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Adjusted Allocation | 0.00

Remaining | -113,455.00
Please respond to the prompts or questions in the areas listed below in a narrative form.

A) APPLICANT INFORMATION - General Information

1. Project Title:
The Cedar Cliff Chromebook Initiative—to Infinity and Beyond

2. Executive summary: Please limit your responses to no more than three sentences.
The Cedar Cliff Local School District seeks 'Straight A' funding for the on-going implementation and adaptation of its TRAD21 initiative. By receiving merely $338.00 per student ($113,455 total), this program seeks to prepare students for 21st century learning through its utilization of technology and innovative teaching practices. Further, by choosing to address all 3 Straight-A goal areas by allocating a greater share of technological resources in the classroom, district costs should be reduced while simultaneously increasing student engagement, thereby increasing student achievement.

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.

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.

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Count</th>
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</thead>
<tbody>
<tr>
<td>Pre-K Special Education</td>
<td>336</td>
</tr>
</tbody>
</table>

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

- Pre-K Special Education
- Kindergarten
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12

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

First Name, last Name of contact for lead applicant
Chad Mason

Organizational name of lead applicant
Cedar Cliff Local School District

Address of lead applicant
248 North Main Street Cedarville, OH 45314

Phone Number of lead applicant
937-766-6000

Email Address of lead applicant
cmason@ccliff.org

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
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

Cedar Ridge Local School District is seeking to enhance and improve an existing program that was initiated in this current academic year. This project has been in place for one full year following two years of research, meetings with stakeholders, and professional development for staff. We believe it to be successful in its first year and look forward to the expansion of this initiative following Straight-A grant awards. Cedarville Schools seeks to increase student engagement levels, thus increasing student achievement, by utilizing technology to address current student interest and expertise. The problem associated with utilizing increased technology is two-fold. First, how can the district adequately increase technology inventory levels, putting this equipment directly into the possession of the students, while simultaneously maintaining current budgetary levels? Second, how will the mere addition of technology ensure students are adequately prepared for the skills necessary for success in the 21st century and increase student achievement? After much research regarding these two questions, Cedar Ridge Schools initiated the TRAD21 program. This program seeks to answer the question of what specific skills students need to be successful. The TRAD21 program is built on these five pillars: 1-Critical Thinking, 2-Entrepreneurial Thinking and Creativity, 3-Communication, Teamwork, and Collaboration, 4-Taking Charge of Financial Health, and Civic Responsibilities, and 5-Global Connections. Additionally, the district adopted the TRAD21 program and began a process for purchasing Google Chromebooks for all students entering the high school and proposed a purchasing plan to acquire Chromebook carts for use in individual classrooms by staff at the middle school levels. Chromebooks were selected both for budgetary and technological reasons to be explained in greater detail throughout the grant process.

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

Unlike most technology based initiatives, the TRAD21 program places vast emphasis on teacher instruction and classroom techniques. Cedarville has implemented and begun extensive professional development for many staff members who will serve as liaisons for the remainder of the district while the professional development continues. The TRAD21 initiative seeks to place a Google Chromebook in the hands of each student. High school freshmen have received Chromebooks this year. In its first year, the program has been an initial success. For the next three years, more students will receive their Chromebooks, with Permanent Improvement Levy funds, until all students have the technology at their disposal. Under the Straight-A funding formula, this program will be made available to all high school students initially before progressing into the middle school. While this program has produced initial success, expansion into the middle school allows for greater student usage/understanding of hardware and software. In essence, students will enter the high school better prepared for the use of the technology. Other schools have implemented technology usage in the school. However, few districts seem to embrace technology's impact regarding the future career and skills necessary for student success. This program by the district researching and embracing the TRAD21 pillars, not only do students gain access to the use of technology, but the program allows for a unique and dynamic curriculum. For example, as students gain access to resources on their personal phones, the ability for students to, not only learn how to "use" cell-phone apps, but possess the skills needed to "write" cell-phone applications is beneficial. To accomplish this task, our students need exposure to curriculum providing the technical skills needed to write computer "code" and develop programs for applications to efficiently work. Since most application and code writing does not take place individually, but rather in a teaming environment, teamwork and collaboration are essential to the TRAD21 process. This initiative allows for teamwork and collaboration on the part of the students and staff, a reduction in textbook cost, a reduction in school supplies, an exposure to greater skill development for our students, and greater preparation for PARCC and 21st century assessments. Straight-A funding allows Cedar Cliff Local Schools to take the TRAD21 initiative to a more technological based curriculum for our students while simultaneously providing an economic benefit for the district. Straight-A funds allow the district to utilize eTextbooks at a reduced rate compared to the traditional textbook pricing schedule. Attachments I and II, a recent Cedarville School's Mathematics eTextbook order, have been provided to reference the savings eTextbooks provide versus traditional textbook purchases. In another research attachment (attachment III) from a textbook retailer, Cedar Cliff Local School District would save 18% with Science and Health textbook adoption. As a result, calculations show the district will be able to save monies requested from the Straight-A proposal in approximately 3 or 4 subject-area textbook adoptions. Additionally, communication with a representative from the same textbook supply company indicated the expected cost reduction from the movement toward eTextbooks and open-source materials is consistent with other district findings. Lastly, teachers will be provided instructional time for the collaboration and inclusion of "open-source" textbooks in Mathematics, Language Arts, Science, and Social Studies. The inclusion of open-source resources and problem/project-based learning aligns with TRAD21 initiatives as well as STEM learning initiatives throughout the state.

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

113,455.00 State the total project cost.

* Provide a brief narrative explanation of the overall budget.

This budget was based on the technological needs of the building/district. Cedar Cliff Local Schools are not seeking funds for professional development, as that portion of the program is largely in place at the present time. Further, there are no request(s) for salary, administrative, overhead, or supplemental dollars for personnel. It was the intent of the Straight-A application team to solicit ALL funds that would DIRECTLY find their way into the hands of our students. Every item of technology requested will be utilized in the classroom with/for student achievement/engagement/and curricular needs. The total item cost/request is attached and saved as "Cedar Cliff Local Schools Chromebook/Hardware Required Materials and Costs--attachment V." This serves as evidence of the efforts to meet Goal number one of the Straight-A grant process, putting more resources in the classroom. Cedar Cliff Local Schools has utilized Permanent Improvement Levy (PI) monies in the past for technology purchases. These monies will be saved and earmarked, as will the general fund revenues that are saved through the cost-cutting procedures listed previously, for the recycle and re-adoption described in FY 2021 as the equipment and software requires updating and replacement.

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.

The new costs associated with this innovative project arrive from increased electrical costs associated with running the hardware. However,
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 sustainably costed relative to the project budget.

166,000.00 If yes, specify the amount of annual expected savings. If no, enter 0.

The expected savings are a reduction in regular textbook adoption. Historically, Cedar Cliff has budgeted $40,000 annually for the textbook adoption cycle. The savings with the actual Mathematics curriculum order attached previously (question #11-attachments I and II) illustrates a savings of $11,050.00 (28%). The savings with the sample Science order $7,000 (18%) was attached to show the savings are legitimate and recognized across curricular subject areas. A conservative estimate of $9,000 was chosen for this savings projection. Further, Cedarville Schools currently purchases/adopts new textbooks every five years-eTextbook licensure is based on a 6-year license. As a result, every 5 textbook purchasing periods equates to one fewer textbook purchase need. At an estimated cost of $40,000 per traditional textbook adoption purchase, one-fifth, $8,000, is realized once the move has been made to eTextbooks over traditional hardback resources. By allowing student use of Chromebooks throughout the year, the need for library/media center materials is reduced. Most open source materials (See research attachment) are available free of charge to the district and continue to increase in availability. This reduction is estimated to be $1,200 annually. Moreover, students need fewer materials copied and printed for classroom use in a “classroom of tomorrow” established by the TRAD21 Initiative. This reduction of paper/pencil assessments/daily work materials and handouts are estimated to be realized. As more staff begins utilizing web-based assessments, students will no longer require copies of each exam/test/assessment. Presently, these savings have been realized anecdotally. The per-click copier costs in the HS after one freshmen class were provided Chromebooks was reduced by $330.00. To achieve this savings, the HS used 80,000 fewer copies-that equates to an additional savings in paper of $480.00. The HS paper/copier budget was reduced in the first year a total of $810.00. Using this savings model, expected annual additional savings could be estimated to be nearly $3,000–a more conservative amount of $2,000.00 was chosen for grant purposes. Lastly, a reduction in desktop computer units (currently in the classrooms) will be observed, as these units are phased out with the new technology. As these machines are reduced both in number and maintenance cost are reduced, an estimated savings amount of $16,000 is targeted. These amounts illustrate an estimated annual savings to the district of $36,200. As cited previously, spending reductions through the Straight-A grant include: Reduced reliance on standard text books (as students have instant access to wireless technology and web-based materials). Once electronic medium is purchased, on-going costs of eTextbooks versus traditional textbook will continually be realized. Cedarville schools purchase a portion of its total academic resources on an annual basis. Further, eTextbooks are issued in 6-year licenses; the current textbook adoption schedule is 5 years—this is a noted area of savings. Reduced need for paper and pencil assignments, assessments, and student data-tracking. Reduced need for materials from the Instructional Media Center as students have instant access to open source, free, web-based materials. Through the use of the TRAD21 initiative, Cedar Cliff Local School districts seek to save money from the current collection of tax funds in the district's general fund. Costs associated with textbook adoption are utilized with monies from the general fund. A listing of supplies needed for this venture (Attachment V) illustrates the costs and per-item recommendation for the continued success of the TRAD21 initiative. Further, once the replacement cycle begins in FY 2021, the annual savings will allow for the on-going/repurchase of outdated and re-adoption of needed textbooks (as illustrated in the attached financial impact tables).

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
achieving the goals of the project. The time line should reflect significant and important milestones in an appropriate and reasonable time frame.

Recognized that specific action steps may not be included, but the outline of the major implementation steps should demonstrate a thoughtful plan for the project should be outlined, including coordination and communication in and amongst members of the consortium or partnership (if applicable). It is a complete response to these questions will demonstrate specific awareness of the context in which the project will be implemented, the major barriers and commitment by the administrative team, the community, and the teachers who will use the resources.

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

As the annual total savings is equal to $33,200, this will be held in reserve until the savings can be spent on the replacement of the student Chromebooks. These savings will thereby support the district's cycle of replacing each student Chromebook every 5 years, as well as the replacement/update of textbook adoption through eTextbook subscription fees. All costs are computed in the purchase price of the technology. As stated in the Google Chromebook information attached, the insurance purchased by students replaces broken, damaged equipment on an annual basis and the maintenance agreement is "built in" with the purchase price. Further, software updates are included at no charge to the district and eTextbook updates are included in the purchase price of the 5-year license by the textbook company.

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 completed -- August, 2011-August 2013

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

A timeline of progress is attached for review (attachment VIII). As this program has been thoroughly researched and is currently underway, some portions of the timeline have been completed. A plan to roll-out the beginning purchases of the equipment began in June, 2013. Prior to and since that time, the district has had parent and stakeholder informational meetings as well as Board of Education presentations regarding the TRAD21 program. Further, the staff has received professional development and training on the use of this technology in their classrooms. The students (on a small scale) have begun receiving the Chromebook technology. Upon successful award of Straight-A funding, Cedar Cliff will be able to provide materials to the remainder of the student population in a much more efficient and productive manner. As we expect a large order placed by multiple educational institutions based on the Straight-A initiative, steps have been taken to ensure a "place in line" for any orders that may be forthcoming due to the receipt of grant funds. The technology coordinator has already been in contact with the regional representative responsible for all order fulfillment in response to this expected increased demand. All initial purchases of material shall be completed by the end of the first year of the initiative. Program evaluation and eTextbook adoption will be ongoing as indicated in the outline attached. Moreover, The Cedar Cliff Local School District has recently undergone an extensive Strategic Planning process. Through meetings with all stakeholders, it was determined that Cedarville Local School should focus on three areas--communication, instruction, and alternative funding. Obviously, the submission and potential awarding of the 'Straight-A' funding grant is an attempt and effort to meet stakeholder expectations to find alternative funding sources and address instruction needs.

* Anticipated barriers to successful completion of the planning phase

As this program was thoroughly researched before implementation, some of the anticipated barriers of a project such as this have already been addressed. For instance, professional development of staff is crucial for the success of any instructional initiative. Staff development has taken place for two years--prior to the purchase of the Chromebook equipment. This was done to alleviate staff concerns and comfort with equipment. As this is an on-going and enhancement of a new program, the administration felt it imperative to properly train and educate staff on the use of hardware and the impact on instruction. This is a tremendous asset to the program, the fact that staff has "bought-in" to the initiative and has been trained BEFORE students begin arriving to class with technology and materials in their possession. As illustrated by the timeline and the explanation of the narrative, planning for this process has been completed and the program has entered the initiation phase. Technology has started to be placed in the hands of students, teachers have been trained, and budgets have been formulated. Cedar Cliff believes this investment in time regarding planning separates this grant request from all others as well as illustrates the sincere buy-in and commitment by the administrative team, the community, and the teachers who will use the resources.

18. Implementation - Process to achieve project goals
should be realistic and significant in moving the institution forward.

The paradigm has shifted in education; learning has moved from being teacher-directed to teacher-facilitated with a learner-centered approach that requires changes in pedagogy, assessment and support systems. This 21st Century learning embraces the concepts of critical thinking, creativity, collaboration and communication in a blended learning environment where students are engaged in real-world context of problems and projects. Although the students of the Cedar Cliff Local School District have greatly benefited from a traditional approach to the classroom, a committee of teachers and administrators recognized the need to create a new culture of learning that would incorporate the strengths of the traditional with the strengths of the 21st Century classroom. As a result, the TRAD21 Initiative formed with a core team of administrators and teachers who spent nearly two years reviewing traditional education, 21st Century learning and project-based methodology; they also visited the New Technology High School in Columbus, Indiana, and researched, as well as devised, five different pillars of learning for Cedarville Middle and High School. In the fall of 2012 the TRAD21 Initiative was presented to the school board and to the faculty and then to the community in January 2013. In the fall of 2013 two pillars of the TRAD21 Initiative, critical thinking and creativity, were implemented into the ninth grade curriculum; Modern Global Studies, a combined class of English I and Modern World History, was required for every freshman as well as the use of the Schoology website and H.O.T. Links, higher order learning links and relevant, real-

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

* Date Range August 1, 2014 to July 31, 2016

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

The timeline for activities has been attached for review. Communication will take place through the district website and local news media. Community stakeholders will be made aware of grant award and grant usage of resources through these means. However, it should be reiterated the community was heavily involved in the research process of this program previously. As cited previously, the TRAD21 program was researched and planned for two years prior to beginning this academic school year. As a result, Cedar Cliff Local Schools believes it is fully committed to the future success of this innovative program. Further, by conducting the research and implementation prior to the grant award, many of the potential barriers to the beginning stages of the implementation phase are not present for Cedar Cliff Schools, thereby increasing the likelihood of district success. As Cedar Cliff School District is not as large as some districts, the coordination aspect of the administrative oversight is easily accomplished. Through the “all hands on deck” approach to the Straight-A process (virtually all HS/MS staff members play a role in the implementation of the program), Cedar Cliff ensures buy-in and incentive for program success.

* Anticipated barriers to successful completion of the implementation phase.

This program was researched for two-years, began implementation this academic year, and has produced initial positive results. Any potential barriers to implementation have been addressed and overcome.

The first potential barrier to the goal of resources in the classroom is the inability to garner the necessary equipment. Cedar Cliff Local Schools sought a “place in line” when applying for the Straight-A grant. As timelines in the grant process have changed and been extended, the possibility of getting the necessary equipment may be affected. There appears to be a great demand for Chromebooks produced by the Google Corp. This demand could potentially hinder the ordering, purchasing, or shipping timelines. The second potential barrier is related to cost cutting variables—i.e. the cost of paper, the ability to replicate current per-copy click estimates, electrical usage of the new equipment, or replacement rate of machines (the industry average of 6-8% was used as a conservative estimate in this regard). These cost variables were accounted for with a 10% inflationary expense rate shown in the tables for cost. Nevertheless, this “unknown” expense should be listed as a potential barrier to success in cost-cutting. However, Cedar Cliff is confident its estimates are within industry averages, are conservative in nature, and are acceptable to meeting the goals of the grant process. Lastly, the potential academic barriers are never-ending. State assessments change regularly, legislative changes are re-occurring, and funding formulas change frequently as well. As these are out of the control of the school district, they must be listed as potential barriers to success. However, once again, these barriers exist for the district as normal protocol and we are accustomed to needing to adapt to outside influences on our educational system. Moreover, administrative turnover could be an issue for any school district and any grant awards. The educational industry average for most administrative positions is less than the grant award timeline. This barrier is not unique to Cedar Cliff, but the district's administrative tenure average is longer than the grant timeline.

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 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.

The paradigm has shifted in education; learning has moved from being teacher-directed to teacher-facilitated with a learner-centered approach that requires changes in pedagogy, assessment and support systems. This 21st Century learning embraces the concepts of critical thinking, creativity, collaboration and communication in a blended learning environment where students are engaged in real-world context of problems and projects. Although the students of the Cedar Cliff Local School District have greatly benefited from a traditional approach to the classroom, a committee of teachers and administrators recognized the need to create a new culture of learning that would incorporate the strengths of the traditional with the strengths of the 21st Century classroom. As a result, the TRAD21 Initiative formed with a core team of administrators and teachers who spent nearly two years reviewing traditional education, 21st Century learning and project-based methodology; they also visited the New Technology High School in Columbus, Indiana, and researched, as well as devised, five different pillars of learning for Cedarville Middle and High School. In the fall of 2012 the TRAD21 Initiative was presented to the school board and to the faculty and then to the community in January 2013. In the fall of 2013 two pillars of the TRAD21 Initiative, critical thinking and creativity, were implemented into the ninth grade curriculum; Modern Global Studies, a combined class of English I and Modern World History, was required for every freshman as well as the use of the Schoology website and H.O.T. Links, higher order learning links and relevant, real-
world content connections. Most importantly, every freshman student was presented with a Chromebook on the first day of school at an “adoption” ceremony and assumed responsibility for their Chromebooks until graduation. In keeping with the TRAD21 Initiative’s timeline, tenth grade teachers will be required to use the Schoology website, create H.O.T. Links and add more teacher-facilitated lessons/activities into their instruction for the 2014-2015 school year.

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.

Much of the research conducted into the Cedar Cliff TRAD21 initiative was discussed previously, both in the form of the visitation and travel to garner data from other districts and through the dialogue with other districts for valuable insight into the inner workings of a program such as this. To re-iterate, two-years of study and planning took place before this program began its implementation to begin this school year. The in-depth planning and formation, we believe, sets our application requests apart from other participants in that we have begun to see benefits already. This early success provides for a solid foundation and buy-in from the staff and community, thereby increasing the likelihood of a successful grant venture. Additionally, attachment IV illustrates some student engagement research and how students truly benefit from this initiative. The administration has gone through painstaking planning to ensure the best goals are in place for student achievement and 21st Century skill development. Moreover, while the administration was conducting research into the best practices for the classroom setting, the technology department was conducting research regarding the best “bang for the buck” for district financial resources and technology usage. Attachment VI, again, illustrates the rationale and reasoning behind the selection of the Google Chromebook platform. Further still, the program can point to concrete initial success in the area of cost-cutting and revenue growth. The already expected and realized expense associated with per-copy click cost and paper usage is ‘real-time’ with only one class participating in the TRAD21 initiative thus far. Those savings serve as baseline data for expected future success in this area and increase the likelihood of realized projected district savings.

Lastly, and perhaps the easiest example of successful operations, is in the area of increased resources in the classroom. The Cedar Cliff classroom has, in a sense, lost its walls. The students participating in this program take the technology with them when they leave the school house each afternoon. This equipment is directly in the place where it does the greatest amount of good, the hands of the students. Some of our students now have a method to access information previously out of their reach. This initiative has solved that dilemma and with the additional revenue sought through the Straight-A process can be made available to a greater number of students in an expedited timeline.

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.

Any program initiated and implemented should possess a mechanism for evaluation. As this program has been proposed as targeting three areas for the Straight-A process, it is necessary to indicate how the program will be evaluated in each of those areas. (1-Cost Evaluation) The increased capabilities of the TRAD21 initiative will be monitored for cost-savings through the district 5-year forecast and CCIP processes. As Cedar Cliff Local Schools is a small district, the treasurer of schools, Mrs. Joy Kitzmiller, will have a pivotal role in evaluating and ensuring the monies are saved in textbook adoption and open-source classroom resources. This will serve as an internal evaluation mechanism. (2-Resources in the Classroom Evaluation) Each teacher currently instructing in grades 6-12 will be impacted through the increased implementation of the TRAD21 initiative. All students in grades 8-12 will receive a Chromebook for use at school and/or in their home environment. This increases student resources at home in their residence, as well as in the classroom setting. Success in this area will be measured when all purchases have been made and all equipment procured. The district technology coordinator, Mr. Dave Olesczuk, will serve as the internal mechanism for evaluation of this area. (3-Student Achievement) The Superintendent of Instruction, Mr. Chad Mason, and the High School Principal, Mrs. Virginia Potter, will serve as the internal mechanism for evaluation in this area. The Cedar Cliff report card will serve as the data point and external resource of success as well. As student achievement is paramount to the success of this initiative, there should not be an over-reliance on one mechanism for success. As a result, other indicators include the tracking of student college placement, student career exploration, and student ACT/SAT college entrance scores will be monitored as well. Personnel cited may be reached at the school via email or phone.

* 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).

The data for cost-cutting will consist of budgetary items collected and tracked in the treasurer’s office. Library/Media Center budgets will be monitored for the expected decrease of expenditures. The copiers located in the school system have tracking devices used to measure the number of copies and the staff members who utilize those services. Other cost-cutting data mechanisms consist of actual inventory counts of the classroom computers—as the TRAD21 program is fully functional, those machines will be phased out and detracted from the district inventory levels. These inventories represent a substantial savings in reducing the man-hours to update and keep active for student use.
Currently, the technology department tracks its time commitment to work orders and technology requests through the PublicSchoolWorks system. Within that system lies the ability to track operations completed and the time necessary to complete work orders. Moreover, the textbook adoption can be tracked through board of education meeting agendas, as adoption must be board-approved and the purchasing will be made available, once again, through the treasurer’s office. All of the preceding data can be maintained electronically and stored in the district central office. Local Report Card data is available through the ODE website, as well as records kept in the district administrative offices for use in personnel and curricular discussions. Yearly review of this data will serve as progress for the completion of these objectives. Lastly, inventory levels will serve as the data for the Chromebook purchasing. New equipment is tagged and inventoried with student use assigned. This information is kept in the technology director's office electronically and can be obtained as needed.

* 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.

As Cedar Cliff is a relatively small district, it enjoys the ability to remain mobile and flexible when new initiatives are put into place. Larger districts that embody multiple buildings with segmented staffing arrangements often have difficulty adapting or changing in an efficient manner. By nature of the 'one-campus, one-building' environment, necessary change is both possible and manageable. An example of a change could come in the form of professional development. As Cedar Cliff is presently in a financial situation to adequately provide the professional development necessary for success, one mechanism for change is the allocation of additional professional development funds should staff feel as though additional training is needed. Additionally, the district maintains a Permanent Improvement Levy in which a portion of those funds can be allocated for technological needs should the need arise. In essence, when 'the grant money ends,' the program can sustain itself from a cost analysis perspective. The most pressing aspect of the TRAD21 program is in the student achievement arena. Should the district determine that other avenues be explored for greater student achievement, one vital aspect is the ease and portability of the Chromebook mechanism. As the cloud environment is easy to maneuver, the technology coordinator will be perpetually available to maintain software needs and resource availability. He will be able to do so as the faculty and administration monitor the success of the data points identified previously.

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.

The TRAD21/Straight-A Initiative hopes to change how teachers and students interact. A problem-based and interactive curriculum, as illustrated above, combined with the technological equipment students use on a daily basis changes the student-teacher relationship. While teachers still must possess an expertise in their chosen content, faculty must also be readily equipped to deliver the instruction in a manner that is both captivating and engaging. Moreover, the relationship between and among students is altered as well. In a problem-based environment, students interact and engage with their peers. Students must work together, regardless of their biases and backgrounds—much like a professional work environment. Costs should be reduced as well. This initiative is another step in the direction which represents the future of education. Students have access to and are exposed to experiences, knowledge, and material beyond the walls formed for Cedar Cliff Local Schools. The manner in which this exposure exists through the use of technology reduces the traditional paper/pencil and textbook formula. Students should be better prepared for the careers of tomorrow. Today's students will be faced with an ever-changing, global marketplace that requires technical skill. One cannot obtain these skills without being afforded the opportunity to experience the hardware associated with the content. The TRAD21 Initiative provides Cedar Cliff Local School’s students that opportunity. The standardized assessments of tomorrow will require student comfort with technology. The TRAD21 Initiative, again, provides the exposure to the types of assessments students will encounter as they progress through their educational careers. In short, this program seeks to change the structure of education and the manner in which students receive their instruction from the teaching staff of Cedar Cliff Schools. It seeks to prepare our graduates to compete with the very best—locally and globally.

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

It is expected that student achievement will increase in selected "sub-groups" on the ODE Cedar Cliff Local Report Card. As economically disadvantaged students gain access to greater resources and become more engaged in the classroom, the expectation is those students will score more consistently congruent with their more prepared, peer counterparts. Additionally, as our research indicates, the ability for students to collaborate, for the teacher to differentiate instruction, and for students to gain access/comfort with technology, will allow Cedarville students to be better prepared for the next generation assessments, thereby increasing student achievement. The first benchmark for student achievement is that with the sub-group for gifted students in the Cedar Cliff Local Report Card. In the initial issuance of this document, Cedarville Schools received a grade of "D" for the assessment of this particular group of students. It is the goal of Cedar Cliff administration, staff, and Board of Education that this group receive (at least) one grade higher within the first year of student use of equipment and two grade levels higher by year five of the grant life cycle. Additionally, as students work collaboratively, it is expected "barriers" will be broken down between traditional "labels and categories" and students who once never had the need or opportunity to work alongside each other will gain a better appreciation for their peers. While this outcome is more difficult to measure, the goal is ever-present in today's educational climate.

* Spending Reduction in the five-year fiscal forecast

The most specific benchmark is that of reduced costs. Those costs have been illustrated and explained throughout the application process. Over the course of the next five years, textbook adoption costs should be reduced, paper and supply costs should be reduced, media center costs should be reduced and the hardware/equipment present in the Cedarville classrooms should have a unique and different "look" than presently utilized. The most specific benchmark is that of the textbook adoption cycle (attachment VIII). This allows for the benchmark of both
added resources and cost-savings, as the substantial savings is ensured with each textbook adoption.

* Utilization of a greater share of resources in the classroom
This will be measured by the following: Within two years, 2016, all classrooms in grades 6-8 will have a Google Chromebook cart for student/teacher use. Within two years, 2016, all students in grades 8-12 will have a personal Chromebook in their possession for use at home/school.

* Implementation of a shared services delivery model

* Other Anticipated Outcomes
Cedar Cliff expects, as is has experience anecdotal examples already, a change in the environment of the school setting. As cited previously, as differing groups of students work together and become better acquainted, relationships change among peer groups and the culture of the classroom/school begins to change. This has been observed by the administration currently as some students are better prepared and more engaged, therefore, participating in class in ways seldom seen before. This ‘unanticipated’ outcome of comradery is positive and vital in today’s often antagonistic school settings. Secondly, teachers have begun to work in a greater collaborative role. Teachers are forced to “pair up” for project-based enterprises. While this is positive for student engagement and learning, it is also an added value to the morale of the building and staff relations. The Cedar Cliff Community has expressed a greater sense of pride, both in what the students possess when “compared to other districts” with technological building, but also in what the students discuss as the role the new technology plays in student learning. As students continue to discuss the learning outcomes, parents and community have discussed the skill development associated with increased technology and what our students are now prepared to accomplish upon graduation from Cedarville High School.

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
This project should serve as the springboard for innovative programs seeking to prepare students for the 21st century. By preparing students for 21st century assessments, careers, and skills Cedar Cliff students will be better prepared for University course work, the workplace, or the manufacturing sector. Teachers and administrators from around the state could visit and emulate the work presently being done and built upon by this initiative. This project, first and foremost, takes planning. As with any technology/instructional initiative, proper planning is critical. Cedar Cliff takes great pride in having taken nearly two years of preparation prior to implementation. Much has been learned and will continue to be learned throughout the implementation stages. Other school districts would benefit from Cedarville’s experience(s). Secondly, school districts would need a “lead liaison” for the planning and implementation model the school facilities commission utilizes, albeit, on a smaller scale. During that process, a construction manager/supervisor leads and oversees the initiative. For a program such as this, that leadership is vital. Next, the central office and treasurer’s department must be involved—such cost-cutting measures are put in place, only those individuals with budgetary responsibilities can ensure budgets are actually cut and the project becomes self-sustained. Next, community and stakeholder meetings should take place. This step in the planning/implementation phase is often overlooked. Cedar Cliff is a district with involved parents and strong beliefs regarding student technology use. The execution of this portion of the plan eliminates much confusion and potential barriers to success. Next, research into student skill development and student learning should be continually evaluated and addressed. Student interests change, the Cedar Cliff model emphasizes technology as skill development, as well as technology usage. Next, prepare for and address learning modalities and styles. Students in Pre-K learn differently and have different needs. The Cedar Cliff model addresses (at least initially) those learning styles and students in grades 6-12—again, this was after thorough research and staff development. This program is for the district students grades 6-12. Other districts/buildings could utilize this method of instruction and increase student abilities in the recognized skill areas after adequate preparation and planning. The district could serve as illustration of what this program can do after proper planning and implementation. Additionally, the administrative team and staff could serve as experienced/skilled resources for those districts/individuals wishing to embark on an initiative such as this.

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).

I Agree Chad Mason, Superintendent Cedar Cliff Local Schools 4/16/2014
Consortium

Cedar Cliff Local (047258) - Greene County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections

**Consortium Contacts**

No consortium contacts added yet. Please add a new consortium contact using the form below.
No partners added yet. Please add a new partner by using the form below.
### Implementation Team

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Responsibilities</th>
<th>Qualifications</th>
<th>Prior Relevant Experience</th>
<th>Delete Contact</th>
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<tbody>
<tr>
<td>Chad</td>
<td>Mason</td>
<td>Superintendent of Instruction</td>
<td>When the TRAD21/Straight-A program was initiated, it was determined the leaders/supervisors assigned to its oversight should possess a strong background in three areas—curriculum and instruction, technology and the maintenance of technological equipment, as well as a strong background in educational finance and budgetary matters. While no “one” individual possesses the necessary skills in all areas, it was then advocated that a “team” should be developed to ensure all areas were addressed adequately for the successful initiation and on-going implementation of the TRAD21/Straight-A program. Those members and their skills are discussed individually below. Mr. Mason is in charge of the curricular and instructional adoption of materials, purchasing of equipment, and oversight of the program. It is his responsibility to ensure all time lines are met and all materials reach the students for classroom use.</td>
<td>Mr. Mason has completed the course requirements and necessary examination for doctoral degree status and his currently working on his doctoral dissertation. This experience, coupled with his administrative licensure experience has permitted him to understand the curriculum adoption process and the importance of research prior to any program or curricular adoption. As superintendent of instruction, Mr. Mason has the ability to ensure programming decision-making can take place to enhance the opportunity for TRAD21 success.</td>
<td>Chad Mason, Superintendent of Instruction has been in education for nearly 20 years with 12 of those in the administrative ranks. During his teaching tenure, he taught business courses as well as instruction in the use of technology for the students under his supervision. He also served in the district’s technology department assisting with the evaluation and selection of equipment for use in district classrooms. His background in technology separates him from many administrators as he can see, through past experience, the needs and skills necessary for students in today’s educational and work environments.</td>
<td>Chad</td>
</tr>
<tr>
<td>Joy</td>
<td>Kitzmiller</td>
<td>Treasurer, Cedar Cliff Local Schools</td>
<td>Mr. Kitzmiller will serve as the budgetary oversight component of the Straight-A fund process. As treasurer, she can monitor the expenditures to provide the necessary data collection to ensure district cost-savings actually are realized.</td>
<td>Joy Kitzmiller is the Treasurer for Cedar Cliff Local Schools and has been for 4 years. She has served in the educational finance arena for 17 years. She has also been trained to serve as a “fiscal scorer” for the Straight-A grant process, thus increasing her understanding of the importance of budgetary oversight once the grant awards has been issued. This training is invaluable for the realization of savings to the district for grant reporting purposes.</td>
<td>Mrs. Kitzmiller's experience as a treasurer in other districts, her background and training, and her work for the state in scoring grant proposals are all relevant for the success of this program for Cedarville Schools.</td>
<td>Joy</td>
</tr>
<tr>
<td>Dave</td>
<td>Olesczcuk</td>
<td>Technology Coordinator</td>
<td>Mr. Olesczcuk will serve as the liaison for hardware software issues. His insight was invaluable in the determination to utilize Google technology in the TRAD21 initiative. Mr. Olesczcuk will conduct all relevant research into the adoption of any new software</td>
<td>Dave Olesczcuk is the Technology Coordinator for Cedar Cliff Local Schools and has been for 9 years. He is responsible for the purchase, evaluation, and maintenance of all</td>
<td>Mr. Olesczuk has years of experience in the technology private sector industry. His experience in understanding maintenance costs, programming language, and software/hardware issues is seldom present in today’s K-</td>
<td>Dave</td>
</tr>
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Virginia Potter is currently the principal for Cedarville Middle School/High School and has nearly 20 years in education with 12 of those in the administrative ranks. Mrs. Potter's experience as the leader for curriculum and instruction in the district is the driving force for leading the professional development process necessary for program success.

Virginia Potter serves as the chair of the TRAD21 initiative and is responsible for its implementation and on-going development. She will oversee all professional development of staff, complete program evaluation, and assist in data-collection to measure program success. Further, she will assist in taking steps to ensure time lines are met and budget items are completed and conducted thoroughly.

Mrs. Potter serves as the high school and middle school principal for the Cedar Cliff Local School. She has served that role for nearly 10 years. Virginia Potter possesses a strong background in curriculum and instruction. In fact, Mrs. Potter was the individual responsible for initiating the TRAD21 process in the high school. It was her leadership and vision which led to the research and investigation into this unique program.