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Adjusted Allocation: 0.00

Remaining: -12,420,317.00
Application

Treca Digital Academy (143305) - Marion County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (248)

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: Personalized Learning Environments

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.

Schools that make the most effective use of new technology will incorporate an intentional shift to online delivery for a portion of the day to make learning more efficient, effective, and engaging. This will be accomplished through a Personalized Learning Environment Model and effective connectivity that will change roles, structures, schedules, staffing patterns, and budgets. The Straight A program goal met by this model will be increasing student achievement.

3. 39300 3. Total Students Impacted:

4. Lead applicant primary contact: - Provide the following information:
   - First Name, last Name of contact for lead applicant: Tim Hilborn
   - Organizational name of lead applicant: TRECA Digital Academy
   - Unique Identifier (RIN/Fed Tax ID): 143305
   - Address of lead applicant: 100 Executive Drive Marion, Ohio 43302
   - Phone Number of lead applicant: 740.389.4798 x228
   - Email Address of lead applicant: thilborn@treca.org

5. Secondary applicant contact: - Provide the following information, if applicable:
   - First Name, last Name of contact for secondary applicant: Mark Wilcheck
   - Organizational name of secondary applicant: TRECA Digital Academy
   - Unique Identifier (RIN/Fed Tax ID): 143305
   - Address of secondary applicant: 100 Executive Drive Marion, Ohio 43302
   - Phone number of secondary applicant: 740.389.4798
   - Email address of secondary applicant: mwilcheck@treca.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.

Mark Tingley - Buckeye Valley Local Schools, IRN 046755, 678 Coover Rd. Delaware, Oh 43015 (740) 369.8935 mtingley@buckeyevalley.k12.oh.us
Kevin Kimmel - Bucyrus City Schools, IRN 043687, 117 E. Manfield St., Bucyrus, Oh 44820 (419) 562-0452 kkimmel@bucyrusschools.org
Paul Craft - Delaware City Schools, IRN 043877, 248 N. Washington St., Delaware, Oh 43015 (740) 833.1100
Gary Barber - Marion City Schools, IRN 044339, 420 Presidential Dr., Marion, Oh 43302 (740) 387.3300 gary_barber@marioncity.k12.oh.us
Kevin Shroth - Oberlin City Schools, IRN 044594, 153 N. Main St., Oberlin, Oh 44074 (440) 776.4550 jshroth@oberlinschools.org
Wade Lucas - Olentangy Local Schools, IRN 046763, 814 Shannahan Rd., Lewis Center, Oh 43035 (740) 657.4050 wade_lucas@olentangy.k12.oh.us
James Gunner - Sandusky Perkins Local Schools, IRN 046813, 3714 Campbell St., Suite B., Sandusky, Oh 44870 (419) 450.3728 gunner@perkins.schools.org
James Peterson - River Valley Local Schools, IRN 048447, 197 Brockesby Rd., Marion, Oh 43332 (740) 389.4798 jpoerternk12.org
William Dods - Highland Local Schools, IRN 048801, PO Box 98, Sparta, Oh 43350 (419) 768.2206 bill_dods@highlandfights.org

7. Partnership and consortia agreements and letters of support: - If applicable, 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.

The organization responsible for providing leadership and resources for the successful implementation of the Personalized Learning Environment initiative is the Tri-Rivers Educational Computer Association (TRECA). At TRECA we are in the business of helping schools reduce their operational costs through the sharing of expertise, resources and technology. Since our founding in 1979, we have operated on the principles of understanding the challenges schools face on a daily basis and delivering quality services to overcome those barriers. With a growing consortium of 38 school districts, TRECA is committed to helping clients get the most out of their educational support services for the lowest possible cost.

TRECA is an Information Technology Center (ITC) Site, that provides fiscal support, and student services statewide to Ohio's school districts. The team charged with the responsibility of implementing this project is comprised of: Tim Hilborn, Chief Instructional Officer, has led the implementation of 15 research and development projects over the past year. He leads the professional development team that will be responsible for the teacher training. Tim has been a teacher, principal, and superintendent in Ohio school districts. He was a Regional Specialist with the Ohio RTI Initiative. - Tim Snyder, Chief Instructional Technology Officer, has led the study of technology needs within the consortium school districts and developed a long term plan to provide connectivity to buildings within the consortium members. Tim will lead the connectivity audit and implementation for the partnering districts.

The organization responsible for providing leadership and resources for the successful implementation of the Personalized Learning Environment initiative is the Tri-Rivers Educational Computer Association (TRECA). At TRECA we are in the business of helping schools reduce their operational costs through the sharing of expertise, resources and technology. Since our founding in 1979, we have operated on the principles of understanding the challenges schools face on a daily basis and delivering quality services to overcome those barriers. With a growing consortium of 38 school districts, TRECA is committed to helping clients get the most out of their educational support services for the lowest possible cost. TRECA is an Information Technology Center (ITC) Site, that provides fiscal support, and student services statewide to Ohio's school districts. The team charged with the responsibility of implementing this project is comprised of: Tim Hilborn, Chief Instructional Officer, has led the implementation of 15 research and development projects over the past year. He leads the professional development team that will be responsible for the teacher training. Tim has been a teacher, principal, and superintendent in Ohio school districts. He was a Regional Specialist with the Ohio RTI Initiative. - Tim Snyder, Chief Instructional Technology Officer, has led the study of technology needs within the consortium school districts and developed a long term plan to provide connectivity to buildings within the consortium members. Tim will lead the connectivity audit and implementation for the partnering districts.

Tad Douse, Director of Professional Development, leads a team of 10 full-time and 15 part-time professional development facilitators. Tad is responsible for developing and maintaining the online professional development component of the PD plan. The PD facilitators will be responsible for direct, online, and ongoing training to teachers. This team has provided over 800 National training sessions. All of the facilitators have experience as teachers in Ohio School Districts. The team that provided guidance for the development of the Personalized Learning Environment plan, included Superintendents from all partnering school districts as well as building principals, Curriculum Coordinators, and Treasurers.

The team charged with the responsibility of implementing this project is comprised of:

- Tim Hilborn, Chief Instructional Officer, has led the implementation of 15 research and development projects over the past year. He leads the professional development team that will be responsible for the teacher training. Tim has been a teacher, principal, and superintendent in Ohio school districts. He was a Regional Specialist with the Ohio RTI Initiative.
- Tim Snyder, Chief Instructional Technology Officer, has led the study of technology needs within the consortium school districts and developed a long term plan to provide connectivity to buildings within the consortium members. Tim will lead the connectivity audit and implementation for the partnering districts.
- Tad Douse, Director of Professional Development, leads a team of 10 full-time and 15 part-time professional development facilitators. Tad is responsible for developing and maintaining the online professional development component of the PD plan. The PD facilitators will be responsible for direct, online, and ongoing training to teachers. This team has provided over 800 National training sessions. All of the facilitators have experience as teachers in Ohio School Districts.
- The team that provided guidance for the development of the Personalized Learning Environment plan, included Superintendents from all partnering school districts as well as building principals, Curriculum Coordinators, and Treasurers.

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 or consists of partnership

11. Describe the innovative project.

TRECA has supported classroom teachers in a Research and Development process to create personalized learning environments in their classrooms for the past two years. This two year process has identified a commitment of outstanding educators to change their pedagogy to better meet the needs of their students. These outstanding educators have informed us, that they do not have the tools necessary for this to happen. They are lacking the connectivity needed to implement their plans with fidelity. Their charge to us for this program is: "When my students turn it on, IT WORKS!" The Personalized Learning Environments (PLE) Model combines the use of technology with traditional learning incorporating connectivity and the use of student data to change student learning. It is program in which a student teams at least in part through online delivery of content and instruction with some element of student control over time, place, path and pace. In the PLE Model, learning is a shift from a total traditional educational setting to an online delivery for a portion of the day to make students, teachers, and schools more productive, both academically and financially. The PLE Model adopts new
The project is self-funded, etc.

The embedded professional development will provide teachers with the technological and pedagogical assistance they need to implement a blended learning environment. The professional development environments and workshops to lay a foundational knowledge of blended learning environments. This would include exploration and demonstration of multiple frameworks models. Key areas of focus will include skill sets required for classroom management in a blended model, evaluating resources, and adaptive instruction and tools. The second part of the training would cover the use of a chosen management system, exploration of the available blended learning models and understanding of how to develop a culture of innovation in the classroom, building and district.

The focus of this program is professional development of human resources thus not requiring a significant additional investment to maintain its success.

The Personalized Learning Environment initiative includes: Nine total school districts from suburban to rural and community. A total of 60 school buildings, over 38,200 students, and 1,514 teachers will be positively impacted. The plan for successful implementation of the Personalized Learning Environment initiative includes the following major components: Research and Development - The total amount targeted $3,679,985. 240 teachers will be trained as teacher leaders. $15,000 will be targeted for each broken down as follows: $10,000 for online technology access that includes equipment, programming and licensing fees $2,500 for stipend $2,500 for district support for further implementation that includes stipends and substitutes $79,985 for 37 TRECA Digital Academy Trainers equipment needed to provide PD Professional Development - The total amount targeted $757,000. 1,514 teachers at $500 each Includes Purchased Services from TRECA to provide: Face to face training Online cadre development for School Leaders: Purchased Services will be provided by Nine Professional Development Trainers 37 TRECA Digital Academy Teachers Connectivity - The total amount targeted $7,983,332 60 school buildings at $133,056 per building - determined by a technology audit of the partners will be conducted post grant award. The funds for connectivity will pay for: Purchased services Equipment Network installation

13. Financial Documentation - All applicants must enter or upload the following 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.

14. What is the total cost for implementing the innovative project?
12,420,317.00  * Total project cost

* 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.

15. What are new/recurring costs of your innovative project will continue once the grant has expired? If there are no new/recurring costs, please explain why.
212,500.00  * 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.

16. Are there expected savings that may result from the implementation of the innovative project?
466,854.00  * 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.)

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 at that are equal to the amount of new/recurring costs detailed above. If there are no new/recurring costs, explain in detail how this project will sustain itself beyond the life of the grant.

The project is self-sustaining as indicated on the Financial Impact Table for each school district showing that there will be no additional costs to the district as result of the grant program. The recurring costs have been covered through reductions in spending of other areas. Many of these reductions are directly related to the positive outcomes associated with the Personalized Learning Environment program. The focus of this program is professional development of human resources thus not requiring a significant additional investment to maintain its success.

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.)
Plan developed as part of grant submission R&D Teacher's selected for R&D Process, communication with school districts as to selection process Professional Development PD needs determined through communication with teaching staff Connectivity Audits completed with each participating school district

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

The goal of this program is to develop an innovative learning environment within each school building of the partnering districts. These innovative learning environments will be designed to improve performance along three specific areas: Personalization, Student Growth, and Engagement. These are known as our Measures of Success. To accomplish these measures, TRECA along with its partner districts is implementing an innovation model, The Personalized Learning Environment initiative, in a research and development approach, similar to those used by businesses to develop innovative products. The partnering districts along with their administrators will select teachers in each of their buildings. These teachers will be those that are often on the cusp of change and innovation in the classroom. TRECA will then help guide these teachers and their administrators through an innovation process, that will change the way students learn. To accomplish this we will use the following process:

1. Identify and Research - In this step, schools will identify needs they would like to target, and they will begin to research ways to improve their performance within those target needs. Teachers and administrators will investigate innovative schools throughout the country. They will identify and evaluate strategies used by these schools, while also investigating how these schools address the Measures of Success. Based on their investigations, it will be critical for districts to develop and define their own metrics for assessing Personalization, Student Growth, and Engagement. TRECA will support these activities in the form of professional development, guidance, and resources. This support will carry through all of the remaining steps. 2. Design - In this part of R&D, teachers and administrators will begin to synthesize all of the information they gathered during the Identify and Research phase. They will begin to formulate a plan for creating their own innovative learning environment. Again, TRECA will provide support during this phase by working with the participating schools to ensure that they are focused on improving the Measures of Success. 3. Build - During this phase, schools will combine the work done in the previous two phases. Students will begin to implement the strategies that they learned in the Identify and Research phase. This model will then be presented to TRECA for evaluation. Upon approval, TRECA will work with the school to determine what support is necessary to implement the model. TRECA will provide this support in the way of devices, infrastructure, and continued professional development. 4. The last phase is identified as Assess. At this point of the process, TRECA will support the schools as they implement their innovative learning environments. As the students and teachers become comfortable with the new learning model, TRECA will provide the resources and assistance to assess its effectiveness. This assessment will be a part of the ongoing work in the next phase. The focus will be on moving from the control group in math scores in the second year of implementation. That jump equates to a 20 to 30 point improvement on the SAT math section. If the curriculum was applied and a similar increase resulted, the given school would see an improvement equivalent to moving from a failing status to an average rating.

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

The Personalized Learning Environments (PLE) initiative, a hybrid model, combines the use of technology with traditional learning incorporating connectivity and the use of student data to change student learning. It is a program in which a student learns at least in part through online delivery of content and instruction with some element of student control over time, place, path, and/or pace. The PLE Model, learning is a shift from a traditional education system to an educational environment where students engage in a self-directed, student-centered learning process. A student selects the pace and path, choosing which content and how much of it they will experience. A 2010 meta-analysis published by the U.S. Department of Education suggests that hybrid classrooms that combine the use of technology with traditional learning can reach and engage students in a truly customizable way. According to the report, students exposed to both face-to-face and online education were more successful than students entirely in one camp or the other. A four-year U.S. Department of Education initiative to evaluate four campuswide blended learning implementations showed that students who used a model that combines traditional education with online learning, significantly outperformed other students. A U.S. Department of Education meta analysis found that students in fully online post-secondary courses outperformed those in face-to-face courses, and those hybrid courses that combined traditional and online education, outperformed the fully online students. In 2007, the U.S. Department of Education awarded a $6 million grant to RAND Corporation to study the effectiveness of Carnegie Learning Cognitive Tutor, a computer-based algebra program. The initial findings, released in 2013, showed that students experienced an articulation and found the learning model. There was improvement over the control group in math scores in the second year of implementation. That jump equates to a 20 to 30 point improvement on the SAT math section. If the curriculum was applied and a similar increase resulted, the given school would see an improvement equivalent to moving from a failing status to an average rating.

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

22. If so, how?

The Personalized Learning Environment, a hybrid model, can easily and effectively be replicated in other districts in Ohio. The fact that 9 school districts of with varying demographic characteristics have agreed to partner to implement this model would provide evidence to such replication being possible. The design of the model with an emphasis on professional development and connectivity that is all focused on improving student achievement will not only make it replicable but also in demand with other districts. By creating innovative learning environments that will be designed to improve performance along three specific areas: Personalization, Student Growth, and Engagement. By adopting a research and development approach that follows the above steps - Identify and Research - In this phase, schools will identify needs they would like to target, and they will begin to research ways to improve their performance within those target needs. Design - Teachers and administrators will synthesize all of the information they gathered during the Identify and Research phase. They will begin to formulate a plan for creating their own innovative learning environment. Build - During this phase, schools will combine the work done in the previous two phases. Based on that material, they will begin to construct a model of their own innovative learning environment. This last phase is identified as Assess. At this point of the process, TRECA will support the schools as they implement their innovative learning environments. As the students and teachers work in the new environment, TRECA will provide the resources and assistance to assess its effectiveness. Given this implementation process that is designed around individual student, classroom, building, and district needs, and supporting teachers as they create their own innovative learning environments, the Personalized Learning Environment Model can be replicated in districts across the state.

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

Implementing the Personalized Learning Environments program will offer significant improvements in learning for students, it should not be considered an end but a beginning. As Teachers, Students and especially parents become comfortable with a different learning environment the swing to students owning their learning will be clearly evident. It is the expectation that the Teacher Leaders created through extensive Professional Development will provide each of the buildings in the consortium with models supporting 21st Century Learners...classrooms that are personalized so that all students DO have a learn the same stuff the same way at the same time. It is vitally important to support teachers as they change their pedagogy, the way teaching and learning occurs. It is the intent of this proposal to: provide teachers with data, that allows them to create variety in the classroom that focuses on STUDENT GROWTH and not on "covering" the curriculum. It is the intent of this proposal that student teachers and classroom teachers be given an environment in which they are learning together. By aligning classroom and school, the level of engagement is easily observable. However, it is not easily measured - support teachers as they plan the teaching/learning cycle include resources from a digital world to provide students opportunities aligned to their interests and the defined curriculum they are responsible for, expand learning time. By engaging students in content they are interested in and support gaps in their understanding and skills the learning day will be expanded. It is the intent of this proposal to: provide teachers with a quality of work and ask and be asked questions, that students should be able to seek answers, both individually and in collaboration with others and students should be able to present their learning in a variety of methods. These presentations not only define what they have learned but provide their peers with a variety of mediums to expand the vision of possibilities for all - provide District Leadership Teams, Building Leadership Teams, Subject and Grade Level Teams with the data needed to support successful implementations and a menu of choices to consider as they focus on improving student growth for all students.

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.

Our proposal includes three components: I. Research & Development: The R&D process will engage four teachers from each building of the participating districts. That process will include time to research current best practices. Each teacher will identify and research the model they will implement in their classroom. Early in the process educators will be exposed to exemplary teaching/learning environments. This is the time period that will take place during three Professional Development days defined to introduce the teachers to the Digital Learning Now, Blended Learning Implementation Guide. The Professional Development Team from TRECA will provide the PD as well as assess the needs and desires of the participating 240 educators. A Rubric: Underdeveloped; Traditional; Advancing; Innovation for Personalization, Engagement, Growth, Innovation, Sustainability/Expansion; Affordability has been utilized to evaluate what is known as an R&D Proposal. Once the Proposal is approved the resources the teacher has available and the time they will spend implementing the project to receive the support of a TRECA Professional Development Specialist. A different rubric(4: outstanding evidence to 1: No evidence exists) to collect evidence in Instructional Practice, Demonstration of Knowledge, Feedback & Assessment, and Professional Development. Evidence is collected quarterly. The Professional Development Specialists have each been trained in the OTES processes and understand the importance of collecting evidence to support a rating. II. Professional Development For All: An effort to build capacity for understanding the components of digital educational materials the current Teachers of TRECA Digital Academy will serve as teacher leaders for various cadres of representing ALL teachers from participating districts. The goal of this initiative will be to engage districts in an ongoing process of sharing the benefits of the Mountain Classroom model to districts. The Professional Development Team will provide the resources and assistance to assess its effectiveness. This assessment will be a part of the ongoing work in the next phase. The focus will be on moving from the control group in math scores in the second year of implementation. That jump equates to a 20 to 30 point improvement on the SAT math section. If the curriculum was applied and a similar increase resulted, the given school would see an improvement equivalent to moving from a failing status to an average rating.
Each District to have a technological audit. The focus of the audit will be to provide options to address individual connectivity issues. For some schools there are not enough hot spots, for others the connection between buildings is in need of upgrade. In all cases the audit shall create a menu of choice for the District. The District will then identify specifics to be addressed in a Request for Services process. The goal will be to have upgrades complete by June 30, 2014. Bottom line in all cases: "When I turn it on, it works!" Specifically, when the students access online materials the connection is in place to support the learning designed to engage students on a personalized level.

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.

| Short Term Objectives: R&D 1. 100% of teachers will conduct research through the submission of a R&D proposals by March 30. These proposal will be measured with a quality rubric. 2. Cadres of teachers will be formed based on proposal similarities. 100% of teachers will be in a cadre. 3. 80% of teachers will participate in training for an Online Learning Management System. Measured by attendance signins. 4. 100% of teachers will participate in at least one online chat by June 30. Professional Development: 1. TRECA PD staff will develop the online content of 4 modules for webinars by June 30 as measured by online accessibility for all teachers. 2. 100% of teachers will be surveyed to establish PD content. 3. 100% of teachers will participate in a cadre of like subject 4. 80% of teachers will participate in training for an Online Learning Management System. Measured by attendance signins. 5. 100% of teachers will participate in at least one online chat by June 30. Connectivity: 1. 100% of school districts will have a completed technology audit by February 15. Measured by submission of Audit. 2. 100% of school districts will have a connectivity plan submitted by March 30. 3. 100% of school district will have contracted to complete the connectivity plan by June 30. | Long Term Objective 100% of students participating in program will "TURN IT ON AND IT WILL WORK" This will expand learning time. By engaging students in content they are interested in and support gaps in their understanding and skills the learning day will be expanded. It is the intent of this proposal that students should be able to ask and be asked questions, that students should be able to seek answers, both individually and in collaboration with others and students should be able to present their learning in a variety of methods. These presentations not only define what they have learned but provide their peers with a variety of mediums to expand the vision of possibilities for all. |

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 Mike Carter Superintendent, TRECA Digital Academy Executive Director, TRECA 10.25.2013