

Budget

Adams County/Ohio Valley Local (061903) - Adams County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (226)

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		0.00	0.00	0.00	200,000.00	0.00	0.00	200,000.00
Support Services		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Governance/Admin		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development		0.00	0.00	100,000.00	0.00	0.00	0.00	100,000.00
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	700,000.00	0.00	700,000.00
Transportation		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total		0.00	0.00	100,000.00	200,000.00	700,000.00	0.00	1,000,000.00
Adjusted Allocation								0.00
Remaining								-1,000,000.00

Application

Adams County/Ohio Valley Local (061903) - Adams County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (226)

Please respond to the prompts or questions in the areas listed below in a narrative form.

A) APPLICANT INFORMATION - General Information

1. Project Title:
Technology Integration At Every Level

2. Executive summary: Please limit your responses to no more than three sentences.

The Adams County Ohio Valley Schools: Technology Integration At Every Level provides for the upgrade of wireless infrastructure to seven district buildings allowing for the implementation of a "Bring Your Own Device" policy and technology-driven campus. By impacting student test scores on Ohio assessment tests, increasing efforts to reduce paper usage district wide, and allowing for more access to technology-driven curriculum, our proposal meets three goals: student achievement, cost savings and allowing for greater share of resources.

This is an ultra-concise description of the overall project. It should not include anything other than a brief description of the project and the goals it hopes to achieve.

3960 3. Total Students Impacted:

This is the number of students that will be directly impacted by implementation of the project. This does not include students that may be impacted if the project is replicated or scaled up in the future.

4. Please indicate which of the following grade levels will be impacted:

- | | |
|--|--|
| <input type="checkbox"/> Pre-K Special Education | <input type="checkbox"/> Kindergarten |
| <input checked="" type="checkbox"/> 1 | <input checked="" type="checkbox"/> 2 |
| <input checked="" type="checkbox"/> 3 | <input checked="" type="checkbox"/> 4 |
| <input checked="" type="checkbox"/> 5 | <input checked="" type="checkbox"/> 6 |
| <input checked="" type="checkbox"/> 7 | <input checked="" type="checkbox"/> 8 |
| <input checked="" type="checkbox"/> 9 | <input checked="" type="checkbox"/> 10 |
| <input checked="" type="checkbox"/> 11 | <input checked="" type="checkbox"/> 12 |

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

First Name, last Name of contact for lead applicant
Rodney Wallace

Organizational name of lead applicant
Adams County Ohio Valley School District

Address of lead applicant
141 Lloyd Rd. West Union, Ohio 45693

Phone Number of lead applicant
(937) 544-5586 ext. 17620

Email Address of lead applicant
rodney.wallace@ovsd.us

6. Are you submitting your application as a consortium? - Select one checkbox below

- Yes
 No

If you are applying as consortium, please list all consortium members by name on the "Consortium Member" page by clicking on the link below. If an educational service center is applying as the lead applicant for a consortium, the first consortium member entered must be a client district of the educational service center.

[Add Consortium Members](#)

7. Are you partnering with anyone to plan, implement, or evaluate your project? - Select one checkbox below

- Yes

No

If you are partnering with anyone, please list all partners by name on the "Partnering Member" page by clicking on the link below.

[Add Partnering Members](#)

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

8. Describe the innovative project: - Provide the following information

The response should provide a clear and concise description of the project and its major components. Later questions will address specific outcomes and the measures of success.

The current state or problem to be solved; and

There are three problems related to student achievement: --First, in the Adams County Ohio Valley district, students in grade levels 7-12, truant and failing students (70 students) and students who need home instruction (90 students) have low levels of digital literacy and they have not acquired the skills needed in 21st Century technologies that will prepare them for success in school, college and in careers. -- Second, students who are enrolled in college courses and those performing above average academically need flexible access to additional elective courses and advanced placement courses that are not offered at ACOVSD due to cost constraints. --Third, the wireless infrastructure in the ACOVS district is below standard for a "Bring Your Own Device" implementation and for online testing using district owned wireless devices, the district is highly dependent upon paper documents for student learning.

The proposed innovation and how it relates to solving the problem or improving on the current state.

To improve student achievement and to use a greater share of resources in the classroom, ACOVSD proposes upgrading the wireless network infrastructure allowing for the implementation of a "Bring Your Own Device" (BYOD) policy and supporting district wireless devices for online courses through the our Adams Virtual Academy, online testing including NWEA MAP and online state testing in Reading, Math, Social Studies and Science. Students will be required to complete high-stakes assessments online and with the current level of digital literacy, students' performance on these tests will suffer as they struggle to understand the technology instead of focusing on correctly answering the questions. By implementing a BYOD policy and increasing the number of wireless devices provided by the district, we will be exposing students to online assessments and online tools that will provide learning opportunities to students who have very little exposure to technology at home. Requiring students who are truant, failing or who need home instruction to complete coursework using the virtual academy helps them attain digital literacy and recover needed credits to graduate on time. It also allows instructors to monitor and report their progress efficiently and to customize instruction to meet each student's needs. Students who receive home instruction will also complete coursework through the virtual academy. This will allow them to learn at their own pace, to graduate with their cohort and it will reduce the costs associated with providing this service. Digital coursework also reveals students' challenges and decreases the time teachers spend monitoring student progress. This allows teachers to target interventions that will further enhance student achievement and contribute to digital literacy. Finally, students who are accomplished academically have difficulty scheduling required classwork with their college classwork. These students would use the virtual academy to access advanced placement courses, to take elective courses not offered at ACOVSD or to complete required courses held at times that do not coincide with their schedules. In addition to supporting a digital learning culture, these solutions contribute to student achievement by increasing access to online elective and advanced placement course offerings and by offering students who cannot attend school or who need remedial assistance and credit recovery the opportunity to complete coursework at their own pace using online resources. For this solution to be effective, teachers and aides will complete 12 hours of professional development opportunities throughout the academic year that contribute to their digital literacy, increase their abilities to engage students with blended learning instruction and increase their knowledge of monitoring student progress and designing learning opportunities for individual students.

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

Applicants should select any and all goals the proposal aims to achieve. The description of how the goals will be met should provide the reader with a clear understanding of what the project will look like when implemented, with a clear connection between the components of the project and the stated goals of the fund. If partnerships/consortia are part of the project, this section should describe briefly how the various entities will work together in the project. More detailed descriptions of the roles and activities will be addressed in Question 16.

Student achievement (Describe the specific changes in student achievement you anticipate as a result of this innovation (include grade levels, content areas as appropriate) in the box below.)

Improvement in student achievement will be the result of students having daily access to online content, improving their uses of digital media and receiving blended learning instruction that effectively integrates technology into the classroom. Teachers who receive professional development opportunities that focus on integrating technology in the classroom and in their lessons can effectively work with students to identify needs and to individualize instruction that coincides with students' learning styles, challenges and strengths. Having access to students' online work helps teachers effectively monitor progress and assist students in areas where they are struggling. Students who are able to effectively interface with technology can learn at their own pace, can use their acquired knowledge to add depth to concepts and information presented in the classroom, and they become motivated lifelong learners. These students will access online elective coursework that will enhance the fundamentals presented in class and prepare them for college and careers. Students who are not on track to graduate with their cohort will have the opportunity to recover credits, to work at their own pace and to develop digital skills that will help them graduate on time and become successful lifelong learners. Using online coursework and lessons helps instructors monitor students' efforts and progress. Information about student progress can be easily shared with partners, such as the juvenile court, parents and caregivers. Ninety percent of teachers need additional training and hands-on experience with effectively integrating digital technology into classroom instruction and into blended learning opportunities. The 10% of teachers who are proficient will work with their peers during in-service days and during the school year. Any outside professional development opportunities will be "train the trainer" models. Southern Ohio Instructional Technology Association (SOITA) offers professional development opportunities at reasonable costs for members and will be used extensively in training teachers on the use of Google Apps for Education and other online classroom resources. Students and staff will be afforded full opportunity to

use the wireless network to access online resources for research, data collection, internet access and state-sponsored programs like InfoOhio, ETPEs, NWEA MAP, Renaissance Place, Study Island, BrainPOP, Blackboard, AIMSweb, Progress Book Student Information Suite and Thinkgate Instructional Improvement System.

Spending reductions in the five-year fiscal forecast or positive performance on other approved fiscal measures (Describe the specific reductions you anticipate in terms of dollars and spending categories over a five-year period in the box below or the positive performance you will achieve on other approved fiscal measures. Other approved fiscal measures include a reduction in spending over a five-year period in the operating budget approved by your organization's executive board or its equivalent.)

ACOVSd expects to save \$5,000 annually on paper costs (supplies and materials) and \$40,000 annually on copier leases (purchased services) as we implement "reduced-paper" practices in 7 school buildings, require use of the virtual academy, adopt electronic textbooks and use more online resources. Expected savings of \$45,000 on paper purchases and copier leases will continue through the five year projected period and savings will probably increase as teachers and students become more familiar with the use of electronic document sharing. Teachers are currently using online resources made available from textbook purchases, as new purchases of both online and traditional textbooks are made the amount of online resources will increase. Teachers and students will learn to effectively use online resources resulting in a decrease in the purchase of paper supplies and books. The classroom supply costs (supplies and materials) should start to decrease in year one and continue to decrease through the five year period. By decreasing the use of desktop PC's and increasing the use of wireless tablets and wireless devices, electricity costs (purchased services) should decrease by \$7,000 a year because smaller devices will use less electricity and will be powered down more often than PC's. The cost of wireless devices are lower than the cost of desktop PC's (capital outlay), the purchase of wireless devices is estimated to save approximately \$7,000 a year in capital outlay expenses.

Utilization of a greater share of resources in the classroom (Describe specific resources (Personnel, Time, Course offerings, etc.) that will be enhanced in the classroom as a result of this innovation in the box below.)

The district will be able to increase devices and classroom technology so that students will have more technology available to them every school day. The district will move from purchasing traditional desktop PC's to purchasing wireless tablets and laptops at a reduced cost therefore allowing for more devices to be available to students. Intense professional development will also provide teachers with knowledge of online resources so that they will be more likely to use an online resource instead of a paper resources.

Implementing a shared services delivery model (Describe how your shared services delivery model will demonstrate increased efficiency and effectiveness, long-term sustainability, and scalability in the box below.)

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

- New - never before implemented
- Existing: Never implemented in your community school or school district but proven successful in other educational environments
- Mixed Concept: Incorporates new and existing elements
- Established: Elevating or expanding an effective program that is already implemented in your district, school or consortia partnership

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

11. Financial Documentation: - All applicants must enter or upload the following supporting information. The information in these documents must correspond to your responses in questions 11-14.

* Enter a project budget in CCIP (by clicking the link below)

[Enter Budget](#)

* If applicable, upload the Consortium Budget Worksheet (by clicking the link below)

* Upload the Financial Impact Table (by clicking the link below)

* Upload the Supplemental Financial Reporting Metrics (by clicking the link below)

[Upload Documents](#)

For applicants without an ODE Report Card for 2012-2013, provide a brief narrative explanation of the impact of your grant project on per pupil expenditures or why this metric does not apply to your grant project instead of uploading the Supplemental Financial Reporting Metric.

The project budget is entered directly in CCIP. For consortia, this project budget must reflect the information provided by the applicant in the Consortium Budget Worksheet. Directions for the Financial Impact Table are located on the first tab. Applicants must submit one Financial Impact Table with each application. For consortium applications, each consortium member must add an additional tab on the Financial Impact Tables. Partners are not required to submit a Financial Impact Table.

Applicants with an "Ohio School Report Card" for the 2012-2013 school year must upload the Supplemental Financial Reporting Metrics to provide additional information about cost savings and sustainability. Directions for the Supplemental Financial Reporting Metrics are located on the first tab of the document. If your organization does not have an "Ohio School Report Card" for the 2012-2013 school year, please provide an explanation in the text box about how your grant project will impact expenditures per pupil or why expenditure per pupil data does not apply to your grant project.

Educational service center, county boards of developmental disabilities, and institutions of higher education seeking to achieve positive performance on other approved fiscal measures should submit the budget information approved by an executive board or its equivalent on the appropriate tabs of the Financial Impact Table. Educational service centers should use the "ESC" tab and county boards of developmental disabilities and institutions of higher education should use the "non-traditional" tab.

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

Responses should provide rationale and evidence for each of the budget items and associated costs outlined in the project budget. In no case should the total projected expenses in the budget narrative exceed the total project costs in the budget grid.

1,000,000.00 State the total project cost.

* Provide a brief narrative explanation of the overall budget.

The budget will consist of three basic purchases: 1. Update wireless network in seven school buildings at a cost of \$700,000. 2. Purchase professional development for teachers to improve the use of technology in the classroom which will include coaching in the classroom and sessions during professional development days, in-service days and during teacher planning periods. The cost will be \$100,000. 3. Purchase tablet and laptop like devices that will access online resources using the wireless network. The teachers will use handheld devices in the classrooms to interact with students replacing the older interactive white board technology. The cost will be \$200,000 to purchase classroom units and two lab sets for each school building.

13. Will there be any costs incurred as a result of maintaining and sustaining the project after June 30th of your grant year?

Sustainability costs include any ongoing spending related to the grant project after June 30th of your grant year. Examples of sustainability costs include annual professional development, equipment maintenance, and software license agreements. To every extent possible, rationale for the specific amounts given should be outlined. The costs outlined in the narrative section should be consistent and verified by the financial documentation submitted and explained in the Financial Impact Table. If the project does not have sustainability costs, applicants should explain why.

Yes - If yes, provide a narrative explanation of your sustainability costs as detailed in the Financial Impact Table in the box below.

Each year there will be a need for additional professional development to either increase teacher understanding or to train new teachers. In order to make this possible without increasing costs we will utilize the technology staff that is currently employed by the district and we will use the staff who are trained during the "train the trainer" sessions to provide support in the schools. Although there is a cost for sustaining the project, the district will re-allocate resources to negate the overall impact to the budget.

No - If no, please explain why (i.e. maintenance plan included in purchase price of equipment) in the box below.

14. Will there be any expected savings as a result of implementing the project?

Yes

No

Applicants with sustainability costs in question 13 or seeking to achieve significant advancement in spending reductions in the five-year forecast must address this response. Expected savings should match the information provided by the applicant in the Financial Impact Table. All spending reductions must be verifiable, permanent, and credible. Applicants may only respond "No" if the project will not incur any increased costs as a result of maintaining and sustaining the project after June 30th of your grant year. The Governing Board will use the cost savings as a tiebreaker between applications with similar scores during its final selection process. Cost savings will be calculated as the amount of expected cost savings less sustainability costs relative to the project budget.

59,000.00 If yes, specify the amount of annual expected savings. If no, enter 0.

If yes, provide details on the expected savings (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.). If no, please explain

1. Paper \$5,000 - By implementing the project the district will move toward paper reduced classrooms. Teachers and students will share electronic documents rather than sharing paper documents, expected savings of \$5,000 per year on paper purchases will continue through the five year period and savings are anticipated to increase over time. 2. Copier contract costs \$40,000 - Lease agreement renewals will result in a decrease of \$40,000 per year. 3. Electricity \$7,000 - Replacing old desktop computers and CRT monitors with energy efficient Chromebooks and/or tablets will reduce the amount of electricity used by the district by at least \$1,000 per year, per building for a total district savings of \$7,000 annually. 4. Computer purchasing \$7,000 - The cost of a Chromebook or a wireless tablet is one fourth the cost of a computer and will allow for a cost savings. The amount of the savings will be offset by increasing the number of devices available so the resulting savings will not be substantial. An estimated savings of \$1,000 per building per year on device purchases will result in a savings of \$7,000 annually. 5. Textbook purchases \$0 - initially, purchases of elective course textbooks will be eliminated by moving to online resources followed by moving to online and electronic resources for core classes. Due to uncertainty of the timeline and the savings, the anticipated dollar amount included is zero.

15. Provide a brief explanation of how the project is self-sustaining.

All Straight A Fund grant projects must be expenditure neutral. For applications with increased ongoing spending as documented in question 11-14, this spending must be offset by expected savings or reallocation of existing resources. These spending reductions must be verifiable, permanent, and credible. This information must match the information provided in your Financial Impact Table. Projected additional income may not be used to offset increased ongoing spending because additional income is not allowed by statute. Please consider inflationary costs like salaries and maintenance

fees when considering whether increased ongoing spending has been offset for at least five years after June 30th of your grant year. For applications without increased ongoing spending as documented in questions 11-14, please demonstrate how you can sustain the project without incurring any increased ongoing costs.

For educational service centers and county boards of developmental disabilities that are members of a consortium, any increased ongoing spending at the educational service center or county board of developmental disabilities may also be offset with the verifiable, permanent, and credible spending reductions of other members of the consortium. This increased ongoing spending must be less than or equal to the sum of the spending reductions for the entire consortium.

Explain in detail how this project will sustain itself for at least five years after June 30th of your grant year.

Reductions in paper consumption (supplies and materials) and purchase agreements (purchased services) will stimulate district savings and increase each consecutive year extending long-term gains beyond the five-year forecast. The elimination of costly alternative placements and antiquated correspondence school contracts (purchased services) for credit recovery will increase district savings as well. By purchasing new wireless devices that are less expensive than desktop PC's the district will expand the reach of the technology budget (capital outlay) and save on electrical costs(purchased services).

D) IMPLEMENTATION - Timeline, scope of work and contingency planning

16. Please provide a brief description of the team or individuals responsible for the implementation of this project, including other consortium members and/or partners.

This response should include a list of qualifications for the applicant and others associated with the grant. If the application is for a consortium or a partnership, the lead should provide information on its ability to manage the grant in an effective and efficient manner. Include the partner/consortium members' qualifications, skills and experience with innovative project implementation and projects of similar scope.

Enter Implementation Team information by clicking the link below:

[Add Implementation Team](#)

For Questions 17-19 please describe each phase of your project, including its timeline, scope of work, and anticipated barriers to success.

A complete response to these questions will demonstrate specific awareness of the context in which the project will be implemented, the major barriers that need to be overcome and the time it will take to implement the project with fidelity. A strong plan for implementing, communicating and coordinating the project should be outlined, including coordination and communication in and amongst members of the consortium or partnership (if applicable). It is recognized that specific action steps may not be included, but the outline of the major implementation steps should demonstrate a thoughtful plan for achieving the goals of the project. The time line should reflect significant and important milestones in an appropriate and reasonable time frame.

17. Planning - Activities prior to the grant implementation

* Date Range 04/01/2014 - 08/15/2014

* List of scope of work (activities and/or events including project evaluation discussions, communication and coordination among entities).

-Contact vendors for quotes for wireless network. -Select vendor for wireless network. -Schedule installation of wireless network. -Organize schedules for professional development. -Working with district staff to plan implementation. The district will create a specific timeline for training and purchases. Initial purchase orders will be entered as soon as grant money and budget line items become available. School breaks will allow the technology department time to prepare for device distribution and training locations. The first order of devices will take place as soon as possible. Installation of the wireless network will begin as soon as purchase orders can be entered and distributed to vendors and will be completed by December 2014.

* Anticipated barriers to successful completion of the planning phase

-Vendor availability may be an issue in collecting quotes and on installing network. -Scheduling professional development will be difficult. -Getting administrative staff together for planning requires creative planning and logistics.

18. Implementation - Process to achieve project goals

* Date Range 08/15/2014 - 06/01/2015

* List of scope of work (activities and/or events, including deliverables, project milestones, interim measurements, communication, and coordination).

-The purchase and installation of network access points and software along with the purchase and delivery of student devices will constitute the initial checkpoint for project roll out- Install wireless network - Schedule and provide professional development - Purchase devices The district will train teachers so that they will be able to efficiently use Chromebooks and handheld devices in the classroom. SOITA and SOESC will provide training classes and resources for teachers. Online classes provided by Adams Virtual Academy will be available for students at the beginning of the first semester which begins August 2014.

* Anticipated barriers to successful completion of the implementation phase.

- Vendor time schedule may not match plan or may not work for school environment.

19. Summative Evaluation - Plans to analyze the results of the project

* Date Range 01/01/2015 - 06/30/2015

* List of scope of work (activities and/or events, including quantitative and qualitative benchmarks and other project milestones).

Compare assessment data from the years before and after the project. The summative evaluation will begin at the end of school and

continue into June as data is collected. NWEA MAP scores and Ohio Achievement Assessment scores will be available for evaluating student achievement in June. The team will meet to analyze data, explore challenges and opportunities for improvement in planning for continuing through the next school year. Administrator walk-through data will be analyzed to determine use of interactive devices in classrooms. District teams review walk-through data on a quarterly basis, during this review we will determine necessary changes in implementation during the school year. Teacher and student survey data (beginning, during and at end of school year) will be used to determine areas needing improvement and success during the school year. A stakeholder roundtable will be held the last day of school so that students, teachers, parents, administrators and community members can offer feedback on the project.

* Anticipated barriers to successful completion of the summative evaluation phase.

Summer evaluation of data is difficult due to staff being unavailable.

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

The response should illustrate the critical instructional and/or organizational changes that will result from implementation of the grant and the impact of these changes. These changes can include permanent changes to current district processes, new processes that will be incorporated or the removal of redundant or duplicative processes. The response may also outline the expected change in behaviors of individuals (changes to classroom practice, collaboration across district boundaries, changes to a typical work day for specific staff members, etc.). The expected changes should be realistic and significant in moving the institution forward.

Please enter your response below:

The availability of devices for students will transform the educational process by allowing for differentiated instruction in every classroom. Beginning with online classes and continuing with teacher modified curriculum, students will be more engaged and in charge of their learning environment. Because Common Core necessitates changes in instructional practices, teachers will need to engage quickly to meet the challenges of the future. Teachers throughout the district will be able to easily share successful lessons and ideas by using Google hangout, Google Apps, Chat and email on their own devices, handheld devices or on Chromebooks. Increased access to devices and Internet connections will level the field for many of our students who are economically disadvantaged or have disabilities. Modified curriculum will be easier to use when each teacher has a device. For teachers, the process of changing curriculum maps, aligning curriculum and analyzing data becomes much easier with mobile devices connected to a wireless network.

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

The responses in this section are focused on the ability to design a method for evaluating the project's capacity for long-term sustainable results. Therefore, the questions focus on the method of defining the problem(s) the project hopes to solve and the measures that will determine if the problem(s) have been solved.

21. 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.

The response should provide a concise explanation of items which provide rationale that will support the probability of successfully achieving the goals of the project. Answers may differ based on the various levels of development that are possible. If the proposal is for a new, never before implemented project, the response should provide logical, coherent explanations of the anticipated results based on some past experience or rationale. For projects that have been implemented on a smaller scale or successfully in other organizations, the response should provide the quantifiable results of the other projects. If available, relevant research in support of this particular proposal should also be included.

Please enter your response below.

Students who have access to online, blended and other forms of technology enriched instruction are more successful. Rationale with regards to the benefit of online learning and technology integration has been well documented by the U.S. Department of Education. -In the meta-analysis and review of online learning and evidence-based practices (FCC, "Digital Textbook Playbook" 2012) evidence showed that on average students in online learning conditions performed modestly better than those receiving only face-to-face instruction. -Technology-based instruction can reduce the time students take to reach a learning objective by 30-80 percent, according to the U.S. Department of Education and recent studies by the National Training and Simulation Association. Reductions in paper consumption and purchase agreement overages will stimulate district savings and increase each consecutive year extending long-term gains beyond the five-year forecast. The elimination of costly alternative placements and antiquated correspondence school contracts will work to compliment district savings as well.

22. Describe the overall plan to evaluate the impact of the concept, strategy or approaches used in the project.

This plan should include the methodology for measuring all of the project outcomes. Applicants should make sure to outline quantitative approaches to assess progress and measure the overall impact of the project proposal. The response should provide a clear outline of the methods, process, timelines and data requirements for the final analysis of the project's progress, success or failure. The applicant should provide information on how the lessons learned from the project can and will be shared with other education providers in Ohio.

* Include the name and contact information of the person who will be responsible for conducting the evaluation and whether this will be an internal or external evaluation.

The district will be using an internal evaluation. Jason Vesey e-learning specialist will be the lead in the internal evaluation along with Karl Boerger (currently organizing Race to the Top data) and will present findings. They will be working with building administrators to collect data throughout the year and will be collecting assessment data at the end of the school year. Google Apps for Education will be used to survey teachers and students regarding the impact of the project on their attitudes and opinions of technology in the classroom. Professional development participating will be monitored by sign in sheets and registration for sessions. Jason Vesey Adams County Ohio Valley Schools 141 Lloyd Rd West Union, OH 45693 937-544-5586 Karl Boerger Adams County Ohio Valley Schools 141 Lloyd Rd West Union, OH 45693 937-544-5586

* 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 project's progress).

Data collection will include walk-through data from building administrators, assessment data from NWEA MAP, Renaissance Place, Ohio online assessments. The purchase and installation of network access points and software along with the purchase and delivery of student devices will constitute the initial checkpoint for project roll out. As the first semester of the school year begins, staff professional development will be provided to adequately equip staff members to utilize devices. Partnering with SOITA and the Southern Ohio Education Service Center, teachers will be trained to utilize technology for blended learning activities and classroom data collection from formative assessments to drive instruction. These measures will be evaluated through OTES walk-thru and formal evaluations. Student drop-out rate will be monitored in conjunction with the Adams County Common Pleas Court. Data will be collected through the Adams Virtual Academy and made available to local judges for rendering decisions with regard to truancy and student course/credit completion. Harnessing the power of the technology, student log-ins, seat time and keystroke count will be tracked and reported to Adams County Common Pleas Court. Formative assessments, including NWEA MAP, Ohio Achievement Assessments, Ohio Graduation Tests and Thinkgate custom assessments, will continue to provide data concerning initial improvements in student achievement. Assessments will also be used periodically throughout the year to gauge student progress. The partnership with Adams-Clermont Solid Waste District will provide assistance in the evaluation of reduction of paper and building waste. Paper consumption savings will be tracked through ACOVSD Central Office staff using comparison data to evidence reductions throughout the district.

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

The initial implementation will include partnering high tech teachers with non-tech teachers, if the high tech teachers feel that the process is not working for others we will be able to change the device selection or the method of professional development delivery in order to increase effectiveness. Teacher and student surveys will assist the district in being agile enough to change professional development and implementation in order to meet the needs of the district.

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

The response should provide specific quantifiable measures of the grant outcomes and how the project will lead to successful attainment of the project goals. Applicants should describe how the program or project will continue after the grant period has expired.

Please enter your response below.

Encompassing nearly 500 square miles of rolling farmland and boasting a poverty level nearly twice the national average, the Adams County Ohio Valley School District faces unique challenges for keeping pace with the demands of technology and digital literacy. The professional development will transform classrooms by engaging students in online learning with wireless technology and handheld devices. Teachers will learn to include digital technology in lesson plans to increase student learning. This project will increase technology readiness for online assessments, increase digital literacy in both students and staff, provide long-term cost savings and lower the environmental impact of the district by lowering paper and electricity usage.

24. Describe the specific benchmarks, by goal as answered in question 9, which the project aims to achieve in five years. Include any other anticipated outcomes of the project that you hope to achieve that may not be easily benchmarked.

The applicant should provide details on the quantifiable measures of short- and long- term objectives that will be tracked and the source of benchmark comparative data points. Responses should include specified measurement periods and preliminary success points that will be used to validate successful implementation of the project. If a similar project has been successfully implemented in other districts or schools, identification of these comparable benchmarks should be included.

* Student Achievement

The following benchmarks will be used to gauge student achievement: Ohio Achievement Assessments and Ohio Graduation Test passage rate will increase by 2% district-wide by the end of the 2014-2015 academic year. ACOVSD graduation rate will increase 2% by the 2015-2016 academic year end. Buildings with 30 wireless access points will be upgraded to 60 access points by the end of the 2014-2015 school year. Online course offerings will increase from 25 to 100 by the end of second semester 2014-2015 school year. The number of students enrolled or completing coursework in the virtual academy will increase from 25 in the 2013-2014 school year to 100 in the 2014-2015 school year. The percent of teachers who have participated in professional development will be over 75%. The percent of parents accessing online information regarding their children will be over 50%.

* Spending Reduction in the five-year fiscal forecast

The spending reduction will be monitored by checking the purchase orders for paper, copier lease agreements, electric bills, and computer purchase orders. By the end of the 2014-2015, ACOVSD will reduce paper purchases by \$5,000 and reduce the amount of paper used by 15%, electric bills will be reduced by \$7,000, copier lease agreements will be reduced by \$40,000 and the number of copies made will be reduced by 10%, and computer equipment purchases will be reduced by \$7,000.

* Utilization of a greater share of resources in the classroom

The number of devices available for students and the number of devices in use in every classroom will increase significantly during the 2014-2015 school year and students will be allowed to use their own devices in the classroom when teachers are using online resources. By the end of the 2014-2015 school year, there will be handheld wireless devices for all teachers and two additional classroom sets of wireless devices for students. student devices will continue to grow through FY20. There are currently less than 200 handheld wireless devices in the ACOVSD district, there will be over 500 devices by the end of the 2014-2015 school year and 750 devices by FY20.

* Implementation of a shared services delivery model

* Other Anticipated Outcomes

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

Yes

No

If the applicant selects "Yes" to the first part of the question, the response should provide an explanation of the time and effort it would take to implement the project in another district, as well as any plans to share lessons learned with other districts. To every extent possible, applicants should outline how this project can become part of a model so that other districts across the state can take advantage of the learnings from the proposed innovative project. If there is a plan to increase the scale and scope of the project within the district or consortium, it should be included here.

* Explain your response

If a district has the ability to fund a major wireless network installation or are able to install the network using district employees, the implementation of the project would consist of planning the installation, organizing individuals with knowledge in the district to plan professional development for teachers and creating a plan for technology in the district that moves toward wireless network integration.

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 time frame. The Governing Board of the Straight A Fund reserves the right to conduct an evaluation of the project and request additional information in the form of data, surveys, interviews, focus groups and other related data on behalf of the General Assembly, Governor and other interested parties for an overall evaluation of the Straight A Fund.

PROGRAM ASSURANCES: I agree, on behalf of this applicant, and any or all identified consortium members or partners, that all supporting documents contain information approved by a relevant executive board or its equivalent and to abide by all assurances outlined in the Straight A Assurances (available in the document library section of the CCIP).

Rodney Wallace Superintendent Adams County Ohio Valley School District 061903

Consortium Contacts

No consortium contacts added yet. Please add a new consortium contact using the form below.

Partnerships

Adams County/Ohio Valley Local (061903) - Adams County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections

Partnerships

No partners added yet. Please add a new partner by using the form below.

Implementation Team

Adams County/Ohio Valley Local (061903) - Adams County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

Implementation Team

First Name	Last Name	Title	Responsibilities	Qualifications	Prior Relevant Experience	Delete Contact
Lisa	Toole	Curriculum Supervisor	Working with team to coordinate professional development for teachers.	Curriculum and instruction specialist	ACOVSD teacher, assistant principal and curriculum supervisor.	
Marketta	Lawhorn	Director of Technology	Coordinate installation of wireless network, purchase devices, assist with planning professional development.	15 year experience in the technology department of ACOVSD	Coordination and planning of Race to the Top, Enhancing Education Through Technology, Raising the Bar, Telecommunity Interactive Video Distance Learning, Virtual Middle School grants.	
Jason	Vesey	E-learning Coordinator	Coordinate and organize professional development.	15 year experience in education, classroom experience and development of online virtual academy.	Working in district during grant implementation	
Rodney	Wallace	Superintendent	Oversee grant process, provide support for project.	Over 30 year experience in ACOVSD.	Teaching during grant implementation, working as Principal, Assistant Principal, State and Federal Programs Coordinator, and Superintendent during several federal and state grants.	
Robin	Lucas	State and Federal Coordinator	CCIP and budget coordination	Curriculum and instruction specialist	ACOVSD Teacher, Principal and State and Federal Coordinator	