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Adjusted Allocation | 0.00 |

Remaining | -1,000,000.00 |
Please respond to the prompts or questions in the areas listed below in a narrative form.

A) APPLICANT INFORMATION - General Information

1. Project Title:
Closing the Gap - One Computer at a Time

2. Project Summary: Please limit your responses to no more than three sentences.
This project will equip all students with a common technology device paired with individualized instruction to increase student achievement.

This is an ultra-concise description of the overall project. It should only include a brief description of the project and the goals it hopes to achieve.

3. Estimate of total students at each grade level to be directly impacted each year.

This is the number of students that will receive services or other benefits as a direct result of implementing this project. This does not include students that may be impacted if the project is replicated or scaled up in the future. It excludes students who have merely a tangential or indirect benefit (such as students having use of improved facilities, equipment etc. for other uses than those intended as a part of the project). The Grant Year is the year in which funds are received from the Ohio Department of Education. Years 1 through 5 are the sustainability years during which the project must be fiscally and programmatically sustained.

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4. Explanation of any additional students to be impacted throughout the life of the project. This includes any students impacted or estimates of students who might be impacted through future scale-ups or replications that go beyond the scope of this project.

The scope of this project is extensive. In future years, as the district replaces devices in grades 6-12, those devices can be recycled in the elementary grades to allow for increased access to hand-held technology in grades K-5, in addition to the grade level Chromebook carts allocated in this plan.

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

<table>
<thead>
<tr>
<th>First and last name of contact for lead applicant</th>
<th>J.P. Feldner</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organizational name of lead applicant</td>
<td>Director of Technology</td>
</tr>
<tr>
<td>Address of lead applicant</td>
<td>6111 Fairdale Drive Cambridge, OH 43725</td>
</tr>
<tr>
<td>Phone Number of lead applicant</td>
<td>740-435-1188</td>
</tr>
<tr>
<td>Email Address of lead applicant</td>
<td><a href="mailto:jp.feldner@cambridgecityschools.org">jp.feldner@cambridgecityschools.org</a></td>
</tr>
</tbody>
</table>

Community School Applicants: After your application has been submitted and is in Authorized Representative Approved status an email will be sent to your sponsoring entity automatically informing the sponsor of your application.

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 (vendors, service providers, sponsors, management companies, schools, districts, ESCs, IHEs) 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. The following questions will address specific outcomes and measures of success.

a. The current state or problem to be solved; and

Due to the fact that our district currently has a significant gap in student achievement, it is evident that Cambridge City Schools is not effectively meeting the needs of ALL of our students. Our students with special needs and those who are economically disadvantaged are not performing at the same level as our student population as a whole. Data shows that students within the district are not achieving at a level required by the state in ALL subjects and within ALL subgroups. In addition to these varied achievement levels, historically, the district's Value Added scores have not reflected a year's worth of growth for ALL of our students. The achievement benchmarks outline the discrepancy in our special needs and economically disadvantaged subgroups, whereas our Value Added measures indicate that we are not adequately meeting the needs of our highest achieving students. Compounding this problem is the fact that, due to limited funds, our teachers have been forced work with outdated textbooks and develop their own curricular resources to align to Ohio's Learning Standards. Teachers in each building have shared access to a computer lab which makes it's use inconsistent and somewhat ineffective. With teachers expected to do more with less, having access to a technological device on a consistent basis to support student learning will provide meaningful opportunities for individualized student instruction, differentiated to student's educational needs. Lastly, the district struggles to prepare our students for technology-driven careers and to develop the digital literacy skills that employers expect from our students upon graduation. In the last two years we have utilized any available funding and awarded grants to support our vision for transforming how the students in our
b. The proposed innovation and how it relates to solving the problem or improving on the current state.

Our “Closing the Gap - One Computer at a Time” initiative will provide all students in the Cambridge City School District with a common technology device, which when paired with research-based instructional strategies, will transform the face of education for our district. This plan will not only equip our students with the tools, knowledge, and skills necessary to be college or career ready upon graduation, but it will also serve as a platform for the restructurization of our current learning environment from a teacher-directed to a student-centered and student driven classroom. By increasing student accessibility to technology, students will be exposed to best practices in education grounded in the foundations of a universal design for learning, and provided with multiple opportunities to explore, create, apply, collaborate, and analyze on a daily basis. Launching a computing initiative throughout Cambridge City Schools will not only help to close the educational gap that the district faces, improve the low Value Added scores currently held by the district, and prepare students for a technology-driven future; it will transform the classroom into a new learning environment. This new learning environment will also bridge the educational disconnect between home and school. Teachers will be able to create, collaborate, manage and administer lessons and assessments using the initiative. Currently, the district is unable to keep up with the changing demands of curriculum. The lack of funds allotted for textbooks leave most teachers with little or no resources. Through the use of technology, K-12 teachers will be able to create a web-based learning management system to develop, organize, collaborate and deliver their curriculum. Teachers will be able to use applications to teach students new ways to critique, distinguish, design, synthesize and problem solve using interactive maps. They will be able to assemble their own curriculum with rich content aligned to Ohio’s Learning Standards. With the use of technology, teachers will be able to equip students within all subgroups with modified instruction to meet their individual needs within the general education classroom. Beginning in the 2014-2015 school year and continuing for the 2015-2016 school year, Cambridge City Schools has implemented a "Tech Wednesday" professional development series which provides staff members with training in the Google Suite as well as instruction on various tech tools and how to implement them into the classroom. These after school trainings have been well attended, but frustration has set in as the concepts are hard to implement without access to the devices on a consistent basis. This grant will enable our district to provide additional professional development to all members of the administration team and certified staff during the 2016-2017 school year regarding not only in how to use the devices, but how to transform the classroom with the support of these devices. The professional development piece of this project is critical in ensuring it's success. A computing initiative is only as good as the teachers implementing it. The plan is to provide professional development by outside professionals as well as an in-house technology team to support the teachers in how to implement research based instructional strategies in a blended classroom. Training for the administration team will begin this spring with a focus on teacher buy in, best practices, and technology-transformed learning. It is our goal to make sure the all staff is comfortable and efficient in using the technology prior to implementation to ensure that our students are receiving the best individualized instruction possible.

9. Select which (up to four) of the goals your project will address. For each of the selected goals, please provide the requested information to demonstrate your innovative project. - (Check all that apply)

a. Student achievement

i. List the desired outcomes.

Examples: fewer students retained at 3rd grade, increase in graduation rate, increased proficiency rate in a content area, etc.

The desired outcomes of our district-wide computer initiative is to increase student achievement in all content areas and in all student subgroups by creating a student centered learning environment that is not only differentiated based on individual needs, but is also engaging. For students in grades K-2, their growth and achievement will be measured through the use of STAR assessments. Our students in grades 3-8 will show their achievement gains on state standardized tests and STAR assessments. With the implementation of technology into the curriculum, teachers will work collaboratively with each other to share planning and brainstorm to enhance the effectiveness of the curriculum. The desired outcome is that the students will be more engaged and challenged in the classroom. High school students will be required to study their ACT scores, as well as their end of course exams. Students in grades K-12 will also demonstrate growth within Student Learning Objectives in the form of pre, mid, and post assessments, where they will be expected to meet or exceed their growth targets. Another desired outcome of this project is to close the gap among our students with disabilities and those that are economically disadvantaged, compared to our student population as a whole and also to grow our high achieving students a full academic year.

ii. What assumptions must be true for this outcome to be realized?

Examples: early diagnosis and intervention are needed to support all children learning to read on grade level; project-based learning results in higher levels of student engagement and learning, etc.

In order for this outcome to be realized, all teachers must commit to designing and implementing a technology driven curriculum. The Chromebooks will need to be used in the classroom as a primary source for collaboration as well as exploring and understanding Information. Professional development is needed prior to implementation of the technology devices and teachers must make use of their prior knowledge to create a curriculum that is technology driven, student centered and rooted in a foundation of best instructional practices.

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, etc), or how these are well-supported by the literature.

During the 2014-2015 school year, the district implemented a pilot program at the middle school. Prior grant funds were used to purchase one Chromebook cart to be used in a language arts classroom. This teacher was trained prior to implementing a technology driven curriculum. She attended numerous professional development opportunities through ITSCO in Columbus, Ohio. The professional development taught the teacher how to create a blend of digital content and activity with face-to-face content and activity. The teacher learned how to use the devices effectively in her classroom. Once the devices were implemented into the pilot classroom, the teacher met weekly with her teacher based team to discuss the progress of the pilot program. The teacher determined that students were more engaged in their learning and student achievement had increased. The technology driven curriculum encouraged student self-expression, interaction with peers, and provided an opportunity for authentic learning experiences. Through the implementation and integration of computer technologies in the classroom setting, students were able to have new authentic and meaningful learning experiences. The teacher has shared with her colleagues the impact of Chromebooks in the classroom.

iv. List the specific indicators that you will use to measure progress toward your desired outcome.

These should be measurable changes, not merely the accomplishment of tasks. Example: Teachers will each implement one new project using new collaborative instructional skills, (indicates a change in the classroom) NOT; teachers will be trained in collaborative instruction (which may or
1. Teachers will implement developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners no less than two times a week. 2. Teachers will identify and locate a minimum of five technology resources and evaluate them for accuracy and suitability quarterly. 3. Teachers will apply technology strategies to develop students' higher order skills and creativity at least once a week. 4. Teachers will implement curriculum plans that include methods and strategies for applying technology to maximize student learning at least two times a week.

v. List and describe pertinent data points that you will use to measure student achievement, providing baseline data to be used for future comparison.

Teachers will be required to measure their progress towards increasing student achievement through the use of a technology driven curriculum. Teachers will provide the baseline data through the use of pre-assessments. Teachers will be required to meet weekly during Teacher Based Teams (TBT) to identify and measure their progress towards the goal. The TBT will then compile the data which will be reflected on TBT notes weekly. The weekly TBT notes will then be compiled and discussed at the Building Leadership Team (BLT) meetings monthly. BLT will evaluate the progress of the Teacher Based Teams and suggest alterations of the course of the project if needed. The BLT will provide the District Leadership Team (DLT) with pertinent data on a quarterly basis.

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

If the outcomes of the project are not realized, teachers will be provided with additional professional development as well as additional support from the Lead Grant Trainers. Students who do not show academic growth will be provided with additional intervention two times a week for a total of one hour a week. Students will be provided with additional technology based curriculum, but will be working in a small group to better meet their needs. If the project outcomes are not realized, teachers will visit schools where computer-based instruction has been proven to be successful. Teachers will meet with the successful school leaders to interview, observe and discuss what is working in their district. Teachers will create a plan to alter the project based on suggestions given.

b. Spending reductions in the 5 year forecast

i. List the desired outcomes.

Examples: lowered facility cost as a result of transition to more efficient systems of heating and lighting, etc.; or cost savings due to transition from textbook to digital resources for teaching.

Spending reductions will take place on a number of different levels as the computer initiative moves forward. Four main areas of cost reduction are copier use, paper use, textbook purchasing, and technology replacement. After examining expenditures, the team felt confident that costs could be saved in these areas. Expected savings per year in each area are as follows: a 30% savings in the copier costs for the district, a 30% savings in paper usage for the district, a 50% reduction in textbook costs, and a 40% reduction in classroom technology costs.

ii. What assumptions must be true for this outcome to be realized?

Example: transition to “green energy” solutions produce financial efficiencies, etc.; or available digital resources are equivalent to or better than previously purchased textbooks.

Copier costs and paper costs go hand in hand with one another. As teachers begin to lean on technology usage for work and communication, these costs will go down. Online assignments with editing and collaborative features reduce the need for paper copies of each assignment. This environment also allows for all staff members to communicate electronically with each other, students, parents, and administration with a move toward a paperless environment. As Ohio has been transitioning to new learning standards, many of our current textbooks are not aligned appropriately. The teaching staff has been left to compose their own pool of teaching resources. This initiative would allow for the vertical and horizontal collaboration. Departments could essentially create their own digital "textbook/cursor" by combining the best of the best resources and storing them on our server space or in their Google Drive for digital access. These textbook savings vary from year to year as the amount set aside for textbooks varies from year to year. Technology has been and continues to be a valuable resource for our staff and students. The major barrier to classroom technology in our district has been that the hardware was purchased in phases through various funding sources and therefore a lack of consistency has occurred. Many machines are 10 years old or older and are less efficient to operate and repair.

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, etc), or how these are well-supported by the literature.

The district has implemented several pilot programs using Chromebook carts this school year. Although no final numbers are available, teachers in the pilot program meet bi-weekly with administration and are very positive about their experiences. They have seen a significant reduction in their copying and printing as they send newsletters electronically, accept electronic turn in of assignments, cut down the use of worksheets with the use of Goggle Classroom, and electronically documenting / collaborating with Teacher Based Teams, Building Leadership Teams, and District Leadership Teams. In the 2014-2015 school year, the Cambridge City School District contracted with a company for an energy audit. This audit suggested the reduction in CRT monitors and outdated towers with more energy efficient devices. This grant would aid in the elimination of all current classroom computers which, in turn, would reduce our energy costs according to the findings presented in our energy audit.

iv. List the specific indicators that you will use to monitor progress toward your desired outcome.

These should be specific dollar savings amounts. THESE MUST MATCH THE COST SAVINGS AS PROJECTED IN THE FINANCIAL IMPACT TABLE (FIT).

We will monitor the consumption of paper, the copier costs, textbook purchases and classroom technology costs with the treasurer bi-annually. It is our modest projection that these areas will be cut by at least 30% with a total cost savings of $5,8410 in FY18, $5,2570 in FY19, $4,7370 in FY20, $4,0890 in FY21, and $3,5050 in FY2022. It is important to note that the numbers vary as amounts forecasted vary for textbooks from year to year. An interesting area which we do not count on in the grant financials but we will monitor is the energy costs after replacing all of the CRT monitors and outdated machines.

v. List and describe pertinent data points that you will use to measure spending reductions, providing baseline data to be used for future comparison.

The Lead Grant Trainers will meet bi-annually with the fiscal staff to look at how this grant is impacting our spending in the areas of...
copying, printing, paper usage, classroom technology, and textbook purchases.

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

If our assumptions prove false and we need to alter our course, we will look at several ways to get "on track" with our assumptions. There are several options that could limit the number of copies and/or documents being printed. We currently use a tracking system which allows us to record the numbers of copies made on the copier and the numbers of documents printed on each printer. This data will help us determine who might need more professional development to get on board with our initiative and/or needs restricted in the number of documents that they may print or copy. We, as a team, may need to do more research as to where we are failing and look to successful initiatives in other districts for guidance.

c. Utilization of a greater share of resources in the classroom

i. List the desired outcomes.

Example: change the ratio of leadership time spent in response to discipline issues to the time available for curricular leadership.

ii. What assumptions must be true for this outcome to be realized?

Examples: improvements to school and classroom climate will result in fewer disciplinary instances allowing leadership to devote more time to curricular oversight.

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, etc), or how these are well-supported by the literature.

iv. Please provide the most recent instructional spending percentage (from the annual Ohio School Report Card) and discuss any impact you anticipate as a result of this project.

*Note: this is the preferred indicator for this goal.*

v. List any additional indicators that you will use to monitor progress toward your desired outcome. Provide baseline data if available.

*These should be specific outcomes, not just the accomplishment of tasks. Example: fewer instances of playground fighting.*

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

d. Implementing a shared services delivery model

i. List the desired outcomes.

Examples: increase in quality and quantity of employment applications to districts; greater efficiency in delivery of transportation services, etc.

ii. What assumptions must be true for this outcome to be realized?

Example: neighboring districts have overlapping needs in administrative areas that can be combined to create efficiencies.

iii. Describe any early efforts you have made to test these assumptions (pilot implementation, data analysis etc), or how these are well-supported by the literature.

iv. List the specific indicators that you will use to monitor progress toward your desired outcomes.

*These should be measurable changes, not the accomplishment of tasks.*

Example: consolidation of transportation services between two districts.

v. List and describe pertinent data points that you will use to evaluate the success of your efforts, providing baseline data to be used for future comparison.

Example: change in the number of school buses or miles travelled.

vi. How are you prepared to alter the course of your project if assumptions prove false or outcomes are not realized?

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

a. New - Never before implemented
C) BUDGET AND SUSTAINABILITY

11. Financial Information: All applicants must enter or upload the following supporting information. The information in these documents must correspond to your responses in questions 12-19.

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

Enter Budget

b. If applicable, upload the Consortium Budget Worksheet (by clicking the Upload Documents link below)

Upload Documents

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 of the workbook. Applicants must submit one Financial Impact Table with each application. For consortium applications, please add additional sheets instead of submitting separate Financial Impact Tables.

1,000,000.00 12. What is the amount of this grant request?

13. Provide a brief narrative explanation of the overall budget.

Responses should provide a 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.

This initiative will purchase Google Chromebooks for our entire student population as well as our staff. It will provide funding for the Chromebook management for each machine and charging carts. Funds will also be used for upgrades to the wireless network. The current network is very stable, however more access points will need to be added for a roll out of over 2,000 devices. The district will also be implementing the use of a web-based instruction software system for students use. This system will help provide us with data which, in turn, will be used as a piece of the evaluation of this project. The grant will also provide for leadership team training followed by full staff training. Training for the leadership team will begin this spring and continue during the summer with the entire staff being trained throughout the 2016-2017 school year. Professional development is key to this project’s success. Some of the professional development will be provided by our training team and some will be provided by outside agencies. It is planned that training and devices will be provided to the staff in the fall of 2016, student machines will be purchased in the spring of 2017 and then distributed in the fall of 2017. It is imperative for the staff to feel confident in using the Chromebooks before distributing devices to the student population. Funds will be allocated to compensate the grant team trainers. Funds have also been earmarked for the setup and distribution of the Chromebooks and the management of the grant evaluation. Here is a detailed look at the budget items: Student Chromebooks $512,325.00 Staff Chromebooks $56,925.00 Web-based Instruction Software $100,000.00 Charging Carts $138,000.00 Wireless Network Upgrade $10,000.00 Maintenance & Supplies $12,000.00 Grant Team Trainers $24,050.00 Grant Evaluation Support $50,000.00 Professional Development $75,000.00 Machine Preparation and Distribution $10,000.00 Fringe Benefits $11,700.00

14. Please provide an estimate of the total costs associated with maintaining this program through each of the five years following the initial grant implementation year (sustainability costs). This is the sum of expenditures from Section A of the Financial Impact Table.

33,500.00 a. Sustainability Year 1

33,500.00 b. Sustainability Year 2

33,500.00 c. Sustainability Year 3

33,500.00 d. Sustainability Year 4

33,500.00 e. Sustainability Year 5

15. Please provide a narrative explanation of sustainability costs.

Sustainability costs include any ongoing spending related to the grant project after June 30, 2017. Examples of sustainability costs include annual professional development, staffing costs, equipment maintenance, and software license agreements. To every extent possible, rationale for the specific amounts given should be outlined. The costs outlined in this 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, there will be a sustaining cost of $33,500 per year for this initiative. $10,000 of this cost will be for training new staff and continuing the professional development of current staff. The other $23,500 will be used to replace and repair machines as needed. The Google Chromebook and management software is a one time fee with no yearly software license fee, therefore, there will be no sustaining costs towards software license agreements and the web-based instructional software is a 5 year agreement. This sustaining cost will still leave the district with a savings each year. Many of the ideas that are addressed in this grant proposal are ideas that this district is trying to implement currently on a smaller scale. This funding would provide for the ability to make content delivery more consistent as well as make our technology devices and software more uniform. The savings that will be realized through the implementation of this initiative will offset the sustainable costs each year.
The Cambridge City School District has purchased several of these devices and carts as a part of the planning phase and have learned the ins and out of the Chromebook. There has also been time spent researching the repair of these devices, most of which can be done on site by current personnel. The district has already invested funds into the training of teachers on the basics of Chromebooks and the Google suite of products.

**100 16. What percentage of these costs will be met through cost savings achieved through implementation of the program?**

Total cost savings from section B of the Financial Impact Table divided by total sustainability cost from section A of the Financial Impact Table. If the calculated amount is greater than 100, enter 100 here.

**17. Please explain how these cost savings will be derived from the program.**

Applicants who selected spending reductions in the five-year forecast as a goal must identify those expected savings in questions 16 and 17. All spending reductions must be verifiable, permanent, and credible. Explanation of savings must be specific as to staff counts; salary/benefits; equipment costs, etc.

As explained in the Financial Impact Table, the savings will vary due to the amount set aside for textbooks each year as the district follows a cycle in the budgeting for textbooks. The overall goal is a 30% savings in annual paper costs, a 30% savings in copier costs, a 30% savings in classroom technology costs, and a 50% savings in textbook costs. These are modest estimates of the savings that will be realized through this initiative. Another cost savings that is anticipated due to this initiative is a reduction in ink and printer costs. As a result of applying for this grant, the tracking of printer and ink utilization has been started within the district.

**0 18. What percentage of sustainability costs will be met through reallocation of savings from elsewhere in the general budget?**

Total reallocation from section C of the Financial Impact Table divided by total sustainability cost from section A of the Financial Impact Table

*Note: the responses to questions 16 and 18 must total 100%

**19. Please explain the source of these reallocated funds.**

Reallocation of funds implies that a reduction has been made elsewhere in the budget. Straight A encourages projects to determine up front what can be replaced in order to ensure the life of the innovative project.

*Not applicable as the costs are already met in the reductions as shown in the financial impact table.

**D) IMPLEMENTATION**

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

This response should include a list of qualifications for the applicant and others associated with the grant. Please list key personnel only. 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 Key Personnel information by clicking the link below:

Add Implementation - Key Personnel

For Questions 21-23 please describe each phase of your project including its timeline, and scope of work.

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

**21. Planning**

a. **Date Range** Spring of 2014 through Fall of 2017

b. **Scope of activities - include all specific completion benchmarks.**

Planning: The planning phase of "Closing the Gap-One Computer at a Time" began in the spring of 2014 and is currently ongoing. Identify district committee members and create a meeting schedule. Build a team of lead teachers. Schedule district leadership planning sessions (with superintendents, curriculum directors, principals, technology directors, teacher leaders). Draft the shared vision. Plan the timeline for building infrastructure. Develop and schedule the professional development plan. Establish the timeline for building-level training. Identify the assessment plan and timeline. Train pilot teachers. Plan for the distribution of devices to students. Create a quick response support team. Build a network of partners and experts. Research and schedule professional development opportunities.

**22. Implementation**

a. **Date Range** Summer of 2016 through the Fall of 2017

b. **Scope of activities - include all specific completion benchmarks**

Implementation: Implementation began in the fall of 2014 with the beginning stage of piloting the program and professional development. The implementation stage ends in the spring of 2018 after a full school calendar year of 100% of students and teachers using Chromebooks in a technology driven curriculum. Fall 2014-Spring 2015 One teacher pilots the program. Pilot teacher meets with Teacher Based Teams
23. Programmatic Sustainability (years following implementation, including institutionalization of program, evaluation and communication of program outcomes)

a. Date Range Fall of 2016 through the Spring of 2022

b. Scope of activities - include all specific completion benchmarks

24. 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 processes. The response may also outline the expected change in behaviors of individuals (changes to classroom practice, collaboration across district boundaries, changes to a typical work day for specific staff members, etc.). The expected changes should be realistic and significant in moving the institution forward.

Please enter your response below:

This initiative of computing devices for teaching and learning will increase equity of access to technology, update teachers’ knowledge and skills to improve instructional quality, increase student engagement, improve academic achievement and technology literacy, provide more learning opportunities for students with special needs, and improve the home-to-school connection. Technology is here to stay. An initiative such as this, solidifies the opportunity for the students to be prepared for a future where technology is used on virtually every job site throughout the world. This grant will provide the technology to both teachers and students as well as provide the staff with a vehicle for transforming their teaching to a student lead environment. Actively engaging students of all ability levels and giving them access to information such as research, lessons, assignments, and grades. This amount of accessible data will improve the home and school connection as both provide for timely communication. The expected changes to our district instructional practices will be to shift from a teacher directed to a student centered classroom supported by technology. Our emphasis will be on real world applications, a universal design for learning, and increasing student engagement. We will support our teachers in the use of best practices and research based instructional strategies to increase student achievement, as well as developing their knowledge and skills in using the devices to their fullest potential. The increased accessibility to technology will take learning beyond the walls of the classroom and prepare our students with the 21st century skills necessary to be successful in college and career. The organizational structure in place for implementing and monitoring this grant will surround our TBT, BLT, DLT hierarchy. In our planning phase we have determined, through our research of what makes a computing initiative effective and successful, that technology needs to be integrated into core curriculum at least weekly, principals must allow time for teacher professional learning and collaboration at least monthly, students should be given multiple opportunities to collaborate with one another, and technology should be integrated into all student intervention periods. With the move to online assessments, this initiative will help prepare the students with not only completing school work online, but also help to firm up the technology skills needed to be able to focus on the content of the assessment instead of worrying themselves with the technology component. One of the main goals is to prepare the students for the future, be it online assessment, transitioning to either the middle school or high school, vocational school, college, or entering the workforce. Although the technology may change, this initiative will provide the students the ability to learn as never before. The goals of this program are meant to change the learning environment for staff and students long term. Each student will have the opportunity to access a whole world of knowledge and understanding. Each staff member will be challenged to harness the power of learning through the use of technology.

25. Please provide the name and contact information for the person and/or organization who will oversee the evaluation of this project.

Projects may be evaluated either internally or externally. However, evaluation must be ongoing throughout the entire period of sustainability and have the capacity to provide the Ohio Department of Education with clear metrics related to each selected goal.
26. Describe the overall plan for evaluation, including plans for data collection, underlying research rationale, measurement timelines and methods of analysis.

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 shortfall. The applicant should provide information on how the lessons learned from the project can and will be shared with other education providers in Ohio. Note: A complete and comprehensive version of the evaluation plan must be submitted to ODE by all selected projects.

In order to measure the increase in student achievement, our district will establish baseline data of student performance from the Decision Framework that will be populated later this school year. For subjects and grade levels not included in the DF, we will compile data based on STAR and SLO assessment results. The district team will determine the tools to be used for monitoring both adult and student indicators. Teachers will be required to meet weekly during Teacher Based Teams (TBT) to identify and measure their progress towards the goal. The TBT will then compile the quantitative data to be reflected on TBT minutes. The data will surround the strategies implemented and the outcomes produced. The weekly TBT minutes will then be compiled and discussed at the Building Leadership Team (BLT) meetings on a monthly basis. The BLT will evaluate the progress of the specified adult and student indicators and suggest alterations of the course of the project if needed. The BLT will provide the District LeadershipTeam (DLT) with pertinent data on a quarterly basis. Throughout the course of this grant, student achievement, teacher instructional practices, professional development, and cost savings will be monitored and data will be analyzed according to the following timeline: student achievement of formative and summative assessments (weekly, monthly, quarterly, and yearly); teacher instructional practices (weekly, monthly, quarterly, yearly); professional development (after the training and throughout the implementation); cost savings (bi-annually). The lessons learned throughout the initiative will be posted on a website that is specifically designed for the project. The goals, plan, implementation time, evaluation, and outcomes will be clearly state to provide information to districts interested in implementing a similar initiative in their district.

27. Please describe the likelihood that this project, if successful, can be scaled-up, expanded and/or replicated. Include a description of potential replications both within the district or collaborative group, as well as an estimation of the probability that this solution will prove useful to others. Discuss the possibility of publications, etc., to make others aware of what has been learned in this project.

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 this 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 noted here.

It is our goal that this program does scale-up so that eventually each student (pre-k through grade 5) will have a device. We will actively look for other funding opportunities and/or partnerships as well as recycling devices purchased through this grant as they are replaced with newer technology. This initiative can be replicated throughout school districts in the Appalachian area of Ohio. If districts have the infrastructure already in place. A computer initiative such as this would be feasible. If districts do not have the needed infrastructure, they can still implement the project, but there will be an added cost to update their current wired and wireless networks. Many districts in Appalachian Ohio face similar barriers as Cambridge City Schools. Location, money and resources continue to be barriers which hinder student achievement. By successfully implementing a similar computer initiative, other districts can address the same barriers. This initiative knows no boundaries, giving students in this area the same opportunities given to students in urban and suburban areas of Ohio. By putting a technology device in the hands of each student, students will have up-to-date curriculum, resources and opportunities at their fingertips anytime, connecting home and school. We plan to document our whole grant process, if awarded, electronically to serve as an artifact for our district and to possibly help others who look to enact a similar initiative. This public electronic documentation will be posted to our district website. Once our initiative web page goes live, other districts will be able to learn from our failures and successes in order to implement their own similar computer initiative. Other districts will have access to our timeline so they can coordinate their own version of this initiative. Our district will serve as a model district allowing visitation from districts within our state to see firsthand what a computer initiative such as this entails.

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).

J.P. Feldner Director of Technology Cambridge City School District jp.feldner@cambridgecityschools.org (740) 435-1188
No consortium contacts added yet. Please add a new consortium contact using the form below.
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