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Adjusted Allocation: 0.00
Remaining: -1,797,762.00
A) APPLICANT INFORMATION - General Information

1. Project Title:
Transforming a Consortium of Ohio Schools to a Digital Environment

2. Executive summary: Please limit your responses to no more than three sentences.
This project is designed to improve student achievement in Math, ELA, Science, Social Studies and Technology for all students in the consortium by transforming the schools from an analog to a digital learning environment. The project will provide students and teachers the tools needed to conduct research, produce inquiry based projects, collaborate with one another and with others on a global basis, create presentations, create online and electronic content, take online assessments and master technology skills vital to success in the 21st century workplace. This will be accomplished by improving basic instruction, implementing research based interventions, while at the same time increasing student and teacher access to technology. It will give consortium schools the resources needed to revise or create curriculum maps, pacing guides, instructional units and intervention strategies to improve ELA, Math, Science, Social Studies and Technology instruction. The infusion of new curriculum, digital supplies and e-textbooks, additional computer workstations and appropriate applications into each of the participating schools will lead to improved student achievement and improved organizational efficiency.

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

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

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
Daniel Scow
Organizational name of lead applicant
The Leona Group
Address of lead applicant
2740 West Central Avenue
Phone Number of lead applicant
(419) 474-3235
Email Address of lead applicant
dan.scow@leonagroup.com

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
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

This project is important because the consortium students, like many other of the nation’s minority and socio-economically disadvantaged children struggle in all academic areas. Research and statistics have shown this is especially a problem for children who attend urban schools. Nearly 90% of the students in the consortium are minority and from low socio-economic families. Student achievement in all academic areas lags behind what the consortium schools’ leaders and staff expect. Achievement also falls short of desired State and national expectations. Students in the consortium are unable to meet Ohio Technology standards due to limited access to computers and other technology. Improved instruction and access to current, research based curriculum materials and technology will serve an important role in preventing and addressing academic problems. By improving students’ academic skills sooner there will be less need for remediation in later school years. This project will provide all consortium students with access to individualized instruction and teacher directed instruction on the computer, with opportunities to respond to and engage with the material. This will improve the academic skills of students with disabilities and students at risk for academic failure. Furthermore, this project will strengthen the use of computer based instruction in the school, as the teachers will feel more empowered by their skill level with implementing CBI in all academic areas. It is also important because it will allow schools in the consortium to improve the quality of technology available to students and teachers by providing hands on technology and an improved infrastructure. Sustaining an analog system using textbooks, consumables and other paper based materials and supplies is becoming more and more costly. A digital platform will be more affordable and sustainable for the consortium schools.

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

Student achievement in all academic areas lags behind what the consortium schools’ leaders and staff expect. Achievement also falls short of desired State and national expectations. For example, 53% of the consortium’s 3rd grade students are proficient in Reading compared to the State average of 81%. Results in Mathematics are similar. The percentage of consortium 3rd grade students scoring proficient and above in Math is 47% compared to the State average of 64.7%. The percentage of consortium in 8th grade scoring proficient and above in Science is 18% compared to the State average of 77%. The percentage of consortium 10th grade students scoring proficient and above in Social Studies is 48% compared to the State average of 81%. The trend is similar in all grades. Much more data, both State and local supports the need for improving all students’ achievement in the consortium. Schools in the consortium are currently able to provide basic instruction in English Language Arts and Mathematics using general funds supported Title I and other federal grants. Because of the high needs of students and limited resources reading and math are a consortium-wide priority. Science, social studies and technology instruction is limited due to the instructional time required to address math and reading needs, a lack of laboratory facilities, inadequate learning materials, and the lack of adequate funding to purchase needed equipment, textbooks and supplies. To provide equitable access to educational technology all students in the consortium schools will have 1:1 access to e-textbooks in all four core academic. The consortium will provide PD for teachers to make better use of technology, collaborate on curriculum development. Over the course of the grant funds will be reserved for replacement, maintenance and additional supplies to support the initiative. The computers will be used for science instruction, science-based interventions and computer-based laboratory experiments using online demonstration and participation lessons on dissection, use of microscopes, chemical reactions and many other science resources. Because of limited funding and inadequate laboratory facilities these opportunities for students are minimal. Supported by e-texts, students will be able to learn at their own pace and be more independent learners. With the support of social studies e-texts and CBI strategies, students will be better able to analyze and interpret significant events, patterns and themes in the history, show the interrelationship between the physical environment and human activity and explain the interactions that occur in an increasingly interdependent world. Students will be able to analyze the impact of their commonality and diversity within local, national, regional and global settings. They will understand how people create systems of government and will be able to use economic reasoning skills and knowledge of major economic concepts to make informed choices. Less than 20% of the consortium students are meeting the Ohio technology standards. Teachers will be able to engage students in exploring real-world issues and solving authentic problems using digital tools and resources; model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning; develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress.

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,
C) SUSTAINABILITY

The goal of this project is to improve student achievement in core academic disciplines in grade levels K-12. It is expected student achievement will increase because basic instruction and interventions will be more effective with the use of computer based instruction and digital resources. Over the course of the grant the percentage of students scoring proficient or better on OAA, OGT or other state approved reading tests will increase to 75%; approximately 5% per year. The number of students scoring proficient or better on OAA, OGT or other state approved math tests will increase to 70%; a 5% per year increase. Students in the consortium test poorly in Science and Social Studies. Over the course of the grant the percentage of 8th grade students scoring proficient or better in science will increase to 60% or better on the state approved science test; a significant increase that will be attainable after five years of more effective science curriculum and computer based instruction. The number of 10th grade students testing proficient on state approved social studies tests will increase to 75%. Student achievement in Science and Social Students in other grades will be measured using teacher created curriculum-based assessments. All consortium schools administer common quarterly assessments. At least 80% of students tested will meet expectations (be proficient) in math, reading science and social studies as tested using these teacher created, curriculum based tests. Students will be able to demonstrate mastery of the OH technology standards based on teacher observation and teacher based tests. Teachers will also report that students are able to access technology more frequently for instruction and intervention as measured by teacher and student surveys.

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.) Over the course of the grant the consortium members anticipate a savings of $390,609. The net savings will be a result of increasing some line items in the budgets and reducing others. The bulk of the savings will be from postponing or eliminating anticipated capital outlay for (-$582,000). This will be accomplished by purchasing a significant amount of technology (Servers switches, hubs, wiring and computers) needed to implement the 1:1 digitally- based instructional program using grant proceeds. To sustain the program there is a plan to increase expenditures, which will be offset by spending reductions in purchased services ($108,000) to secure maintenance and repair services from the management company and to purchase additional professional development. Supplies budgets will increase by $29,000 for the purpose of purchasing other materials needed for the project. Again, these expenditures are offset by spending reductions. It is anticipated that equipment, including computers, servers and other equipment in the buildings will eventually need to be replaced so this line item in the budget has been increased by $79,000. This expenditure too will be offset by spending reductions. Each of the consortium's worksheets reflects a reduction in 5-year spending.

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.)

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

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

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

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

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

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

Enter Budget

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

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

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

Upload Documents

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

The project budget is entered directly in CCIP. For consortia, this project budget must reflect the information provided by the applicant in the Consortium Budget Worksheet. Directions for the Financial Impact Table are located on the first tab. Applicants must submit one Financial Impact.
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.

* Provide a brief narrative explanation of the overall budget.

The total cost for implementing the project, the amount of the grant request is $1,797,762. This includes: Capital Outlay ($999,025) Portable laptops or tablet - each consortium school will decide the platform they wish to adopt - Chromebooks, iPads, tablets, etc. Storage and charging stations to be used throughout the consortium. New servers to be installed in consortium schools. New and replacement switches. Wiring upgrades as needed. Miscellaneous Installation. Supplies ($548,355) Purchase of a five year subscription for Science e-textbooks. Purchase of a five year subscription for Math e-textbooks. Purchase of a five year subscription for Social Studies e-textbooks. Purchased Services ($238,232) Professional development for teachers Curriculum development related travel expenses and stipends for academic coaches. Curriculum development related travel expenses and stipends for grade level teachers. Consultation fees with partner, One-to-One Institute Project manager for planning and implementation Additional IT support for planning, installation and implementation. MISC and contingency expenses ($12,150)

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.

In order to sustain the grant after June 30th there will be costs related to sustaining the project. Even though a significant amount of the PD and curriculum costs will be included in the grant request each school in the consortium will be expected to support the cost of professional and curriculum development the project is implemented. Travel distance is a variable. Schools that have to travel from Columbus and Cincinnati will budget $6400 per year. Toledo schools will budget $4600 per year for this purpose. A stipend for teachers working on curriculum teams and academic coaches will also be budgeted for work that will be done on weekends or evenings to reduce lost instructional time. Schools will also support a budget increase for capital equipment replacement and repair for equipment that may be lost, stolen or simply worn out. Equipment will be purchased with extended warranty plans to lower replacement costs. This varies by school. A small contingency amount will also be budgeted per school. The costs of sustaining the project are offset by savings. Consortium Summary: ACPSA Sustainability Cost: $42,240 Savings: $82,250 Net Savings: $-40,010 CLA Sustainability Cost: $45,545 Savings: $-73,750 Net Savings: $-28,205 CMG Sustainability Cost: $45,545 Savings: $-60,500 Net Savings: $-14,955 DISC Sustainability Cost: $36,740 Savings: $-100,450 Net Savings: $-63,710 RA Sustainability Cost: $26,700 Savings: $-34,950 Net Savings: $-8,250 EA Sustainability Cost: $40,740 Savings: $-116,150 Net Savings: $-75,410 LEA Sustainability Cost: $42,240 Savings: $-122,00 Net Savings: $-79,760 NPA Sustainability Cost: $43,240 Savings: $-88,000 Net Savings: $-44,760 SSA Sustainability Cost: $52,045 Savings: $-88,000 Net Savings: $-35,955

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?

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.

383,365.00 If yes, specify the amount of annual expected savings. If no, enter 0.
As the schools transform from analog resources to digital resources there will be an associated savings. The most significant savings will be because of the change to a 1:1 digital environment using e-textbooks. Each school as shown in the financial impact statements and 5-year forecasts has a line item for supplies/textbooks. This line item has been reduced, but not eliminated to reflect the savings anticipated by the purchase of e-texts. Schools will purchase a five year subscription to textbooks in the core academic areas. Schools will also be able to reduce the amount spent purchasing consumable items as they find more and more similar resources are provided with the e-textbooks. The need to copy worksheets for each student should all but be eliminated. Students will be able to access and complete assignments digitally. Each forecast also has a line item for acquiring new capital equipment. The amount varies by school. This line item has been reduced in each budget to reflect the lack of need to purchase new computers and technology. No line item completely eliminated to allow for non-project related purchases.

**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: March, 2014 - March, 2015

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

March - June (2014) The grant coordinator surveyed school leaders to determine technology needs and interests. Meetings have been held with grant partners to assess the scope of the project. A planning team of school leaders, coaches and IT personnel has been developing the scope of the project. This planning will continue prior to awarding of funds. IT personnel will conduct a thorough inventory and analysis of the technology needs in each building. RFPs will be prepared and vendor quotes and contracts will be sought in preparation for implementation. The consortium will be prepared to order materials, equipment and other resources as soon as the funds are confirmed and contracts are approved. Curriculum maps for ELA and Math will be completed. July (2014) - March (2015) A project management team consisting of the grant coordinator, selected leaders and coaches, partners and the IT department will be established and a project coordinator will be selected. The project management team will review and finalize time lines and project milestones for implementation of the project. The team will finalize a plan for upgrading infrastructure, professional development and curriculum mapping using new 1:1 teaching strategies and resources. The schools’ academic coaches and leaders will identify grade level teams to work on curriculum. The curriculum aspects of the project will be implemented in phases. ELA and Math (August, 2014 - January 2015); SCI and SS (January, 2014 - June 2015). Installation of new technology and upgrades will begin in December, 2014. It is expected to be completed by March, 2015 Initial professional development will be in March, 2015. Teachers will receive an overview of the project and training on how to use 1:1 computer based instructional strategies. ELA and Math curriculum teams complete planning for new resources. Curriculum teams will meet to begin revision maps in SCI and SS.
There may be delays due to current limits on technical support. If the project is funded the management company will need to hire additional, qualified technical support personnel to assist with the project. There may also be a delay in the ability to assign a qualified project manager. The "pool" of candidates for both is an unknown variable. Time lines for ordering and delivery of needed materials and resources are estimated and a delay may occur due to this uncertainty. Delays due to unforeseen issues or limitations in the building and buildings are possible. The project is ambitious and there will need to be adjustments in the planning phase because of the scope of the project. The planning period may take as long as 12 months, but in order to implement an effective transformation, thorough planning is critical. Because the majority of the planning is to take place during traditionally down times in schools there may be issues with the availability of key people (e.g. vacations, etc). The project management team may have to adjust time lines and expectations.

### 18. Implementation - Process to achieve project goals

<table>
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<tr>
<th>Date Range</th>
<th>March, 2015 - September, 2015</th>
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* List of scope of work (activities and/or events, including deliverables, project milestones, interim measurements, communication, and coordination).

March, 2015 Ongoing planning and infrastructure upgrades Progress monitoring continues Quarterly assessments given in ELA and Math to evaluate progress. E-Texts for ELA and MA will be purchased The project management team will monitor ELA and Math progress and planning for Science and Social Studies. Time lines adjusted The team will evaluate the impact on student achievement using progress monitoring, quarterly assessments and other data points Professional development continues Report OH leaders April, 2015 Progress monitoring continues ELA and Math will be fully implemented (2nd Semester) and new resources will become part of core instruction. Quarterly assessments will be given in ELA and Math to evaluate progress. SCI and SS mapping completed The project management team will monitor the progress of ELA and Math and mapping for SCI and SS. Time lines may be adjusted. The team will evaluate the impact on student achievement using progress monitoring, quarterly assessments and other data points. Professional development continues Report will be given at the OH leaders’ meeting. April - June (2015) Progress monitoring SCI and SS mapping completed SCI and SS e-textbooks purchased Quarterly assessments will be given in ELA and Math to evaluate progress. The project management team will monitor the progress of ELA and Math and mapping for SCI and SS. Timelines may be adjusted. The team will evaluate the impact on student achievement using progress monitoring, quarterly assessments and other data points. Professional development continues Report at the OH leaders’ meeting. July - August (2015) PD continues. Report to OH Leaders September - November (2015) Benchmarking and progress monitoring SCI and SS implemented ELA and Math implemented Quarterly assessments given in ELA, Math, SCI and SS Monitor progress and adjust

* Anticipated barriers to successful completion of the implementation phase.

The planning phase of the project may need to be extended which in turn would extend the implementation time. The scope of the project is ambitious and delays may occur due to problems with resource procurement and installation delays, insufficient time for curriculum development, or staff attrition and turnover. With the many other obligations teachers have this may be more than can implemented on the given timeline. It may take longer than expected to realize the changes in student achievement due to changes in student populations and student mobility. The timeline for vendor provided professional development is an unknown and may cause delays. The time lines may need to be adjusted, but implementation will be successful.

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

<table>
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<tr>
<th>Date Range</th>
<th>August, 2014 - May, 2015</th>
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* List of scope of work (activities and/or events, including quantitative and qualitative benchmarks and other project milestones).

August (2014) - May (2014) Quarterly assessments have been given in ELA and Math. Schools have been using locally preferred assessments (e.g. STAR) for benchmarking and progress monitoring. The results of these assessments and other data points will be used as benchmark data for the effectiveness of the project. Schools have been working collaboratively to develop ELA and Math maps. School leaders and coaches meet regularly to discuss this quantitative data. Qualitative data using a survey of staff perceptions on students' access to and use of technology has been collected and analyzed. September - May (2015) Quantitative data including quarterly assessments, progress monitoring results, OAA (or other State assessment) results and anecdotal information will be collected and disaggregated by instructional coaches. Qualitative data will include a follow up survey of teachers' perception of students’ access to and use of technology. Teachers will be surveyed after each professional development activity to ensure proper training is being provided. The project management team will monitor the results as the project is implemented. Effectiveness of the project will be reported to and discussed by coaches and school leaders at regularly scheduled meetings.

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

Delays in the summative evaluation phase may result if there are delays in implementation due to additional need of time for curriculum development, or staff attrition and turnover. It may take longer than expected to realize the changes in student achievement due to changes in student populations and student mobility. The timelines may need to be adjusted. The project management team will be able to compile a summative evaluation report for leaders in June, 2015 that includes changes in teacher attitudes, behaviors and use of technology, student access to technology, and most importantly a positive change in student achievement.

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

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

Please enter your response below:

Teachers will have a vision of how 1:1 technology can support the invention of new forms of learning to serve levels of expectation higher than
ever imagined in the past. Instruction will move from a teacher-centric to a learner-centric approach. Implementation of this one-to-one program will create the opportunity for greater personalization of teaching and learning for each student. With access to personal portable technologies in a wireless environment students will be able to learn at their own pace, ability levels, and take advantage of the worldwide experiences and resources not currently available. Teachers will become facilitators of new, more engaging learning experiences that will be linked to meaningfully curriculum and instruction. Teachers, with the use of new technology and curriculum resources will become the key to transforming education, enhancing economic goals and preparing students to succeed in a global marketplace. Student collaborations and project-based lessons will become a fundamental instructional tool. The school will be transformed from traditional norms and practices to those where students take control of their learning in a digital environment. Leadership will have a vision of the planned transformation to a digital environment. The reliance on analog resources (paper, printer, textbooks, etc) will be eliminated or significantly reduced. There will be a sustainable program in place that maximizes human capacity, financial resources, maximizes the use of current systems and provides modern infrastructure. Technology and Infrastructure goals will be aligned with learning goals. Students will be engaged in the use of technology for everything from research and inquiry to collaboration, presentations, content creation and assessments. They will not only master the core subjects but gain skills vital to the 21st century workplace.

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.

At ISTE 2010, Project RED announced the results of an ambitious national survey focused on the impact of various 1:1 implementation models on student learning, drop-out rates and much more. Project RED surveyed principals and technology coordinators at 997 schools that are representative of U.S. education in terms of enrollment, geography, poverty-level and ethnicity. With questions focused on 136 independent variables in 22 categories, the study analyzed a number of success factors including: High-stakes test scores Disciplinary action and dropout rates Teacher attendance AP course enrollment and college attendance plans Course completion and graduation rates for high school students Cost-savings from such factors as reduced paperwork Overall, the study found that schools with a 1:1 student-to-computer ratio outperform non-1:1 schools on both academic and financial measures. For example, schools with 1:1 programs reported a 15-point reduction in disciplinary actions and a 13-point decrease in dropout rates as compared to all other schools. Equally important, the survey shows that a number of variables can enhance the benefit of 1:1 programs. "The most exciting findings," says Tom Greaves, CEO of the Greaves Group and founder of the initiative, "were identification of which implementation factors improve learning outcomes." The Project RED researchers found that 1:1 schools employing what they refer to as "proper implementation factors," outperformed all others. According to Project RED, in addition to formative assessment and teacher collaboration, other best practices contributing to "proper implementation" included: The most significant improvements were found in settings where technology was included in intervention classes. In fact, the researchers found that technology-infused interventions (ELL, Title I, Special Ed and Reading Intervention) were the top model predictor of improved high stakes test scores, dropout rate reduction, and improved discipline. Daily use of technology in core classes, for students at all levels of ability, is the third most important factor. Taken together, these results make clear that regular use of the technology is central to success. The Project RED researchers cite the use of Web 2.0 games and social media for collaboration, mentoring and student engagement as yet another element of a successful program, explaining that, "Leveraging the curiosity and highly social nature of students keeps them in school." Along these same lines, virtual field trips were included in the list of best practices that increased student engagement and enhanced results. Two financial factors were identified by the Project RED team as off-setting the costs that many associate with 1:1 computing. Most dramatically, there is the cost-savings that comes from reducing dropout rates. As the Project RED summary puts it: "The huge economic cost of dropouts is well known. The difference in lifetime tax revenues between a dropout and a college graduate is approximately $200,000. If 25% of dropouts actually graduated from college, the increase in tax revenues would be $6.25 Billion per year per graduating class. Schools with a 1:1 student/computer ratio are cutting the dropout rate and reaping this broader benefit." On another front, there are the cost-savings associated with reduced printing, copying and paper usage. According to Project RED, "It is estimated that high schools where every student has a computer and which use an LMS could cut copy budgets in half." Overall, the benefits offered by 1:1 and the savings that it can generate lead the researchers to suggest that such technology programs should be viewed as an "investment" not an "expense." According to Project RED, "The daily use of technology in core classes correlates highly to desirable Education Success Measures [and] was one of the top five indicators of better discipline, better attendance, and increased college attendance."

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.

April (2014) - July (2014) 3rd grade OAA, OAA and OGT data will be analyzed and used as a baseline for growth in achievement over the next five years. The Leona Group schools have been using common quarterly assessments since October, 2014. This data too will be used as baseline data. Each school has baseline and progress monitoring assessments that have been given over the course of the school year.
This will be used as baseline data. A survey of teachers was given in March to determine the perceived use of technology by students and staff and the extent to which staff felt students master technology standards. August (2014) - June (2020) Data will continue to be collected and analyzed annually from the above sources (OAA, OGT, QTR Assessments, Progress Monitoring and Surveys). Results will be analyzed and compared to previous years to determine if progress is being made. The data will support the successes of the program by showing improvements in all academic areas, including technology. Data is regularly reported to school leaders at meetings throughout the school year. It is routinely reported to Boards of Education and charter sponsors as well. Progress data will be discussed at each schools leadership team meetings and at each school teacher team meetings. The project manager and grant coordinator will work with the partner (1:1 Institute) to write a summative results article to be submitted to one or more professional journals. The school leaders will be encouraged to present at professional organizations’ conferences. Teachers too will be encouraged to publish results.

* 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).

Short term objectives will be measured using curriculum based, teacher created assessments using either Thinkgate’s IIS program or Data Director. The results of these assessments are taken to each schools; Teacher Based Teams and Community School Leadership Team meetings for analysis and discussion. Short term progress will also be measured as the schools continue to collaboratively create quarterly assessments based on maps created by teachers. These results are reported to the TBT, CSLT, school leaders and others. Other short term objectives will be measured using current progress monitoring and benchmarking assessments (e.g. STAR Reading). These results are also evaluated at the building level. The project manager and grants coordinator will ensure short term results are shared with project principals. Long term progress will be measured by student achievement on OAA and OGT or other State approved assessments. These results are reported to all stakeholders and will be indicators of the effectiveness of the project. The final evaluation will be a summative look at all data gathered over the period of the grant.

* 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.

Because of the scope of the project it is anticipated there will need to be changes in the plan to implement. The project management team will be meeting regularly to monitor progress and will be able to modify the project if it is necessary. Each school has a Community School Leadership Team and Teacher Based Teams that meet regularly. They will be able to report to the project leadership team regarding the progress and effectiveness of the planning and implementation of the project. Their input will be beneficial in terms of the impact on teacher development and student achievement.

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.

With careful planning and forethought the use of digital resources as opposed to analog or print resources will continue beyond the grant period. There will be a considerable expectation that it continues because of the success teachers and students will be experiencing. 100% of teachers will be skilled in planning and presenting lessons using the digital format. Lessons will be more engaging and current with immediate access to learning materials and media. Teachers will demonstrate mastery of their craft, autonomy in planning and will work with a greater and common purpose. This will be reflected in teacher observation and evaluation. Student achievement will have improved as predicted. All students will be proficient or above in core academics. Students will not only be achieving at much higher levels they will demonstrate proper and productive applications of technology. They will have experienced virtual travel, cultural interaction with other students in the world, researched using modern sources of information and produced presentations using their new skills. It's expected that a greater sense of self confidence and school pride will exists as students become more successful. Schools will be able to demonstrate attainment of State expectations as reported on Report Cards and other accountability metrics. Schools in the consortium, will be models of innovation and achievement in urban settings. Parents will report greater satisfaction with the consortium schools as student learning improves.

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

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

* Student Achievement

The primary goal of this project is to improve student achievement in core academic subjects in all grade levels K-12. It is expected student achievement will increase because basic instruction and interventions will be more effective with the use of computer based instruction. It is expected that percentage of all consortium students scoring proficient or better on OAA or other State approved tests in all core academic areas will increase to 75%. Benchmarking and progress monitoring at the schools will also indicate students are achieving at a higher level. As a result there will be fewer students in need of Tier II and Tier III interventions and fewer special education referrals. It is also expected that students in the consortium will be able to demonstrate mastery on locally developed, quarterly assessments based on teacher developed curriculum maps. At least 80% of students tested will meet expectations (be proficient) in math, reading science and social studies as tested using these teacher created, curriculum based tests. Students will be able to demonstrate mastery of the OH technology standards based on teacher observation and teacher based tests. Teachers will also report that students are able to access technology more frequently for instruction and interventions. Teachers will report, using post-surveys that they are able to use technology as part of both core instruction and intervention.

* Spending Reduction in the five-year fiscal forecast

The technology needs of the schools in the consortium should be met for at least the five year period of the grant - perhaps longer. There will be no need to make significant technology purchases. Savings from the ability to purchase equipment from grant proceeds and the savings that will result from eliminating or reducing paper based instructional supplies and books will allow schools to redirect resources to other
needs and plan to purchase extensions of the textbook subscriptions. Five year budget forecasts will begin to reflect this reallocation. As teachers become trained in the use of technology in the planned train the trainer model professional development costs will decrease. Funds budgeted for professional development can be redirected to other needs.

* Utilization of a greater share of resources in the classroom

* Implementation of a shared services delivery model

* Other Anticipated Outcomes

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

☐ Yes

☐ No

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

* Explain your response

This project can best be described as a program never implemented in our community schools, but has been proven successful in other educational environments. Abundant research and articles are available to support the effectiveness of CBI. The effectiveness of this strategy has been shown to have a positive effect on the achievement of students at all levels in many different educational environments, urban and suburban. In conducting research for this project, computer based instruction was shown to produce achievement results "superior to those obtained with traditional results alone." We hope to replicate these results in our consortium schools. Many schools in Ohio now take advantage of 1:1 technology and digitally based curriculum. With proper planning there is no reason this cannot be replicated in other schools. It has become clear in developing this project that planning is a significant determinant of success. It may take as much as one year to plan for this transformation and it's likely to take up to a year to implement the change. The consortium schools plan to share the success of this project in professional journals and at conferences if possible. The results will also be shared with other charter schools in the Leona Group.

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).

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<td>Verron</td>
<td>Knowles</td>
<td>Technology Coordinator - The Leona Group (OH)</td>
<td>IT support installation. Troubleshoot as needed. Technical planning for implementation.</td>
<td>Associate of Arts - Computer Networking Systems Masters of Business Administration - Project Management (In Progress)</td>
<td>Experience working in IT for four years. Within that four years, Administration of Apple, Microsoft, and Linux based technologies. Web development (HTML/CSS/JavaScript) - 8 years, Web-based application development (LAMP/SCM) - 5 years.</td>
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<td>Daniel</td>
<td>Scow</td>
<td>State and Federal Grant Coordinator - The Leona Group</td>
<td>Primary author of the grant language. Development of grant budget and financial impact statements. Planning and facilitating professional development. Planning and facilitating curriculum development. Facilitating school leader and coach meetings to finalize plans for implementation and monitor progress. Recruiting additional implementation team members. Screening and recommending a project manager. Reporting progress to school leaders and vice presidents. Approve all purchases related to grant to ensure they align with objectives and budget codes. Liaison between I, partners, consortium members and other implementation team members. Troubleshooting as needed.</td>
<td>Bachelor of Arts - Secondary Education (University of Montana) Master of Arts - Educational Leadership (Central Michigan University) Master of Arts - Organizational Management (Spring Arbor University)</td>
<td>Experience as a science teacher 25 years experience as a high school principal 5 years experience as a superintendent of schools Budget development as a school administrator Curriculum development leader as a school administrator Professional development coordinator as a school administrator 1 year experience with the Leona Group as state and federal grant coordinator Meeting facilitation as school administrator and grant coordinator.</td>
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<td>Erika</td>
<td>Gerkman</td>
<td>Grants Director - The Leona Group</td>
<td>Oversight of the budget development. Ensure compliance with grant parameters. Contract procurement. Ensure compliance with corporate policies.</td>
<td>Bachelor of Arts - Accounting (Michigan State University)</td>
<td>Oversees approximately $19 million worth of grant funds annually. Experience helping schools understand and comply with the requirements of the grants they are received, including allowable uses of funds, cash management principles, contract management, equipment management and monitoring, conflicts of interest, personnel costs, and periods of availability. Ten years experience with grant administration - The Leona Group</td>
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<td>James</td>
<td>Salliotte</td>
<td>Instructional Technology Director - The Leona Group</td>
<td>Implementation planning. Survey and inventory of current and future needs in each building. Recommendation of needed equipment. Project oversight IT support after implementation is complete. Supervision of IT personnel. Liaison between IT and coordinator.</td>
<td>Bachelor of Arts - Computer Science Microsoft Certification Sonicwall Certification</td>
<td>15 years IT experience. 5 years IT management experience. Computer teacher for 10 years.</td>
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