## Budget

Grand Valley Local (045864) - Ashtabula County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (194)

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

U.S.A.S. Fund 

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**Object Code** | **Salaries 100** | **Retirement Fringe Benefits 200** | **Purchased Services 400** | **Supplies 500** | **Capital Outlay 600** | **Other 800** | **Total** |
--- | --- | --- | --- | --- | --- | --- | --- |
**Instruction** | 0.00 | 0.00 | 0.00 | 0.00 | 206,520.00 | 0.00 | 206,520.00 |
**Support Services** | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
**Governance/Admin** | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
**Prof Development** | 3,480.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 3,480.00 |
**Family/Community** | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
**Safety** | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
**Facilities** | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
**Transportation** | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 206,520.00 | 210,000.00 |
**Total** | 3,480.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 210,000.00 |

**Adjusted Allocation** | 0.00 |
**Remaining** | -210,000.00 |
Please respond to the prompts or questions in the areas listed below in a narrative form.

A) APPLICANT INFORMATION - General Information

1. Project Title:
21st Century Career and College Readiness Initiative

2. Executive summary: Please limit your responses to no more than three sentences.
Equipping each classroom at Grand Valley High School with its own lab of Chromebooks would provide close to 100% of the students at Grand Valley High School with the daily access to 21st century tools that ensure the students can learn, work, and live in a digital environment. Arming each classroom with a set of devices also ensures that the students utilize technological tools that promote and demand consistently advanced levels of higher order thinking processes thereby meeting, and exceeding, college and career readiness goals to make them productive citizens and lifelong learners in a digital world. These tools would allow Grand Valley to be a leader in the realm of showing and supporting student growth spanning the entire career for an individual student, which translates into an enormous amount of formative and self-assessments, in turn leading to career and college readiness, ability to operate in a digital world, and bringing equality to Grand Valley students by bridging the "digital divide."

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:

360. 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
Lucas Strohm

Organizational name of lead applicant
Grand Valley High School

Address of lead applicant
111 Grand VAlley Ave.

Phone Number of lead applicant
440-437-6260 Ext. 5112

Email Address of lead applicant
lucas.strohm@neomin.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
- [ ] No

If you are partnering with anyone, please list all partners by name on the "Partnering Member" page by clicking on the link below.

Add Partnering Members

B) PROJECT DESCRIPTION - Overall description of project and alignment with goals

8. Describe the innovative project: - Provide the following information

The response should provide a clear and concise description of the project and its major components. Later questions will address specific outcomes and the measures of success.

The current state or problem to be solved; and

The requirements and pressure from state and federal governments, public shareholders, and the private industry intensifies monthly to integrate and mandate technology in the classroom. Grand Valley High School students have little access to computers in the classroom, have limited experience computing in the classroom, and are therefore not achieving a level of career and college readiness that they should be reaching. It is imperative that students learn to communicate and operate in this digital environment in which we currently learn, work, and live. Grand Valley High School students are already on the short end of the "digital divide" and are falling even further behind at an exponentially faster rate. In a society dictated by digital citizenship, digital testing guidelines, and "college and career readiness," Grand Valley High School students are losing educational opportunities and experience with a lack of exposure to the extremely powerful, digital tools available to them with appropriate classroom devices. The current desktop computer facilities at Grand Valley High School can only accommodate roughly 45 students at any given time. The high school currently enrolls about 360 students in this location with another 55 at the county technical school. This means that in any given class period, just over 12% of the students on campus can be utilizing the limited, digital technology Grand Valley currently has. This leaves teachers scrambling at times, and many allow those students who have their own devices to use them in the classroom when necessary. This only serves to exacerbate the "digital divide," however, as three students in a classroom may have a device, while the remaining 20 students are left with nothing.

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

Grand Valley has a wireless network that can be utilized and taken advantage of to give the students the ability to work in a digital environment, and the opportunity to spread their wings in operating in higher order thinking levels. Equipping each classroom in the high school with its own classroom lab of Chromebooks would provide close to 100% of the students at Grand Valley High School with the ability to begin to make up ground in the "digital divide." Providing students with the daily access to a digital environment by each classroom having its own Chromebook lab ensures that the students can learn, work, and live in a digital environment. This also ensures that the students utilize technological tools that promote and demand consistently advanced levels of higher order thinking processes thereby meeting college and career readiness goals to make them productive citizens and lifelong learners in a digital world. Arming each classroom with a set of devices allows Grand Valley to implement a program of student achievement. Utilizing the devices within each classroom, the students will be able to create and maintain online portfolios of their works throughout their high school careers. Being a Google school also allows Grand Valley the access for each student to have his own Google Drive account, which will also promote the creation and maintenance of an online portfolio and the ability to share and collaborate with peers on an unprecedented level. These tools would allow Grand Valley to be a leader in the realm of showing and supporting student growth spanning the entire career for an individual student. This translates into an enormous amount of formative and self-assessments which in turn leads to career and college readiness, ability to operate in a digital world, and bringing equality to Grand Valley students by bridging the "digital divide." In order to accomplish this goal, Grand Valley would need 13 classroom labs of Chromebooks and this would cover each classroom in a core subject. In showing the current commitment to improving the access for the students to technology in the classroom, there is currently $28,000 of the district's own money being allotted for three to four classroom labs initially. That will provide for about one Chromebook lab per core subject department. But in order to truly make strides in giving the students of Grand Valley High School the ability to function and learn in a digital environment, the high school will need an additional ten Chromebook labs.

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 a part of the project, this section should describe briefly how the various entities will work together in the project. More detailed descriptions of the roles and activities will be addressed in Question 16.

- [ ] Student achievement (Describe the specific changes in student achievement you anticipate as a result of this innovation (include grade levels, content areas as appropriate) in the box below.)

The specific areas of student achievement that will be focused on and impacted are within the core subject areas in the high school (grades 9-12). Having access to in-class computer use and shared content via Google and other web 2.0 resources, promotes student work in high levels of Bloom's Taxonomy completed in a cross curricular environment. There will also be implementation of an online student portfolio (E-portfolio) that allows for a tremendous amount of student self-assessment as well as the opportunity to show long term growth over the course of a student's high school career. The portfolio also gives each student a resource to use to show to higher education admissions or for career opportunities that exemplify each student's growth and college and career readiness.

- [ ] 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.

Spending reductions from the implementation of this program cover a variety of categories. There will be less of a need to replace physical textbooks as they become worn and outdated due to the fact that the same information can be obtained online and at no cost and always updated and relevant. There will be a significant reduction in paper usage both from student work as a majority of work will be done, shared, and saved in the cloud, and also from teachers being able to share handouts and documents in a digital environment as opposed to making hundreds of copies on a daily basis. Above the financial aspect is the cultural and societal impact, and therefore indirect, spending reductions of improving graduation rates with the use of technology. The U.S. Department of Education issued a finding on it's website that states, "Most students report that dropping out of school is a gradual process of disengagement that can be reversed with more relevant learning experiences and social and emotional interactions at school. Technology-based programs and resources, including online learning, tutoring and mentoring, and social networks and participatory communities, can provide both. They can also give students guidance and information about their own learning progress and opportunities for the future. Specifically, students need to know what is expected of them as they move from middle school to high school and from high school to postsecondary education." This study points directly to the importance of online collaborative learning, self-assessing formative assessments, and cross curricular work in terms of improving student engagement, student learning and in turn, graduation rates and career and college readiness.

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 Table with each application. For consortium applications, each consortium member must add an additional tab on the Financial Impact Tables. Partners are not required to submit a Financial Impact Table.

Applicants with an "Ohio School Report Card" for the 2012-2013 school year must upload the Supplemental Financial Reporting Metrics to provide additional information about cost savings and sustainability. Directions for the Supplemental Financial Reporting Metrics are located on the first tab of the document. If your organization does not have an "Ohio School Report Card" for the 2012-2013 school year, please provide an explanation in the text box about how your grant project will impact expenditures per pupil or why expenditure per pupil data does not apply to your grant project.

Educational service center, county boards of developmental disabilities, and institutions of higher education seeking to achieve positive performance on other approved fiscal measures should submit the budget information approved by an executive board or its equivalent on the appropriate tabs of
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.

<table>
<thead>
<tr>
<th>State the total project cost.</th>
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<tr>
<td>210,000.00</td>
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* Provide a brief narrative explanation of the overall budget.

| Total cost for implementing the Project from grant funds would be $210,000. The break down would be as follows: 30 devices per room at $409 per device with license and 12 classrooms: $147,240 12 carts for devices at $4940 per cart: $59,280 Professional development by 3 staff members for 8 hours throughout the year: $2100 Stipend for evaluating and implementing: $1380 $147,240 + $59,280 + $2100 + $1380 = $210,000. Per device cost includes product licenses for each device. The devices will be able to withstand future upgrades to systems and software without upgrade for a five year period, not requiring any additional costs per device in the future and ensuring their relevancy throughout the grant period. |

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

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

| Yes - If yes, provide a narrative explanation of your sustainability costs as detailed in the Financial Impact Table in the box below. |
| No - If no, please explain why (i.e. maintenance plan included in purchase price of equipment) in the box below. |

| There will be no salary costs as we already have an IT person on staff to service devices. As with any product and device, there will be a certain amount of replacement cost. We are planning on purchasing sturdy, upgraded devices to help offset that rate, but we can still expect a replacement rate of about 2%-4% ($2500-$5000). These costs will be offset by the following savings: * $7,000 - $10,000 in hard-copy textbook expenditures * $1,500 - $3,000 in copying costs * $500 - $1000 in paper usage |

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.

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<tr>
<th>If yes, specify the amount of annual expected savings. If no, enter 0.</th>
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<tbody>
<tr>
<td>9,000.00</td>
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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:

| The district will need to purchase devices in order to meet the requirements for future testing through PARCC and AIR. Being awarded this grant, in essence provides the district with a cost savings of $210,000 in purchasing that equipment on its own. With devices in every core classroom, textbook costs will be reduced as they can be replaced with free, relevant, and updated online content. |

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 re-allocation 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.

<table>
<thead>
<tr>
<th>Explain in detail how this project will sustain itself for at least five years after June 30th of your grant year.</th>
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<tbody>
<tr>
<td>Equipment maintenance is already a part of the IT person’s job description and salary so there is no additional cost and the initiative is easily absorbed and sustained in terms of maintenance of devices. As was pointed out previously as well, the potential cost for repair or</td>
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The Financial Impact Table. Educational service centers should use the "ESC" tab and county boards of developmental disabilities and institutions of higher education should use the "non-traditional" tab.
replacement of devices is offset by the savings of this implemented initiative. The cost reduction comes mainly in the form of reduced textbook paper and copying expenditures.

### 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.

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<th>Question</th>
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| 17. Planning - Activities prior to the grant implementation | *
* Date Range: 07/15/2014 - 09/30/2014

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

* Devices will be ordered and prepped (6-10 weeks for delivery, preparation, and set up).
* Staff surveys to ensure proper professional development based on what computing deficiencies need to be strengthened above and beyond basic introduction and normal professional development for staff during back to school inservice.

* Anticipated barriers to successful completion of the planning phase

No control over the delivery process. This is overcome by allowing for additional time in case the delivery process is slower than anticipated or there is a backlog in inventory.

18. Implementation - Process to achieve project goals

* Date Range: 08/20/2014 - 03/31/2015

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

4 hours of professional development for core subject area staff on implementing cloud based computing, sharing and collaborating online files with both other staff and students, utilizing Google Drive and the Google Apps available in the Google Chrome web store. 1-2 hours of additional professional development at regularly scheduled teacher inservice days. These sessions will be used to focus on more advanced techniques for utilizing cloud based services for students, including online testing. This time will also be for sharing best demonstrated practices with staff members and addressing questions or concerns that may have come up since the previous Professional Development session.

* Anticipated barriers to successful completion of the implementation phase.

Some teachers may require more than the specified time for training. If this happens, extra sessions can be added as needed for specific teachers with little trouble and no additional funding as all teachers share a common planning period.

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

* Date Range: 09/30/2014 - 06/01/2015

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

Evaluations to be completed by GVHS Grant leadership listed in this application: -Student pre surveys at the beginning of implementation to gauge self-evaluation of tech use and comfort in utilizing tech. Post surveys in May to compare attitudes, student engagement, usage habits, experiences with tech, and comfort in utilization after the innovation has been implemented for the entire school year. -Pre and Post assessments using online/cloud services that assess tech usage growth and contain both tech-related assessments as well as content level assessments, thereby combining all aspects of determining career and college readiness according to benchmarks set forth in the Common Core State Standards. -Teacher pre surveys to ascertain plans to incorporate tech into weekly and daily lessons, periodical "checkpoint" surveys to gauge classroom use and identify any areas of professional development that may be needed to enhance usage rates and improve student achievement and student growth. Post surveys given in May to teachers to compare attitudes from the beginning of the year to each checkpoint to the end. Will be able to ascertain growth in classroom use and performance assessment use, as well as identify any areas that need to be addressed going forward in professional development sessions in order to ensure proper student achievement and growth is being met and enhanced through technology use. Long term evaluation by assessing graduation rates from pre-implementation through post-implementation. Graduation rates will be compared over the course of five years where each class has progressively more time and experience with in-class computing and tech use. This will culminate with the graduation of the class of 2018 who would have experienced an entire four year high school career with innovation implementation.
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:

Changes we expect to see in educational practices include but are not limited to: Digital content integrated into all instruction as appropriate. Students and staff have expanded access to curricula and support related to local and state standards and requirements. Students have access to instruction and instructional resources that incorporate current best practices. Students have on-line assessment practice that mirrors the new state assessments. Students have access to a broader range of resources. Tech used daily or almost every day. An increase in student motivation and engagement. Students manipulate and explore content until it provides meaning or answers overarching questions. More engaging and relevant learning environment. More efficient workflow. More student-centered strategies such as project-based learning, independent research, self-assessing formative assessment, and e-portfolio collections to show student growth both short term and long term. Teacher as coach/facilitator. Technology as main writing tool. More time in demonstration and collaboration. Teachers and students collaboratively create content that is relevant and meaningful. Teachers and students become critical explorers, problem solvers, and communicators who use imagination and initiative to guide the teaching and learning systems. Information becomes dynamic, questioned, researched and relevant to learning. Other school conventions are assimilated to conform to digital resources. Students receive immediate feedback to inform next steps for individualized learning. Simultaneous student/teacher interaction and the development of collaborative products.

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:

Previous roll outs of 1:1 Chromebook usage or classroom sets of Chromebooks have met with resounding success in the classroom with both students and teachers. Reduced technical issues for IT professionals, and cost reductions compared to traditional desktop computers. "The most noticeable benefit was that Chromebooks required 69% fewer hours to deploy and 92% fewer hours to manage, thus saving $289 in support labor over three years" (O'Donnell). Studies show that Chromebook usage in the classroom has increased student engagement and attentiveness while reducing classroom disturbances and behavioral issues. They provide increased time for instruction as the devices are almost immediate on boot up or restart, therefore extraordinarily easy to utilize in the middle of a lesson without disrupting flow or taking time out to wait on a traditional boot up or wake time of anywhere from 15 seconds to minutes at times: "Chromebooks' more reliable operation reduced time lost in the classroom due to PC downtime, help desk calls, reboots, and operating system maintenance by 94%, saving an average of $84 per device in teacher productivity" (O'Donnell). Evaluations and studies are reporting higher levels of peer and student collaboration with Chromebooks. This collaboration along with increased engagement is affecting student achievement both in terms of formative assessments and also summative and performance based assessments. These increases in achievement logically can only increase students' overall career and college readiness as measured by the Common Core State Standards. One study shows student evaluations on Chromebook usage that give the following results: "65% of students felt that 1:1 Chromebooks benefitted learning 'a great deal' or 'quite a bit' and 74% felt that they improved access to resources 'a great deal' or 'quite a bit'" (Holguin). * O'Donnell, Bob, and Randy Perry. QUANTIFYING THE ECONOMIC VALUE OF CHROMEBOOKS FORK - 1.2 EDUCATION. Google, Apr. 2013. Web. 16 Apr. 2014. * Holguin, Michelle, and Cameron Fraser. SHUSD 1:1 Chromebook Pilot Evaluation Fall 2013. St. Helena Unified School District, n.d. Web. 16 Apr. 2014.

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
23. Describe the substantial value and lasting impact which the project hopes to achieve.

The response should provide specific quantifiable measures of the grant outcomes and how the project will lead to successful attainment of the project goals. Applicants should describe how the program or project will continue after the grant period has expired.

Please enter your response below.

The impact and lasting value of an innovative program that adds some of the most powerful educational tools ever conceived simply cannot be ignored. Study upon study has shown the effectiveness of teaching with most powerful tools available. The technology that Grand Valley students have access to right now sets them on an educational course towards career and college readiness that starts so far behind other students Statewide, that they never even have an opportunity to catch up. Therefore, they enter college or the workforce extremely limited in their preparation, especially in the categories of technology use, upper level thinking processes, cloud services, and online peer collaboration. The evaluations put in place in addition to the standardized tests measuring students' career and college readiness will likely show the quantifiable results of the logical pattern of thinking in terms of seeing increased student achievement. Our students are starved for the opportunities that they can only get through an initiative of this type. They are excited by the prospect of being able to enter college on equal footing with so many other students from around the State. An initiative of this type has a lasting impact built into it. This program is not designed as an end result or a one time circumstance. A program of this magnitude can only be a stepping stone to eventually reaching the goal of true 1:1 device implementation for every student in the district. As the time frame of the grant program passes and eventually expires, this will be the next step in the overall goal. Utilizing this "stepping stone" as a springboard to a larger overall vision for the students of Grand Valley Local Schools in terms of implementing a 1:1 device program.

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

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

* Student Achievement

By the end of SY 2014-15 all core academic content area teachers will have devised 8 examples of how technology could be, or has been, integrated into their lessons. By the end of SY 2014-15 all students will engage with educational technology at least two times per month in each core academic content area. In two years, English, Science, Math and Social Studies curricula will have at least 50% of their lessons incorporating technology. Within two years, student grades on performance based assessments will increase an average of 10 points or one letter grade. Within three years overall average student scores on standardized tests will increase by 10%.

* Spending Reduction in the five-year fiscal forecast

Textbook costs will be reduced by $7,000 to $10,000 annually for the high school. Within three years copying expenditures, including paper consumption, will be reduced by 15% - 30% ($2,000 to $4,000) Within three years, all core content area teachers will have developed online instruction that can be delivered during periods of emergency school closures.

* Utilization of a greater share of resources in the classroom

By the end of SY 2018-19, teacher:computer and student:computer will be 1:1 By the end of SY 2014-15, at least 75% of teachers and students will display at least an intermediate usage of district technology. Intermediate usage = students engaging with educational technology two times per month in each academic content area.

* Implementation of a shared services delivery model

Evaluations will be internal. Evaluations will be internal evaluations following the protocol outlined below: 09/30/2014 - 06/01/2015 Student pre surveys at the beginning of implementation to gauge self-evaluation of tech use and comfort in utilizing tech. Post surveys in May to compare attitudes, student engagement, usage habits, experiences with tech, and comfort in utilization after the innovation has been implemented for the entire school year. Pre and Post summative assessments using online/cloud services that assess tech usage growth and contain both tech related assessments as well as content level assessments, thereby combining all aspects of determining career and college readiness according to benchmarks set forth in the Common Core State Standards. Teacher pre surveys to ascertain plans to incorporate tech into weekly and daily lessons, periodical "checkpoint" surveys to gauge classroom use and identify any areas of professional development that may be needed to enhance usage rates and improve student achievement and student growth. Post surveys given in May to teachers to compare attitudes from the beginning of the year to each checkpoint to the end. Will be able to ascertain growth in classroom use and performance assessment use, as well as identify any areas that need to be addressed going forward in professional development sessions in order to ensure proper student achievement and growth is being met and enhanced through technology use. Long term evaluation by assessing graduation rates from pre-implementation through post-implementation. Graduation rates will be compared over the course of five years (class of 2014 - class of 2018) where each class has progressively more time and experience with in-class computing and tech use. This will culminate with the graduation of the class of 2018 who would have experienced an entire four year high school career with innovation implementation.

* 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.

If student achievement and growth shows no increase on pre and post assessments, we will re-evaluate components and measurements to determine what can be strengthened according to the data in order to achieve higher levels of student growth and achievement.
25. Is this project able to be replicated in other districts in Ohio?

- Yes
- No

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

* Explain your response

This is a project that can absolutely be replicated around the state. Certainly there are barriers at the outset that can prevent implementation, such as up front costs alone. There are numerous studies out there that are based on initiatives such as this one that have already been implemented at some schools. The proof is out there that a program innovation such as this one, if implemented, can be extremely successful in advancing student achievement and preparing students to be fully career and college ready by the time they graduate high school. We live in a society dominated by use of digital tools and working and thriving and succeeding in a digital environment, and technology will only continue to advance. We cannot continue to delay, until it's no longer relevant, equipping our students with the necessary and relevant tools that can boost them to high levels of college and career readiness and making these students productive citizens. Many schools have very dire financial situations, and it's not fair that students should bear the burden of those dire straits when grant programs such as this exist to service the children - the future - of our State and our Country. We have a process in place that would allow us to be able to easily share the model with other districts. One starting point would be to expand the model for Grand Valley High School to both the middle school and elementary school at Grand Valley. This expansion within district takes us one step closer to the ultimate goal of 1:1 device implementation at Grand Valley. Beyond that, this is a model that could easily be shared with other districts within the consortium serviced by the Ashtabula County ESC. It only makes sense to begin such a grassroots sharing campaign on a local level and then allow each school to continue to share with their own respective neighbors and the ESC with neighboring county Educational Service Center.

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).

Accept. Dr. William R. Nye, Jr. Superintendent. 4/17/14
No consortium contacts added yet. Please add a new consortium contact using the form below.
No partners added yet. Please add a new partner by using the form below.
<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Responsibilities</th>
<th>Qualifications</th>
<th>Prior Relevant Experience</th>
<th>Delete Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lucas</td>
<td>Strohm</td>
<td>High School ELA Teacher and Grant Lead Contact</td>
<td>Writing grant proposal, acting as lead contact for the grant, if awarded, will lead professional development, implement, and evaluate innovation.</td>
<td>Qualifications: Close working relationship with affected staff, daily utilization of technology related tools for personal use, and for professional use in the classroom, but on a limited basis due to lack of service, hardware, and software for students.</td>
<td>Prior Relevant Experience: Leading cloud based performance assessments, utilization of Google Drive on a daily basis.</td>
<td></td>
</tr>
<tr>
<td>Douglas</td>
<td>Hitchcock</td>
<td>Principal, Grand Valley High School</td>
<td>Writing Grant Proposal, overseeing implementation and evaluation</td>
<td>Close working relationship with staff, daily utilization of cloud based services, including ETPes for teacher evaluations.</td>
<td>Overseeing implementation of staff initiated programs and innovations, staff and student evaluations.</td>
<td></td>
</tr>
<tr>
<td>Carrie</td>
<td>Brumit</td>
<td>Grand Valley High School E/LA Teacher</td>
<td>Assist writing grant proposal, Assisting implementation and evaluation</td>
<td>Close working relationship with affected staff, daily utilization of technology related tools for personal use, and for professional use in the classroom, but on a limited basis due to lack of service, hardware, and software for students.</td>
<td>Daily utilization of cloud based services.</td>
<td></td>
</tr>
<tr>
<td>Shawn</td>
<td>Varley</td>
<td>Grand Valley High School Social Studies Teacher</td>
<td>Assist writing grant proposal, Assisting implementation and evaluation</td>
<td>Close working relationship with affected staff, daily utilization of technology related tools for personal use, and for professional use in the classroom, but on a limited basis due to lack of service, hardware, and software for students.</td>
<td>Daily utilization of cloud based services.</td>
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