverson holds a master's degree in education and has completed all coursework for his Ph.D. (ABD). IQ Innovations IQ Innovations is Reading's technology partner for the Reading for the 21st Century Reading program. In addition to providing ECOT's LMS, IQ Innovations has led statewide technology initiatives in California (iLearnOhio), Ohio (iLearnOhio), and South Carolina to enhance online and blended learning in these states. : IQ Innovations is the developer of the iLearnOhio platform, which will be used to deliver the digital content purchased through the awarded funds. The role of IQ Innovations is to act as the contractor between districts and vendors to direct content licensing and payment, and ensure content is loaded effectively and efficiently." Greg Dye, Vice President Operations Greg Dye has over 20 years of experience in IT systems development and implementation, business management, operations, quality assurance, customer service and project management. He has shown a proven ability to select, train and lead cross-functional teams to achieve ambitious goals on time and on budget from large scale enterprise-wide ERP builds and implementations down to small business 3rd party software configurations. Greg will be IQ Innovations implementation lead on this project working with Reading administration to ensure all timelines and deliverables are executed as envisioned. Greg completed his bachelor's degree in geophysics and his MBA at the University of Akron. Thomas Reed, Director As the Director of Research and Assessment for Reedeus.com, Thomas G. Reed promotes the successful planning, implementation, monitoring and evaluation of evidence-based strategies in preK-12 education throughout Ohio and the US. Teacher, facilitator, lecturer and leader, he has been supporting personal and professional improvement through scholarly research, data analysis, effective planning, and precise measurement of standards-based outcomes since 1985.

**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: Educational technology and instructional methods have advanced to a point where hard copy textbooks are no longer practical and quickly become dated. Textbooks are costly to districts in both time and money and have limited utility compared to the abundance of digital resources that are now available. Districts can enhance content offerings and improve student learning while also saving money by switching to digital content. Solution: This project proposes to move the district from a textbook based system to one where digital content is provided through mobile devices to promote learning that can occur 24/7, with the overarching pedagogical approach of flexible, personalized, student-centered learning with students driving their learning. Through the Teaching and Learning for the 21st Century project, participating students will have instant access to current and state of the art digital content through iLearnOhio, the state adopted digital repository that consists of over 60,000 learning objects and 300 full courses. "iLearnOhio...makes Ohio the first state to build an e-learning infrastructure that includes a robust repository of peer-reviewed, standards-aligned, quality digital content and a suite of teaching and learning tools, all contained within a learning management system" (Luthy, ORC Director, OSU Inspire, 2013). This project will put devices and content into the hands of 2355 students who otherwise would not have access to 21st century resources. Digital content is up to date and provides the teachers and students with the most current information. Currently, all students have access to the free content; however, in addition to the annual savings of \$90,000-\$100,000 for recycling textbooks, funding from this project would be used to purchase fee-based premium content from industry trusted vendors. Through a one-to-one initiative (commonly referred to as "1:1"), each student will be provided with a mobile device that will allow them to access this digital content. It has been found that 1:1 initiatives directly impact student achievement. Teaching and learning practices change when students and teachers are provided with mobile learning devices, wireless learning environments, and additional technology resources (Bebell & Kay, 2004). Research also indicates that access to 1:1 computing leads to measurable changes in teacher practices, student achievement, student engagement, and students' research skills (Bebell & Kay, 2004). Specifically, ELA and math achievement have been found to be significantly impacted. This is supported by the findings of Shapley (2010) who found that the "implementation strength of Student Access and Use (of technology) was a consistently positive predictor of students' TAKS reading and mathematics scores" and that students' use of their laptop for learning at home was the "strongest implementation predictor of students' TAKS reading and mathematics scores" (Shapley et al., p. 48, 2010).

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.

Academic achievement will increase and spending will decrease as measured by assessment data and financial records. Student achievement and teacher effectiveness will be directly impacted by providing access to high quality aligned digital content, personalized instruction, mobile devices, and opportunities for blended learning from intervention to enrichment. Lessons and learning objects can be assigned to individual students who may be working at different paces and skill levels, which will personalize instruction. In Unlocking Literacy with the iPad (Roche, 2011) state-compiled statistics indicated that those students with iPad access in the year leading up to the Ohio Graduation Test had a 6-percent greater chance of passing the reading portion than those without, and an 8-percent greater chance of passing writing. These findings provide precedent for the success of the proposed 1:1 initiative. Next, there will be a decrease in spending as it is typical for districts of similar size to spend \$90,000-\$100,000 per year on new textbooks. Each cycle, the textbooks are disposed of, and new, already outdated textbooks are purchased. Through this proposal, the purchase of content will be more fiscally responsible and purposeful as textbooks at various student reading levels will no longer be necessary. The device and content will provide appropriately leveled material, and will follow the principles of universal design and access through voice and text. Another cost saving element is that content will be loaded into iLearnOhio at no cost to school districts, and initial costs of seat licenses will be offset by the savings of digital textbook purchases. Leadership and teacher buy-in are key in implementing a 1:1 initiative. There are also four supportive components: (1) Professional Development; (2) Technology Access and Support (the role of the technology coordinator, hardware, software, and the network; maintenance and repair; and involving students); (3) Partners who can help with the success of a program (implementation partners, community partners, cheerleading partners, pedagogical partners, and funding partners); and (4) Strategies for creating sustainable funding to start and continue a learning with laptop program (McMEL). District and community stakeholders will be involved in the determination and selection of pilot groups transitioning to digital content. Curriculum experts and teachers will search for and review digital content that meets curricular needs. Districts will identify gaps in their curriculum and areas for new textbook adoption. Once identified, aligned digital content will be imported into the digital classrooms. Students will have immediate 24/7 access to high quality digital content. Student learning will be enhanced through blended learning methods. In addition, teachers will receive professional development modules at no cost through iLearnOhio. Professional Development Research strongly indicates that technical initiatives are most successful with teacher support. As districts transition from physical textbooks to digital content, teachers will receive professional development in using the iLearnOhio Learning Management System. A series of 3 comprehensive online modules will guide teachers through the intricacies of building an online classroom and teaching with iLearnOhio. The training offers interactive and video options along with transcripts. If necessary, a certified iLearnOhio trainer will provide face-to-face or web support via conference call. Once trained to use iLearnOhio, teachers can immediately import digital content into their classrooms. The online professional development modules are easily sustainable as there will be no cost to the district. Ongoing support will be provided as teachers come together as a community during the annual Ohio Educational Technology Conference, which will continue to provide support and instruction on teaching through iLearnOhio.

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.
In instances where spending isn't reduced, funds that were previously spent on physical textbooks can now be directed to digital content, thereby providing the most current content to all students.

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

3,542,442.00 \* Total project cost

\* Provide a brief narrative explanation of the overall budget. The narrative should include the source and amount of other funds that may be used to support this concept (e.g., Title I funding, RttT money, local funding, foundation support, etc.), and provide details on the cost of items included in the budget (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.)

The primary source of funding will be the Straight A grant funds awarded. At the district level, consortia members have included the purchase of mobile devices for each student for grades 6-12 (Scioto Valley is applying for K-12) and laptop computers for each teacher for a total of \$2,363,281. Costs in the budget include cost of license fees for access to digital course made available through the iLearnOhio Marketplace for each district. Additionally, an allowance is provided for \$200 per student for other digital coursework available through the platform from various vendors. Together nearly \$1,000,000 will be allocated for expenditures on digital content will be made to place more resources in the classroom. Training for use of the iLearnOhio is available through IQ Innovations "train the trainer" model. Cost for shared live half day PD session for the districts is estimated at \$2,500. Communications to disseminate information about the program at the district level to staff, parents and teachers is provided at an estimated cost for salary and benefits of \$650 per district for staff time. Additional PD costs at the district level are estimated at \$55,300. Program evaluation will be provided by an external third party to ensure objectivity; cost is estimated at \$30,000. Additionally an internal evaluation will be conducted by teachers and expert staff. The project budget also provides for the administrative fee of 4.6% or \$155,786 allocated to the lead applicant.

15. What new/recurring costs of your innovative project will continue once the grant has expired? If there are no new/recurring costs, please explain why.

1,600,000.00 \* Specific amount of new/recurring cost (annual cost after project is implemented)

\* Narrative explanation/rationale: Provide details on the cost of items included in the budget (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.). If there are no new/recurring costs, please explain why.

Upon completion of project, recurring costs will include annual licenses of premium digital content. Districts will continue to have access to the iLearnOhio LMS at no cost along with thousands of free digital learning objects and resources. They will also continue to have access to Powercore and Currium content for five years. Teachers and students will already have professional development and will be proficient in using the system and the digital content. Additional costs will include any premium that districts choose to purchase on an annual basis; however, it will be offset by the exclusion of the current district practice of replacing textbooks each cycle. Premium content ranges in cost according to the vendor and the amount of content purchased. It is reasonable to estimate that an annual amount of approximately \$85.00 per student would be allocated toward digital content after the five year cycle. Hardware will be expected to last approximately three to four years and the estimated amount to replace the hardware at the end of that cycle would be 1.4 million. The districts do budget for technology and can sustain the hardware through their allocation from general funds.

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

500,000.00 \* 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.)

It is estimated that the districts are spending approximately \$45,000 per year on textbooks. When considering the three districts and 2355 students participating in this program, it could cost \$500,000 to update the outdated textbooks in the core areas. This savings of approximately \$500,000 that would be spent over a five year period could be reallocated to purchase high-quality and standards aligned digital content. Districts will have continued access to the iLearnOhio LMS, thousands of free educational resources and learning objects, and professional development that will continue to be sustained at no cost. Some of the savings will be offset by the hardware and annual digital premium content, but the district will have no obligation to purchase premium content after the project ends as will be able to decide what they want and need from the iLearnOhio digital marketplace.

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.

This project is self-sustaining due to the use of grant money to purchase the technical devices and professional development. At the conclusion of this project, the iLearnOhio system that will be used to deliver content will be of no cost to the districts, along with the iLearnOhio assessment bank and the free digital content that will continue to be accessible along with any teacher created resources that the members of the consortium created. The Powercore and Currium full suites of content will continue to be available to each district for five years at no additional cost. The only costs associated with the project after the term of the grant are those affiliated with premium content that they districts elects to purchase, however that can be offset by the annual savings estimated at approximately \$100,000 of replacing textbooks.

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): November-December, 2013

\* Narrative explanation

Upon program approval, the participating districts will plan the key elements of successful implementation such as communication and support with stakeholders, which includes teachers, parents, students, board members, and members of the community as the districts will be undergoing a major change in the way they deliver curriculum. Consortium member staff will be notified of the program award its benefits through official channels such as announcements at regularly scheduled PD days and general employee announcements. These engagement channels will continue to be used once the grant is awarded and adjusted if deemed appropriate. The program and what it means to instruction and academic outcomes will be communicated to parents and students via the school website, school newsletters, open houses, and the Parent Portal. Planning will also include identifying pilot groups and surveying the teaching staff to identify current technology comfort levels and technical needs and determining dates and times for professional development, reviewing hardware options, and digital content review. A plan for technical support and a survey of the school's infrastructure will also be addressed. Meetings between the other districts in the consortium will also occur during this phase to discuss the implementation and evaluation of the project. Potential barriers are resistance by the stakeholders to change the practices of teaching and learning currently employed by the district. This is a revolutionary change that may be frightening to some. However, this can be overcome through the aforementioned communication plan, thoughtful content selection, ongoing monitoring of student competency and success in addition to training. A project manager (PM) experienced with educational technology initiatives will be assigned to guide the 1:1 initiative implementation process, serving as the tactical point of contact between each district. The PM will outline implementation plans and communicate them with stakeholders. When a change to any of the plans is required, the PM will work with the stakeholders to determine what the change should be.

Implement (MM/DD/YYYY): January-2014

\* Narrative explanation

Research by Corn, et., al suggests that it is best if teachers receive their equipment during second semester coinciding with professional development and students at the beginning of the following school year. This provides teachers with sufficient time to learn the technology prior to attempting to teach students with a tool they are unfamiliar with. Professional development will be provided to all faculty members concurrently with the purchase and distribution of devices selected by the community of stakeholders. Professional development will include online modules that will be delivered through the iLearnOhio LMS. A pilot group of students will be selected and digital content will be imported to replace the textbooks that will be recycled first. iLearnOhio classrooms will be created and selected digital content will be imported. The barrier that could result during the implementation phase is the learning curve for teachers as they transition from physical textbooks to digital content. However, this will be overcome by providing them with the equipment months before it needs to be actively used in the classroom along with training that will encourage hands-on-use of applications actually used in the classroom.

Summative evaluation (MM/DD/YYYY): August, 2014

\* Narrative explanation

Student devices will be distributed and selected groups will immediately access their blended and supplemental digital resources. Students will receive selected digital content via their device teachers will begin incorporating their 1:1 initiative. Communication of project progress and timelines for deliverables will be provided by the PM to consortium administrators for each district. PD to properly use the technology will be a part of regularly scheduled training and staff will be informed of progress through general employee announcements. The program and what it means to instruction and academic outcomes will continue to be communicated to parents and students via the school district website, school newsletters, open houses, and the Parent Portal. Another notable barrier during implementation that could arise and has been seen in other implementations across the country are unexpected issues arising with the students and the devices such those occurring in the Los Angeles Unified School District's recently suspended iPad program. The districts will review implementations across the country to understand best practices with students regarding 1:1 device programs and how to properly outline device security, care, and use. Evaluation: May-June, 2014 Evaluations will include satisfaction survey data and student performance data as students in the districts who participated in the program will be compared with those who did not. Financials will also be evaluated along with the school's infrastructure and sustainability. Evaluation milestones and metrics include: Interim Evaluation: February, 2014: Teacher pre-training survey on technology preparedness June, 2014; PD evaluation June, 2014: Teacher post-training survey on technology preparedness October, 2014: Qualitative feedback from teachers, students, parents January, 2015: Analysis of quarterly assessments, pre- and post-tests to ensure academic growth throughout the year. Final Evaluation: May, 2015-August 2015: The evaluation will include process and outcome indicators and the method will use the triangulation of evidence from administrative data analysis, survey research, observational records obtained from classroom walk-throughs (both peer and administrative), and data gathered from Teacher Based Teams, Building Leadership Teams and District Leadership Teams. The process indicators will measure the initial degree of program fidelity to ensure that teachers and students are implementing the program as intended. This data collection is through the LMS, teacher observations, teacher surveys, and student surveys. The chief barrier to evaluation will be carrying out and receiving data back from all teachers across the districts the so substantive baseline data exist to measure the impact of the project. To address this barrier, the assessment coordinator for each district will receive assistance from a trained evaluation expert. The expert will collaborate with the assessment coordinator from each district to execute survey administration and data analyses. This way the evaluation process is consistent across districts, and data can be compared across districts. Furthermore, with evaluation primarily conducted by an independent, objective evaluation expert, results will not be biased or skewed in any way to portray anything other than true project outcomes. Communication of evaluation procedures and implementation will be provided to consortium administrators and individual Curriculum Committees for each district by the evaluation expert and PM. Project goals and milestones achieved as measured by results will be communicated to stakeholders such as parents and students via the school district website, school newsletters, open houses, and the Parent Portal.

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

Planning committees will be formed to ensure the appropriate pilot groups are selected, teachers will be onboard and trained and the infrastructure will be up-to-date and ready. Communication will be ongoing with stakeholders and schools will begin to look and feel more modern. Changes in the institutions will include digital devices in the hands of teachers and students. Rich and interactive media will be accessible to students who otherwise would not be able to engage in interactive digital instruction. Blended learning opportunities, such as the flipped classroom will be available and experimented with as teachers will have access to dynamic and flexible content that can be accessed 24/7 by students in lieu of outdated textbooks. Teachers will be able to facilitate a deeper understanding through meaningful and individualized instruction and students will work at their own pace and skill levels all while sitting in the same classroom. It is also expected that print textbooks will become obsolete with each adoption cycle replacing the physical textbooks with digital content. Curriculum committees will continue to engage in digital content review and selection as they will have access to a digital marketplace full of vendors, courses and resources. Updates to curriculum will be immediate and automatic so resources are never again using outdated material. Engagement will soar as students will be excited about their learning through technical devices.

**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.

The Teaching and Learning for the 21st Century project will directly impact student achievement, decrease spending and provide a greater utilization of resources in the classrooms. According to Digital Now, this form of instruction can transform learning and eliminate the status quo as students who have access to high quality digital content and technology will be able to learn via their own style and at their own pace, which will maximize their chances for success in school. "Digital learning can connect students in the most remote areas with high quality college and career-prep courses taught by a highly qualified teacher who does not work inside their school building (Bush and Wise 2010)." Students using digital content can receive a richer and more meaningful experience in and out of the classroom as they will have access to a plethora of rich, dynamic resources. For example, instead of hearing about Martin Luther King's speech from a teacher, they can witness the speech delivered by Martin Luther King directly through video content. Digital content will provide students access to rich media and they will become more engaged and perform better in the classroom. A recent survey of school superintendents identifies a strong preference for more digital experiences in U.S. classrooms. In fact, 80 percent of surveyed administrators are convinced the ideal classroom involves 1-to-1 computer access, a comprehensive digital curriculum and an interactive whiteboard, along with some student materials available in print form (Lenovo Education, 2012). Success stories are those such as Wichita Public Schools, a large urban district that serves a racially and socially economically diverse population of students. They implemented computer-based learning to help with their low graduation rate through technology based credit recovery options and were able to offer self-paced, flexible courses with mastery-based curriculum and immediate feedback. Overall graduation rates did increase by eight percent, however, minority graduation rates increased by approximately 20%. Along these same lines, Great Mills High School increased their graduation rate by six percentage points in one year. They attributed their success to the digital content that they provided to their students. In addition to increasing student achievement and providing a greater utilization of resources in the classroom, the Teaching and Learning for the 21st Century project will decrease spending by eliminating the cost of purchasing textbooks and supplemental resources to accompany the textbooks. As schools transition to using digital content, they will have access to a free LMS, which includes tens of thousands of free resources that will accompany any premium content that they purchase through iLearnOhio. The districts in the consortium will incur a cost savings that will be realized as they stop paying \$94,200 annually for textbooks and have the ability to only buy the digital content that want and need. A report released by the State Education Technology Directors Association (SETDA) points to the importance of digital resources because they are more cost-effective than textbooks and can be updated easily without the costs of reprinting. The cost reducing suggestion made by SETDA was that districts should begin shifting to digital instructional materials as during each textbook adoption cycle and should have a complete shift from print to digital in five to ten years.

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

Yes

No

22. If so, how?

An external evaluation of the project will be conducted and information will be provided to the Ohio Department of Education and shared with Ohio districts. Information collected can also be used in the development of published white papers describing the process and explaining the evaluation of adopting digital content. These districts will have access to the same professional development modules, optional face-to-face trainings, the iLearnOhio learning management system, and the thousands of free and premium fee based resources housed in the iLearnOhio marketplace.

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

The goal of this project is to provide students with the necessary 21st Century Skills that they have been lacking as a result of limited funding and opportunity. This program will assist districts in providing meaningful and individualized learning opportunities to students through digital resources and technical devices. This project will turn students into lifelong learners as they will soon have a love for learning that will be individualized, personal and ongoing. Students will have unlimited access to information at their fingertips and teachers will become facilitators of a learning that is personalized, deep, and everlasting. Students will be prepared for technical training, college or the workforce. These districts will be provided the resources necessary to invest in the technology needed to provide digital content and are committed to devoting local resources to purchasing the digital content in the future.

24. What are the specific benchmarks related to the fund goals identified in question 9 that the project aims to achieve in five years? Include any other anticipated outcomes of the project that you hope to achieve that may not be easily benchmarked.

The current proposal presents an exceptional opportunity not only for the consortium districts, but to all school districts in Ohio. By reducing the need for textbooks, the LMS will act as a curriculum exchange mechanism, which will allow districts to share lessons and instructional content with each other at no charge. This sharing of materials will expand each district's ability to supply their teaching staff with research-based, vetted standards aligned-curriculum that is constantly being updated and enhanced. After the initial grant period ends and the systems are robust, all Ohio K-12 schools and districts can participate in the curriculum exchange using iLearnOhio. The iLearnOhio portal is a comprehensive e-learning platform funded by the Ohio General Assembly to ensure that Ohio students have access to high-quality online courses. All recurring technology costs will be paid for by IQ Innovations per an existing service contract. Curriculum exchange and on-line content will be available and free, resulting in no direct costs for adopting districts. Therefore, the digital content and delivery platform developed as a result of the Straight A grant will be sustainable and provide a lasting impact without requiring additional funding. The long term goals that align with the grant include: ? Student achievement scores will increase based on district and state testing ? Decreased spending on textbooks ? Increased student engagement on task ? Re-energize teaching force to creative, engaging lessons in a blended classroom ? Teachers will become creative, competent blended learning experts In order to achieve these measures of success, all participating districts must annually track progress on a series of short-term indicators toward meeting these long term goals. To that end, the focus of the Straight A grant is congruent with measuring benchmark progress on these indicators. Specifically, districts will track progress on the following indicators: Reading and Mathematics Achievement as measured by the State of Ohio assessments in grades 3-8, 10, and 11; Value Added growth measurement as computed and reflected in Ohio's accountability model, AMO targets for each student group, and the AMO target for graduation, as well as the 5-year graduation rate. The source of benchmark comparative data points will be a combination of academic and process outcomes. The academic outcomes will be measured quarterly and include: distribution of student grades, an increase in student attendance as a result of higher levels of engagement, and a decrease in discipline incidents. The process benchmarks will also be tracked and monitored quarterly and they include the percentage of students and teachers actively using the iLearnOhio platform, amount of time spent during each visit, and the amount of new academic content added to the system. The consortium districts will use the specified measurement periods and preliminary success points to validate successful implementation of the new iLearnOhio system.

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

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

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

The evaluation will include process and outcome indicators and the method will use the triangulation of evidence administrative data analysis, survey research, and observational records obtained from classroom walk-throughs(both peer and administrative), and data gathered from Teacher Based Teams, Building Leadership Teams and District Leadership Teams. The process indicators will measure the initial degree of program fidelity to ensure that teachers and students are implementing the iLearnOhio content and program as intended. This data collection is through the LMS, teacher observations, and student surveys. If any gaps in implementation are found, additional professional development for teachers will be provided by expert staff. If students are having issues navigating the program, additional technology training will occur. The outcome indicators are higher levels of student engagement, higher graduation rates, increased proficiency rates, and an increase in students that matriculate to college, technical training or begin a career. This data will be collected through each district's student information system, surveys, and observations. Measures of project success include student performance on annual standardized tests. We will use the OAA/OGT reading and math achievement tests for grades 3-10, and diagnostic reading and math assessments for grades K-2. Additional student academic performance measures include: quarterly/benchmark assessment scores, value-added growth letter grade, performance Index and Ohio report card grades. For high schools, we will also track graduation rate, % of graduates accepted to 2 or 4 year higher-education institutions, ACT scores, % of graduates that earn certification in a career/tech program, and whether or not 9th graders are on track to graduate. As the project progresses, the districts will include additional success measures consistent with literature on high-performing schools. The baseline will be length of student engagement, attendance, state assessments scores, graduation rates, and expenditures on textbooks in the immediate three years prior to the grant award. In each subsequent year, it is expected that the academic outcome measures will improve and the expenditures on textbooks will decrease. If measured progress is insufficient to meet program objectives, systematic adjustments will be made to the iLearnOhio platform to ensure that appropriate instructional content is being delivered and that students are increasing their levels of achievement. Interpretation and Reporting The evaluation will be conducted by an external third party vendor to ensure objectivity and expertise in the process. The results will be compiled by that vendor into an evaluation report by September 30 of the grant period and presented to each board and posted publically on the participating districts' website.

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. Megan Williams, Treasurer/CFO, Scioto Valley Local School District. 10/24/2013