<table>
<thead>
<tr>
<th>Purpose Code</th>
<th>Object Code</th>
<th>Salaries 100</th>
<th>Retirement Fringe Benefits 200</th>
<th>Purchased Services 400</th>
<th>Supplies 500</th>
<th>Capital Outlay 600</th>
<th>Other 800</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>61,250.00</td>
<td>622,000.00</td>
<td>0.00</td>
<td>0.00</td>
<td>683,250.00</td>
</tr>
<tr>
<td>Support Services</td>
<td>0.00</td>
<td>0.00</td>
<td>8,000.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>8,000.00</td>
</tr>
<tr>
<td>Governance/Admin</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Prof Development</td>
<td>0.00</td>
<td>0.00</td>
<td>4,800.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>4,800.00</td>
</tr>
<tr>
<td>Family/Community</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Safety</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Facilities</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Transportation</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Total</td>
<td>0.00</td>
<td>0.00</td>
<td>12,800.00</td>
<td>61,250.00</td>
<td>622,000.00</td>
<td>0.00</td>
<td>0.00</td>
<td>696,050.00</td>
</tr>
</tbody>
</table>

Adjusted Allocation: 0.00
Remaining: -696,050.00
1. Project Title: Talawanda’s Tomorrow

Talawanda’s Tomorrow is a vision of the design concept of what Talawanda Schools will look like to best meet the diverse future needs of our 3000 students. This concept centers around high student engagement, differentiated instruction, clear targets and real world experiences all connected with state of the art technology. This vision is rooted in research and recommendations of the Partnership for 21st Century Skills (p21.org). The required core sequence in grades 5 through 10 consists of the building blocks of skills our learners need to meet the expectations awaiting them upon graduation.

Technology will be the accelerant to the real world applications of learning expected. Fifth grade students will each be given a device (ChromeBook) to use as they move from elementary to middle school to high school. Fifth grade teachers will incorporate the use of the device in the current standards based curriculum, accessing resources, interventions and enrichments in a very individualized setting leveling the field for students who do not have easy computer access at home. This device will be used to help students begin a personal path portfolio housed in Google. This product will travel with the student as they begin middle school with the research, writing skills and reflections required for a successful transition. In sixth grade, these students will deepen their knowledge of technology integration through a required course that emphasizes ethical use of technology, research strategies, and current research applications embracing the standards across core subject areas. Seventh grade will have students focusing on communication through digital technology. This course will emphasize multiple modes of electronic communication and design. Students will increase their electronic publishing to connect their personal path portfolios to real world areas. Eighth grade will have the students deepening their math, science and engineering skills by participating in the Project Lead the Way Gateway to Technology course. This course focuses on innovation design, problem solving, and modeling through robotics, electricity, flight, and energy. Ninth grade has students having the choice to take Introduction to Engineering Design or Advanced Digital Technologies. Introduction to Engineering Design will expose students to research and design process, research and analysis, teamwork, global and human impacts, engineering standards, and technical documentation through designing solutions to solve real world problems. Advanced Digital Media has students advancing their knowledge of a wide variety of digital forms of communication and collaboration such as Twitter, Google applications, wikis, blogs, along with other programs as the world’s technology evolves. The culminating project for this phase of Talawanda’s Tomorrow will be the Career and College Readiness course. This course put all of the previous academic and real world experiences into a plan for the steps after high school graduation. This is truly the culmination of the personal path portfolio that began in 5th grade. All through the high school component of this proposed project, students will be encouraged to open up their current schedule by taking advantage of other ways to earn high school credit. While these options have existed, this project would bring more opportunities to students and reasons to explore credit flex, PSEO,....
D) IMPLEMENTATION

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.

We expect that the high levels of student engagement generated by these STEM initiatives will drive up our student achievement as we implement and measure the results of the adoption of the Ohio Learning Standards. The literacy skills, found not only in the Common Core standards for ELA, but also in the literacy standards for science and technical subject areas will be reinforced at all grade levels of the schools.

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

696,050.00 * 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, RTT money, local funding, foundation contributions, etc.). If this is not applicable, please explain why.

The project proposal has two key funded pieces: personal devices (ChromeBooks) for each student in grades 5-10 and instructional material support for revamping and expanding 21st Century Skills-based courses in those grade levels. There will be a purchase of 1600 devices at $310 each for a total of $496,000. This will allow all students and teachers in that grade band to have a Google based device for a 5 year period. In addition, two computer labs will be set up each with 30 Lenovo K445 PCs for a total expenditure of $78,000 ($2600.00). These will be used to turn our existing Engineering Tech class into a Project Lead the Way (PLTW) classroom and expand this program to the high school level. Internet upgrades including a switch and a fiber network connection will need to be added to each lab for a total cost of $8000. Thirty 21" Macos with i7 processor will be purchased to update the lab for the revamped Digital Media course at the high school for a cost of $45,000 (30@ $1500.00). In order to implement the two PLTW classrooms purchases will need to be made for software ($3750 at middle school and $1650 at high school). In additional VEX kits (manipulatives) for building and designing robotics must be purchased for a total $23,000 for 23 kits. In order to teach these new courses, the existing engineering tech teacher must go for two summer institutes for a cost of $4800 in professional development funds. Existing devices will be used for 11th and 12th graders to access additional advanced course work not available at the high school. These courses will be taught through online learning. The licensees for online learning will be $4500 per year. The grant will fund the first year until the cost savings for the staff reduction is actualized in 2015. Finally, in order to update the current digital media course, Adobe software will need to be purchased for $15,000 (30 licenses @$500). Existing staff will be used in all but the cases to teach the courses in grades 5-10. The exception is an increase in the current digital media instructor full time. This will increase will be the first year of the grant with an increase of 35,880 for salary and benefits. After the 2015 savings the savings will be 27,030 annually. The permanent improvement funds (from a permanent levy) which are earmarked for textbooks and technology will be supported on the ongoing curricular needs through these and future course revisions. Currently these funds are nearly $600,000 per year. With the focus away from traditional texts and toward online resources, the majority of that annual allotment will be technology focused. These PI funds will go to replenishing the devices requested in this grant by purchasing a set number each year. Currently we use a five year cycle for all device replacement in the district.

14. 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.

4,500.00 * Specific costs 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.

The only recurring cost will be the license renewal for the Edmentum online learning courses. This cost will be $4500 (10@$450) for FY 16-19 for a total of $18,000. This cost will be paid for by the savings due to staff reduction in FY15 due to more online courses being taken by students.

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

10,854.00 * Specific amount of 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.).

The total cost savings cross the five year projection is $54270. This was determined by taking the reduction in deficit spending for years FY 16-19 and subtracting the increase in spending for FY15 as demonstrated on the Five Year Forecast. This averages out to $10,854 per year across the five year projection.

16. What potential impacts could you quantify as a result of this project?

We believe this will be just the first example. One or more of the technology classes could be put online in the form of modules that students take outside of class again saving the cost of a salary. In this proposed project, current teachers would be utilized by repurposing their time or the content of the existing course. The only exception would be extending a part time teacher to full time to teach additional sections of Digital Media courses. Therefore, the cost savings of the one to two teachers would be a cost savings even if some of it was used annually to support and replace the requested technology within this proposal. Currently, Talawanda has a portion of a permanent improvement levy dedicated to textbook adoption and technology replacement. These funds could be repurposed. Instead of textbooks, purchasing of personal mobile devices (ChromeBooks) could be used on a rotating basis to keep the proposed purchase of devices current. Also, with the addition of these personal devices, technology funds would not be spent to purchase the one set of desktop computers as is done now. In the future, these funds could be used to maintain higher end lab machines needed for the specific STEM type course offerings. Finally, this proposed projects puts more technology and specialized curricular materials in the classroom and in the hands of students. None of the requested dollars are for personnel of any kind or administration of costs. The dollars from this grant flow to the classroom.

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 Grant Aid 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 college 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.

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 can easily be sustaining because the scope of the project fits within existing structures. As the use of technology becomes more prevalent, Talawanda believes students will begin to use online learning in a greater capacity to master required courses (like health and career and college readiness) and thus freeing up their schedule for elective and advanced courses which could also be taken online (like additional AP courses). Less teaching staff may be required if this trend accelerates. The funds acquired by a reduction in staff costs could be used to sustain and expand this project. This could include device and computer replacement and course expansion for technology and PLTW. More students will seek out additional opportunities in PSEO, dual enrollment and internship credentialing because they have greater experiences with technology and will have a plan of career and college readiness (personal pathway portfolio) that began in 5th grade. Not only is this plan self sustaining, it can grow and sustain itself.

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 phase 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): 01/06/14

* Narrative explanation

The announcement of the award of a Straight A Fund grant will be the perfect way to kick off the winter break. When we return from break in January, key internal stakeholders (21st Century Task force) can gather on the first day back(a planned inservice day) to begin the planning process. The first will begin to develop a communication action plan. This project will be lead by the internal communications director who will outline the significant events and key stakeholders. This process will begin with an announcement from the Superintendent announcing the implementation of this plan. This message can go out in a video on the district web page as well as on social media venues. The counselors at the middle school and high school will need to be included immediately so that the new courses and course descriptions can be included in the guides for the 14-15 school year. Parents and students will need the information so they can make informed decisions about course planning for excuting future at Talawanda. The teachers of these courses and the technology coordinators will need to decide how to transition the new equipment in the labs so that classes are not disrupted. Baseline data will need to be dual enrollment, mentorships, and online learning course offering. Since each student will have a device in grades 5-10, the existing netbooks and ChromeBooks will be used at the 11th and 12th grades. Purchasing an additional 10 concurrent licenses for the Edmentum online course work can impact up to 100 students by having them complete courses online. This increase in alternate methods could take teachers outside of the walls of the traditional school to learn in other settings. community based businesses, agencies, or colleges.

If school/district receives school improvement funds/support, include a brief explanation of how this project will advance the improvement plan.

Because they have greater experiences with technology and will have a plan of career and college readiness (personal pathway portfolio) that began in 5th grade. Online (like additional AP courses). This project can easily be sustaining because the scope of the project fits within existing structures. As the use of technology becomes more prevalent, Talawanda believes students will begin to use online learning in a greater capacity to master required courses (like health and career and college readiness) and thus freeing up their schedule for elective and advanced courses which could also be taken online (like additional AP courses). Less teaching staff may be required if this trend accelerates. The funds acquired by a reduction in staff costs could be used to sustain and expand this project.
collected concerning current student attitudes towards STEM topics, STEM careers, and technology use. The teachers will also be meeting during regularly scheduled early release to review the course content and curriculum documents. The internet upgrades will happen over the spring break so that the computers arrive, all is ready and working. The action plan will take steps from January through May involving students, parents, teachers, counselors, building administrators and the project lead to ensure that everything has been acquired, installed, uploaded and organized for the beginning of the 2014-15 school year. The communication plan to multiple stakeholders will continue through the use of building and district modes including website updates, newsletters, parent groups, classroom presentations and social media sharing.

Implement (MM/DD/YYYY): 06/01/14

* Narrative explanation

The implementation of the project will begin with students being able to access the new technology and devices. In conjunction with summer school in June, high school students will be able to take additional online classes. The engineering technology teacher will be spending two weeks in the summer at a training for each of the new PLTW courses. Full implementation will begin with the start of the school year at all grade levels with students in grades 5-10 will walk into class ready to go with a device. Instead of waiting until it is the class’s turn to go to the lab for research, students will arrive with ideas, research already located and ready to collaborate. Teachers will again be regularly scheduled weekly early release time to collaborate and fine tune the revised courses.

The biggest challenge will be seeing that the technology infusion has the largest possible impact on pedagogy, instruction and learning that it possibly can. The expectation is that this is a transformational process consulting with students taking great ownership of their learning in a way not seen before at Talawanda. Talawanda students will end the 2014-15 school year with more skills, deeper knowledge, and more opportunities than ever before.

Summative evaluation (MM/DD/YYYY): 06/01/15

* Narrative explanation

The evaluation of this project will occur during the Spring of the first full year of implementation and be threefold: how has this project impacted teacher practice, student skills and knowledge, and financial accountability. The biggest challenge will be making sure we have the baseline data necessary to make comparisons not just after one year, but after multiple years of implementation. We will not truly completely know about the impact of this multi-year project until students have gone from 5th grade through high school. Walkthrough data, OTES rubric information and survey can all be used to inform the impact this grant has had on teacher practice in the district. All of these data sources have specific information concerning technology integration, instruction and pedagogy. The expectation is that there will be an increase in the nature of these teacher practices occurring during instruction. Student instruction would be further to capture because it is conceptually based. However, sources could include: survey data concerning comfort and use of technology, interest in taking additional STEM classes or interest in STEM careers, and knowledge and application of technology skills. A consistent increase in mathematics, science, and ELA scores over time would also indicate the technology infusion embedded in this project is a tool that increases student achievement. Finally, watching expenditures over time, should show a decrease in the deficit spending for years FY16-19 if all other assumptions are held the same.

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

The overarching research that supports this project is the Partnership for 21st Century Skills (P21 or p21.org). The familiar rainbow representation includes: life and career skills, 4 C’s (critical thinking, creativity, communication, collaboration), Information, Media and Tech skills all supported by the core subjects. The sequence of courses all build specific skills centered around the 21st Century themes. When a school or district builds on this foundation, combining the entire Framework with the necessary support systems-standards, assessments, curriculum and instruction, professional development and learning communities, students are more engaged in the learning process and better prepared to thrive in today’s global economy as stated in a P21 foundational document. This framework strengthens student engagement and increases student achievement. While doing this, spending is not increased and may be decreased over time due to reduction in staff. The focus of this project is classroom and student centered. The essential outcomes are focused on what will best prepare our students for Talawanda’s Tomorrow.

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

Yes

If so, how?

The proposal contains elements that can be easily duplicated across Ohio and beyond. The foundation of this project is a scope and sequence of key required courses that will build the 21st Century Skills for students over time. A district must commit resources and turn elective courses into required so that all students build a repertoire of 21st Century Skills that are forward thinking. The courses can be customized for local needs. The important factor to remember is the consistent scope and sequence of these required courses and the technology dedicated to them so that all student get the most out of the core work. This kind of comprehensive technology resources cannot scale the entire scope of a district and the future of its learners.

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

The overarching research that supports this project is the Partnership for 21st Century Skills (P21 or p21.org). The familiar rainbow representation includes: life and career skills, 4 C’s (critical thinking, creativity, communication, collaboration), Information, Media and Tech skills all supported by the core subjects. The sequence of courses all build specific skills centered around the 21st Century themes. When a school or district builds on this foundation, combining the entire Framework with the necessary support systems-standards, assessments, curriculum and instruction, professional development and learning communities, students are more engaged in the learning process and better prepared to thrive in today’s global economy as stated in a P21 foundational document. This framework strengthens student engagement and increases student achievement. While doing this, spending is not increased and may be decreased over time due to reduction in staff. The focus of this project is classroom and student centered. The essential outcomes are focused on what will best prepare our students for Talawanda’s Tomorrow.

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

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 first outcome measure will be increased student achievement. Since the OAAs are changing after this year, using state data for that purpose will not be possible in the first few years. Using internal data from other sources will be needed to track immediate progress. These sources will include STAR Reading and STAR Math data to demonstrate consistent increases in student learning. Teachers of the required courses will have data from common assessments that may be used to note increases in student readiness for and knowledge of 21st Century Skills. Any expenditures related to this project will be closely monitored so that there remains an overall savings across the five years. While this project could result in increased savings, as long as there is no increase in spending this project will be a success. A harder measure to define is the increase in resources to the classroom. This will be described through the project parameters which describe the vast majority of dollars requested are directed at the classroom.

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

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

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

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

| Accept | Joan Stidham, Director of Curriculum, Talawanda Schools | 131 W Chestnut St, Oxford, Ohio 45056 | 513-273-3111 | Talawanda Schools 10-25-13 |