## Budget

Oakwood City (044586) - Montgomery County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (309)

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

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

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**Adjusted Allocation** | 0.00

**Remaining** | -995,250.00
A) APPLICANT INFORMATION - General Information

1. Project Title:
Electronic assessment for the whole child.

2. Executive summary: Please limit your responses to no more than three sentences.
Based on our philosophy of educating the whole child and in preparation for the mantle of leadership our high performing students assume upon their graduation, our district, Oakwood City Schools, seeks to add an equally important qualitative aspect to traditional report cards and written transcripts. Our community and district recognize that students must be assessed, but most of the data collected through quantitative measures such as iReady, OAA, CogAt, ITBS, OGT, PBA, EOY, ACT, or SAT measure only academic achievement, and is not the best reflection of creative ingenuity captured from project and inquiry-based learning suggested by research. A yearly student-created whole-picture multimedia-rich, disruptive evaluation called "Jack Chats" will be comprised of learning evidences and reflections of common-core, state-based and local curriculum, the 40 assets of development, and community values such as ingenuity, honesty, and leadership.

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:
2106

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:

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<th>Grade Level</th>
<th>Pre-K Special Education</th>
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5. Lead applicant primary contact: - Provide the following information:

First Name, last Name of contact for lead applicant
Dr. Kyle Ramey

Organizational name of lead applicant
Oakwood City School District 044586

Address of lead applicant
20 Rubicon Rd. 45409

Phone Number of lead applicant
(937) 297-5532

Email Address of lead applicant
ramey.kyle@okawoodschools.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

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

As a society we value the things we measure: money, weight, goods, time and space. The time and effort of measurement are not wasted on things that are plentiful, or of little importance. As a school we measure progress in major areas of study, and say that we value other qualities such as integrity, cultural awareness, service to others, and conflict resolution, but we neglect to back it up with any measurement. Grade cards, iReady, PARCC, AIR, and other currently employed assessments measure more areas in more ways than ever before with greater ease and less cost, but still fall short when the whole child is considered. In the Oakwood School District we do not believe that areas of a complete person are not measured because we do not value them. We believe that they are not measured because they are very qualitative, and hard to measure with traditional resources. Fortunately the new, disruptive, paradigm shifting technology, personal computing devices (iPads, Chromebooks, smart phones), have emerged and will allow us to be pioneers in the evaluation of these developmentally critical areas. We plan to use these devices to aid our students in the creation of a comprehensive, and qualitative representation of the whole-student called a Jack Chat. Jack Chats show a bigger, more holistic picture, and covers more areas we wish to develop in each child. Jack Chats can be used in more ways and for more reasons than a traditional grade card. Teachers often only get to paint a picture of a student's progress during a conference, or when something is wrong and struggle to explain what a student's strengths or weakness are. Students often lack the insight, and words to explain their growth. Jack Chats solve these problems, and empowers the student to showcase their own development.

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

Imagine a student who has significantly grown in the qualities of tenacity and leadership, but faced significant academic challenges during a school year, which is reflected by the poor marks on the student's report card. Due to low performance on a grade card this student and other stakeholders (parents, teachers, etc) may overlook an outstanding year of development as a person and citizen. This singular definition of success can alter their perception of this student in ways which may lead to regression and learned helplessness. Now imagine the student created a presentation that reveals evidence that the student needs help in a few academic areas, but also shows an example of four retaken math tests with recorded audio from the student explaining how he wanted to give up, but continued to retake the test, and what the student learned through this persistence. Imagine that the video also included a picture of the student teaching other cub scouts how to perform first aid with a written reflection about how the student was nervous to stand in front of the group, but conquered his fear. Jack Chats will give the student's new teachers unique insights on each student and how to best engage, inspire, and grow the student over the course of the year. Students, parents, and teachers will be able to see all of the student's previous Jack Chats, and witness the student's growth in new insightful, exciting ways. The skills of the students, and most important aspects of development will vary highly from grade level to grade level so the evidence, reflections required to build each Jack Chat, and the Jack Chats themselves will be quite different as a result. Based on common core, state, and local curriculum, 40 developmental assets, and other community values, grade level teachers will identify10 key areas in which students will be asked to archive evidence on key learning objectives, and life experiences. The prompts for the evidences to be archived will vary highly depending on grade level and subject, and will include a variety of evidence types, and multimedia formats.

Students' reflection on why the archived material is evidence of the designated learning, or proof of personal growth via written response, audio, or video will be included with the evidences. All of the files, evidences, reflections, and extra materials, will be saved in the student's personal cloud storage (Google Drive account). At the conclusion of the year, using their personal device, students will be asked to create a Jack Chat, a grade level appropriate cumulative multimedia project, that uses their collected evidences, and reflections to showcase their learning for that year. Each yearly Jack Chat will be available via sharing tools included in the student's personal cloud storage, for their parents, teachers, principals, and other appropriate school personnel to review, and reflect upon throughout the student's time in Oakwood City Schools. Jack Chats will be used as a powerful aid in the evaluation of the child as a whole person, and as a demonstration of the student's unique talents, abilities, and personality. Shortly before graduation students will use all of their archived evidences, reflections, and Jack Chats to create final Jack Chat showcasing their college, and career readiness. As a district we have much of the knowledge, and resources necessary to complete the execution of our plan, but are seeking the grant to provide initial funds for professional development time to relay the expectations, exemplar, and strategies relating to Jack Chats, and for initial student devices. Due to previous training most of our teachers are capable of performing the technology tasks required to assemble the evidences and reflections, but follow up will be required. Grant funds will be used to obtain devices for all Oakwood School District students. We have identified iPads for grades Pre-K through 4th and Chromebooks for 5th through 12th grades as ideal devices.

9. Which of the stated Straight A Fund goals does the proposal aim to achieve? - (Check all that apply)

Applicants should select any and all goals the proposal aims to achieve. The description of how the goals will be met should provide the reader with a clear understanding of what the project will look like when implemented, with a clear connection between the components of the project and the stated goals of the fund. If partnerships/consortia are part of the project, this section should describe briefly how the various entities will work together in the project. More detailed descriptions of the roles and activities will be addressed in Question 16.
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 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.

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.

995,250.00 State the total project cost.

* Provide a brief narrative explanation of the overall budget.

$60,000: teacher training and collaboration time on the development of prompts for the collection of evidence of key learning objectives
$413,000: 826 Current generation iPads for Pre-K thru 4th grade use
$40,000: 80 Current generation iPads Pre-K thru 4th grade for teacher use
$456,000: 1520 Chromebook computers for 5th thru 12th grade use
$26,250: 175 Scanners for classroom use
$60,000: teacher training and collaboration time on the development of prompts for the collection of evidence of key learning objectives
$40,000: funds were used to provide iPads for Pre-K thru 4th grade teachers as a resource to prepare prompts for Jack Chat evidence, and other lesson preparation. A scanner for all district classrooms will be purchased at a cost of $26,250. Scanners will allow non-digital evidence to be archived and used in Jack Chats. Oakwood Schools has taken action on its wireless infrastructure and is able to support a massive influx for devices, and for the 14-15 and following school years. No additional costs are expected in this area.

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.

We do not expect any additional expense as a result of implementing our project. A refresh of student devices may be needed in four years, the expected useful life of the purchased devices, but according to Moore’s Law which has been used for planning by the computer industry since 1965, equivalent technology is expected to be proliferant enough that replacement of the devices should cost a fourth of the current price, or approximately $100 to $200 per device. A casual observer may see the price of computer four years ago, and see a relatively similarly priced computer available now, but neglects to account for inflation or the increased capability of the modern day computer. A good example is the Chromebook computer we hope to purchase with grant funds and is available for roughly $300 dollars or less. A computer of similar power and capability from four years earlier would be priced around $1,200 dollars. We feel that $100 to $200 dollars, the predicted cost for a device four years from now, for a device that should last for four or more years is an expense that our community will be equipped to handle at that point in time, and will require our students have an appropriate device. The district will still be responsible for spare devices (11%) to be loaned to students who experience difficulty with their device during the school day. This will cost approximately $55,000, but could be lowered further by using computers formerly used by staff (staff are on the same replacement cycle) as spare devices for grade levels using Chromebooks which would drop the cost to $25,000. This is significantly lower than the $148,000 spent on devices for students during the last replacement cycle, and could result in saving more than $100,000 in district costs. Teacher training costs will lessen year after year, and are accounted for in our total for training. The funds for training will allow staff to create prompts for the collection of evidence to be well developed, and follow-up professional development for the few staff members needing more multimedia and Google Docs training than that which has occurred over the four years since the district adoption of Google Accounts will be finished. Any more follow-up, or prompt development will be easily handled via our regular professional development strategy and funds. We expect the purchased scanners to last longer than they will be needed, and will not be replaced. Scanning documents via cameras built into electronic devices is rapidly improving, and the need to do so will decline with each passing year.

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.

430,000.00 If yes, specify the amount of annual expected savings. If no, enter 0.

If yes, provide details on the expected savings (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.). If no, please explain

The implementation of this grant will result in significant savings over our five year forecast. Savings in salaries and benefits, in curriculum materials, and other equipment are expected to outweigh and cover new, and recurring costs after the conclusion of the grant. We expect decreases general fund spending in Purchased Services by $30,000 per year for five years for in-service and support, and expect printing and other consumable costs to drop significantly. We spend more than $40,000 in annual copy machine costs. We expect this total to be reduced by 20% each year of the grant resulting in more than $65,000 per year. The district will see long-term savings in the purchase of student devices. As previously stated the district will still be responsible for spare devices (11%) to be loaned to students who experience difficulty with their device during the school day. This will cost approximately $55,000, but could be lowered further by using computers formerly used by staff (staff are on the same replacement cycle) as spare devices for grade levels using Chromebooks which would drop the cost to $25,000. This is significantly lower than the $148,000 spent on devices for students during the last replacement cycle and could result in saving more than $100,000 in district costs. We expect significant saving in curriculum materials as well. We project a savings of up to $125,000 per year in textbook replacements due to the use of replacement of digital texts and the use other electronic resources. Looking at the project long-term there may be huge savings in staffing costs, and traditional services offered due to increased flexibility in the school day. Due to realized efficiencies in instruction we also see the potential elimination of two teaching positions which would save the district $180,000 to $200,000 in salary and benefits per year. In total the expected savings to the district is more than $2,150,000 over the course of five years.

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.

Jack Chat, qualitative evaluations, is a substantial project to launch, but once established will be self-sustaining. As explained earlier in the application we do not expect any costs incurred as a result of maintaining and sustaining the project. A refresh of student devices may be needed in four years, the expected useful life of the purchased devices, but according to Moore's Law which has been used for planning by the computer industry since 1965, equivalent technology is expected to be proliferant enough that replacement of the devices should cost a fourth of the current price, or approximately $100 to $200 per device. We feel that this is an expense that our community will be equipped to handle at that point in time, and will require our students have an appropriate device. The district will still be responsible for spare devices (11%) to be loaned to students who experience difficulty with their device during the school day, but reductions in student computer expenditures will more than cover this expense. Jacks Chats, qualitative evaluations, will be self-sustaining in areas beyond cost as well. Since the skills and technology needed to implement and maintain Jack Chats have largely already been established within our district, nothing beyond our usual practices will be necessary. The development of prompts and best practices for doing so will be established early with grant funds. Google Accounts is a service that has been a part of our district for many years. Our teachers have received training in multimedia and Google Account tools for a number of years. Teachers new to the district will be trained via our regular professional development strategy and 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 time line should reflect significant and important milestones in an appropriate and reasonable time frame.

17. Planning - Activities prior to the grant implementation
* Date Range 1/1/14 thru 9/1/15

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

Planning has already begun in the writing of this grant and will continue until the first evidences of learning are collected at the beginning of the 15-16 school year. The curriculum and technology departments will coordinate training, dates, exemplar, and lessons for teacher Jack Chat training. The technology department will coordinate the preparation, purchase of student equipment. Many expectations for student device use have been established, but these will be solidified and communicated to all stakeholders through the Oakwood City School District's Technology Planning Committee. This committee is comprised of a representation from each of the Oakwood educational community, and currently consists of the following people: -Dr. Kyle Ramey - Superintendent - Matt Sproat - Technology Coordinator - Allyson Couch - Elementary Principal - Lenny Eubank - Elementary Teacher - Mindi Ashworth - Library/Media Center Teacher - Dr. Kimbe Lange - Director of Curriculum, Instruction, and Assessment - Michael Miller - Board of Education Member - Tom McGorry - Parent and Community Member. Principals will be responsible in cooperation with the technology department for developing a roll out plan for student devices, and communicating expectations to students on device use.

* Anticipated barriers to successful completion of the planning phase

Barriers could include unexpected scheduling conflicts, and lack of suitable teacher training dates. Other barriers could include delays in shipment or supply. Unexpected facilities or environmental issues, as well as delay in delivery or installation are potential hurdles as well. These issues could be resolved with adaptations to the schedule, re-prioritization, or increased cooperation with vendors. The bulk of implementation will occur in the 15-16 school year. This leaves ample time to overcome these, or other unexpected barriers.

18. Implementation - Process to achieve project goals
* Date Range 9/1/15 thru 9/1/19

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

Teachers will attend training and receive time to develop prompts for Jack Chat evidence collection and reflection starting in the summer of 2014, and will have completed the project by the start of the 15-16 school year when student evidence collection begins. Checks on the developmental state of Jack Chat items will occur mid-year of the 14-15 school year, and the completion of all required items will be checked before the start of the 15-16 school year. Midway through the 15-16 school year, and following years teachers will be polled on the state of student evidences and reflections, and again in the spring. We expect this number to be zero, but the number of students without a Jack Chat qualitative evaluation will be recorded at the conclusion of each year. Device used to create Jack Chats will be rolled out to students during the first weeks of the 15-16 school year according to the plan developed by each principal in the planning phase.

* Anticipated barriers to successful completion of the implementation phase.

Barriers could include delays in the development of Jack Chat items. Other barriers could include delays in shipment or supply. Unexpected facility or environmental issues, as well as delay in delivery or installation are potential hurdles as well. These issues could be resolved with adaptations to the schedule, re-prioritization, or increased cooperation with vendors. The bulk of implementation will occur during the 15-16 school year. This leaves ample time to overcome these, or other unexpected barriers.

19. Summative Evaluation - Plans to analyze the results of the project
* Date Range 12/1/15 thru 9/1/19

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

Part of the evaluation plan is to evaluate our yearly progress through a variety of quantitative vendor, and state assessments that measure student learning and growth. This will happen at year end of 15-16. iReady assessments which are given quarterly will be evaluated at midyear, and at year's end of each year starting midyear of 15-16. Jack Chats are meant to develop hard to measure qualities such as integrity, cultural awareness, service to others, and conflict resolution as well as more traditional major areas of study, so we expect to see improvement in our established quantitative measurements, but we also expect to see growth from year to year via our qualitative measurement, Jack Chats, as well. Teachers will be familiar with and tasked with viewing each student's Jack Chat, and will be polled on the yearly results. Also several students will be randomly selected by administration as a case study to measure the effectiveness of the project. These students will be studied for multiple years as an evaluation of the project's effectiveness.

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

Barriers could include delays or discontinuation in the results, or administration of one of the assessments used for evaluation. These issues could be resolved with adaptations to the schedule, re-prioritization, increased cooperation with vendors, or the use of another equivalent assessment.

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:
Although the implementation of Jack Chats throughout our district utilizes many established technological tools, using these tools in this method will bring about disruptive and transformative effects to our educational process. Through the utilization of Jack Chats, and giving it an
importance with the equivalence of a grade card, an educational staple of more than a century, we are stating the whole child matters, and that the formerly unevaluated aspects of a student’s development will no longer be ignored. This will change the ways our students, teachers, parents, and community approach and support the educational process. Stakeholders will be able to evaluate the strengths and weakness of particular students, and students as a group in areas never before explored, opening up new possibilities. How do things change when the educational community is able to detect that its students are struggling with cultural competency? How do we react if we know students are excelling in the area of restraint? This information, the process, even just the importance put on these qualitative areas will transform practices within our district. The final Jack Chat, which could be sent to institutes of higher education, or to employers, has the potential to change admission and hiring practices leading to more of our former students landing in an institution or workplace where they will be the most effective and productive. Jack Chats are project-oriented, require creation, and encourage creativity. Research has shown that there are numerous benefits to project-oriented learning. Like many educational institutions our teachers are adjusting their approach to incorporate more project-based learning into their instruction. Jack Chats, and the evidence collected required to produce them encourage our teachers to ask their students to learn through creation more often, and in new ways. Jack Chats are student-led. Research shows that students learn more when they take ownership of their own learning. Jack Chats require students to collect evidence of their learning, reflect on their learning, and evaluate their learning. Evidence, reflections, and the Jack Chats themselves will be stored in the student's own account. Student's are guided through the process by their teachers, but they are ultimately in control. Jack Chats, the evidences and reflections, can be used by students to lead through their own parent-teacher conferences. Incorporating this practice district-wide could bring about a whole new level of accountability to their family, teachers, and themselves when it comes to the student's learning. Jack Chats can be used as a tool for student-to-student reteaching. Teacher's will have the ability to show new students the cumulative work, Jack Chats, of their former students. New students will have the ability to learn from former students who were once in their position, at their own age, in their own words, and through their own reflection, with the best examples and evidences from former students. We believe that we are just scratching the surface of the transformative abilities Jack Chats may have on our schools, look forward to what we’ll learn, and to reap benefits yet to be realized.

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.

The components, and rationale behind Jack Chats are well-proven. The benefits of holistic teaching, project-based learning, student-led learning, self-reflection, student-led conferences are both research proven, and pass the common sense test, but it is the ability to combine all of these aspects, only now possible and user-friendly enough, through the proliferation of paradigm-shifting devices to employ the methods we’ve described that make Jack Chats exceptionally innovative. The expected savings we have detailed have been realized by other districts who have moved to more digitally based instruction. Digital course offerings have reduced the need for teaching staff, and have saved educational institutions money for a number of years. Districts who have made this switch regularly report savings in printing costs, materials, curriculum, and due to Moore's Law will increasingly do so as well as see the cost of equivalent technological devices decrease. Jack Chats are completely student orientated. Supporting Jack Chats will require more of the district's resources to be used in the classroom.

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 evaluation of the project will be undertaken by the district's administrative cabinet consisting of the district's treasurer, director of personnel, director of curriculum, director of special education, technology coordinator, principals, and led by the superintendent. Contact information for the superintendent, curriculum director, and technology coordinator who will lead the majority of evaluation are listed below. Dr. Kyle Ramey 20 Rubicon Rd. Dayton, OH 45409 (937) 297-5532 Dr. Kimbe Lange 20 Rubicon Rd. Dayton, OH 45409 (937) 297-5532 Matt Sproat 1200 Far Hills Ave. Dayton, OH 45409 (937) 297-1513

This team will lead evaluation of project fidelity checks, evaluation of the student Jack Chats, improvement in iReady, Next Generation, OGT, OAA, ACT, and college and career readiness assessments for both the student body and for students selected as part of the internal case study.

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

Short-term goals include project fidelity checks such as the development of Jack Chat items and their collection, and creation by students as monitored by their teachers. We expect all prompts to be created before the start of the 15-16 school year. We expect half of student evidences to be collected by midyear and we expect there to be no incomplete Jack Chats by year's end. Other short-term goals include evidences of student progress in the yearly review of each student selected to be a part of the internal case study, and within the case study as a whole. This includes an evaluation of the student's Jack Chat as well as improvement in the student's iReady, Next Generation, OGT, OAA, ACT, and college and career readiness assessments where applicable. Another short-term goal is to see yearly improvement in the student body's
performance in the same assessments. Long-term goals include increased performance through the evaluation of multiple years of Jack Chats for students within the internal case study. We also expect to see an increase in student performance across multiple years, and perhaps for a trend to emerge between the fidelity of the Jack Chats and student performance across multiple quantitative assessments.

* 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 we are unable to see increased student achievement, fidelity will be closely examined, and modifications to the project will arise. Modifications could include increased training and time for teachers to improve student prompts for evidences and reflections. An increase or decrease in the number of required evidences is possible. More frequent evaluation of student scores and fidelity checks are possible. A modification to Jack Chat creation techniques may be needed. Surveys will be sent to stakeholders to examine the project as well.

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

The response should provide specific quantifiable measures of the project 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.

Jack Chats is a program that we believe can be as institutionally important as grade cards, and that it is a practice that has the potential to continue for generations of students. As this district measures new areas and gives importance to all areas of a student’s development, we hope to produce better well-rounded students who go on to achieve at higher rates than our previous graduates as measured by ACT scores, the number of students reported to be in remedial college courses, and by state college and career preparative test scores. Before student graduation we expect to see gains in students scores from iReady, Next Generation Assessments, OGT, and OAA assessments. Beyond the more immediate and local aspects we hope that qualitative measurements similar to Jack Chats will be adopted throughout the state, and perhaps country as they come to the realization that hard to measure aspects of student development cannot be ignored, and that giving them the attention and importance they deserve can lead to well-rounded and complete citizens which, in turn, have the potential to lessen some of our societal ills, and a better life for all.

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

Much of the evaluation of the project will be via an internal case study to measure the effectiveness of the project. Five to ten students will be studied for multiple years as an evaluation of the project’s effectiveness. Each student's yearly Jack Chat will be evaluated and compared to previous years’ work. Each student's iReady assessments, state and national next generation assessments, OAA, and OGT where applicable will be examined for growth. We also plan to examine scores and expect to see growth in student achievement by the evaluation of student scores from iReady assessments, state and national next generation assessments, OAA, and OGT for the student body as a whole. Midway through the 15-16 school year and following years, teachers will be polled on the state of student evidences and reflections for Jack Chats, and again in the spring. We expect this number to be zero, but the number of students without a Jack Chat qualitative evaluation will be recorded at the conclusion of each year and continued each following year. We will also examine college remediation rates, ACT scores, and the scores from state college and career readiness assessments within the case study, and for the student body as a whole.

* Spending Reduction in the five-year fiscal forecast

We will also use benchmarks to measure our financial success. In terms of spending reductions for the five-year forecast, it decreases general fund spending in Purchased Services by $30,000 per year for five years for in-service and support, $65,000 over four years in printing costs, $125.00 per year in curriculum materials, and $100,000 in device cost in fiscal year 2017. The savings to the Oakwood City School District's five-year forecast comes to a total of $2,150,000. At the conclusion of each year we plan to evaluate realized cost savings by comparing it to the expected savings per year to determine our success in this area.

* Utilization of a greater share of resources in the classroom

We also plan to track the increase of resources placed into the classroom as well. Oakwood City Schools already have one of the highest percentages of total resources dedicated to the classroom, currently at 74.5%. If this grant was awarded, we anticipate this number to jump to a percentage close to 80%. Once the project is implemented we plan to recalculate this figure yearly for comparison to our goal of 80%.

* Implementation of a shared services delivery model

* Other Anticipated Outcomes

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

☐ Yes

☐ No

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

* Explain your response

With preparation and training similar to what we currently have and plan to undergo, and similar resources, student devices and storage accounts, this project can be replicated by other districts throughout Ohio. We would, however, suggest that other districts pick a name for their qualitative evaluation that honors their school's mascot rather than our own.

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 consortium contacts added yet. Please add a new consortium contact using the form below.
### Partnerships

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<tr>
<th>First Name</th>
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<th>Telephone Number</th>
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<tbody>
<tr>
<td>Dean</td>
<td>Norton</td>
<td>(248)-893-0738</td>
<td><a href="mailto:dean@macprofessionals.com">dean@macprofessionals.com</a></td>
<td>Macprofessionals</td>
<td></td>
<td>30275 Hudson Drive, , Novi, MI, 48377</td>
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<tr>
<td>Norb</td>
<td>Klopsch</td>
<td>937-298-0600</td>
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<td>City of Oakwood</td>
<td></td>
<td>30 Park Ave., , Dayton, Ohio, 45419</td>
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<tr>
<td>Laura</td>
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<td>Apple Education</td>
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<td>Rich</td>
<td>McLean</td>
<td>(866) 668-9495</td>
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<td>CDW Government</td>
<td></td>
<td>230 North Milwaukee Ave., , Vernon Hills, IL, 60061</td>
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<tr>
<td>Kimbe</td>
<td>Lange</td>
<td>Director of Curriculum</td>
<td>Dr. Lange will take a lead role in the implementation and evaluation of the project. This includes overseeing professional development and development of Jack Chat exemplars and best practices. Dr. Kimbe Lange's has extensive experience in the field of curriculum and has lead the implementation of a number of successful projects. Many of these projects infused technology and assessment in ways similar to what we hope to accomplish with Jack Chats. A few of her successes include: - Implementation of district-wide student evaluation via iReady software - Led Kyle Elementary from failure to academic excellence (only about 30% of students passed state tests in spring of 2001; concluded with more than 90% of students pass state tests) - Seven consecutive years, received the State Superintendent &quot;School of Promise&quot; award (only school to receive this award for seven consecutive years) - In 2009, received the National Title 1 &quot;Distinguished School&quot; award (only 63 schools in the United States received this award) - One of eight Ohio schools selected for the Kellogg Foundation &quot;Ready Schools&quot; program; developed partnerships between families, preschools, community agencies to assure seamless transition to school of at-risk students - Implemented comprehensive staff development program aimed at improving student achievement and transforming the school to a child-center culture - Chair of district and building technology committees that developed and implemented computer and technology plans - Researched, developed and implemented new district computerized report card</td>
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<tr>
<td>Matt</td>
<td>Sproat</td>
<td>Technology Coordinator</td>
<td>Implantation of the project. Responsibilities include development of technology related professional development, initialization, roll out, use and integration of devices. The Oakwood City Schools' Technology Department has extensive experience and expertise in the launch, support, and educational use of technology. The department has successfully instituted more than 400,000 devices since its inception. The department has initiated research-based use, and purchased technology to be used in innovative ways, including breaking from a conventional &quot;mobile cart&quot; deployment to embed more digital resources in classrooms. These changes</td>
<td>Notable projects include district transitions to Google Apps for Education, implementation of improved district-wide wireless infrastructure, and changes to more effective and less expensive cloud-based system for IEP creation, WEP creation, Website management, and increased use of shared services, and a high level of cooperation with our ITC.</td>
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Happened as a result of meeting with teachers, learning about their understanding of technology, and incorporating research proven methods of using technology. The department is well-rounded, educated in a number of fields. The technology coordinator has a master degree in instructional technology, B.S. in computer science, and the associate technology coordinator has a master degree in technology in education and a certification in online instructional design. Other members of the department are certified in hardware specializations, and have educational technology endorsements. Many of the department's members are full-time teachers who support the use of technology on a daily basis.

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<thead>
<tr>
<th>Kyle Ramey</th>
<th>Superintendent</th>
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<td>This project will be headed by superintendent Dr. Kyle Ramey who will oversee the implementation by the Oakwood City Schools' Curriculum and Technology Departments headed by Dr. Kimbe Lange, and Matt Sproat, Technology Coordinator.</td>
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<td>Dr. Ramey is the grant leader and has been the Superintendent of the Oakwood Schools since July 2013. He has 25 years of educational experience and previously served in a variety of positions with the Kettering City Schools including Director of Instructional Services, Director of Human Resources, Principal of Kettering Middle School, and Unit Principal of Kettering Fairmont High School. Dr. Ramey holds a doctorate in Educational Leadership and is an adjunct professor at the University of Dayton for graduate classes in Educational Administration.</td>
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<td>While at Oakwood Schools, Dr. Ramey has been successful in the implementation and ongoing evaluation of the Oakwood Differentiated Compensation Plan. Under his leadership the District's technological capability has significantly increased thru new infrastructure, greater incorporation of ISTE standards, improvement of communication thru new technological tools, and other projects of increased technological integration. The Oakwood City School District is a high performing district and a proven leader. A few of our accolades include: - 98% of graduates accepted to colleges upon graduation - 2013 - ACT average score of 27 is highest in the State - 2013, 2010, 2009, 2007 Classes - 1st in state in Ohio Graduation Test - 2013 Forbes featured Oakwood Schools as #3 in the Midwest and #13 in the Nation on the list of &quot;Best Schools for Your Housing Buck&quot; - 2013 US News and World Report ranked Oakwood High School in the top 2% in the State of Ohio and #1 in the area - 2013 Newsweek ranked Oakwood High School in the top 1% Nationally and #1 in the region Spending seventy-five cents of every dollar directly in the classroom, Oakwood has one of the highest ratios in the state. The district has successfully completed many innovative projects throughout its history, most notably a $527,000 grant-funded transition in fiscal year 2013-2014 to implement district-wide performance compensation.</td>
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