

Budget

United Local (046458) - Columbiana County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (467)

U.S.A.S. Fund #:

Plus/Minus Sheet (opens new window)

Purpose Code	Object Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction		94,100.00	14,550.00	0.00	0.00	521,045.00	0.00	629,695.00
Support Services		0.00	0.00	56,160.00	0.00	0.00	0.00	56,160.00
Governance/Admin		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development		0.00	0.00	23,000.00	0.00	0.00	0.00	23,000.00
Family/Community		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Safety		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transportation		0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Total</b>		94,100.00	14,550.00	79,160.00	0.00	521,045.00	0.00	708,855.00
<b>Adjusted Allocation</b>								0.00
<b>Remaining</b>								-708,855.00

Application

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

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

1. Project Title: Connected...All Aboard!

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.

We will increase student achievement by "changing how and where students learn" - providing connectivity for students' online resources and e-texts on our school buses, and in homes that have no internet; affording the opportunity to become facile with computers, which is imperative for success on the new online assessments. We will decrease spending by 1) utilizing cloud computing rather than old-fashioned paper, books, and purchased software; and 2) the influx of grant money will free up the \$100,000 budgeted for continuing our 1:1 initiative so it can be used for connectivity charges and equipment maintenance. We will bring a greater share of resources to the classroom by deploying 1:1 laptops 9-12, using e-texts, updating science laptops, adding mobile labs of laptops in the junior high and elementary school, and class sets of iPads for our youngest grades, with sufficient professional development for staff to enable everyone to utilize the vast resources of the internet.

1300 3. Total Students Impacted:

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

First Name, last Name of contact for lead applicant: Steve Viscounte, Superintendent

Organizational name of lead applicant: United Local School District

Unique Identifier (IRN/Fed Tax ID): 046458

Address of lead applicant: 8143 State Route 9 Hanoverton, Ohio 44423

Phone Number of lead applicant: (330) 223-1521

Email Address of lead applicant: Steve.viscounte@united.k12.oh.us

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

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

Organizational name of secondary applicant: n/a

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

Address of secondary applicant: n/a

Phone number of secondary applicant: n/a

Email address of secondary applicant: n/a

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

n/a

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

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

\* If a partnership or consortium will be established, please include the signed Straight A Description of Nature of Partnership or Description of Nature of Consortium Agreement.

[UploadGrantApplicationAttachment.aspx](#)

8. Please provide a brief description of the team or individuals responsible for the implementation of this project including relevant experience in other innovative projects. You should also include descriptions and experiences of partnering entities.

Mr. Steven Viscounte, Superintendent, Mr. William Young, Junior High and High School Principal, and Christina Hughes, Elementary Principal, will arrange schedules to allow professional development for the staff. They have begun by providing 1:1 laptops and e-texts for the freshman class this year, and Mimeoos with iPads for all the elementary teachers. The district has built into its budget ongoing purchases of laptops and e-texts (one grade per year) for the next 4 years. This grant will take the district the next natural steps, and broaden our district-wide internet integration. Mr. Dennis Klaustermeyer, United Local Computer Technician, will oversee the purchasing, implementation, and maintenance of equipment and help with continuing professional development. He has already prepared our district for this eventuality by ensuring we have a robust internal wireless network, using Meraki hardware and software enabling us to monitor all activity and push out needed applications wirelessly. He has overseen the 1:1 laptops and e-text rollout for our freshman class, Google migration for our district, and all equipment purchases and implementation for the past 15 years. Mrs. Krista Fitch, District Technology Coordinator, will assist with follow-up professional development and equipment maintenance. She has implemented the technology advances at the school she served before coming to United Local, including the Raising the Bar Grant for high school and many others. Mr. Jim Reinsel, Transportation Director, has agreed to install the wireless routers in all 17 of our buses. The faculty is excited about the potential for extending their influence beyond their individual classrooms via the new connectivity opportunities on the buses and in homes, as well as the possibility for all students to have devices to use simultaneously during class. Mr. Jeff Good, Director of Education at Western Reserve Public Media (WNEO), will provide the Professional Development initial piece for the Google Apps for Educators integration for our entire staff and e-text training for our high school core teachers, with ongoing support via website tutorials and consultation. Western Reserve Public Media's staff of 21st century learning consultants work directly with districts developing individualized professional learning opportunities for a district's staff and administration. The individualized learning will take place as face to face opportunities, blended and online supporting educators in the integration of educational technology leading to student success. Stu Johnson, Executive Director of Connect Ohio has agreed to work with us to provide instruction for our families who will be receiving internet connectivity through this grant. However, access to broadband technology alone is insufficient to translate into widespread adoption and meaningful use. To address this challenge, Connect Ohio has initiated programs such as Every Citizen Online and Digital Works. Every Citizen Online (ECO) is a statewide program designed to stimulate broadband adoption in Ohio by offering training, building awareness, and developing strategic partnerships. Training sessions have been provided at no-cost to participants and conducted at local community anchor institutions. Course facilitators provided instruction on the use and maintenance of a computer, Internet capabilities, and practical applications of broadband access for use in daily life. Since the beginning of 2011, ECO offered over 32,500 training hours to over 40,000 Ohioans at 250 locations around the state. Neil Lybarger of EasyGraphics Assessment Technologies, has agreed to provide the professional development piece necessary for our elementary teachers to utilize their iPads and Mimeoos most effectively. EasyGraphics has been effectively training educators for over 15 years.

**B) PROJECT DESCRIPTION - Overall description of project and alignment with Outcomes**

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

- Student achievement
- Spending reductions in the five-year fiscal forecast
- Utilization of a greater share of resources in the classroom

10. Which of the following best describes the proposed project? - (Select one:)

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

11. Describe the innovative project.

Connect Ohio research has discovered three times as many people in Rural Appalachian Ohio are without internet because it is not available to them. A survey of students at United Local High School shows over 20% of our population is without internet in their homes. Many of these families don't have computers, either. These students will be woefully academically behind those who are better equipped for 21st Century learning. The digital divide is increasing rather than decreasing in our community. This project will change that for our people. Our teachers will become free to fully integrate the internet,

flipped classrooms, e-texts, and study helps if our students can be provided computers and connectivity both inside and outside of school. By putting routers on our buses, students can access their online assignments as they travel. In by-gone days they could study their books and write their papers as they traveled; but now with the books and assignments online, they need to have the connectivity and computers. As it stands, many in our rural Appalachian district do not have this opportunity. Neither can our community afford to pass expensive levies to provide the influx of technology needed to give them equal opportunities for advancement. This Straight A Fund could do that for us.

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. Student achievement - Engaging students through the integration of technology for instruction and learning both inside and beyond the classroom greatly enhances their chances to do well on next year's online state assessments. Providing wireless connectivity on their school buses gives them the opportunity to do their homework while they travel on daily commutes or to sporting events and contests. Since we will no longer have traditional textbooks, but e-texts and internet based assignments, this alone extends the students' learning time by as many as 10 hours a week. Being a rural district, all of our students ride the bus up to an hour and a half daily. And for over 20% of our students' homes that have no internet availability, we will offer personal Wi-Fi connectors through Verizon Wireless. These remote homes can then be connected, not only to the school work, but to the local library and other educational sites. Families who cannot afford to have many books in their homes can now access them through these hotspots. We are striving to decrease the digital divide by providing access for all students, guaranteeing a way for our students to access learning. Spending reductions in the five year fiscal forecast - Going "paperless" (less paper) via cloud computing is sure to reduce the annual paper, copy, and print costs significantly. We spend about \$50,000 on copies and \$15,000 on paper annually. Cloud computing also offers many free applications for educators reducing costs for renewing software licenses. The influx of equipment and e-texts via this grant will free up the \$100,000 each year that has been set aside in our current permanent improvement budget for our 1:1 equipment and e-text purchases, and the \$20,000 from our general fund for upgrading classroom computers, to be redirected towards the remote internet connectivity for our students (\$8,000), and additional personnel (computer tech students from our local Career Center \$25,000) to keep the influx of equipment operational. We expect to receive ERate funding for our bus connectivity, which will lower that cost for us as long as that funding is available. Utilization of a greater share of resources in the classroom - By maximizing our district-wide use of cloud computing and web-based tools for teaching and learning, staff, students, and community members will become capable and confident in their abilities to navigate current and future trends in harnessing the power of the internet for management, instruction, learning, and personal development. The professional development of our staff will provide them with the necessary tools to utilize the vast resources provided on the internet and bring it to the students. Being a rural Appalachian school district nestled between corn and hay fields, all of our students (under driving age) ride a school bus. By providing Wi-Fi internet access points on our school busses, students will be able to access their web-based textbooks and assignments while riding the bus to and from school. In this sense, we will extend the classroom to the school bus. We will bring a greater share of resources to the classroom by deploying 1:1 laptops for grades 9-12, updated science laptops, additional mobile labs of laptops in the junior high and elementary school, and class sets of iPads for our youngest grades, enabling everyone to utilize the vast resources of the internet. Providing the rest of our teachers with laptops will ensure greater facility for them with electronic resources. Professional development for everyone is essential to guarantee lasting transformation of the district as a whole. The wireless projectors for the elementary classrooms will enable those teachers using iPads to project their images to the class, as well as utilizing a program that will allow multiple iPads to be projected at once, enhancing collaboration for even our youngest students.

#### C) SUSTAINABILITY - Planning for ongoing funding of the project, cost breakdown

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

a. Enter a project budget

b. Upload the Straight A Financial Impact Template forecasting the expected changes to the five-year forecast resulting from implementation of this project. If applying as a consortia or partnership, please include the five-year forecasts of each school district, community school or STEM school member for review.

c. If subsection (b) is not applicable, please explain why, in addition to how the project will demonstrate sustainability and impact.

n/a

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

708,855.00 \* Total project cost

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

Professional development stipends for teachers and staff (125 people) affords external incentive to ensure participation of all involved \$94,100 (plus \$14,550 benefits). Router connectivity annual charge \$8,160 Home connectivity for 100 homes annual charge \$48,000 Professional development purchased services \$23,000 Hardware purchases \$521,045 routers for buses home WiFi chargers laptops for grades 10-12 laptops for science labs carts for science labs teacher laptops Electronic Textbooks grades 10-12 iPad 4 Carts for ES - 32 iPads iPad cases HD Wireless Projectors for ES Apple TV Box Apple TV Mount HDMI cables The district has already begun year 1 of their 1:1 implementation of laptops and e-texts at the 9th grade level. They have provided a robust wireless network to support the growth of this program throughout the high school, and from the elementary through the junior high. Professional development has begun for the freshmen teachers, and since our ITC, ACCESS, has migrated to Google Apps for Education district-wide professional development has begun for this, too.

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.

80,640.00 \* 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.

New and recurring costs will be 1) to hire technology students from our local Career Center to help implement and maintain the new influx of equipment \$10,000 to get it started and \$24,480 to continue, and the connectivity charges for our bus routers and home Wi-Fi hotspots \$56,160. Three student assistants for 3 hours a day for 180 days at \$8.00 per hour is \$12,960. Three student assistants for 8 hours a day for 60 days during the summer at \$8.00 per hour is \$11,520. The monthly charge for the bus router connectivity is about \$700 less ERate which drops it to about \$400, and for 100 home Wi-Fi hotspots is about \$4,000 less money from families that can afford their own charges and money from a business sponsor. The district has made a huge commitment to allocate \$100,000 of its permanent improvement monies per year for the next 4 years to continue its implementation of the high school 1:1 laptop/e-text program. If this initiative is funded outright by this grant, the \$100,000 already allocated can be reallocated to provide the connectivity and student assistants needed to sustain it. We plan to have the families who can afford it pay for their connectivity which will reduce that monthly charge. We are hoping to get a sponsor for the "poor" families' connectivity. But even if we are unable to get that sponsorship we will need to spend less than we had budgeted originally. If the initial professional development for our entire staff is funded by the grant, using the train-the-trainer model along with the web based follow-up training modules, the equipment infused will be utilized, and new teachers joining our faculty in future years will be taught by veterans and the website. Overall paper, toner, printer, software, and book costs will be substantially decreased with the increased use of cloud computing.

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

100,000.00 \* Specific amount of expected savings (annual)

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

Over \$100,000 annually expected savings from reduced paper and copier expenses, textbook purchases, replacement of classroom computers, and capital outlay can be funded with district's permanent improvement monies previously allocated for the 1:1 laptops and e-texts. ERate funding for bus wireless connectivity and the sponsorship of at-home connectivity will further reduce ongoing costs. In large part, savings to be realized will result from the movement to electronic avenues of communication. This includes cloud computing (Google sites, storage, sharing, and collaboration tools), web-based educational teaching, learning, and assessment resources, and e-textbooks. For the current school year, costs for copier lease agreements and maintenance are budgeted at \$48,818. We also spend \$14,252 annually on copy paper. Both of these expenses will decrease significantly. We have already witnessed a substantial decrease in paper and copies being used as a result of our 1:1 laptop pilot group (freshman class). As all staff (K-12) and students begin using Google Drive and web-based resources, these savings will only grow. And, with each student having a personal laptop, computer labs and classroom computers will become obsolete, realizing an annual savings of \$20,000 for replacement computers.

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.

Because our district is already committed to the annual purchase of laptops (each year at the 9th grade level) and e-texts (replacing them every 5-6 years), the foundation for sustainability is already solid in this area. This grant will simply allow for an accelerated implementation. Train-the-trainer and web based modules used for professional development - the use of Career Center technology helps - ubiquitous cloud computing - the ease of installment of the bus routers and home Wi-Fi hotspots - and ERate funding make our grant proposal easily replicable and self-sustaining. We already have a robust network in place throughout our buildings. We have seen the advantages and have begun the migration to the cloud over the past few years. We have provided a few laptop carts for student use and laptops for several teachers to help prepare them for the transition away from pencil-paper-book-learning to the internet. We are ready for this next step.

#### D) IMPLEMENTATION - Timeline, communication and contingency planning

18. Fill in the appropriate dates and an explanation of the timeline for the successful implementation of this project. In each explanation, be sure to briefly describe the largest barriers that could derail your concept or timeline for implementation and your plan to proactively mitigate such barriers. In addition, the narrative should list the stakeholders that will be engaged during that stage of the project and describe the communication that occurred as the application was developed.

Describe the ongoing communication plan with the stakeholders as the project is implemented. (Stakeholders can include parents, community leaders, foundation support and businesses, as well as educational personnel in the affected entities.)

\* Proposal Timeline Dates

Plan (MM/DD/YYYY): 04/30/2014

\* Narrative explanation

o Set dates & program agendas for Professional Development o Evaluate and select equipment (laptops, e-texts, etc.) o Order all equipment needed o Staff Skills Survey

Implement (MM/DD/YYYY): 08/31/2014

\* Narrative explanation

o March/2014 Install Wi-Fi routers on school buses o June/2014 Laptops/iPads delivered o June/2014 Professional Development (Camp Google-session A) o July/2014 Professional Development (Camp Google-session B) o Aug./2014 Professional Development (Camp Google-session C) o Aug./2014 Student & parent laptop orientation & distribution o Aug./2014 Professional Development (eText training) o Aug./2014 Professional Development (iPad training) o Aug./2014 Professional Development (Mimeo training) 2014-15 School Year Implement throughout 2014-15 School Year o Follow-up Professional Development (Monthly Early Release Staff In-services) o Web-based modules for new staff and or reinforcing trained staff

Summative evaluation (MM/DD/YYYY): 06/01/2015

\* Narrative explanation

o As an essential component of our ongoing evaluation process, staff members will complete pre and post skill surveys to determine emphasis points and areas for reinforcement. o Monthly meetings with the staff 1:1 committee will allow for an ongoing evaluation of program effectiveness. This will also keep staff in the loop with regards to steps that may need to be taken to overcome unforeseen barriers. o Program surveys will be completed by students, parents, teachers, and support staff to measure perceptions about program effectiveness. o A specific survey of students taking the Next Generation state assessments will evaluate student comfort levels with taking these tests online (as opposed to traditional paper and pencil tests). o A comparison of PARCC Assessment and End of Course Exams over several years will indicate the degree to which achievement increases. o A comparative expense report at year's end will show the reduction of paper and copier costs based on use.

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

We will to increase student achievement by providing the means for our students to connect with their online resources (Google Drive, e-texts, Study Island, flipped classes, and more) wherever they are, on the school bus daily and on trips, and at home (even those now without internet availability), thus affording them the opportunity to become facile with computers, which is imperative for success on the new online assessments. We will purchase routers for our school buses, Wi-Fi hotspots for the students without internet in their homes so families can "access content to supplement what their child is learning," laptops for our students in grades 10-12, update our high school science computer labs, purchase additional laptop carts for our junior high and elementary school, buy a class set of iPads for each of our youngest grades. We will provide 15 days of professional development opportunities for our faculty and staff to ensure they are comfortable using the new equipment and programs; and will provide website tutorials for follow-up PD. We will decrease spending by utilizing the cloud more than old-fashioned paper and books. We have already begun to use Google Drive in the junior high and high school, with both faculty and students for the past 18 months. The elementary faculty has just begun to tap into Google. As we all understand better how to utilize this powerful cloud-based utility, our paper costs will inevitably decrease. Purchase of e-texts will eliminate our need for the old paper-based text books. As teachers become more comfortable using the internet and their own computers, there will be less need for paper products. Also, the ongoing professional development via modules developed for our staff and made available via a website designed by our partner, Western Reserve Media (WNEO), will decrease additional PD costs. The influx of equipment and e-texts via this grant will free up the \$100,000 each year that has been set aside in our current budget (district permanent improvement levy funds) for our 1:1 equipment and e-text purchases, to be reallocated to the general fund, so we can provide the remote internet connectivity for our students (\$8,000), and additional personnel (computer tech students from our local Career Center \$25,000) to keep the influx of equipment operational. Overall annual spending will be much less, with the savings increasing incrementally over the five-year forecast as we successfully move to cloud computing. This grant will provide the equipment, professional development, and connectivity to put the students of United Local School on an even par with more affluent, better served communities. Our families that have no money for internet can now be connected to the world of resources available through our school, local library, and the internet. Parents can access their students' grades and homework assignments through ProgressBook, learn along with their students as they watch videos of their lessons, and become more involved in their students' education. Students can utilize the time spent on the school bus to do their homework. Families of high school students without computers at home will now have one provided by the school, thus giving these students access to academic content for reinforcement or exploration within the privacy of their homes.

**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.

Mrs. Fitch (District Technology Coordinator) learned about a school in rural Vail, Arizona school several years ago, and when the Straight A Fund opportunity became available, it seemed to be a perfect opportunity for United Local to get "Connected... All Aboard!" She talked with John Nunes of Vail, Arizona, and then with Greg Liedl of rural Bemidji, Minnesota to learn first-hand from their experiences, and discovered it would be natural for United Local to become the pioneers of wireless on school buses and in unconnected homes Ohio's rural Appalachia. "School buses have long been known as the preferred vehicle to take students to the classroom. Now they're being used as the classroom... We found that when kids could have Internet access in the school bus they would work on their homework and finish it before they got home," said John Nunes, transportation supervisor for the Vail School District in Arizona. "Students are more engaged in the kinds of things we want them to do academically," said Nunes. "It's better time utilization." The school offers wireless Internet access throughout the campus and, instead of textbooks, laptops to incoming freshmen. Students use those laptops for all of their studies until they graduate." (<http://www.stnonline.com/home/top-stories/3834-Wi-Fi-in-arizona-s>) "School districts are strapped, but more and more are seeing the value of this," said Greg Liedl, transportation director for the Bemidji district. With wireless access on everything from planes to trains, students now expect the service on school buses, especially as more classrooms trade physical textbooks for digital sites or become "flipped," letting students watch videotaped lectures at home and work with teachers one-on-one in class. (<http://www.redlakenationnews.com/story/2013/03/11/news/eastern-carver-school-district-gets-wi-fi-on-school-buses/9777.html>) In Bemidji, an additional problem was home connectivity for those on the reservation, so they partnered with Verizon to provide the home Wi-Fi hotspots. Being a rural Appalachian district, it seems to be natural for United Local to offer these, and laptops, to our students without internet to eliminate the digital divide. Connect Ohio reports only 60% of the homes in Columbiana County subscribe to broadband, and 20% of its residents do not even have a home computer. And of those with broadband, only 45% are satisfied with their service. United Local Schools is located in the southern Appalachian part of the county, with even worse broadband availability. The opportunity to grow jobs, skills, and lure new businesses depends on the availability and use of high-speed Internet service. Rural Appalachia Ohio faces a significant barrier to the opportunities that the Internet brings due to connectivity and adoption gaps. The 2011 report, Technology Barriers and Adoption in Rural Appalachian Ohio, reveals that 531,000 adults in rural Appalachia do not have home broadband and 124,000 report that service is either unavailable, or the speeds are insufficient in meeting their needs. The Governor's Office in conjunction with Connect Ohio and Chesapeake Energy has established the Appalachia Broadband Task Force to immediately address the broadband gap in rural Appalachia. The Task Force is administered by Connect Ohio and is made up of public, private, and nonprofit leaders.

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

Yes  No

22. If so, how?

It could be more easily replicated for those who already have a 1:1 program, or are using cloud computing. All they would have to do would be purchase and install the routers for their buses, work with Connect Ohio for community training, work with their local Ed Tech agency (like our WNEO) for professional development, and order the home Wi-Fi units from Verizon Wireless. The biggest piece, financially and work-wise is the influx of technology that is needed to ensure success for our students.

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

Students will become digitally literate, able to compete in a digital world. They will be able to do at least as well on the new computerized state tests as they have done on the old pencil-paper tests. They will be better prepared for college and the workplace upon graduation. Our families will be given opportunities through Connect Ohio to learn new skills and become more involved in their students' academic endeavors. Our teachers will move from paper-pencil-book sage-on-the-stage teaching to internet based, guide-on-the-side teaching, and harnessing cloud computing for their students. The digital divide will be closing for United Local Schools.

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.

We will monitor completed homework assignments via Progress Book. Increased network usage will be tracked through our Meraki wireless program management system. New online assessments from the state will let us know whether the students know how to use their computers as well as their subject knowledge. As teachers and students become more comfortable and facile with cloud computing, paper, book, and printing costs will decrease. Bus drivers should report reduced incidents of disturbance.

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.

Skills survey before grant professional development completed by January 2014 (baseline data) Cloud Computing iPad use Teacher use of Mimeo's E-text strategies Skills survey completed after professional development by August 31, 2014 Six monthly surveys used to determine topics for reinforcement at early release staff in-service meetings Network use charts will track the increase activity procured as a result of the influx of technology coupled with the cloud-based tools. Connect Ohio will generate impact data resulting from home connection program (Every Citizen Online), coupled with development training for families.

By virtue of applying for the Straight A Fund, all applicants agree to participate in the overall evaluation of the Straight A Fund for the duration of the evaluation timeframe. The Governing Board of the Straight A Fund reserves the right to conduct evaluation of the plan and request additional information in the form of data, surveys, interviews, focus groups, and any other related data to the legislature, governor, and other interested parties for an overall evaluation of the Straight A Fund.

PROGRAM ASSURANCES: I agree, on behalf of this applicant agency and/or all identified partners to abide by all assurances outlined in the Assurance section of the CCIP. In the box below, enter "I Accept" and indicate your name, title, agency/organization and today's date.

I accept. Marlene Ravelli, Special Education / CCIP Coordinator United Local School District October 25, 2013