## Budget

Cincinnati City (043752) - Hamilton County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (293)

### U.S.A.S. Fund #:

#### Plus/Minus Sheet (opens new window)

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**Adjusted Allocation** 0.00

**Remaining** -1,000,000.00
**A) APPLICANT INFORMATION - General Information**

1. **Project Title:**
   Reaching for the Stars: Increasing Academic and Social Success in an Urban High School

2. **Executive summary:** Please limit your responses to no more than three sentences.
   In this grant, we seek to increase academic & social success of our students while integrating a blended learning environment in order to meet the various needs of our students so they can successfully compete in a global economy where 21st century skills are necessary and required.

   *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:**
   1450
   *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:**

   - [ ] 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
     Paul Daniels
   - Organizational name of lead applicant
     Withrow University High School
   - Address of lead applicant
     2488 Madison Rd Cincinnati, OH 45208
   - Phone Number of lead applicant
     513-392-9200
   - Email Address of lead applicant
     daniepa@cps-k12.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.*

7. **Are you partnering with anyone to plan, implement, or evaluate your project? - Select one checkbox below**
   - [ ] Yes
   - [ ] No
### 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

   The number of students who have had disciplinary referrals has increased in the last three years and the majority of those referrals dealt with students lacking the skills to communicate with one another appropriately and their inability to manage their behavior. In regards to academics, the number of students who are credit deficient has increase the last three year and one of the factors to the increase is the inability to differentiate instruction for all students and early identification of struggling students. In order to reduce the number of students who are credit deficient and prepare our students for success and increase student achievement for all students, we have designed the "Reaching for the Stars program in which we will utilize a five-pillar approach to engage students in the development and application of 21st century skills and increase their academic and social success.

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

   The 1st Pillar is staff development, transforming teachers into 21st century educators, empowering teachers to identify students who are struggling earlier in their high school experience (response to intervention model), provide training for teachers so that they can be credentialed to teach our Advanced Placement & Dual Enrollment College Credit courses and providing teachers with the skills and experiences necessary to teach, encourage and support students as they develop those social skills necessary to compete in a global economy. The 2nd Pillar centers around a Blended Learning Environment from 7th-12th grade. The goal is to blend great teaching with the SMART use of technology. To increase academic success, our students will need to be proficient in 21st Century learning skills. Through specialized and consistent professional development, teachers are empowered with the technological skills and competencies necessary to deliver high quality, differentiated and effective instruction that meets the needs of all students and that aligns to the Common Core Standards. The 3rd Pillar focuses on Early Access to College & Beyond. For our student population, the thought of an opportunity to pursue higher education is closer to a dream than a reality. We currently offer five dual enrollment courses and we have had some AP courses. In this program, we will be expanding our dual enrollment program to include online college courses and a summer institute to bridge the gap from high school to college coursework. Our 4th Pillar focuses on advisory and mentorship. We currently have an advisory program at the 11th grade where they meet weekly to support our students’ academic success. Next year, we will be expanding our advisory to include the middle school (7th & 8th grade). The advisory curriculum will be expanded to include academic support, character building, conflict resolution and the development of interpersonal skills supported by faculty and students. Lastly, the 5th Pillar is our Intervention program. Currently we have a summer bridge program for 7th & 9th grade students that support students in bridging the gap between K-8 and high school. The program focuses on identifying the students' academic strengths and weaknesses and provides intervention for their deficits in conceptual knowledge while introducing students to the social expectations of high school and providing them with strategies: academic success, conflict resolution, time management, digital citizenship etc. Next year, we will expand our program to include a summer intervention institute for our dual enrollment students, 2-week summer intervention program for struggling middle school students and a 7th-12th grade level intervention bell for students after the 1st semester who are credit deficient. In order for teachers to begin to identify struggling students early, we will be providing professional development for all middle school teachers. We will use the "response to intervention(RTI)" model for training purposes.

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 10.

   ![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.)

   By expanding our blended learning model and advisory and mentorship program along with the implementation of our Response To Intervention (RTI) program, the students and school community will benefit in the following ways: 1. Higher promotion and graduation rates 2. Improved academic results measured by higher test scores (OAA, OGT, ACT etc.) 3. Improved attendance rates 4. Fewer disciplinary occurrences 5. More students prepared for post-secondary opportunities 6. Higher rates of digital literacy The effects of this programs can be quantified across grade levels using a variety of data collection methods and assessments targeting 3 groups: over 1400 students in grades 7-12, teachers and administrators. By implementing this models, Withrow is able to provide learning modalities that best meet each student's needs academically as well as socially.

   ![Spending reductions](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.)

   Currently, Withrow spends approximately $30,000 per year on technology resource acquisition to develop and broaden the 1:1 strategy for students and to provide technology throughout the entire building in every classroom. Withrow will be able to capture those costs over a period of 5 years, resulting in a total savings of $150,000. Those funds can be used to support other innovative school based initiatives within Withrow, and to insure the ongoing sustainability of our program. There will be a reduction of one FTE - eliminating a credit recovery lab (6 bells) and reallocating those resources to support the grade level intervention bells for grades 9th-12th grade. We will be able to save the...
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.
In order to integrate the Blended Learning environment throughout the 7th-12th grade classrooms, the cost of the 21st century technology infrastructure for equipment is $459,100.00 that will allow for alignment of supporting the 5 pillars. It will provide a 1:1 computing environment throughout the entire school and create an environment of continuous learning, providing accessibility for teachers, students and parents. This platform will also support the virtual classroom, advanced placement courses and dual college credit program with Cincinnati State. To ensure the success of the program, Withrow will contract services to support the project implementation, evaluation and technical support to assist teachers in a technological environment leading to a 21st century culture. In our Early Access Program, we will integrate an online component where we will be able to include Advance Placement courses and additional courses in our dual enrollment program along with those courses necessary in our certification programs. The cost of building the infrastructure and supporting the implementation of the program is $289,500.00. As part of the continuous development of our teachers, an individual professional development plan will be implemented to support continuous learning in our school community. A budget of $251,400.00 will be used over the next five years to assist in the development of our teachers as they implement the blended learning environment, advise and mentor our students and in the implementation of the RTI model. $75,000 for Administrative professional development.

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.

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

There will be no additional cost associated with the program after June 30th of grant year because all contractual agreements will cover the 5 year period. For the equipment purchases there will be a 5 year agreement in place that aligned with the Cincinnati Public School district refresh policy as it relates to technology. Withrow will also establish a maintenance plan associated with all technology included in the purchase price of the equipment. During the 1st year of the program there will be cost associated with professional development of teachers and as a result there will be a train the trainer program where key personnel will be trained to support other teachers over the remainder of the program. The online training resources that will be used to support teachers and instruction will be contracted for a 5 year period and any other cost for professional development will be incurred by the district. The professional services to assist in building the infrastructure of the program will be contractually based and will not require recurring costs. The evaluation services that will be used to determine the success of the program will be on a contractual basis that will cover the 5 years based on a maintenance contract to cover the 5 year program.

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.

568,500.00 If yes, specify the amount of annual expected savings. If no, enter 0.

Yes, There will be an impact in savings as a direct result of implementing this innovative project. The value of this project is realized after the up-front costs have all been accounted for. There will be a reduction of 1 FTE - eliminating a credit recovery lab (6th bell) and reallocating those resources to support the grade level intervention bells for 9th through 12th grade. We will be able to save the costs associated with 1 teacher for the next 5 years. The reduction is a result of incorporating an intervention bell with each grade level team and the team will absorb the class using innovation scheduling. The district cost for 1 full time equivalent teacher (FTE) is $83,700 with fringe benefits. The reduction of 1 FTE load over 5 years will net a combined savings of $418,500.00. Our 2nd Pillar will result in a reduction in the Capital Outlay that will be used to purchase all equipment that will be needed to transform Withrow University High School into a 21st Century School. All computers will have a 5 year warranty, tracking software and portable charging carts for everyday use. There will be cost savings for the CPS School District because no computers will have to be refreshed out of the CPS budget. There is an additional cost savings because all computers will not have to be serviced or repaired by the School District. because a maintenance contract is built into the purchase. This will result in an $30,000 saving a year or $150,000 savings over 5 years. The cost savings can be reallocated to meet the need in other areas of the school.

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
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 January 2014 - July 2014

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

July 2014 In order to plan for the implementation of the program, committee will be formed in July once the approval has been announced. The team will meet bi weekly over the next 3 month planning for the implementation of the program. A scope of work document will be developed to guide the planning and implementation of the five pillars of the program. Activities will include the following. August 2014 Planning and deployment of technology and identification of grade level and courses where technology will be used. Development of the implementation of the advisory/mentorship program ( 7th & 8th grade), RIT program & Early Access Program... Partnership of Cincinnati Public Schools IT department to review infrastructure to support additional devices on network and alignment to district IT standards Review of timeline of acquiring technology from vendor partners Meeting with consulting partners to plan curriculum design, infrastructure development, technology rollout, project management and evaluation planning. Meet with 3rd party vendors to identify training for teachers and plan deployment for access to online resources. Once the deployment phase is planned, we will identify project milestones for the grant year leading up to full implementation of program.

* Anticipated barriers to successful completion of the planning phase

The only barrier to success may be the planning between the time the grant is awarded and the beginning of school. To offset this issue, the core committee will be meeting prior to award to plan the deployment and infrastructure development on a small scale and when Withrow University High School is successful we will replicate across all grade levels within school.

18. Implementation - Process to achieve project goals

* Date Range July 2014 - June 2015

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

August 2014: We identified 5 pillars to guide our program. September 2014: The core committee will be planning the development of the 5 pillars and its implementation and rollout strategy. The pillars include these core areas. The 1st Pillar is staff development, transforming teachers into 21st century educators, empowering teachers to identify students who are struggling earlier in their high school experience (response to intervention model). The 2nd Pillar centers around a Blended Learning Environment from 7th-12th grade. The goal is to blend great teaching with the SMART use of technology. The 3rd Pillar focuses on Early Access to College & Beyond. For our student population, the thought of an opportunity to pursue higher education is closer to a dream than a reality. Our 4th Pillar focuses on advisory and mentorship. The 5th Pillar is our Intervention program. Currently we have a summer bridge program for 7th & 9th grade students that support students in bridging the gap between K-8 and high school. The deployment of technology will take place over a 6 month period of time. Hardware and
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.

This project will use a five-pillar approach to engage students and faculty in the development and application of 21st century skills. We will incorporate staff development, turning teachers into 21st century trainers. A faculty development curriculum will be implemented for all staff members so that each teacher develops and uses 21st century skills in their instruction. Our pillars center on the acquisition and implementation of technology and equipment across the curriculum. Though our school has made great strides in improving and increasing the use of available technology through corporate partnerships, there remain significant areas of deficit, including lack of regular access to computers and 21st century technology, lack of basic technology skills and vocabulary (i.e. - composing email, utilizing Cloud storage) that need to be addressed in order to provide equal opportunities for all our students to access and apply technology. The benefits of technology-enhanced learning are well-documented, including: offering equal opportunities for students by addressing all learning modalities, naturally increasing authentic engagement, utilizing functional literacy, providing current real world resources not available in classroom textbooks, linking businesses with students to encourage productivity & sustainability, and building college and career readiness (Bainbridge, Lasley, & Sundre, 2003). Additionally, through our partnership with Pearson Learning, we will increase our elective course offerings through utilization of virtual courses delivered in web-based platforms. We will be able to select courses that will benefit our students by providing enrichment, remediation, and extended content exposure in a variety of subjects. This will result in a differentiated curriculum unmatched in CPS, and will allow us to offer classes without burden of the cost associated with additional teaching staff. Out Blended Learning Model Matrix; a web-based document that records best practices for incorporating 21st century skills in the classroom across content areas. This Matrix enables ongoing professional development for faculty so they can access successful lesson integration ideas on demand as needed. The fourth pillar will empower our students’ families to become successful users and consumers of 21st century technology so they can more fully support their students’ learning. We will expand our current Community Learning Center model to include a computer lab, and will extend the Center’s availability to include evening hours and Saturday mornings. Major activities of this initiative include a scaling up of our existing technology-focused PD and developing an extensive repository of project-based 21st century lessons, projects, and best practices to be utilized by the entire faculty, and which could be replicated for other schools. The enhancements to our PD curriculum will inform classroom instruction, providing students with increased opportunities to develop 21st century skills and literacies as they matriculate through their course of study. These combined activities serve to address a well-documented problem in urban schools; a deficit in access to, and training in, 21st century skills for teachers, learners, and families (Gibbs, Dosen, & Guerrero, 2009). We will address this by providing a robust curriculum, multi-faceted professional development opportunities for teaching staff, and access to increased technology for practice and application of 21st century technologies and skills for learners. This will prepare students for college and career while leveling the playing field as we address the technology deficit existing in our urban setting.

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

This project 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.

Our evaluation will be internally as well as externally. We will be partnering with Pearson and Learning.com as our external vendors as well as Cincinnati Public Schools who will be our internal partner to evaluate the program. Brian Sersion CQE Program Evaluator, Research & Evaluation Dept. Cincinnati Public Schools will conduct our internal reviews.

* 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 evaluation plan will assess the impact of the program through a mixed-methods approach. Cincinnati Public Schools has sophisticated operational analytics capabilities. These resources will be leveraged, along with external resources, to meet the monitoring and measurement requirements of the evaluation. The evaluation will assess the pillars of the program that are trackable and measurable. Because we will consistently collect and analyze both formative and summative assessment data throughout the academic year, our Technology Integration Team will be able to act quickly in the event that our progress is insufficient to meet program objectives. The commitment of our school’s administration and ILT to this program allows us to ask teachers to make modifications each quarter to improve our project outcomes. For example, if we observe that there is no increase in students’ passing rates in core courses, we will present this data to the ILT for discussion and problem-solving support. Team leaders will be asked to review the analysis with their teaching teams and to present action plans and completion timelines for making the needed adjustments to improve progress towards our program goals. We will reevaluate following the implementation of these action plans, and modify as needed to ensure that we are making timely progress towards our goals. Learning.com helps K-12 teachers and administrators improve student learning through our curriculum solutions and assessments, delivered in our Sky digital learning environment. This is a web based program that allows for the systematic evaluation of teachers, curriculum solutions and assessments, delivered in our Sky digital learning environment. This is a web based program that allows for the systematic evaluation of teachers, curriculum and students.

* 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.

Does technology support school and classroom reduction of costs related to paper, copies, supplies, materials? Measures: Purchasing of classroom and teacher materials and cost savings and savings projects over time. 6. Does program support collaborative, project-based learning and equity in learning? Measures: School/class learning collaborations, number of successful student projects completed in core classes, diversity and inclusion in technology-based learning, including cultural and linguistic inclusion, improved engagement of at-risk, special education, and limited-English proficient students. 7. Does program increase/improve student achievement outcomes? Measures: course passing/failure rates. 8. Does program increase teacher-student engagement in technology-based learning? Measures: Teacher and student satisfaction surveys. 9. Does the program increase access to technology for all students to fully realize the 1-to-1 technology model? Measures: technology location matrix. 10. Is the maintenance and upkeep of technology resources managed efficiently? Measures: maintenance records for technology components, required quarterly reporting from technology service personnel.

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 aim of this project is nothing short of closing the digital divide for the students in our care. Utilizing technology will enable us to better serve all our students by addressing a variety of learning modalities, and to provide remediation and enrichment, as needed on an individual basis for all content areas across the curriculum. This kind of differentiated, technology infused education is critical in preparing students to participate in a global workforce and succeed in the new economy of the 21st century. Empowering teachers through dedicated training builds the capacity of our entire staff in not only 21st century skills, but also in instructional leadership and innovation (Haycock and Peske, 2006). It is well documented that passionate teachers are more likely to engage their students in the kind of complex and challenging tasks demanded by the Common Core State Standards (CCSS), and to motivate traditionally marginalized student groups (Ingersoll, 2004). The lasting impact of this initiative, then, is inclusive of both increased student achievement and enhanced teacher performance, and will be measured and assessed by reviewing students' course completion rates, passing percentages in core classes, the tracking of teacher technology use on the BLMM and through mid-year and end-year surveys. We have specifically designed this project to be self-sustaining. The savings realized by more efficient utilization of school resources and by eliminating the need to constantly try to equalize technology access between classes and grade levels will also contribute to our ability to continue to operate the program long-term. Although we recognize that the pace of technology change is swift, we have made careful and deliberate selections in our spending choices to maximize the benefit and life-expectancy of the materials purchased. Additionally, our Technology Integration Team will continue to work with our faculty through the school-based training model to promote and deliver ongoing PD to new and existing staff members.

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

By expanding our blended learning model and advisory and mentorship program along with the implementation of our Response To Intervention (RTI) program, the students and school community will benefit in the following ways: 1. Higher promotion and graduation rates. 2. Improved academic results measured by higher test scores (OAA, OGT, ACT etc.) 3. Improved attendance rates. 4. Fewer disciplinary occurrences. 5. More students prepared for post-secondary opportunities. 6. Higher rates of digital literacy. The effects of this programs can be quantified across grade levels using a variety of data collection methods and assessments targeting 3 groups: over 1400 students in grades 7-12, teachers and administrators. Withrow is able to provide learning modalities that best meet each student's needs academically as well as socially. The students will be evaluated by using Learning.com online tools for assessments and by Cincinnati Public School. We will be partnering with Pearson and Learning.com as our external vendors as well as Cincinnati Public Schools who will be our internal partner to evaluate the program. Brian Sersson CQE Program Evaluator, Research & Evaluation Dept. This will provide Withrow with detailed analytics and reporting. The advisory curriculum will be expanded to include academic support, character building, conflict resolution and the development of interpersonal skills supported by faculty and students. Our Intervention program. Currently we have a summer bridge program for 7th & 9th grade students that support students in bridging the gap between K-8 and high school. The program focuses on identifying the students' academic strengths and weaknesses and provides intervention for their deficits in conceptual knowledge while introducing students to the social expectations of high school and providing them with strategies: academic success, conflict resolution, time management, digital citizenship etc.

* Spending Reduction in the five-year fiscal forecast

Withrow spends approximately $30,000 per year on technology resource acquisition to develop and broaden the 1:1 strategy for students and to provide technology throughout the entire building in every classroom. Withrow will be able to capture those costs over a period of 5 years, resulting in a total savings of $150,000. There will be a reduction of one FTE - eliminating a credit recovery lab (6 bells) and reallocating those resources to support the grade level intervention bells for grades 9th-12th grade. We will be able to save the costs associated with 1 teacher for the next 5 years. The reason for the reduction is because of scheduling and incorporating classes into the current curriculum to support the virtual classrooms and Dual College Credit Program at Cincinnati State that will be offered to 11th-12th grade students. The district cost for one full time equivalent teacher (FTE) is $83,700.00. This reduction will be tracked on a short and long term basis based on the budget and spending allocations by Withrow University High School.

* Utilization of a greater share of resources in the classroom

Withrow will expand their dual credit agreement with Cincinnati State wherein our 11th and 12th grade classes will be enrolled in college level courses where they can graduate with one-two years of transferable college credits. Our goals as a result of this grant is to expand the advisory program to the middle school grades to increase the academic and social success of our students. Finally, our English as a Second Language population is serviced in a robust program. We will expand that program to pilot a Certification Program with Cincinnati State and expand the program to the entire school community within the next two years. Through partnership with Cincinnati State for the Dual Credit
program, online training and access to technology the deployment of a Blended Learning Model and new curriculum will be easy to deploy and integrate into the classroom for the success of the student.

* Implementation of a shared services delivery model
n/a

* Other Anticipated Outcomes
n/a

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

Our experience integrating 1-to-1 technology for teachers and students at grade 11, and then moving towards a whole-school scale up of that initiative, tells us that our program is replicable. The success of our current program is predicated on several key factors: Top-down leadership investment in the program - School administration consistently demonstrates commitment to the technology program by, among other things, providing time for teachers to complete technology training (including giving up an administrative staff meeting for whole-staff training), working diligently to identify funding sources for technology expansion (including grants, corporate partnerships, and private donations), and leading by example (instituting a staff Blackboard page to communicate daily announcements, disseminate information, house important forms, and host the school calendar). Targeted professional development for teachers - It is imperative that teachers are given the opportunity to identify their strengths, weaknesses and even fears relative to technology use and instructional integration. Training must then be scheduled to address deficits and fears regarding specific, applicable technology tools and platforms, as well as to demonstrate instructional applications for the technology being studied. The 11th grade team spent time in self- and group-reflection to identify what technology skills and topics they needed to identify for professional development. We have recently contracted with Learning.com to procure a staff development diagnostic for all teachers to complete. Their results will then trigger an individualized technology training program of self-paced, online modules to remediate areas of deficit in their 21st century skill set. Only when teachers (a) feel a level of confidence in their use of the technology, and (b) understand how the technology can be used to enhance students' learning can they create 21st century lessons that will impact student engagement and achievement. A platform for sharing good work and troubleshooting challenges - The 11th grade team utilized a blog to facilitate conversation about what was and wasn't working in their individual members' technology integration plans. We have expanded that beginning into a whole-school collaborative tool that we call the Blended Learning Model Matrix (BLMM), the development of which was funded by our successful I-Tech grant. This document provides a space for teachers to 'deposit' their best ideas and lessons, and to take advantage of the good ideas, problem-solving strategies, and exemplars of student work uploaded by their colleagues. While each school building and district is unique, the foundational elements of our program are easily replicable. With buy-in and support from administration, thorough and supportive professional development for teachers, and a common forum to celebrate success and troubleshoot potential pitfalls, any district can modify the specifics of our program for successful implementation. With these pieces in place, the only significant barrier to replicability is funding for the necessary technology expansion and staff professional development.

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, Mary Ronan Superintendent, Cincinnati Public Schools 04/18/2014
No consortium contacts added yet. Please add a new consortium contact using the form below.
<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Telephone Number</th>
<th>Email Address</th>
<th>Organization Name</th>
<th>IRN</th>
<th>Address</th>
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</thead>
<tbody>
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<td>Alicia</td>
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<td>513-765-6654</td>
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<td>513-363-0000</td>
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<td>Cincinnati Public Schools</td>
<td>009649</td>
<td>2651 Burnet Ave, Cincinnati, Ohio, 45219</td>
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<td>Shane</td>
<td>Fletcher</td>
<td>(513) 721-7044</td>
<td><a href="mailto:fletchs@cpsboe.k12.oh.us">fletchs@cpsboe.k12.oh.us</a></td>
<td>Families FORWARD: The Children's Protective Services</td>
<td></td>
<td>2400 Reading Road, Cincinnati, OH, 45202</td>
</tr>
<tr>
<td>Les</td>
<td>Barnett</td>
<td>800-580-4640</td>
<td><a href="mailto:les@lesbarnett.net">les@lesbarnett.net</a></td>
<td>Learning.com</td>
<td></td>
<td>1620 SW Taylor, Suite 100, Portland, Oregon, 97205</td>
</tr>
<tr>
<td>First Name</td>
<td>Last Name</td>
<td>Title</td>
<td>Responsibilities</td>
<td>Qualifications</td>
<td>Prior Relevant Experience</td>
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<tr>
<td>Ernest</td>
<td>Gause</td>
<td>Consultant with Source Consulting</td>
<td>Ernest Gause will be assisting in the design and development of the technology solution, infrastructure development, contract planning and Blended Learning Model Design.</td>
<td>He has a Masters in Business, Master in Technology taught in higher education for the past 20 years and has been a business and financial consultant for the past 20 years.</td>
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<tr>
<td>Roxanna</td>
<td>Melton</td>
<td>Consultant</td>
<td>Roxanna Melton will help in building the intervention program for our students.</td>
<td>A BS in educations and a Mastera in education leadership.</td>
<td>She also has a license in history and special education.</td>
<td></td>
</tr>
<tr>
<td>Dawn</td>
<td>Williams</td>
<td>Lead Teacher at Withrow High School</td>
<td>Dawn Williams will be assisting in the design and building of the Blended Learning Model and technology implementation.</td>
<td>She has an undergraduate degree in education and is a PHD candidate.</td>
<td>She currently serves on the Technology committee and is a lead teacher at Withrow University High School.</td>
<td></td>
</tr>
<tr>
<td>Paul</td>
<td>Daniels</td>
<td>Principal, Withrow High School</td>
<td>Paul Daniels will be assisting in building the program. He is the principal of the school and will assist in building the Blended Learning Model and leading the roll out of the program.</td>
<td>Paul holds a B.S. Education and a M.A. in Educational Leadership.</td>
<td>He is the Principal of Withrow University High School and has taught in education for the past 10 years</td>
<td></td>
</tr>
<tr>
<td>Alicia</td>
<td>Tidwell</td>
<td>VP Luxottica</td>
<td>Alicia Tidwell will be part of the core team and her responsibilities will be to assist in building the advisory program. Her background is managing the mentoring program for Luxottica for over 13 years and being a national recognized and award winning program.</td>
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