

Budget

Oberlin City Schools (044594) - Lorain County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (341)

U.S.A.S. Fund #:

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

Purpose Code	Object Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction		0.00	0.00	9,000.00	0.00	630,100.83	0.00	639,100.83
Support Services		10,000.00	1,645.00	48,000.00	0.00	13,535.40	0.00	73,180.40
Governance/Admin		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prof Development		48,559.40	7,988.02	24,790.00	2,400.00	0.00	0.00	83,737.42
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	0.00	0.00
Total		58,559.40	9,633.02	81,790.00	2,400.00	643,636.23	0.00	796,018.65
Adjusted Allocation								0.00
Remaining								-796,018.65

Application

Oberlin City Schools (044594) - Lorain County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (341)

Please respond to the prompts or questions in the areas listed below in a narrative form.

A) APPLICANT INFORMATION - General Information

1. Project Title:

E3 (E to the Third Power): Empowered - Engaged - Efficient

2. Executive summary: Please limit your responses to no more than three sentences.

-To improve student achievement by empowering students and staff to utilize technologies that promote an inquiry, student-centered learning environment, engages learners in problem-based learning in a STEM environment, including focus on sustainability, that fosters self-regulated learners. -To reduce costs by developing a self-sustaining infrastructure and utilizing technologies that promote increased productivity and efficiency by reducing use of consumables, loss work (products) and excessive time supporting or repairing older equipment. -To increase resources in the classroom through the use of Chromebooks, Google Apps in the 'cloud', Promethean boards, student response assessment systems and active slates, as well as computer labs, so that students can access more current instructional resources, monitor their own personalized learning, and collaborate, co-create and problem solve real world problems with peers and experts while learning content and 21st Century skills, STEM, Sustainability (particularly systems thinking), and Design Cycle. -To increase literacy of K-2 children through family engagement and use of web-based software and monitoring tools; To increase students' (gr 3 and up) understanding of STEM & Sustainability curriculum.

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.

1000 3. Total Students Impacted:

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

4. Please indicate which of the following grade levels will be impacted:

- | | |
|--|--|
| <input type="checkbox"/> Pre-K Special Education | <input checked="" type="checkbox"/> Kindergarten |
| <input checked="" type="checkbox"/> 1 | <input checked="" type="checkbox"/> 2 |
| <input checked="" type="checkbox"/> 3 | <input checked="" type="checkbox"/> 4 |
| <input checked="" type="checkbox"/> 5 | <input checked="" type="checkbox"/> 6 |
| <input checked="" type="checkbox"/> 7 | <input checked="" type="checkbox"/> 8 |
| <input checked="" type="checkbox"/> 9 | <input checked="" type="checkbox"/> 10 |
| <input checked="" type="checkbox"/> 11 | <input checked="" type="checkbox"/> 12 |

5. Lead applicant primary contact: - Provide the following information:

First Name, last Name of contact for lead applicant
Ann Glass

Organizational name of lead applicant
Oberlin City Schools

Address of lead applicant
153 N Main Street Oberlin, OH 44074

Phone Number of lead applicant
4407741458

Email Address of lead applicant
AGLASS@OBERLIN.K12.OH.US

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

Student achievement is correlated to the engagement & empowerment of students. Currently, the culture is one where too many students are disengaged in their learning. Students are not using technology daily to think & create products. Likewise, there is a need to engage more students in inquiry & problem based learning in today's classroom. Teachers need to empower students to become self-regulated learners. Teachers need to see students thinking so they can address any misconceptions or provide guidance & feedback while students are learning. Feedback needs to be more immediate to be effective. The district needs to improve our bandwidth and connectivity for utilizing wi-fi technologies across the district to support student engagement. The district needs to provide both teachers & students the ability to have access to more resources in the classroom to support research, learning & performance based assessment. Furthermore, today's workforce needs students to be capable of collaborating online in the cloud, solving problems & working anytime/anywhere, while not losing work (products). Complex problems require collaboration to be solved. Technology enables collaboration. We need to reduce our carbon footprint - use of paper, energy, while increasing our efficiency & productivity. Lastly, we need to engage more families & provide the necessary tools for support at home to ensure every child can read by 3rd grade. This requires using software that is accessible from anywhere that records students reading over time while generating frequent progress monitoring reports that parents can understand. The last shift we need to address is the support needed to promote STEM curriculum to ensure more students are prepared for STEM careers and/or in student action on local & global issues such as sustainability.

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

The E to the Third Power innovative project will address the need to Empower & Engage students as constructivists of their own learning in an inquiry, learned-centered environment that utilizes technology (Chromebooks) to promote student access to current resources & to collaborate in the 'cloud' on creating products & solving real world problems through Problem-Based Learning (PBL). Furthermore, the use of Promethean boards, Active Expression Assessment Response Systems & Active Slates will engage students by providing immediate feedback regarding their learning so they will become self-regulated learners who understand their strengths & weaknesses better, while providing the teacher with formative assessments results to guide instruction to meet specific student needs. Promethean Boards & Active Slates will support visual learners & Engage learners by making their thinking visible so that teachers can better understand student thinking & possible misconceptions that need to be addressed. The third "E" addresses efficiency which will be addressed by upgrading our infrastructure so that we will become more self-sufficient & not need to rely on more costly outside sources for our current bandwidth/connectivity. By upgrading we would improve our ability for utilizing wi-fi technologies across the district more efficiently (increased speed & lower cost in the long term). Equally important is the use of Chromebooks by students to expand their access to current resources & collaborating and co-creating in the 'cloud' with Google Apps. The use of Chromebooks & open source applications, e.g. Google Apps, which will be more cost effective by reducing the use of paper or need for costly application software, & will save time by reducing loss of work (products), while promoting higher productivity amongst teams on complex problems. Lastly, the district leverages technology in lab settings also to provide intervention and enrichment for each student daily grades K-12. This project will enable us to upgrade or technology labs and take advantage of the more robust software that also empowers and engages students to access their curriculum and student work from home. Students in grades 6-8 have a semester of STEM curriculum also promote STEM careers needed in today's world. At the high school, grades 9-12 may utilize labs for STEM, independent projects, International Baccalaureate, intervention and credit recovery or enrichment and wider variety of electives through online courses given our small school and limited resources to offer some electives on-site. The computer labs and Chromebooks will provide more opportunities for blended learning courses within and outside of Oberlin City Schools. Our goal is continue to ensure a personalized learning plan as much as possible for each student in a diverse student population and community and to develop self-regulated learners who are college and career ready for the 21st Century in a global world. This project supports our school improvement plan and transformative school reform model, International Baccalaureate PK-12.

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

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

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

At K-2, we will focus on the use of technology to improve literacy & family engagement. Teachers will use Reading Assistant Software by Scientific Learning weekly to capture a recording of a child reading that will generate progress monitoring data & reports over time. Students

can also work independently & be provided assistance from the software coach while reading when they are struggling as well has have the ability to listen to a software 'mentor' read the story aloud so they can have reading role modeled. Students will answer questions to check for comprehension as well as learn essential vocabulary through immediate software feedback. This software will enable students to seek assistance at anytime while struggling to emulate 1:1 coaching. This software can be accessed from anywhere; therefore, it will allow parents to have literacy support in their home for their child, as well as 'hear' their child's reading progress or growth over time. Such audio portfolios & reports can then be discussed at parent-teacher conferences & will become part of the child's portfolio. Furthermore, our students each have an personalized learning plan as a result of our technology labs daily. Students are placed on software such as Waterford, Fast Forward or Reading Assistant or Dream Box to ensure they maximize their learning. As a result, we anticipate an increase in our 3rd grade reading achievement & reduction in our need for Reading Improvement & Monitoring Plans. From 3rd through 12th grade, we will have curriculum & IB units that focus on STEM while emphasizing our state standards. This will promote the understanding of STEM related careers & the related necessary knowledge & skills needed in Science, Technology, Engineering (Design & Systems Thinking) & Math for them. Each unit emphasizes connecting with a local community partner as well. Students will be engaged in authentic problems & the community as a result. These STEM units will promote Inquiry & Problem Based Learning, investigations & research - necessary skills for college & career readiness. As a result, we anticipate an increase in student engagement, student projects that are authentic, researched, utilize data & technology & are connected to local businesses in the community & address STEM related careers or local & global issues. From an assessment perspective, students K-12 will be using technology to demonstrate their thinking, making it more visible & in a collaborative environment as well, to promote a culture of collaborative learning. Such tools as Active Slates, Assessment Response Systems (Clickers) will provide immediate feedback to enable the teacher to reteach a lesson when needed, address student misconceptions or thinking in real time. In turn, students will have immediate feedback to help them improve their learning in a more focused manner with meaningful feedback that describes what they did well, areas to improve, & guidance from the teacher on 'how' to improve. Likewise, the above strategies overall will promote a more engaged learner in his/her learning, particularly encouraging a self-regulated learner in a rich, meaningful learning environment on authentic problems instead of traditional textbook learning. Our goal is to engage the WHOLE child & improve their passion for learning in the real world. We wish to shift the focus from the teacher to the learner being at the center of the learning environment. The teacher's role will be more one of coaching/facilitating learning & the learner as the doer/thinker. Lastly, our ability to offer more online & blended learning through a Blackboard Learning Management System will increase the type of learning occurring while in classrooms & on campus & effectively use instructional time to promote more rigor, critical thinking & 21st Century Skills. It will also enable students at the high school to take courses online that would not be available otherwise.

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.)

Yes, implementing the E3 (E to the Third Power): Empowered - Engaged - Efficient grant will save a total of \$139,709 Through FY2020 and will continue to save money into the future as we are able to move to more efficient hardware and the reduction of copier/paper usage (FY16-\$24,085, FY17-\$26,009, FY18-\$27,937, FY19-\$29,870 and FY20-\$31,808). Purchased services savings are FY16-\$20,348, FY17-\$21,643, FY18-\$22,942, FY19-\$24,247 and FY20-\$25,557 for a total of \$114,737. We will enjoy the largest savings in electricity, \$62,821 through the replacement of older computers with new, more efficient, processors and staff will be more willing to begin powering down the units daily as they will boot quickly each morning and will not waste instructional time. This is a conservative estimate after reading the white paper "Google Apps: Energy Efficiency in the Cloud 2012, a typical company that migrates to the cloud save an estimated 68-87% in energy. In addition, the faster, lighter and less power hungry devices (Chromebooks) could replace laptops for many users - leading to additional energy savings of 10-45%. We will save \$36,113 in internet cost and enjoy 100 megabyte dedicated service which will reduce the time staff and students spend waiting for hardware to respond thus making everyone more efficient. Copier savings of \$15,803 are projected as we expect reduced printing with data being in the cloud, all users having Google accounts and more assessments being done with ActivExpression voting (clickers). Supplies savings is for the reduction of paper usage. FY16-\$629, FY17-\$1,257, FY18-\$1,885, FY19-\$2,514 and FY20-\$3,142 for a total savings over five years of \$9,427. We anticipate copier and paper usage decreases of 5% in year one, 10% in year two, 15% in year three, 20% in year four and 25% in year five. We believe these are conservative estimates. ActivExpression voting (clickers) are being used in some classrooms and the teachers reports using a lot less paper. This grant will make the technology available at the building level and we will be able to track the savings through monthly paper consumption and copier charges per building based on invoices. Capital Outlay savings are projected at \$15,545 as a portion of this line item was typically used after our technology levy fund is depleted for purchases that could not wait until the new year. This grant will enable us to meet our technology needs and our technology levy funds should be sufficient. More savings in future years may be gained as staff become more comfortable with the new technology. Also, the hardware purchase will put us where we want to be with our student to device ratio and will allow us to more effectively budget for planned and forced obsolescence, by reducing the per device cost and increasing the useful life of the devices. Money typically spent in year 4 of the obsolescence cycle would not be spent till year 6. Money spent in year 7 would not be spent till year 10 and so on.

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

By updating our desktop computers at the elementary and middle school level, it will provide us a more stable learning environment with today's software needs, while also allowing us to move from stand alone software to software that is readily available on the cloud 24/7 for learners, families, and the staff. The upgrade in our connectivity and Wi-Fi will also allow this shift from limited access (teacher who signs out laptop cart) to 24/7 access with more technology and resource access overall. For example, our current middle school has approximately 150 laptops (2 carts per each grade level floor 6-7-8th grade) with two of those carts of 25-30 laptops already 3 years out of warranty and quickly failing; plus 55 desktop computers also quickly approaching warranty and becoming more time consuming to repair to keep operative. Likewise, our High School has access to currently approximately 90 laptops (across 3 carts, with the one cart of failing laptops) and 75 desktop computers. With this grant, we would shift to a more 1:1 computer (Chromebooks) for grades 6-12 that will increase student access to resources, engage students in active learning - research, collaborating and co-creating (Google Docs), and promote formative and summative assessment with immediate feedback through Promethean tools (Active Slate) and Assessment Clicker tools. The Chromebooks would have an extended warranty of 5 years. Thus, by having the capital to make this one time purchase, we will be able to reduce future costs by bringing currently out sourced service in house; by refreshing our aging and out of warranty hardware with new equipment that can serve a mission critical role for 5 years as opposed to 3; We are able to reduce per pupil/ per device/ per ear cots and effectively budget for hardware replacement on a 5 year cycle as opposed to a 3 year cycle. Staff and students will be able to access more current e-books, databases, online and blended courses that will utilize a Blackboard Learning Management System hosted by our partner, Oberlin College.

Our goal in providing blended courses is to enable more learning experiences that promote collaboration, discussion, investigations, labs, etc. while in the classroom or on school campus to effectively leverage use of instructional time for increased learning. Given our small high school and staff available, we continually strive to offer online courses to our student population to meet their interests and needs for college and career readiness. This 1:1 initiative will support credit recovery, credit flexibility, more elective choice, and independent studies for our students. Lastly, the use of technology on a more daily basis, 24/7, by students, will support the shift to online, technology-enhanced assessment like PARCC will be utilizing. This will enable students to practice such skills in a similar environment, create products for performance based assessment, while also ensuring our technology is up-to-date for actual PARCC testing at all times.

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

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

New - never before implemented

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

Mixed Concept: Incorporates new and existing elements

Established: Elevating or expanding an effective program that is already implemented in your district, school or consortia partnership

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

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

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

[Enter Budget](#)

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

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

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

[Upload Documents](#)

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

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

796,018.65 State the total project cost.

* Provide a brief narrative explanation of the overall budget.

The total cost for implementing the E3 (E to the Third Power): Empowered - Engaged - Efficient project will be funded by this grant. Salaries: A project management stipend of \$10,000 is included for the Director of Technology to implement the project and \$3,556.70 is included for a district technology teacher to assist district staff during professional development. Training stipends for teachers and classified staff for Chromebooks, Google Apps and Cloud Technologies, general Promethean training for teaching staff, project based learning training for teachers and Promethean master training for 8 teachers for a total of \$45,002.70 is included (1.20 FTEs). Fringe includes 16.45% for SERS/STRS, medicare and workers compensation for a total of \$9,633.02. The district has approximately 90 certified staff and 20 classified staff who will benefit from the professional development. Purchased Services include (1) Network security licenses (10 years) \$48,000; (2)

Technology Institute North Trainer Fees \$8,000; Promethean Trainer fees \$5,000; (3) training for District Technology Director including the following classes: Interconnecting Cisco Network Devices 1 and Devices 2 - \$6,990; (4) Problem-Based Learning training for integrating Chromebooks in educational units/instruction- \$4,800. Future training for new teachers will be funded through Title IIA. Parent Engagement Reading Assistant by Scientific Learning Software license for K-2 \$9,000. Future licenses to be funded by Title I grant. Supplies include \$2,400 for supplies for the Problem-Based Learning training. Capital Outlay includes (1) a network security device - \$13,535.40; (2) Stem Lab computers for K-12 will be purchased (215 @ \$763.00 each for a total of \$164,045). By replacing our current aging desktop infrastructure in grades 6-12, we have the capability to upgrade programs that are or will soon be outdated, as well as provide a platform to introduce new software/classes that we had not been able to in the past. Fiscally, replacing these desk tops, which are 3 years out of warranty, will allow us to more effectively manage our tech budget and use said funds in a more effective manner; (3) Chromebooks will be purchased for grades 6-12 (700 @ \$371.29 each for a total of \$259,903); (4) a 4-year extended service warranty will be purchased for the Chromebooks (\$154.80 x 700 = \$108,360); (5) Chromebook management license (700 x \$33.78 = \$23,646); (6) Chromebook carts will be purchased (23 @ \$1,554.21 for a total of \$35,746.83) The purchase of Chromebooks will allow us to provide students grades 6-12 with technology whenever it is needed. The use of Chromebooks will be integrated into our already established Google Apps initiative, allowing for much greater productivity and engagement as well as collaborative work and communication between teachers and students. Fiscally, Chromebooks would save the district about \$440 per device with a substantial reduction in overhead (imaging, configuring, software installs/updates), allowing the district to use both fiscal and staff resources more effectively; (7) Nine Promethean active expression voting assessment items will be purchased (\$2,400 x 9 for a total of \$21,600) to be used in grades 3-12; (8) Forty-five Promethean Active Slates will be purchased (42 @ \$400 for a total of \$16,800) and will be used in grades 3-12. Oberlin is lucky to have a technology levy, however, it does not generate enough revenue to afford all of our students the use of needed technology on a regular basis. This grant will make it possible for our district to maintain current, effective technology in the classrooms for our students. Our current laptops have three year mission critical use, use more electricity as they are not powered off as it takes so long to boot them in the morning which reduces instruction time. The per unit cost savings will ensure our technology levy is sufficient to replenish instructional hardware on a m

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.

New costs are not planned. Recurring costs may include technology training for new teachers, although once the majority of the staff in the district has received technology training the plan is for peer to peer training. Oberlin teacher attrition is low. We estimate the cost to be minimal. If there is a training cost for new teachers it will be paid through our Title II A fund. Parent Engagement through Reading Assistant from Scientific Learning license renewal of approximately \$9,000 per year will be funded by our Title I grant as there is a planned retirement 15-16 which will free up resources for the software license. Oberlin has a Technology levy. Given the significant upgrade this grant will enable us to make in classroom technology, our technology levy revenue will be used to sustain new technologies in a replacement cycle that is more manageable. Currently we have outdated Mac laptop carts in our schools. The unit cost is approximately \$1,000 with including hardware and software and the useful life is 3 years for mission critical use at a per year cost of \$333.33. This grant will permit us to replace them with Chromebooks for \$559.87 per unit and a useful life of 5 years for mission critical use at a per unit per year cost of \$111.97. This is a savings per year per unit of \$221.36. In addition, the warranty vendor is closer which will result in a reduction in the time the units are out of the classroom when repairs are needed. A large portion of our current technology levy revenue is supporting lease payments for technology through 2017. In using Chromebooks to replace current out-dated technology one server will be eliminated, other servers will not be utilized at such a high degree which will increase their useful life and there will be dollars available to begin replacing laptops with Chromebooks which will enable us to continue to reduce our electricity expense. A 4-year maintenance plan is included in this grant bringing the mission critical life to 5 years for the hardware. A 10 year license for network security is included in the grant.

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.

31,808.00 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

Yes, implementing the E3 (E to the Third Power): Empowered - Engaged - Efficient grant will save a total of \$139,709 Through FY2020 and will continue to save money into the future as we are able to move to more efficient hardware and the reduction of copier/paper usage (FY16-\$24,085, FY17-\$26,009, FY18-\$27,937, FY19-\$29,870 and FY20-\$31,808). We will enjoy the largest savings in electricity, \$62,821 through the replacement of older computers with new, more efficient, processors and staff will be more willing to begin powering down the units daily as they will boot quickly each morning and will not waste instructional time. We will save \$36,113 in internet cost and enjoy 100 megabyte

dedicated service. Copier savings of \$15,803 and paper savings of \$9,427 are projected as we expect reduced printing with data being in the cloud, all users having Google accounts and more assessments being done with ActivExpression voting (clickers). We anticipate copier and paper usage decreases of 5% in year one, 10% in year two, 15% in year three, 20% in year four and 25% in year five. We believe these are conservative estimates. ActivExpression voting (clickers) are being used in some classrooms and the teachers report using a lot less paper. This grant will make the technology available at the building level and we will be able to track the savings monthly through paper consumption and copier charges per building based on invoices. Capital Outlay savings are projected at \$15,545 as a portion of this line item was typically used after our technology levy fund is depleted for purchases that could not wait until the new year. This grant will enable us to meet our technology needs and our technology levy funds should be sufficient. More savings in future years may be gained as staff become more comfortable with the new technology. Also, the hardware purchase will put us where we want to be with our student to device ratio and will allow us to more effectively budget for planned and forced obsolescence, by reducing the per device cost and increasing the useful life of the devices. Money typically spent in year 4 of the obsolescence cycle would not be spent till year 6. Money spent in year 7 would not be spent till year 10 and so on.

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.

This grant will enable us to meet our technology needs and our technology levy funds should be sufficient to sustain new technologies in a replacement cycle that is more manageable. More savings in future years may be gained as staff become more comfortable with the new technology. Also, the hardware purchase will put us where we want to be with our student to device ratio and will allow us to more effectively budget for planned and forced obsolescence, by reducing the per device cost and increasing the useful life of the devices. Currently we have outdated Mac laptop carts in our schools. The unit cost is approximately \$1,000 including hardware and software and the useful life is 3 years for mission critical use at a per year cost of \$333.33. This grant will permit us to replace them with Chromebooks for \$559.87 per unit and a useful life of 5 years for mission critical use at a per unit per year cost of \$111.97. This is a savings per year per unit of \$221.36. With this grant, money typically spent in year 4 of the obsolescence cycle would not be spent until year 6. Money spent in year 7 would not be spent until year 10 and so on. A large portion of our current technology levy revenue is supporting lease payments for technology through 2017. In using Chromebooks to replace current out-dated technology one server will be eliminated, other servers will not be utilized at such a high degree which will increase their useful life and there will be dollars available to begin replacing laptops with Chromebooks. We will enjoy all of the savings including internet access, reduction in electricity use and reduction in copier fees and paper costs beginning in 2016 and every year thereafter. We expect the savings to increase annually by using our technology levy to add more energy efficient hardware, and continuing awareness through regular staff newsletters for hardware and software usage and using green applications in the classroom to reduce the use of the copier and paper. We anticipate copier and paper usage decreases of 5% in year one, 10% in year two, 15% in year three, 20% in year four and 25% in year five. We believe these are conservative estimates. ActivExpression voting (clickers) are being used in some classrooms and the teachers report using a lot less paper. This grant will make the technology available at the building level and we will be able to track the savings monthly through paper consumption and copier charges per building based on invoices.

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 SEPT 2013 to AUG 2014

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

DLT = District Leadership Team CD = Curriculum Director TD = Technology Director LT = Lead Teacher SEPT 2013 DLT met to discuss grant opportunity. Superintendent discussed with Board of Education. FALL 2013 DLT along with RttT Innovative Specialist participated in grant webinars. DLT identified needs across district. Superintendent, Treasurer, CD, TD, LT (grant team) met to discuss current 5 year forecast and identified needs. TD, CD, & LT contacted entities regarding needs and interest in partnership for grant. Grant team collaborated with RttT innovative Specialist on proposal, research for grant. DLT obtained quotes for cost of implementation of grant activities. DLT obtained partnership agreements & letters of support for grant initiatives. DLT co-wrote grant for submission 10/25/13. DLT will monitor communications pertinent to Straight A Grant. DLT will keep partners informed of grant status. Dec 2013 DLT contacted partners regarding grant status. WINTER 2014 DLT participate in updated grant webinars. TD met with One Community about infrastructure upgrade. CD & LT met with Promethean and Nort2H partners to identify possible training & further survey staff regarding specific needs. CD & LT met with Problem-Based Learning Facilitator to discuss expectations & secure OCT dates for PBL training. SPRING 2014 DLT met repeatedly to draft/submit grant April 18, 2014. SUMMER 2014 - Announce Status AUG 2014 TD meets with One Community to finalize Fiber plans & orders network equipment, Promethean ActivSlates & ActivExpressions, Chromebooks & carts. CD & LT survey staff regarding specific training needs to then meet again with professional developers & discuss training needs. CD & LT meet with Promethean, Nort2h to finalize technology training menu of sessions. CD & LT promote/market Professional Development sessions on Promethean, Chromebooks, Google Apps. DLT will keep partners informed of registrations for training, status of activities planned.

* Anticipated barriers to successful completion of the planning phase

As most of our planning is complete and solid, we do not anticipate any barriers other than sick days.

18. Implementation - Process to achieve project goals

* Date Range AUG 2014 to July 2015

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

DLT = District Leadership Team CD = Curriculum Director TD = Technology Director LT = Lead Teacher AUG 2014 - CD & LT open registration to all staff to register for Training on Technology & PBL. TD will place orders for new Chromebooks/desktops/carts & network equipment. AUG 2014 - TD will place, configure & install all new Software, Desktops, Chromebooks & Promethean Hardware in all buildings. One Community begins Fiber build out. TD Works with Meraki to configure Security Appliance (MX). CD & LT will meet with PBL Facilitator to review curriculum & potential PBL opportunities within curriculum & IB units for those staff who have expressed an interest in PBL training. SEPT 2014 - TD & One Community complete Fiber project. TD will test the Meraki Appliance (MX) in experimental network. TD will configure & place new equipment in labs, school sites as needed. OCT 2014 - TD will cut over to the new fiber connection from One Community. TD will attend Cisco training. Staff will attend PBL training & overhaul or write new IB unit that utilizes Problem-Based Learning model of instruction. Staff will also utilize Chromebooks during PBL training to integrate its use within units of instruction as well. Select staff from each building will attend advanced Promethean Training sessions and take part in the "Train a Trainer" model. Train cohort 1 at HS how to transform course to blended learning environment on BlackBoard. CD & LT will receive copy of IB unit for evidence of PBL & Chromebook integration. NOV 2014 - Staff will complete PD evaluation and all hardware, software and network resources obtained through the grant will be fully utilized. WINTER 2015 - Train cohort 2 at HS how to transform course to blended learning environment on BlackBoard. SPRING 2015 - Train cohort 3 at HS how to transform course to blended learning environment on BlackBoard. ONGOING - provide support for teachers in use of technologies; monitor use as described in grant.

* Anticipated barriers to successful completion of the implementation phase.

RE: Prof. Devpt. - Potential barrier could be either lack of interest by staff which the solution to mitigate would be to meet with staff in small groups to demonstrate what technology skills would learn and/or what PBL is & would mean for their classroom & how it fits naturally with IB. Likewise, the opposite could happen - an overwhelming interest in training & if this were the case, we could leverage some of our other Title II A funds to accommodate the additional training & stipends needed to meet needs; we also could provide some additional in-house peer-to-peer training for overflow registrants. RE: PBL training supplies: The only potential barrier would be failure to deliver the products ordered. RE: TD & One Community Fiber project: The only barrier would be related to implementation of the physical fiber. If this deadline is not met, we still have access through the ITC(LEECA/NCC) until resolved. RE: Meraki Appliance (MX) - The only barrier would be if the vendor cannot fill the order in timely manner. RE: new fiber connection from One Community - The only barrier with this would be if our security appliance was not functional. The appliance comes with a lifetime warranty & support from Meraki. RE: PBL training with Chromebooks: Potential barrier is staff trained are unable to implement successfully unit as written. This can be mitigated by providing a coach or co-teaching with the IB/Tech Lead Teacher & ensuring continual support & open communication between staff & teacher leaders.

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

* Date Range OCT 2014 to JULY 2015

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

OCT-NOV 2014 - Curriculum Director & Lead Technology Teacher will conduct classroom walk throughs to collect data on a technology tool using their iPad on frequency & manner in which new technologies are being implemented by teachers & utilized by students. Photos will also be gathered. Technologies to be observed for "look fors" include Promethean Boards, Active Expression Assessment Response System & Active Slates; Chromebooks & Google Apps for both staff & students to produce documents & products. Data will be compiled and reported at end of year to staff & to Board of Education and the public in Summer 2014. FALL 2014 Technology Director will test new infrastructure and do a comparative analysis of new infrastructure to old infrastructure. This analysis will be reported to Board of Education in the winter of 2014. A comparison will be done on work orders submitted for those using Chromebooks compared to older technology. 360 Feedback/Survey of stakeholders through focus groups on the use of the technology. Stakeholders are students, support staff, and teachers. All survey data collected will be analyzed and reported to the Board of Education, public, and staff. (Survey Monkey or Google) Note: Any observations, data collected throughout the period of this grant will be used for mid-course correction should it be evident there is a need for correction, additional meetings, communications, leveraging or braiding of other funds (Title I, IIA, Technology PI funds, etc.).

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

Possible barriers include: time to conduct quantity of observations desired. Solution: make it a priority on calendar and seek support by DLT.

Another possible barrier is low return of surveys. Solution would be to have students complete during a specified period / class and for staff to also do as part of their team time or at a staff meeting. Also communication reminders of course.

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:

Some of our significant instructional changes would be teaching staff requiring students to use technology daily in their learning and for assessment resulting in increased student engagement, proficiency in technology & increased student achievement and self-regulated learners. Instructional staff will evolve their current IB units to the next stage by utilizing problem-based learning pedagogy in their IB units. Staff will further transform their classrooms to a student-centered inquiry classroom environment that promotes problem-solving, 21st century skills, & self regulated learners. Teaching staff will incorporate more STEM and Problem-Based Learning in their curriculum and IB units that will result in more rigor in our curriculum, shift learning to a more authentic learning experience & increase student critical thinking & problem solving through use of 21st Century Skills, such as collaboration, communication with experts & peers, research, technologies in the "cloud", etc. At the High School level their will be a shift to a more blended learning model so that we can leverage on campus instructional time for collaboration, discussion (argument/claims/counter-claims), design process, investigations, labs - the higher levels of Depth of Knowledge (DoK) thinking skills so that students are more prepared for college & careers. The expected changes to the organizational practices will include more reliable Wi-Fi for use with technologies such as Chromebooks as a 1:1 initiative for secondary students to learn anytime, anywhere, resulting in increased efficiency & productivity. Students will have more ownership of their learning, ability to access current resources & co-create & collaborate with other students and subject experts locally & globally. At the K-2 level we will partner with parents to engage and empower them more in their child's education by providing access to software that can be used at home, or at the local library or "Bridge Center" which is open to the public, to support literacy & monitoring progress over time. This software will expand our portfolios from paper to now include audio of a child reading over time and can be discussed with parents at parent-teacher conferences and when meeting with intervention assistance teams to address a child's specific needs to establish a Reading Improvement & Monitoring Plan with parents. Organizationally we will reduce our carbon footprint by reducing our use of electricity with Chromebooks; reduction of paper and copying by moving to use of Google and the "Cloud" for learning. Ultimately we hope to also reduce our cost for textbooks on subjects that are more current as E-books (e.g. science, social studies), while also leveraging technology to provide more access to resources for students with disabilities through UDL (Universal Design Learning) strategies.

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.

Oberlin City Schools has a long history of past success on large scale initiatives that have had a long-lasting impact on the community. Oberlin Schools is currently situated (right time/place) with the timing of this innovative Straight A Grant project being proposed. Oberlin is the first and only district in Ohio to be authorized to offer International Baccalaureate & has developed the structures to offer an inquiry, student-centered curriculum district wide. Oberlin has also emphasized the importance of ongoing professional development by extending our school day & will continue to support teachers in this initiative via already existing PD structures (daily team time). We have established a curriculum that focuses on international or global issues and is ready to take it to the next level of problem-based learning in a wi-fi inquiry based classroom setting that will encourage students to collaborate both locally and globally, resulting in student 'action' as a result of student interactive engagement with the curriculum and real world problems. We also have history of successfully managing & intelligently distributing over 13 years of a technology levy to efficiently support our long term goals. These funds would allow us the significant enhancement to get ahead of the curve so to speak regarding the more recent developments in wi-fi technologies & move to a secondary 1:1 initiative. Oberlin is also in the midst of facilities planning with the community and architect and the funds proposed in this project would be an investment that would carry forward into our future new state and community funded facilities that would complement a new school facility in a few years. Our vision of students being co-creators, problem-solvers, thinkers in real world problems and issues to learn content (using Chromebooks in the cloud), while being encouraged to make their thinking more visible (use of Promethean and Active Slates) and receiving immediate feedback through response systems, peers and experts in the field (other than teachers) shall increase their motivation, engagement and ownership of their learning - resulting in self-regulated learners. Research of John Hattie & numerous others shows that self-regulated learners have higher student achievement and ultimately passion for lifelong learning. Ongoing research on the efficacy of Chromebooks in education (conducted by Google) overwhelmingly indicates that Chromebooks reduce the overall need for labor by IT staff to support the devices by 92%. The overall cost to run Chromebooks also is significantly lower than purchasing traditional PC laptops. Also contrary to PC laptops, Chromebooks reduce the operational issues that disrupt a class using PCs, including downtime & application failures. Again in the classroom, teachers note the introduction of Chromebooks leads to "more engagement...completing more homework, & the quality [of student work] is higher...Our teachers are collaborating more." Because the Chromebooks have such proven reliable operation

& uptime, all of these classroom improvements can take place. As one teacher noted, "They're almost foolproof....they are ideal for our classroom setting." Thus, we will not only become more productive and 21st Century collaborators in the 'cloud', but we will also be reducing our expenditures by utilizing more efficient technology that will lead to increased productivity - yielding a higher return on our investment and use of human capital. Lastly, the use of Chromebooks will provide students the opportunity to use e-books & immediate access to primary & secondary sources, plus guaranteed regular access to other online open-source technologies for increased productivity and learning.

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.

Grant Implementation Team: Lead Evaluator: Ann Glass, Director of Curriculum (440) 774.1458 or Mobile (440) 865-0279
aglass@oberlin.k12.oh.us Email (Internal Evaluation) Support Evaluators for collecting data: Steve Nielsen, Technology Director (440) 774-1458 or Mobile (440) 454-9112 / SNielsen@oberlin.k12.oh.us Kristin Miller, Lead Technology Teacher & MYP Coordinator (440) 774-1458 or Mobile (330) 304-9344 / KMiller@oberlin.k12.oh.us Angela Dotson, Treasurer (440) 774-1458 / ADotson@oberlin.k12.oh.us

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

The evaluation plan will be a comprehensive one that will collect and analyze both qualitative and quantitative data. Such data will be collected by frequent classroom walk throughs conducted by both Principals, Curriculum Director & IB Coordinator using a technology application and iPad. Data is graphed and charted to share with all stakeholders. (10 walks per bldg for total of 40 per week). We will also conduct focus group surveys 3x (Fall, Winter, Spring) with students, parents, teaching staff & support staff on use of technologies. Staff will collect evidence of productivity (student work) that will be analyzed monthly for quality with rubric. We have a history of conducting a year long self-study for IB every few years that engages all stakeholders comprehensively. Data collected and reported 3x (Fall, Winter, Spring): --Our Technology Director will generate comparative analysis reports on the speed, access, usage of technology pre- & post new technologies purchased/upgraded. --The district's Treasurer will monitor reduction in expenses & identify other savings as a result of the project, if any. --The Curriculum Director will analyze trend student achievement data and the correlation to usage of the new technologies in the different classrooms to determine & ensure that there is increased student achievement & productivity in classrooms as a result of these new technologies. (Benchmark assessments/State Test Data)

* 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.

The evaluation plan will collect data three times per year to generate reports for analysis and ensure that the feedback is 360 from all end users to identify areas where the program needs to be modified, further supported, or changed if measured progress is insufficient to meet our project's goals. All reports will be presented to public semi annually at the Oberlin Board of Education meetings & posted on our district website for public review.

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.

By replacing our current internet connection and purchasing our own security appliance, the district will realize real life savings of approximately \$7,000 annually for the next 10 years while providing students and staff with greater connectivity. Paired with the purchase and implementation of Chromebooks, ActivSlates, ActivExpressions and Professional Development, this project hopes to achieve a 21st century school district that expands past the boundaries of buildings and borders while opening up the means of communication and collaboration to enable, engage and empower students. By instituting the E to the Third Power initiative, Oberlin will have a positive impact in student and teacher computer literacy, empowering them to be better users of technology as tools for critical thinking, problem solving and increased productivity. The E3 initiative will also increase student engagement, motivation and interest; this should be reflected in daily attendance rates & student work produced (digital student portfolios). The E3 initiative will also serve as a platform to improve interaction between students and faculty. Furthermore, the E3 initiative will empower students with a tool to improve their ability to work in groups, a crucial 21st century skill. The initiative will also empower teachers to make the next necessary significant change in classroom practices allowing students to explore topics on their own through PBL & to produce longer pieces of work, better preparing them for more rigorous, higher-level 21st century college and career expectations. The E3 initiative will also provide students with significantly more personalized learning opportunities. Finally, the E3 initiative will provide equity in access to technology: in previous studies, increased access to technology has shown improvement particularly among at-risk and low-achieving students as well as among students with parents who do not have a bachelor's degree. A reduction in general fund expenses for internet access, electricity, copier and paper usage will continue into the future. In 2020 we expect savings of \$31,808 and we expect the amount to increase each year through purchasing more energy efficient hardware. Lower electricity bills are expected by replacing older computers with new, more efficient processors and capitalizing on staff being more willing to begin powering down the units daily as they will boot quickly each morning and will not waste instructional time. The district, through a grant through Oberlin College and State Farm Insurance, has installed Bio-Regional Dashboards to collect real-time data on utility usage. Electricity usage will be monitored by kilowatt hours through the dashboard which will soon be accessible through all school web sites and is currently accessible for Prospect Elementary School. Also, electricity invoices will be tracked. Teachers will be encouraged to use the dashboard in instruction and specifically point out savings that are available through turning off computers, especially on Friday afternoons.

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

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

* Student Achievement

STUDENT ACHIEVEMENT will improve 5% annually & up to 20% within 5 years as evidence by state achievement tests. Equally importantly our students will also be prepared for the new performance based assessments as a result of a learner-centered classroom environment where students will be more interactive with peers & teachers, developing 21st Century skills (e.g. collaboration, information literacy) by engaging in learning content through inquiry & Problem-Based Learning (PBL) . Over 600 Secondary students will utilize Chromebooks meaningful during PBL / IB units to access more resources within the classroom (primary & secondary sources), co-create in Google Apps in the 'cloud' with other students & experts in the field (locally & internationally). The increase in use of technology will increase 60% in year 1, & additional 15% each year thereafter until we have reach 100% daily technology usage for learning & assessment. All students in the district will have access to more current intervention & enrichment software applications & courses for credit recovery or electives sought for graduation. This will be measured by student growth, assessment reports, transcripts of course work, & student surveys. We will go from 0 to 240 K-2 students having Reading Assistant software for school & home use in year 1. We will increase our blended learning course offerings by: Fall '14 - 7 new courses; Winter '15 - Add'l 8 courses (total 15) & Spring '15 Add'l 10 courses (for total of 25 blended courses being offered in Year 1 to HS students). Each year we will add/transform another 25 courses to be blended & on Blackboard. Development of self regulated learners will be more evident in grades 3-12 by students monitoring their growth through the use of portfolios, use of Promethean Active Slates to demonstrate their thinking & use of feedback from Active Expression Assessment Response System to improve their performance on assessments.

* Spending Reduction in the five-year fiscal forecast

The spending reduction in the five-year forecast for FY2020 will include \$13,067 for electricity through the replacement of older computers with new, more efficient, processors and staff will be more willing to begin powering down the units daily as they will boot quickly each morning and will not waste instructional time. This is a conservative estimate after reading the white paper "Google Apps: Energy Efficiency in the Cloud 2012, "a typical company that migrates to the cloud can save an estimated 68-87% in energy. In addition, the faster, lighter and less power hungry devices (Chromebooks) could replace laptops for many users - leading to additional energy savings of 10-45%." An annual savings of \$7,223 will be realized once we have our own network security appliance and licenses and we will enjoy 100 megabyte dedicated service. An annual savings of \$8,410 in FY20 for copier usage and paper are projected for as we expect reduced printing with data being in the cloud, all users having Google accounts and more assessments being done with ActivExpression voting (clickers). ActivExpression voting (clickers) are being used in some classrooms and the teachers report they are useful, save time and they result in using a lot less paper. We anticipate copier and paper usage decreases of 5% in 2016-year one (\$1,682), 10% in 2017-year two (\$3,364), 15% in 2018-year three (\$5,046), 20% in 2019-year four (\$6,728) and 25% in 2020-year five (\$8,410). We believe these are conservative estimates. This grant will make the technology available at the building level and we will be able to track the savings at least quarterly through paper consumption and copier charges per building based on invoices. Work order requests for repairing technology will be reviewed by the Technology Director. The Total savings for 2016-2020 is \$139,709.

* Utilization of a greater share of resources in the classroom

This will be evident by reduction of books and more access and use of primary and secondary resources in databases, journals of research, etc. in student work. We will look for a 40% increase of such sources in student work in year 1. This increase will be measured by student work collected, by establishing a baseline of current student usage in Fall through Spring each year. Budgets of past expenditure practices to new can be compared; data collected from walkthroughs will be analyzed & shared with staff - and can be demonstrated by the quality of student work being showcased and kept in digital portfolios. The district, through a grant through Oberlin College and State Farm Insurance, has installed Bio-Regional Dashboards to collect real-time data on utility usage. Electricity usage will be monitored by kilowatt hours through the dashboard which will soon be accessible through all school websites and is currently accessible for Prospect Elementary School. Teachers will be encouraged to use the dashboard in instruction and specifically point out savings that are available through turning off computers, especially on Friday afternoons

* 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

The Oberlin Innovative Project is replicable since other districts may consider improving their infrastructure for Wi-Fi technologies. Districts can seek permanent improvement levy for technology should they feel the community would support such stream of funding for the schools. As other districts replace technology, they may learn that the Chromebook is a more cost effective replacement for desktops and laptops. Visits to the classrooms would allow other schools to learn the use and value of Promethean white boards, Active Expression Assessment Response Systems and Active Slates as well. Lastly, districts can learn PBL to implement in their district if they have an interest. Any of our activities can be scaled back to one school or department for implementation, other than the upgrade in infrastructure. Thus, the plan

presented is replicable by other districts. Backed by numerous case studies provided by both the vendors and 3rd parties, the products, ideas and Professional Development we plan to implement have proof of concept and are not "Bleeding Edge" concepts that have not been proven in the educational environment. So long as the prospective district has the financial and staff resources, our plan could be implemented by any district with little difficulty.

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

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

"I Accept" Ann Glass Director of Curriculum Oberlin City Schools 4/18/14

Consortium Contacts

No consortium contacts added yet. Please add a new consortium contact using the form below.

Partnerships

Oberlin City Schools (044594) - Lorain County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

Partnerships

First Name	Last Name	Telephone Number	Email Address	Organization Name	IRN	Address	Delete Contact
John	Petersen	4407756692	john.petersen@oberlin.edu	Oberlin College	063867	173 W Lorain St, Oberlin, OH, 44074-1057	
Albert	Borroni	4407758345	albert.borroni@oberlin.edu	Oberlin College	063867	173 W Lorain St, Oberlin, OH, 44074-1057	
Susan	Santone	(734) 678-9186	santone@creativechange.net	Creative Change Educational Solutions		876 South Grove St., , Ypsilanti, Michigan , 48198	
Cheryle (Dee)	McGlothlin	(740) 637-0425	cheryle.mcglathlin@gmail.com	Buck Institute for Education (PBL) Facilitator		168C Sheffield Drive, , Gahanna, OH , 43230	

Implementation Team

Oberlin City Schools (044594) - Lorain County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

Implementation Team						
First Name	Last Name	Title	Responsibilities	Qualifications	Prior Relevant Experience	Delete Contact
Steve	Nielsen	Technology Director	Steve will be responsible for coordinating the purchase, delivery, configuration and physical implementation of all hardware, software and network equipment. Steve will work in cooperation with Ann Glass, Kristin Miller, Angela Dotson and all hardware, software, network and professional development vendors and their representatives to effectively implement the solutions outlined in the grant application. Steve will be responsible for maintaining all hardware, software and network equipment after implementation and through their useful life. Steve will work with the District Leadership Team to survey and evaluate the effects and efficiencies of the implementation and will supply recommendations and perform tasks as needed.	Steve obtained A+ and NET+ certification and successfully completed the Cisco Academy in 2003. Steve completed his Associates of Science in Network Communications in 2005 and was brought on as a Technology Support Specialist for LZCUSD95 in Lake Zurich, Illinois where he was responsible for providing Level I and Level II hardware, software and network support for 2,500 users. Steve served in this capacity till relocating to Ohio in 2008 for his current position with the Oberlin City Schools where he now serves as the Director of Technology.	In his various roles, Steve has taken part in and led various technology implementations. Steve has successfully implemented solutions such as the ASCD Language Lab, Cisco Emulation Lab, Point of Sale systems, network hardware replacement and migration, website creation and migration. Steve has contributed to various other implementations such as English literacy and Mathematics labs which have proven to increase student achievement. Steve has implemented and supported solutions that effect as few as a dozen students to as many as 5,000 users in 500 locations globally.	
Ann	Glass	Director of Curriculum	Ann Glass will be responsible for the oversight of the grant activities, specifically coordinating professional development with Kristin Miller & Steve Nielsen. She will ensure stipends for staff, graduate credit opportunities and other incentives are provided. Ann Glass will also conduct frequent classroom walkthroughs to collect data through observations of staff and students with the IB Coordinator and Principals as the secondary level. She will develop the tools to collect the data, provide guidance on 'look fors' and generate reports for the district leadership team and other stakeholders. Ann will provide a protocol to staff regarding how to examine student work. Ann Glass will also develop other program evaluation tools for collecting data regularly to ensure it will be reported to Board and ODE for accountability and monitoring purposes, as well as any re-direction or course	Ann Glass has 15 years of experience as Director of Curriculum. She holds 2 Masters - on in Instructional Technology and the other in Curriculum, Instruction and Professional Development. She has been trained by ODE for Baldrige; PDK for Curriculum Audits, and has an extensive background in training by leading experts in the field such as Marzano, Stiggins, McTighe, Silver. Ann Glass has been presented for Battelle for Kids and ASCD on numerous educational topics and has over 12 years of experience in coaching and educational consulting.	Ann Glass has been an instructional leader for over 15 years. She has led many successful grants, initiatives, and helped her district raise student achievement by 15-20% (e.g. third grade reading achievement results from RtT report 2014).	

			correction needed for grant activities should we fail to achieve our benchmarks.			
Angela	Dotson	Treasurer/CFO	Angela, in participation with the implementation team, will oversee the creation of purchase orders, confirm items are received in good order and issue checks. All capital items will be added to the district's fixed asset system and marked as funded through the grant.	Angela has a BS in Accounting, has been a licensed School Treasurer since 2005 and has been a Certified Public Accountant (CPA active license) since 1992. She been a Chief Financial Officer for over 24 years and has managed local, state and federal grants during that period. She managed Single Audits and received Unqualified Audit Options throughout her career.	In her last School Treasurer position, Angela managed over 50 Consolidated Title applications for nine separate entities. She has experience with Consolidated Title grants, Title XIX (Medicaid) and Title XX as well as numerous state mental health grants.	
Kristin	Miller	Media Specialist, Lead Technology Teacher & MYP Coordinator	Kristin will be responsible for coordinating and managing all teacher and student training, she will also work one-on-one with teachers after initial training to create STEM-based and PBL units. Kristin will deliver all staff development on blended learning through one-on-one and small group instruction during release time and ongoing support during planning time as well as before and after school. Kristin will also provide tech support and troubleshooting help for the Blackboard learning environment. Kristin will work in cooperation with Ann Glass, Angela Dotson, and Steve Nielsen and professional development vendors and their representatives to effectively implement the solutions outlined in the grant application. Additionally, Kristin will assist Steve Nielsen with hardware and software maintenance. Kristin will work with the DLT to survey and evaluate the effects and efficiencies of the implementation and will supply recommendations and perform tasks as needed. Kristin will collect data and address any barriers for the lead Evaluator.	Kristin is a veteran teacher with 15 years of teaching and extensive experience educating both adults and children through both face to face and blended learning instruction. She has coordinated, managed, and delivered over fifty different staff development sessions and workshops for teachers on efficacious use of technology in the classroom and has delivered the workshops successfully both online and in person. Kristin oversees all of Oberlin's online courses and teaches Oberlin's first blended learning course, Information Technology in a Global Society. Kristin has her Master's degree in Library and Information Science from the school of Informatics at Indiana University and has been certified to teach French, Spanish, English as a Second Language, and Library Science. Most recently, Kristin has also been working on her certification in school administration with a concentration in pedagogical leadership.	Kristin Miller came to her current job as technology lead teacher, IB Coordinator, and teacher-media specialist at Oberlin High School with eight years' experience at Highland Springs High School in Richmond, Virginia where she helped to pioneer the county's first use of disruptive technology with its one-to-one laptop initiative and started the school's first student-run laptop repair and help desk serving 2000 users. Kristin was also selected as a pioneer teacher for the school's use of first Blackboard and then Angel LMSs; she also served as a trainer for other teachers on these systems. Kristin was then selected to be administrator and developer of the school's first online parent portal. During both her time in Virginia and more recently in Ohio, Kristin has worked extensively with teachers offering staff development training (both online and in-person) on varied topics such as best practices for integrating laptops successfully into the classroom environment, classroom management with laptops, creating a 21st century classroom, and using Google Apps to drive classroom education. Kristin was also winner of a Capital One Grant for innovative use of technology in the classroom and won Teacher of the Year at Highland Springs in 2008 and a county-wide Gilman Award for Excellence in Teaching.	

