### Budget

Talawanda City (046151) - Butler County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (27)

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

Plus/Minus Sheet (opens new window)

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Adjusted Allocation: 0.00

Remaining: -999,030.00
Please respond to the prompts or questions in the areas listed below in a narrative form.

**A) APPLICANT INFORMATION - General Information**

1. **Project Title:**
   Talawanda: Innovation, Technology, & Collaboration to Enhance 21st Century Skills for Students (ITC-21)

2. Executive summary: Please limit your responses to no more than three sentences.
   The ITC-21 Plan is to support 21st Century Learning Skills with students in grades 3-11 by introducing devices to students in our district at an early age. We will instruct students to use the devices and systematically develop programming and curricular opportunities for our students that build upon one another from grade level to grade level. We will better support our students who qualify as students with disabilities and economically disadvantaged students by providing the devices at a younger age, leveling the playing field for them so they are gaining exposure to technology near the same time their typical peers are. This early intervention with these two demographic areas will support gains on the state assessments for these groups in the areas of math and science. Earlier access to technology and STEM related courses will support gains on the state assessments for 5-8th graders in Talawanda School District because they will have more experiences over time that will support growth each year. Talawanda will develop, support and produce students with excellent problem solving skills. This will make every Talawanda student more successful in school, and in life. Every graduate of our program will be marketable regardless of whether they are moving on to college, technical school, the military, or the workforce. Moving to an educational environment where students carry a ChromeBook to class (or home with them), and have access to their education with that one device...will revolutionize the way Talawanda School District engages students, and will truly bring them into a global environment. To fully execute the ITC-21 plan the grant will fund equipment, upgrade a computer lab, purchase science kits and Zulama curriculum package, while providing professional development in order to implement a variety of new courses that provides technology integration and 21st Century Learning skills in grades 3-11 for every student.

   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:
   1950
   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
   Joan Stidham
   Organizational name of lead applicant
   Talawanda Schools
   Address of lead applicant
   131 W Chestnut Street Oxford, Ohio 45056
   Phone Number of lead applicant
   513-273-3111
   Email Address of lead applicant
   stidhamj@talawanda.org

6. Are you submitting your application as a consortium? - Select one checkbox below

   - Yes
   - No
If you are applying as consortium, please list all consortium members by name on the "Consortium Member" page by clicking on the link below. If an educational service center is applying as the lead applicant for a consortium, the first consortium member entered must be a client district of the educational service center.

Add Consortium Members

7. Are you partnering with anyone to plan, implement, or evaluate your project? - Select one checkbox below

- Yes

- No

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

Add Partnering Members

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

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

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

The problem is: Talawanda School District is experiencing low scores/below benchmark scores on the Ohio state assessments from student's with disabilities and students who are economically disadvantaged. Specifically, students from these student demographic areas in grades 3-10 are scoring below benchmark in the areas of math. This is between 80-100 students with disabilities and approximately 150 economically disadvantaged students are not meeting benchmark. In addition, all 5th-8th grade students are scoring lower than expected in the areas of math and science which equates to 40-60 students per grade level. Overall, Talawanda can do a better job in providing relevant educational experiences to our students to keep them engaged and learning in the areas of math, science, technology and engineering-STEM.

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

Talawanda's innovative solution: Talawanda believes that the key to solving this problem and increasing student achievement (for the general population as well as the targeted low performing groups) is to increase our students exposure to technology at an earlier age, develop programming that introduces technology and problem solving beginning in 3rd grade and builds each year through 11th grade (each grade has at least one required technology course), and embed critical thinking exercises into each course. Talawanda’s ultimate goal is to produce students who are employable problem solvers, who can engage collaboratively on authentic tasks in the workplace, or the appropriate combination of these skills and knowledge to be successful in college level courses. With Straight A funding we will provide opportunities for student engagement, differentiated instruction, and real world experiences that are connected with state-of-the-art technology. Our students will be prepared for the real world upon graduation. To begin, 3rd graders will receive ChromeBooks and begin their educational journey with technology integration through evidence based responses and inquiry using word processing as a tool. This will occur in math, science, and language arts. The focus in 4th grade will be on safe use of the internet and technology application all across content areas. Students will use web-based curriculum sites to deepen their learning through understanding of the content explored in the content areas. In 5th grade, students will begin to learn how to use their device for research, interventions and enrichments in an individualized setting through Google Apps. This will help level the playing field for those students who have not received exposure to technology at home. Students will begin to create a personal path portfolio in Google Drive. The portfolio will document the early stages of the college and career readiness skills needed for 21st Century learning. The device will also assist with the K-5 inquiry based math (Investigations) and science (FOSS) programs. Students will keep math and science journals in Google Drive to share responses and peer review with others. This collaboration with others will build the all important "soft" skills vital for successful careers. The device will travel to the middle school with 6th graders to expand research skills, writing and reflection skills, and the continuation of inquiry methods in CMP3 math and Lab Aides science, supporting the district's STEM programs. Sixth graders will deepen their knowledge of technology integration through a required course emphasizing ethical use, research skills and decision making, productivity tools, as applied across the core areas. The 7th grade required course will focus on communication through multiple modes of 2-D digital technology and design software. Students will publish their projects and connect to their personal path portfolios to real world areas. The 8th grade students will deepen their knowledge of math, science, and engineering skills by participating in introductory engineering with a 3-D design/modeling course focusing on the techniques used in movies, visual effects, video games, commercials, and animation using Zulama. 9th graders will select 3-D Modeling II or Advanced Digital Technology. Both courses focus on research, design process, analysis, teamwork and technical documentation to be applied to solve real world projects. 10th graders will take an introductory GameMaker Programming course focusing on the logic behind writing code for gaming creation. In 11th grade all students will take a Career & College Readiness course, putting all the previous academic and real world experiences into a plan for each students' post graduate steps utilizing their portfolio. Additional Zulama electives will be offered and students are encouraged to consider credit flex, PSEO, dual enrollment, mentorships, and online course replacements.

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,
Student Achievement is the highest of all the goals listed within the Straight A Grant opportunity. The purpose of these proposed changes in instructional practice is to demonstrate an increase in student achievement for all students. Specifically, Talawanda is looking for an increase in math and science achievement in students in the sub groups economically disadvantaged (ED) and students with disabilities (SWD). The five year goals for closing the gaps in math and science achievement are as follows: reduce the gap between SWD and non SWD from nearly 40% to less than 20% and to reduce the gap with ED students from nearly 20% to 0%. By significantly closing the gap, achievement overall will increase. These goals will be achieved by infusing technology into each classroom and course in order to raise student engagement and reduce the discrepancies between student who have access to devices and technology at home and those who do not. Increasing the time students are engaged in their learning will increase student achievement. While the device itself cannot make a difference, the instructional strategies utilized by each teacher when a student has a device is key. The professional development and coaching provided will support teachers as they continue to make the transition needed to high engagement classrooms where teachers are facilitators and students are more actively engaged in the learning.

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.)

Talawanda anticipates a spending reduction over the five years after FY15 due to the reduction of four teaching positions over time. These positions would be eliminated due to the fact that increased achievement in math and science will mean fewer students will be scoring below benchmark on local and state assessment and thus less intervention is needed and fewer remedial courses required. The anticipated reduction would begin in FY16 with one teacher for a savings of $70,000 ($52,631 in salary and $17,369 in benefits). The following year, FY17, a net of two positions would be eliminated for a savings of $140,000. FY18 would see a savings of 3 positions or $210,000 and FY19 and FY20 would each see a savings of $280,000. These positions would be eliminated by attrition. This would be a total savings of $980,000. In addition, the intervention software would no longer be needed which would save an additional $10,780 per year for five years for a total of $53,900. In addition to saving in personnel, there would savings in paper and printing costs since in a 1:1 environment student work is submitted electronically. FY16 would see a savings of $10,000, FY17 $12,000 and FY18, 19, 20 a savings of $15,000 per year for a total savings of $67,000. These three areas alone would result in the savings of $1,100,000.

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

The most important asset a teacher has is time. This is not time in front of a class, but time facilitating a student who is actively engaged in learning. A child passively listening to a teacher "teach" is not the time being described in this innovation. According to the U.S. Department of Education as described at www.ed.gov: "Technology ushers in fundamental structural changes that can be integral to achieving significant improvements in productivity. Used to support both teaching and learning, technology infuses classrooms with digital learning tools, such as computers and hand held devices; expands course offerings, experiences, and learning materials; supports learning 24 hours a day, 7 days a week; builds 21st century skills; increases student engagement and motivation; and accelerates learning. Technology also has the power to transform teaching by ushering in a new model of connected teaching. This model links teachers to their students and to professional content, resources, and systems to help them improve their own instruction and personalize learning*. This innovation will increase time on task for students by providing personal devices the students will have access to 24/7 (grades 6-11). The instruction in grades 3-5 and the courses in grades 6-11 will expand to provide a required sequential series focused on 21st Century Skills including critical thinking, collaboration and creativity. These are the skills needed to support our students as they leave Talawanda schools and conquer the world of career and college.

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.)

Talawanda will be partnering with Madison Local schools in this project. Both districts will be utilizing the Zulama curriculum package for game development and 3-D design as the basis of the content for courses intended to revitalize the business and technology courses currently offered at each school. By sharing this common product, we will be able to share the cost of professional development for our instructional coaches supporting this content. The $5000 professional development funds can stretch to twice that with the districts collaborating. Besides the benefit of the direct cost savings with professional development, the teachers will be able to collaborate as they implement and develop the new courses. The courses would be more quickly refined and effective with more than one teacher working on the project.

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)
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.

**999,030.00 State the total project cost.**

* Provide a brief narrative explanation of the overall budget.

The district will purchase 1950 ChromeBooks which will provide a device to each 3-11 grade student ($780,000). These devices will be third generation ChromeBooks that will be released for purchase this summer. Tentative pricing has them priced at just around $400 per device including set up and domain imaging. Using existing district funds (including eRate), wireless internet connections have been or will be enhanced in each of our 5 school buildings to accommodate the increase in the number of devices provided to students. The district currently has three instructional leaders that serve as instructional coaches in the buildings. These coaches will receive additional professional development to support teachers in the classroom as the 1:1 program is initiated. Co-teaching lessons that are technology enhanced and student focused will be one coaching strategy used. Another important strategy will be planning instructional lessons that use the devices as an embedded tool and not just an add-on. The cost of this coaches' training is $5000 from Hamilton County ESC as the provider through their Technology Center. Straight A funds will be used to purchase new wiring and a computer lab switch (Cat6 Home Run, Cisco 2960 Switch, and Stacking Module, Total $11,750) that will be needed to support an upgraded computer lab needed for the introductory engineering and 3-D design and modeling course offered to 8th graders at the middle school. The 28 Lenovo IdeaCentre K450 Desktop for this lab will be purchased from Straight A funds at a cost of $29820. This includes a five year warranty. The Zulama curriculum course work package will be purchased to prepare for the additional gaming based technology courses in grades 8-11 (Total- $150,000). This package is a one time cost for a perpetual district license without an expiration date. This package can also be used to support independent study and online learning courses for students with a passion for gaming and coding technologies for future expansion of course work. An additional 15 science kits (FOSS to support STEM) will be purchased at grades 3-5 to have enough kits for each teacher to fully engage in the long term needs associated with the life science inquiry-based kits ($12,460). In order to monitor implementation and measure intended outcomes of increased achievement for all and sub groups, increased student engagement, and higher technology integration, Miami University will be paid to evaluate the program: Talawanda: Innovation, Technology, & Collaboration to Enhance 21st Century Skills for Students (ITC-21) ($10,000). In summary, $821,570 will be used to purchase equipment (1950 ChromeBooks, 28 PCs with switch and wire), $162,460 will be used for curriculum materials (Zulama package and FOSS kits), and $15,000 for purchased services ($10,000 for evaluation and $5000 for professional development) for a total of $999,030 requested.

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.

There will be an ongoing cost of additional tech support purchased from the ESC at a cost of $33,250 annually. The reduction in costs in other areas will more than cover this expense. There will not be any net costs incurred as a result of maintaining and sustaining the project after the grant. The replacement cost of the 1950 devices/ChromeBooks will be a set aside from the projected savings in personnel. Savings in personnel from FY17-20 would be used to replace the student devices with a cost of $800,000. The maintenance of these student devices will be paid for by a self insurance program where each student pays an insurance fee of $40 per year. This fee will cover maintenance and...
accidental breakage. Any device lost, stolen or intentionally damaged will be charged to the student. While this sounds like an increase in income to support the project, actually it is a strategy employed to get student ownership of the device. From talking to other districts already involved in a 1:1 initiative, all recommended some shared cost for student devices. When students contribute to the maintenance of a device the device is better cared for and used more extensively. This self insurance model was recommended by two different consultants contacted about a maintenance plan. Each of them have experience assisting districts implementing 1:1 initiatives. The wiring and lab update as well as the cost of the new middle school lab will now be covered in the technology cycle budget. These dollars are also from permanent improvement funds and sustain district equipment on a rotating basis. There will be the elimination of a lab at the high school and at the middle school as the computers become outdated. This new lab will be replaced in 5 years with the funds earmarked for the other lab replacement that will not be needed. Since all students will have a device only one open lab will be maintained in each building for advanced video and media work. The lab being added at the middle school is a high quality PC lab to run CAD software (free to educator AutoDesk Software) for the 3-D modeling and design course. As more advanced technology electives are requested by students, the advanced Zulama courses like Unity 3-D programming and Game Production and Marketing will replace obsolete electives like basic web design and word processing. In this way newer electives can develop using the existing perpetual site license for Zulama with existing staff that are freed up from teaching more traditional business courses. There is no ongoing cost for the Zulama curriculum package of courses. The additional FOSS kits requested here will become part of the science material kits already purchased and expected to last 10 years. The replacement costs for refilling the consumables from the science kits come from the annual student fees collected for this purpose. The instructional coaches’ professional development will be maintained in future years with the current PD budget in curriculum as technology integration remains the primary use of these budgeted funds. Previously this professional development budget line had been used to train the instructional coaches and teachers on the CCSS and New Generation of Assessments. This work is complete to date, so the purpose of the future professional development funds will be supporting teachers with a the 1:1 initiative. The other grant cost is for the one time cost of evaluating the program which will be paid to Miami University at the end of FY15.

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

Yes

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

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.

1,100,900.00 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

Talawanda anticipates a spending reduction over the five years after the initial grant year due to the reduction of four teaching positions over time. These positions would be eliminated due to the fact that increased achievement in math and science will mean fewer students will be scoring below benchmark on local and state assessment and thus fewer intervention is needed and fewer remedial courses required. The anticipated reduction would begin in FY16 with one teacher for a savings of $70,000 ($52,631 in salary and $17,369 in benefits). The following year, FY17, a net of two positions would be eliminated for a savings of $140,000. FY18 would see a savings of 3 positions or $210,000 and FY19 and FY20 would each see a savings of $280,000. This position would be eliminated by attrition. This would be a total of $980,000. In addition, the intervention software would no longer be needed which would save an additional $10,780 per year for five years for a total of $53,900. In addition to saving in personnel, there would savings in paper and printing costs since in a 1:1 environment student work is submitted electronically. FY16 would see a savings of $10,000, FY17 $12,000 and FY18, 19, 20 a savings of $15,000 per year for a total savings of $67,000. These three areas alone would result in the savings of $1,100,900. From this savings new devices would be purchased in FY20 at a cost of $800,000.

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 project can easily be self-sustaining because the scope of the project fits within existing structures. As the use of technology becomes more prevalent, Talawanda believes students will begin to use online learning in a teacher created courses in a Learning Management System (LMS) in a greater capacity to master required courses (like health and career and college readiness) and thus freeing up their schedule for elective and advanced courses which could also be taken through an LMS like iLearn (additional online AP courses). Less
teaching staff may be required if this trend accelerates. The funds acquired by a reduction in staff costs could be used to sustain and even expand this project for one STEM based programs and experiences for students. This could include device and computer replacement and course expansion for technology. More students will seek out additional opportunities in PSEO, dual enrollment and industrial credentialing because they have greater experiences with technology and will have a plan of career and college readiness (personal pathway portfolio) that began in 5th grade. Not only is this plan self sustaining, it can grow and sustain itself. The cost savings due to reduction in four teaching positions and the reallocation of textbook funds make this project a cost savings for the district as demonstrated above sections.

D) IMPLEMENTATION - Timeline, scope of work and contingency planning

16. Please provide a brief description of the team or individuals responsible for the implementation of this project, including other consortium members and/or partners.

This response should include a list of qualifications for the applicant and others associated with the grant. If the application is for a consortium or a partnership, the lead should provide information on its ability to manage the grant in an effective and efficient manner. Include the partner/consortium members' qualifications, skills and experience with innovative project implementation and projects of similar scope.

Enter Implementation Team information by clicking the link below:

Add Implementation Team

For Questions 17-19 please describe each phase of your project, including its timeline, scope of work, and anticipated barriers to success.

A complete response to these questions will demonstrate specific awareness of the context in which the project will be implemented, the major barriers that need to be overcome and the time it will take to implement the project with fidelity. A strong plan for implementing, communicating and coordinating the project should be outlined, including coordination and communication in and amongst members of the consortium or partnership (if applicable). It is recognized that specific action steps may not be included, but the outline of the major implementation steps should demonstrate a thoughtful plan for achieving the goals of the project. The timeline should reflect significant and important milestones in an appropriate and reasonable time frame.

17. Planning - Activities prior to the grant implementation

* Date Range: February-August 2014

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

Talawanda began to review the Round 1 Straight A grant in February by researching the districts who were successful recipients. The team spoke with awardees and discussed improvements to the original grant. Increasing student achievement and narrowing achievement gaps remained the focus. The original idea of transforming learning through an infusion of technology with a 1:1 initiative was also at the center of this plan. The experience with introducing carts of devices into our buildings showed that instruction was changing. Walkthroughs showed an increase in small group instruction and a decrease in teacher directed instruction. This change has shown to increase student engagement and achievement. A change from the original grant proposal was the sequence of the required courses. This changed after researching a new curriculum package called Zulama. This package contained all of the 21st Century elements that were needed including engineering, design, multimedia and computer programming through coding in the gaming industry. This package allows flexible implementation over time. Once this was done the grant could be written. As soon as the announcement is received that the project has been funded, the Implementation Team, along with building administrators, will plan the roll out of this program so that materials can be ordered, and installed. A three day retreat the first week in August will be utilized to create a detailed action plan with timelines to the day and responsibilities to the person. In preparation, in June 2014, high school teachers will receive a 2nd generation ChromeBook to take home and begin learning the capabilities students will have in the Fall. The Director of Communications will write a communications plan and timeline including the announcement to be presented by the Superintendent. The project will be shared via all of the district's communication tools so that all stakeholders are aware of this incredible opportunity.

* Anticipated barriers to successful completion of the planning phase

The official July announcement of this project will make the planning stages occur in a short amount of time so the implementation can begin early in the 2014-15 school year. Also, since the announcement will be during the summer, it may be difficult to get all members of the Implementation Team together to generate a detailed plan. The summer may hinder the communication plan since many families may be away during this time.

18. Implementation - Process to achieve project goals

* Date Range: August 2014-June 2015

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

The implementation will start with a solid written plan that will be monitored weekly. The plan will contain a device deployment and maintenance strand, a professional development and usage strand, and an evaluation strand. The technology team will begin working with principals and technology teachers to begin transitioning equipment and equipping the lab. Some course offering may be revised during this time to reflect the devices and materials now available once the initial PD is done on Zulama and instructional coaching. The ChromeBooks will need to be inventoried, barcoded, and prepared for distribution. A parent information night will be planned since Phase I of this project will be for 1:1 technology distribution at Talawanda High School. Communicating expectations for students and families will be an important outcome of this event including the explaining of the new Acceptable User Policy that sets procedures for care and usage of devices. Before devices are even out of the box, baseline data will be collected via surveys to determine students' knowledge and interests in the areas of STEM courses/technology use and STEM related careers. Phase II (middle school) and Phase III (elementary school) will begin with a staggered release of devices during second semester, after parent meetings are held. The courses at middle school will begin with lab use until student devices are released 1:1. The responsibility for the student device training will fall to the teachers of the core technology class (3rd-5th grade homerooms, 6th Computer Skills, 7th Digital Media, 8th 3-D Modeling/Design I, 9th 3-D Modeling/Design II or Advanced Digital Media, 10th GameMaker Programming, and 11th College & Career Readiness) under the direction of the technology coordinator. Teachers...
will use regularly scheduled early release time to collaborate and revise courses using instructional strategies appropriate in a 1:1 environment with support from the instructional coaches.

* Anticipated barriers to successful completion of the implementation phase.

The expectation is that this is a transformative process concluding with students taking great ownership of their learning in a way not seen before at Talawanda. Talawanda students will end the 2014-15 school year with more skills, deeper knowledge, and more opportunities than ever before. The biggest challenge will be seeing that the technology infusion has the largest possible impact on pedagogy, instruction and learning that it possibly can. A potential barrier is that teachers may have difficulty making use of the new tools available to them and it could delay full implementation of the ITC-21 plan. The curriculum department will provide training and professional development in the areas we have already identified to try and deter delays and to make sure that the teaching staff feel confident with the implementation plan. This will be done in the form of small group learning, peer training sessions, individual building technology committee events, all in order to offer the maximum support to staff for this large project and shift in the way we do business.

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

* Date Range: August 2014-June 2015

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

Ohio's Evaluation & Assessment Center for Mathematics and Science Education (E&A Center) will serve as evaluator for the project. The E&A Center is a specialized center, recognized nationwide for providing comprehensive, high-quality research, evaluation, and assessment services to improve STEM teaching and learning and promote equity for all learners. Although housed at Miami University, the E&A Center is independently supported by more than 20 external grants and contracts. Current activities of the Center include the evaluation of numerous teacher professional development initiatives funded by the State, the NSF, and NIH, including large multi-year projects at major universities. This evaluation is guided by the overarching question, "Does providing students with technology and associated curricula impact students": demonstration of 21st Century Skills; interest in STEM Learning and related careers; and achievement in mathematics and science? This will be investigated by collecting and analyzing data measuring the implementation and impact of project activities. The evaluation will utilize a mixed-methods approach to analyze questionnaire, student achievement, observational, and interview data, as well as, district financial data to measure progress towards project goals. Specifically, the evaluation will measure and document impact on teachers, students, and project sustainability through the collection of data. Quantitative data will include pre/post teacher instructional practices questionnaire, pre/post student STEM attitudinal and classroom practices assessments, and student achievement analysis. Qualitative data will include protocol-based classroom observations, semi-structured interviews of teachers, and review of curricular materials. Quantitative data analyses will include descriptive statistics and repeat-measures ANOVA. Qualitative data will be coded, thematically analyzed, and triangulated with survey data to provide an assessment of impact.

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

Talawanda does not anticipate any barriers with the evaluation phase itself. Ohio's Evaluation & Assessment Center for Mathematics and Science Education will complete the evaluation and disseminate the information. The possible barrier will be the implementation of the lessons learned from the evaluation summary to inform the continuation of the project into Year 2 and beyond. This could prove problematic if drastic changes in implementation are recommended.

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:

The implementation of this proposed project will touch every building in our district. This project will truly move Talawanda School District to a 21st Century learning environment for all staff and students. By providing a device for all students beginning in third grade through high school we will be, for the first time, including technology in the learning process for every single student in a hands-on way. The infusion of technology sets the stage that "this is how we learn at Talawanda Schools". Talawanda Schools have made significant progress in the last two years, but this immediate increase in the amount of technology for students should be followed by an immediate change in teacher practice. There should be less teacher directed instruction and more student directed learning. Many of the teachers have been frustrated by the fact that the lack of devices have limited what they can do in the classroom. Teachers are sharing carts of devices and waiting their turn in order to be able to teach the way that they would like to teach everyday. This frustration was accelerated this year when we fully implemented Google Apps K-12. All students now have Google accounts that can be used not only to access Google Drive and Calendar, but can be used to authenticate additional resources like Khan Academy. The demand for devices grew tremendously! A device in each student's hands means the device becomes the tool used for processing, communicating and most of all learning. The portability of the device means learning can happen all the time. This will go a long way to close the technology gap for students who do not have easy access to technology at home. This project is what our families have come to want and expect because this is the educational delivery model their child is craving. This project will be seen as successful when we see students carrying around NOTHING but their ChromeBooks...because that is all they need to access their education!

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 overarching research that supports this project is the Partnership for 21st Century Skills (P21 or p21.org). The familiar rainbow representation includes: life and career skills, 4 C's (creative thinking, creativity, communication, collaboration), Information, Media and Technology skills all supported by the core subjects. The sequence of courses all build specific skills centered around the 21st Century themes. "When a school or district builds on this foundation, combining the entire Framework with the necessary support systems-standards, assessments, curriculum and instruction, professional development and learning environments-students are more engaged in the learning process and better prepared to thrive in today's global economy" as stated in a P21 foundational white paper. This framework strengthens student engagement and increases student achievement. While doing this, spending is not increased and may be decreased over time due to reduction in staff. The focus of this project is classroom and student centered. The essential outcomes are focused on what will best prepare our students for Talawanda: Innovation, Technology, & Collaboration to Enhance 21st Century Skills for Students (ITC-21). "Revolutionizing Education through Technology: The Project RED Roadmap for Transformation" is a research study published by International Society for Technology in Education (ISTE,2012). Nearly 1000 schools were examined specifically looking at the impact of 1-to-1 computing on student performance and education budgets. "The savings earned through properly implemented technology initiatives will allow schools to move the dollars closer to students and moderate the effects of economic downturns. The challenge is to encourage schools to adopt cost-saving measures along with mechanisms for capturing the savings, so that the savings do not disappear into the system." This quote describes the Straight A grant process. Talawanda is using technology and cost savings to improve student learning. Talawanda’s 1:1 initiative supports individualized instruction as perhaps the most important use model of technology in education. Whether advanced or remedial, technology-based learning solutions provide almost limitless opportunities for personalization. If one approach is not working for a student, alternatives can easily be tried that are better suited to a student's individual learning style or experiences. Because students are in active control of their learning, they are more likely to stay on task." The report also found daily technology use is a top-five indicator of better discipline, better attendance, and increases in college attendance. "This innovative program (Zulama) has captured the interest and enthusiasm of our students. They see the West Allegheny Gaming Academy as a learning opportunity that is hands-on, relevant, progressive, and engaging. The program inspires creativity, problem solving, collaboration, and real world applications, all much sought after 21st century career skills. I love to visit the Academy and observe the high level thinking and interaction that takes place among the students." Dr. John S. DiSanti, Superintendent, West Allegheny School District. Talawanda is hoping to bring this sort of enthusiasm for learning to our students. Even students not interested in a career in the 24 billion gaming industry can benefit greatly from the 21st Century Skills embedded in Zulama courses: creativity, critical thinking, and collaboration. This web-based curriculum package meets Talawanda's needs now and will continue as the demand grows. All students will have the opportunity to experience this online learning environment as they work collaboratively with peers on project-based 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.

Ohio's Evaluation & Assessment Center for Mathematics and Science Education (E&A Center) will serve as evaluator for the project. The E&A Center is a specialized center, recognized nationwide for providing comprehensive, high-quality research, evaluation, and assessment services to improve STEM teaching and learning and promote equity for all learners. Although housed at Miami University, the E&A Center is independently supported by more than 20 external grants and contracts. This evaluation is guided by the overarching question, "Does providing students with technology and associated curricula impact students': demonstration of 21st Century Skills; interest in STEM Learning and related careers; and achievement in mathematics and science?" This will be investigated by collecting and analyzing data measuring the implementation and impact of project activities. The evaluation will utilize a mixed-methods approach to analyze questionnaire, student achievement, observational, and interview data, as well as, district financial data to measure progress towards project goals. Specifically, the evaluation will measure and document impact on teachers, students, and project sustainability through the collection of data. Quantitative data will include pre/post teacher instructional practices questionnaire, pre/post student STEM attitudinal and classroom practices assessments, and student achievement analysis. Qualitative data will include protocol-based classroom observations, semi-structured interviews of teachers, and review of curricular materials. Quantitative data analyses will include descriptive statistics and repeat-measures ANOVA. Qualitative data will be coded, thematically analyzed, and triangulated with survey data to provide an assessment of impact. Evaluation will be done externally by Miami University: Dr. Kevin Bush, Associate Dean of Partnerships & Research Grants (513-529-0405), Miami University and Mrs. Kristen Morio, Miami University Research Assistant

* 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 of this project will occur during the Spring of the first full year of implementation and be threefold: how has this project impacted teacher practice, student skills and knowledge, and financial accountability. The biggest challenge will be making sure we have the baseline data necessary to make comparisons not just after one year, but after multiple years of implementation. We will not completely know about the impact of this multi-year project until students have gone from 3rd grade through high school. Walkthrough data, OTES rubric information and survey can all be used to inform the impact this grant has had on teacher practice in the district. All of these data sources have specific information concerning technology integration, instruction and pedagogy. This would mean in the OTES subscore for
Utilization of a greater share of resources in the classroom

Spending Reduction in the five years.

The five year goals for closing the gaps in math and science achievement are as follows: reduce the gap between SWD and non SWD from nearly 40% to less than 20% and to reduce the gap with ED students from nearly 20% to 0%. By significantly closing the gap, achievement overall will increase. Since the OAAs are changing after this year, using state data for that purpose will not be possible in the first few years. Using internal data from other sources will be needed to track immediate progress. These sources will include STAR Reading and STAR Math data to demonstrate consistent increases in student learning. Monitoring of expenditures related to this project will determine final cost savings.

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

If Talawanda is not seeing the increases we expect to see in technology integration or student achievement, a detailed analysis of practices would occur. Most likely, additional professional development would be needed to provide teachers around technology integration. This work would also be related to revising course curriculum maps and pacing guides to embed technology into the activities. Finding ways to utilize technology as an apart of the instruction or as part of the student performance assessment will increase effective use. The key to the increased student achievement is directly tied to a change in teacher practices that promote 21st Century Skills like problem solving, critical thinking, creativity. These skills are not fostered in a teacher directed classroom environment.

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

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

Please enter your response below.

The implementation of this proposed project will directly touch every building in our district and most of our students. The infusion of technology sets the stage that this is how we conduct business at Talawanda Schools. We have made progress in the last two years in increasing achievement of students with disabilities and economically disadvantaged students, but more work is needed. There should be a less than 20% achievement gap for students with disabilities and no achievement gap for economically disadvantaged students. This goal can only be achieved by a change in teacher instructional practice. There should be less teacher directed instruction and more student lead learning. A device in each student's hands means the device becomes the tool used for processing, communicating and most of all learning. The portability of the device means learning can happen all the time. This change in practice for teachers will result in increased student engagement and higher achievement for this group of students and future groups. The value of this project is incredible. This project will change student lives by showing them possibilities in college and career paths they were completely unaware of. The technology and change in course work can have lasting effects on the lives of Talawanda students.

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

Specifically, Talawanda is looking for an increase in math and science achievement in students in the sub groups economically disadvantaged (ED) and students with disabilities (SWD). The five year goals for closing the gaps in math and science achievement are as follows: reduce the gap between SWD and non SWD from nearly 40% to less than 20% and to reduce the gap with ED students from nearly 20% to 0%. By significantly closing the gap, achievement overall will increase. While this is the long term goal, analyzing benchmark data from the three screenings (Fall, Winter, Spring) for math and reading (usually highly correlated to science achievement data) will give Talawanda formative achievement data to see if we are on track to meet the goal of closing the achievement gap.

* Spending Reduction in the five-year fiscal forecast

Talawanda anticipates a spending reduction over the five years after the grant year due to the reduction of four teaching positions over time. The anticipated reduction would begin in FY16 with one teacher for a savings of $70,000 ($52,631 in salary and $17,369 in benefits). These positions would be eliminated by attrition. The following year, FY17, a net of two positions would be eliminated for a savings of $140,000. FY18 would see a savings of 3 positions or $210,000 and FY19 and FY20 would each see a savings of $280,000. This would be a total of $980,000. Each year a teaching position would be eliminated for a four year period due to fewer students needing intervention or remedial classes. Monitoring of student data to ensure declining enrollment in Tier 2 intervention classes would demonstrate the relationship between increased achievement and less intervention required. The actual salary/benefits could vary, but should equal the average teaching salary/benefits of $70,000. Collectively the saving should be greater than or equal to $980,000 by FY20. In addition to saving in personnel, there would savings in paper and printing costs since in a 1:1 environment student work is submitted electronically. FY16 would see a savings of $10,000, FY17 $12,000 and FY18, 19, 20 a savings of $15,000 per year for a total savings of $67,000. Monitoring of all POs used for paper and copier maintenance would need to be tracked independently to look for cost savings. This figure was a very conservative cost savings and in years FY18, 19, 20 there could substantially more savings. The benchmark will be met if the savings totals $67,000 or more across the five years. The math intervention software would no longer be needed which would save an additional $10,780 per year for 5 years= $53,900. This benchmark will be met if the math intervention classes are eliminated and the cost of software is saved. These three areas alone would result in the savings of $1,100900

* Utilization of a greater share of resources in the classroom

The metric here is time on task for students. Miami University will be collecting data through classroom observations. Without baseline data it will be hard to define what kinds of increases are possible. By continuing the classroom observation protocol Miami University establishes, by year five, there should be at least at 10% increase in time on task for students during random class observations. The simple statistic will indicate more utilization of time (as a classroom resource) in the classroom.
Implementation of a shared services delivery model

Talawanda has not partnered with another school for shared costs of professional development. In this proposal each district will contribute funds toward a sharing of professional development consulting. In this way an investment of $5000 from each district gets both districts $10,000 worth of consulting time for instructional technology coaching. If we enter into this agreement, share costs of professional development, and both get more than we paid for the metric has been met. The added benefit will also be the collaboration and sharing of instructional strategies, management ideas, instructional lesson plans and more across the districts.

* Other Anticipated Outcomes

The most important anticipated outcome is the enthusiasm and excitement that will come with the awarding of this grant for all of the Talawanda stakeholders. For internal stakeholders: students, teachers and administrators, these are very stressful times with many mandated changes. This project would lift up the educators and students at Talawanda and bring back some of the passion which has been drained by the focus on assessments and evaluation. For the parents and community, this project award can be a source of pride and optimism. Students in the Talawanda community will have awesome new opportunities. While measuring this outcome may be difficult, it should be seen in the satisfaction surveys given annually.

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

☐ Yes
☐ No

* Explain your response

This proposal contains elements that can be easily duplicated across Ohio and beyond. The foundation of this project is a scope and sequence of key required courses that will build the 21st Century Skills of students over time. A district must commit resources and turn elective courses into required ones so that all students build a repertoire of 21st Century Skills that are forward thinking. The courses can be customized for local needs. The important factor to remember is the consistent scope and sequence of these required courses and the technology dedicated to them so that all student get the most out of the course work. This kind of focus and dedicated resources can change the culture of a district and the future of its learners.

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).

Joan Stidham stidhamj@talawanda.org Talawanda School District Director of Curriculum 131 W. Chestnut Street Oxford, Ohio 45056 (513) 273-3111
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