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Adjusted Allocation: 0.00

Remaining: -2,067,324.76
A) APPLICANT INFORMATION - General Information

1. Project Title:
Rivals As Partners, Franklin and Carlisle: Separated by a river but building a bridge to close the achievement gap.

2. Executive summary: Please limit your responses to no more than three sentences.
Franklin City Schools is a district of nearly 3,117 students supporting a Kindergarten Early Childhood Center, 5 elementary schools (1-6), 1 middle school (7-8), 1 high school (9-12). Additionally, we have programs to support Special Education that includes 17% of our population. To support these programs, FCSD employs 210 part- and full-time teachers. In March 2014, we have 54% of our students receiving free lunch and reduced lunches. Carlisle Local Schools is a district of 1618 students Kindergarten through 12th grade. Housed in four buildings on one campus. The makeup of the student population consists of 502 high school students, 368 middle school students, 356 intermediate school students and 392 elementary students. CLSD employees 107 certified employees. Currently we have 39% of our students receiving free and reduced lunches. Our project provides differentiated, personalized, student-centered instructional practices to improve all student achievement & closed achievement gaps to very at-risk students in both Communities. We will utilize Action Research plans, an Educational Technology Specialist, Technology Committee, & professional development to ensure that all students are college and career ready. PARCC compatible 1:1 devices will be utilized as primary mechanisms to give students access to a relevant 21st century education that provides them with analytical skills to be successful beyond high school.

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:
1424

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
Michael Sander
Organizational name of lead applicant
Franklin City Schools
Address of lead applicant
150 east Sixth street
Phone Number of lead applicant
937-743-1699
Email Address of lead applicant
msander@franklincityschools.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
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

Franklin & Carlisle, neighboring socioeconomically disadvantaged communities, lack exposure to technology as a means of education. Our innovative project is to transform the culture of students from seeing technology as a social tool, to allowing them to use technology as a means of growing academically and professionally. Our innovative goal of providing technology for all students, is designed to help rectify the socioeconomic inequities our communities face. This technology will transform our learning culture to provide all students with the skills to be successful in a changing workforce & 21st century institutions of higher learning.

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

Providing all students with 1:1 devices, teachers will expose students to a method of learning that allows for greater differentiation. This improved instructional practice will increase student achievement & close achievement gaps. These daily instructional practices will transform our learning culture and how students view technology, so they are college and career ready. By providing teachers with the 21st century tools necessary to help students be competitive, we'll implement a personalized learning environment for all students by using action research (teacher inquiry). The process begins with teachers defining an inquiry question that emerges from their practices. Their inquiry question will encompass how to utilize technology to drive student achievement. Teachers will implement a research plan for data collection through such tools as journals, student work, assessments, portfolios, interviews with students & field notes. "Research shows that Action Research is a vehicle through which teachers can systematically & intentionally study the ways that technology integration affects student learning & as lenses through which teachers may experience conceptual change regarding their beliefs about technology integration practices." (Dawson, 2006: Dawson, 2007, & Dana 2007) Examples may be: Will flipping the classroom increase ACT/SAT scores? Do student created units lead to increased assessment scores? Will gaming oriented instruction increase literacy? Does real world data correlate with increased critical thinking skills? Example questions would be: Does virtual collaboration increase critical thinking? Or will student created units lead to increased assessment scores? How can teachers use technology to differentiate instruction? The results will be shared annually between districts to replicate positive impact on student achievement.

Many times we look outside for expertise in professional development when we have the highly qualified staff to provide the district with best practices in teaching & learning for the 21st century. The district will provide time for collaboration by early releases, waiver days & summer professional development. At a minimum, there will be 2 waiver days, & collaborative negotiated district implemented professional development connected with strategies for teaching with technology. The teachers will learn how to teach using programs, not just how to use the devices. The district will use an Educational Technology Specialist, who will be a liaison between the technology departments & teachers. The specialist will: Assist with implementation of action research Ensure the proper use of devices to maximize differentiation Explore & share innovative instructional practices Share results of Action Research Plan & implement professional development with the Building Technology Committee (BTC) The BTC will help teachers implement programs & develop effective instruction. The BTC will spend time sharing lessons plans & co-teaching in classrooms. Our innovative project provides students with the same opportunities affluent districts are afforded. Currently, our students must compete for college entrance & jobs with limited access to technology. Simply put, they don't know how to use technology to learn. With this grant, 1:1 devices will be purchased for all 9-12 to rectify this barrier.

9. Which of the stated Straight A Fund goals does the proposal goal 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 & activities will be addressed in Question 16.

☐ Technology 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.)

Technology will allow us to collect & analyze data more effectively in an effort to improve classroom instruction. Teachers will have an opportunity to differentiate for all levels of learners within the classroom by utilizing instructional practices that are currently unavailable due to the lack of student access to technology. With the support of the technology specialist, teachers will increase differentiation in the classroom by using learning management systems, classroom webpages & blogs, teacher/student podcasts, multimedia presentations, webquests, etc. Teachers will accommodate students with special needs in a more efficient way through the use of 1:1 devices (e.g. audio version text). Literacy will always be a requirement to student success. The changing nature of literacy from print text to digital text requires teachers & students to adjust. Technology provides struggling readers with important tools to help them succeed. Digital text features, such as "hyperlinks to word pronunciations, embedded spelling & word meaning resources, & visual displays of information," (CITE) have been designed to help improve a reader's understanding of the text. This initiative is a major area of focus for both districts, as it is imperative that
21st century students learn how to make meaning from complex traditional & digital texts. Students need these skills to compete in a global market. Students will be exposed to a more sophisticated learning environment. One researcher described a classroom differentiated with technology by saying, "One is struck by the superior findings reported for visual and dramatic instruction over verbal instruction in terms of the percentage of information recalled by students one year after the completion of the unit" (Marzano, 2003, reporting on research by Nuthall). Classrooms will focus on a student's individual interests, readiness, & preferred learning styles. Classrooms will be student-led, as they take more control of their own learning. Teachers will facilitate these dynamic classrooms & direct students to appropriate materials. Technology, when paired with individualized instructional practices, allows students to learn more effectively. "When teachers recognize diversity in their students, in-terms of how & what they identify with & how they learn, & when this recognition is reflected in how teachers teach, students are free to discover new & creative ways to solve problems, achieve success, & become lifelong learners" (Ferguson et al., 2005).

- 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.)

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

The very nature of becoming 1:1 districts means that students will be exposed to an infinite number of classroom resources. Because each student will have a device, they'll be developing 21st century digital literacy skills in the classroom as they simultaneously gain access to an entirely customizable learning experience based on their unique needs to master standards-based content. Teachers will utilize the action research made available to them from teachers across two districts to ensure research-based instructional practices (for our unique student populations) are being implemented in classrooms. The technology specialist will facilitate this entire process to ensure that all teachers are made aware of the vast amount of resources available. Implementing a shared services delivery model Because Franklin & Carlisle will be sharing an educational technology specialist, both districts will be using the same model for technology implementation. This means that the project implementation will be conducted in a more efficient manner, as one person can easily be tasked with developing procedures, proactively addressing problems as they arise, communicating best practices for technology use in the classroom as they emerge throughout the course of the project for both districts. To ensure accurate & timely communication between teachers & the educational technology specialist, DTCs will meet regularly so that districts can share services in the most efficient means possible.

- 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.)

Because Franklin & Carlisle will be sharing an educational technology specialist, both districts will be using the same model for technology implementation. This means that the project implementation will be conducted in a more efficient manner, as one person can easily be tasked with developing procedures, proactively addressing problems as they arise, communicating best practices for technology use in the classroom as they emerge throughout the course of the project for both districts. To ensure accurate & timely communication between teachers & the educational technology specialist, DTCs will meet regularly so that districts can share services in the most efficient means possible.

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 project expenses in the budget narrative exceed the total project costs in the budget grid.

| Total Project Cost | 2,067,324.76 State the total project cost. |

* Provide a brief narrative explanation of the overall budget.

In order to implement the instructional component of this proposal the following costs must be incurred: (See projected Costs 7 Reductions 9-12 Implementation) (See FIT Table) Much consideration was given to the type of device that would best meet the needs of all students. The tool of choice will be the ThinkPad Ile YOGA version, a Windows 8.1 OS. It will facilitate a wide range of learning activities with one device: Laptop mode for report writing, Tent mode for watching instructional videos; Stand Mode for virtual collaboration; and Tablet Mode for reading assignments and accessing instructional apps. These devices will be managed and easily updated via the current Windows 2012 network environment. 

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

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

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

Yes. The Consortium will be sharing the services of an Educational Technology Specialist. Franklin CSD will employ the person and Carlisle LSD will contract with FCSD for 35% FTE. This person is expected to be hired in the first year of the grant (FY15), with both districts sharing 65% of FTE and Carlisle will utilize services 35% FTE. Franklin City Schools' would utilize person 65% of FTE and Carlisle will utilize services 35% FTE. Salary cost est. to be $33,800 ($52,000 * 65% = $33,800) FCSD additional salary cost. Benefit cost is estimated to be $16,075 ($24,731 * 65% = $16,075 FCSD share). We know we will need to provide ongoing professional development and technical support to our teachers, students, parents, and building principals. This will be by using the Train the Trainer model. Members of the district Core Technology Committee (CTC) will be provided a stipend for developing appropriate professional development opportunities for each of the grades. Cost ($7,500 ). Carlisle: Students (551 Devices); 32 teachers for a total (583) Cost: ($583,000) Devices to be imaged prior to shipment ($14,575) ; 18 Spectrum Mobile charging carts ($27,000). Due to the age of the high school (built in the 70's) electrical upgrades will need to be done to support the carts ($20,000). The district's wireless infrastructure will need to be upgraded to support these wireless devices. This will be with Aerohive, a cloud based wireless management service. The total cost to upgrade ($134,095) includes: 5 year contract for HiveManager Services ($26,700); Wireless Access Points ($71,111), additional PoE switches ($8,998) and 5 year warranty service on switches ($2,900); and cabling/installation of all APs ($24,386). 

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
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.

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

Franklin: With the purchase of the devices for the 1:1 project, Franklin will realize a savings of $108,500 in equipment; 9-12 textbook adoptions with more access to online resources $300,000; and printing and consumables are expected to decrease over the five year period with more online access and using Google Docs for collaboration in the classroom. The Franklin Board of Education voted to reduce all rehired retirees to BA-0 with administrators earning $10,000 above that amount. Since the Technology Director is a rehired retiree, policy will reduce salary cost by $28,310 and benefits by $4,940 = total savings is $33,250. The district also expects to eliminate an elementary computer teacher for a savings of $100,257 (salary of $73,682 and benefits of $26,575). Total savings = $492,132 annually, after adding $49,875 for 65% share service of Educational Technology Specialist. Carlisle: $19,000 annually for supplies, resulting from reduced textbook, workbook and supplies purchases. The formerly used materials would be replaced by on-line access to more updates to date materials. They are also able to reduce $25,000 annually in capital outlay for technology equipment. Total reductions each year = $44,000. After adding cost of shared service ($26,856), net savings is $17,144 annually.

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.

Both school districts in the consortium are able to sustain the on-going cost of the shared services of Educational Technology Specialist by reducing costs in budgets for textbooks, workbooks, materials and supplies. Both districts have a Permanent Improvement fund created by moving inside millage to the fund, while the district was at the 20-mill floor. This fund is separate from the five-year forecast, as may be noted by seeing the low expenditures in the district budgets for capital outlay. However, both districts are able to further reduce the general fund capital outlay expenses, as a result of receiving Straight A funding. Since the devices have a five year useful life, we expect to replace the devices at the end of the five year period. A spreadsheet providing details of each district's Permanent Improvement fund is provided to illustrate the sustainability by both districts. Both districts have agreed to replace the devices at the end of the 5-year useful life by utilizing Permanent Improvement funds.

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 timeline should reflect significant and important milestones in an appropriate and reasonable time frame.

17. Planning - Activities prior to the grant implementation

* Date Range Summer 2014-June 2015
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:

We will all go through a productive struggle that will ultimately flourish for teaching and learning. We expect that Franklin City School and Carlisle School students will be more prepared and on an equal to above level with all other students for college and careers. The way this will occur is through the evolution of staff to the teaching for the 21st century. School will be redefined. Bricks and mortar won't keep teaching and learning within it. Students will be able to collaborate in learning, question resources, solve problems, be creative, and learn to learn. The teachers will be filling classrooms, gaming to learn, and continually growing in the process of teaching and students achieving.
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.

We will implement Action Research, (when teachers reflect on their own practices & share their findings), as our method of differentiating instruction, driving student achievement & closing achievement gaps within the student population. 1:1 devices will be the primary tool used to facilitate action research. The following pertinent information on Action Research, explains how Action Research leads to a better understanding of the following: "Process of teaching: A literature review done by Janis Koch and M. David Burghardt, of the Journal of Technology Education, explains how the process of teaching is enhanced through Action Research: "What we have learned is that the very process of implementing a project-based unit, gathering data about it, & reporting their findings has had a profound impact on the teachers. This is consistent with the research on the teacher inquiry or 'action research' which reveals that the teacher-researcher transforms herself as she knows and better understands her classroom and the process of teaching by inquiring into them" (Koch, & Burghardt 21-33). Koch & Burghardt conclude that "through Action Research, the teachers views of themselves has changed from being someone who delivers instruction to someone who acts as facilitator of students’ developing knowledge," as well as “students became active-learners, assuming responsibility for their own learning where the teacher was a guide but no longer the sole resource” (Koch, and Burghardt 21-33). - Creates reflective practitioners: Kara Dawson, an education researcher explains that Action Research, leads to positive outcomes for schools: "Outcomes that teachers reported fell into three main categories: student learning, conditions that lead to learning, and instructional benefits of using technology." The following is an example of how a teacher implemented Action Research: The teacher questioned whether “digital cameras and presentation software would improve [her] students' knowledge of geometric terms. Pre-assessment showed only 3 out of 18 students were proficient with geometric terms. Students then worked in cooperative groups to find examples of geometric terms around the school campus, take digital pictures, insert them into presentation software, and add labels and audio. After completing this project, all 18 students demonstrated proficiency with geometric terms on a traditional test.” (Dawson, 120) This is a great example of how Action Research & 1:1 computing will be utilized to successfully provide personalized, differentiated, student-centered instruction in our districts. In short, we will prove what's working within our districts at different grade-levels & subject-areas. This information will be available to other teachers within the consortium (>& beyond) by sharing presentations at professional conferences. Given that our barriers are not unique to low-income districts, we are in a position to help institute similar programs (such as 1:1 computing). As a low-income district, we'll provide research-based practical knowledge & advice to other low-income districts as they embark on similar journeys to provide 21st century learning to their students. By allowing differentiated technology integration, we allow ourselves the flexibility to utilize Action Research by developing strategies that work best with students that have had little exposure to technology as an educational learning tool. For instance, we know the flipped class has benefits, we know that making student work public (e.g. blogs) causes students to invest more time & effort into their work, leading to increased productivity and quality. By allowing for all these different paths we will demonstrate to replicate these positive results in a practical classroom setting. We expect that these opportunities will lead to changes in instruction. Staff members will be transitioning from content delivery to content exploration. Students will b

### 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.

The plan to evaluate the impact of our project will encompass efforts to judge both student achievement & the cultural shift in how students use & value 1:1 devices. To accomplish this, teachers, students, administrators & the Evaluation Team will work collaboratively to measure effectiveness of the 1:1 program. The Evaluation Team will include: superintendents, board presidents, treasurers, building-level principals, technology directors, technology specialist, teacher representatives from each grade-level, parents/community members & local business leaders from the private sector.

* Include the method by which progress toward short- and long-term objectives will be measured. (This section should include the types of data to be collected, the formative outputs and outcomes and the systems in place to track the project’s progress).

The Evaluation Team will utilize quantitative data to measure student achievement rates & qualitative data to measure the overall transformation in the cultural shift of seeing 1:1 devices as tools for learning. Data will be formally reported. Outputs will include qualitative & quantitative data review, presentations & discussions on how to continually improve, artifacts, & annual reports. Students will have an input in the evaluation through surveys to assess their opinions on engagement, individualized instruction, & overall effectiveness of technology use. Teachers will be responsible for implementing & assessing action research projects, reporting data from short-cycle assessments, sharing instructional materials & best practices. Administrators will monitor progress in implementation by utilizing OTEC, analyzing short-cycle assessments across departments, and monitoring value-added data. They will also analyze referral rates, attendance rates, & graduation rates. The Evaluation Team judges progress by reviewing data from OGT and future PARCC Assessments. Districts are rated based on their performance on these assessments & we anticipate improvements across the board on these measures. Specifically we will look for a general improvement in the performance of students on IEP's and students who are classified as economically disadvantaged. We will also look for an increase in the number of students who choose to register for Advanced Placement courses and honors level classes.
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.

Based on empirical evidence, our initiative will increase student engagement, decrease student behavior issues and dropout rates all while working to close the "Digital Divide". Studies have shown that low-income districts, when provided with 1:1 devices, become as proficient in technology skills as their middle-class counterparts. This grant will provide our students the opportunity to achieve 21st century skills to be successful beyond high school. Student access to digital texts offers opportunities to increase literacy rates and improve overall reading comprehension. Differentiation based on student need will change the culture of our schools, students will experience success & find school to be more relevant to their lives. New learning environments, established through student access to technology, will provide our students with the skills necessary to compete in a global marketplace. They will graduate from school adequately prepared to enter the workforce or continue their education at an institution of higher learning. Teachers will now focus on 21st century learning skills that students will need. Classrooms will become student centered and teachers will learn to facilitate learning. The use of technology will allow staff to adequately assess student performance, make mid-course corrections, and provide the timely feedback that students need. Increased emphasis on technology will allow the districts to significantly reduce current and future expenditures (i.e. copy costs, copy machines, textbooks). All of these changes will revolutionize learning for students in Franklin and Carlisle. These students have lacked exposure to technology as a tool for learning Schoology article Silverman, David L. "A Middle School 1:1 Laptop Program: The Maine Experience." (August 2011): n. page. Print. Sauers, Nick, and Scott McLeod. What Does the Research Say About School One-to-One Computing Initiatives?. UCEA Center for the Advanced Study of Technology Leadership in Education, University of Kentucky, 2012. Web. . Herbert, Marion. "The Advantages of Properly Implemented One-to-One Technology." District Administration. Professional Media Group, n.d. Web. 25 Oct 2013. .

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

- Student engagement measured by teacher and student surveys, administrative walkthroughs/evaluation (including ISTE standards), common assessments, standardized tests, & student growth measures 21st century efficacy measured by 21st century skills, attendance improvements, graduation improvement

* Spending Reduction in the five-year fiscal forecast

* Utilization of a greater share of resources in the classroom

Utilization of greater share of resources in the classroom: -Increase in instructional pacing, vertical alignment and curriculum mapping, 21st century efficacy measured by 21st century skills

* Implementation of a shared services delivery model

The following goals may not be easily benchmarked: -Changes in school culture, teacher and student mastery of devices, & student engagement

* 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

While cost is a significant barrier to other districts looking to replicate this project, there are a number of schools implementing plans for 1:1 devices. Franklin and Carlisle will serve as instructional leaders for other low socioeconomic districts looking to transform into 21st century learning. We will show how these instructional practices close the digital divide, lead to higher levels of student achievement & reduce overall costs. We will make available completed AR findings for other districts and educational professionals, thus driving student achievement across Ohio. Some options for sharing are online blogs, district websites or outside requests for information (including inviting local universities). We will host onsite visits, professional development or provide printed materials as requested. As a low-income, rural district, we are in a unique position to offer insights and proven techniques to streamline other similar districts with limited resources in their 1:1 experiences. Each year (starting at end of the 2015-2016 school year), we will open our school to the public, inviting community members, staff and administration from other schools, and media to share the experiences of our classrooms. A formal registration process will be developed to allow both districts to know who is in the building and when. The idea behind this would be to share what we are doing and allow others to interact with our students, staff & administration. This would be a perfect opportunity for other schools looking to go 1:1 to ask questions and further develop their plans. While many schools may not be receiving grants to fund their 1:1 programs like we hope to, thousands of districts across the country are making the move each year our program and process can be applied to districts across the world. In continuation with the theme of transforming students into 21st century learners, we are also promoting the concept of 21st century teaching. At its core, this innovative project relies on Action Research, which promotes the idea that teachers are researchers. By learning how to research best practices unique to a student population within a district, we are promoting an instructional practice that could be replicated with or without the use of technology, thus further expanding the potential for replication in other schools.

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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No partners added yet. Please add a new partner by using the form below.
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<th>Implementation Team</th>
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<td><strong>First Name</strong></td>
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<tr>
<td>Jana</td>
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<td>Michael</td>
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<td>Technology Department</td>
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<td>Deborah</td>
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