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Adjusted Allocation: 0.00

Remaining: -4,998,776.00
Applicants shall respond to the prompts or questions in the areas listed below in a narrative form.

A) APPLICATION INFORMATION - General Information, Experience and Capacity

1. Project Title: The University of Toledo and Ottawa Hills Schools - One World Schoolhouse

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.

The University of Toledo (UT) and Ottawa Hills School District (Ottawa Hills Schools or OHS) have a unique long term collaboration with the Ottawa Hills School district is requesting a $4,988,776 (74% capital) grant for its new One World Schoolhouse (UT obtained usage rights from Khan Academy) to accomplish the following: 1. Transform a floor of its central library into a regional training facility for PK-12 teachers, enabling current and aspiring teachers to learn how to flip classrooms along with new digital technologies and active learning pedagogies. 2. Develop an educational technology incubator, the Learning Innovation Laboratory, where radically innovative teaching technologies are co-developed with the Ottawa Hills partner. 3. Provide a controlled environment where these emerging teaching technologies can be developed and validated before they are piloted in an actual Ottawa Hills school. 4. Implement certain analogous technologies in the Ottawa Hills High School, in order to enable the UT-OH collaboration on the project, which will also enable dual enrolled OH students to actually work on the UT team in some of the advanced technology development, thus providing an extremely novel experiential learning opportunity. 5. Develop/acquire advanced simulation educational gaming technologies to further enhance active learning through virtual experiential learning modalities. 6. Within the One World Schoolhouse provide the resources to enable corporate partners to utilize the facility with advanced simulation gaming training delivered from OWS (see Dana Letter of Support). 7. Finally, use the combined resources of the One World Schoolhouse and the Ottawa Hills schools to bring these emerging educational technologies tools to the broader school population of the region - thus impacting over 50,000 students just in metro Toledo (see Letter of Support from Toledo Public Schools). The goal of this project is student achievement, and the novel collaboration of UT-OH in the OWS provides as strong platform to advance emerging educational technologies from lab to launch. The partners are logistically within a few blocks of each other, which further simplifies the collaboration. This partnership provides a high level of capability to execute on this plan. As a leading research university, UT is accomplished at running large projects, and the team has world class backgrounds in overseeing highly complex large budget programs. OH is equally a very accomplished district, thus enabling them to provide the alpha/bravo role as we move technologies from the lab to launch to the general K-12 community. This partnership can rival any in Ohio. This project has a strong entrepreneurial sustainability plan that will enable the UT-OH partnership in the One World Schoolhouse to endure well beyond the grant. Using a revenue model that involves student fees, contributions from tech partners and external training programs, there will be adequate margin to cover the recurring costs including asset renewals. The strong entrepreneurial background in the team will enable this plan to work.

Evaluation will be a continuing activity in this partnership. At the first level, we will validate the execution and partnership performance. However, the impact on K-12 students will be evaluated through a dashboard built from traditional and non-traditional metrics. This will allow customization of impact evaluations based on the specific school context and goals. We believe that this project will bring one of a kind value to the entire Northwest Ohio region.

50000 3. Total Students Impacted:

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

First Name, Last Name of contact for call applicant: William McCreary
Organizational name of lead applicant: The University of Toledo
Unique Identifier (IRN/Fed Tax ID): 063099
Address of lead applicant: 2801 W. Bancock Street, Toledo OH 43606
Phone Number of lead applicant: 419.530.5683
Email Address of lead applicant: william.mccreary@utoledo.edu

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

First Name, last Name of contact for secondary applicant: Kevin Miller
Organizational name of secondary applicant: Ottawa Hills High School
Unique Identifier (IRN/Fed Tax ID): 048215
Address of secondary applicant: 3600 Indian Road, Toledo OH 43606
Phone number of secondary applicant: 419.536.6371
Email address of secondary applicant: kmiller@ottawahillsschools.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 (IRN/Fed Tax ID), Address, Phone Number, Email Address of Contact for All Secondary Applicants in the box below:

Toledo Public Schools - James Gault - 420 E. Manhattan Blvd, Toledo, OH 43608 - 419.671.842 Technology Vendors: Apple, Microsoft, EGN Realty

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.

The University of Toledo is well equipped to manage a project of this size - please see answer to #20 for details. The individual team members dedicated to this project is second to none and includes some of the most talented and dedicated educators in the region: Bill McMurray is Executive Director One World Schoolhouse is the leader of this project and is ultimately responsible for planning and executing all facets of the program. Bill is well educated and credentialed, having been a successful entrepreneur, as well as holding senior executive roles in major global corporations for over 30 years. He is retired CTO of one of the global leaders in technology where he ran budgets of over $300M per year involving deployment of complex technology across multi-national implementations. He is currently pursuing a PhD in complex genetic algorithms simulations, and has created the world's first educational simulation game that takes you through the commercialization cycle of technology startup companies. Charleen M. Czerniak is a professor at The University of Toledo in the department of Curriculum and Instruction. Her publications have appeared in the Journal of Science Teacher Education, Journal of Research in Science Teaching, School Science and Mathematics, Science Scope, and Science and Children. Professor Czerniak is co-author of a textbook published by Routledge on project based science teaching. Professor Czerniak is an author and director of numerous grant funded programs in excess of $30 million dollars that targeted professional development of science teachers. She has made frequent presentations at national and regional conferences that focus on her research interests on teachers' beliefs about teaching science, professional development for elementary and middle grades teachers, science education reform, and school improvement. Her education and experience make her the perfect candidate to assist in the design and implementation of the teacher education program through OWS. Dr. Djay Devabahakti is the Chair of the Electrical Engineering and Computer Science department in the College of Engineering at UT. Dr. Devabahakti has published multiple articles surrounding simulation platforms, wi-fi and multicontroller systems, wireless program and networking sensors. He has also been part of major NSF grants and received multiple awards for teaching excellence, making him the ideal partner for the technology and education areas of the OWS. OHHS Key Staff Dr. Kevin S. Miller is in his fourth year as Superintendent of Ottawa Hills Schools. He has been an educator for 31 years, serving as an English teacher and a junior/senior high school principal previous to becoming a school superintendent. Dr. Miller holds degrees from The Defiance College, Indiana University, and Nova Southeastern University. Ms. Manlove has earned degrees at Hiram College and Kent State University, with additional certification coursework completed at Ashland University. Ben McMurray has served as principal of Ottawa Hills Junior/Senior High School since 2009. Previous to that, he was a teacher and assistant principal at Plymouth-Canton Community Schools in Michigan. Mr. McMurray has a B.S. in History and Philosophy from Eastern Michigan University and an M.A. in Educational Administration from the University of Toledo.

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

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

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

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

[ ] Transformation of educational practices through the implementation of new technologies and innovative approaches
[ ] Creation of an educational research and development center
[ ] Development of a regional training facility for teachers
[ ] Enhancement of student achievement through active learning strategies
[ ] Expansion of educational partnerships and collaborations
11. Describe the innovative project.

This project will address the shortcomings of the current learning paradigm in K-12 education. Currently, students are moved in "lock step" through the K-12 system based on a "seat time" model. By moving students through the system in this manner, there is no assurance that they are mastering all the concepts required for the next level in the progression. While students may progress through this system based on "seat time", their inability to master certain concepts will eventually limit how far they can progress in the system, which ultimately impacts their future career opportunities. An educated workforce is fundamental to the US competitive position, and our country's position has been slipping versus other major economies, making imperative that we address shortcomings in our K-12 basic concept in fewer hours so that more time is left for other kinds of learning. Learning by doing. Learning by having pupils mind expanding fun. Call it stealth learning. The use of technology makes the classroom more human by facilitating one-one interactions; by letting the teacher know who needs attention most. Even better, a student who has already mastered a particular lesson can be turned to work on the next step, allowing the teacher to work with those struggling in the "lock step". The project can be a "seat matrix" tool to get past a common hurdle. In all these instances, the clear emphasis is on quality, helping interactions.

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.

If the components of this program will support the stated goals, which center on student achievement. The implementation of the total program will provide the basis for personalized self-paced competency based learning. Student achievement will advance through the use of the following tools/methods: 1) Flipped classroom deliveries that allow the students to have customized environments, which will allow for student learning at a competency-based focus. 2) Teachers (current and aspiring) who have developed their skills using the OWS training modules, will improve their skills in teach using these educational technology pedagogies - including both flipped and un-flipped classrooms. 3) Accomplishment dashboards that demonstrate competency achievements, which allow students to advance based on mastery rather than in "lock step". 4) Active learning with advanced simulation educational gaming, which stress the application of knowledge developed in the flipped classroom context. 5) Virtual team settings where students learn to collaborate to apply their content knowledge in advanced simulation gaming applications (virtual experiential project based learning situations). 6) Utilization of technologies that have been selected and validated, to insure effectiveness in student achievement. Testing and validation of these teaching pedagogies will bring new data to educators to better improve the understanding of the real impacts from these methods.

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.

1. Provide a brief description of your innovative project (a) a copy of the project budget (b) capital (c) new/recurring costs

The project budget is included, and will cover the retrofit of new educational technology into an existing facility at the University of Toledo, and implement some items at Ottawa Hills High School, as a collaboration site. In addition to creating this new facility, the project will develop approximately twenty course modules, which will support the new technology based teaching paradigm of the One World Schoolhouse. These modules will be aimed at the Ottawa Hills students, as the pilot group. Additionally, the project team will put up the Ottawa Hills APS classes as additional modules, which will later be available to other schools on a fee basis. This project is primarily capital (74% of the total budget), as it involves facility retrofitting costs, technology acquisition and software development. Virtually all the Ottawa Hills costs are capital non-recurring in nature. The second largest category cost is salaries (salary and fringe), which are not capitalized (23% of the total budget). The facility retrofit, along with technology going into the One World Schoolhouse, is the largest single cost item ($2,390,000), while professional development is second.

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

4,998,776.00  Total project cost

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.

505,000.00  Specific amount of new/recurring cost (annual cost after project is implemented)

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

0.00  Specific amount of expected savings (annual)

Most of this project consists of one time costs, as it is creating a completely new facility along with leading edge teaching technology. This project is primarily capital (74% of the total budget), as it involves facility retrofitting costs, technology acquisition and software development. Virtually all the Ottawa Hills costs are capital non-recurring in nature. The second largest category cost is salaries (salary and fringe), which are not capitalized (23% of the total budget).

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 project.

The project will be sustained for long-term revenue for both partners. Ottawa Hills will achieve revenue from providing its AP courses through the One World Schoolhouse on a fee basis. If the school district can deliver these AP courses to approximately 1,500 students per year, it will be sufficient to cover this project's depreciation costs. The University of Toledo will also provide this content and simulation gaming programs through the One World Schoolhouse to other schools, universities and industrial clients. Presently, industrial clients have already approached the University providing specific modules are part of their people development.

Software maintenance (from licensed products)

Please see Sustainability Model for detailed illustration (in uploaded documents)
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 plan. In addition, the narrative should list the stakeholders that will be engaged during that stage of the project and describe the communication and project status updates.

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

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<td>* Narrative explanation</td>
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This is clearly the most critical of all pieces as it has many complicated phases with simultaneous targets and tasks. The plan needs to be updated in a timely manner. The narrative should explain the stakeholders that will be engaged during that stage of the project and describe the communication and project status updates.

Narrative explanation

As the project is a retrofit, the timeline is greatly reduced. This project will be a recurring activity within the One World Schoolhouse after the project. The second phase of the project will develop the required technologies for the One World Schoolhouse project. The first step will be the assessment of the project execution, which will address the major deliverables, quality, budget and schedule. The first step will be to evaluate the actual educational technology and processes, including possible changes. The third step will be to evaluate the readiness of this implementation to be scaled to the other schools in the region. Combined with this readiness evaluation, we will be looking at the plan to use this new partnership to extend these new technology based teaching pedagogies to the next districts.

Summative evaluation (MM/DD/YYYY): 06/30/2015 - 06/30/2015

* Narrative explanation

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.

Research to support why this project is important. As innovative projects are not intended to be totally prescriptive. Instead the intent is to provide a "Kilo Kit" of offerings that may be applied in each new context such that education may be highly personalized. First, the University of Toledo Schoolhouse will work with its partner school, Ottawa Hills to deliver the following major components of teaching technology: 1) Digital Learning - that includes lectures and interactive learning of specific topics. This might be a part of all classes, and delivered via classroom or students have access to devices (i.e., iPods, tablets, etc.).

2) Simulation gaming applications that allow various content based materials to be applied. These applications provide the learning virtual settings that would normally rely on some level of content based learning before a student played the content. Game knowledge is essential for the student or students to utilize a simulated virtual reality in the classroom setting. This work would include the creation of an educational curriculum that integrates interactive learning experiences, including simulations for the different educational courses.

3) A competency based dashboard, showing how students are proceeding through the learning cycle in each discipline. These unique curriculum could then be plugged together in many ways, based on teaching context (school, student mix, teacher competencies, etc.). In the Learning Innovation Lab, we will validate how different tools plug together to create different levels of effectiveness depending on the context and subject matter. For example, in one context a history class may be optimized by using digital content with self-paced learning in a flipped classroom, while in another context it may be less successful for a science class for a slight change in the approach. The strength of this proposal is the ability of the One World Schoolhouse to develop adaptive context specific solutions, and for first time to validate their impacts. This will provide enormous value the teaching practitioners in every school, which will allow OWS to extend its impact far beyond the initial development team.

21. Is this project able to be replicated in other districts in Ohio?
22. If so, how?

The purpose of the One World Schoolhouse is to deliver new educational technology based learning tools/systems that allow for personalized education and experiential learning. These tools include digital content that might be straight lecture or have interactive components. These could be delivered as part of a flipped classroom, or actually in quite conventional modes. Additional learning technologies in the form of advance simulation educational games is an important component of the strategy. These all combine to provide a set of components that can provide context specific customized and individualized education. The way that this will extend in three steps, which are shown in the attached graphical slides. The first step is the creation and validation of these technologies in the OWS Learning Innovation Lab School. This is where these new technologies are tried in a lab scale environment. Once they are validated, the technologies are moved to the alpha/beta state in a live classroom in the Ottawa Hills schools. The partner school is essentially the beta site for what has been validated in the OWS Learning Innovation Lab. After successful beta in Ottawa Hills, other school systems will be welcomed to observe and pick up these technologies with the assistance of the OWS partnership. As more schools join the network, the adoption and spread of each successful technology will be viral. Successful technologies will be rapidly taken up by each new district. Adoption would follow the classical frame of early adopter to mature adopters, but the network would facilitate the move. This will insure the sustainability of the OWS program. As the program grows, more specific content and simulations will evolve and be built creating an ecosystem that all schools can consume from. Essentially, the One World Schoolhouse will wind up with an "app store", where some items are fee based, and some are open source "free ware" products. Literally, any school could eventually become a contributor to the app store. Please see attached images that illustrate the simulation development process and delivery methodologies. Please see attached sustainability model for a detailed illustration of sustainability.

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

The key to lasting value of OWS is the multiple dimensions of its sustainability; first, the financial piece, and second the technology piece. To ensure we remain on the leading edge of technology for education we have adopted multiple approaches and engaged key stakeholders that will reduce the chance of this becoming another obsolete tech-ed project. Strong relationships with the technology community will further enhance this position. Currently there is no anecdotal evidence of the positive effects on student achievement when using technology, advanced simulations and a flipped classrooms. Based on experience, we believe this is the pathway to learning in the 21st century. At UT we have seen the effectiveness of such tools in the College of Medicine - more effectively launching a medical practitioner's training than a text book alone. This UT developed technology, Anatomy and Physiology Revealed, is so effective that it is now licensed nationwide by McGraw-Hill for use at other leading med schools. The clinical simulation center at the College of Medicine is also a close collaborator in the One World Schoolhouse. One of the initial outcomes of the OWS will be data and solid examples of how technologies and active learning pedagogies positively enhance student achievement, especially in context specific settings. This outcome could become the first real research published that clearly illustrates these new learning methodologies. Even more, it could provide the first real information to the teaching community on the optimum ways to apply these technologies. Collecting quantifiable data will be quite simple as we are partnering with OHHS who actively measures the aptitude of their students. The Ottawa Hills schools are already excellent performers, so the focus will be in the impact, and how some of these outcomes impact new performance indicators. So for example, the impact of applying new knowledge in an advanced simulation game with a virtual team from other countries could have profound impacts on new skills that are not even measured today. However, these skills may be the ones that make an individual competitive in the 21st century, and so be one of our secrets to US competitiveness. Measuring the success of the OWS program and OHHS partnership will ultimately come down to the financial sustainability of the program. This will be measured using the following quantifiable data: 1. Ottawa Hills 1. AP course app store through One World Schoolhouse. What level has it been deployed and used by other schools? i.e. UT One World Schoolhouse has Tuition and fees from current students (aspiring teachers JHCOE). 2. Fee based training for current and aspiring teachers to develop skills in utilizing flipped classroom technologies/systems. Are these teachers coming to the One World Schoolhouse for training in how to teach in this new world of technology? 3. Key technology partners who provide market channels to externalize offerings. Is OWS getting referred commercial business for training technologies through this channel? 4. Commercial customers who wish to utilize these teaching paradigms for developing their employees and contractors. Khan is currently doing a content program with Bank of America on personal finance. Do we see commercial customers coming to the OWS for their corporate training using these technologies? Of course, the financial sustainability is not the entire story, so we will also be measuring the more qualitative aspects of the UT OWS - Ottawa Hills joint venture. An effort like this is a long term journey, so we will have a scoreboard that is bi-focal, and not entirely financial.

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 not see impacts on student achievement during the actual course of the project (6 month window). We will be able to observe certain situations on a case study basis, but no real data will emerge until later in the project. One of the deliverables in this project will be a new KPI dashboard, which goes well beyond the conventional view of student achievement (i.e. the standard School Year Report Card). The current dashboards, which are very high quality and highly standardized, are only part of the equation. We will want a dashboard that truly determines the movement in every new ways. We expect to build a more holistic KPI, which can be applied in more customized fashion depending on the context. For example, the way we might want to measure Ottawa Hills could be entirely different than Toledo Public Schools. Once the project is fully up and running, we are confident that the experience of this team coupled with the technology afforded to us, will make it quite simple to build an interactive dashboard allowing us to track the KPI's efficiently and accurately. This will further the research outputs of this project to allow for replication throughout the state.

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 outcomes and outcomes and the systems in place to track the program's progress).

The impact of this project will ultimately be on thousands of students as the technologies are adopted and extend beyond the partner school. In fact, the advantage of working with a small high quality school provides leverage to extend the program more quickly. Therefore the evaluation plan covers several key areas. First, and simplest impact is the level of adoption. The higher the adoption, the greater the impact, and it is safe to say an ineffective program will not be adopted. The market will prevail, and we can expect that a highly successful set of product offering from OWS will lead to adoption. On the opposite side, there are simply too many educational technologies on the market to assume that a poor product will survive. The next piece of evaluation is on the student impact. For this we will look to a mix of well established constructs that are nicely standardized, and some new novel measures that reflect perhaps new objectives of the learning process. These measures, variables and outcomes will be designed by the assessment team from the Judith Herb College of Education during the project. As we will be seeking to expand our understanding of the context specific nature around using these technologies as part of the pedagogy, it will be important to consider the entire landscape of factors behind the resultant vector of student achievement.

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.