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**Adjusted Allocation**: 0.00

**Remaining**: -746,416.00
**A) APPLICANT INFORMATION - General Information**

1. Project Title:
   RULH: EXPANDING LEARNING FROM HERE TO THERE AND EVERYWHERE

2. Executive summary: Please limit your responses to no more than three sentences.
   Significant advancement in student achievement, a spending reduction in the five-year forecast, and a greater share of resources in the classroom are all goals of the RULH: "Expanding Learning from Here to There and Everywhere" Straight A Grant project. Funds will be used to design and create a state-of-the art 21st Century educational system that expands learning, study and collaboration between students and teachers beyond the classroom through access to cloud-based mobile technology. This grant will utilize technology to maximize the use of instructional, personnel and time resources to improve student achievement by increasing time on task and access to quality educational curriculum and tools.

   *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:
   975

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

4. Please indicate which of the following grade levels will be impacted:
   - Pre-K Special Education
   - Kindergarten
   - 1
   - 2
   - 3
   - 4
   - 5
   - 6
   - 7
   - 8
   - 9
   - 10
   - 11
   - 12

5. Lead applicant primary contact: - Provide the following information:
   - First Name, last Name of contact for lead applicant
     Linda Naylor
   - Organizational name of lead applicant
     Ripley Union Lewis Huntington School District
   - Address of lead applicant
     502 S. Second Street Ripley, OH 45167
   - Phone Number of lead applicant
     (937) 392-4396
   - Email Address of lead applicant
     linda.naylor@rulh.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
B) PROJECT DESCRIPTION - Overall description of project and alignment with goals

8. Describe the innovative project: Provide the following information

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

The current state or problem to be solved; and

The district struggles to provide the technology needed for 21st Century Learning. The district has invested in a wide variety of cloud-based curriculum tools: Blackboard, A+ anywhere Learning System, Star Reading, Star Math, Star Early Literacy, Accelerated Reader, Accelerated Math, Pearson Scott Foresman Reading Streets, and Houghton Mifflin Harcourt Go Math. However, students have limited access to information in cloud-based curriculum and programs due to the dependence on hard-wired, outdated computer labs and limited teacher presentation tools and interactive opportunities. Although the district has implemented a BYOD policy, the majority of devices are smartphones, which do not run most of the applications successfully. Teachers struggle to prepare students for Next Generation Assessments and the technology inherent in their makeup simply due to a lack of appropriate technology. In order to make the best use of current curriculum investments, and increase access to common technology tools and their applications, a significant infusion of up-to-date mobile devices is needed. In addition, the district is located in a rural area that has limited access to the Internet. Cellular phone service is not available in much of the district's 99 square mile area. Although cable is available to town residents, many of the rural residents use satellite or dial up if they have access at all. Also, students have long rides on regular bus routes and extracurricular trips, time that could be used to further their studies.

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

The proposed innovation involves a massive infusion of up-to-date mobile technology. In order to create a 21st Century Learning Environment "here to there and everywhere" for RULH students, Straight A funds would be used to 1) update wired connectivity at the HS; 2) update the devices that students would use to access curriculum on a day-to-day basis; 2) update teacher access and presentation equipment as well as train teachers on strategies to support this type of learning, and 3) provide access to wireless networks on school buses to expand students’ learning time to include the time spent on buses during both regular routes and special trips. Completing these grant activities is expected to improve student achievement by providing more collaboration opportunities between teachers and students, more time on task for students, and increased access to cloud-based information and tools. Meeting these goals would also help the district reduce spending in the five year fiscal forecast by reducing equipment expenditures for technology, by decreasing costs for paper and copies, reducing electricity costs by utilizing more energy efficient equipment, and reducing purchase of consumable workbooks. In addition, this expansion would allow for utilization of a greater share of resources in the classroom by increasing time on task through expanding student access to curriculum materials and tools both during and outside of the school day. Finally, creating bus "hot-spots" will decrease bus disciplinary issues so that students do not need to be removed from the classroom to deal with the issues. This will allow both teachers and principals to spend more time focusing on curriculum and student learning.

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.)

The NGA (Next Generation of Assessment) is upon us and all students (grades K-12) of RULH are inadequately prepared for this challenge. Through early implementation of the Common Core, the content is being taught the content for the NGA. Next Generation Assessments empowers school districts to efficiently assess, track, report-on, and improve student's technology pro?ciency and 21st Century Skills. NGA's cloud-based platform allows educators to deploy standards-based assessments instantly to students. It is impossible to improve student's technology proficiency and 21st Century Skills with technology that lacks connectivity and power to manage the programs that students need to access. The pathway to cloud-based learning is marred with roadblocks including out-date, hard-wired machines that are in varying states of dis-repair. Students at RULH desire the same state of the art technology to demonstrate their knowledge and technological abilities as their peers statewide. The 3rd grade Reading Guarantee is a second challenge facing our district and will put a strain on current the technology infrastructure. RULH Elementary teachers, administrators and volunteers are working to screen all students in the lower elementary grades in preparation of this new requirement. The district wide screener is web based; thus limiting the number of students that can be screened at any given time due to lack of devices. Students and educators should not have to wait in line to use the one, up-to-date computer lab to screen "at-risk" readers in order to provide adequate instruction for their Reading Improvement Monitoring Plan (RIMP). The lack of up-to-date technology has handicapped all RULH students; not allowing them to demonstrate their acquired knowledge on all state assessments. This was evidenced by recent field testing of PARCC assessments in grades 3, 5, 8 and 10. Student's struggled with the technological manipulation of the material on our devices and we had long periods of disconnection because of the wiring in the buildings. This compounded the frustration of the students most likely impacting their performance on these assessments. While we know this was just a trial run; it will affect the measure of student achievement for our students in the future. With long bus routes many of our students have 60-90 minutes bus rides two times a day. By making the buses a mobile hot-spot the students may use that time to access BlackBoard, read
on-line journals or books or begin work prepared by teachers for a flipped classroom. Many of our students would gain up to 15 hours of time on-line per week or 540 hours per year and this is not counting any of the athletic or academic trips our students take. If students are occupied on these long rides, bus discipline could be reduced as well. Funding of this innovative grant would jumpstart RULH's technology availability to all students and staff in the district. It would eliminate the hurdle that poverty and location in the state has placed in the path of RULH's student population. It will put them on a level playing field with their peers around the state and will allow them to demonstrate their true student achievement. That is all any child asks: to be given the tools to succeed.

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.)

Meeting these goals would also help the district reduce spending in the five year fiscal forecast by reducing equipment expenditures for technology. The current capital outlay for updating technology is budgeted at $50,000 per year. This could be reduced over the course of the five-year forecast annually by $30,000. Greater savings may be realized as district-owned servers are required less and less to host programs and data, and more programs and data are warehoused on the cloud. An estimated savings of $6,000 annually will occur in supplies and materials. $5,000 of this savings will be recognized through decreasing number of copies made because students will access the documents online. An additional $1,000 will be saved as curriculum will be available on line and consumable workbooks will not be purchased. Finally, purchased services will be reduced by decreasing electricity utility costs. By utilizing more energy efficient technology, an annual savings of about $4,000 will occur. This savings is based on an annual cost of running a desk-top PC during a school year of $17, versus an annual cost of running a tablet during a school year of a $1. Even though there will be more devices, a small savings will still be recognized.

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.)

RULH district has leverage funds through Race to the Top, ARRA grants and other funding sources to purchase a variety of research and cloud based programs for grades K-12 including Black Board, A+nywhere Learning System, Star Reading, Star Math, Star Early Literacy, Accelerated Reader, Accelerated Math, Pearson Scott Foresman Reading Streets, and Houghton Mifflin Harcourt Go Math. Under current technological conditions, we are limited to how many of these can run at a certain time. It is difficult to find hardware within any of our buildings to test an entire grade level (85-100) students at any one time. This becomes a problem during on-line screening periods for math and reading using Star reading and Star Math. Teachers are forced to stagger testing times in their classrooms and that takes away from important instructional time with the students. What was first perceived to be a 30 minute testing window can drag on for hours and even days in certain buildings. Middle and High School teachers are beginning to develop curriculum that can be accessed from BlackBoard. Blackboard works to develop and implement a learning management system that impacts every aspect of education. It will engage students in exciting new ways, reaching them on their terms and devices - and connecting more effectively, keeping students informed, involved, and collaborating together. Students may bring the own devices to school; but wireless connectivity is an issue. Our buildings are not wired with adequate number of "hot-spots" to provide service to our students to access BlackBoard. At RULH High School dual credit classes are adversely affected by the lack of computers and easy access to the cloud. Our remote location has demanded that we offer more BlackBoard based college classes and our current technology is inadequate to permit students easy access to the classes they are enrolled in. Some of our teachers are adjunct professors for a local University that allows our students to enroll in Dual Credit classes but they require a minimum level of technology and connectivity which at times we struggle to maintain. Our future plans are to offer more college classes in this manner to better prepare our students for the transition to a 2 or 4 year college program. Funds from the Straight A grant will making take learning in the RULH school system from anywhere to everywhere in the district. It will allow students to easily access the programs we currently own, easily be screened and remediated in reading and math deficiencies and permit the upper grades to be connected to college, career and beyond.

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)
* If applicable, upload the Consortium Budget Worksheet (by clicking the link below)
* Upload the Financial Impact Table (by clicking the link below)
### 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.

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<thead>
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<th>Cost Item</th>
<th>Cost Amount</th>
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<td>746,416.00 State the total project cost.</td>
<td>$746,416.00</td>
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</table>

### 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.

  Expected costs beyond the grant year include the subscription for bus access points is $59 per month per unit for 5GB, or $708 monthly/$8496 annually.

- **No** - If no, please explain why (i.e. maintenance plan included in purchase price of equipment) in the box below.

### 14. Will there be any expected savings as a result of implementing the project?

**Yes**
Applicants with sustainability costs in question 13 or seeking to achieve significant advancement in spending reductions in the five-year forecast must address this response. Expected savings should match the information provided by the applicant in the Financial Impact Table. All spending reductions must be verifiable, permanent, and credible. Applicants may only respond "No" if the project will not incur any increased costs as a result of maintaining and sustaining the project after June 30th of your grant year. The Governing Board will use the cost savings as a tiebreaker between applications with similar scores during its final selection process. Cost savings will be calculated as the amount of expected cost savings less sustainability costs relative to the project budget.

31,724.00 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.

Implementing this Straight A grant proposal would result in reduced expenditures for new technology over the five year forecast. The current capital outlay for updating technology is budgeted at $50,000 per year. This could be reduced over the course of the five-year forecast annually by $30,000. An estimated savings of $6,000 annually will occur in supplies and materials. $5,000 of this savings will be recognized through decreasing number of copies made because students will access the documents online. An additional $1,000 will be saved as curriculum will be available on line and consumable workbooks will not be purchased. Finally, purchased services will be reduced by decreasing electricity utility costs. By utilizing more energy efficient technology, an annual savings of about $4,000 will occur. This savings is based on an annual cost of running a desk-top PC during a school year of $420, versus an annual cost of running a tablet during a school year of a $420. Even though there will be more devices, a small savings will still be recognized. There is a newly incurred cost of providing data service to the bus Wi-Fi access points of $8,496, that would need to be deducted from this savings, resulting in an annual total savings of $31,724. ($30,000 + $6,000 + $4,220 + $40,220 - $8,496 = $31,724)

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.

Most of the project expenditure are for one time, capital outlay expenditures to purchase new technology. This technology will have an expected life of five years or greater, per our experience with existing technology in the district. In addition, maintenance plans and insurance will extend the life of these devices, and will be included in the original purchase cost of the devices. There will be some turnover in staff, requiring additional professional development after June 30th of the grant year. However, this can be accomplished within the parameters of existing professional development plans at no additional cost. The SCOCA Field Technician is a one year addition to the staff to roll out the new devices and equipment, and help with the wiring project. Implementing the bus Wi-Fi hotspots will be at additional cost. Although the actual devices are a onetime purchase, the cost of providing continuing Internet service will be ongoing and new. However, this cost is offset by savings in the five year forecast. Implementing this Straight A grant proposal would result in a savings of $40,000 in the original forecast. However, the newly incurred cost of providing service to the bus Wi-Fi access points, $8,496, would need to be deducted from this savings, resulting in an annual total savings of $31,504. This Straight A proposal is largely sustainable due to the fact that RULH has invested heavily in several online curriculums already: Black Board, A+nywhere Learning System, Star Reading, Star Math, Star Early Literacy, Accelerated Reader, Accelerated Math, Pearson Scott Foresman Reading Streets, and Houghton Mifflin Harcourt Go Math. These programs represent a significant investment and would have an ongoing cost; however, this cost is not a part of the Straight A project and is already included elsewhere in the district budget. Implementation of this Straight A proposal would allow RULH to utilize these programs more effectively and recognize greater student achievement through deeper and more intensive application of these resources.

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
17. Planning - Activities prior to the grant implementation

* Date Range September 2013 through April 2014

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

| September 2013 through April 2014 Discussions regarding this grant application have taken place in a variety of settings with a large number of stakeholders. The initial meetings were held at the district level involving the administrative teams from each building and at the district level. Teachers, parents, members of the Brown County ESC and other local professionals were invited to discuss ideas for this grant. Notes from these weekly meetings were taken and shared electronically with all persons on the list serv. A final determination was made as to the direction of grant application and a first application was filed. Monthly updates were made at Administrative meetings and the Board of Education meetings. November 2013 through January 2014 The first grant was not funded and members of the initial committee met to review the scorers’ notes. We reviewed the grant and made the decision to fine tune it and correct our mistakes and move forward with reapplying for the second round of funding. January 2014 through April 2014 The grant writing team re-worked the application and submitted the grant for consideration. Additional research on prices and technology was done. In addition, several grade were selected as field test participants for the PARCC and AIR tests in the areas of math, reading, science and social studies. This allowed us to see additional deficiencies in the technology and student ability on technology for this grant. |

* Anticipated barriers to successful completion of the planning phase

The barriers to this phase were two-fold. The weather in southwestern Ohio prohibited face to face meetings during January and February 2014. Electronic communication was used during this period to keep each member of the team up-to-date on progress. The other barrier was one of time; with lost instructional time because of weather we found that teachers and administrators had less time to spend on this grant.

18. Implementation - Process to achieve project goals

* Date Range June 2014 through March 2015

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

| RULH Superintendent will manage communication and media releases. Communication during the implementation phase will be targeted to all stakeholders including students, parents, community, and Board of Education. Parents and the community in general will be notified of the grant award and program. During special meetings of the RULH Staff and the regular Board of Education information will be relayed to describe the nature of the project and description of changes in the physical setting of instruction as well as pedagogical changes. Detailed information will be related to all stakeholders through the development of a page on the current RULH Webpage focused on the project as well as mass media releases throughout the project. Staff training will begin in August, 2014 and will continue through March, 2015. Management of staff training will be coordinated effort through the RULH Education Association, the Brown County ESC and the RULH Administrative Team. August-2014-September, 2014 Purchase and installation of wireless connectivity in the buildings-conducted by RULH Technology Department, Maintenance Department and the additional SCOCA Technician hired through this grant. August, 2014-September, 2014 Purchase and install the mobile hotspots on the bus fleet August, 2014-November, 2015 BlackBoard Training- conducted by staff of SCOCA and/or Maysville Community and Technical College. August, 2014-November, 2015 Interactive Board training-conducted by staff of RULH Technology Department and the staff of Brown County ESC. August, 2014 - March 2015 Ongoing training to enhance use of cloud-based tools and technology |

* Anticipated barriers to successful completion of the implementation phase.

The only foreseeable barrier in this phase is the possible scheduling of technicians from various departments with district personnel. All work done on buses and in classrooms must be completed at times that do not impact the daily operation of the school.

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

* Date Range March 2015 through June 2015

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

| Program evaluation will be conducted by the Implementation Team. This last stage of the evaluation process will be a mixed methods approach, focusing on pre and post surveys and focus groups/interviews. Assessments will be directly aligned to outcomes and data may be disaggregated by outcomes across measures to provide rich formative data that will be compiled and addressed in the handbook that we develop for replication in other districts. Benchmarks for the project are as follows: 1) Increase in satisfaction of staff and student familiarity and comfort in using the devices. 75% increase in satisfaction as evidenced by results in pre and post surveys (Google Form) 2) Increase in student knowledge of using online tools to complete tasks for productivity. 75% increase in student knowledge as generated by pre and post assessment (online) 3) Increase in use of current cloud-based curriculum programs and tools. 75% increase in use of programs as indicated by network use metrics, and reports generated by the programs. 4) Use of devices in all classrooms by all staff and students. 100% of classes will indicate the use of devices by both teachers and students as evidenced by walk throughs and observation. 5) Survey of students indicating usage of bus Wi-Fi for classwork or other learning, analysis of data usage on buses Project Milestones are as follows: 1) Checklist indicating devices have been purchase and rolled out to students and teachers. 2) Professional development plan completed to address teacher concerns and needs based on surveys, conversations, and other communications. 3) Walk throughs and observations indicating prevailing use of devices routinely in classrooms 4) Bus observations and review of data usage indicating use of devices on buses |

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

There are no foreseeable barriers to this critical phase of the grant.

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:

This project will change the way students, staff, and parents think about education. Because of the "always on" nature of cloud-based services, communication between school and home will be greatly enhanced. Agendas for the day, materials for class, and assignments will be available online. The forgotten homework or assignment will be a thing of the past as they will be available 24/7 online. Although access will still be limited in the farthest corners of the district, a trip to any area or business with Wi-Fi will provide a quick clarification to both parents and students. In addition, teachers and students will be able to ask and answer questions and collaborate across a much broader range of time than just the scheduled class. As email and texting have increased our access to friends, family and business associates, teachers and students will be able to communicate in a more timely fashion within the parameters of the online classroom. Both teachers and students who are not able to attend class on a given day will be able to "check in" online and ask questions or complete assignments. Teachers will know that students always have access to the lesson they have prepared, even if they are unable to be there on any given day. In addition, students and teachers will move away from paper-based activities, as they learn to read, write, compute and submit assignments online. A host of technology related skills will be used by both teachers and students as they learn to attach and submit documents, complete and submit online forms, collaborate in the cloud, access documents and other files online, and a myriad of other tools. In addition, they will learn how to use various in-program tools, such as calculators, and tools for a variety of tasks like measurement, editing, drawing, and surveying. This generation of digital natives need accessibility to this type of technology. Students from K-12 enhance their experience of the world through technology. The infusion of up-to-date mobile technology in this rural Appalachian school will help our students prepare for the expectations awaiting them at college or in a career.

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 use of a variety of well-researched cloud-based curriculums and learning tools is being enhanced by the implementation of this program: Black Board, A+nywhere Learning Systmes, the Renaissance Place suite of curriculum and assessment tools, Reading Streets, and Go Math. The project is not purchasing these tools, but purchasing the path or venue for connecting teachers and students to these tools with fast, efficient modern technology. The research on each is rich and varied across a wide variety of users in K-12 and beyond in college and career. Giving RULH students access to these tools will be a significant boost to their year-to-year learning, as well as their preparedness to enter college or the work force. Many jobs and careers depend on in-depth use of technology resources, teaching our students how to use these tools will make them more marketable as they move beyond graduation, and will make their learning more relevant in their year to year progression through school. Our students are digital natives, and school becomes less and less relevant to them when it does not provide the access they expect. In addition, the use of technology provides many more opportunities for students and teachers to collaborate in rich learning experiences, and extends the time that they can collaborate. The possibilities available to our students and teachers will be exponentially increased when such access is available. Reductions to spending on the five year forecast are produced with careful management of this grant. It is well known that up-to-date devices are more efficient users of energy, which produces a small savings in this project. In addition, emphasizing paperless strategies available through the devices will reduce paper and copying costs, again a result that not only reduces spending, but reduces our "footprint" on the environment. The most significant part of the reduction comes in not purchasing technology over the next five years. Obviously, this is not a permanent reduction, as new technology will need to be purchased, but this infusion of technology will reduce the cost for several years. Finally, the district has invested heavily in various cloud-based curriculums and depended on the old labs to make them accessible. These devices have served well, but they need to be replaced with newer, mobile devices that allow new types and ways of learning. New technology will make the programs we currently have available accessible to all students in an almost continual way. The resources will be better utilized, student time will be better utilized, and teachers will be able to provide resources suited to individual students' needs. In addition, the there is some research that shows this generation of students is more involved and pays better attention with the addition of technology to the classroom or on the bus. More time on task for students should result in decreased discipline, allowing teachers and students more time to work together.

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
Spending Reduction in the five
year period. The expected outcomes
of this project should be included.

Successful implementation of the project will be validated by the
team that was responsible for the
project's success. If a similar project has been successfully implemented
in other districts or schools, the
identification of these comparable benchmarks will help identify problem
areas that need to be addressed to
insure long term goals are met. Long term goals will be measured by pre
and post surveys for qualitative data,
by an online pre and post assessment of
student ability to use online tools effectively,
and by reports generated by the cloud-based programs indicating increased
use of these programs.

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

As the project roles out, communication between the Implementation
Team, teachers, and students will be of
critical importance. Problems
will need to be addressed on a
very quick turn around. Problems that would affect the project
objectives could include available
communication tools causing too long of a time span in addressing issues,
insufficient staff to address issues, curriculum programs do not
support the attainment of desired learning outcomes, difficulties with
the network and gaining access, among many others. Changes to the
project will be decided upon by the Implementation Team after evaluating all
available data regarding the problem,
and determining that a workable
solution within the project goals does not exist. Additional members may be added
to the Implementation Team to provide other
perspectives, such as students and teachers. Changes will be submitted to the
Straight A Governing Board or their
delegate prior to implementing the changes.

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.

Implementation of the Straight A project will change learning at RULH schools
immensely. Current processes look much as they did years
ago. Even though classrooms have technology, the technology is not
central to student learning; it is an "add on" if there is time. This is not
how this generation of students learn, nor is it what is expected
of them in the community, college, or career. Society is married to
technology, and the fact that they can access the world "here, there, and
everywhere." Implementing this project at RULH provides our
students with the current tools they need to learn in the 21st Century. As this project
rolls out, students and staff will be
connected for learning during
much of the school day. Student learning will become more personalized,
and time on task will increase. As students become more
involved in their learning, student achievement will increase as indicated by the Local Report Card and local assessments. This is a
massive infusion of technology into the district. Policies and procedures will need to
put into place to protect this investment. Students and teachers
will need to be taught how to care for their device to
insure its long term use. However, this infusion of technology will also bring
RULH up-to-date in terms of terminology and negate the need to
purchase additional equipment for several years. This creates a savings to the
district over the next five years. In addition, use of mobile devices will help
RULH become more "green," by reducing paper, copying and electricity
use, which is an additional savings. These
changes will be demonstrated by analyzing invoices for utilities, copiers, paper,
and consumable workbooks. Finally, RULH should see a significant increase in the
utilization of the many cloud-based curriculum tools that have already been
purchased and are in place. One barrier to their use previously has been access to the program due to limited computer or device availability.
This infusion of technology will increase access by almost 300%. Since the project's focus is a capital outlay for new technology devices, the
program will continue into the future as both cloud-based tools and the devices to use them will be in place.

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
benchmark.

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 be demonstrated by improvement on Local Report Card measures which are available annually, as well as
improvement on local assessments. Many of these assessments are components of cloud-based programs currently in use, so benchmark
data is available from the 2013-2014 school year. Rennaissance Place has been used to collect reading and math data in grades K-12. This
data will be used as benchmark comparative points throughout the school year and in comparison to the previous years. These tests are
given to students at the beginning of the school year, and then quarterly at the end of the grading period. Data indicates both students' value
added growth, as well as achievement. Anywhere Learning Systems also includes embedded assessments in its curriculum to
demonstrate student mastery of the coursework. This program has also been in place for several years, and data is available on student
success using this coursework. The online reading and math programs at the elementary school include unit or chapter assessments
through online tools. This data is available from previous years to benchmark against.

* Spending Reduction in the five-year fiscal forecast

Anticipated outcome for this goal is to reduce Capital Outlay for new technology devices over the next five years. This will be measured by
utilizing USAS reporting. In addition, utility bills will be analyzed to determine a reduction in use of electricity due to more efficient devices. Old
computer labs will be disassembled and the computers recycled or sold. The district has recently installed Print-Tracker and is monitoring
use of paper and copying. Aggregated data is available from previous years, with more building specific data available from the last half of
2014. Usage throughout the grant period and beyond will continue to be monitored, and teachers will be encouraged to go "paperless" when it is feasible. Use of online form apps will also help with this process. Finally, purchase of consumable workbooks will be reduced as online versions are used, or alternative activities are found. Again this will be tracked through spending and purchasing records.

* Utilization of a greater share of resources in the classroom

The district already expends a great deal of money for cloud-based or online programming to which students have limited access. Providing the tools for access will greatly increase the utilization of these resources in the classroom. The number of devices will increase almost 300%; use of these programs by students should increase likewise. This will be monitored by reports within each of these programs indicating usage. In addition, discipline in classrooms and on the buses is expected to decrease with the implementation of this project. Decreased discipline issues means more time in class for students, so resources will be used more.

* Implementation of a shared services delivery model

* Other Anticipated Outcomes

Technology is like the "mouse-trap:" you build it and they will come. Through the implementation of this project, the district hopes to attract open enrollment students to offset our declining enrollment numbers. We hope to increase our students’ access to learning resources beyond the confines of our community, enlarging their experiential learning and connecting them to a variety of colleges and careers with which they are not now familiar. This will increase education levels beyond high school, and employment after high school.

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

☐ Yes

☐ No

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

* Explain your response

This project is replicable in other districts, however, it is time, labor, and cost intensive. Districts who intend to replicate his project need to consider these important components: 1) professional development to bring teachers up to speed on cloud-based tools and devices; RULH has completed much of this work prior to the grant period; 2) time to rollout devices and troubleshoot; 3) supporting teachers as they work with students in utilizing the devices effectively and efficiently; 4) capital outlay to purchase equipment.

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. Linda K. Naylor, Ed. D., Superintendent, Ripley Union Lewis Huntington Schools, April 18, 2014
No consortium contacts added yet. Please add a new consortium contact using the form below.
No partners added yet. Please add a new partner by using the form below.
<table>
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<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Responsibilities</th>
<th>Qualifications</th>
<th>Prior Relevant Experience</th>
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<tbody>
<tr>
<td>Aric</td>
<td>Fiscus</td>
<td>Elementary School Principal</td>
<td>Oversee implementation and training in Elementary School Participate in planning, implementation, and evaluation team</td>
<td>Degree in educational leadership</td>
<td>Planned and organized athletic activities; managed athletic budget</td>
<td></td>
</tr>
<tr>
<td>Chris</td>
<td>Smith</td>
<td>Middle School</td>
<td>Oversee implementation and training in Middle School Participate in planning, implementation, and evaluation team</td>
<td>Degree in educational leadership 20 years in education; 10 years in administration</td>
<td>Manage state grant and building budget, implements school improvement plans and manages building</td>
<td></td>
</tr>
<tr>
<td>Pam</td>
<td>Sebastian</td>
<td>Special Program Coordinator</td>
<td>Work with district implementation team to implement the plan, coordinate with other programs in the district</td>
<td>Masters degree in education and supervision</td>
<td>Manages several projects and budgets for the district; coordinates various programs and resources</td>
<td></td>
</tr>
<tr>
<td>Susie</td>
<td>Skinner</td>
<td>High School Principal</td>
<td>Oversee implementation and training in High School Participate in planning, implementation, and evaluation team</td>
<td>Degree in educational leadership 29 years in education; 15 years in administration</td>
<td>Written and implemented federal, state and local grants including grants for technology</td>
<td></td>
</tr>
<tr>
<td>Linda</td>
<td>Naylor</td>
<td>Superintendent</td>
<td>Oversee timeline, implementation, and evaluation of project</td>
<td>Degrees in School Administration and Leadership 32 years experience in education; 18 in administration</td>
<td>Administered various grant projects for several schools/districts Written various school grants Implemented doctoral research project Served as building technology coordinator for 5 years Conducted various technology trainings</td>
<td></td>
</tr>
<tr>
<td>Russ</td>
<td>Curtis</td>
<td>Technology Coordinator and Curriculum Director</td>
<td>Oversee implementation and training in across the district, plan roll-out of technology and professional development for teachers with input from the rest of the implementation team</td>
<td>Served as district technology coordinator and curriculum coordinator for 5 years</td>
<td>Helped implement other grant projects, manages district technology resources</td>
<td></td>
</tr>
<tr>
<td>Pam</td>
<td>Sebastian</td>
<td>Special Program Coordinator</td>
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