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A) APPLICANT INFORMATION - General Information

1. Project Title:
United Schools Network T(3): Tablets and Technology for Tomorrow

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

The United Schools Network T(3): Tablets and Technology for Tomorrow project will give 600 urban students in 3 schools the opportunity to access research-based, highly-individualized digital technologies that give teachers real-time, accessible data to inform their practices. The incorporation of tablet learning stations in every classroom would reduce the need to add energy-, finance-, and space-draining desktop computer labs in each school in order for all students to access these targeted interventions easily. Students will increase achievement, grade-level growth, and engagement while teachers and schools will increase the resources of time, high-quality planning, and finances that are focused in the classroom.

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.

600 3. Total Students Impacted:

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

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

- 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
Celeste Ferguson

Organizational name of lead applicant
Columbus Collegiate Academy

Address of lead applicant
1469 East Main Street Columbus, OH 43205

Phone Number of lead applicant
614.299.5284

Email Address of lead applicant
cferguson@unitedschoolsnetwork.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

Part of the mission of each school in the USN consortium: Columbus Collegiate Academy (CCA), Columbus Collegiate Academy - West (CCA-West), and United Preparatory Academy (UPrep) is to provide a college-preparatory education for students in underserved neighborhoods and communities. One major challenge we face is that most of our students come to us far below grade level. Yearly, at CCA-West for example, 50% of our 6th grade students were three or more years behind grade level in reading and 40% were 3 or more years behind in math. This challenge coupled with our commitment to get all students on the college track, requires us to reach each student where they are academically and push them towards growth as quickly as possible. It is our goal that each of our Kindergarteners and our 6th graders (the two entry points for our schools) will grow two years academically in just one school year. This kind of growth is possible through the diligent work of our students and staff. We also know that there are many online and digital programs that help us reach each student's unique educational goals very specifically and allow students to interact with technology in a meaningful way. They prepare students not only for PARCC, but the technology-driven world in which we live. CCA and CCA-West each currently have one computer lab of 35 desktops. Enrollment at CCA and CCA-West will grow by 35 and 50 students, respectively, next year and UPrep will begin with 120 students in K - 1 (growing to 320 students by 2020). In order for all students to access these online intervention programs several times each week, each school would need to add a computer lab with 35 additional computers. Financially, the cost of implementing desktops, tables, and corresponding energy consumption of computer labs is considerable. Finding space for this lab and the time spent transitioning whole classes to a lab on a daily or weekly basis is also a concern.

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

340 student tablets used in conjunction with digital programs will allow teachers and intervention specialists (who will utilize 70 tablets) to more easily differentiate instruction for our students. This will prepare students for the technological components of the PARCC assessment, by ensuring that they receive significant opportunities to interact with technology in even the earliest grades. Because in most of our classes, there is a large range of reading and mathematics skills, and because we must prepare our students for the academic rigors of the PARCC, tablets will allow teachers and intervention specialists to efficiently tailor instruction to "meet all students where they are". We anticipate that this project will allow us to increase student growth especially among our students who are the most behind and those that are above grade level in both reading and math. We know that these two groups require that some of their curriculum be adapted to their particular level so that instructional and practice time can be targeted to the skills and concepts for which these students are prepared. Class sets of tablets with keyboards and protective cases will allow us to easily offer all students access to the programs at various times throughout the day without the disruption of shifting classes to a lab and will avoid lab scheduling conflicts. This project will also allow USN schools to avoid costly computer lab installations to give our students these learning opportunities. Tech carts and wi-fi access points will be used to save space, and operations teams and updated firewalls will ensure their proper use, care, and maintenance. Teachers will have access to real time results, and can enter data in real time, too. Reporting individual, class, and grade-level data to administrators will be streamlined. Training on individual and classroom use and PD regarding best instructional practices will be administered across the network. USN will provide evaluation of the success of project implementation in terms of usage, efficiency, and student outcomes. The CCA School Director will direct and manage the implementation of the technology. Hours of saved time for instructors, hours of additional, high-quality instructional time for students, and operating cost savings for the schools will make this project an easily replicable and sustainable project for USN and Ohio schools.

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.)

The programs we intend on using with tablets for our 6th - 8th graders are: Lexia Learning for phonics intervention, Lexia Core 5 for basic reading comprehension, Accelerated Reader for leveled independent reading and ALEKs Mathematics which target student's skills. We expect to see an increase in NWEA student growth measures for both subjects in our most-at risk students, those who are below grade level. Student tablets will also allow UPrep to deliver individualized, rigorous, ODE-approved i-Ready math and reading programming, and Accelerated Reader. A recent research study showed that in one urban community with more than 250 schools, schools that used the i-Ready program for only a few months had a significantly higher percentage of students achieving student mastery on the Common Core than schools that did not use i-Ready. The schools that utilized i-Ready saw a 23% increase in proficiency in ELA, and 30% increase in math and we anticipate the same results at UPrep.

- 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.

| 400 - Purchased Services | Teachers in USN schools estimate a 10% reduction in per paper printing costs because of reduced assessment and intervention packet printing. Also, reduced desktop support. $23,554.43 | 500 - Paper supplies | Teachers will reduce paper consumption by 10% as they print less of the aforementioned packets. $4916.42 |
| 600 - Capital Outlay | Computers - Each school will use the tablets in lieu of adding an additional 35 computer desktop lab in FY 15. Additionally, UPrep will not purchase 80 desktops over 4 years as it adds 2-5th grade. $120,185.22 savings across consortium over five years, however since the bulk of the desktop purchases were to be made in FY 15 and FY 15 is not included in the FIT, the savings reflected there will only be $57455.22. 800 - Energy costs | - The cost to power a desktop computer lab is $837.76/year. The additional energy savings from the replacement of 20 desktops each year at UPrep with tablets was included in the energy savings of $15,173.69. |

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

The use of tablet technology will allow USN instructional staff to prepare differentiated instruction and practice more efficiently, without the burden of printing masses of worksheets and text packets. This will save paper and copier costs and an estimated 1.5 hours each week, per teacher. In addition, tablets will also allow our teachers to process and analyze data in a timely fashion, as well as facilitate easier delivery of assessments; scores would be entered automatically into an online database. This will save an estimated 3.5 hours each week per teacher. Digital programs will be integrated into the fabric of a traditional classroom instead of transitioning to a lab. This will save 54 minutes/week or 28.8 additional hours/year. Intervention Specialists be able to serve 5 more students each week in our inclusion model, it will increase the quality of intervention. All time saved through the above methods will be used to create more rigorous lessons, analyze student data, and provide individualized intervention.

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

USN is the non-profit charter management organization for all 3 schools. USN COO Joe Baszynski will act as project manager, saving 18 hours of Operations Manager time per school and will improve project success. Direct cost savings are 1) bulk order purchase discount for tablets that totals $4,700; and 2) 5 year service plan discount with purchase of tablets or $6,600. Joe will continue to work with schools’ operations teams to resolve issues using current frameworks for communication. USN meets w/ school leadership teams weekly and School Directors bi-weekly. This format allows for frequent communication and sharing of best practices among the consortium members, and opportunity for evaluation by the project partner (USN). This is particularly scalable as meetings will not change in frequency as the number of schools/students increases. Quarterly network-wide PD meetings will offer efficiency of training and sharing of best practices.

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

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

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

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

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

Enter Budget

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

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

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

Upload Documents

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

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

Applicants with an "Ohio School Report Card" for the 2012-2013 school year must upload the Supplemental Financial Reporting Metrics to provide additional information about cost savings and sustainability. Directions for the Supplemental Financial Reporting Metrics are located on the first tab of the document. If your organization does not have an "Ohio School Report Card" for the 2012-2013 school year, please provide an explanation in the
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.

313,474.25 State the total project cost.

* Provide a brief narrative explanation of the overall budget.

400 - Purchased Services includes initial tablet set-up at $50/tablet for 370 student and 70 teacher tablets. It includes a support plan for the initial year and the next four years after purchase for $135/tablet. It also includes professional development and training in the initial year for $4,000 per school. Total $92,150. 500 - Supplies which accompany the purchase of the tablets include: 430 tablet cases for Samsung Galaxy Tab 3 at $50 each. These cases will protect the tablets from breakage due to daily use and the occasional drop. Sub-total: $21,500. We will also purchase 12 Anthro TAB40SS tablet carts at $2299.99 each which will safely house, transport, and charge the tablets. This includes set-up. Sub-total: $27,599.88. 600 - Capital Outlay includes the purchase of 470 Samsung Galaxy Tab 3 tablets at $349 each. These tablets were chosen for their economical price tag and for their compatibility with USN servers and the software teachers will use. The 470 tablet total includes 370 for students, 70 for teachers, and 30 extra in case of physical breakage that is non-warranted. The 10 extras per school will ensure minimal disruption to classes and student learning in case of an incident. Total: $160,540.00 800 - Other includes costs associated with the overall use of the tablets includes firewall protection to safeguard our students’ information and to prevent misuse of the internet connection. We will use Watchguard XTM 330 for 3 schools at $1,899.99 each, including set-up. Sub-total: $5,699.97. Three additional Wireless Access Points per school will be purchased to ensure that all students in each building are able to connect to their programs without interruption. We will use Ubiquiti UAP-AC, at $599 each including set-up. Sub-total: $3,591.00. Also, electrical usage for each tablet is estimated at $1.38 per year for a Sub-total of $510.60. Total: $11,684.37.

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.

Yes, each school will incur additional, marginal costs for the additional energy consumption of the tablets. If each tablet costs $1.38 to charge for a full years of use, the total energy cost for charging the tablets will be approximately $593.40. We have added 2% interest to this expense each year. In a five-year period the cost to charge the tablets will be $3088.07. In FY 20, the 5 year support plan that comes with the purchase of our tablets through Netdemics will expire, so a cost of $12,600, or $4,200 per school is reflected. Assumes 20 tablets lost to breakage, for a total of 420 at $30/tablet.

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

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

Yes

No

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

20,219.93 If yes, specify the amount of annual expected savings. If no, enter 0.

If yes, provide details on the expected savings (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.). If no, please explain.
15. Provide a brief explanation of how the project is self-sustaining.

All Straight A Fund grant projects must be expenditure neutral. For applications with increased ongoing spending as documented in question 11-14, this spending must be offset by expected savings or reallocation of existing resources. These spending reductions must be verifiable, permanent, and credible. This information must match the information provided in your Financial Impact Table. Projected additional income may not be used to offset increased ongoing spending because additional income is not allowed by statute. Please consider inflationary costs like salaries and maintenance fees when considering whether increased ongoing spending has been offset for at least five years after June 30th of your grant year. For applications without increased ongoing spending as documented in questions 11-14, please demonstrate how you can sustain the project without incurring any increased ongoing costs.

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

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

The USN (T)3 project is self-sustaining as it will reduce many budgeted costs such as paper, copier services, expensive desktop computer labs, and utility bills for all consortium schools by approximately $20,219.93 each year. Savings in FY 15 totals $81,423 from the elimination of purchasing 3 desktop computer labs for each school. Savings from FY 16 to FY 20 are $101,099.66. The only ongoing expense over and above current spending is the added energy use of the tablets of approximately $60 each year and the renewed support costs in FY 20 once our 5 year support plan expires. Total expenses from FY 16 to FY 20 are $15,688.08. From FY 16 to FY 20 the expected cost savings is $85,411.59.

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 From July 1 2014 - August 15th 2014

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

Week 1: Joe Baszynski (USN) - Create purchase orders for tablets, accessories, and software (including apps) licensing agreements with assistance from IT. Week 2: Joe Baszynski (USN) - Purchase all tablets, accessories, and adjust paper order for each school. Schedule IT services for the installation of wi-fi and security updates. Week 3: All consortium schools' School Directors and USN COO meet to create written project evaluations and update teacher surveys and evaluation rubrics according to grant proposal. Week 4: Joe Baszynski (USN) inventory and label tablets upon receipt. IT service provider loads all applications and installs wi-fi access points and firewalls. Weeks 4-5: Joe Baszynski (USN) dispenses all tablets and cases to consortium school directors and applicable operations team members. Week 5: John Dues (USN) - Incorporate tablet training, app training, and introduction of grant goals for all consortium staff into summer PD session.

* Anticipated barriers to successful completion of the planning phase

Possible Barriers: Delayed delivery of tablets. Solution: Joe will prepare purchase request and purchase orders prior to grant award so that upon award the approval to purchase and ensuing purchase can be made by the end of week 1. We have also allowed 2 weeks for delivery in our timeline. If this cushion is not enough, operations staff from each school can assist with inventorying and labeling in Week 3.

18. Implementation - Process to achieve project goals

* Date Range August 20th 2014 - May 29th 2015
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.
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 and 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.

Many schools have begun to use tablets to replace textbooks and to provide access to educational apps that support creativity and learning. By having a significant number of tablets in each classroom, we will be able to give our students the opportunity to advance their learning in ways that are engaging, relevant to their personal ability level, and will prepare them for success in more rigorous courses. The USN consortium was also interested in conserving (if not improving) teacher time, classroom space, and energy. 1) Impact on student achievement: Tablets help students learn more material faster. Technology-based instruction can reduce the time students take to reach a learning objective by 30-80%, according to the US Department of Education and studies by the National Training and Simulation Association. Federal Communications Commission, "Digital Textbook Playbook," (2.55 MB) www.fcc.gov, Feb. 1, 2012. Tablets allow teachers to better customize student learning. There are thousands of education and tutoring applications on tablets, so teachers can tailor student learning to an individual style/personality instead of a one-size-hits-all approach. There are more than 20,000 education apps available for the iPad alone. Tom Mendelsohn, "Ten Great Free Education Apps for the iPad," The Independent, Jan. 30, 2012 2) Reduction in spending: Tablets lower the amount of paper teachers have to print for handouts and assignments, helping to save the environment and money. A school with 100 teachers uses average on 250,000 pieces of paper annually. Del Williams, "How Much Is Out-of-Control Printing Costing Your School?," www.softwareshelf.com (accessed Aug. 1, 2012). A school of 1,000 students on average spends between $3,000-4,000 a month on paper, ink, and toner, not counting printer wear and tear or technical support costs. Ben Johnson, "Paper and Pencil Curriculum: How Much Do You Rely on It?," www.edutopia.org, Feb. 23, 2011 3) Greater share of resources in the classroom Tablets can hold hundreds of textbooks on one device, plus homework, quizzes, and other files, eliminating the need for physical storage of books and classroom materials. The average tablet contains anywhere from 8 to 64 gigabytes (GB) of storage space. On the Amazon Kindle Fire, for instance, 1,000 books take up one GB of space. [8] "Increases in digital technology in the classroom can increase teacher planning time and quality. We find that middle and high school teachers who use blended learning and lead teaching teams can gain 5 to 15 additional school hours weekly to plan and improve instruction collaboratively. http://educationnext.org/scalable-way-for-middle-and-high-schools-to-increase-teacher-pay-planning-time/By Emily Ayscue Hassel 11/07/2013 While contemplating this project as an alternative to paper, and then desktops, we found much of the above research on the ProCon.org website at http://tablets-textbooks.procon.org/#background.

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.

Student achievement short term objective- At the conclusion of Trimester 1, 75% of students who use the tablets 3 times each week will maintain or grow in percentile and grade-level according to reports produced by the digital programs. Long term objectives- (1) By May 31st, 2015 90% of students will have achieved 1.5 years of growth and national percentiles achieved on the NWEA in ELA and math. (2) The ODE School Report Card will reflect a higher performance index that the previous year. (3) Scores of individual students who accessed tablets more than other students will achieve 5% higher growth between the spring and fall NWEA assessments. Classroom use objectives: (1) Each trimester, surveyed teachers will report an estimated 10% reduction in time and resources spent producing assessments, interventions, and reports. (2) Each trimester, 85% of surveyed teachers will report an increase in the quality and productivity of planning time. (3) 85% of teachers will report an increase in use and ease of implementation in their classrooms on the end of year teacher survey. Savings & efficiency long term objectives: (1) Expenditures for the project will not exceed 10% of projected figures. (2) 0% of School Directors within the consortium will request the purchase of a desktop computer lab. (3) School-level operations staff will not receive more than an average of 6 help requests per month for tablet issues.

* 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).

Each trimester, USN will evaluate the project based on short term objectives and will redirect the project as outlined in question 19. At the project end, each school will meet 80% of the applicable objectives for school-level project success. USN will set forth an official written recommendation for the program for FY 16 which will outline improvements and will made available to Dr. Ross' office to share with other Ohio districts.

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

The USN COO will collect all end of year surveys and reports from operations staff, School Directors, and treasurer services by June 20th.
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 USN T(3) project will give urban, economically-disadvantaged students in USN schools the opportunity to engage with academic content that may be challenging in a traditional classroom setting- in new, engaging ways. Allowing students to work at independent and appropriate levels will lead to increased academic growth which will be reflected in comparative OAA/PARCC and NWEA scores. Giving teachers and intervention specialists the tools to meet each students' individual needs without adding to their workload will provide a more productive and positive work environment. This will be evidenced by teacher survey results, an increase in the number of students who receive intervention each week, a decrease in the copy and paper expenses, and the increase in growth and achievement scores for students who access tablets the most. The USN T(3) project will also reduce the number of energy consuming, space consuming, and finance consuming desktop computer labs that consortium members would purchase to give all students access to digital content which will streamline the assessment and intervention process. We will also explore the cost saving nature of the “cloud” storage of texts, files, and content. Cost savings, reflected in audits of this project, can be reallocated to student programs and initiatives which, ultimately, provide better learning opportunities for our students. The addition of tablets to classrooms will increase the efficiency within our schools by reducing the amount of transitions students would have to access the digital programs and will maximize instructional time in the classroom. The purchase of a five-year support agreement will reduce the interruption of the glitches inherent to implementing new technology. Teacher and operations staff surveys will reflect this outcome.

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

5 Yr Goal Statement: The USN T(3) project will increase growth and academic scores for all learners, especially students who are below-grade level and have an IEP. Objectives: (1) By May 31, 2020 The ODE School Report Card will reflect a 10% higher performance index than in FY14. (2) Scores of individual students who accessed tablets more than other students will achieve 5% higher growth between the spring and fall NWEA assessments.

* Spending Reduction in the five-year fiscal forecast

5 Yr Goal Statement: The USN T(3) project will save the consortium schools in the five-year forecast. Objective: The 5 year savings created by the project will meet a $75,000 minimum and ongoing costs related to the project will not exceed $15,000 as measured by audited expenditure sheets.

* Utilization of a greater share of resources in the classroom

5 yr Goal Statement: The USN T(3) project will increase the quality and amount of instructional time for all students. Objectives: (1) A 10% increase, over a 5 yr period, in the number of teachers who report a decrease in the amount of time spent identifying students for intervention, as measured by School Directors report on Teacher End of Year Survey Results (FY 15 - FY 20). (2) A 10% increase, over a 5 yr period, in the number of teachers who report a decrease in the amount of time and resources spent preparing assessment, and intervention materials, as measured by School Directors report on Teacher End of Year Survey Results (FY 15 - FY 20). (3) A 95% agreement with the statement, “Students transition to a computer lab less than one time each week to access digital content.” Measured by FY 2020 End of Year Teacher Survey.

* Implementation of a shared services delivery model

5 yr Goal Statement: The collaboration of the USN T(3) project partners will bring cost savings and staff efficiencies to each school in the consortium. Objectives: (1) Bulk purchases negotiated by USN will realize a cost savings greater than $5,000 for all three schools as measured by vendor invoices in FY 15. (2) 85% of staff in all 3 schools agree that shared PD days benefit each employee and the school, as measured by the Teacher End of Year Survey.

* Other Anticipated Outcomes
25. Is this project able to be replicated in other districts in Ohio?

[ ] Yes
[ ] No

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

* Explain your response

In terms of replicating the management of this project in other districts, USN functions as a traditional public school district's central office. Therefore, the corresponding administrative personnel should be able to serve as Joe Baszynski does for this project. This project has, to date, taken approximately 3 hours of Mr. Baszynski's time as COO. This includes contacting vendors, conducting site-visits and reviewing and negotiating bids and establishing timelines. Should we be awarded this grant, Mr. Baszynski estimates this will take approximately 2% of his time during the grant period. School Directors and operations staff estimate this will take approximately 5% of their time to monitor throughout the year. Another district with a larger central office staff, or operations team, should easily be able to incorporate this model into their framework even if the number of schools or students were of greater scale. In researching this project, we are encouraged to find that many schools and districts are already employing these cost saving, energy saving systems. For our consortium, we plan to equip teachers to implement use of tablets in a large group classroom without any other significant changes to school structure. By keeping the traditional structure of the school, but implementing use of tablets to allow for students to work in small groups or independently, we are creating an environment where students will be better equipped to work with technology in the future without completely changing our school environment. This will be evidence to any other school that it is possible to implement technology in any setting. As we move through this project, USN will set dashboards, schedules, meetings, contracts, agendas, goals, and outcomes into a standard operating procedures binder. This will be a reference point for our network and for other interested districts. From year to year it will be a semi-living document: historical reference and lessons learned to suggested improvements and adjusted goals to maximize the impact of this grant.

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).

Celeste Ferguson, Columbus Collegiate Academy 4/18/2014
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<td>Joe</td>
<td>Baszynski</td>
<td>Chief Operating Officer</td>
<td>Joe is responsible for the fidelity of the grant implementation across all three consortium schools.</td>
<td>Joe Baszynski is the Chief Operating Officer of United Schools Network. He will serve as project manager for the grant and external evaluator of the project's success. Previously, he served as the Director of Operations for CCA and CCA - West. Mr. Baszynski began his career in education as a middle school Social Studies teacher in New York City's South Bronx. He is also a member of the Ohio Air National Guard. His experience as an Executive Officer and Squadron Officer prepared him well for the challenges inherent in charter school operations. He has led USN through the successful implementations of U.S.D.O.E. CSP grants for CCA-West and UPrep. Audits from U.S.D.O.E. gave USN and the awardee schools exemplary scores.</td>
<td>Mr. Baszynski has experience managing similar projects as an Officer in the Ohio Air National Guard. In 2012, he was responsible for the management of a multi-million dollar, high profile base-wide communications infrastructure project that served over 1,000 members of the 180th Fighter Wing, Ohio Air National Guard. Mr. Baszynski was also responsible for the beddown of U.S. forces in Iraq during a 2011 deployment in support of Operation NEW DAWN. He was responsible for overseeing the renovation of multiple abandoned Iraqi military forces facilities as well as ground surfaces utilized by his deployed unit's fleet of F-16 fighter aircraft. He worked closely with base civil engineering contractors on a tight timeline to ensure all projects were complete prior to the arrival of the notoriously finicky F-16 airframe. Due to his attention to detail and ability to manage relationships and expectations, his deployed unit experienced zero mission degradation due to time lost caused by insufficient operating conditions.</td>
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