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Adjusted Allocation | 0.00
Remaining            | -83,013.00
Please respond to the prompts or questions in the areas listed below in a narrative form.

A) APPLICANT INFORMATION - General Information

1. Project Title:
   Arrow's School of Advancement

2. Executive summary: Please limit your responses to no more than three sentences.
   This proposal directly impacts student achievement by preparing all 6 - 12 grade level students with the opportunity for 21st century career and college readiness through the development and implementation of individualized learning plans combined with proven teaching and learning strategies while using state of the art technologies for one-to-one education. Students will use groundbreaking computer software from Advanced Academics Incorporated and iPads to customize their individualized learning plans to meet their career and college goals, while meeting benchmark standards associated with the Ohio Graduation Test (O.G.T.), Ohio's New Learning Standards, and the Partnership for Assessment of Readiness for College and Careers (PARCC). This project allows all students with varying personal circumstances and diverse post high school goals to earn a rigorous, goal driven education while providing them on a daily basis with technological knowledge and experience that is paramount in today's 21st century workplace.

   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:
   80

   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
   Russ Ostrowski
   Organizational name of lead applicant
   Virtual Education Coordinator
   Address of lead applicant
   116 Middle St. Medway, Ohio 45341
   Phone Number of lead applicant
   937-845-4475
   Email Address of lead applicant
   russ.ostrowski@tecumsehlsd.org

6. Are you submitting your application as a consortium? - Select one checkbox below
   - Yes
   - No

If you are applying as consortium, please list all consortium members by name on the "Consortium Member" page by clicking on the link below. If an educational service center is applying as the lead applicant for a consortium, the first consortium member entered must be a client district of the educational service center.

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

- Yes
- No

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

Add Partnering Members

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

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

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

The current state or problem to be solved; and

Individually student growth is not being achieved within our district despite a variety of intervention programs, enrichment programs, instructional differentiation, and ability level courses. According to statistics from the Ohio Department of Education (O.D.E.), the subgroup population of economically disadvantaged students (E.D.) is preventing the district from meeting state graduation requirements.

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

We intend, with this grant funding, to use groundbreaking academic courses from Advanced Academics Incorporated and iPads to use technology to meet Ohio's New Learning Standards, current O.G.T. requirements, and P.A.R.C.C. Assessment standards. Furthermore, the students will help build individualized learning plans to achieve career and college goals while using state of the art academic technologies to prepare them for post high school employment. The virtual education coordinator and a guidance counselor based on student Ohio Achievement Assessment (O.A.A.) data, student O.G.T. assessment data, and Ohio Career Information System (O.C.I.S.) data will develop student goals. The iPads will be available for student use at Tecumseh Local School's Arrows School of Advancement where students meet with the virtual education coordinator to complete assigned course work, receive extra help with course work, and complete preparation courses for O.G.T., Ohio's Next Generation Assessments and P.A.R.C.C. Assessments.

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 Arrows' School of Advancement expects grades 9 -12 to be impacted for the first year (2014 - 2015) and grades 6 - 12 impacted each following year. The central goal of the program is to graduate all students; however, economically disadvantaged students (E.D.) are the central focus of this program. We expect this program to not only graduate its students, but also help Tecumseh High School meet the state minimum graduation percentage requirement (something that has not happened since the introduction of this requirement).

- 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.)

We expect the Arrows' School of Advancement to save one full time equivalency (F.T.E.) of $21,325.00 for salary and $8,533.00 for fringe benefits for a total of $29,858.00. The initial advertising and licensing fee budget ($4,426.00 for online advertising and Sunday paper advertising and for neok12.com, $15.00 per license each year times 3 licenses is $45.00 per year) for the Arrows' School of Advancement totals $4,471.00. This advertising and licensing fee budget will be reduced in fiscal year 16 (FY16) to $2,545.00 because we anticipate program awareness to spread by word of mouth. Furthermore, the advertising and licensing fee budget for each fiscal year (FY17, FY18, FY19, and FY20) will be reduced by $500.00 to $2,045.00 per fiscal year (FY17, FY18, FY19, and FY20) because we anticipate program awareness to spread by word of mouth.

- 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.)

Students enrolled in the Arrows' School of Advancement use 1-to-1 computer based technologies to engage in course work completion while accessing online tutoring programs (i.e. the Kahn Academy, the O.W.L. at Purdue University, and neok12.com) to enhance their learning experiences. Additionally, the software provided by Advanced Academics Incorporated allows students to have access to live teachers for each course 24 hours a day, 5 days a week, and furthermore, students have online access to tutors for any course 24 hours a day, 7 days a week.

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

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

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

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

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

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

Upload Documents

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

The project budget is entered directly in CCIP. For consortia, this project budget must reflect the information provided by the applicant in the Consortium Budget Worksheet. Directions for the Financial Impact Table are located on the first tab. Applicants must submit one Financial Impact Table with each application. For consortium applications, each consortium member must add an additional tab on the Financial Impact Tables. Partners are not required to submit a Financial Impact Table.

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

Educational service center, county boards of developmental disabilities, and institutions of higher education seeking to achieve positive performance on other approved fiscal measures should submit the budget information approved by an executive board or its equivalent on the appropriate tabs of the Financial Impact Table. Educational service centers should use the "ESC" tab and county boards of developmental disabilities and institutions of higher education should use the "non-traditional" tab.

12. What is the total cost for implementing the innovative project?

Responses should provide rationale and evidence for each of the budget items and associated costs outlined in the project budget. In no case should the total projected expenses in the budget narrative exceed the total project costs in the budget grid.

83,013.00 State the total project cost.

* Provide a brief narrative explanation of the overall budget.

The total cost for the implementation of the Arrows’ School of Advancement is $83,013.00. The following is a summary of specific costs associated with the implementation of the Arrows’ School of Advancement: 1) 40 iPads will be ordered at a cost of $499.00 each for a total cost of $19,960.00. 2) Additionally, Applecare for each iPad will be purchased at a cost of $99.00 per iPad for a total of $3,960.00. 3) An iPad cart for charging will be purchased for $2,800.00. 4) 40 cases with Bluetooth keyboards for each iPad will be purchased at a cost of $101.05 each for a total cost of $4,042.00. 5) 30 sets of over the ear headphones at $12 each for a total of $360.00 will be purchased. 6) A wireless network upgrade will be purchased and installed for a cost of $35,000.00. This cost includes a one-time maintenance fee from Miami Valley Educational Computer Association. 7) Testing supplies (to measure baseline data and academic growth) will be purchased from Accuplacer. The total cost for two tests per student per year is $2,112.00. 8) Signage to promote and advertise the Arrows’ School of Advancement will be purchased at a cost of $1,500.00. These signs include 4 exterior signs and 4 interior banners. 9) 3 site licenses from neok12.com will be purchased at $15.00 each per year for a total of $45.00. Neok12.com provides supplemental programs for all areas of common core academics. 10) Advertising for the Arrows’ School of Advancement will be purchased for $2,426.00 for advertisements place in the Sunday newspaper for the months of April, May, June, and August of 2014. Additionally, online advertising through the local newspaper will be purchased for $2,000.00 during the months of April, May, June, and August of 2014. 11) 6 iMac computers will be purchased at a cost of $1,299.00 each for a total cost of $7,794.00. These computers will serve as testing stations for the Accuplacer tests and stations for supplemental academic intervention. 12) Applecare for each iMac will be purchased at a cost of $169.00 per computer for a total cost of $1,014.00.

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

Enter Implementation Team information by clicking the link below:

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.

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.

The Arrows’ School of Advancement has an advertising and licensing fee budget of $4,471.00 for FY15. The advertising and licensing fee budget will be reduced to $2,545.00 in FY16 because of increased program awareness through word of mouth (the licensing fee budget of $450.00 per year will continue each FY16, FY17, FY18, FY19, and FY20). The advertising and licensing fee budget will be further reduced by $500.00 starting in FY17 bringing the budget total to $2,045.00. FY18, FY19, and FY20 will have an advertising and licensing fee budget of $2,045.00 each year. Furthermore, each student has to take 2 rounds of tests (writing, reading, math, and computer skills through Accuplacer). The cost for each round of testing per student is $13.20. The cost for two rounds of testing per student is $26.40, and we anticipate our enrollment will be 80 students. Therefore, the total cost for each year of the Accuplacer tests is $2,112.00 per year, and this testing will continue for FY15, FY16, FY17, FY18, FY19, and FY20. Additionally, we have a technology budget of $2,600.00 for updating and replacing technology. This technology budget will be enacted in FY18, FY19, and FY20 because our Applecare maintenance agreements expire in FY17, and $2,600.00 will be budgeted each FY18, FY19, and FY20.

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

No

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

24,795.20 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 why.

A school district secretarial position will be eliminated for FY15. The salary for this position is $21,325.00 while the fringe benefits total $8,533.00. One FTE (full time equivalency) will be reduced for an initial savings of $29,858.00. Our average annual net savings for FY16 - FY20 is $24,795.20. The savings were slightly increased for FY18 - FY20 to account for increases in salaries and benefits.

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.

With the permanent elimination of one F.T.E. for the secretarial position, the average annual net savings is $24,795.20 for FY16 - FY20. The expenditures for our program total $4,657.00 for FY16, $4,157.00 for FY17, and $6,757.00 for FY18 - FY20. This average annual net savings allows us to comfortably sustain the Arrows’ School of Advancement.

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

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

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

Enter Implementation Team information by clicking the link below:
Add Implementation Team

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

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

17. Planning - Activities prior to the grant implementation

* Date Range January 6, 2013 - April 4, 2014

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

The research to start a virtual education program for Tecumseh Local Schools began in January of 2013. Tecumseh Local Schools' superintendent proposed the virtual education program, and we met once a month through May of 2013 to discuss our goals for the program. We determined our district needed to improve its graduation rates, and this type of program could prove to be successful. We have piloted a similar program for ten years in our district, the Tecumseh On Line Academy or T.O.L.A., with positive results. However, students involved in this program were severely credit deficient, and these students had to recover numerous credits in a short amount of time (usually between one year and one and a half years). While the program has helped with graduation rates (averaging ten students a year successfully completing the program and earning a high school diploma), T.O.L.A. has not been able to provide the rigor needed for career preparation and college readiness, and the need for the expansion of this program (throughout all grade levels) has become imperative. Furthermore, we want students to avoid a credit recovery scenario, and instead, be able to plan for a post high school education and career as they progress through our schools. After researching, from June 2013 - September 2013, various virtual programs in Ohio, I, the Virtual Education Coordinator, visited Arcanum-Butler Local Schools in Darke County, Ohio to observe first hand a program provided by Advanced Academics Incorporated. Arcanum-Butler's Virtual Education Director, Jim Gray, hosted me while allowing me to observe and speak with students using this online technology. Tecumseh Local Schools agrees the Advanced Academics Incorporated program offers the rigor needed for our students to be successful while having the potential to serve the needs of our entire student population.

* Anticipated barriers to successful completion of the planning phase

The major barrier encountered during the planning phase was organizing meetings for a busy group of stakeholders (superintendent, assistant superintendent, technology coordinator, virtual education director, special education director, principals, guidance counselors, and the representative from Advanced Academics Incorporated). It was difficult to plan meetings for small groups of these stakeholders because of daily commitments.

18. Implementation - Process to achieve project goals

* Date Range April 1, 2014 - August 18, 2014

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

April will begin with the writing of the Arrows' School of Advancement (A.S.A.) policy and procedures guide. I will meet with an Advanced Academics representative a minimum of two times between April 1, 2014 and April 11, 2014. The other seven days during this time period will be used to write and revise policy for our student handbook and to order equipment. The handbook will be submitted for approval to the Board of Education on May 27, 2014. April 14, 2014 - April 19, 2014 will be spent preparing literature for program recruiting. April 21, 2014 - April 23, 2014 will be session dates with Tecumseh High School guidance counselors to set course equivalencies between the high school course offerings and those course offerings from Advanced Academics. April 21, 2014 will be the date for the first in school recruiting session at Tecumseh High School. April 23, 2014 will be the date of our first open house recruiting session held at Tecumseh High School. The second and third in school recruiting sessions at Tecumseh High School will be offered on May 2, 2014 and May 9, 2014. The second open house recruiting session will be held at Medway Elementary on May 6, 2014 between 6:30 P.M. - 8:00 P.M. The third open house recruiting session will be offered at Park Layne Elementary on May 21 between 6:30 P.M. - 8:00 P.M. Additionally, the Arrows' School of Advancement will engage in an advertising campaign that will place a one half page advertisement in the Springfield News Sun (a local newspaper) on two Sundays per month (the first and third weeks of each month for the months of April, May, June, and August) and furthermore, we will advertise the program on the Springfield News Sun's homepage (twice a month for 7 consecutive days during the first and third weeks of April, May, June, and August). May 22, 2014 - August 18, 2014 will be used to recruit and enroll students into the program.

* Anticipated barriers to successful completion of the implementation phase

The biggest barrier for the implementation process is the unpredictability of parent participation. Tecumseh Local Schools has a difficult time engaging parents whose students are in grades 9-12. The biggest challenge is getting our parents to the Open House informational meetings.

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

* Date Range August 21, 2015 - September 30, 2015

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

Our summative evaluation will occur at the end of our first year of implementation. A complete analysis of student credits earned by course, total credits earned by individual students, credits acquired and grade level equivalencies, average rate for completion of each course offered, O.G.T. test scores of program students, and the number of students receiving a high school diploma will occur. All students will be evaluated; however, results of students who are E.D will be of primary focus as we use this data to track the program's success for these students; that will allow us to adjust individual student learning plans to better serve our students and help them reach their career and educational goals. This data will drive continuous improvements for our district's average yearly progress (A.Y.P.) and Value Added numbers. This data review will be a part of the program's yearly performance analysis for the life of the program. Categories for data collection will be added/deleted as...
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:

We will experience significant changes in instructional practices upon implementation of this program. Students will not longer be involved in whole group learning but, rather, use 1-to-1 software and iPad technology to specifically utilize their best learning styles and focus on a personal learning pace that is most comfortable for them. Student attendance will increase because of a customized approach to learning. Students will use technology on a daily basis for learning instead of sporadically in the traditional classroom. Aside from the individual student receiving a personalized education, the teachers of traditional classrooms will experience important benefits. Teacher/student ratios will be reduced. Some student behavior problems will be reduced (Many students who fall behind do so because they struggle in social situations.). We will also slow the need to add teachers to buildings that have severely reduced staffs and overcrowded study halls. Additionally, paper and other costs associated with printing will be significantly reduced. Annually, Tecumseh High School spends $20,000.00 copying materials for student use. With a student population of 1,000, this expenditure is $20.00 per student. The Arrows’ School of Advancement intends to begin with a student population of 80, and therefore, the annual savings for copying costs will be $1,600.00.

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 increased use of iPads in the classroom has encouraged software developers to create more and more innovative educational materials for use on these machines. The program from Advanced Academics Incorporated has been developed to work with any computer-based system, especially iPads. This translates into a significant cost savings for Tecumseh Local Schools because each iPad costs $499 versus $998 for a Mac Book. We are purchasing forty iPads ($19,960.00), and we are purchasing forty Bluetooth keyboards with protective cases ($4,042.00). The total iPad cost is $24,002.00 as compared to $39,920.00 for Mac Books. Aside from fiscal savings, computer technology significantly improves the levels of success for E.D. students. This subgroup comprises the bulk of Tecumseh Local Schools' students who do not earn a high school diploma. For the 2012-2013, Tecumseh High School had 74 students who were retained due to poor academic performance. Of those 74 students who were retained, 53, or 74%, of those students are E.D. The N.E.A. has a 12-point action plan for reducing school dropout rates, and the Arrows School of Advancement specifically addresses seven of these twelve points. Those seven points are: 1) Make sure students receive individual attention in safe schools, in smaller learning communities within large schools, in small classes (18 or fewer students), and in programs during the summer, weekends, and before and after school that provide tutoring and build on what students learn during the day 2) Expand students’ graduation options through creative partnerships with community colleges in career and technical fields and with alternative schools. 3) Increase career education and workforce readiness programs in schools so that students see the connection between school and careers after graduation. To ensure that students have the skills they need for these careers, integrate 21st century skills into the curriculum and provide all students with access to 21st century technology 4) Act early with middle school programs that address causes of dropping out that appear in these grades and ensure that students have access to algebra, science, and other courses that serve as the foundation for high school and beyond 5) Involve families in students’ learning at school and home in new and creative ways 6) Monitor students’ academic progress in school through a variety of measures 7) Monitor, accurately report, and work to reduce dropout rates by gathering accurate data for key student groups (NEA.org).

22. Describe the overall plan to evaluate the impact of the concept, strategy or approaches used in the project.

This plan should include the methodology for measuring all of the project outcomes. Applicants should make sure to outline quantitative approaches to assess progress and measure the overall impact of the project proposal. The response should provide a clear outline of the methods, process, timelines and data requirements for the final analysis of the project's progress, success or failure. The applicant should provide information on how the lessons learned from the project can and will be shared with other education providers in Ohio.

* Include the name and contact information of the person who will be responsible for conducting the evaluation and whether this will be an internal or
23. Describe the substantial value and lasting impact which the project hopes to achieve.

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

Please enter your response below.

We expect tremendous academic growth for our E.D. population. Our number of E.D. students has steadily increased for Tecumseh Local Schools; therefore, the establishment of the Arrows' School of Advancement is paramount. We expect to see a 4% increase in student graduation rates in June of 2015, but our goal is to have a 1% increase to propel Tecumseh Local Schools to meet the state graduation rate for the first time. Failure to meet the state minimum percentage for graduation requirements will trigger the use of O.W.L. (Online Writing Lab by Purdue University), the E.M.I.S. coordinator to drive any changes needed for student achievement while we continue research of new technologies and implement those new technologies to meet changing career preparedness needs and college readiness needs. Tecumseh Local Schools will demonstrate the sustainability for the Arrows' School of Advancement; this is not just a five-year commitment to this program - the Arrows School of Advancement will become a lasting part of our educational system that serves a broad and diverse group of student learners.

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

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

* Student Achievement

Student achievement will be determined through analysis of data reported to the O.D.E. by Tecumseh Local Schools to track value added and average yearly progress for the E.D. subgroup. Change for student achievement, in part, will be driven by this data. Additionally, all students who are a part of the Arrows' School of Advancement will have a personalized learning plan that focuses on career preparedness and college readiness. Part of their learning plan will include a course credit goal sheet; this will enable students to individually chart their credit earned towards graduation. This will provide students a daily focus for their learning while providing them with a "roadmap" to high school graduation. Our outcomes-based quality assurance framework will include: 1) A proficiency metric (August, May) 2) Individual student growth for a specific skills metric (end of each academic quarter and May) 3) Graduation rates metric (August) 4) College and career readiness metric (May) 5) Closing the achievement gap metric (August) and 6) Fidelity to a student's academic goals metric (May). We expect to see improvements in areas that may not be easily measurable by any benchmark standards. Those improvements will include: 1) An increase in student satisfaction concerning their educations 2) An increase of parental involvement in their student's education 3) Students who...
improve their software and technological knowledge and improve their abilities to use such software and technologies. Our approach to graduation success is unique from a coursework schedule standpoint because students will complete one class at a time. This specific approach has two major benefits: 1) Students have an increased sense of accomplishment with the completion of each class. 2) Classes through the Advanced Academics program cost $560.00 per class ($280.00 per semester). Tecumseh Local Schools' potential expenditure loss is significantly reduced with this approach.

* Spending Reduction in the five-year fiscal forecast

We expect the Arrows’ School of Advancement to save one full-time equivalency (F.T.E.) of $21,325.00 for salary and $8,533.00 for fringe benefits for a total of $29,858.00. The initial advertising and licensing fee budget ($4,426.00 for online advertising and Sunday paper advertising and for neok12.com, $15.00 per license each year times 3 licenses is $45.00 per year) for the Arrows’ School of Advancement totals $4,471.00. This advertising and licensing fee budget will be reduced in fiscal year 16 (FY16) to $2,545.00 because we anticipate program awareness to spread by word of mouth. Furthermore, the advertising and licensing fee budget for each fiscal year (FY17, FY18, FY19, and FY20) will be reduced by $500.00 to $2,045.00 per fiscal year (FY17, FY18, FY19, and FY20) because we anticipate program awareness to spread by word of mouth.

* Utilization of a greater share of resources in the classroom

Students enrolled in the Arrows’ School of Advancement use 1-to-1 computer-based technologies to engage in coursework completion while accessing online tutoring programs (i.e., the Kahn Academy, the O.W.L. at Purdue University, and neok12.com) to enhance their learning experiences. Additionally, the software provided by Advanced Academics Incorporated allows students to have access to live teachers for each course 24 hours a day, 5 days a week, and furthermore, students have online access to tutors for any course 24 hours a day, 7 days a week. Students have access to this software and technology while enrolled in the program every school year from August through June.

* Implementation of a shared services delivery model

* Other Anticipated Outcomes

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

- Yes
- No

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

* Explain your response

This program can absolutely be replicated in other school districts. Tecumseh Local Schools is very willing to share our research, implementation plans, project budget information, district cost savings, and all related grant proposal documents to help interested school districts. The Virtual Education Director will willingly host visiting districts to observe student usage of this technology while providing insights into the challenges of this program implementation. We will expand the program, providing our district data merits such expansion, to reach elementary level students and to establish a graduation center to reach students who are 18 - 21 years old (This is part of the N.E.A.’s 12-point Action Plan for reducing the school dropout rate.).

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).

Bradley A. Martin, Superintendent Tecumseh Local Schools
Consortium Contacts

No consortium contacts added yet. Please add a new consortium contact using the form below.
<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Telephone Number</th>
<th>Email Address</th>
<th>Organization Name</th>
<th>IRN</th>
<th>Address</th>
<th>Delete Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tonya</td>
<td>Samuels</td>
<td>814-282-6739</td>
<td><a href="mailto:tsamuels@advancedacademics.com">tsamuels@advancedacademics.com</a></td>
<td>Advanced Academics Incorporated</td>
<td></td>
<td>12 New London Lane, Oakmont, PA, 15139</td>
<td></td>
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<tr>
<td>First Name</td>
<td>Last Name</td>
<td>Title</td>
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<td>Qualifications</td>
<td>Prior Relevant Experience</td>
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<tr>
<td>Bradley</td>
<td>Martin</td>
<td>Superintendent</td>
<td>Implementation of the grant initiatives.</td>
<td>Mr. Martin has managed the district's CCIP for the last three years. In his previous position as assistant superintendent, he was in charge of the district's technology policies and operations.</td>
<td>Mr. Martin helped write and currently manages the following grants: Title 1, Migrant Educations, Title 1-C, School Improvement Sub A-Title 1, Improving Teacher Quality-Title II A, Lep-Title III, Special Education-Part B-IDEA, Early Childhood Spec Education-IDEA, Race to the Top and High Schools that Work.</td>
<td></td>
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<tr>
<td>Deb</td>
<td>Schock</td>
<td>Treasurer</td>
<td>Responsible for the financial and sustainability budget, financial oversight of the grant.</td>
<td>23 years experience as school treasurer.</td>
<td>Auditor Award of 2012 for Financial Audit, directly involved in overseeing grants for 23 years.</td>
<td></td>
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</tr>
<tr>
<td>Russ</td>
<td>Ostrowski</td>
<td>Virtual Education Coordinator</td>
<td>Overall management of student course work and program, recruiting of students into program, communication with students and parents, data collection for program requirements, liaison between Tecums</td>
<td>Mr. Ostrowski has a Bachelor of Science degree in education, a Master of Arts in classroom instruction, and over thirty hours of post Master of Arts credit in classroom instruction. Mr. Ostrowski's technological experience includes the daily use of a grade book program, the weekly use of PowerPoint for classroom notes and presentations, the supplemental enrichment for student learning using academic appropriate computer links via a classroom projector, basic web page building skills, and daily communication via e-mail.</td>
<td>Mr. Ostrowski has taught at Tecumseh Local for eighteen years, teaching a variety of general and advanced English classes while serving gifted and special education students.</td>
<td></td>
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<tr>
<td>Cecil</td>
<td>Foley</td>
<td>Curriculum Coordinator</td>
<td>Assisting with the curriculum alignment and integration of ONLS and 21st century skills.</td>
<td>FIP Facilitator, IIS Trainer</td>
<td>Race to the Top Committee, former middle school principal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Veronica</td>
<td>Cassidy</td>
<td>Tech. Coordinator</td>
<td>To procure, install and manage all computer-related devices.</td>
<td>Mac OS server trained and 22 years experience working with computers.</td>
<td>Race to the Top Committee, the Laura Bush Foundation Grant.</td>
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