## Elyria City Schools (043943) - Lorain County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (5)

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

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

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- **Adjusted Allocation**: 0.00
- **Remaining**: -904,760.00
Please respond to the prompts or questions in the areas listed below in a narrative form.

A) APPLICANT INFORMATION - General Information

1. Project Title:
   Technology Inspired Learning...24/7

2. Executive summary: Please limit your responses to no more than three sentences.
   Providing today's educators the ability to implement real life learning opportunities in the 21st century is essential for all our students. It is key to motivate and engage students and that will require a drastic change in our delivery model to be effective and reach digitally native learners. Teachers need to move from "how it has always been done" (static content, paper/pencil, limited time-frame) to dynamic, project and technology-based approaches that individualizes a student's learning by making content available in multiple formats with 24/7 availability.

   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.

6800 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
   Ann Schloss

   Organizational name of lead applicant
   Director of Academic Services, Elyria City School District

   Address of lead applicant
   42101 Griswold Road

   Phone Number of lead applicant
   440-284-8280

   Email Address of lead applicant
   schlossann@elyriaschools.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
   - Yes
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

Currently, the mode we use to instruct students does not prepare them for what will be expected of them in the 21st century workforce. There is a need to shift the pedagogy from the more traditional “stand and deliver, paper/pencil” setting to a more engaging, hands-on integration using technology inspired learning. Today’s digitally native students require instant gratification when needing information and this requires content that is available 24/7 and the technology to access it. As Justin Marquis wrote in his article Instant Gratification and Education: Strange Bedfellows (http://bit.ly/1ik2wK) “Outside of the classroom students expect instant results or instantaneous feedback on their performance. When you play a video game, you experience the results of every action and decision immediately. When you need to know something, you jump online and you have an answer as soon as you can type or say your question. When you need to know where you are meeting friends, you send a hyper-condensed text message and have the answer ping back to you in the blink of an eye. But the instant you step into a classroom everything slows to the speed of the 19th Century.”

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

The new Common Core State Standards compel teachers to instruct deeper and more rigorously, therefore enabling the students to learn more meaningfully and that requires a different set of tools. Elyria City School District (ECSD) will develop a 24/7 eContent platform which includes the Schoology and iLearn learning management systems (LMS), Google Apps For Education (GAFE), and content based on new learning standards, including an online intervention program, MindPlay, that students can log in to get extra help offsite, 24/7. The eContent platform will be accessed using tools such as SMART Notebook, LearnPad, Chromebooks and students’ personal devices (BYOD). And while this eContent will be available on any Internet connected device, we will partner with the Elyria Public Library and Boys and Girls Club to educate their staff on how to access and use our material while students are on their site. Teachers will be guided by a nationally recognized facilitator to develop a dynamic collection of model instructional eContent to be shared across the district using our learning management systems. This work will also help to reinforce a digital culture and collaborative community of practice. Over the past two years, we have begun the journey of transitioning our teaching staff from traditional to digitally-based instruction. Professional development will continue to be delivered using our own Elyria University which is our in-house LMS that we use to deliver custom, blended online learning to our teachers 24 hours a day, seven days a week. In addition to training our teachers, we will partner with Connect Lorain County to offer training to parents on how to access our eContent from home so they can support their child’s learning more effectively. After successfully completing the Connect Lorain County program, parents will receive a refurbished computer to keep at their home which will assist our lower income families and help bridge the digital divide. We know that students are more engaged in their learning when using technology. We believe that one missing component of our intervention program for our lowest achieving students is an alternative intervention that is web based.

MindPlay has two programs that will meet the needs of our students in grades K-8. The first program is My Reading Coach which is designed to meet the needs of students with diverse reading skills and instructional needs. It teaches students to comprehend grade level text and read that text fluently. The interactive activities help students stay focused and accelerate their progress. The other program we will use is The Fluent Reading Tutor which is the follow up program to My Reading Coach. It is for the intermediate student and will systematically increase reading speed and comprehension. This program will enable students to progress at their own pace and level and provides practice on the narrative and expository texts. Both programs are web based and are concurrent license based programs. This means that we are able to use each license with multiple students. The best part of this program, other than the results that have been proven, is that students can work on this from home or anywhere they have an Internet connection. For the sustainability of the grant, this program fits in very nicely as it is a one time purchase and we own the license for life.

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.)

One of the biggest challenges we face in education is that we have teachers who are not technically savvy and speak an outdated language which leads to a disconnect with their digitally native students. In order to reach these students, staff must move into the digital age and not deliver instruction the way it has always been delivered. Blended learning offers student learners a more personalized and improved path. Instruction will meet the needs of these students who crave the digital experience. The new Common Core State Standards and new learning standards for SS/Sci compel teachers to instruct deeper and more rigorously, therefore enabling the students to learn more meaningfully and that requires a different set of tools. With a goal of increasing student achievement, we have to meet the needs of students on their “turf”.

Anytime you can get students to be more engaged in their own learning process, increased achievement will occur. In the first year, 80% of the students will increase their technology skillset level - this will be assessed by a pre/post survey. In the first year, 80% of teachers will incorporate LearnPad technology into the curriculum. After year one - subsequent years will increase 5% each year until year five is at 100%. To assess this goal and to ensure that LearnPads are used to their fullest potential we will conduct pre/post surveys. The pre/post survey will provide documentation to show an increase in the number of teachers that effectively integrate LearnPad technology as a result of training.
We believe there will be a direct effect on student achievement due to the training and use of technology inspired learning. Students are much more engaged in learning when using technology and when on task more learning will happen. We will be able to gage this effect by using the data from our diagnostic/benchmarking system to show growth in learning throughout the year. We also believe there will be a positive impact on state test scores. Our goal is positive growth each year over the next 5 years. We want to see a reduction in our failure rate of at least 10% of the previous year.

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.)

Cost savings for this project are found in the replacement of older, legacy equipment in the district. Purchasing LearnPads and Chromebooks instead of desktop and laptop computers will save us approximately $300.00 per device or $432,000 in total for fiscal years 2016-2020 ($86,400 per year). In addition to the saving in replacement costs, the tablets use substantially less electricity than laptops and desktops. It is estimated that a tablet uses only $1.36 worth of electricity to charge each year as opposed to a laptop using $8.31 and a desktop using $28.21. Based on our 1,440 devices we have a potential savings of $7,297 to $28,192. Transitioning to eContent will also dramatically decrease our consumption of printed materials such as textbooks, workbooks, and paper use in general. Our goal is to reduce textbook and workbook spending by 10% for each year of the our 5 year project timeline for a savings of $36,227. We also aim to reduce our district printing by 10% a year for a savings of $9,000.

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.)

Utilizing platforms such as Mindplay, Schoology and other web-based tools as the basis for instruction will allow for a much greater utilization of classroom resources as a result of this project. By moving from static desktops and paper-based materials to mobile devices and eContent our tools and materials will be available to our students 24 hours a day, seven days a week. This will allow our parents and partners to continue working with our students education in a familiar, non-redundant environment outside of the school day and on their schedule and effectively extend the school day without having to staff a physical classroom and building. For example; we have many students who go to either the library or the Boys and Girls Club outside the school day to do their assigned work. There is a need to have the tools to do that work effectively. If we have the same software/technology available for them to use this will have an impact on their success. It is like have a mobile classroom for the students. It will also allow parents an outlet if they are unable to help at home. This will help develop that community of practice that will have a huge impact on the success of this project. For example, the Elyria Public Library will be given a cart of ten tablets at each of it's three locations around Elyria and have staff included in our professional development. We we then publicize and market their ability so the community knows they can go there an access our exact instructional materials.

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
- 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
- Existing: Never implemented in your community school or school district but proven successful in other educational environments

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.
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.

**904,760.00 State the total project cost.**

* Provide a brief narrative explanation of the overall budget.

The total cost of our project is $904,760 and is broken out as follows: $37,291 in instructional salaries for up to 100 teachers to work 12 hours or more each beyond the scheduled day to create eContent and model lessons. Title II A funding will be also be utilized by ECSD to supplement this work. $10,000 in consultant fees to facilitate our teachers in the development of lessons for embedded technology instruction. $25,000 for the installation and setup of over 1,480 devices throughout 15 locations. $5,000 to outside evaluators to objectively assess and benchmark the goals of the project. $232,000 for 370 concurrent and permanent Mindplay licenses for online reading intervention. $402,353.00 for 1,050 (35 carts of 30) LearnPad tablets and carts to access eContent that will be distributed as follows: 5 carts of 30 at Elyria High School and 3 carts of 30 at each of our ten elementary and middle schools. $163,116.00 for 390 (13 carts of 30) Chromebooks and carts to access eContent that will be distributed as follows: 3 carts of 30 at Elyria High School and 1 cart of 30 at each of our ten elementary and middle schools. $16,000 in fees to Connect Lorain County to administer and conduct eight parent computer classes with up to 25 parents in each session throughout the district. $14,000 for 40 Nexus 7 tablets and carts (4 carts of 10 tablets) for use at Boys and Girls Club and Elyria Public Library facilities.

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

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

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

The ongoing maintenance costs of any equipment and supplies will be absorbed by current staffing and budget allocations in the district. This will not be an additional expense because devices acquired as part of this project will replace older, legacy devices that do not meet the requirements of the goals of this project.

**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.

**779,455.00** If yes, specify the amount of annual expected savings. If no, enter 0.

If yes, provide details on the expected savings (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.). If no, please explain.
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 Elyria City School District currently employs five information technology professionals who maintain the districts already substantial technology infrastructure. Increased amounts of devices have been able to be added over the years because of the advancement of centralized device management systems. Both the LearnPad and the Chromebook were specifically chosen as devices for this project because they have advanced management systems with no ongoing yearly costs. This will allow us to support the devices with existing staff and without yearly subscriptions. In addition, as we continue to transition to BYOD and eContent we will stop supporting legacy devices such as static, room-based computer labs, interactive response "clickers", and other single purpose tools. Curriculum materials will also experience similar shifts that will allow it to remain cost neutral in regards to support. Developing and sharing eContent will allow us to reduce the amount of paper-based materials purchased and inventoried. For example, just this last year we stopped buying paper-based library books and now solely buy ebooks. This shift of resources allowed us to reduce the staff responsible for maintaining the paper-based material from 6 FTE to 2 FTE. Teachers will continue to create and update these eContent and model lessons on an ongoing basis through collaboration time and planning time. The district will continue to use other professional development money to support this work.

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 4/2014-10/2014

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

In order to successfully impact the 2014/2015 school year, our project planning will need to begin immediately (April/May 2014) with the assumption that we will be awarded the grant. Our first task will be to present our grant proposal to our district technology committee and charge them with the task of inviting teachers to participate in our eContent creation meetings that we will schedule for early August. In parallel, we will begin to secure vendor quotes and proposals for the facilitation of eContent meetings, equipment and associated installation costs, and program evaluation. We will also begin our outreach to longstanding district partners such as the Elyria Public Library and Boys and Girls Club of Lorain County to begin coordination of joint activities that further the goals of the grant. We have already met with Jennifer Schwetlik from MindPlay to get quotes and assess the program. Once we receive the grant we have dates set up to train staff in use of programs.

* Anticipated barriers to successful completion of the planning phase

The major anticipate barriers in the planning stage are timing and flexibility. In order to impact the 2014/2015 school year, we must begin planning to use funds for which we may not receive. This will require transparent conversations with both teachers, partners and vendors about our intentions and require flexibility on their part should we not receive the grant and have to cancel planned activities.

18. Implementation - Process to achieve project goals

* Date Range 8/2014 - 8/2015
19. Summative Evaluation - Plans to analyze the results of the project

**Date Range** 8/2014 - 8/2015

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

Our consultant will monitor the quality of teacher created lessons that are shared on our district learning management system. We will evaluate the number of teachers trained and their perceptions of professional development to create digital content and integrate resources for blended learning. In the first year, 80% of the students will increase their technology skillset level - this will be assessed by a pre/post survey. In the first year, 80% of teachers will incorporate LearnPad technology into the curriculum. After year one - subsequent years will increase 5% each year until year five is at 100%. To assess this goal and to ensure that LearnPads are used to their fullest potential we will conduct pre/post surveys. The pre/post survey will provide documentation to show an increase in the number of teachers that effectively integrate LearnPad technology as a result of training. We believe there will be a direct effect on student achievement due to the training and use of technology inspired learning. Students are much more engaged in learning when using technology and when on task more learning will happen. We will be able to gage this effect by using the data from our diagnostic/benchmarked system to show growth in learning throughout the year.

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:

One of the biggest challenges we face in education is that we have teachers who are not technically savvy and speak an outdated language which leads to a disconnect with their digitally native students. In order to reach these students, staff must move into the digital age and not deliver instruction the way it has always been delivered. Blended learning offers student learners a more personalized and improved path. Instruction will meet the needs of these students who crave the digital experience. There will be instructional shifts that occur next year. In todays society, when someone needs information they "Google" it or surf the web. eContent is the way of the future and we, as school districts, need to explore ways we support this new concept. Lessons will be based around technology embedded curriculum. How can our teachers best meet the needs of students in the 21st century while preparing them for the way they will learn and work after their educational experience? As a district we have already begun the move to delivering our professional development in different ways. Clearly the most popular is the blended online learning. Teachers are able to be trained any where and any time and that affords us the opportunity to get more of them involved and willing to be trained. This shift also models the way they can also deliver instruction in their own classrooms. We have several teachers who have "flipped" their classrooms. These shifts are not just for teachers and students. We are also shifting the way we communicate with parents using online gradebooks and offering parent involvement opportunities that are online and/or blended. Through Connect Lorain County, parents will have the opportunity to take classes/workshops in the areas of; basic computer skills, accessing our website, how to use Powerschool to access grade cards for child, internet security, cyber-bullying, parent controls, email and other software that is deemed appropriate. When parents complete the classes, they will be given a refurbished computer through the program at no cost. In the first year, 80% of the students will increase their technology skillset level - this will be assessed by a pre/post survey. In the first year, 80% of teachers will incorporate LearnPad technology into the curriculum. After year one - subsequent years will increase 5% each year until year five is at 100%. We believe there will be a direct effect on student achievement due to the training and use of technology inspired learning. Students are much more engaged in learning when using technology and when on task more learning will happen. We will be able to gage this effect by using the data from our diagnostic/benchmarked system to show growth in learning throughout the year. We also believe there
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.

Over the last few years, we have begun the journey of moving into the 21st century skillset. We have created a foundation of skills needed to move forward. We have created our own "university" where we house blended online learning, face to face and online only opportunities for teachers to extend their learning. We have chosen Schoology as the learning management system that we use as a platform to teach each of these courses. This models the use of the LMS so that our teachers can then turn around and use it in their classroom. Some of the courses we offer are: Google Academy, Schoology, and using a tablet in the classroom. This has given us the foundation to move to the next layer with our staff and students. We think the implementation of this grant will take us to that next level. Elyria City School District has a record of implementing large-scale, progressive changes. As a district, our culture is to embed professional development throughout the implementation and project life. For example, when we introduced SMART boards to our district eight years ago we made it a requirement that if a teacher wanted one in their classroom they have to first attend one week (40 hours) of initial training in the summer (which some referred to as boot camp) and sixteen hours of follow-up training on four Saturdays throughout the school year. Over a five year period we have put over 400 teachers through this training structure which demonstrates our commitment to projects and plans over the long-term. When implementing a long-term technology plan you must also be very flexible because the devices will go through 2-3 upgrades at a minimum during a five year plan. This requires constant reflection and reassessment of goals in order to stay relevant. We eventually changed our model from "boot camps" to hiring our instructor as a full-time technology coach so we could have more embedded professional development and less up-front lessons. As previously stated, thorough and embedded professional development is the norm and not the exception in Elyria and is the culture of the district. This creates a lasting value for future projects because the staff EXPECTS to be involved in progressive, culture changing ideas and projects. It is why we are confident that not only will our project be successful in the short-term, but will have a substantial impact and lasting value in term and provide a lasting foundation for future goals.

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.

Ann Schloss
Director of Academic Services
Elyria City School District
440-284-8280
Brian Kokai
Director of Information Technology
Elyria City School District
440-284-8276
We will be evaluating the implementation both internally and externally using pre/post survey assessments, work samples and usage of implementation tools.

* 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).

We will evaluate the overall project and its impact on our goals in several ways. The success of our implementation of LearnPads will be measured by the growth of usage in the pre/post surveys and student/parent feedback. We will be able to monitor the student growth in achievement for those students using Mindplay by looking at our benchmarking and progress monitoring data from STAR Enterprise. Each year we distribute surveys to all our stakeholders and we can monitor changes in questions that directly relate to the goals of the project implementation. The long-term objectives would be in the first year, 80% of the students will increase their technology skillset level - this will be assessed by a pre/post survey. In the first year, 80% of teachers will incorporate LearnPad technology into the curriculum. After year one - subsequent years will increase 5% each year until year five is at 100%. This will be monitored by walkthrough data and teacher lessons. We will monitor frequency of equipment checkout and student work done on LMS platform.

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

As always, we will continue to be reflective of the results and data of all tools used to monitor implementation. As with any project implementation, if the objectives are not being met the team needs to reevaluate what is not working and what is. We need to remember that not every child and/or teacher advances and makes progress in the same way or at the same time. These adjustments or formative checks are part of what we call good teaching. It is important no matter what you are doing as a teacher to check to make sure you are meeting the needs of your students. That is why these surveys and the collection of our data is so important. Teachers will use their Teacher Based Team (TBT's) time to regularly evaluate what is working and what isn’t. This will be an active part of their Ohio Improvement Plan (OIP) action steps at each building. We have a tech committee that will be in the "trenches" seeing what is happening in each building and meeting regularly to make suggestions and changes to the implementation.
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.

As we know, when students take ownership and are willing and actively engaged in their own learning we all win. The process for planning, creating and designing 21st century digital lessons and content will impact student achievement and utilization of greater share of resources in the classroom for years to come. By shifting the instructional paradigm to one of a technology based, hands-on approach, we allow for students to be fully engaged in their future success. This project presents an opportunity for Elyria City School District (ECSD) to continue to implement a digital culture on a large scale. Students and teachers will exhibit motivation through engaged activities using mobile devices to enhance student learning. It will allow for growth in adapting to curricular needs and emerging technological trends. We have seen such an increase in the desire of teachers to learn how to use this new technology in order to connect with students. Having this money from the Straight A Grant, will enable ECSD to continue their journey into the 21st century learning. The impact the project will have will have a lasting value on the entire school community. As we move toward a more performance based learning model, students will be able to connect their learning by doing. In the first year, 80% of the students will increase their technology skillset level - this will be assessed by a pre/post survey. In the first year, 80% of teachers will incorporate LearnPad technology into the curriculum. After year one - subsequent years will increase 5% each year until year five is at 100%. To assess this goal and to ensure that LearnPads are used to their fullest potential we will conduct pre/post surveys. The pre/post surveys will provide documentation to show an increase in the number of teachers that effectively integrate LearnPad technology as a result of training.

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

In the first year, 80% of the students will increase their technology skillset level - this will be assessed by a pre/post survey. In the first year, 80% of teachers will incorporate LearnPad technology into the curriculum. After year one - subsequent years will increase 5% each year until year five is at 100%. To assess this goal and to ensure that LearnPads are used to their fullest potential we will conduct pre/post surveys. The pre/post survey will provide documentation to show an increase in the number of teachers that effectively integrate LearnPad technology as a result of training. We believe there will be a direct effect on student achievement due to the training and use of technology inspired learning. Students are much more engaged in learning when using technology and when on task more learning will happen. We will be able to gage this effect by using the data from our diagnostic/benchmarking system to show growth in learning throughout the year. We also believe there will be a positive impact on state test scores. Our goal is positive growth in each core state assessed area each year over the next 5 years.

* Spending Reduction in the five-year fiscal forecast

We should expect to see our printing volume decrease by 1.5 million pages per year. Electric bills should decrease by $600 - $2,300 in the first month after implementation due to decreased electrical consumption.

* Utilization of a greater share of resources in the classroom

One of the great features of learning management systems is the ability of administrators to use reports and monitor usage of access to eContent. This data is a great source for benchmarking usage and allow us to make real-time adjustments to our plan. We plan on using a number of reports from our learning management systems including the frequency of access, time of access, and number of users. Our goal is to have 50% of our student body access and use our eContent by the end of the 2014/15 school year and have 100% accessing the system by the end of the five year project life. In addition, we hope to have at least 25% of our usage occur after school hours between 3pm and 10pm.

* Implementation of a shared services delivery model

* Other Anticipated Outcomes

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

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

Throughout this project implementation, our team will collaborate and keep notes on key parts of the project and how the implementation is going. These notes can easily be duplicated and shared. Developing a culture of change is unique to each district. We believe a district and its stakeholders need to be ready for this “layer” of implementation. We laid a lot of ground work with over the last few years of professional development. 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.
development and modeling of best practices. We would think a district trying to move in this direction should have similar "layers" done before moving forward. It is always a good idea to present findings and implementation best practices at future Ohio Education Technology Conferences so that we can extend our community of practice.

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

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

I agree
<table>
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<tr>
<th>Consortium</th>
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<tr>
<td>Elyria City Schools (043943) - Lorain County - 2015 - Straight A Fund - Rev 0 - Straight A Fund</td>
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<td>Consortium Contacts</td>
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<thead>
<tr>
<th>First Name</th>
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<tbody>
<tr>
<td>Lyn</td>
<td>Crouse</td>
<td>440-322-0119</td>
<td><a href="mailto:lcrouse@elyrialibrary.org">lcrouse@elyrialibrary.org</a></td>
<td>Elyria Public Library</td>
<td></td>
<td>320 Washington Ave., Elyria, Ohio, 44035</td>
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<tr>
<td>Bobby</td>
<td>Taylor</td>
<td>440-775-2582</td>
<td><a href="mailto:bobbytaylor2@yahoo.com">bobbytaylor2@yahoo.com</a></td>
<td>Boys and Girls Club of Lorain County</td>
<td></td>
<td>1821 Middle Ave., Elyria, Ohio, 44035</td>
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<tr>
<td>Ann</td>
<td>Schloss</td>
<td>Director of Academic Services</td>
<td>Oversight of grant implementation, budget appropriations and expenses, purchasing of materials, professional development and evaluation.</td>
<td>Ann has a bachelors of science from Bowling Green State University, a masters in education administration from Ashland University and a masters in education curriculum and instruction from Ashland University and a superintendents license from BGSU. Ann has been with the Elyria City Schools for over 20 years and has overseen numerous large-scale technology and curricular rollouts totalling in the millions dollars. Ann oversees all the federal programs funding and implementation of all k-12 curricular implementations. She oversees the instructional programming that will integrate the technology and curricular implementation.</td>
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<tr>
<td>Brian</td>
<td>Kokai</td>
<td>Director of Information Technology</td>
<td>Oversight of grant implementation, budget appropriations and expenses, purchasing of materials, professional development and evaluation.</td>
<td>Brian has a bachelors of communication from Ohio University, a masters in education administration from Ashland University and is a licensed business manager. Brian has been with the Elyria City Schools for over 10 years and has overseen numerous large-scale technology rollouts totalling over $5 million dollars. Brian's responsibilities for this grant project will include planning, installation and budgeting.</td>
<td>Brian has been with the Elyria City Schools for over 10 years and has overseen numerous large-scale technology rollouts totalling over $5 million dollars.</td>
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<td>Technology</td>
<td>Team</td>
<td>District Level Technology Team</td>
<td>This team will help with the implementation of the plan/project at the bulding level. This team is comprised of teacher leaders in technology from across the district. They will be the &quot;go to&quot; leaders in the buildings that will help wih day to day questions and operations of instructional platforms.</td>
<td>This team was chosen several years ago as we moved into this technology age. They are all technically savvy by our standards as they have completed our professional development in technology that has been offered. They are on the forefront of innovative in their classrooms as some of them have &quot;flipped&quot; their classroom/instruction. We also sent all of these members to the ohio etech conference each year to continue their professional development journey in technology and how to use it in the classroom.</td>
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