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<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>
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<td>Support Services</td>
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<td>12,500.00</td>
<td>50,100.00</td>
<td>0.00</td>
<td>200,000.00</td>
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<td>Transportation</td>
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<td>4,300,079.00</td>
<td>0.00</td>
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Adjusted Allocation: 0.00

Remaining: -6,063,717.00
Three Rivers Local (047399) - Hamilton County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (268)

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:** Enabling 1:1 Customized Learning

### 2. Executive summary: Provide an executive summary of your project proposal and which goal(s) in question 8 you seek to achieve. Please limit your responses to no more than three sentences.

- For our districts, we seek to enable 1:1 customized learning aimed at boosting student achievement by providing each student an age-specific device. This device helps us provide a pathway to individual excellence by allowing each student to advance at his/her own pace - mastering the basics prior to moving on to more complicated concepts; increase parental participation by providing education on financial planning and technology; create an environment of innovation by supporting the teacher with education in their field, as well as, professional development to unlock the device's potential to increase student engagement. Enabling of 1:1 customized learning extends education to anytime, anywhere learning.

<table>
<thead>
<tr>
<th>8499.3</th>
<th>Total Students Impacted:</th>
<th>2014-2015 School Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>2014-2015 School Year</td>
</tr>
</tbody>
</table>

### 3. **Project Title:** Enabling 1:1 Customized Learning

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

- **First Name, last Name of contact for lead applicant:** Patricia Blake
- **Organizational name of lead applicant:** Three Rivers Local School District
- **Unique Identifier (RIN/Fed Tax ID):** 047399
- **Address of lead applicant:** 401 N Miami Ave, Cleves, OH 45002
- **Phone Number of lead applicant:** 513.941.6400
- **Email Address of lead applicant:** rbohannon@trsld.org

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

- **First Name, last Name of contact for secondary applicant:** Chris Brown
- **Organizational name of secondary applicant:** Southwest Local School District
- **Unique Identifier (RIN/Fed Tax ID):** 047381
- **Address of secondary applicant:** 230 South Elm Street, Harrison, OH 45030
- **Phone number of secondary applicant:** 513.367.4139
- **Email address of secondary applicant:** Chris.brown@swestschoolsd.org

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

- **First Name, last Name:** Dr. Rhonda Bohannon
- **Organizational name:** Superintendent, Three Rivers Local School District
- **Unique Identifier (RIN/Fed Tax ID):** 047399
- **Address:** 10440 Stephen Shepard Drive
d, Cincinnati, OH 45241
- **Phone Number:** 513.941.6400
- **Email Address:** rbohannon@trsld.org

- **First Name, last Name:** Jayne Neufath
- **Organizational name:** Head Principal, Three Rivers Educational Campus
- **Unique Identifier (RIN/Fed Tax ID):** 047381
- **Address:** 505 N Miami Ave, Cleves, OH 45002
- **Phone Number:** 513.941.4300
- **Email Address:** jneufath@trsld.org

- **First Name, last Name:** Andy Klaber
- **Organizational name:** Assistant Superintendent, Three Rivers Local School District
- **Unique Identifier (RIN/Fed Tax ID):** 047399
- **Address:** 2100 Duck Hill Drive
- **Phone Number:** 513.556.6399
- **Email Address:** aklaber@trsld.org

- **First Name, last Name:** steve Bain
- **Organizational name:** Media Coordinator, Ross Local School District
- **Unique Identifier (RIN/Fed Tax ID):** 047381
- **Address:** 3800 Victory Parkway
- **Phone Number:** 513.771.8840
- **Email Address:** sbain@rossrams.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.

### 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.

### Digital Transformation Team: Dr. Rhonda Bohannon: Superintendent, Three Rivers Local School District Leads innovation in the district: removes obstacles to success; identifies team members; approves programs and budgets; curriculum leadership; administrative operating prowess; understanding of the community and needs. Dr. Bohannon is the lead program contact for previous projects in the district.

#### Three Rivers Local School District

- **Second in command:** Assistant Superintendent, Three Rivers Local School District
- **Name:** Steve Bain
- **Title:** Media Coordinator
- **Role:** Supports the development of curriculum; identifies opportunities for success in the classroom; confers with educators to develop technology requirements.

#### Ross Local School District

- **Second in command:** Assistant Superintendent
- **Name:** Andy Klaber
- **Title:** Technology Coordinator
- **Role:** Provides technology implementation and support for teachers; advocates technology use within the district; new 1:1 initiative of iPads in district.

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

- **Enhancing/Scale Up - elevating or expanding an effective program that is already implemented in your district, school, or consortia partnership**
- **New - never before implemented**
- **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 and research-based - never implemented in your district or community school but proven successful in other educational environments**
- **Mixed Concept - incorporates new and existing elements**
11. Describe the innovative project.

The ability to create an environment that enables 1:1 customized learning is paramount to the future success of our students’ abilities to effectively compete in a global, 21st century world. The elements that are needed to be successful in delivering this educational platform are proper infrastructure, devices, software and education/training.

The consortium is three school districts including Three Rivers Local School District, Ross Local School District and Southwest Local School District, located in the southeastern portion of the state along the Ohio River and near the border of Indiana. Across the districts we have an average of 14% students with disabilities and 33% economically disadvantaged students. The 1:1 enablement of customized learning asks for monies to fund the purchase of devices, infrastructure, software and professional development/training. 1:1 customized learning allows all students, remedial or advanced, to work at their own pace, understand basic concepts before moving on to advanced concepts. Technology entices students to be engaged in learning. Engaged students are apt to learn more.

We will be targeting reading software which helps the students who are reading deficient be able to catch up. This technology will enable our students to work at their own pace, understand basic concepts before moving on to advanced concepts.

Creating an environment that enables 1:1 customized learning is paramount to the future success of our students’ abilities to effectively compete in a global, 21st century world. The elements that are needed to be successful in delivering this educational platform are proper infrastructure, devices, software and education/training. One of the biggest barriers to creating the anytime, anywhere learning environment is the ability of the school district to invest the monies needed in capital improvements to deliver the infrastructure required for this educational platform. Each district is working towards this environment.

This grant will allow us to accelerate the implementation of this environment across all buildings by upgrading necessary wiring, cooling systems, access points and bandwidth. Devices need to be age appropriate to the acquisition of the current learning needs. iPads are easy for young children to use by allowing learning to be one touch away. Grades 2nd through 6th will utilize Chrome Books. The Chromebook provides the student the ability to extend his/her skills by becoming familiar with keyboards, basic programs and online citizenship, as well as, prepares them for the online student assessments. Grades 7th through 12th will utilize laptop/leopard. This device will allow students to organize their schoolwork and other content materials; grow their knowledge of more advanced software; and allow them to interact safely and effectively in an online world. We need to change the way we deliver education in the classroom. As we look across the student populations, we want our students to purchase on-line texts and literacy programs. We will transition science and social studies to online texts. This pilot will allow us to gain the knowledge and experience in delivery and utilization of online texts that are needed to extend this model across our infrastructure, subject areas and programing.

We are removing the barriers to achieving this education by eliminating text books and the acquisition of current learning software and online portal opportunities for remote learning. It is not enough to educate our students and our teachers; we need to reach our parents to be successful. Our program provides parental support and technology literacy. Parents are needed to learn to use the technology and software. We are working to engage our parents in the process of learning how to use technology in an educational environment.

Creating the technology environment for success: infrastructure, devices, software and education/training. We need to address the education of teachers and parents, which is vital to support our students. As you can see by the numbers, this grant maximizes our monies used for instruction.

As you can see by the numbers, this grant maximizes our monies used for instruction.

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.

a. Enter a project budget

<table>
<thead>
<tr>
<th>Expenditures by District</th>
<th>Combined District Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction $35,980</td>
<td>8,499.</td>
</tr>
<tr>
<td>Support Services $30,000;</td>
<td>Ross has 2809 and Three Rivers has 2008. Teachers: 380; Northwest has 200, Ross has 192 and Three Rivers has 180. Combined Distriõt Expenditures Salaries: $87,700; Benefits: $403,534; Purchased Services: $39,852; Supplies: $873,552; Capital Outlay $4,305,078 Expenditures by District Southwest: Salaries: $65,980; Benefits: $25,050; Purchased Services: $199,100; Supplies $5; Capital Outlay $2,040,185 Ross: Supplies: $8,580; Benefits: $158,500; Purchased Services: $31,730; Supplies $553,140; Capital Outlay $1,203,528 Three Rivers: Salaries: $15,840; Benefits: $190,034; Purchased Services: $168,022; Supplies: $320,412; Capital Outlay $1,056,369 Below is the breakdown of the combined cost structure by category Salaries $87,700; Instruction $35,980; Support Services $30,000; Professional Development $2,729 Benefits $440,354; Supplies $387,505; Purchased Services $12,505; Professional Development $39,852; Supplies $232,430; Support Services $550,100; Professional Development $16,322 Supplies $873,552 Instruction: $873,552 Capital Outlay $4,305,079 Instruction: $4,100,079; Support Services $200,000 Please note: The financial impact table does not reflect the current five year forecast submitted to CDE.</td>
</tr>
</tbody>
</table>

13. Financial Documentation - All applicants must enter or upload the following supporting information. Responses should refer to the specific information in the financial documents when applicable:

a. Enter a project budget

<table>
<thead>
<tr>
<th>Expenditures by District</th>
<th>Combined District Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction $35,980</td>
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</tr>
</tbody>
</table>

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

6,063,717.00 Total project cost

6,063,717.00 Total project cost

9. 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.)

- 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 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.)

- 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 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.)

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.

377,000.00 Specific amount of new/recurring cost (annual cost after project is implemented)

7 Narrative explanation/rationale: Provide details on the anticipated savings (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.)

Three Rivers total new or recurring costs: $25,000 Southwest total new or recurring costs: $225,000 Ross total new or recurring costs: $127,000 A Bandwidth Cost Each school district requires a bandwidth upgrade to support an online learning community. We already provide a level of connectivity today; the delta is the increase of $5,000 or an increase of 1/5 the current cost. B. Insurance Cost An increase in the number of devices and carts will lead to increased insurance premiums to insure the devices. C. Additional costs. We need to provide financial literacy to the student and the parent so that they can sustain the device ownership. We are engaging local banks to provide financial literacy programs, school banking hours and incentive programs for savings. Our program is well rounded and will ensure 1:1 customized learning that is sustainable anywhere.
curriculum is provided online. The first of these classes should appear in the 5th year of the grant so there is nominal savings identified in the financial impact table. C. Device Replacement For those students not economically disadvantaged, the replacement device will be purchased by the parent/guardian. Therefore, the annual purchase devices for the classroom and labs will be reduced to a handful of repairs. The cost of using infrastructure/device support is not unique to these types of costs. This cost is not eliminated as this will be paid for out of the district’s operating budget. D. Technology Costs The elimination of consumables costs for these types of devices is unique to the grant. This cost will be reduced by the elimination of the ink, toner, and paper costs. Elimination of consumables costs for these types of devices is unique to the grant. This cost will be reduced by the elimination of the ink, toner, and paper costs.

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 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.

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 describe the timeline that will be laid out 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 plan. A narrative explanation 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): 10/1/2013

* Narrative explanation

The short time horizon for the implementation of this grant requires planning now in anticipation of receiving the grant. We have identified partners, service providers and vendors. Largest Barrier The largest barrier to the project at this time is getting a commitment from the partners, service providers and vendors for the products and services we need to deliver the project without the funding commitment for the project. Resources from those parties may be diverted to projects for other customers that have financial approval of their project already in place. To mitigate this risk, we will be in communication with these service providers and vendors so they have an understanding of the schedule for this plan. We have back-up service providers and vendors identified if the primary vendors cannot fulfill the scope of the project. Key Stakeholders 1. School District: Superintendents, Assistant Superintendents, Treasurers, Principals, Communication Personnel 2. Universities/Colleges: Great Oaks, University of Cincinnati, Xavier University and Northern Kentucky University Graduate Program Resources and Professional Development Resources 3. Banks: PNC Local Bank Representatives 4. Software/Hardware Providers: Purchasing/Order Entry Personnel The concept for original implementation was 1:1 customized learning started with the Three Rivers Superintendent. Resources were utilized with the district to flush out the concept with the grant criteria mind. In September a project team was assembled and began meetings to determine the feasibility of the project. Good relationships with surrounding districts allowed us to add Southwest and Ross into the discussion. Colleges, Universities and financial institutions were invited to join. The concept of the project was appealing for all parties for various reasons. Roles and responsibilities were assigned. Future meeting dates were set. Then each party was assigned items to investigate and report back. The results of the investigation helped define what could be accomplished and the results of the investigation were not feasible. These results were then presented back to the project team.

Cost benefit analysis, responsibility charts, infrastructure and cost tables were quickly developed to support the understanding of the program. Discussion of the sustainability of the project ensued across districts on how we could show the sustainability of the project and a decrease in overall spend. Meetings with vendors were held onsite to evaluate software and to determine capacity for providing continuing education with the teachers. Documentation and the grant application with the financial components were reviewed and revised by the committee for accuracy.

Implement (MM/DD/YYYY): 12/9/2013

* Narrative explanation

During this time frame we will be upgrading infrastructure, purchasing and enabling devices, and educating our staff members. The time horizon for upgrading infrastructure is dependent on the building. Devices will be purchased, unpacked, set up, configured for the network, tested and deployed. Largest Barrier Our biggest barrier to implementation is our ability to manage the infrastructure changes necessary for delivery. We will need to get on to other schedules with the correct priority for delivery. When upgrading infrastructure, unknowns are sometimes found. To mitigate these risks, we need solid technical project managers, with excellent communication skills, to help identify issues and bring solutions to the table. Another barrier to implementation is securing the device. We anticipate a 6 - 8 week purchase order cycle for devices. However, we are buying devices at a time of the year when these products are in high demand so delivery may be delayed. This will further impact the deployment schedule of the devices and resources associated to this portion of the project. In order to mitigate risks here, we need to establish a relationship with a technology vendor that is fluid and will allow the schedule to move smoothly based on the delivery of the equipment, create a good communication plan, and appoint a capable project manager. Key Stakeholders 1. School District: Technical Project Managers 2. Universities/Colleges 3. Banks 4. Software/Hardware Providers

Program evaluation will occur at the mid-point of the project. Largest Barrier The largest barrier to evaluation is taking the time to complete. We are mitigating this risk by having weekly status and bi-monthly executive steering committee meetings. The meetings will be held bi-monthly to report the progress, discuss issues and present resolutions. They will guide the project to a successful conclusion, as well as, remove barriers along the way. An overall project manager will be assigned to make sure the project is on time and budget. Working teams will be established with one lead per project aspect. The project lead and other working team members will be in charge of the execution of the plan and the details. Weekly status reports will be produced and tracked. Students, parents and community members will be introduced to this program and its benefits in public meetings. Updates on the project will be disseminated to the public through district newsletters, Facebook posts or public meetings depending upon the update.

Summative evaluation (MM/DD/YYYY): 04/01/2014

* Narrative explanation

Program evaluation will occur at the mid-point of the project. Largest Barrier The largest barrier to evaluation is taking the time to complete. We are mitigating this risk by having weekly status and bi-monthly executive steering committee meetings. The meetings will be held bi-monthly to report the progress, discuss issues and present resolutions. They will guide the project to a successful conclusion, as well as, remove barriers along the way. An overall project manager will be assigned to make sure the project is on time and budget. Working teams will be established with one lead per project aspect. The project lead and other working team members will be in charge of the execution of the plan and the details. Weekly status reports will be produced and tracked. Students, parents and community members will be introduced to this program and its benefits in public meetings. Updates on the project will be disseminated to the public through district newsletters, Facebook posts or public meetings depending upon the update.

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

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.

enabling “1:1 learning in the classroom is a new concept. In fact, various departments/groups/organizations at the state and national level have been working on what the landscape of the digital, 21st century classroom will look like. At the national level, we have the Federal Communication Commission issuing the "Digital Textbook Playbook" in 2012. This playbook offers information on what and how to think about the digital learning environment including infrastructure, bandwidth and devices. It also highlights pilot programs across the nation who are enabling and leveraging the digital classroom now. Currently, Ohio is leading the way. The Ohio Department of Education in their "National Education in Technology Plan 2010" calls for a radical change in how we approach education, leveraging technology to help us access, create, innovate and evaluate content in the classroom. The National Broadband Plan from the Federal Communications Commission calls for connectivity to the internet to improve the ability of students to compete with 21st Century skills upon graduation. For our on-the-go, multi-tasking generation of students to be satisfied, educators will need to move the classroom to anytime, anywhere. In fact the National Broadband Plan projects that by 2013 we will need to plan for students needing device and bandwidth in 90% of the homes. Another goal is to get students to not only be connected and able to access the potential of internet and global, learning communities, we need to change the way we deliver content to the classroom. Digital textbooks replace traditional textbooks with both cost and health savings. Reading software, word processors, and other software boost the ability for students with disabilities to achieve individual success. At the same time, access to video and audio libraries, databases, and learning communities provide more opportunities for gifted students to excel. All students benefit with the ability to learn at their own pace in a supportive environment. The 21st Century classroom does not stop at the building; it surrounds the student. It is important that we engage parents in the educational process. Parental education on the devices and programs used at school make the learning
21. Is this project able to be replicated in other districts in Ohio?

Plan your infrastructure: 1. Analyze your building(s) infrastructure including cooling, electrical and storage requirements. 2. Understand your bandwidth requirements. 3. Engage your service providers for budgeting requirements Plan your hardware and software. 1. Determine your age specific devices 2. Determine storage devices or powering stations for your devices - how they will be used and where they will be placed. 3. Identify your requirements for the classroom or student space. 4. Identify and select your devices. 5. Understand your curriculum. a. Identify for your pilot textbook rollout. Qualified teacher; good understanding of technology; willingness to learn; right mix of students. b. Determine subject area. b. Understand the online textbook; supplement material required and costs. c. Understand any technical requirements Develop the policies and procedures 1. Develop procedures for on-boarding equipment, setting up and tracking new policies and cost structures Technical Service Provider 1. Evaluate your technical service provider to make sure they can effectively deal with the new infrastructure and devices both as a company and with individual skill sets 2. Appoint a project manager who knows your infrastructure and can manage the roll out of the infrastructure and the devices 3. Upgrade/Create a help desk with policies on how to use/seek the services Educate your educators 1. Understand the digital landscape 2. Determine professional development focused on tools and techniques to manage a digital classroom 3. Determine professional development requirements to create “super user” teacher within the school(s) 4. Survey your teachers’ desire to pursue masters in reading, math, technology or discipline 5. Work with local universities and colleges on potential offerings, locations and costs Engage the community 1. Work with local banks, financial planners or others to come up with financial literacy classes to improve saving 2. Work with local banks on saving incentives 3. Work with local banks to set up savings incentives 4. Work with the community to understand new policies, procedures and costs associated to the new devices 5. Set up technical workshops to facilitate discussions between the school and the device manage. Develop a 1. Develop a planning schedule based on purchasing time frames, resources and budgets 2. Identify major obstacles for success. 3. Organize your working and steering committee teams 4. Plan to manage the tasks and schedules 5. Execute the plan a. Modify plan when appropriate - typically dates will shift b. Communicate the results

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

<table>
<thead>
<tr>
<th>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.</th>
</tr>
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| Below are what we view as key benchmarks: 1. Manage successful operation of devices across the system - 1) After a few days, we should be able to get an idea of duration of task, obstacles/issues and success factors. Those will be reviewed and modifications to the schedule/plans made based on findings. 2) After a few days, we should be able to get an idea of duration of task, obstacles/issues and success factors. Those will be reviewed and modifications to the schedule/plans made based on findings. 3) On-going we will need to make sure the progress of the on-boarding is going well. 2. Manage the integration of devices across the weekend, or other mutually agreed upon time. 2) Test the infrastructure bandwidth with automated testing procedures provided by the service provider. 3) Identify textbook devices and load textbook. - Identify devices for online textbooks; active license per text/ access test to material. 4) Identify cart placement/test the carts with the deployment of the devices - 1) Determine by classroom/grade where carts would be placed in the classroom; test placement for charging purposes. 2) Load cart with devices and test. 3) Manage successful deployment of devices across the system - 1) Initial batch of devices will be deployed to find out any issues/obstacles/success factors. 2) Findings will be applied across the system. 4) Complete the PD training/teach the teachers on how to use the technology, programs and features of the device. 5) Know the users: understand the student and the device within understanding in a specific content area. The skills gained will expand teachers’ knowledge and expertise which will translate into new offers for our students by the end of the year. 6) Develop new policies to guide the use of devices by students. 7) Develop new policies or rules that guide the use of devices by students. ii. ii. Understand your budget requirements. ii. ii. Plan your infrastructure: 1. Analyze your building(s) infrastructure including cooling, electrical and storage requirements. 2. Understand your bandwidth requirements. 3. Engage your service providers for budgeting requirements Plan your hardware and software. 1. Determine your age specific devices 2. Determine storage devices or powering stations for your devices - how they will be used and where they will be placed. 3. Identify your requirements for the classroom or student space. 4. Identify and select your devices. 5. Understand your curriculum. a. Identify for your pilot textbook rollout. Qualified teacher; good understanding of technology; willingness to learn; right mix of students. b. Determine subject area. b. Understand the online textbook; supplement material required and costs. c. Understand any technical requirements Develop the policies and procedures 1. Develop procedures for on-boarding equipment, setting up and tracking new policies and cost structures Technical Service Provider 1. Evaluate your technical service provider to make sure they can effectively deal with the new infrastructure and devices both as a company and with individual skill sets 2. Appoint a project manager who knows your infrastructure and can manage the roll out of the infrastructure and the devices 3. Upgrade/Create a help desk with policies on how to use/seek the services Educate your educators 1. Understand the digital landscape 2. Determine professional development focused on tools and techniques to manage a digital classroom 3. Determine professional development requirements to create “super user” teacher within the school(s) 4. Survey your teachers’ desire to pursue masters in reading, math, technology or discipline 5. Work with local universities and colleges on potential offerings, locations and costs Engage the community 1. Work with local banks, financial planners or others to come up with financial literacy classes to improve saving 2. Work with local banks on saving incentives 3. Work with local banks to set up savings incentives 4. Work with the community to understand new policies, procedures and costs associated to the new devices 5. Set up technical workshops to facilitate discussions between the school and the device manage. Develop a 1. Develop a planning schedule based on purchasing time frames, resources and budgets 2. Identify major obstacles for success. 3. Organize your working and steering committee teams 4. Plan to manage the tasks and schedules 5. Execute the plan a. Modify plan when appropriate - typically dates will shift b. Communicate the results

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 be monitored or measured to determine consistent progress towards meeting program objectives. |

There are two distinct objectives that will be managed differently with the implementation of this program. First is the implementation of the infrastructure and second is leveraging the infrastructure for innovation in the classroom. We will need to manage the infrastructure and device roll out with tight restraints. We have 6 months to purchase, implement, test and deploy the new infrastructure and devices. In this process, our Technical Service Provider will manage our service providers to implement changes to the infrastructure required to support a 1:1 customized learning environment. Daily meetings will help track issues with the deployment of the devices and immediate issues that arise. Weekly meetings with the infrastructure and device deployment groups will make sure the schedule stays on track. Bi-monthly meetings with the steering committee will remove barriers or obstacles to allow the project to move forward. The infrastructure implementation will be managed with a detailed schedule, communicating and issuing updates on a regular basis. Each classroom is communicated through class email. Parents will be informed on how to access and log in to their child’s account. The learning environment will include traditional measures such as state tests, national tests, vendor developed tests and classroom observations. In the science and social studies areas where textbooks are being replaced, we will look at the following measures: (1) student engagement; (2) course grades; (3) Student Growth Measure Scores/state test scores. For students with learning disabilities, we will be looking at several factors: (1) utilizing the technology to help them with curricular needs. iii. Identify any barriers to participation 3. Boost achievement in gifted - 1) Determine how the new devices will be integrated into the gifted program. 2) Determine which areas will be the most effective measurements based on age group for the device: effective use of software, keyboarding, searches. 5. Boost achievement for students with disabilities by 2. Develop efficient methods of software selection - 1) Determine which students need speech recognition software. 2) Identify their reading level. 3) Identify key reading measures in graded areas. 4) Work with the software. 5) Test reading level or comprehension improvements with the new software. 6) Determine if the reading measures in graded areas improve. 6. Boost achievement in reading - myon - 1) Identify a pilot group 2) Work with students for traditional reading to test. 3) Monitor student performance. a. Have the student learn to use myon and work remotely for students. 7. Technology spend - 1) Identify budget area for technology spend. 2) For each new device requested, understand the need and determine if it is necessary. Other results anticipated: 2. Manage the implementation of devices across the system - 1) Initial batch of devices will be deployed to find out any issues/obstacles/success factors. 2) Findings will be applied across the system. 3. Engage the community 1. Work with local banks, financial planners or others to come up with financial literacy classes to improve saving 2. Work with local banks on saving incentives 3. Work with local banks to set up savings incentives 4. Work with the community to understand new policies, procedures and costs associated to the new devices 5. Set up technical workshops to facilitate discussions between the school and the device manage. Develop a 1. Develop a planning schedule based on purchasing time frames, resources and budgets 2. Identify major obstacles for success. 3. Organize your working and steering committee teams 4. Plan to manage the tasks and schedules 5. Execute the plan a. Modify plan when appropriate - typically dates will shift b. Communicate the results

*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 name, title, agency/organization and today’s date.

[Accept Rhonda Bohannon, Superintendent, Three Rivers Local School District, October 25, 2013.](https://example.com)