

Budget

Warren County Vocational School (051474) - Warren County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (166)

U.S.A.S. Fund #:

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

Purpose Code	Object Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
<b>Instruction</b>		100,000.00	25,000.00	100,000.00	0.00	324,000.00	0.00	549,000.00
<b>Support Services</b>		0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Governance/Admin</b>		0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Prof Development</b>		0.00	0.00	25,000.00	0.00	0.00	0.00	25,000.00
<b>Family/Community</b>		0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Safety</b>		0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Facilities</b>		0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Transportation</b>		0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>Total</b>		100,000.00	25,000.00	125,000.00	0.00	324,000.00	0.00	574,000.00
<b>Adjusted Allocation</b>								0.00
<b>Remaining</b>								-574,000.00

Application

Warren County Vocational School (051474) - Warren County - 2015 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (166)

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

**A) APPLICANT INFORMATION - General Information**

1. Project Title:  
College and Career Ready through Digital Texts and Electronic Content: One-to-World

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

This innovative project will create a repository of Digital Texts and Electronic Content to prepare students for College and Careers that will be available 24/7 through a One -to-World online experience. This innovative project will be supported by professional development rooted in scientifically based research and create classrooms that model the "Best" and "Next" practices in 21st Century teaching and learning. This innovative project will allow us to increase student achievement and result in utilization of a greater share of resources in the classroom.

*This is an ultra-concise description of the overall project. It should not include anything other than a brief description of the project and the goals it hopes to achieve.*

1000 3. Total Students Impacted:

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

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

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

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

First Name, last Name of contact for lead applicant  
Joel Anderson

Organizational name of lead applicant  
Warren County Vocational School District

Address of lead applicant  
3529 St. Rt. 48 Lebanon, Ohio 45036

Phone Number of lead applicant  
513-932-5677 ext. 5210

Email Address of lead applicant  
joel.anderson@mywccc.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

The current state or problem to be solved: The current state or problem to be solved: About 40 percent of Ohio high school graduates who attend an Ohio public college need to take one or more non-credit remedial classes because they were not prepared for college-level work. "Taking remedial courses in college means spending money on classes without getting college credit," said Ohio Board of Regents Chancellor John Carey. Furthermore, according to Dr. Gene Bottoms, Senior VP, Southern Regional Education Board, only 25% of students who graduate HS are academically prepared for college, and only 44% of those who proceed to college will graduate in the first six years. About 35% of the students at the Warren County Career Center attend Sinclair Community College. Of that 35%, 75% needed to take one or more remedial courses at Sinclair. Students are not College and Career Ready.

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

This proposed innovation will allow teachers to provide remediation and intervention for students who are not College and Career Ready. We will work with Sinclair Community College and other institutions on identifying what is College and Career Ready through Compass/Accuplacer/ACT/SAT scores. We will create Electronic Content that will be developed collaboratively by teacher writing teams, consulting with content and instructional design experts, to provide rigorous, engaging resources for content instruction. We will target those students who are not College and Career Ready. High School teachers will engage and interact with those students on lessons, curriculum, and assessments that are aligned with Ohio's New Learning Standards and supported by robust, research-based professional development. The Digital Texts and Electronic Content will replace traditional textbooks, helping to create classroom environments that model the best practices in 21st century teaching and learning. At the same time, the Digital Texts and Electronic Content will increase student achievement and reduce the reliance on textbooks thus reducing expenditures.

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.)

In a One-to-World approach, the critical question is not, "What technology should we buy?" The more important questions revolve around the design of the culture of teaching and learning. For example, how much responsibility of learning can we shift to our students (see Who Owns the Learning by Alan November)? How can we build capacity for all of our teachers to share best practices with colleagues in their school and around the world? How can we engage parents in new ways? (See @livefromroom5on Twitter.) How can we give students authentic work from around the world to prepare each of them to expand their personal boundaries of what they can accomplish? Teachers will focus on innovation in the classroom and become better teachers which will lead to increase student achievement. Students in grades 11 and 12 will show an increase in their scores on Compass/Accuplacer/ACT/SAT scores thus resulting in fewer remedial courses at Sinclair and other institutions. Furthermore, our HSTW Assessment scores will increase as well as our passage rate on the OGT and/or PARCC Assessments. Teachers in core areas of Math, Science, Social Studies, and English language arts will be able to differentiate lessons by providing remediation and intervention to students who are not College and Career Ready. Gifted students will also have opportunities for continued growth because teachers will have this Repository to differentiate instruction for all students.

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.)

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.)

Time. Teachers will now have more time in the classroom for instruction and assessment. Teachers will have at their disposal a Repository of Digital Texts and Electronic Content that is available for students and teachers 24/7. Teachers will not have to spend time looking for ways to differentiate lessons, instruction, and assessments for students. Course Offerings: This project will allow us to create online and blended courses for students to take that need remediation/intervention as well as students who need enrichment courses. We currently cannot offer these courses due to personnel costs.

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

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

- New - never before implemented
- Existing: Never implemented in your community school or school district but proven successful in other educational environments
- Mixed Concept: Incorporates new and existing elements
- Established: Elevating or expanding an effective program that is already implemented in your district, school or consortia partnership

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

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

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

[Enter Budget](#)

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

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

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

[Upload Documents](#)

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

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

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

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

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

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

574,000.00 State the total project cost.

\* Provide a brief narrative explanation of the overall budget.

Budget Narrative: The cost of the project is \$574,000 Instructional Design Facilitator - (\$50,000) Contracted services for providing ongoing support to teacher teams - planning, developing, writing, evaluating, revising, etc.. of the Digital Content. Offers oversight to ensure content is selected and complied using proven, effective techniques; based upon current research and learning theory, and adhere to copyright requirements. Supplemental Electronic Content - (\$50,000) Licensing fees, subscription fess, etc... to acquire copyrighted digital content that will be utilized in the design of Digital Texts and Electronic Content copyrighted materials and use of online activities (interactive, assessments, etc) produced by online course developers, digital textbook companies, etc... Equipment - (\$324,000) 1000 Google Chrome Books for all students to access the Digital Texts and Electronic Content 24/7 to prepare them for College and Careers as well as the maintenance agreement, insurance, and cover. Professional Development - (\$25,000) Teachers will be given high quality professional development on formative and summative evaluation as well as Common Core and Electronic resources. Teacher Stipends - (\$100,000 + payroll taxes \$25,000 = \$125,000) Teachers will be given stipends to compensate for the digital curriculum writing and attending all professional development; curriculum development estimated to require at least 125 hours and participating in over 25 hours of professional development sessions on effective teaching/assessment strategies and technology integration.

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.

Yes, we will incur costs as a result of maintaining and sustaining the project after June 30th of our grant year. We will have to purchase 500 Google Chrome Books at a cost of \$162,000. The maintenance plan is included in the cost as well as the insurance and a cover for a total of \$324 per Google Chrome Book. We only need to purchase half every year because the seniors will buy their Chrome Book at the end of the year for \$162. Students will pay \$81 their junior year and \$81 their senior year. Professional Development costs are already covered in our PD budget. No new costs will be incurred. We are currently spending \$311,591 on Capital Outlay every year. Of that \$311,591, we spend \$222,000 on instructional technology. We will be able to save \$60,000 every year in the budget by not having to purchase instructional technology thus creating a savings of \$300,000 for five years. Furthermore, we will save \$20,000 per year on textbooks by creating a Repository of Digital Texts and Electronic Content. This will result in a \$100,000 savings over five years.

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.*

400,000.00 If yes, specify the amount of annual expected savings. If no, enter 0.

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

Yes, we will have a \$400,000 savings by implementing this project. We will save \$20,000 a year or five years at \$100,000 by creating a Repository of Digital Texts and Electronic Content. This will allow us to decrease our textbook budget by \$20,000 each year for five years. In addition, we will save \$60,000 a year or five years at \$300,000 by purchasing the Google Chrome Books. This will allow us to decrease our Capital Outlay instructional costs by \$60,000 for each year for five years. The tremendous savings from not replacing computers will be more than enough to sustain the program. Computers cost in the range of \$500-600, whereas Chrome Books cost only \$279.

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.

Sustainability is demonstrated in the utilization of the project elements. This project will sustain itself for at least five years after June 30th of the grant year because we will have saved \$400,000 over five years by saving \$20,000 per year on textbooks and \$60,000 per year on Capital Outlay for instructional technology. There are no recurring costs for five years as there are no salaries and maintenance costs are included for the five years. The tremendous savings from not replacing computers will be more than enough to sustain the program. Computers cost in the range of \$500-600, whereas Chrome Books cost only \$324 including maintenance agreement, insurance, and cover.

#### **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 December 2013- May 2014

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

1. November 2013. Meeting with staff to discuss Technology plan and Google Chrome Books 2. December 19, 2013. Presentation to Board of Education on Google Chrome Books for instructional use. 3. December 30, 2103. Purchase of 75 Google Chrome Books for instructional staff 4. January - April 2014. Training for all staff on Google Chrome Books for instruction. 5. May 2014. Communication with all staff on plans for next year,

\* Anticipated barriers to successful completion of the planning phase

There are no barriers to the planning phase. Most of the planning has already taken place.

18. Implementation - Process to achieve project goals

\* Date Range Summer 2014 - May 2015

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

1. Summer 2014. Training for teachers on Google Chrome Books and Digital Texts and Electronic Content 2. Summer 2014. Purchase of 1000 Google Chrome Books if grant is approved. 3. August 2014. Training for students on how to use Google Chrome books. 4. August 2014 - December 2014. Meetings to research, create, develop, and implement the Repository of Digital Texts and Electronic Content. 5. January 2015. Live with the Repository of Digital Texts and Electronic Content for teachers and students. 6. January - May 2015. Monthly meetings and SWOT evaluations as well as student achievement data on the use of Google Chrome Books as well as the Repository of Digital Texts and Electronic Content.

\* Anticipated barriers to successful completion of the implementation phase.

The only barrier to successful completion of the implementation phase is the failure to procure the grant. We would not be able to implement this year due to costs.

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

\* Date Range May 2015 - June 2015

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

1. May - June 2015. SWOT Analysis and evaluation on the impact of Google Chrome Books and the Repository of Digital Texts and Electronic Content with student achievement. 2. June 2015. Final Evaluations using SWOT and student achievement data. Make recommendations for 2015-2016 School year.

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

There are no barriers to successfully completing the summative evaluation phase.

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 expected changes to the instructional and/or organizational practices in our organization are as follows. First, students will be better College and Career Ready. We will be able to use the Repository of Digital Texts and Electronic Content and Google Chrome Books to provide remediation and intervention for students so they can score better on Compass/Accuplacer/ACT/SAT. This will help students and parents save money but not having to take remedial courses. Second, students will be able to take online and blended classes 24/7. This will allow us to help students who are credit deficient as well as help students who want to take a course that we currently do not offer. Third, this will allow us to meaningfully engage students with technology and instruction. Students have grown up in the digital age and want/need to interact and engage with technology for learning. Fourth, teachers will transform their classrooms from the standard lecturing/note taking and drill/skill to providing Digital Texts and Electronic Content that are relevant, rigorous, and engaging to students. Teachers will be able to "FLIP" their classrooms using the Repository of Digital Texts and Electronic Content and allow students to learn 24/7. Teachers will be able to become innovators in the classroom and have students engaged in learning from around the world. This project will produce significant changes in how teachers instruct; ultimately transforming classrooms into media-rich, hybrid learning environments that exemplify effective, research-based instructional strategies. Utilizing pedagogy and design strategies gained through the project's professional development components, instruction will be responsive to diverse student needs and model habits of excellent teaching. Overall, classroom teaching and learning practices will move from dependence on hardbound texts to student-centered strategies that will enhance the readiness of students for the real world that awaits them. PD will engage teachers in reflective discussions that will focus their instructional design to ensure

technology and digital content are combined to foster meaningful, standards-based learning. Creation of the digital repository will greatly increase the amount of classroom resources available for teaching and learning. This, in turn, will create critical change in how lessons are designed and how content is delivered to students. With the myriad of resources made available via the digital repository, teachers will be able to craft learning opportunities that support differentiated learning. Digital resources of the collection will offer opportunities for students to develop deeper knowledge, inquire, interpret and synthesize information. Technology integration will contextualize learning by expanding beyond the classroom and connecting concepts to real-world experiences. This is a model that will be fully embedded into the districts' ongoing efforts to enhance lesson design.

#### **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 rationale and research for this project are as follows: One lesson of 1-to-1 that just about everybody agrees on: It can never be about the technology. Barry Bachenheimer, director of curriculum, instruction and assessment at Pascack Valley Regional High School District (NJ), said, "Just because the kids are typing away on a keyboard or the teachers are projecting a website doesn't mean what they're doing is effective or learning is taking place. If you set your goals as things like student engagement, levels of inquiry, levels of understanding - which research has shown lead back to student achievement - and technology plays a building block in that process, you'll set yourself up for a good program." The state of Maine, which implemented one-to-one computing statewide in their middle schools in 2002, has seen significant improvement in writing scores on their statewide test (Silvernail & Gritter, 2007). The same study also found that the more extensively students used their laptops, the better they scored. Lowther, Ross, and Morrison (2003) also indicated positive impacts of a one-to-one program on student writing scores as well as problem solving. The study compared two groups of students from the same grade levels in the same schools. The control group did not receive laptops and the other group of students had 24-hour laptop access. The study found that those students receiving the laptops demonstrated superior writing skills. Other studies affirm these findings (see, e.g., Bebell & Kay, 2010; Gulek & Demirtas, 2005). Additional studies observed gains in both writing and literacy skills. One of those studies (Suhr, Hernandez, Grimes, & Warschauer, 2010) analyzed what is sometimes known as the "fourth-grade slump," which occurs as students transition from "learning to read" to "reading to learn." The study found that students in a laptop program outperformed their peers in the control group in literacy response and analysis as well as writing strategies. It is worth noting that the significant differences between groups were much more observable after the second year of the initiative. Research conducted on 44 Texas middle schools displayed positive results in many of these areas for one-to-one schools (Shapley, et al., 2006). The study included 22 control schools and 22 schools that were one-to-one. Nearly 70% of students in the study came from economically-disadvantaged backgrounds. Although most of the schools were rural and very small, about one-third were in large cities or suburban areas. The results of the study were statistically significant on two major indicators of student engagement. First, the study indicated that students attending one-to-one schools were much more satisfied with school than students in the control group. Second, students at one-to-one schools also were sent to the office less frequently and were suspended less than students from the control schools. According to research, students who are engaged in deeper learning experiences are more motivated and therefore take ownership of their learning, which results in higher performance. (Learning, Expeditionary; Means et al) Research shows higher gains in student achievement across all four core content areas in a blended learning environment. Several meta-analyses show that through blended learning experiences students learn to think critically and apply what they have learned to a greater degree than when taught in a traditional face to face classroom. (Means et al; Marzano & Heflebower) The focus can not be on the device. The focus has to be on the teaching and learning. Teachers must have PD and focus student engagement, levels of inquiry, levels of understanding - which research has shown lead back to student achievement.

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.

Joel Anderson 3529 St. Rt. 48 Lebanon, Ohio 45036 513-932-5677 ex.5210 joel.anderson@mywccc.org This will be an internal evaluation.

\* 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 plan to evaluate the impact of this concept, strategy, or approach used is to conduct a formal survey with teachers, students, parents, and business leaders. We will ask about student engagement, levels of inquiry, levels of understanding, creativity, and innovation. We will also review student data from OGT, End of Course Exams, Compass/Accuplacer/ACT/SAT Industry Assessments and Credentials as well as our scores from NWEA on MAP. We will compare and analyze the data from last year to this year and next year to determine trends, strengths, and areas of improvement. During the 2014-2015 school, we will hold monthly progress meetings to discuss both our short and long term objectives. We will again analyze data from above to review our progress. # of teachers trained and Perceptions' of the PD to create digital

content & to integrate digital resources in blended instruction: Training documentation and a survey with both close & open-ended questions will be created to examine teachers' perceptions of the content & quality of the professional development offered. The results of each professional development session will be presented as well as the aggregated overall results. # and quality of digital resources created by the project: WCCC will create a rubric to evaluate the level content & technological quality to all of the resources. Long-Term Benchmarks (Evaluation Methodology) The long-term benchmarks will be created based on baseline data for each variable.. Target outcome goals will be created for 2015-2018.

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

The project plan will modify or change depending on the measured progress by modify training & the digital resources provided through the grant. In addition, we will have instruments & ability to evaluate future digital resources created. The database created by WCCC will also give us the tools to track long-term objectives & make decisions based on the data over the next five years. Lessons Learned from Project: A procedural document will be created by WCCC to outline the step-by-step process that we followed to create these resources that will contain a lessons learned section to provide guidance in the process.

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.

With reliable research, a strong plan aimed at spending reductions and cost saving, and a proven track record of successful collaboration, the probability of success with this endeavor is high. Student-centered, digitally powerful experiences for all students will result in increased levels of engagement, motivation and ultimately student achievement. For this project, District Design Teams will develop deep learning experiences so that all students have differentiated opportunities to add to their factual knowledge and apply what they know to engaging, real-world situations. According to research, students who are engaged in deeper learning experiences are more motivated and therefore take ownership of their learning, which results in higher performance. (Learning, Expeditionary; Means et al) Research shows higher gains in student achievement across all four core content areas in a blended learning environment. Several meta-analyses show that through blended learning experiences students learn to think critically and apply what they have learned to a greater degree than when taught in a traditional face to face classroom. (Means et al; Marzano & Heflebower)

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

The specific goals or benchmarks for this project are as follows" By June of 2020: 1. Less than 5% of students will need to take remedial courses at the post-secondary level 2. 40% of students will achieve the Award of Merit on the HSTW assessment 3. ACT scores will increase by 3 points 4. 100% of our students will pass OGT and/or PARCC.

\* Spending Reduction in the five-year fiscal forecast

\* Utilization of a greater share of resources in the classroom

The specific goals or benchmarks for this project are: By June 2020. 1. Savings of \$100,000 in textbook budget 2. Savings of \$300,000 in Capital Outlay budget for instructional technology

\* 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 innovative grant provides a model that could be instituted across other school districts. The systematic model details the vision, professional development, and process as well as providing information on the necessary infrastructure. It will also provide guidelines for time and effort necessary for various levels of implementation. For example, schools may choose to simply utilize the online repository of

exemplar units. The units are a unique, value-add strength of the project and serve as a stand-alone product. Teachers would need time to do an overview of available units and time to explore and plan for classroom level implementation. This could be accomplished during a waiver day or even during planning time. Fully implementing districts can replicate the work by recruiting local professional staff who would have the knowledge to implement the systematic model. The time and effort necessary to do the work is considerable, and ultimately dependent on many factors including subject matter and pace of work. A reasonable estimate of time is 20-25 days of dedicated effort. Although the work of unit development requires much more time, but the depth of professional learning of participating teachers will pay dividends for many years and countless students.

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

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

I agree. Joel Anderson Director of Curriculum & Instruction Warren County Career Center 4-17-2014

Consortium

Warren County Vocational School (051474) - Warren County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections ▶

### Consortium Contacts

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

## Partnerships

Warren County Vocational School (051474) - Warren County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

### Partnerships

No partners added yet. Please add a new partner by using the form below.

Implementation Team

Warren County Vocational School (051474) - Warren County - 2015 - Straight A Fund - Rev 0 - Straight A Fund

Sections 

**Implementation Team**

<b>First Name</b>	<b>Last Name</b>	<b>Title</b>	<b>Responsibilities</b>	<b>Qualifications</b>	<b>Prior Relevant Experience</b>	<b>Delete Contact</b>
Roy	Broderick	Math Teacher	Roy will help train teachers and students using the Google Chrome Books as well as the Google products.	Roy is very knowledgeable about technology in the classroom. He was a leader in going paper less in his classroom and in helping other teachers make the transition. Roy using many Google products on a daily basis in his classroom like Google Apps, Google Drive, etc...	Roy has been a Math Teacher for 5 years. He has led teacher professional development workshops for our staff. He is well respected by the teaching staff for his knowledge and skills with technology. Teachers feel comfortable learning from him	
Dave	Cairns	Technology Director	Dave's responsibilities for this grant will be training instructional staff and students on how to use the Google Chrome Books for teaching and learning.	Dave has trained teachers on how to use MOODLE, Microsoft 8, and numerous other software and electronic content for instruction. Dave has created our Technology Plan with input from all stakeholders about the direction of technology. The instructional staff have all been trained with Google Chrome Books during the 2013-2014 school year. Instructional staff have also been trained on using MOODLE, going paper less, as well as several Google products like Google Docs, Drive, Goolge Apps, etc	Dave is a former Math teacher and a former Career Technical Teacher in the field of IT.	
Joel	Anderson	Director of Curriculum & Instruction	Joel will oversee the grant and facilitate the development of the Repository of Digital Texts and Electronic Content.	Joel has worked with a number of Electronic Content providers to provide resources for teachers. Joel has worked on several projects that involve technology and grants. Most recently the addition of \$9000 for IPADS for the administrative team. Joel also wrote and received a \$60,000 grant for CTE Middle/High School Improvement Inquiry Based Instruction Grant. He also secured a \$50,000 for Seniors to Sophomores grant. Joel is involved with the Buck Institute for project based learning as well as Advanc-Ed on writing the new STEM standards.	Joel was a former HS Principal, Assistant Principal, and a Social Studies teacher.	